



DEPARTMENT OF EDUCATION

# YOUTH APPRENTICESHIP PROGRAM

PARTNERSHIPS FOR CAREER PREPARATION

## CURRICULUM

PHASE 1 - EMPLOYMENT READINESS

PHASE 2 - GENERIC SKILL DEVELOPMENT

PHASE 3 - OCCUPATIONAL SKILL DEVELOPMENT

**BUSINESS - INDUSTRY**

**SCHOOLS - COLLEGES - UNIVERSITIES**

**TOMORROW'S WORKERS**

**EMPLOYERS - MENTORS**

**TEACHERS - TRAINERS**

**PREPARING TODAY'S YOUTH FOR TOMORROW'S WORKPLACE**

**"World Class"**

**Attitudes - Skills - Knowledge**

**June 1998**

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New  Brunswick

**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**THE  
PROGRAM**

# YOUTH APPRENTICESHIP PROGRAM

## PARTNERSHIPS IN CAREER PREPARATION

(Delivery Model)

| Component  | Grade 9 | Summer 9-10 | Grade 10   | Summer 10-11 | Grade 11   | Summer 11-12 | Grade 12 | Summer Post 12 |  | Post Secondary Training/Education (if applicable) | Apprenticeship (if applicable) |
|--|---------|-------------|------------|--------------|------------|--------------|----------|----------------|--|---|--------------------------------|
| <b>Regular Academic Curriculum</b><br>(Compulsory/Core Content)  | !       |             | !          |              | !          |              | !        |                |  |   |                                |
| <b>Orientation</b> to Highly Skilled Occupations/Trades/Technologies                                     | !       | and/or      | !          |              |            |              |          |                |  |   |                                |
| <b>Job Exposure, Job Shadowing</b><br>(minimum # of occupations...x)<br>(minimum # of hours at each...y) | !       | !           | !          |              |            |              |          |                |  |   |                                |
| <b>Application and Selection</b> into the Program<br>a) <b>initial agreement</b> .....                   | .....   | .....       | April<br>! |              | Sept.<br>! |              |          |                |  |   |                                |
| b) <b>confirmation of agreement</b> .  | .....   | .....       | .....      | .....        | !          |              |          |                |  |   |                                |
| <b>Theoretical/(in-class) Training</b>   |         |             |            | !            | *          | !            | !        | !              |  | !   | !                              |
| <b>Work Experience/ On-The-Job Training</b>  |         |             |            | !            | *          | !            | *        | !              |  | !   | !                              |

\* Possible opportunity for supplementary skill training and work experience

**The Youth Apprenticeship Program is structured into three phases**

**PHASE 1 - EMPLOYMENT READINESS:** ..... usually implemented - June of Grade 10 ... to ... May of Grade 11

**PHASE 2 - GENERIC SKILL DEVELOPMENT:** ..... usually implemented - June of Grade 11 ... to ... February of Grade 12

**PHASE 3 - OCCUPATIONAL SKILL DEVELOPMENT:** ..... usually implemented - March of Grade 12 ... to ... August of Grade 12

# New Brunswick

## YOUTH APPRENTICESHIP PROGRAM

### INTRODUCTION

New Brunswick's Youth Apprenticeship Program provides an opportunity for students at the high school level to become actively involved in skill training and work experience related to their occupational interests. While continuing their academic studies, students will have access to formal classroom instruction related to their occupational interests and to work in their occupational area, thus gaining valuable work experience.

Although its roots are based in apprenticeship training concepts, this program will be applicable to a broad range of occupations and industrial sectors. The key to the success of this program is effective partnerships between schools, businesses and labour.

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New Brunswick's Youth Apprenticeship Program builds upon the academic curriculum of the Senior High School with the addition of skill training and work experiences related to the youth apprentice's career choice.

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## YOUTH APPRENTICESHIP PROGRAM

### THE CHALLENGES

1. The economic development of the province will increasingly be dependent upon business and industry becoming and remaining competitive in the global economy.
2. Meaningful and rewarding employment will increasingly be in those occupations which demand highly developed technical skills and knowledge.

### THE RESPONSE

The educational systems - both secondary and post-secondary must respond to these challenges by:

- ! accepting increased responsibility for preparing youth for future involvement with business and industry;
- ! providing employers a means of participating directly in the education/training/learning process;
- ! enhancing the employment readiness of high school graduates with employment related skills, knowledge, and attitudes;
- ! better articulating the secondary - post secondary - and employment phases - of student development;
- ! providing an organized transition from school to work.

If successful, the YOUTH APPRENTICESHIP partnerships (employers, educators, and youth working together) will assist in developing a pool of educated and skilled workers capable of contributing to the productivity and competitiveness of New Brunswick's businesses and industries.

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## YOUTH APPRENTICESHIP PROGRAM

### OBJECTIVES

- ! To make careers in high skilled occupations more appealing and accessible to youth.
- ! To increase opportunities for cooperation between the province's business (includes management and labour) community and the secondary/post-secondary education systems.
- ! To link labour force requirements and academic expectations for high school graduates.
- ! To provide students with the opportunity to gain knowledge and work experience in occupations with career potential.
- ! To facilitate the school to workplace transition for high school students.
- ! To assist employers in obtaining employees who are motivated, academically prepared, appropriately trained, and already possessing related work experience.

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## YOUTH APPRENTICESHIP PROGRAM

### BASIC PRINCIPLES

- ! Participation (schools - students - employers) is voluntary.
- ! The high school core curriculum is maintained.
- ! Eligible students apply for "Youth Apprenticeship" openings.
- ! Employers select the participants (their future employees).
- ! Accessible for all students in all areas of the Province.
- ! Student participation reflects an informed choice of an occupation and commitment to an employer.
- ! Employer participation reflects a commitment to the education, skill development, and long term employment of the student.
- ! Each project operates through a partnership between a business, a high school, a community college, and the student.
- ! A planned education and skill training continuum.
- ! Continuance of participation requires maintenance of high academic standards, and satisfactory performance of workplace responsibilities.



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## YOUTH APPRENTICESHIP PROGRAM

### CHARACTERISTICS

- ! Provides for integration of vocational and academic learning.
- ! Requires preparatory career exploration activities . . . Grades 9 and 10.
- ! Requires 2 - 3 years of involvement at the high school level . . Grades 11 and 12.
- ! Provides for post-secondary education/training.
- ! Operates on a full-time/year around basis and requires full-time participation of students.
- ! Can operate totally exclusive of high school curriculum and extra curricular activities.
- ! Can be enhanced through integration of academic and occupational curriculum, and work experiences after school and on weekends.
- ! Students receive remuneration for (out-of-school) training activities and work experiences.
- ! Curriculum content and standards reflect economic and business requirements.
- ! Includes mentor training in the workplace.
- ! Broad based exposure to company operations.
- ! Focus on employment opportunities with career potential.

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## YOUTH APPRENTICESHIP PROGRAM

### ADMISSION PREREQUISITES

**Students seeking admission to the Youth Apprenticeship Program will . . .**

1. have completed the required Job Exposure/Job Shadowing activities;
2. have received information on the purpose, scope, and responsibilities of the Youth Apprenticeship Program, including the "compulsory" and "in-residence" requirements for certain curriculum components;
3. be in good academic standing in their regular school curriculum (as determined by the school Principal in consultation with the Local Advisory Committee);
4. have been selected by an employer for an interim placement in the Youth Apprenticeship Program.

### - NOTE -

**Ideally, students considering involvement in the Youth Apprenticeship Program will be those who . . .**

- ! have completed the extensive and comprehensive career guidance program prescribed by the Department of Education for Grades 7-10;
- ! have already made an informed career decision
- ! have the interest, capability, and willingness to undertake the required additional training and development activities.

| BASIC PROGRAM   | POSSIBLE ENHANCEMENTS   |
|---|---|
| <b>Career Exploration</b>   |   |
| <ul style="list-style-type: none"> <li>! Research and guidance activities</li> <li>! Job exposure/job shadowing</li> </ul>              | <ul style="list-style-type: none"> <li>! Work experiences (weekends/after school)</li> </ul>  |
| <b>Youth Apprenticeship: Phase 1 - Employment Readiness</b>   |   |
| <ul style="list-style-type: none"> <li>! Theory/skill development</li> <li>! Work experience/practicum (minimum - 120 hours)</li> </ul> | <ul style="list-style-type: none"> <li>! Integration of curriculum</li> <li>! Co-operative education experiences (on-the-job)</li> <li>! Additional work experiences (weekends/after school)</li> </ul> |
| <b>Youth Apprenticeship: Phase - 2 - Generic Skill Development</b>  |   |
| <ul style="list-style-type: none"> <li>! Theory/skill development</li> <li>! Work experience/practicum (minimum - 120 hours)</li> </ul> | <ul style="list-style-type: none"> <li>! Integration of curriculum</li> <li>! Co-operative education experiences (on-the-job)</li> <li>! Additional work experiences (weekends/after school)</li> </ul> |
| <b>Youth Apprenticeship: Phase 3 - Occupational Skill Development</b>   |   |
| <ul style="list-style-type: none"> <li>! Theory/skill development</li> <li>! Work experience/practicum (minimum - 120 hours)</li> </ul> | <ul style="list-style-type: none"> <li>! Integration of curriculum</li> <li>! Co-operative education experiences (on-the-job)</li> <li>! Additional work experiences (weekends/after school)</li> </ul> |
| <b>Post Secondary Training and Development</b>  |   |
| <ul style="list-style-type: none"> <li>! Post secondary education/training</li> <li>! On-the-job training</li> </ul>                    | <ul style="list-style-type: none"> <li>! Work experience</li> </ul>   |

**LIFE LONG LEARNING / FULL TIME EMPLOYMENT**

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## YOUTH APPRENTICESHIP PROGRAM

### EXPECTED OUTCOMES FOR EMPLOYERS

- ! An opportunity for involvement with high schools and post-secondary institutions.
  
- ! Direct involvement in the development of future employees.
  
- ! A planned access to knowledgeable and skilled workers.
  
- ! Financial savings on recruiting, selecting, and training new staff, especially for (hard-to-fill) high tech occupations.
  
- ! Enhanced image of the business to customers and the community.
  
- ! A positive ("feel-good") impact on regular staff.
  
- ! Increased opportunities for staff development.
  
- ! Opportunity to get "youth" into the workplace.
  
- !
  
- !
  
- !

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## YOUTH APPRENTICESHIP PROGRAM

### EXPECTED OUTCOMES FOR STUDENTS

- ! Involvement in planning own education and preparation for employment.
- ! Enhanced relevancy of academic studies.
- ! A High School Diploma and occupational credentials/credits.
- ! A structured transition from school to work.

#### **In Addition**

- ! 360 + hours of occupational knowledge and skill development.
- ! 360 + hours of related work experience.
- ! Advanced standing in post secondary training/apprenticeship/employment.
- ! Employment and income during high school years.
- ! Assurance of access to continued education and training (if appropriate) in the New Brunswick Community College or the University of New Brunswick.
- ! Enhanced opportunities for full time employment.

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## YOUTH APPRENTICESHIP PROGRAM

### EXPECTED OUTCOMES FOR SCHOOLS-COLLEGES

- ! Enhanced understandings and work relationships among educators.
- ! Increased relationships with business (employers and labour).
- ! Opportunity to familiarize business and industry personnel with the schools and colleges.
- ! Increased access to instructional resources.
- ! Increased opportunities for staff development.
- ! Positive influence on other school/workplace activities.
- ! Direct contribution to economic development.
- ! More relevant curriculum/learning activities for students.

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**YOUTH APPRENTICESHIP PROGRAM**

**ORGANIZATIONAL STRUCTURE**

**Provincial Advisory  
Committee**

! Policy Recommendations

**Department of Education**

**Curriculum Advisory  
Committee**

**Provincial Steering  
Committee**

- ! Curriculum Development! Policies & Procedures
  - ! Documents
- ! Transition to Post-Secondary Education/Training ! Standardization
  - ! Coordination of Provincial Activities
  - ! Program Evaluation

**School Districts - Business/Industry**

**Local Advisory Committee(s)**  
(Project and/or District Based)

**Project Partnership**  
Employer High School  
Youth Apprentice

- ! Coordination/Implementation of District Activities
- ! Monitoring of Work Experience
- ! Monitoring of Youth Apprentice Progress
- ! Program Promotion

**Project Partnership**

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**Project Partnership**



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**THE  
CURRICULUM**



|  |         |   |  |   |  |   |
|--|---------|---|--|---|--|---|
| <b>Cluster A</b><br><b>NB Youth Apprenticeship Program</b> | Phase 1 | 1A1<br>Overview of the Program<br>4 Hours     | 1A2<br>Employee Role/<br>Responsibilities<br>2 Hours             | 1A3<br>Employer Role/<br>Responsibilities<br>2 Hours                          |  |   |
|  | Phase 1 | 1B1<br>The NB Economy I<br>2 Hours            | 1B2<br>Introduction to the World of Work<br>6 Hours              | 1B3<br>Employer/<br>Employee Responsibilities<br>7 Hours                      | 1B4<br>Human Rights in the Workplace I<br>3 Hours  |   |
| <b>Cluster B</b><br><b>Working in New Brunswick</b>        | Phase 2 | 2B1<br>The NB Economy II<br>9 Hours           |  | 2B3<br>Employee Responsibilities<br>Employer Expectations<br>6 Hours          | 2B4<br>Human Rights in the Workplace II<br>5 Hours |   |
|  | Phase 1 | 1C1<br>Safety in the Workplace I<br>6 Hours   | 1C2<br>Introduction to Occupational Health and Safety<br>6 Hours | 1C3<br>Orientation to WHMIS (Workplace Hazardous Mat. Info System)<br>6 Hours | 1C4<br>Standard First Aid with CPR<br>16 Hours     |   |
| <b>Cluster C</b><br><b>Health and Safety</b>               | Phase 2 | 2C1<br>Safety in the Workplace II<br>15 Hours |  |   |  |   |
|  | Phase 3 | 3C1<br>Safety in the Workplace III<br>2 Hours |  |   |  |   |
|  | Phase 1 | 1D1<br>PERSONAL MANAGEMENT I<br>9 Hours       | 1D2<br>COMMUNICATION SKILLS I<br>9 Hours                         | 1D3<br>WORKING WITH OTHERS I<br>12 Hours                                      |  |   |
| <b>Cluster D</b><br><b>Personal Development</b>            | Phase 2 | 2D1<br>PERSONAL MANAGEMENT II<br>5 Hours      | 2D2<br>COMMUNICATION SKILLS II<br>10 Hours                       | 2D3<br>WORKING WITH OTHERS II<br>8 Hours                                      | 2D4<br>JOB SEARCH SKILLS<br>15 HOURS               |   |
|  | Phase 3 | 3D1<br>PERSONAL MANAGEMENT III<br>6 Hours     | 3D2<br>COMMUNICATION SKILLS III<br>6 Hours                       | 3D3<br>WORKING WITH OTHERS III<br>6 Hours                                     |  |   |
|  | Phase 1 | 1E1<br>You and Your Occupation<br>4 Hours     | 1E2<br>Working in Your Occupational Area I<br>8 Hours            | 1E3<br>ENTREPRENEURSHIP I<br>8 Hours  | 1E4<br>Business/ Technical Writing I<br>10 Hours   | 1E5<br>COMPUTER TECHNOLOGY IN THE WORKPLACE<br>15 HOURS |
| <b>Cluster E</b><br><b>Occupational Skills</b>             | Phase 2 |   | 2E2<br>Working in Your Occupational Area II<br>40 Hours          | 2E3<br>ENTREPRENEURSHIP II<br>8 Hours   | 2E4<br>Business/ Technical Writing II<br>10 Hours  | 2E5<br>COMPUTER TECHNOLOGY IN THE WORKPLACE<br>15 Hours |
|  | Phase 3 |   | 3E2<br>Working in Your Occupational Area III<br>80 Hours         | 3E3<br>ENTREPRENEURSHIP III<br>8 Hours  | 3E4<br>Business/ Technical Writing III<br>8 Hours  |   |

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## YOUTH APPRENTICESHIP CURRICULUM

### GOALS - GENERAL OBJECTIVES

The curriculum for the Youth Apprenticeship Program is designed to:

- ! ensure that the Youth Apprentice . . .  
    . . . has a safe and enjoyable work experience;
  
- ! ensure that the Youth Apprentice . . .  
    . . . contributes to the company's objectives;
  
- ! ensure that the Youth Apprentice . . .  
    . . . makes a positive impression on the employer, the mentor, and the other employees;
  
- ! ensure that the Youth Apprentice . . .  
    . . . has developed a strong basis for post-secondary education and training, and/or for continuing employment in the career area of his/her apprenticeship.

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## YOUTH APPRENTICESHIP CURRICULUM

### CHARACTERISTICS

#### The High School Curriculum

- ! Will meet all school and provincial requirements, and can be as diverse and inclusive as local conditions permit.
- ! Can be enriched and made more relevant through integration of occupational information and experiences.

#### The Youth Apprenticeship Curriculum

- ! Will provide clear standards and expectations  
... objectives, content, and assessment criteria are prescribed for each phase.
- ! Will provide instruction related to career preparation  
... based on industry advice.
- ! Will incorporate in-class and on-the-job training.
- ! Will focus on skills and knowledge of a generic nature  
... thus providing for transferability of "credits" between occupational clusters.
- ! Will build on skills and knowledge already acquired.
- ! Will introduce the development of occupationally specific skills and knowledge.

The curriculum for Youth Apprenticeship students will enhance the development of skills in areas such as:

- ! communication                      ! time management                      ! self motivation
  - ! teamwork                      ! computers                      ! personal responsibility
  - ! problem solving                      ! independence                      ! positive work habits
  - ! self study and independent learning skills
- and will establish a basis for **Life Long Learning**.

---

## YOUTH APPRENTICESHIP CURRICULUM

### THEORY AND SKILL DEVELOPMENT

#### Implementation

Implementation is through the following delivery mechanisms:

! Youth Apprenticeship Workshops

and one or more of the following:

! recognition of previously acquired skills and knowledge

! school based training/learning activities

! work place training/learning activities

! community based training/learning activities

#### Assessment of Achievement

Achievement is assessed in accordance with the prescribed criteria and procedures.

Achievement is assessed by one or more of the following:

! a Youth Apprenticeship instructor and/or supervisor designated by the Province

! a high school teacher designated by the Principal

! a work place mentor, trainer, and/or supervisor designated by the employer

! a trainer recognized by the Youth Apprenticeship Local Advisory Committee

#### Recording of Achievement

All assessment is recorded in the Record of Achievement document.

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## YOUTH APPRENTICESHIP CURRICULUM

### WORK EXPERIENCE/PRACTICUM

#### Implementation

- ! Work assignments and responsibilities are:
  - prescribed and supervised by the company/employer
  - subject to review by the Local Advisory Committee
- ! Each phase requires a minimum of 120 hours of satisfactory work experience.
- ! Each Youth Apprentice will work under the guidance and supervision of a "mentor" designated by the employer.
- ! Work experiences will be monitored by a Youth Apprenticeship Supervisor approved by the Local Advisory Committee.

#### Assessment of Performance

- ! Performance is assessed as follows:
  - based on input from -
    - a) the Youth Apprentice,
    - b) the Workplace Mentor, and
    - c) the Youth Apprenticeship Supervisor;
  - rated by the Company/Employer;
  - subject to review by the Local Advisory Committee.

#### Recording of Assessment

All assessment is recorded in the Record of Achievement document.



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**CURRICULUM**

**PHASE 1**  
**EMPLOYMENT READINESS**

(usually implemented - June of Grade 10 . . . to . . . May of Grade 11)

**- NOTE -**

**ALL YOUTH APPRENTICES FOLLOW THE SAME CURRICULUM IN  
PHASE 1. PRACTICAL APPLICATIONS OF THE THEORY WILL  
RELATE TO EACH INDIVIDUAL'S WORKPLACE.**

# **PHASE 1 EMPLOYMENT READINESS**

## **CURRICULUM DOCUMENTS**

- ! Outline of Curriculum - Youth Apprenticeship Program (this document)  
(intended primarily for Youth Apprenticeship Instructors/Trainers)
  
- ! Record of Achievement for Phase 1  
(intended primarily for the Youth Apprentice and the Employer)

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## **CURRICULUM PROFILE**

### **AIM**

To ensure that the Youth Apprentice has an enjoyable work experience, contributes to the company's objectives, and makes a positive impression on the employer, the mentor, and the other employees.

### **OBJECTIVES**

**To assist the Youth Apprentice in developing:**

- ! self esteem and self confidence;
- ! basic communication skills;
- ! awareness of responsibilities in the workplace;
- ! appropriate awareness/behaviours for safety in the workplace;
- ! readiness for personal workplace responsibilities.



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## ADMISSION PREREQUISITES

### Youth Apprentices seeking admission to Phase 1 will . . .

1. have completed the requirements for admission to the Youth Apprenticeship Program;
2. have submitted to the Local Advisory Committee, the prescribed Letter of Agreement (interim);
3. have successfully completed Cluster A - "The Youth Apprenticeship Program" of the Phase 1 curriculum. This will include the required "sign-off" by the employer;
4. have received orientation and training on the purpose and usage of the Record of Achievement document;
5. have submitted to the Youth Apprenticeship Provincial Consultant:
  - 5.1 the prescribed Phase 1 "Workplace and School Profile" forms by the 31st of May;
  - 5.2 any other documents required by the Local Advisory Committee and/or the Provincial Consultant.

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## CURRICULUM PROFILE

**1A - The Youth Apprenticeship Program** ..... 7%

- 1A1 - Overview of the Program
- 1A2 - Employee Role/Responsibilities
- 1A3 - Employer Role/Responsibilities
- 1A4 - Coordinator Role/Responsibilities

**1B - Working in New Brunswick** ..... 12%

- 1B1 - The New Brunswick Economy I
- 1B2 - Introduction to the World of Work
- 1B3 - Employer/Employee Responsibilities
- 1B4 - Human Rights in the Workplace I

**1C - Health and Safety** ..... 30%

- 1C1 - Safety in the Workplace I
- 1C2 - Introduction to Occupational Health and Safety
- 1C3 - Orientation to WHMIS (Workplace Hazardous Materials Information System)
- 1C4 - Standard First Aid with CPR

**1D - Personal Development** ..... 30%

- 1D1 -Personal Management I
- 1D2 -Communication Skills I
- 1D3 -Working With Others I

**1E - Occupational Skills** ..... 21%

- 1E1 - You and Your Occupation
- 1E2 - Working in Your Occupational Area I
- 1E3 - Entrepreneurship I
- 1E4 - Business/Technical Writing I
- 1E5 - Computer Technology In The Workplace I

---

100%



**YOUTH APPRENTICESHIP PROGRAM**

**TRAINING - DEVELOPMENT**

**1A - THE YOUTH APPRENTICESHIP PROGRAM**

**1A1 - OVERVIEW**

**1A2 - EMPLOYEE ROLE/RESPONSIBILITIES**

**1A3 - EMPLOYER ROLE/RESPONSIBILITIES**

**1A4 - COORDINATOR ROLE/RESPONSIBILITIES**

---

**CLUSTER 1A ..... THE YOUTH APPRENTICESHIP PROGRAM**

**UNIT OF INSTRUCTION 1A1 ..... OVERVIEW OF THE PROGRAM**

**PURPOSE**

This unit is designed to introduce the Youth Apprentice to the Youth Apprenticeship Program, its rationale, objectives, and major elements.

**DURATION**

This unit of instruction requires approximately . . . 4 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1A1.1 describe the Youth Apprenticeship Program, its goal and major components
  - what is the Youth Apprenticeship Program?
  - basic principles
  - characteristics
  - admission prerequisites (to the program; to each phase)
  - the 4-phase approach
  - the Record of Achievement Document;
  
- 1A1.2 describe the background and rationale of the Youth Apprenticeship Program
  - why Youth Apprenticeship?
  - benefits to the student
  - benefits to the employer;
  
- 1A1.3 describe a typical Youth Apprenticeship Workshop
  - purpose of the workshop
  - what is expected of the Youth Apprentice.

...continued on next page

## CLUSTER 1A

### UNIT OF INSTRUCTION 1A1

Note: Instruction related to the objectives of this Unit will be completed through activities at the district/regional level **prior to** the first Workshop.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

New Brunswick Youth Apprenticeship Program - Overview. Province of New Brunswick: Curriculum and Evaluation Branch, Advanced Education and Labour, March 1995.

New Brunswick Youth Apprenticeship Program. current edition.  
Province of New Brunswick: Department of Education.

New Brunswick Youth Apprenticeship Program - Record of Achievement - Phase 1, Province of New Brunswick: Curriculum Branch, Department of Education .

New Brunswick Youth Apprenticeship Program-Policies and Procedures Manual  
Province of New Brunswick: Curriculum Branch, Department of Education

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a member of the Local Advisory Committee)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required:

- Objectives must be met to the satisfaction of the Instructor. This will include the administration of a standard test, and it is suggested that the answers be reviewed as a group.

***Note: The standard test covering all objectives in Cluster 1A (Units 1A1, 1A2, 1A3 and 1A4) will be administered by a local/regional Youth Apprenticeship official.***

(Test is available from the Educational Services Branch, Department of Education (formerly) Advanced Education and Labour.)

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## **CLUSTER 1A ..... THE YOUTH APPRENTICESHIP PROGRAM**

### **UNIT OF INSTRUCTION 1A2 ..... EMPLOYEE ROLE/RESPONSIBILITIES**

#### **PURPOSE**

This unit is designed to acquaint the Youth Apprentice with the rights and responsibilities of employees under the Youth Apprenticeship Program and make him/her aware of qualities/behaviours expected by both employers and other regular employees.

#### **DURATION**

This unit of instruction requires approximately . . . 2 hours.

#### **OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1A2.1 explain what other regular employees expect from Youth Apprentices
  - doing one's fair share
  - following company rules and regulations
  - team approach;
  
- 1A2.2 describe the responsibilities of the Youth Apprentice in relation to the Youth Apprenticeship Program
  - contributing to the company's objectives
  - making a positive impression
  - proper "sign-offs" in the Record of Achievement document
  - appropriate behaviour both at the workplace and at Youth Apprenticeship activities;
  
- 1A2.3 describe personal qualities of the Youth Apprentice that enhance chances of job success
  - friendliness
  - a positive attitude
  - being a conscientious worker;
  
- 1A2.4 recognize behaviours that may lead to the loss of the job or to termination in the Youth Apprenticeship Program
  - unreliability and irresponsibility
  - lack of team spirit
  - participation in compulsory Youth Apprenticeship activities
  - good academic standing
  - unacceptable behaviour during Youth Apprenticeship events and activities.

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## CLUSTER 1A

### UNIT OF INSTRUCTION 1A2

Note: Instruction related to the objectives of this Unit will be completed through activities at the district/regional level **prior to** the first Workshop.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

New Brunswick Youth Apprenticeship Program - Overview. Province of New Brunswick: Curriculum and Evaluation Branch, Advanced Education and Labour, March 1995.

New Brunswick Youth Apprenticeship Program. current edition. Province of New Brunswick: Department of Education.

New Brunswick Youth Apprenticeship Program - Record of Achievement - Phase 1. Province of New Brunswick: Curriculum Branch, Department of Education .

New Brunswick Youth Apprenticeship Program-Policies and Procedures Manual Province of New Brunswick: Curriculum Branch, Department of Education

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a member of the Local Advisory Committee)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required:

- Objectives must be met to the satisfaction of the Instructor. This will include the administration of a standard test, and it is suggested that the answers be reviewed as a group.

***Note: The standard test covering all objectives in Cluster 1A (Units 1A1, 1A2, and 1A3) will be administered by a local/regional Youth Apprenticeship official.***

(Test is available from the Educational Services Branch, Department of Education (formerly) Advanced Education and Labour.)

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**CLUSTER 1A ..... THE YOUTH APPRENTICESHIP PROGRAM**

**UNIT OF INSTRUCTION 1A3 ..... EMPLOYER ROLE/RESPONSIBILITIES**

**PURPOSE**

This unit is designed to acquaint the Youth Apprentice with the rights and responsibilities of employers under the Youth Apprenticeship Program and make him/her aware of the employer's contribution to an effective working relationship.

**DURATION**

This unit of instruction requires approximately . . . 2 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1A3.1 describe the responsibilities of the employer under the Youth Apprenticeship Program
  - select Youth Apprentices whose career goals match the work activities available
  - providing work activities related to the Youth Apprentices occupational goals
  - assigning a mentor/supervisor
  - providing a minimum of 360 hours of work;
  
- 1A3.2 demonstrate an awareness of the employer's role and the services provided to Youth Apprentices by the employer;
  
- 1A3.3 explain what employers expect from their Youth Apprentices
  - adherence to company rules and regulations
  - positive attitude and behaviour.

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## CLUTER 1A

### UNIT OF INSTRUCTION 1A3

Note: Instruction related to the objectives of this Unit will be completed through activities at the district/regional level **prior to** the first Workshop.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

New Brunswick Youth Apprenticeship Program - Overview.  
Province of New Brunswick:Curriculum and Evaluation Branch,  
Advanced Education and Labour, March 1995.

New Brunswick Youth Apprenticeship Program. current edition.  
Province of New Brunswick: Department of Education.

New Brunswick Youth Apprenticeship Program - Record of Achievement - Phase 1.  
Province of New Brunswick: Curriculum Branch, Department of Education .

New Brunswick Youth Apprenticeship Program-Policies and Procedures Manual  
Province of New Brunswick: Curriculum Branch, Department of Education

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a member of the Local Advisory Committee)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor. This will include the administration of a standard test, and it is suggested that the answers be reviewed as a group.

**Note: *The standard test covering all objectives in Cluster 1A (Units 1A1, 1A2, and 1A3) will be administered by a local/regional Youth Apprenticeship official.***

(Test is available from the Educational Services Branch, Department of Education (formerly) Advanced Education and Labour.)

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**CLUSTER 1A .....THE YOUTH APPRENTICESHIP PROGRAM**

**UNIT OF INSTRUCTION 1A4 ..... COORDINATOR ROLE/RESPONSIBILITIES**

**PURPOSE**

This unit is designed to acquaint the Youth Apprentice with the role and responsibilities of coordinators under the Youth Apprenticeship Program and make him/her aware of the coordinator's contribution to effective program operation

**DELIVERY**

It is suggested that this unit of instruction will require approximately 1 hour.

**OBJECTIVES** Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1A4.1** describe the responsibilities of the coordinator under the Youth Apprenticeship Program
- program delivery
  - program administration
  - program practices

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## CLUSTER 1A

### UNIT OF INSTRUCTION 1A2

Note: Instruction related to the objectives of this Unit will be completed through activities at the district/regional level **prior to** the first Workshop.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

New Brunswick Youth Apprenticeship Program - Overview.  
Province of New Brunswick: Curriculum and Evaluation Branch,  
Advanced Education and Labour, March 1995.

New Brunswick Youth Apprenticeship Program. current edition.  
Province of New Brunswick: Department of Education.

New Brunswick Youth Apprenticeship Program - Record of Achievement - Phase 1.  
Province of New Brunswick: Curriculum Branch, Department of Education .

New Brunswick Youth Apprenticeship Program-Policies and Procedures Manual  
Province of New Brunswick: Curriculum Branch, Department of Education

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a member of the Local Advisory Committee)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor. This will include the administration of a standard test, and it is suggested that the answers be reviewed as a group.

***Note: The standard test covering all objectives in Cluster 1A (Units 1A1, 1A2, and 1A3) will be administered by a local/regional Youth Apprenticeship official.***

(Test is available from the Educational Services Branch, Department of Education (formerly) Advanced Education and Labour.)



## **YOUTH APPRENTICESHIP PROGRAM**

### **TRAINING - DEVELOPMENT\**

#### **1B - WORKING IN NEW BRUNSWICK**

**1B1 - THE NEW BRUNSWICK ECONOMY I**

**1B2 - INTRODUCTION TO THE WORLD OF WORK**

**1B3 - EMPLOYER/EMPLOYEE RESPONSIBILITIES**

**1B4 - HUMAN RIGHTS IN THE WORKPLACE I**

---

**CLUSTER 1B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 1B1 ..... THE NEW BRUNSWICK ECONOMY I**

**PURPOSE**

This unit is designed to make the Youth Apprentice aware of the major factors which influence the province's economy, current trends and state of the economy, and the role that government, business, and labour play in its maintenance and development.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 2 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1B1.1 will become familiar with New Brunswick's economy and understand how local, national and international activities influence the economy and impact on the job market;
- 1B1.2 explain the role of the Department of Economic Development, Tourism and Culture;
- 1B1.3 demonstrate awareness of current economic topics and concerns;  
IE: interprovincial trade agreements, N.A.F.T.A. global competition
- 1B1.4 describe current employment trends.

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## **CLUSTER 1B**

### **UNIT OF INSTRUCTION 1B1**

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

#### **SUGGESTED INSTRUCTIONAL RESOURCES**

Applicable government documents and publications

Maritime Studies 102. Curriculum Guide. Province of New Brunswick: Department of Education.

Local and National Newspapers (i.e., "The Globe and Mail")

#### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a government representative from Economic Development , Tourism and Culture)

#### **CRITERIA FOR SUCCESSFUL COMPLETION**

Suggested: - Attend and participate in structured round table discussions where each Youth Apprentice contributes to a discussion of New Brunswick's economy.

---

**CLUSTER 1B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 1B2 .. INTRODUCTION TO THE "WORLD OF WORK"**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with a realistic look at the provincial job market including types of employment at various levels within an organization.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1B2.1 describe various levels of responsibilities within an organization or firm;
- 1B2.2 describe the role of supervisors and other workplace personnel in meeting the goals of the organization;
- 1B2.3 explain what is meant by "job costs" and the impact these costs have on a company's profits
  - true cost of doing business
  - direct costs, e.g. parts, materials, and labour
  - indirect costs or overhead, e.g. taxes, utilities, insurance, advertising, equipment, etc.
  - employer costs for employees, e.g. Canada Pension, Employment Insurance (EI), worker's compensation, benefits, vacation and sick leave, etc.

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## **CLUSTER 1B**

### **UNIT OF INSTRUCTION 1B2**

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 72. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Local and National Newspapers (i.e., "The Globe and Mail")

The relevant sections of any current management text.

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. an employer participating in the Youth Apprenticeship Program)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Suggested: - Attend and participate in structured round table discussions where each Youth Apprentice contributes to a discussion of the provincial job market.



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**CLUSTER 1B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 1B3 .... EMPLOYER/EMPLOYEE RESPONSIBILITIES**

**PURPOSE**

This unit is designed to acquaint the Youth Apprentice with the rights and responsibilities of workers and employers under law and the contributions each makes to an effective working relationship.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 7 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1B3.1 explain what employers expect from their employees in terms of general job performance;
- 1B3.2 describe the responsibilities of the employee when a job is accepted;
- 1B3.3 describe New Brunswick Labour legislation;
- 1B3.4 identify the behaviours that can lead to a rightful dismissal;
- 1B3.5 become familiar with the various employment related documents used by employers/employees;  
IE: time cards, leave requests, accident report forms
- 1B3.6 discuss the purpose/role of unions and the responsibilities of union membership;

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## **CLUSTER 1B**

### **UNIT OF INSTRUCTION 1B3**

Note: Instruction related to objectives 1B3.1, 2, 5 and 6 of this Unit has been incorporated into a Provincial Workshop outlined on page 72. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

New Brunswick Labour Relations Act. available from the Department of Labour (formerly) Advanced Education and Labour, local libraries, Queens Printer, etc

### **SUGGESTED ACTIVITIES**

1. Discussion
2. Guest Speaker (e.g. a human relations/personnel representative, a union representative)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested:- Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 1B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 1B4 ..... HUMAN RIGHTS IN THE WORKPLACE I**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with a realistic understanding of the human rights of employers and employees in the workplace.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 3 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1B4.1 describe the coverage of the New Brunswick Human Rights Act/New Brunswick Human Rights Code;
- 1B4.2 describe the coverage of the Canadian Human Rights Act;
- 1B4.3 demonstrate an awareness for people's cultural diversity and individual differences;
- 1B4.4 identify behaviours relating to sexual harassment in the workplace;
- 1B4.5 describe what constitutes grounds of discrimination both provincially and federally;
- 1B4.6 identify the procedure for contacting the New Brunswick Human Rights Commission to make inquiries or complaints regarding human rights.
- 1B4.7 become familiar with the policies/procedures of the Department of Education's Policy 701.

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## **CLUSTER 1B**

### **UNIT OF INSTRUCTION 1B4**

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

"New Brunswick Human Rights Act and Legislation". available from the New Brunswick Human Rights Commission, local libraries, Queens Printer, etc.

Policy 701-"Policy for the Protection of Pupils In the Public School System" is available from : New Brunswick Department of Education

"Foundations For Fairness - Series of 3 Videos; 1 Cassette; Study Guide is available from the New Brunswick Human Rights Commission.

Telephone (506) 453-2653

[HTTP://WWW.GOV.NB.CA/AEL/RIGHTS/INDEX.HTM](http://www.gov.nb.ca/AEL/RIGHTS/INDEX.HTM)

"Visions For Equality"- Series of 4 Videos and 1 Cassette are available from the New Brunswick Human Rights Commission.

Telephone (506) 453-2653

[HTTP://WWW.GOV.NB.CA/AEL/RIGHTS/INDEX.HTM](http://www.gov.nb.ca/AEL/RIGHTS/INDEX.HTM)

Canadian Human Rights Commission - posters, printed materials, the Hydra Game...

Telephone (506) 995-1151

Internet - [INFO.COM@CHRC.CA](mailto:INFO.COM@CHRC.CA)

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a representative from the NB Human Rights Commission)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Attend and participate in structured round table discussions where each Youth Apprentice contributes to a discussion on human rights issues.



**YOUTH APPRENTICESHIP PROGRAM**

**TRAINING - DEVELOPMENT**

**1C - HEALTH AND SAFETY**

- 1C1 - SAFETY IN THE WORKPLACE I**
- 1C2 - INTRODUCTION TO OCCUPATIONAL HEALTH AND SAFETY**
- 1C3 - ORIENTATION TO WHMIS** (Workplace Hazardous Materials Information System)
- 1C4 - STANDARD FIRST AID WITH CPR**

---

**CLUSTER 1C ..... HEALTH AND SAFETY**

**UNIT OF INSTRUCTION 1C1 ..... SAFETY IN THE WORKPLACE I**

**PURPOSE**

This unit is designed to alert the Youth Apprentice to potential dangers in the workplace and measures that he/she can take to ensure personal safety, and a safe working environment.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1C1.1 cite common causes of on-the-job accidents and methods of prevention;
- 1C1.2 demonstrate proper lifting techniques;
- 1C1.3 describe the characteristics of health, dress, grooming and hygiene required for on-the-job safety;
- 1C1.4 demonstrate a personal commitment to safety.

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## **CLUSTER 1C**

### **UNIT OF INSTRUCTION 1C1**

Note: Instruction related to objectives 1C1.1 and 4 of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Occupational Health and Safety Part A. Curriculum Plan. current document.  
Province of New Brunswick: Educational Services Branch,  
Department of Education, ( formerly) Advanced Education and Labour.  
(additional resources are identified within the Curriculum Plan)

Occupational Health and Safety Act; 0-02;  
Occupational Health and Safety Regulations, 84-26 ;  
Occupational Health and Safety Regulations, 91-191.  
Department of Education

### **SUGGESTED ACTIVITIES**

1. Discussion
2. Films/Videos
3. Guest Speaker (e.g. a safety officer from industry)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested: - Attend and participate in structured round table discussions where each Youth Apprentice contributes to a discussion of the basic concepts of safety in the workplace.

---

**CLUSTER 1C ..... HEALTH AND SAFETY**

**UNIT OF INSTRUCTION 1C2 ..... INTRODUCTION TO  
OCCUPATIONAL HEALTH AND SAFETY**

**PURPOSE**

This unit is designed to introduce the Youth Apprentice to the organizational structure of the Workplace Health, Safety and Compensation Commission of New Brunswick and to the New Brunswick Occupational Health and Safety Act and Regulations.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1C2.1 define roles and responsibilities of the Workplace Health, Safety and Compensation Commission of New Brunswick
  - identify agencies responsible for legislation enforcement
  - identify authoritative contracts
  - identify Occupational Health and Safety programs/services;
  
- 1C2.2 apply the Occupational Health and Safety Act to the work environment
  - determine areas of responsibility in accordance with the act
  - define accident, incident, and injury
  - identify the circumstances under which an injury must be reported
  - assess the situation and practice the right to refuse dangerous work
  - practice preventive procedures in the work environment;
  
- 1C2.3 identify the role of the Joint Health and Safety Committees
  - determine situations requiring Joint Health and Safety Committees
  - identify functions of Joint Health and Safety Committees
  - identify the membership of the committee
  
- 1C2.4 practice applicable Health and Safety Regulations in work environments
  - interpret the Health and Safety Regulations
  - determine employer/employee responsibilities
  - apply universal standards.

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## **CLUSTER 1C**

### **UNIT OF INSTRUCTION 1C2**

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Occupational Health and Safety Part A. Curriculum Plan. current document.  
Province of New Brunswick: Educational Services Branch,  
Department of Education, ( formerly) Advanced Education and Labour.  
(additional resources are identified within the Curriculum Plan)

Occupational Health and Safety Act; 0-02;  
Occupational Health and Safety Regulations, 84-26 ;  
Occupational Health and Safety Regulations, 91-191.  
Department of Education

### **SUGGESTED ACTIVITIES**

1. Discussion
2. Guest Speaker (e.g. a representative of the Workplace Health, Safety and Compensation Commission of NB)
3. Practical Applications

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Achieve at least 60% on the Provincial Exam available through the Department of Advanced Education and Labour

**OR**

- Students must possess a valid Wallet Card attesting to the successful completion of the "Occupational Health and Safety, Part A" training course.

---

**CLUSTER 1C ..... HEALTH AND SAFETY**

**UNIT OF INSTRUCTION 1C3 ..... ORIENTATION TO WHMIS**

**PURPOSE**

This unit is designed to introduce the Youth Apprentice to WHMIS legislation and its applications in the workplace.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 8 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1C3.1 identify the main components of WHMIS
  - identify federal and provincial roles regarding WHMIS legislation
  - classify WHMIS rules and criteria
  - identify Classes A, B, C, D, E, and F
  - identify products excluded from WHMIS legislation;
  
- 1C3.2 identify hazardous material labels and alternative means of identification
  - classify content categories required on WHMIS supplier labels
  - visually recognize symbols of hazardous materials and identify the associate meaning of each;
  
- 1C3.3 assess hazardous situations and proceed with proper method of control
  - identify hazardous substance
  - identify material safety data sheet and supplier's label
  - administer appropriate method of control;
  
- 1C3.4 implement WHMIS Regulation 88-221 in the work environment
  - ensure employee awareness of WHMIS
  - make available all "supplier" information
  - practice preventive procedures in the work environment.

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## **CLUSTER 1C**

### **UNIT OF INSTRUCTION 1C3**

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Orientation to WHMIS (Workplace Hazardous Materials Information System).  
Curriculum Plan. current document. Province of New Brunswick:  
Curriculum and Evaluation Branch, Department of Education  
(formerly) Advanced Education and Labour.

A Guide to WHMIS Student Trainer. Version 4.0. Newcastle, NB: Applied  
Courseware Technology, (506) 622-5930, fax (506) 622-0551.

### **SUGGESTED ACTIVITIES**

1. Discussion
2. Student Research
3. Guest Speaker (e.g. a representative from the Workplace Health, Safety and Compensation Commission of NB)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Student must possess a valid Wallet Card attesting to the successful completion of the "Orientation to WHMIS" training course.

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**CLUSTER 1C ..... HEALTH AND SAFETY**

**UNIT OF INSTRUCTION 1C4 ..... STANDARD FIRST AID WITH CPR**

**PURPOSE**

This unit is designed to ensure the Youth Apprentice understands the principles and can perform the techniques of Standard First Aid and Cardiopulmonary Resuscitation (CPR).

**DELIVERY**

It is suggested that this unit of instruction will require approximately 7 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1C4.1 define First Aid and its legalities;
- 1C4.2 Identify ways in which to prevent emergencies;
- 1C4.3 identify ways in which to prepare for emergencies;
- 1C4.4 describe ways in which one might cope with traumatic events;
- 1C4.5 identify and perform emergency health services;
- 1C4.6 describe standard first aid incidents and demonstrate first aid practices
  - heart and lungs
  - obstructed airway management;
  - rescue breathing
- 1C4.7 define Coronary Artery Disease
  - signs and signals
  - risk factors;
- 1C4.8 define cardiopulmonary resuscitation (CPR) and give reasons for using it;
- 1C4.9 perform CPR (adult, two rescuer)
- 1C4.10 deal effectively with bleeding and wounds
  - impaled
  - internal
  - chest wounds
  - shock/recovery position;
- 1C4.11 demonstrate a knowledge of poisons, allergies, and anaphylactic reactions
- 1C4.12 identify and handle various injuries such as
  - head, neck, spine
  - musculo-skeletal (sprains, fractures)
  - lower limb injuries
  - soft tissue injuries
  - upper limb injuries
  - wounds, contusions, abrasions
  - heat & cold injuries
  - sudden medical conditions (diabetic emergencies, convulsions)

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## CLUSTER 1C

### UNIT OF INSTRUCTION 1C4

Note: Instruction related to the objectives of this Unit can be completed through the scheduling of the Standard First Aid with CPR course at the district/regional level and/or at the workplace.

### **INSTRUCTIONAL RESOURCES SUGGESTED**

Instruction is provided by a certified agency such as St. John Ambulance (\$55) or the Canadian Red Cross (\$50). Student manuals are provided by the delivering agency.

**Note: St. John Ambulance: CPR Certificate is valid for 1 year; First Aid Certificate is valid for 3 years.**

**Canadian Red Cross: CPR Certificate is valid for 2 years (although it is recommended that training be upgraded every year); First Aid Certificate is valid for 2 years.**

**Courses are available separately; however, the cost incurred will increase by \$5 to \$10, depending on the delivering agency.**

**A 10% reduction is available to groups of 20 or more.**

### **SUGGESTED ACTIVITIES**

Not applicable

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Upon successful completion, students must possess a Certificate in First Aid and CPR provided by a certified agency.

# **New Brunswick**

## **YOUTH APPRENTICESHIP PROGRAM**

### **TRAINING - DEVELOPMENT**

## **1D - PERSONAL DEVELOPMENT**

**1D1 - PERSONAL MANAGEMENT I**

**1D2 - COMMUNICATION SKILLS I**

**1D3 - WORKING WITH OTHERS I**

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**CLUSTER 1D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 1D1 ..... PERSONAL MANAGEMENT I**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with an understanding of self- concept. The Youth Apprentice is also provided with a better understanding of emotions, attitudes and suggestions for improving self-esteem. He or she is introduced to the basic skills required in problem solving and decision-making.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 9 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1D1.1 explain self-concept, identify characteristics of self- concept and describe a healthy self-concept.
- 1D1.2 exhibit a professional image
  - demonstrate good work habits
  - demonstrate good grooming habits and appropriate dress
  - avoid becoming involved with office politics
  - adjust to the work environment
- 1D1.3 demonstrate a positive attitude
  - demonstrate confidence
  - be assertive (not aggressive)
  - handle embarrassing moments gracefully
  - be willing to listen, learn and ask questions
  - accept criticism and praise with poise
- 1D1.4 define emotions, describe the types of emotions and outline possible guidelines for expressing emotions.
- 1D1.5 cope with the first day on the job
  - find out the hours of work in advance
  - determine lunch and coffee times
  - arrange transportation to and from the job-site
  - determine the dress code and dress appropriately
  - be observant of co-workers, environment etc.

- 
- 1D1.6 manage personal finances
    - manage your paycheck
    - financial institutions and accounts
    - importance of good credit
  
  - 1D1.7 manage time effectively
    - pacing
    - setting realistic goals
    - organizational techniques
  
  - 1D1.8 accept criticism and respond non-defensively
    - friendliness
    - understanding
    - fairness
    - good-will

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## **CLUSTER 1D**

### **UNIT OF INSTRUCTION 1D1**

Note: Instruction related to objective 1D1.4 of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Adler, Ron, et al. Looking Out/Looking In. current ed. USA: Holt, Rinehart and Winston.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Myers, Gail E., et al. The Dynamics of Human Communication: A Laboratory Approach. current ed. USA: McGraw-Hill Inc.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA:West Publishing Company.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Discussion
3. Films/Videos
4. Role Playing

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested: - Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 1D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 1D2 ..... COMMUNICATION SKILLS I**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with a general introduction to communication skills. Discussion centres around why people communicate, the characteristics of communication, common misconceptions about communication and the basic communication skills needed to survive the first few days on the job.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 7 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1D2.1 define conflict
- 1D2.2 describe the various way to handle conflict
  - non-assertive                      -assertive
  - direct aggression                -indirect aggression
- 1D2.3 resolve conflicts appropriately
  - win-lose
  - lose-lose
  - win-win
- 1D2.4 interact effectively with other group members
- 1D2.5 explain what is means to be a good team player
  - advantages of working as part of a team-
  - sharing ideas
  - accomplishing more
  - compromising
  - cooperating
  - proving encouragement
- 1D2.6 identify the stages of interpersonal relationships

...continued on next page

## **CLUSTER 1D**

### **UNIT OF INSTRUCTION 1D2**

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Adler, Ron, et al. Looking Out/Looking In. Current ed. USA: Holt, Rinehart and Winston.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Myers, Gail E., et al. The Dynamics of Human Communication: A Laboratory Approach. current ed. USA: McGraw-Hill Inc.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA: West Publishing Company.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Small and Large Group Discussion

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested: - Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 1D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 1D3 ..... WORKING WITH OTHERS I**

**PURPOSE**

This unit is designed to introduce the Youth Apprentice to basic job skills. Particular emphasis is placed on preparing for the first day and having a successful first week of work.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 12 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1D3.1 demonstrate an awareness of the basic communication skills needed to survive the first few days on the job
  - listen effectively
  - remember names (hints)
  - communicate effectively and appropriately with supervisors and co-workers
  - determine office protocol (unwritten rules)
  - develop a pleasing telephone personality (customer goodwill-telephone etiquette: maximum three rings, be courteous, be attentive)
  
- 1D3.2 identify appropriate job skills and competencies
  - cope with job deficiencies
  - improve job skills through self study, and company and school sources
  - follow instructions
  - be realistic;
  
- 1D3.3 apply basic problem-solving and decision-making skills

...continued on next page

## **CLUSTER 1D**

### **UNIT OF INSTRUCTION 1D3**

Note: Instruction related to objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Chapman, Elwood N. Your First Thirty Days - Building a Professional Image in a New Job. current ed. Oakville, Ontario: Reid Publishing Ltd.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA: West Publishing Company.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Student Research
3. Small and Large Group Discussion
4. Role Playing
5. Films/Video

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested: - Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

# **New Brunswick**

## **YOUTH APPRENTICESHIP PROGRAM**

### **TRAINING - DEVELOPMENT**

#### **1E - OCCUPATIONAL SKILLS**

- 1E1 - YOU AND YOUR OCCUPATION**
- 1E2 - WORKING IN YOUR OCCUPATIONAL AREA I**
- 1E3 - ENTREPRENEURSHIP I**
- 1E4 - BUSINESS/TECHNICAL WRITING I**
- 1E5 - COMPUTER TECHNOLOGY IN THE WORKPLACE I**

---

**CLUSTER 1E ..... OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 1E1 ..... YOU AND YOUR OCCUPATION**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with a realistic look at the many aspects of his/her chosen field of work, its training requirements, and how that field of work relates to the overall operation of the company.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 4 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1E1.1 demonstrate a basic awareness, knowledge, and understanding, of his/her chosen field of work;
- 1E1.2 describe the various occupations within this field of work;
- 1E1.3 describe the education and training requirements for employment in this field of work/occupation.

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## CLUSTER 1E

### UNIT OF INSTRUCTION 1E1

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### SUGGESTED INSTRUCTIONAL RESOURCES

Not applicable

### SUGGESTED ACTIVITIES

1. Student Research (in advance)
2. Guest Speaker (e.g. an employer participating in the Youth Apprenticeship Program)

### CRITERIA FOR SUCCESSFUL COMPLETION

Required - Attend and participate in structured round table discussions where each Youth Apprentice discusses his/her occupational area.

**Note:** *In preparation for this Unit, it is the responsibility of each Youth Apprentice to discuss the requirements of the job with his/her employer so that he/she may actively participate in the round table discussion.*



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**CLUSTER 1E ..... OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 1E2 ... WORKING IN YOUR OCCUPATIONAL AREA I**

**PURPOSE**

This unit is intended to provide the Youth Apprentice with details of the policies, procedures, and tasks on which he/she will be working.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 8 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1E2.1 demonstrate an awareness and understanding of his/her employer's business, products, and clientele;
- 1E2.2 identify his/her employer's workplace requirements, such as
  - dress requirements
  - hours of work
  - workplace rules
  - safety procedures
  - special equipment
  - company policy regarding ethical behaviour;
- 1E2.3 demonstrate how to greet and serve the public and/or customers as the need arises;
- 1E2.4 recognize the importance of quality and a Quality Assurance program
  - define quality
  - the concept of quality assurance
  - the basic organizational arrangement as it pertains to Quality Assurance
  - advantages and major benefits of Quality Assurance.

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## CLUSTER 1E

### UNIT OF INSTRUCTION 1E2

Note: Instruction related to objectives 1E2.3 and 4 of this Unit has been incorporated into a Provincial Workshop outlined on page 73. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### SUGGESTED INSTRUCTIONAL RESOURCES

Video "The Quality Man" available from the NB Department of Economic Development, Tourism and Culture.

### SUGGESTED ACTIVITIES

1. Student Research (in advance)
2. Guest Speaker (e.g. an employer participating in the Youth Apprenticeship Program)

### CRITERIA FOR SUCCESSFUL COMPLETION

Required - Objectives must be met to the satisfaction of the Instructor and/or Employer.

Suggested: - Attend and participate in structured round table discussions where each Youth Apprentice discusses his/her occupational area.

**Note:** *In preparation for this Unit, it is the responsibility of each Youth Apprentice to discuss the requirements of the job with his/her employer so that he/she may actively participate in a round table discussion.*

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**CLUSTER 1E. . . . . OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 1E3 . . . . . ENTREPRENEURSHIP I**

**PURPOSE**

This unit is intended to introduce the Youth Apprentice to Entrepreneurship and importance of its role to the Canadian economy. Apprentices are encouraged to assess their personal skills, attributes and motivations of successful entrepreneurs. Emphasis is placed on the changing world and on the opportunities that exist for business.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 8 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1E3.1 define entrepreneurship
- 1E3.2 identify local New Brunswick and Canadian entrepreneurs;
- 1E3.3 identify the important characteristics of entrepreneurs;
- 1E3.4 identify the personal traits entrepreneurs;
- 1E3.5 develop reasons why people would want to become entrepreneurs;
- 1E3.6 identify ways that the world is changing in the areas of technology and work;
- 1E3.7 identify areas of business opportunities resulting from change.

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## CLUSTER 1E

### UNIT OF INSTRUCTION 1E3

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### SUGGESTED INSTRUCTIONAL RESOURCES

Curriculum Plan, Educational Services Branch, Department of Education  
(formerly)Advanced Education and Labour: Entrepreneurship: Career Options (1990)

Entrepreneurship: A Primer for Canadians, Jennings, William E., Canadian Foundation for Economic Education, 252 Bloor St. West, Suite 7-205, Toronto, ON. M5V 1V5, 1985.  
TELEPHONE (416) 968-2236

Entrepreneurship: Starting Your Own Business, Hutt, W. Rodger, Cincinnati, Ohio-South-Western Publishing Co., 1968.

Innovation and Entrepreneurship: Practices and Principles, Drucker, Peter F., New York Harper and Row, 1985

Risk and Rewards of Entrepreneurship: Ohio State University, Columbus, Ohio- EMC Publishing, 1988

How to Really Start Your Own Business- VIDEO, Inc. Publishing Corp.  
Available from: Karl-Lorimar Home Video, Canada Ltd., 2526 Spears Road, Oakville, ON. L6L 5K9

Entrepreneurship for Canadians: Six half-hour videos and user's guide.  
Available from: Department of Economic Development, Tourism and Culture.

Minding Your Own Business- FILM, tracks the concerns of five young entrepreneurs.  
Available from: Department of Economic Development, Tourism and Culture.

Small Business-An Awareness Program- VIDEO (75 minutes). Available from:  
P.O. Box 149 Pasedena, Newfoundland A0L 1K0, Telephone (709) 686-2078

### SUGGESTED ACTIVITIES

Practical Applications  
Discussions  
View videos

Working in Groups  
Tours/Visits to Businesses  
Quizzes

Guest Speakers

### CRITERIA FOR SUCCESSFUL COMPLETION

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 1E ..... OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 1E4 ..... BUSINESS/TECHNICAL WRITING I**

**PURPOSE**

This unit is designed to familiarize the Youth Apprentice with basic work documents, including interoffice memoranda, letters, reports, and manuals.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 10 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1E4.1 write clear, concise sentences using transitional words and phrases effectively
  - using simple language
  - using action words
  - avoiding long sentences
  - avoiding "over-stuffed" sentences;
  
- 1E4.2 compose logical, cohesive paragraphs with information arranged according to logic, chronology, or importance
  - separate ideas for easy reading
  - only write what the reader needs
  - know your audience;
  
- 1E4.3 prepare outlines and summaries;
  - good writing starts with clear thinking
  - use a format to organize thinking
  - define your message before you write;
  
- 1E4.4 identify basic elements of interoffice memoranda, business letters, and reports;
  
- 1E4.5 read and comprehend basic semi-technical and technical materials
  - semi-technical, e.g. Popular Science Magazine
  - technical manuals, e.g. engineering text, medical text, service manuals.

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## CLUSTER 1E

### UNIT OF INSTRUCTION 1E4

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Writing Effective Reports - Point Lepreau. - Curriculum Plan.  
Province of New Brunswick: Curriculum and Evaluation Branch,  
Department of Education (formerly) Advanced Education and Labour.

Blicq, R.S. Technically Write! current ed. Canada: Prentice-Hall.

Blicq, R.S. On the Move: Communication for Employees.  
current ed. Canada: Prentice-Hall.

Kennedy, George E. Solving Problems Through Technical & Professional Writing.  
current ed. Canada: McGraw-Hill Inc.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Practical Applications

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested: - Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

- Submit for evaluation samples of business letters and memorandums.

**CLUSTER 1E . . . . . OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 1E5 . . . COMPUTER TECHNOLOGY IN THE WORKPLACE I**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with an orientation to the terminology and functions of computers . The Youth Apprentice will become familiar with the components of a computer system, input and output devices, how the computers are connected, and proper positioning to avoid injury to the user. Its goal is to give them the confidence and curiosity to acquire additional skills as they require it in their personal and professional life.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 15 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 1E5.1 demonstrate a knowledge of current uses of computers in daily life/workplace.
  - describe how computers are being used in various disciplines of interest to YA
  - give examples of how computers are being used in daily life and the workplace;
  - define basic computer terminology;
  - discuss ethical issues related to the information age;
  - discuss different types of hardware (copyrighted, public domain, shareware)
  - discuss software piracy.
  
- 1E5.2 explain basic features of the three elements of a computer system.
  - define terminology relevant to in put, processing, output;
  - demonstrate the proper use of the mouse;
  - give examples of input and output devices;
  - define a bit and describe how a series of bits in a byte is used to represent data;
  - identify the components of the system;
  - distinguish between RAM and ROM memory;
  - explain the purpose of ASCII and EBCDIC codes;
  - explain the difference between various types of printers;
  - identify different types of display devices.
  
- 1E5.3 explain the purpose of all keyboard keys:
  - cursor keys, insert, delete, home, end, page up, page down, function keys, numeric keypad, alphabetic keyboard, home row keys.
  - describe the purpose of the various keys on an enhanced computer keyboard

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- 
- 2E3.4 make basic equipment connections and perform basic maintenance, i.e. on/off switches, ports, safety features, basic cleaning, diskette handling.
- distinguish between parallel and serial ports;
  - demonstrate how to connect basic components of a microcomputer system (monitor, keyboard, mouse, printer);
  - describe how to handle diskettes
  - describe how to properly care for diskettes;
  - discuss basic safety features and basic cleaning of your computer.

- 2E3.5 start a program and show competency in basic disk and file maintenance.

**NOTE:** The following content points use terminology associated with Windows 95. If a different system is used, adjust terminology accordingly.

- understand what is meant by operating systems / operating environments (DOS, WINDOWS, UNIX)
- understand concepts of windows, icons, menus, graphical user interfaces versus text based interfaces;
- perform routine disk and file maintenance:
  - a) understand purpose of formatting and be able to format a disk
  - b) create folders and sub-folders
  - c) copy and move files
  - d) delete and rename files
  - e) start a program using icons, menus, and the start/run command
- discuss actions to take when the computer system locks up;
- discuss error messages common to your computer system.

- 2E3.6 demonstrate proper position at a terminal.

- define the term ergonomics, and explain how it pertains to computers in the workplace;
- demonstrate proper position at the terminal:
  - adjustable height for the monitor
  - viewing distance
  - viewing angle
  - adjustable height for the chair
  - position of keyboard, copy folder
  - position of elbows, arms, hands, feet



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## CLUSTER 1E

### UNIT OF INSTRUCTION 1E5

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Shelly and Cashman. Using Computers: A Gateway to Information brief ed. Canada: Nelson Publishing.

Norton. Introduction to Computers - Essential Concepts. Canada: McGraw-Hill.

Computer Education 110 & 120. Curriculum Guide.  
Province of New Brunswick: Department of Education.

Computer Literacy. Curriculum Guide . Province of New Brunswick:  
Department of Education, (formerly) Advanced Education and Labour

### **SUGGESTED ACTIVITIES**

1. Exercises
2. Practical Applications

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may require the submission of documents demonstrating basic computer skills related to a word processing package and one other software application.



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**CURRICULUM IMPLEMENTATION**

**PHASE 1**  
**EMPLOYMENT READINESS**

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## IMPLEMENTATION

### Theory and Skill Development

The curriculum for Phase 1 is implemented through the following activities:

#### 1. YOUTH APPRENTICESHIP WORKSHOP

##### a. Provincial:

A workshop requiring 5 to 7 days of theory and skill development activities will be scheduled.

- Attendance is mandatory, unless exempted through recognition of prior learning.
- Curriculum details for the workshop are outlined on the following pages.

##### b. District/Regional:

Development activities may be scheduled periodically between June and May.

#### 2. PERSONAL PLANNING

- assessment and recognition of previously acquired skills and knowledge
- development of a personal plan for completing Phase 1 requirements

#### 3. TRAINING AND DEVELOPMENT ACTIVITIES

- in the high school
- in the work place
- in the community

### Work Experience/Practicum

The work experience/practicum for Phase 1 is implemented through the period of employment with the employer (usually July and August). A minimum of 120 hours satisfactory work experience is required.

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**EMPLOYMENT READINESS WORKSHOP  
CURRICULUM OVERVIEW**

|  |                           |           |
|--|---------------------------|-----------|
| <b>Orientation to Phase 1</b> . . . . .            | approximate time required | . 1 hour  |
| <b>Cluster 1B - Working in New Brunswick</b> . . . | approximate time required | 10 hours  |
| <b>Cluster 1C - Health and Safety</b> . . . . .    | approximate time required | . 2 hours |
| <b>Cluster 1D - Personal Development</b> . . . . . | approximate time required | 19 hours  |
| <b>Cluster 1E - Occupational Skills</b> . . . . .  | approximate time required | . 6 hours |

**NOTE:** *Approximate hours suggested throughout this Curriculum Plan include activities related to the objectives as well as formal instruction. The hours identified for the workshop portion cover many objectives; however, additional activities may be required to completely satisfy the objectives. These additional activities (formal or informal) may be scheduled in the evening during the workshop and/or at the district level. In addition, some objectives are such that completion requires practice at the workplace.*

Objectives may be signed off by the instructor/facilitator at the workshop, by a Youth Apprenticeship affiliate at the District level, or by the employer.

**Orientation to Phase 1**

- preview of Phase 1 curriculum content;
- review of Phase 1 Record of Achievement document;
- review of training and development activities;

**Cluster 1B - Working in New Brunswick**

- 1B2.1 describe various types of employment and the relationships among them;
- 1B2.2 discuss current events and how they affect the job market;
- 1B2.3 describe the role of supervisors and other workplace personnel;
- 1B2.4 describe specifically several jobs and the role of the "worker";
- 1B2.5 explain what is meant by "job costs" and the impact these costs have on a company's profitability;
  
- 1B3.1 explain what employers expect from their employees;
- 1B3.2 describe the responsibilities of the employee when a job is accepted;
- 1B3.5 identify the behaviours that can lead to a rightful dismissal;
- 1B3.6 describe the various employment related documents used by employers/employees;

**EMPLOYMENT READINESS WORKSHOP**  
**CURRICULUM OVERVIEW**  
(continued)

- 1B4.1 describe the coverage of the New Brunswick Human Rights Act/New Brunswick Human Rights Code;
- 1B4.2 describe the coverage of the Canadian Human Rights Act;
- 1B4.3 examine personal prejudices relating to race, sex, age, or nationality;
- 1B4.4 identify behaviours relating to sexual harassment in the workplace;
- 1B4.5 describe what constitutes grounds of discrimination both provincially and federally.
- 1B4.6 identify the procedure for contacting the New Brunswick Human Rights Commission to make inquiries or complaints regarding human rights.

**Cluster 1C - Health and Safety**

- 1C1.1 cite common causes of on-the-job accidents and methods of prevention;
- 1C1.4 describe the characteristics of health, dress, grooming and hygiene required for on-the-job safety.

**Cluster 1D - Personal Development**

- 1D1.4 demonstrate an awareness of the basic communication skills needed to survive the first few days in the work environment;
  
- 1D2.1 explain the self-concept, identify characteristics of the self-concept, and describe a health self-concept;
- 1D2.2 define emotions, describe the types of emotions, and outline possible guidelines for expressing emotions;
- 1D2.3 identify some common fallacies which interfere with clear thinking;
- 1D2.4 demonstrate an understanding of the relationship between words and things, and attitudes;
- 1D2.5 apply basic problem-solving and decision-making skills;
  
- 1D3.1 cope with the first day on the job;
- 1D3.2 identify appropriate job skills and competencies;
- 1D3.3 exhibit a professional image;
- 1D3.4 demonstrate a positive attitude;
- 1D3.5 manage personal finances.

**Cluster 1E - Occupational Skills**

- 1E1.1 demonstrate a basic awareness, knowledge, and understanding, of his/her chosen field of work;
- 1E1.2 describe the various occupations within this field of work;
- 1E1.3 describe the education and training requirements for employment in this field of work/occupation;
  
- 1E2.3 demonstrate how to greet and serve the public and/or customers as the need arises;
- 1E2.4 recognize the importance of quality and a Quality Assurance program.



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**CURRICULUM**

**PHASE 2**

**GENERIC SKILL DEVELOPMENT**

(usually implemented - June of Grade 11 . . . to . . . February of Grade 12)

**- NOTE -**

ALL YOUTH APPRENTICES FOLLOW THE SAME CURRICULUM (EXCEPT FOR UNIT 2E2). PRACTICAL APPLICATIONS OF THE THEORY WILL RELATE TO THE INDIVIDUAL'S WORKPLACE AND WILL BUILD UPON THE PHASE 1 WORK EXPERIENCES.

THE CURRICULUM FOR UNIT 2E2 WILL RELATE TO THE GENERAL OCCUPATIONAL AREA APPROPRIATE FOR EACH INDIVIDUAL'S CAREER CHOICE.

## **PHASE 2 GENERIC SKILL DEVELOPMENT**

### **CURRICULUM DOCUMENTS**

**! Outline of Curriculum - Youth Apprenticeship Program** (this document)  
(intended primarily for Youth Apprenticeship Instructors/Trainers)

**! Occupational Skills Handbook for Unit 2E2**  
(intended primarily for Youth Apprenticeship Instructors/Trainers)

**! Record of Achievement for Phase 2**  
(intended primarily for the Youth Apprentice and the Employer)

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## **CURRICULUM PROFILE**

### **AIM**

To ensure that the Youth Apprentice has an enjoyable work experience, contributes to the company's objectives, and makes a positive impression on the employer, the mentor, and the other employees.

### **OBJECTIVES**

#### **To assist the Youth Apprentice in developing:**

- ! self esteem and self confidence;
- ! readiness for additional workplace responsibilities;
- ! awareness of the company's role in New Brunswick's economy;
- ! appropriate awareness of the safe and efficient use and handling of workplace materials and equipment;
- ! awareness and knowledge of the fundamentals of Quality Assurance;
- ! awareness and a commitment to customer/client service and satisfaction.



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## ADMISSION PREREQUISITES

### Youth Apprentices seeking admission to Phase 2 will . . .

1. have submitted to the Local Advisory Committee the prescribed Letter of Agreement confirming the on-going commitment to the Youth Apprenticeship Program;
2. have submitted to the Local Advisory Committee evidence of being in good academic standing in their regular school curriculum (as determined by the school Principal in consultation with the Local Advisory Committee).
3. have available for review by the Provincial Consultant the Phase 1 Record of Achievement document including . . .
  - 3.1 the required "sign-offs" by the employer indicating successful completion of all clusters of the Phase 1 curriculum;
  - 3.2 the required "sign-offs" by the employer indicating the completion of at least 120 hours of satisfactory work experience;
4. have submitted to the Youth Apprenticeship Provincial Consultant the prescribed Phase 2 "Workplace and School Profile" forms.

|  |
|--|
| <p>NOTE: Youth Apprentices will not be permitted to commence Phase 2 activities until Phase 1 has been successfully completed.</p> |
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## CURRICULUM PROFILE

|  | Percentage of<br>Curriculum |
|--|-----------------------------|
| <b>2B - Working in New Brunswick</b> .....               | 14%                         |
| 2B1 - The New Brunswick Economy II                       |                             |
| 2B3 - Employee Responsibilities/Employer Expectations    |                             |
| 2B4 - Human Rights in the Workplace II                   |                             |
| <br>   |                             |
| <b>2C - Health and Safety</b> .....                      | 13%                         |
| 2C1 - Safety in the Workplace II                         |                             |
| <br>   |                             |
| <b>2D - Personal Development</b> .....                   | 23%                         |
| 2D1 - Personal Management II                             |                             |
| 2D2 - Communication Skills II                            |                             |
| 2D3 -Working With Others II                              |                             |
| 2D4 - Job Search Skills                                  |                             |
| <br>   |                             |
| <b>2E - Occupational Skills</b> .....                    | 50%                         |
| 2E2 - Working in Your Occupational Area II . . . . (33%) |                             |
| 2E3 - Entrepreneurship II                                |                             |
| 2E4 - Business/Technical Writing II                      |                             |
| 2E5 - Computer Technology In The Workplace II            |                             |
| <br>   |                             |
|  | -----<br>100%               |



**YOUTH APPRENTICESHIP PROGRAM**

**TRAINING - DEVELOPMENT**

## **2B - WORKING IN NEW BRUNSWICK**

**2B1 - THE NEW BRUNSWICK ECONOMY II**

**2B3 - EMPLOYEE RESPONSIBILITIES/  
EMPLOYER EXPECTATIONS**

**2B4 - HUMAN RIGHTS IN THE WORKPLACE II**

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**CLUSTER 2B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 2B1 ..... THE NEW BRUNSWICK ECONOMY II**

**PURPOSE**

This unit is designed to increase the Youth Apprentices's awareness of the major factors which influence the province's economy. Emphasis is placed on the role of the Department of Economic Development, Tourism and Culture, job creation initiatives, and the province's role in the global market.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 9 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2B1.1 explain the role of governments and agencies and their role in the labour force development. EXAMPLES: D of L, DEDT&C, HRD-NB
- 2B1.2 explain how New Brunswick resources (both natural & human) have positioned the Province to become a force in the global market;
- 2B1.3 write a brief report explaining and citing examples of how the economy is changing as we approach the 21st century
  - technological and global change
  - expectations from employers.

...continued on next page

## **CLUSTER 2B**

### **UNIT OF INSTRUCTION 2B1**

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

#### **SUGGESTED INSTRUCTIONAL RESOURCES**

Local and National Newspapers (i.e., "The Globe and Mail")

Maritime Studies 102. Curriculum Guide. Province of New Brunswick: Department of Education.

Relevant government publications - Economic Development Tourism and Culture

#### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
1. Guest Speaker (e.g. a government representative from Economic Development Tourism and Culture)

#### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor.

Submit for evaluation a brief report as required for objective 2B1.4

Suggested: Instructors may choose to require the submission of additional reports: one identifying and describing new initiatives designed to create employment in New Brunswick and one explaining how New Brunswick resources (natural and human) have positioned the Province to become a force in the global market.

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**CLUSTER 2B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 2B3 ..... EMPLOYEE RESPONSIBILITIES/  
EMPLOYER EXPECTATIONS**

**PURPOSE**

This unit is designed to increase the Youth Apprentices's awareness of employee responsibilities and employer expectations. Emphasis is placed on the development of personal attributes such as commitment, dependability, honesty, and leadership.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2B3.1 demonstrate commitment, enthusiasm and dependability in the organization
- 2B3.2 demonstrate a willingness to learn and to give and receive feedback in the workplace;
- 2B3.3 exhibit honesty and a positive workplace attitude;
- 2B3.4 exhibit workplace confidentiality and a respect for co-workers;
- 2B3.5 demonstrate leadership qualities and personal initiatives in the workplace.

...continued on next page

## **CLUSTER 2B**

### **UNIT OF INSTRUCTION 2B3**

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Policies, procedures, guidelines, etc. applicable to each Youth Apprentice's workplace.

### **SUGGESTED ACTIVITIES**

1. Discussion
2. Guest Speaker (e.g. an employer participating in the Youth Apprenticeship Program)
3. Role Playing

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: -Objectives must be met to the satisfaction of the Employer.

---

**CLUSTER 2B ..... WORKING IN NEW BRUNSWICK**

**UNIT OF INSTRUCTION 2B4 ..... HUMAN RIGHTS IN THE WORKPLACE II**

**PURPOSE**

This unit is designed to increase the Youth Apprentices's awareness of human rights issues in the workplace. This will be accomplished through research and the preparation of a written or oral report.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 5 hours

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2B4.1 demonstrate an awareness of human rights issues by writing a brief research report or by making an oral presentation on a local human rights issue.

...continued on next page



## CLUSTER 2B

### UNIT OF INSTRUCTION 2B4

Note: Instruction related to the objective of this Unit has been incorporated into a Provincial Workshop outlined on page 109. Additional activities required to satisfy the objective can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

"New Brunswick Human Rights Act and Legislation". available from the New Brunswick Human Rights Commission, local libraries, Queens Printer, etc.

Policy 701-"Policy for the Protection of Pupils In the Public School System" is available from : New Brunswick Department of Education

"Foundations For Fairness - Series of 3 Videos; 1 Cassette; Study Guide is available from the New Brunswick Human Rights Commission.

Telephone (506) 453-2653

[HTTP://WWW.GOV.NB.CA/AEL/RIGHTS/INDEX.HTM](http://www.gov.nb.ca/AEL/RIGHTS/INDEX.HTM)

"Visions For Equality"- Series of 4 Videos and 1 Cassette are available from the New Brunswick Human Rights Commission.

Telephone (506) 453-2653

[HTTP://WWW.GOV.NB.CA/AEL/RIGHTS/INDEX.HTM](http://www.gov.nb.ca/AEL/RIGHTS/INDEX.HTM)

Canadian Human Rights Commission - posters, printed materials, the Hydra Game...

Telephone (506) 995-1151

Internet - [INFO.COM@CHRC.CA](mailto:INFO.COM@CHRC.CA)

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Discussion
3. Guest Speaker (e.g. a representative from the NB Human Rights Commission)

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Attend and participate in structured round table discussions where each Youth Apprentice contributes to a discussion on human rights issues.

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**New  Brunswick**

**YOUTH APPRENTICESHIP PROGRAM**

**TRAINING - DEVELOPMENT**

**2C - HEALTH AND SAFETY**

**2C1 - SAFETY IN THE WORKPLACE II**

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**CLUSTER 2C ..... HEALTH AND SAFETY**

**UNIT OF INSTRUCTION 2C1 ..... SAFETY IN THE WORKPLACE II**

**PURPOSE**

This unit is designed to increase the Youth Apprentices's awareness of safety issues in the workplace. Emphasis is placed on the skills needed to anticipate, identify, and deal with specific hazards.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 15 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2C1.1 cite common workplace hazards;
- 2C1.2 apply specific accident prevention measures;
- 2C1.3 apply fire prevention measures;
- 2C1.4 identify classes of fires;
- 2C1.5 identify types of fire extinguishers;
- 2C1.6 select and demonstrate the proper use of fire fighting equipment for a specific class of fire;
- 2C1.7 demonstrate a continued personal commitment to safety

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## **CLUSTER 2C**

### **UNIT OF INSTRUCTION 2C1**

Note: Instruction related to objectives 2C1.1, 3 and 4 of this Unit has been incorporated into a Provincial Workshop outlined on page 109. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Occupational Health and Safety Part A. Curriculum Plan. current document.  
Province of New Brunswick: Educational Services Branch,  
Department of Education, ( formerly) Advanced Education and Labour.

(additional resources are identified within the Curriculum Plan)

Occupational Health and Safety Act; 0-02;  
Occupational Health and Safety Regulations, 84-26 ;  
Occupational Health and Safety Regulations, 91-191.  
Department of Education

### **SUGGESTED ACTIVITIES**

1. Discussion
2. Guest Speaker (e.g. a representative from government or industry)
3. Films/Video

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor and/or Employer.

Suggested: - Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.



**YOUTH APPRENTICESHIP PROGRAM**

**TRAINING - DEVELOPMENT**

## **2D - PERSONAL DEVELOPMENT**

**2D1 - PERSONAL MANAGEMENT II**

**2D2 - COMMUNICATION SKILLS II**

**2D3 - WORKING WITH OTHERS II**

**2D4 - JOB SEARCH SKILLS**

---

**CLUSTER 2D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 2D1 ..... PERSONAL MANAGEMENT II**

**PURPOSE**

This unit, intended to build upon the skills acquired in Personal Management I, is designed to provide the Youth Apprentice with effective listening skills. The Youth Apprentice will gain an understanding of listening as opposed to hearing.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 5 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

2D1.1 describe types of nonlistening;

2D1.2 describe various listening styles

- one-way/two-way
- active/passive;

2D1.3 use active listening when appropriate

- techniques for effective listening
- feedback: how to get it; how to give it.

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## **CLUSTER 2D**

### **UNIT OF INSTRUCTION 2D1**

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 109. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Adler, Ron, et al. Looking Out/Looking In. Current ed. USA: Holt, Rinehart and Winston.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: rentice-Hall.

Myers, Gail E., et al. The Dynamics of Human Communication: A Laboratory Approach. current ed. USA: McGraw-Hill Inc.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal. current ed. USA:West Publishing Company.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Discussion
3. Role Playing
4. Films/Videos

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: -Objectives must be met to the satisfaction of the Instructor.

---

**CLUSTER 2D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 2D2 ..... COMMUNICATION SKILLS II**

**PURPOSE**

This unit, intended to build upon the skills acquired in Communications Skills I, is designed to develop the Youth Apprentice's ability to work as part of a team and to solve problems as a member of the team. The Youth Apprentice is also introduced to leadership skills.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 10 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2D2.1 explain what it means to be a good team player (advantages of working as part of a team)
  - sharing ideas
  - accomplishing more
  - compromising
  - cooperating
  - providing encouragement
  
- 2D2.2 describe the guidelines and steps required to solve problems in a group;
  
- 2D2.3 interact effectively with other group members;
  
- 2D2.4 define leadership and demonstrate appropriate leadership skills
  - set an example
  - introduce new ideas
  - help settle differences

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## **CLUSTER 2D**

### **UNIT OF INSTRUCTION 2D2**

Note: Instruction related to objectives 2D2.1, 2 and 4 of this Unit has been incorporated into a Provincial Workshop outlined on page 110. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Adler, Ron, et al. Looking Out/Looking In. current ed USA: Holt, Rinehart and Winston.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Myers, Gail E., et al. The Dynamics of Human Communication: A Laboratory Approach. current ed. USA: McGraw-Hill Inc.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA: West Publishing Company.

How to Develop your Leadership Skills. current ed Willowdale, Ontario: Scriptographic Communications Ltd.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Discussion
3. Role Playing
4. Brainstorming

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required - Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 2D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 2D3 ..... WORKING WITH OTHERS II**

**PURPOSE**

This unit, intended to build upon the skills acquired in Working With Others I, is designed to provide the Youth Apprentice with the self-management skills needed to effectively balance home and career: to balance personal and social activities with work and study.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 8 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

**2D3.1 manage time effectively**

- pacing
- setting realistic goals
- organizational techniques

**2D3.2 manage positive and negative stress**

- causes and effects
- symptoms, etc

**2D3.3 balance career and personal life**

- determine priorities
- schedule leisure time
- improve personal habits
- know what's important

**2D3.4 adapt to change**

**2D3.5 use relaxation techniques**

- breathing
- visualization
- laughter, etc.

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## **CLUSTER 2D**

### **UNIT OF INSTRUCTION 2D3**

Note: Instruction related to objectives 2D3.1, 2 and 5 of this Unit has been incorporated into a Provincial Workshop outlined on page 110. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Chapman, Elwood N. Your First Thirty Days - Building a Professional Image in a New Job. current ed. Oakville, Ontario: Reid Publishing Ltd.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA: West Publishing Company.

What is Job Stress? current ed. Willowdale, Ontario: Scriptographic Communications Ltd.

What Everyone Should Know about Job Stress. current ed. Willowdale, Ontario. Scriptographic Communications Ltd.

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Role Playing
3. Guest Speaker (e.g. an employer participating in the Youth Apprenticeship Program)
4. Films/Video

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required:- Objectives must be met to the satisfaction of the Instructor.

**CLUSTER 2D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 2D4..... JOB SEARCH SKILLS**

**PURPOSE**

This unit, is designed to expose the Youth Apprentice to the logical phases of the job search process and to build the Apprentice's confidence through practical contacts with businesses which offer appropriate employment.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 15 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2D4.1 identify job openings
  - outline labour market trends;
  - explain how the labour market operates and identify sources of employment leads;
  - prepare a job search plan.
  
- 2D4.2 write a personal resume that can be evaluated according to its format, accuracy of contents, grammar, spelling and presentation
  
- 2D4.3 apply for a job
  - prepare a covering letter which can be evaluated according to its format, content, grammar, spelling and presentation;
  - fill out employment application forms correctly and neatly;
  - use proper telephone skills.
  
- 2D4.4 prepare for the interview
  - recognize the different phases of an interview in order to prepare more effectively for an actual interview;
  - prepare ahead of time for the content and atmosphere of an interview;
  - use eye contact, positive body posture and gestures, and good verbal attending behaviours in an interview;
  - apply guidelines for appropriate interview behaviour by participating in mock interview sessions on video.
  
- 2D4.5 carry out follow-up activities
  - demonstrate through role playing proper verbal and written techniques that can be applied after the application has been sent and/or after an interview;
  - use proper techniques when responding to offers of employment;
  - close the job search campaign.

## CLUSTER 2D

### UNIT OF INSTRUCTION 2D4

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Curriculum Plans, Educational Services Branch, Department of Education (formerly) Advanced Education and Labour:

- Career Orientation For Women (Module E-1)
- Employment Skills (1991)
- Planning Your Future (The Ups and Downs of Being Unemployed - pp.11-15)
- Goal Setting for Employment Preparation (1988)
- Planning and Preparing for Employment (1990)

How To Find A Job (1991)-Human Resources Development Canada (HRD-C)

Coming Alive From Nine To Five, Michelozzi, Betty Neville, Palo Alto California ;  
Mayfield Publishing Co. (1984)

What Colour Is Your Parachute?, Bolles, Richard N.,

PLACE: Guided Steps To Employment Readiness - Source-book and Workbook on the World of Work. Published by the Guidance Centre, University of Toronto in cooperation with Employment Support Services Branch, CEIC and the Canadian Government Publishing Centre, Supply and Services Canada.

The Labour Market-VIDEO, monthly reports, labour market research specialists - HRD-C

### **SUGGESTED ACTIVITIES**

- |  |  |
|--|--|
| 1. Guided Individual Paperwork/Assignments | 5. Newspapers                          |
| 2. Lecture/Discussions                     | 6. Business directories/Trade journals |
| 3. Role Playing                            | 7. Yellow Pages -Telephone Directory   |
| 4. Video-Taping of Mock Interviews         | 8. YA Research                         |

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor

Suggested: Instructors may require the submission of documents demonstrating basic job search skills related to an ability to communicate effectively in a written and visual manner .

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# **New Brunswick**

## **YOUTH APPRENTICESHIP PROGRAM**

### **TRAINING - DEVELOPMENT**

## **2E - OCCUPATIONAL SKILLS**

**2E2 - WORKING IN YOUR OCCUPATIONAL AREA II**

**2E3 - ENTREPRENEURSHIP II**

**2E4 - BUSINESS/TECHNICAL WRITING II**

**2E5 - COMPUTER TECHNOLOGY IN THE WORKPLACE II**

## CLUSTER 2E ..... OCCUPATIONAL SKILLS

### UNIT OF INSTRUCTION 2E2 .. WORKING IN YOUR OCCUPATIONAL AREA II

#### PURPOSE

This unit is designed to provide the Youth Apprentice with the skills necessary to work safely and productively in his/her occupational area.

#### DELIVERY

It is suggested that this unit of instruction will require 40 hours

#### OBJECTIVES

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2E2.1 identify means of maintaining a safe and clean work environment;  
*(approximately 5 hours, 3 of which form part of the Provincial Workshop)*
- 2E2.2 demonstrate a knowledge of the safe and efficient use and handling of workplace materials and equipment;  
*(approximately 20 hours, 3 of which form part of the Provincial Workshop)*
- 2E2.3 demonstrate a knowledge of the fundamentals of Quality Assurance;  
*(approximately 3 hours, all of which form part of the Provincial Workshop)*
- 2E2.4 demonstrate a commitment to customer/client service and satisfaction;  
*(approximately 6 hours, 1 of which forms part of the Provincial Workshop)*
- 2E2.5 explain the company structure and how it operates as a unit;  
*(approximately 2 hours, both of which form part of the Provincial Workshop)*
- 2E2.6 demonstrate how to function as a productive company team member  
*(approximately 4 hours, 1 of which forms part of the Provincial Workshop)*

**The above objectives are broken down for each of the nine occupational clusters in the "Occupational Skills Handbook - Unit 2E2". The occupational clusters have been extracted from the *National Occupational Classification Code*.**

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Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 110. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Various teaching points apply to each occupation. See the Occupational Skills Handbook Unit 2E2.

Employability Skills Profile: The Critical Skills Required of the Canadian Workforce. Ottawa, Ontario: Corporate Council on Education, The Conference Board of Canada, 255 Smyth Road, K1H 8M7, (613) 526-3280, fax (613) 526-4857.

Fundamentals of Quality Assurance. Curriculum Plan. Province of New Brunswick: Department of Education, (formerly) Advanced Education and Labour, 1990.

Quality Assurance- Compact Disk (CD)

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Guest Speakers
3. Role Playing
4. Workplace Visit

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor and/or Employer.

Suggested: Instructors may choose to administer tests selected for each occupational cluster on which the student must obtain at least 60%.



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**CLUSTER 2E. . . . . OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 2E3 . . . . . ENTREPRENEURSHIP II**

**PURPOSE**

This unit is intended to ensure the Youth Apprentice understands the opportunities created by changes and advancements in technology, lifestyles, demographics, income, work ethic and increased discretionary spending. Consideration is given to questions such as “What new ideas and products or services are most likely to succeed today?”“How may concern for the environment and increased security affect the market?”

**DELIVERY**

It is suggested that this unit of instruction will require approximately 4 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 2E3.1 use examples to prove that most new products or services are developed to meet a need, a want, or a problem;
- 2E3.2 identify the sources of ideas for entrepreneurs that are based on a new product, service, or new way of doing something;
- 2E3.3 create a list of products or services that have been developed over the last ten years due to the aging population;
- 2E3.4 list the ways to test a new idea;
- 2E3.5 identify current growth markets or areas of opportunity;
- 2E3.6 identify sources of information and support for future business endeavours.

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## CLUSTER 2E

### UNIT OF INSTRUCTION 2E3

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### SUGGESTED INSTRUCTIONAL RESOURCES

Curriculum Plan, Educational Services Branch, Department of Education (formerly)Advanced Education and Labour: Entrepreneurship: Career Options (1990)

Entrepreneurship: A Primer for Canadians, Jennings, William E., Canadian Foundation for Economic Education, 252 Bloor St. West, Suite 7-205, Toronto, ON. M5V 1V5, 1985. TELEPHONE (416) 968-2236

Entrepreneurship: Starting Your Own Business, Hutt, W. Rodger, Cincinatti, Ohio-South-Western Publishing Co., 1968.

Innovation and Entrepreneurship: Practices and Principles, Drucker, Peter F., New York Harper and Row, 1985

Risk and Rewards of Entrepreneurship: Ohio State University, Columbus, Ohio- EMC Publishing, 1988

How to Really Start Your Own Business- VIDEO, Inc. Publishing Corp.  
Available from: Karl-Lorimar Home Video, Canada Ltd., 2526 Spears Road, Oakville, ON. L6L 5K9

Entrepreneurship for Canadians: Six half-hour videos and user's guide.  
Available from: Department of Economic Development, Tourism and Culture.

Minding Your Own Business- FILM, tracks the concerns of five young entrepreneurs.  
Available from: Department of Economic Development, Tourism and Culture.

Small Business-An Awareness Program- VIDEO (75 minutes). Available from:  
P.O. Box 149 Pasedena, Newfoundland A0L 1K0, Telephone (709) 686-2078

### SUGGESTED ACTIVITIES

|                        |                            |                |
|------------------------|----------------------------|----------------|
| Practical Applications | Working in Groups          | Guest Speakers |
| Discussions            | Tours/Visits to Businesses |                |
| View videos            | Quizzes                    |                |

### CRITERIA FOR SUCCESSFUL COMPLETION

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 2E ..... OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 2E4 ..... BUSINESS/TECHNICAL WRITING II**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with the knowledge and skills necessary to prepare business/technical reports specific to his/her occupational area.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 10 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

2E4.1 contrast technical and non-technical writing styles;

2E4.2 describe content and technique of semi-technical and technical material;

2E4.3 prepare a brief technical report

- prefatory parts
- report core
- appendix;

2E4.4 write an effective instructional article;

2E4.5 write effective technical definitions.

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## CLUSTER 2E

### UNIT OF INSTRUCTION 2E4

Note: Instruction related to objective 2E4.1 and 2 of this Unit has been incorporated into a Provincial Workshop outlined on page 110. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Writing Effective Reports - Point Lepreau - Curriculum Plan.  
Curriculum and Evaluation Branch, Province of New Brunswick:  
Department of Education, (formerly) Advanced Education and Labour.

Blicq, R.S. Technically Write!. current ed. Canada: Prentice-Hall.

Blicq, R.S. On the Move: Communication for Employees.  
current ed. Canada: Prentice-Hall.

Kennedy, George E. Solving Problems Through Technical & Professional Writing.  
current ed. Canada: McGraw-Hill Inc.

Pickett & Laster. Occupational English. current ed. New York: Harper & Row.

### **SUGGESTED ACTIVITIES**

1. In-class exercises

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required:- Objectives must be met to the satisfaction of the Instructor.

- Submit for evaluation a brief technical report as required for Objective 2E4.3.
- Submit for evaluation an instructional article and technical definitions as required for Objectives 2E4.4 and 2E4.5.

Suggested:- Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

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**CLUSTER 2E . . . . . OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 2E5. . . COMPUTER TECHNOLOGY IN THE WORKPLACE II**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with an opportunity to explore two/three software packages, using basic commands to produce simple documents. They use a communication network such as Internet to research a topic and download information. They acquire the basic skills and understanding needed to explore these and other applications on their own and in formal settings.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 15 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

**2E5.1 perform basic operations in a Word processing package.**

- explain the concept of word processing;
- explain the concepts of word-wrap, scrolling, editing, formatting;
- give examples of some special features common to word processors (ie. speller, thesaurus, grammatik);
- create and save a simple document;
- retrieve, edit, re-save and print a document;
- create and save a one-page letter, print the letter;
- find information in help menu and/or documentation manual.

**2E5.2 perform basic operations in a spreadsheet.**

- explain the concept of a spreadsheet;
- make changes to spreadsheet values, formulas, labels/text, and functions;
- create and save a spreadsheet;
- retrieve, edit, re-save and print a spreadsheet;
- find information in help menu and/or documentation manual.

**And/or**

**2E5.3 perform basic operations in a database.**

- explain the concept of a spreadsheet;
- make changes to spreadsheet values, formulas, labels/text, and functions;
- create and save a spreadsheet;
- retrieve, edit, re-save and print a spreadsheet;
- find information in help menu and/or documentation manual.

**2E5.4 use communication features of a network, ie. Internet.**

- examples of how communications technology is used;
- terminology: data communications software, E-mail software, networks, WAN, Internet;
- connect to a network such as Internet;
- create E-mail, send and receive messages;
- become familiar with information search and retrieval systems ie. Phoenix (library system)

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## **CLUSTER 2E**

### **UNIT OF INSTRUCTION 2E5**

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Shelly and Cashman. Using Computers: A Gateway to Information. brief ed. Canada: Nelson Publishing.

Norton. Introduction to Computers - Essential Concepts. Canada: McGraw-Hill.

Computer Education 110 & 120. Curriculum Guide. Province of New Brunswick: Department of Education.

Computer Literacy. Curriculum Guide . Province of New Brunswick: Department of Education, (formerly) Advanced Education and Labour

### **SUGGESTED ACTIVITIES**

1. Exercises
2. Practical Applications

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may require the submission of documents demonstrating basic computer skills related to a word processing package and one other software application.



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**CURRICULUM IMPLEMENTATION**

**PHASE 2**  
**GENERIC SKILL DEVELOPMENT**

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## IMPLEMENTATION

### Theory and Skill Development

The curriculum for Phase 2 is implemented through the following activities:

#### 1. YOUTH APPRENTICESHIP WORKSHOP

##### a. Provincial:

A workshop requiring 5 to 7 days of theory and skill development activities will be scheduled.

- Attendance is mandatory, unless exempted through recognition of prior learning.
- Curriculum details for the workshop are outlined on the following pages.

##### b. District/Regional:

Development activities may be scheduled periodically between June and February.

#### 2. PERSONAL PLANNING

- assessment and recognition of previously acquired skills and knowledge
- development of a personal plan for completing Phase 2 requirements

#### 3. TRAINING AND DEVELOPMENT ACTIVITIES

- in the high school
- in the work place
- in the community

### Work Experience/Practicum

The work experience/practicum for Phase 2 is implemented through the period of employment with the employer (usually July and August). A minimum of 120 hours satisfactory work experience is required.



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**GENERIC SKILL DEVELOPMENT WORKSHOP  
CURRICULUM OVERVIEW**

|  |                           |           |
|--|---------------------------|-----------|
| <b>Orientation to Phase 2</b> . . . . .                | approximate time required | . 1 hour  |
| <b>Cluster 2B - Working in New Brunswick</b> . . . . . | approximate time required | . 2 hours |
| <b>Cluster 2C - Health and Safety</b> . . . . .        | approximate time required | . 3 hour  |
| <b>Cluster 2D - Personal Development</b> . . . . .     | approximate time required | 16 hours  |
| <b>Cluster 2E - Occupational Skills</b> . . . . .      | approximate time required | 15 hours  |

**NOTE:** *Approximate hours suggested throughout this Curriculum Plan include activities related to the objectives as well as formal instruction. The hours identified for the workshop portion cover many objectives; however, additional activities may be required to completely satisfy the objectives. These additional activities (formal or informal) may be scheduled in the evening during the workshop and/or at the district level. In addition, some objectives are such that completion requires practice at the workplace.*

*Objectives may be signed off by the instructor/facilitator at the workshop, by a Youth Apprenticeship affiliate at the District level, or by the employer.*

**Orientation to Phase 2**

- preview of Phase 2 curriculum content;
- review of Phase 2 Record of Achievement document;
- review of training and development activities.

**Cluster 2B - Working in New Brunswick**

- 2B4.1 demonstrate an awareness of human rights issues by writing a brief research report or by making an oral presentation on a local human rights issue.

**Cluster 2C - Health and Safety**

- 2C1.1 cite common workplace hazards;
- 2C1.3 identify classes of fire;
- 2C1.4 identify types of fire extinguishers.

**Cluster 2D - Personal Development**

- 2D1.1 describe types of non-listening;
- 2D1.2 describe various listening styles;
- 2D1.3 use active listening when appropriate;

...continued on next page

**GENERIC SKILL DEVELOPMENT WORKSHOP**  
**CURRICULUM OVERVIEW**  
(continued)

- 2D2.1 explain what it means to be a good team player (advantages of working as part of a team);
- 2D2.2 describe the guidelines and steps required to solve problems in a group;
- 2D2.4 define leadership and demonstrate appropriate leadership skills;

- 2D3.1 manage time effectively;
- 2D3.2 manage positive and negative stress;
- 2D3.5 use relaxation techniques;

**Cluster 2E - Occupational Skills**

- 2E2.1 identify means of maintaining a safe and clean work environment;
  - 2E2.2 demonstrate a knowledge of the safe and efficient use and handling of workplace materials and equipment;
  - 2E2.3 demonstrate a knowledge of the fundamentals of Quality Assurance;
  - 2E2.4 demonstrate a commitment to customer/client service and satisfaction;
  - 2E2.5 explain the company structure and how it operates as a unit;
  - 2E2.6 demonstrate how to function as a productive company team member;
- 
- 2E4.1 contrast technical and non-technical writing styles;
  - 2E4.2 describe content and technique of semi-technical and technical material;

**Note:**

***Unit 2E2 - Working in your Occupational Area II, requires 40 hours. Through the Provincial Workshop of approximately 5 to 7 days, all of these objectives are introduced and some are completed. Additional work required to satisfy the objectives will be performed at a more practical level in the workplace.***



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**CURRICULUM**

**PHASE 3**

**OCCUPATIONAL SKILL DEVELOPMENT**

(usually implemented - March of Grade 12 . . . to . . . August of Grade 12)

**- NOTE -**

**ALL YOUTH APPRENTICES FOLLOW THE SAME CURRICULUM (EXCEPT FOR UNIT 3E2). PRACTICAL APPLICATIONS OF THE THEORY WILL RELATE TO THE INDIVIDUAL'S WORKPLACE AND WILL BUILD UPON THE PHASE 1 AND 2 WORK EXPERIENCES.**

**THE CURRICULUM FOR UNIT 3E2 WILL RELATE TO THE SPECIFIC OCCUPATION IDENTIFIED BY THE YOUTH APPRENTICE AND THE EMPLOYER . . . (LETTER OF AGREEMENT).**

## **PHASE 3 OCCUPATIONAL SKILL DEVELOPMENT**

### **CURRICULUM DOCUMENTS**

- !** Outline of Curriculum - Youth Apprenticeship Program (this document)  
(intended primarily for Youth Apprenticeship Instructors/Trainers)
  
- !** Occupational Skills Handbook for Unit 3E2  
(intended primarily for Youth Apprenticeship Instructors/Trainers)
  
- !** Record of Achievement for Phase 3  
(intended primarily for the Youth Apprentice and the Employer)

## **CURRICULUM PROFILE**

### **AIM**

To ensure that the Youth Apprentice has an enjoyable work experience, contributes to the company's objectives, and makes a positive impression on the employer, the mentor, and the other employees.

### **OBJECTIVES**

To assist the Youth Apprentice in developing:

- ! a lifelong commitment to health and safety both at home and in the workplace;
- ! an understanding of conflict and conflict resolution especially in the work environment;
- ! the skills associated with building and maintaining healthy and rewarding relationships at home, at school, and in the workplace;
- ! the skills needed to effectively balance productivity with human relations while achieving quality and professionalism and demonstrating ethical behaviour;
- ! the ability to apply skills and knowledge to safe, productive work in his/her chosen occupation.

## ADMISSION PREREQUISITES

### Youth Apprentices seeking admission to Phase 3 will . . .

1. have available for review by the Local Advisory Committee the prescribed Letter of Agreement confirming the on-going commitment to the Youth Apprenticeship Program;
2. have submitted to the Local Advisory Committee evidence of being in good academic standing in their regular school curriculum (as determined by the school Principal in consultation with the Local Advisory Committee).
3. have available for review by the Provincial Consultant the Phase 2 Record of Achievement document including . . .
  - the required "sign-offs" by the employer indicating successful completion of all clusters of the Phase 2 curriculum;
  - the required "sign-offs" by the employer indicating the completion of at least 120 hours of satisfactory work experience.
4. have submitted to the Provincial Consultant the prescribed Phase 3 "Workplace and School Profile" forms.

**These prerequisites are to be completed by 28 February (prior to the first Phase 3 Workshop)**

|  |
|--|
| <p>NOTE: Youth Apprentices will not be permitted to commence Phase 3 activities until Phase 2 has been successfully completed.</p> |
|--|

## CURRICULUM PROFILE

|   | Percentage of<br>Curriculum |
|---|-----------------------------|
| <b>3C - Health and Safety</b> .....                       | 2%                          |
| 3C1 - Safety in the Workplace III                         |                             |
| <br>  |                             |
| <b>3D - Personal Development</b> .....                    | 15%                         |
| 3D1 - Personal Management III                             |                             |
| 3D2 - Communication Skills III                            |                             |
| 3D3 - Working With Others III                             |                             |
| <br>  |                             |
| <b>3E - Occupational Skills</b> .....                     | 83%                         |
| 3E2 - Working in Your Occupational Area III . . . . (67%) |                             |
| 3E3 - Entrepreneurship III                                |                             |
| 3E4 - Business/Technical Writing III                      |                             |
| <br>  |                             |
|   | _____                       |
|   | 100%                        |

**New  Brunswick**

**YOUTH APPRENTICESHIP PROGRAM**

**TRAINING - DEVELOPMENT**

**3C - HEALTH AND SAFETY**

**3C1 - SAFETY IN THE WORKPLACE III**



**CLUSTER 3C ..... HEALTH AND SAFETY**

**UNIT OF INSTRUCTION 3C1 ..... SAFETY IN THE WORKPLACE III**

**PURPOSE**

This unit is designed to consolidate the Youth Apprentice's skills and knowledge in the area of occupational safety and to foster a life-long commitment to health and safety both at home and in the workplace.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 2 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 3C1.1 cite instances where Youth Apprenticeship safety training to date has been reinforced at home, at school, or on the job;
- 3C1.2 share/review the concepts learned regarding safety in the workplace.

. . . continued on next page

## **CLUSTER 3C**

### **UNIT OF INSTRUCTION 3C1**

Note: Instruction related to the objectives of this Unit has been incorporated into a Regional Workshop outlined on page 135. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Occupational Health and Safety Part A. Curriculum Plan. current document. Province of New Brunswick: Educational Services Branch, Department of Education, (formerly) Advanced Education and Labour. (additional resources are identified within the Curriculum Plan)

Occupational Health and Safety Act; 0-02; Occupational Health and Safety Regulations, 84-26 ;Occupational Health and Safety Regulations, 91-191. Department of Education

### **SUGGESTED ACTIVITIES**

1. Discussion

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Attend and participate in structured round table discussions where each Youth Apprentice shares safety related experiences drawn from the entire Youth Apprenticeship Program.

# **New Brunswick**

## **YOUTH APPRENTICESHIP PROGRAM**

### **TRAINING - DEVELOPMENT**

## **3D - PERSONAL DEVELOPMENT**

**3D1 - PERSONAL MANAGEMENT III**

**3D2 - COMMUNICATION SKILLS III**

**3D3 - WORKING WITH OTHERS III**

**CLUSTER 3D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 3D1 ..... PERSONAL MANAGEMENT III**

**PURPOSE**

This unit, intended to build upon the skills acquired in Personal Management I and II, is designed to provide the Youth Apprentice with an understanding of conflict and conflict resolution, with emphasis on dealing with conflict in the work environment.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

3D1.1 define conflict;

3D1.2 explain how society views conflict and the benefits of conflict:

- identify potential conflict situations
- the role of conflict at work;

3D1.3 describe styles of handling conflict

- non-assertive
- direct aggression
- indirect aggression
- assertive;

3D1.4 resolve conflicts appropriately

- win-lose
- lose-lose
- win-win.

. . . continued on next page

## **CLUSTER 3D**

### **UNIT OF INSTRUCTION 3D1**

Note: Instruction related to the objectives of this Unit has been incorporated into a Regional Workshop outlined on page 135. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Adler, Ron, et al. Looking Out/Looking In. current ed. USA: Holt, Rinehart and Winston.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Myers, Gail E., et al. The Dynamics of Human Communication: A Laboratory Approach. current ed. USA: McGraw-Hill Inc.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA: West Publishing Company.

Dealing with Difficult People. Video. Province of New Brunswick: Library, Department of Education (formerly) Advanced Education and Labour.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Discussion
3. Case Studies
4. Films/Videos

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: - Objectives must be met to the satisfaction of the Instructor.

Suggested: -Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

**CLUSTER 3D . . . . . PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 3D2 . . . . . COMMUNICATIONS SKILLS III**

**PURPOSE**

This unit, intended to build upon the skills acquired in Communication Skills I and II, is designed to provide the Youth Apprentice with the skills needed to build and maintain healthy relationships at home, at school, and in the workplace. Emphasis is given to building new and rewarding relationships on the job. The Youth Apprentice also learns how to deal with co-workers who may present special challenges and/or may be more reserved than others.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 3D2.1 describe a healthy relationship and explain why people form relationships;
- 3D2.2 identify the stages of interpersonal relationships;
- 3D2.3 describe self-disclosure, its characteristics, and the reasons for it;
- 3D2.4 explain the concept of defensiveness and describe common defence mechanisms;
- 3D2.5 accept criticism and respond non-defensively
  - friendliness
  - understanding
  - fairness
  - good will;
- 3D2.6 develop and build positive relationships with a variety of co-workers who may or may not be receptive:
  - dealing with difficult people;
- 3D2.7 demonstrate an understanding of commitment and its importance in career and personal life.

. . . continued on next page

## **CLUSTER 3D**

### **UNIT OF INSTRUCTION 3D2**

Note: Instruction related to the objectives of this Unit has been incorporated into a Regional Workshop outlined on page 135. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Adler, Ron, et al. Looking Out/Looking In. current ed. USA:Holt, Rinehart and Winston.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. Current ed. New Jersey: Prentice-Hall.

Myers, Gail E., et al.The Dynamics of Human Communication: A Laboratory Approach. current ed. USA: McGraw-Hill Inc.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA: West Publishing Company.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Discussion

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: This may include the administration of a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

**CLUSTER 3D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 3D3 ..... WORKING WITH OTHERS III**

**PURPOSE**

This unit, intended to build upon the skills acquired in Working With Others I and II, is designed to provide the Youth Apprentice with the skills needed to effectively balance productivity with human relations. Emphasis is placed on achieving quality and professionalism and demonstrating ethical behaviour, while simultaneously attaining meaningful interpersonal relations.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 3D3.1 achieve his or her potential level of productivity (i.e. above the norm and always decreasing the gap between present productivity and potential);
- 3D3.2 demonstrate an understanding of quality and excellence
  - quality control
  - personal and business quality
  - commitment;
- 3D3.3 strengthen relationships
  - ask for advice
  - say "thank-you"
  - compliment others
  - offer help, etc;
- 3D3.4 accept responsibility and new ideas and become actively involved
  - take initiative
  - seek help and information
  - show enthusiasm
  - be energetic and decisive, etc;
- 3D3.5 identify areas for improvement
  - strengths
  - weaknesses.

. . . continued on next page



## CLUSTER 3D

### UNIT OF INSTRUCTION 3D3

Note: Instruction related to the objectives of this Unit has been incorporated into a Regional Workshop outlined on page 136. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

Occupational Health and Safety Part A. Curriculum Plan. current document. Province of New Brunswick: Educational Services Branch, Department of Education, (formerly) Advanced Education and Labour. (additional resources are identified within the Curriculum Plan)

Occupational Health and Safety Act; 0-02;  
Occupational Health and Safety Regulations, 84-26 ;  
Occupational Health and Safety Regulations, 91-191.  
Department of Education

Chapman, Elwood N. Your First Thirty Days - Building a Professional Image in a New Job. current ed. Oakville, Ontario: Reid Publishing Ltd.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. current ed. New Jersey: Prentice-Hall.

Phelps, Lynn and Sue DeWine. Interpersonal Communications. Journal, current ed. USA:West Publishing Company.

### **SUGGESTED ACTIVITIES**

1. Exercises and Activities
2. Discussion
3. Role Playing
4. Films/Videos
5. Case Studies

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

# **New Brunswick**

## **YOUTH APPRENTICESHIP PROGRAM**

### **TRAINING - DEVELOPMENT**

## **3E - OCCUPATIONAL SKILLS**

**3E2 - WORKING IN YOUR OCCUPATIONAL AREA III**

**3E3 - ENTREPRENEURSHIP III**

**3E4 - BUSINESS/TECHNICAL WRITING III**

**CLUSTER 3E ..... OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 3E2 ..... PERSONAL MANAGEMENT III**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with the opportunity to apply skills and knowledge to safe, productive work in his/her chosen occupational area.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 6 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 3E2.1 use technology, instruments, tools, and information systems effectively in his/her occupational area;  
*(approximately 37 hours, 20 of which form part of the Provincial Workshop)*
- 3E2.2 think critically and act logically to evaluate situations, solve problems, and make decisions in his/her occupational area;  
*(approximately 17 hours, 1 of which forms part of the Provincial Workshop)*
- 3E2.3 submit a comprehensive report in which he/she describes his/her learning experiences both in the classroom and at the workplace and be prepared to defend it orally.  
*(approximately 4 hours in the Provincial Workshop or until all presentations are completed)*

The above objectives are broken down for each occupation currently identified in the Youth Apprenticeship Program in the "Occupational Skills Handbook - Unit 3E2".

## **CLUSTER 3E**

### **UNIT OF INSTRUCTION 3E2**

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 136 consisting of approximately 35 hours. The remaining 45 hours will involve additional work on some of the same objectives at a more practical level in the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Various teaching points apply to each occupation. See Unit 3E2 of the Occupational Skills Handbook. Province of New Brunswick: Curriculum and Evaluation Branch Department of Education, (formerly) Advanced Education and Labour,.

### **SUGGESTED ACTIVITIES**

1. Student Research
2. Guest Speaker (e.g. an employer participating in the Youth Apprenticeship Program)
3. Role Playing
4. Workplace Visit

### **CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor and Employer.

Submit for evaluation the required written report, or present an oral report, describing individual learning experiences both in the classroom and at the workplace (the report outline and preparation was to be completed prior to the final workshop . . . see 3E4).

Suggested: Instructors may choose to administer tests selected for each occupation on which the student must obtain at least 60%.

**CLUSTER 3E. . . . . OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 3E3 . . . . . ENTREPRENEURSHIP III**

**PURPOSE**

This unit is intended to introduce the Youth Apprentice to the components and purpose of a business plan.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 4 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 3E3.1 identify the reasons for developing a business plan;
- 3E3.2 list and discuss the components of a business plan;
- 3E3.3 create a list of practical ideas that would help the new entrepreneur get started
- 3E3.4 discuss ways that entrepreneurship can affect an individual's lifestyle;
- 3E3.5 brainstorm possible future ventures.

. . .continued on next page

## CLUSTER 2E

### UNIT OF INSTRUCTION 2E3

Note: Instruction related to the objectives of this Unit can be completed through activities at the district/regional level and/or at the workplace.

### SUGGESTED INSTRUCTIONAL RESOURCES

Curriculum Plan, Educational Services Branch, Department of Education (formerly)Advanced Education and Labour: Entrepreneurship: Career Options (1990)

Entrepreneurship: A Primer for Canadians, Jennings, William E., Canadian Foundation for Economic Education, 252 Bloor St. West, Suite 7-205, Toronto, ON. M5V 1V5, 1985.  
TELEPHONE (416) 968-2236

Entrepreneurship: Starting Your Own Business, Hutt, W. Rodger, Cincinnati, Ohio-South-Western Publishing Co., 1968.

Innovation and Entrepreneurship: Practices and Principles, Drucker, Peter F., New York Harper and Row, 1985

Risk and Rewards of Entrepreneurship: Ohio State University, Columbus, Ohio- EMC Publishing, 1988

How to Really Start Your Own Business- VIDEO, Inc. Publishing Corp.  
Available from: Karl-Lorimar Home Video, Canada Ltd., 2526 Spears Road, Oakville, ON. L6L 5K9

Entrepreneurship for Canadians: Six half-hour videos and user's guide.  
Available from: Department of Economic Development, Tourism and Culture.

Minding Your Own Business- FILM, tracks the concerns of five young entrepreneurs.  
Available from: Department of Economic Development, Tourism and Culture.

Small Business-An Awareness Program- VIDEO (75 minutes). Available from:  
P.O. Box 149 Pasedena, Newfoundland A0L 1K0, Telephone (709) 686-2078

### SUGGESTED ACTIVITIES

Practical Applications  
Discussions  
View videos

Working in Groups  
Tours/Visits to Businesses  
Quizzes

Guest Speakers

### CRITERIA FOR SUCCESSFUL COMPLETION

Required: Objectives must be met to the satisfaction of the Instructor.

Suggested: Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain at least 60%.

**CLUSTER 3E ..... OCCUPATIONAL SKILLS**

**UNIT OF INSTRUCTION 3E4 ..... BUSINESS/TECHNICAL WRITING III**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with the knowledge and skills necessary to prepare business/technical reports and documents specific to his/her work assignments at a more advanced level, thereby strengthening the basic knowledge and skills acquired in the earlier stages of employment.

**DELIVERY**

It is suggested that this unit of instruction will require approximately 4 hours.

**OBJECTIVES**

Upon successful completion of this unit of instruction, the Youth Apprentice will be able to:

- 3E4.1 write an effective description of a technical process;
- 3E4.2 write an effective description of a piece of equipment;
- 3E4.3 prepare routine reports such as
  - progress report
  - incident report
  - travel report
  - investigations/inspection report;
- 3E4.4 respond effectively to customer/client inquiries and complaints;
- 3E4.5 incorporate effective graphics and visual aids into technical articles.
  - figures, tables, and charts

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## CLUSTER 3E

### UNIT OF INSTRUCTION 3E4

Note: Instruction related to the objectives of this Unit has been incorporated into a Provincial Workshop outlined on page 136. Additional activities required to satisfy the objectives can be completed at the district/regional level and/or at the workplace.

### **SUGGESTED INSTRUCTIONAL RESOURCES**

Writing Effective Reports - Point Lepreau - Curriculum Plan. Province of New Brunswick:Curriculum and Evaluation Branch, Department of Education ( formerly) Advanced Education and Labour.

Blicq, R.S. Technically Write!. current ed. Canada: Prentice-Hall

Blicq, R.S. On the Move: Communication for Employees. current ed Canada: Prentice- Hall.

Kennedy, George E. Solving Problems Through Technical & Professional Writing. current ed. Canada: McGraw-Hill Inc.

### **SUGGESTED ACTIVITIES**

1. Exercises
2. Assignments may be tied to the Apprentice's workplace (see 3E2.4)

Required: - Objectives must be met to the satisfaction of the Instructor.

Submit for evaluation a brief description of a technical process or a piece of equipment preferably related to individual occupations.

Submit for evaluation a letter responding to a customer/client's inquiry or complaint.

Submit for review and comments an outline for the major report as described for Unit 3E2, objective 4.

Suggested: Instructors may choose to administer a theory quiz covering terms and concepts related to the objectives of the unit on which the student must obtain least 60%.





**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**CURRICULUM IMPLEMENTATION**

**PHASE 3**  
**OCCUPATIONAL SKILL DEVELOPMENT**

**IMPLEMENTATION****Theory and Skill  
Development**

The curriculum for Phase 3 is implemented through the following activities:

**1. YOUTH APPRENTICESHIP WORKSHOPS****a. Provincial:**

Up to three workshops requiring 8 to 10 days of theory and skill development activities will be scheduled.

! Attendance is mandatory, unless exempted through recognition of prior learning.

! Curriculum details for the three workshops are outlined on the following pages.

**b. District/Regional:**

Development activities may be scheduled periodically between March and August.

**2. PERSONAL PLANNING**

- assessment and recognition of previously acquired skills and knowledge
- development of a personal plan for completing Phase 3 requirements

**3. TRAINING AND DEVELOPMENT ACTIVITIES**

- in the high school
- in the work place
- in the community

**Work  
Experience/Practicum**

The work experience/practicum for Phase 3 is implemented through the period of employment with the employer (usually July and August). A minimum of 120 hours satisfactory work experience is required.

**OCCUPATIONAL SKILL DEVELOPMENT WORKSHOP #1\***  
**CURRICULUM OVERVIEW**

**Orientation to Phase III** . . . . . approximate time required . 1 hour  
**Unit 3C1 - Safety in the Workplace III** . . . . . approximate time required . 2 hours  
**Unit 3D1 -Personal Management III** . . . . . approximate time required . 6 hours  
**Unit 3D2 -Communication Skills III** . . . . . approximate time required . 6 hours

**Orientation to Phase 3**

- preview of Phase 3 curriculum content;
- preview of Phase 3 Record of Achievement document;
- review of training and development activities;

**Unit 3C1 - Safety in the Workplace III**

- 3C1.1 cite instances where Youth Apprenticeship safety training to date has been reinforced at home, at school, or on the job;
- 3C1.2 share/review the concepts learned regarding safety in the workplace.

**Unit 3D1 - Personal Management III**

- 3D1.1 define conflict;
- 3D1.2 explain how society views conflict and the benefits of conflict;
- 3D1.3 describe styles of handling conflict (non-assertive, direct aggression, indirect aggression, assertive);
- 3D1.4 resolve conflicts appropriately (win-lose, lose-lose, win-win).

**Unit 3D2 -Communication Skills III**

- 3D2.1 describe a healthy relationship and explain why people form relationships;
- 3D2.2 identify the stages of interpersonal relationships;
- 3D2.3 describe self-disclosure, its characteristics, and the reasons for it;
- 3D2.4 explain the concept of defensiveness and describe common defence mechanisms;
- 3D2.5 accept criticism and respond non-defensively;
- 3D2.6 develop and build positive relationships with a variety of co-workers who may or may not be receptive;
- 3D2.7 demonstrate an understanding of commitment and its importance in career and personal life

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**OCCUPATIONAL SKILL DEVELOPMENT WORKSHOP #2\***  
**CURRICULUM OVERVIEW**

**Unit 3D3 -Working with Others III** . . . . . approximate time required . 6 hours  
**Unit 3E4 - Business/Technical Writing III** . . approximate time required . 8 hours

**Unit 3D3 -Working With Others III**

- 3D3.1 achieve his or her potential level of productivity (i.e. above the norm and always decreasing the gap between present productivity and potential);
- 3D3.2 demonstrate an understanding of quality and excellence;
- 3D3.3 strengthen relationships;
- 3D3.4 accept responsibility and new ideas and become actively involved;
- 3D3.5 identify areas for improvement.

**Unit 3E4 - Business/Technical Writing III**

- 3E4.1 write an effective description of a technical process;
- 3E4.2 write an effective description of a piece of equipment;
- 3E4.3 prepare routine informal reports such as progress reports, incident reports, travel reports, investigations and inspections;
- 3E4.4 respond effectively to customer/client inquiries and complaints;
- 3E4.5 incorporate effective graphics and visual aids into technical articles.

- 3E2.4 (preparatory)**  
develop the outline for the comprehensive report required to satisfy Objective 3E2.4.

***\*Note: Workshops 1 and 2 can be implemented at the District/Regional level when sufficient numbers allow for group activities and exercises.***

...continued on next page

**OCCUPATIONAL SKILL DEVELOPMENT WORKSHOP #3  
CURRICULUM OVERVIEW**

**Unit 3E2 - Working in Your Occupational Area** approximate time required - 40 hours

- 3E2.1 access and apply specialized knowledge from various fields to his/her occupational area;
- 3E2.2 use technology, instruments, tools, and information systems effectively in his/her occupational area;
- 3E2.3 think critically and act logically to evaluate situations, solve problems, and make decisions in his/her occupational area;
- 3E2.4 submit a comprehensive report in which he/she describes his/her learning experiences both in the classroom and at the workplace and be prepared to defend it orally. **(Note: the outline was to have been prepared and reviewed in an earlier workshop and the report was to have been prepared prior to the beginning of this workshop.)**

**Note:**

***Unit 3E2 - Working in your Occupational Area III, requires 80 hours. Through a Provincial Workshop of 35 hours, these objectives are introduced and one is completed. The remaining 45 hours will involve additional work on some of the same objectives at a more practical level in the workplace.***



**YOUTH APPRENTICESHIP PROGRAM**  
PARTNERSHIPS FOR CAREER PREPARATION

**THE RECORD OF  
ACHIEVEMENT DOCUMENT  
GUIDELINES AND EXAMPLES**

## OVERVIEW OF THE RECORD OF ACHIEVEMENT DOCUMENT

The Record Of Achievement document is the record of training activities, skill and knowledge achievements, and satisfactory work experiences of the Youth Apprentice. Each Youth Apprentice will have a copy of the document, and it is their responsibility to ensure the proper "sign-offs" as this is the only record of their program activities and achievements.

The following samples are intended for the information of persons delivering the Youth Apprenticeship curriculum and counselling the Youth Apprentices on the use and maintenance of their Record of Achievement document.

It is intended that this document be used as follows . . .

- ! as a validated record of the Youth Apprentice's achievements and work experiences;
- ! as a means of identifying the additional skill and knowledge requirements which remain to be achieved by the Youth Apprentice;
- ! as a means of planning for additional training/development activities;
- ! as a means of ensuring appropriate recognition of prior learning and subsequent placement in post-secondary education/training activities.

Potential users of this document include:

- |   |                               |
|---|-------------------------------|
| ! Youth Apprentices                     | ! High School Teachers        |
| ! Workplace Mentors                     | ! Post-Secondary Institutions |
| ! Employers/<br>Company Representatives | ! Certifying Agencies         |
|   | ! YAP Monitors                |

***Following are the directions/guidelines contained within the Record Of Achievement document, as well as sample sign-off pages.***

## TERMS USED IN THE RECORD OF ACHIEVEMENT DOCUMENT

|  |  |
|--|--|
| <b>Cluster</b>                                     | refers to a grouping of related curriculum Units of Instruction.   |
| <b>Company Representative</b>                      | refers to any employee of a Company/Organization participating in the New Brunswick Youth Apprenticeship Program who can assess or evaluate a curriculum component or work performance and who can "sign-off" on behalf of the Company/Organization. |
| <b>Instructor/Trainer/<br/>High School Teacher</b> | refers to a person who teaches a component of the program and/or provides guidance with the appropriate "sign-offs".   |
| <b>Workplace Mentor</b>                            | refers to a person who supervises the Youth Apprentice's work experience, is responsible for the assessment of curriculum objectives or work performance, and "signs-off" when required.   |
| <b>Youth Apprentice</b>                            | refers to a high school student who agrees to participate in the program by accepting employment with a company which has agreed to participate in the New Brunswick Youth Apprenticeship Program.   |
| <b>Youth Apprenticeship<br/>Program Monitor</b>    | refers to a person who maintains contact with the Youth Apprentice and Company Representatives to ensure that curriculum and work assignments are progressing to the satisfaction of all partners.   |



**INFORMATION/DIRECTION  
PROVIDED FOR PERSONS USING THE  
RECORD OF ACHIEVEMENT DOCUMENT**

**For the Youth Apprentice:**

- ! You are responsible for the care, maintenance, and completion of this document. **It is the written record of your achievements.**
- ! You are responsible for indicating your readiness to be "assessed" on the **curriculum objectives** and presenting this book to the appropriate authorities for "sign-off". (white pages)
- ! You are responsible for describing your **work experiences**, maintaining a record of hours worked on each major work assignment, and ensuring that these are "signed-off". (yellow pages)
- ! You are responsible for describing any **additional training or development activities** that relate to your occupation, and ensuring that these are "signed-off". (green pages)
- ! You are responsible for **recording any monitoring visits** by Youth Apprenticeship Personnel, review or evaluation meetings with your Workplace Mentor and/or Employer/Company Representative, and ensuring that these are "signed-off". (grey pages)

**NOTE:** You are responsible for ensuring that ANYONE "signing-off" for the first time any curriculum component or other activity in your **Record of Achievement Book**, specifies his/her Youth Apprenticeship Program affiliation on the Identification of Signing Authorities pages in the Introduction to this book. (gold pages)

**For the Instructors/Trainers/High School Teachers:**

- ! You are responsible for indicating the satisfactory achievement of the training/development objectives, when in your professional judgement they have been completed in accordance with the established Criteria for Successful Completion.  
Your assessment will be performed each time the Youth Apprentice presents his/her Record of Achievement Book for signature
- ! You are responsible for assisting the Youth Apprentice with the maintenance and completion of this document by providing guidance, additional instruction if necessary, and "sign-offs" when appropriate. . . . continued on next page

**INFORMATION/DIRECTION**  
(continued)

**For the Workplace Mentor:**

- ! You **may** be responsible for indicating the **satisfactory completion of individual Units of Instruction**, in accordance with the stated criteria, and your professional judgement of the needs and expectations of the Company. (white pages)
- ! If designated by the Company, you **may** be responsible for "**signing-off**" **individual Clusters of curriculum**. (blue pages)
- ! You are responsible for determining, indicating, and "signing-off" the **number of hours of satisfactory work** performed by the Youth Apprentice, and **assigning additional work when necessary**. (yellow pages)
- ! You are responsible for assisting the Youth Apprentice with the maintenance and completion of this document by providing guidance with "sign-offs" when appropriate.

**For the Employer/Company Representative:**

- ! You will ensure the "sign-off" of **satisfactory completion of each Cluster of curriculum**. (blue pages)
- ! You will ensure the "sign-off" of **satisfactory work experience**. (yellow pages)

NOTE: These "sign-offs" indicate the Company's satisfaction with its Youth Apprentice.

*The actual Record of Achievement documents are colour-coded for ease of use.*

**ASSESSMENT OF ACHIEVEMENT  
INSTRUCTIONS/DIRECTION**

**Training/Development/Units of  
Instruction**

..... (white pages)

- ! Readiness for assessment is determined by the Youth Apprentice.
  
- ! Satisfactory achievement may be assessed by one or more of the following:
  - a Youth Apprenticeship instructor designated by the Province
  - a high school teacher designated by the Principal
  - a work place trainer designated by the Employer
  - a trainer recognized by the Local Advisory Committee

**Clusters of Skills and  
Knowledge**

..... (blue pages)

- ! Satisfactory achievement is assessed by the employer.

**Work  
Experience**

- ! The specific work assignments are assessed by the Representative designated by the Company/Organization ..... (yellow pages)

**IDENTIFICATION OF  
SIGNING AUTHORITIES**

It is the responsibility of the Youth Apprentice to ensure that **ANYONE** who "signs off" a curriculum component or other activity anywhere within this Record Of Achievement identifies him/herself on the form below on the first time of signing.

**IMPORTANT NOTE:** Youth Apprenticeship Program Affiliation is to be specified, i.e. Instructor/Trainer/High School Teacher, Department of Education Personnel, Department of Advanced Education & Labour Personnel, Workplace Mentor (specify Company/ Employer), etc.

| Name<br>(print) | Initials | Youth Apprenticeship<br>Program Affiliation | Date     |
|-----------------|----------|---|----------|
| 1.              |          |   |          |
| <b>S</b>        | <b>A</b> | <b>M P L</b>                                | <b>E</b> |
| 3.              |          |   |          |
| 4.              |          |   |          |
| 5.              |          |   |          |
| 6.              |          |   |          |
| 7.              |          |   |          |

**PHASE 3 - OCCUPATIONAL SKILL DEVELOPMENT**  
**RECORD OF ACHIEVEMENT**

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for



**3D - PERSONAL DEVELOPMENT**

**3D1 - PERSONAL MANAGEMENT III**

**3D2 - COMMUNICATION SKILLS III**

**3D3 - WORKING WITH OTHERS III**

I confirm that the Youth Apprentice has acquired the attitudes, skills, and knowledge associated with this component of the Youth Apprenticeship curriculum, and has demonstrated, to my satisfaction, an acceptable level of understanding and/or performance.

\_\_\_\_\_  
For the Company/Employer

\_\_\_\_\_  
Date

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**PHASE 3 - OCCUPATIONAL SKILL DEVELOPMENT**

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**CLUSTER 3D ..... PERSONAL DEVELOPMENT**

**UNIT OF INSTRUCTION 3D1 ..... PERSONAL MANAGEMENT III**

**PURPOSE**

This unit is designed to provide the Youth Apprentice with an understanding of conflict and conflict resolution, with emphasis on dealing with conflict in the work environment.

**CRITERIA FOR SUCCESSFUL COMPLETION**

Required: Objectives must be met to the satisfaction of the Instructor. This could include the administration of a theory quiz covering terms and concepts related to the objectives of the unit of which the student must obtain at least 60%.

... continued on next page

**CLUSTER 3D**

**UNIT OF INSTRUCTION 3D1**

| <b>OBJECTIVES</b><br><br>The Youth Apprentice will be able to:                | I Confirm Readiness<br>for Assessment : | I Confirm Youth<br>Apprentice's Completion<br>of this Objective: * |
|---|---|--|
|   | Initials / Date                         | Initials / Date  |
| 3D1.1     define conflict;  |   |  |
| 3D1.2     explain how society views conflict<br>the and benefits of conflict; |   |  |
| 3D1.3     describe styles of handling conflict                                |   |  |
| 3D1.4     resolve conflicts appropriately.                                    |   |  |

\* NOTE: When all objectives in this unit are to be "signed-off" together, one "sign-off" in the box below will be sufficient for the entire unit. (i.e. Each objective need not be "signed-off" individually.)

I confirm that all four objectives of this Unit of Instruction were completed together.

\_\_\_\_\_

Initials

\_\_\_\_\_

Date



# New Brunswick

## YOUTH APPRENTICESHIP PROGRAM

***Special thanks to all employers and educators who have contributed to the on-going improvement of the infrastructure and curriculum supporting the Youth Apprenticeship Program***

| NEW BRUNSWICK'S YOUTH APPRENTICESHIP PROGRAM  |   |
|---|---|
| COMMENTS  | QUESTIONS - CONCERNS  |
| <p><b>RE: THE PROGRAM</b></p> <p>Please contact:</p> <p>Director<br/>Student Services Branch<br/>Dept. of Education<br/>PO Box 6000<br/>Fredericton NB E3B 5H1</p> <p>Tel: (506) 453-2816<br/>Fax: (506) 453-3325</p> | <p><b>RE: THE CURRICULUM</b></p> <p>Please contact:</p> <p>Director<br/>Curriculum and Evaluation Branch<br/>Dept. of Advanced Education &amp; Labour<br/>PO Box 6000<br/>Fredericton NB E3B 5H1</p> <p>Tel: (506) 453-8226<br/>Fax: (506) 444-4078</p> |