

Transport Truck Driver Curriculum Practitioner's Guide



Instructor's Guide and Answers

For the Instructor

Most of the information you will need to know to teach this curriculum is found within the modules written for the learners. This guide gives additional information, as well as guidelines for evaluating the Learning Activities.

This curriculum was originally written in 2007 for LBS level 3, which corresponds loosely to an Essential Skills (ES) low-level 2, and was revised and updated in 2024 to align with the Government of Canada's Skills for Success framework which replaced the Essential Skills framework in May of 2021. The curriculum aligns generally to a level 2 for OALCF competencies but learners assessing at a level 1 may complete successfully with assistance.

This curriculum can be completed independently or taught to a group. When working with this curriculum and presenting it to a group of learners it is important to understand and emphasize that the intent and focus is the acquisition of Skills for Success. Although we have used information relative to the field of Truck Driver as a platform, the purpose is to gain the Skills for Success outlined by the Canadian Government here: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>.

The purpose of this curriculum is preparation for Professional Truck Driver Training. This course does not replace professional truck driver training or certification.

This curriculum will also not act as a sole method of instruction of the required Skills for Success. Learners will still require your instruction and, possibly other resources and activities to support this material. If you find that a learner is struggling with a concept or idea, take them out of the curriculum and offer supplementary work until they understand it. Then put them back into the curriculum when they are ready.

The choice is yours as to how to mark learners' work. As the writers, we believe that it depends on the learner. Some may choose a percentage mark for each learning activity. Others feel that offering a grade of *Excellent*, *Satisfactory*, and *Unfinished* would be more meaningful than a numerical mark. Still others feel that a discussion of errors and steps to improvement is sufficient. The important thing to remember is that learning is a progression, and the purpose is for the learner to acquire the Skills for Success before they receive a certificate. For example, a learner may not be able to read and answer questions in the first or second module but may have sufficiently acquired the skill by the fifth or sixth and therefore adequately "pass" the curriculum.

This guide contains the answers to all the Learning Activities and Demonstrations. Along with the specific answers, are included objectives of the Learning activity (i.e. The object of the question is to offer an opinion, no matter what that opinion is).

Feel free to adapt or omit certain activities to suit the needs of your learners. But please note that any certificate of recognition or completion awarded at the end should indicate these changes.

Table of Contents

For the Instructor 2

 Table of Contents..... 3

Transport Truck Driver Course Curriculum 6

Before You Begin – Answer Key 6

Module 1 – Skills for Success Answer Key 7

 LEARNING ACTIVITY 1 7

 LEARNING ACTIVITY 2 8

 LEARNING ACTIVITY 3 9

 LEARNING ACTIVITY 4 9

Module 2 – Digital Skills Answer Key 9

 LEARNING ACTIVITY 1 9

 LEARNING ACTIVITY 2 9

 LEARNING ACTIVITY 3 9

 LEARNING ACTIVITY 4 10

Module 3 – Thinking Skills Answer Key..... 10

 LEARNING ACTIVITY 1 10

 LEARNING ACTIVITY 2 10

 LEARNING ACTIVITY 3 10

 LEARNING ACTIVITY 4 11

 LEARNING ACTIVITY 5 11

 LEARNING ACTIVITY 6 13

 LEARNING ACTIVITY 7 13

 LEARNING ACTIVITY 8 14

 LEARNING ACTIVITY 9 14

 LEARNING ACTIVITY 10 14

 LEARNING ACTIVITY 11 15

 LEARNING ACTIVITY 12 15

 LEARNING ACTIVITY 13 15

Module 4 – Document and Forms Answer Key 16

 LEARNING ACTIVITY 1 16

 LEARNING ACTIVITY 2 16

 LEARNING ACTIVITY 3 17

 LEARNING ACTIVITY 4 17

Transport Truck Driver Curriculum: Practitioner’s Guide

LEARNING ACTIVITY 5	18
LEARNING ACTIVITY 6	19
LEARNING ACTIVITY 7	20
LEARNING ACTIVITY 8	21
LEARNING ACTIVITY 9	21
LEARNING ACTIVITY 10	22
LEARNING ACTIVITY 11	23
LEARNING ACTIVITY 12	23
LEARNING ACTIVITY 13	24
RESEARCH LEARNING ACTIVITY	24
Module 5 – Health and Safety Answer Key.....	25
LEARNING ACTIVITY 1	25
RESEARCH ACTIVITY: PROPER LIFTING.....	25
LEARNING ACTIVITY 2	26
RESEARCH ACTIVITY: PERSONAL PROTECTIVE EQUIPMENT FOR WOMEN	27
LEARNING ACTIVITY 3	27
LEARNING ACTIVITY 4	27
LEARNING ACTIVITY 5	28
LEARNING ACTIVITY 6	29
LEARNING ACTIVITY 7	31
LEARNING ACTIVITY 8	32
LEARNING ACTIVITY 9	34
WHMIS Demonstration.....	35
Instructor Assessment	35
Module 6 - Collaboration	36
LEARNING ACTIVITY 1	36
LEARNING ACTIVITY 2	36
VIDEO RESEARCH ACTIVITY: THE VALUE OF A SMILE.....	37
LEARNING ACTIVITY 3	37
LEARNING ACTIVITY 4	38
LEARNING ACTIVITY 5	39
LEARNING ACTIVITY 6	39
LEARNING ACTIVITY 7	39
LEARNING ACTIVITY 8	41

Transport Truck Driver Curriculum: Practitioner’s Guide

LEARNING ACTIVITY 9 41

LEARNING ACTIVITY 10 41

FURTHER LEARNING ACTIVITY: COMPLETING AN ONLINE COURSE 42

LEARNING ACTIVITY 11 42

LEARNING ACTIVITY 12 42

LEARNING ACTIVITY 13 42

LEARNING ACTIVITY 14 43

LEARNING ACTIVITY 15 44

LEARNING ACTIVITY 16 44

LEARNING ACTIVITY 17 45

LEARNING ACTIVITY 18 45

RESPECT AND ACCEPTANCE PRACTICE 45

LEARNING ACTIVITY 19 45

Truck Driver Final Demonstration..... 46

Practitioner Instructions 46

 Learner Information and Instructions..... 47

Transport Truck Driver Course Curriculum

Before You Begin – Answer Key

LEARNING ACTIVITY 1: HOW CAN THIS HELP YOU?

Note: This answer guide provides key points and sample responses to help facilitate learning and discussion. learner' answers may vary, and instructors should encourage them to explore different ways to use translation tools effectively. **Unit 1: Easy Ways to Translate Languages**

Learning Activity 1: How Can This Help You?

1. If you are learning English, how can a translation app help you?

- A translation app can help by providing quick translations of words and sentences that you do not understand.
- It allows you to type, speak, or take pictures of words to get translations.
- It helps you learn correct spelling and pronunciation.
- It can assist with understanding signs, menus, or documents in English.
- It helps with communication when talking to others who speak English.

2. If you are a truck driver going to Quebec, why might you need a translator?

- Many people in Quebec speak French, so a translator helps communicate with customers or workers.
- It can translate road signs and directions to avoid getting lost.
- It helps with reading delivery instructions or paperwork written in French.
- It allows for basic conversations, such as ordering food or asking for help.
- It improves customer service by allowing better communication with French-speaking clients.

LEARNING ACTIVITY 2: PRACTICE TRANSLATING

Instructions: learner will choose one of the translation apps (Google Translate, Microsoft Translator, or DeepL Translator) and translate the sentences into a different language. Answers will vary depending on the language chosen. Below are example translations in **French and Spanish**.

1. **Where is the bathroom?**

- French: **Où sont les toilettes ?**
- Spanish: **¿Dónde está el baño?**

2. **How much does this cost?**

- French: **Combien ça coûte ?**
- Spanish: **¿Cuánto cuesta esto?**

3. **I need help, please.**

- French: **J'ai besoin d'aide, s'il vous plaît.**
- Spanish: **Necesito ayuda, por favor.**

Learners can use any language they prefer and compare their translations with a partner or the instructor.

Additional Notes:

- Encourage learner to use the audio feature in Google Translate or Siri to hear how the translations are pronounced.
- Remind learner that translation apps are helpful tools but may not always be perfect.
- Suggest that learner try different translation apps to see which one works best for their needs.

Module 1 – Skills for Success Answer Key

LEARNING ACTIVITY 1

Answers will vary, as the question refers to the learner's prior knowledge of truck driving.

However, the answer should show four “soft skills” that would be important in the truck driver sector. “Soft Skills” were defined in this module to include the Skills for Success: Reading, Digital, Collaboration, Adaptability, Writing, Numeracy, Communication, Creativity and Innovation, and Problem Solving.

LEARNING ACTIVITY 2

On the line in front of the problem, the learner was to write the short form for the “Soft-Skill” that would need to be improved by the employee, choosing from these Skills for Success: Reading (R), Digital (D), Collaboration (COL), Adaptability (A), Writing (W), Numeracy (N), Communication (COM), and Creativity and Innovation (CI).

As this is an early look at the Skills for Success, they are not expected to have all the choices or everything right. Discussions may need to take place.

1. **COM** Employees do not show up for work on time or do not call in when they are unable to get to work.
2. COL/A___ Employees take too much time for breaks and lunch.
3. COL/A___ They do not follow the work schedule.
4. COL/COM They don't get along with other workers.
5. COL/COM An employee talks back to the boss.
6. COL/R/A/COM Employees don't follow instructions.
7. COL/COM___ They talk with friends instead of working.
8. CI/A___ They wait to be told what to do instead of looking for things they need to be done.
9. CI/COM/COL Employees use shortcuts that result in poor work quality.
10. COL/CI/COM An employee lets personal problems cause poor performance on the job.
11. COL/A/COM Employees allow racial or ethnic prejudice to stop them from helping or being friendly to other employees.
12. A/COL___ They use drugs or alcohol.
13. COL/COM They misuse company property.
14. COL___ They hide work to get out of doing it
15. COM/COL___ An employee makes or gets too many personal phone calls.

16. COL/A ____ They take too many days off from work without a good reason.
17. A/CI ____ Employees look unclean or sloppy on a job where appearance is important.
18. COM/COL ____ They swear and use bad language around customers and other workers.

LEARNING ACTIVITY 3

Answers to this learning activity will vary, as the learner only must choose two examples of each of the nine Skills for Success out of the profile. You should print out the profile or refer to the learner's copy to ensure that they have taken an example that was in the profile and that it was under the appropriate skill.

LEARNING ACTIVITY 4

Answers to this learning activity will vary, depending on what the learner feels they should improve. It would be more beneficial if the learners discuss their suggestions with someone else or in a group if this is possible.

Module 2 – Digital Skills Answer Key

LEARNING ACTIVITY 1

Answers will vary. Learners may need encouragement to engage Skills for Success of Critical Thinking and Innovation, as well as Problem Solving. Tapping into existing knowledge can be a challenging experience for learners. Encourage them to connect with goods and products they rely upon and enjoy themselves, and to think critically about the supply chain and processes by which these goods go from manufacturing to market.

LEARNING ACTIVITY 2

Answers will vary. Reflection relies upon Skills for Success of Creativity and Innovation, Writing, and Problem Solving. Encourage learners to try to make connections between past and **present and** begin to explore their interest in truck driving. Most will find that they know or have known truck drivers, have seen films that teach something about truck driving, or are drawn to the appeal of a career that affords the **opportunities** and experiences of truck driving. Invite learners to share their reflection with you and with other learners as well to stimulate discussion of purpose and connection to the truck driver career path.

LEARNING ACTIVITY 3

Answers will vary. This **learning activity introduces using artificial intelligence to research key questions**. Learners will likely know of other AI tools that can be used as well. Encourage learners to use the tool they are familiar with. Encourage learners to think of questions that are of relevance to their own interest and understanding of truck driving.

LEARNING ACTIVITY 4

Answers will vary. Learners will identify features of the COPILOT app that might include offline navigation, real-time traffic information, avoidance of low bridges and weight-restricted roads, reduced fuel consumption resulting from efficient route planning, etc.

Module 3 – Thinking Skills Answer Key

LEARNING ACTIVITY 1

Learner should have written page number from this curriculum's Table of Contents for the following:

1. What page is Learning Activity 1: Truck Driving Skills on?
2. What is on page is Unit 2: Using AI to Explore in Module 2 on?

LEARNING ACTIVITY 2

1. This article is about willful misconduct and what are the just causes of dismissal.
2. The subheadings introduce the just causes of dismissal and no severance pay.
3. Answer may vary. Marks awarded for choosing something directly from the article and discussing why it is important.
4. Marks awarded for describing how information from the article will be used.

LEARNING ACTIVITY 3

1. Answers may vary using logical thinking skills.
2. One possibility is *"truck driver training" + "Kingston, Ontario"*. Others may work, but the learner should try their search expression out, to ensure that he/she gets the results wanted.

LEARNING ACTIVITY 4

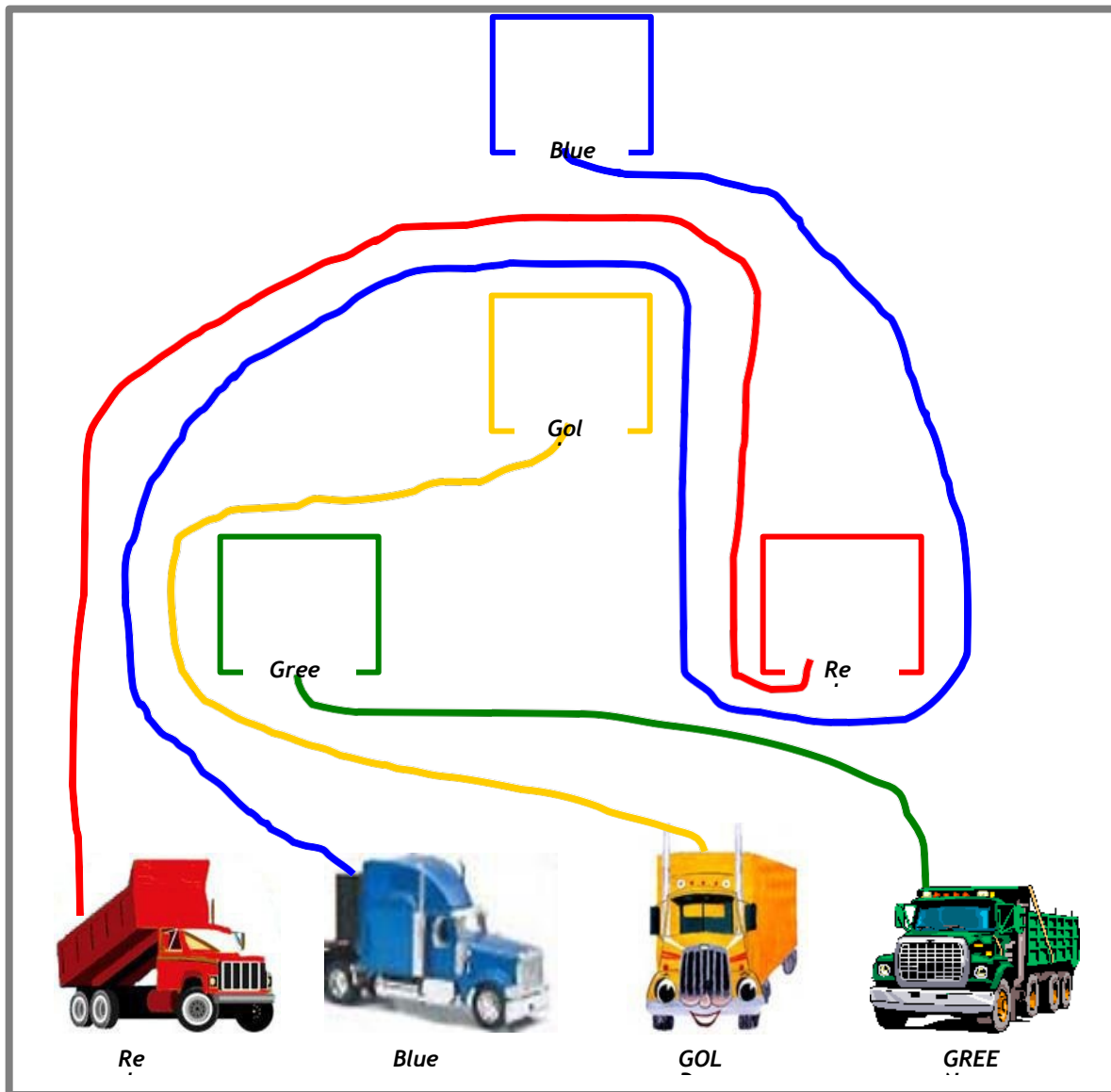
1. It snows more in Ontario than it does in Prince Edward Island.
 - a. ☐ Fact *This one may trick them, but it can be proven.*
2. It's all right to phone in sick when you have an out-of-town appointment.
 - a. ☐ Opinion
3. It is illegal for trucks to exceed 105 km/h on Ontario highways.
 - a. ☐ Fact
4. My job is the best job there is.
 - a. ☐ Opinion
5. The Mack Pinnacle is a better truck than the International Prostar.
 - a. ☐ Opinion
6. Andrea thinks that the skiing is better in British Columbia.
 - a. ☐ Opinion
7. Ottawa is the capital of Canada.
 - a. ☐ Fact
8. Boys are better hockey players than girls.
 - a. ☐ Opinion

LEARNING ACTIVITY 5

See following page.

Negative	Neutral	Positive
MUTT	LAWYER	DELICACIES
MOB	FOOD	EMPLOYEE
SLAVE	DOG	FUNDS
SHYSTER	CHILD	PUREBRED
LEFTOVERS	CROWD	BARRISTER
BRAT	WORKER	TODDLER
LOOT	MONEY	AUDIENCE

LEARNING ACTIVITY 6



LEARNING ACTIVITY 7

1. It will cover half the floor in 7 hours. (It doubles its size every hour. Therefore, if it covers the whole floor in 8 hours, it will be $\frac{1}{2}$ that at 7.)

LEARNING ACTIVITY 8

Team Name	Vehicle	Distinguishing Feature
Jack and Jill	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No
	Red Racer @ Yes <input type="checkbox"/> No	Red hair @ Yes <input type="checkbox"/> No
	Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No	Twins <input type="checkbox"/> Yes <input type="checkbox"/> No
	Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No
Tom and Jerry	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No
	Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No	Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No
	Orange Outback @ Yes <input type="checkbox"/> No	Twins <input type="checkbox"/> Yes <input type="checkbox"/> No
	Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Over 65 @ Yes <input type="checkbox"/> No
Bruce and Robin	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No
	Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No	Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No
	Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No	Twins @ Yes <input type="checkbox"/> No
	Green Gas Guzzler @ Yes <input type="checkbox"/> No	Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No
Thelma and Louise	Blue Beetle @ Yes <input type="checkbox"/> No	Jackets match @ Yes <input type="checkbox"/> No
	Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No	Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No
	Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No	Twins <input type="checkbox"/> Yes <input type="checkbox"/> No
	Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No

LEARNING ACTIVITY 9

Answers will vary; however, instructors should ensure that learners understand how they are “using” their time. Discussion should take place about which activities would not be appropriate time “users” in a business setting.

LEARNING ACTIVITY 10

1 Answers will vary.

- a. The learner should have assigned a “realistic” time estimate for each task and totaled these times to fit into the 8:00 a.m. to 1:00 a.m. the next day time available. Did the learner include a lunch break?
- b. The learner should have numbered the tasks in a reasonable order that accounts for tasks that should be done before others and those that need to be done just prior to leaving.

The timeline (schedule) should have been completed to reflect the choices in a) and b).

LEARNING ACTIVITY 11

Issue: Whether or not to take new job.			
Decision Option 1 Take new job		Decision Option 2 Stay in old job	
Pros	Cons	Pros	Cons
<ul style="list-style-type: none"> • Would have more independence • Better future • Raise in pay • Hours are longer, so still more money • Able to save for car faster 	<ul style="list-style-type: none"> • Won’t be able to get a ride to work • Hours are longer • Work is harder 	<ul style="list-style-type: none"> • Able to get a ride to work • Won’t have to worry about longer hours or harder work 	<ul style="list-style-type: none"> • Get bored • Won’t be able to afford a car • Stuck in same job without a good future

LEARNING ACTIVITY 12

- Answers may vary but should include asking for help.
- Always tell supervisor when the problem relates to health and safety issues.

LEARNING ACTIVITY 13

Answers to the steps to the situation may vary. It is important that the learner does not try

to solve all the problems attached to a situation at the same time. Complicated problems are easier to deal with if they are broken into chunks with each little problem handled separately. We suggest the following problem statements:

- Don't know how to tell the boss or
- Need to replace the item

Module 4 – Document and Forms Answer Key

LEARNING ACTIVITY 1

- 1 No @ Find information quickly
- 2 Reduce border-crossing times & arrive at the US border prepared.
@Find information quickly.
- 3 Paragraph #3 @Find information quickly
- 4 Only necessary personal belongings @Find information quickly
- 5 Check with office to determine what identification and documents needed
@Find information quickly
- 6 No

LEARNING ACTIVITY 2

- 1 a. and b. should have created the following first row in the table.

Class of Licence	Types of Vehicles Allowed	May Also Drive Vehicle in Class
------------------	---------------------------	---------------------------------

- c. 3
 - d. Classes of Licences and which Types of Vehicles that you can operate with specific licence qualifications.
- 2 a. iii. Two is the most predictable answer, however if the learner sees the Date of Convictions, Discharges and Other Actions as two lists, one for the dates and one for the actions, then iv. Three would also be acceptable.
 - b. Driver Information and Date of Convictions, Discharges and Other Actions.

Again, the second section could be seen as two separate lists – “Date” and “Convictions, Discharges and Other Actions”

- c. Public, John Q.
- d. G
- e. 6 or 7. The last item is a suspension due to the convictions, so either answer is acceptable.
- f. 93/12/04
- g. Should have just scanned.
- h.
- i. Name
- ii Class
- iii Convictions
- iv suspended

LEARNING ACTIVITY 3

- 1. Receiving
- 2. Andrea Jamison 555-1212
- 3. Tommy Chang
- 4. Yuri Brosky
- 5. c
- 6. Name, Dept, Direct Phone #

LEARNING ACTIVITY 4

- 1. Forms act as organized communication between the person who has the info and the person who needs the info.
- 2. 2

- a. Packaging Slip
- b. Frank's Produce
- c. Tony Marselli (Luigi's Market)
- d. Answers may vary example: driver may use it to check the quantities to be delivered.
- e. Company Name, Address, Description & Quantity
- f. Delivery driver Initials, Signature of receiver and date

LEARNING ACTIVITY 5

	Needed by Driver?	If yes, key words to scan for	If yes, information provided
<i>Example:</i> Name and address of consignor	<input checked="" type="radio"/> Yes <input type="checkbox"/> No	<i>Consignor</i>	<i>Northern Connections 24719 Hwy 7, Sharbot Lake, ON K0H 2P0</i>
Name and address of the consignee	<input checked="" type="radio"/> Yes <input type="checkbox"/> No	<i>Consignee</i>	<i>Serv Tech Asset MGMT 5234 Timberlee BLVD Mississauga ON. L4W 2S3</i>
When to pick-up or load the goods	<input checked="" type="radio"/> Yes <input type="checkbox"/> No	<i>Pick-up or Load</i>	<i>Apr 04,06</i>
When to deliver the consignment	<input checked="" type="radio"/> Yes <input type="checkbox"/> No	<i>Deliver Date</i>	<i>Apr10,06-Apr 14, 06</i>
<u>All</u> the conditions of the	Yes		

consignment agreement	<input type="radio"/> No		
Where the driver signs	<input type="radio"/> Yes <input type="checkbox"/> No	<i>Driver signs</i>	<i>P.Bennet</i>
Value of shipment	Yes <input type="radio"/> No		
The costs of shipping breakdown	Yes <input type="radio"/> No		
Where the consignee signs to confirm receipt	Yes <input type="radio"/> No		

LEARNING ACTIVITY 6

1.

List of Forms	Purpose of Form
Filling in driver's inspection checklists, to make sure that parts of the truck and trailer are safe	Record or Document, Provide Info Give Opinion
Completing loading manifests and company bills of lading	Provide Info
Filling in forms to explain why shipments cannot be unloaded if there has been a mix-up in delivery instructions	Record or Document, Provide Info Give Opinion

Completing driver's log, stating date, destination and driving and resting periods	Record or Document, Provide Info
Completing damage and accident reports (Accident reports may include drawing a picture to show the angle of impact.)	Record or Document, Provide Info Give Opinion

2. Instructor should make sure form is completed and filled out properly.
3. Answers may vary learner should use a dictionary if they are not sure the meaning of a word.

LEARNING ACTIVITY 7

<u>12hr Time</u>	<u>24hr Time</u>
12:25 am	24:25
1:00am	1:00hrs
2:35 am	02:30hrs
4:30 pm	16:30
5:15 am	05:15
4:00pm	1600hrs
7:10am	07:10hrs
8:12 am	08:12hrs
11 pm	23:00hrs
8:00pm	20:00hrs
1:37 pm	13:37hrs
5:15 pm	17:15hrs

1.
 - a. 02 hundred hrs
 - b. 8:10pm

- 2.
 - a. 06:59
 - b. 07:00
 - c. 23:00

LEARNING ACTIVITY 8

- 1. From 2400hrs to 08:00 the driver was off duty, from 08:00 to 09:00 driver was on duty not driving, from 09:00 to 1500hrs driving time then 1500hrs to 1800hrs driver was off duty resting, from 1800hrs to 1900hrs he was on duty not driving and from 1900hrs to 2400hrs he was driving again.
- 2. The driver went 1 hr over on the driving time that is allowed
- 3. Answers may vary but learner should use all their essential skills examples: driver could have rested another hour or taken two half hour breaks.

LEARNING ACTIVITY 9

- 1.

DUTY STATUS

Learner name

Current Date

NAME

DATE

Cycle 1 (7 days)

OR

Cycle 2 (14 days)

(Hour at which day begins -- Use local time at home terminal)

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total Hours
1. Off-duty time other than time spent in a sleeper berth																										
2. Off-duty time spent in a sleeper berth																										
3. Driving time																										
4. On-duty time other than driving time																										

Remarks

Total distance driven

Learner signature

Signature

- 2.
 - a. no

b. no

LEARNING ACTIVITY 10

Travel Expenses

NameLearner

E-mail

Phone

Approved by

Trips	Dates	Hours/Days
Edmonton/Return	June 5 to June 7/08	3 days /2Nights

Expenses	Dates	Details	Amount
Transportation	June 7	<input type="checkbox"/> Air @Taxi <input type="checkbox"/> Rental car <input type="checkbox"/> Other	\$12.75
		<input type="checkbox"/> Air <input type="checkbox"/> Taxi <input type="checkbox"/> Rental car <input type="checkbox"/> Other	\$
		Mileage	\$
Own car			
	Lodging/Accommodation		
	June 5	Location Motel	\$76.00
June 6	Location Motel / (include Breakfast June 7)	\$83.60	
		Location	\$
Meals		(Not to exceed \$40/day)	\$
B \$7.50 L\$11.88 S\$22.16	June 5	(Not to exceed \$40/day)	\$40.00
B \$7.67L\$9.33 S\$18.75	June 6	(Not to exceed \$40/day)	\$35.75
B \$ L\$10.66	June 7	(Not to exceed \$40/day)	\$10.66
B \$ L\$ S\$		(Not to exceed \$40/day)	\$
B \$ L\$ S\$		(Not to exceed \$40/day)	\$
Other		Purpose	\$
Wiper Blade		Purpose Replacement	\$26.46
		Purpose	\$
Subtotal			\$285.22
Less amount previously paid by company			(\$250.00)
Total amount owing to employee			\$35.22

SignatureLearner Signature

DateCurrent Date

Please attach receipts for all listed expenses, sign the form and send to the

LEARNING ACTIVITY 11

Positive Changes

Write new messages on the lines provided below.

1. Answers may vary, but should be calm, appropriate for work, not contain short forms, and be professional.
2. Answers may vary, but should be calm, appropriate for work, not contain short forms, and be professional.
3. Why is the poster below good advice for handling online communications?

The poster is good advice because it reminds people to take a breath and a break and not answer emails when angry.

4. What if you received a message that made you angry? How would you manage the situation?

Answers will vary. Response should show a way in which the learner would deal with being angry in a proper way. The answer to the 'What If' question should show adaptability to an emotional situation.

LEARNING ACTIVITY 12

Choosing Appropriate Email Titles

Check the examples of professional email addresses from the list below.

- ☐ Gimmeajob@gmail.com
- ☐ cutiepatootie221@live.ca
- ☒ ShayleneJones2023@gmail.com
- ☒ Harper_Mills@icloud.com
- ☒ CustomerService@CreativeSolutions.ca
- ☐ LovingCats11@outlook.com
- ☒ Patel.Abel.Canada@icloud.com

LEARNING ACTIVITY 13

Identifying Which Writing Goal

Read the following examples. Decide if the writing example is meant to inform, to persuade or to offer goodwill.

1. What is the purpose of this email? *To offer goodwill (compliment)*
2. What is the purpose of this text? *to inform*
3. What is the purpose of this email? *To persuade*

RESEARCH LEARNING ACTIVITY

Statement	True	False
Typing in all capital (uppercase) letters is considered yelling in texts.	X	
You should wait to respond to an email or text if you are angry.	X	
You do not need to spellcheck texts.		X
It is okay to use emojis and short forms like LOL and BFN in professional texts.		X
You should re-read workplace texts before sending them.	X	
It is okay to forward a workplace text to someone else without asking the permission of the person who originally sent it to you.		X

Module 5 – Health and Safety Answer Key

LEARNING ACTIVITY 1

1. Answers may vary but should be able to defend choices.
2. Who is responsible for answering safety related questions? Is job safety training available?
3. What are the potential hazards of the job? What do I do in case of an emergency?
4. What are my responsibilities regarding health and safety?
5. What do I do if I am injured or have an accident while on the job?
6. Answers may vary but learner should use memory tips to help remember Workplace Hazards questions.
7. To avoid accidents. So, you know the dangers and risks that you will be working with.
8. What safety equipment do I need for my job?
9. What about fire extinguishers, first aid kits, first aid rooms and emergency assistance

RESEARCH ACTIVITY: PROPER LIFTING

According to the MyHealth Alberta article on proper lifting techniques, the eight recommended steps are:

1. Keep a wide base of support.
2. Squat down.
3. Maintain good posture.
4. Lift slowly.
5. Hold the load close.
6. Use your feet to change direction.
7. Avoid twisting your body.
8. Set down the load carefully.

LEARNING ACTIVITY 2

1. The risk factors are:

Pumping gas into truck's gas tank

- **AP:** Unlikely, as this task typically involves standing in a neutral posture.
- **HM:** Unlikely, as minimal force is required.
- **RM:** Unlikely, as this is not a repetitive task.
- **WBV:** Unlikely, as the vehicle is stationary.

Accelerating and braking in stop-and-go traffic

- **AP:** Possible, due to prolonged sitting and potential awkward postures while operating pedals.
- **HM:** Possible, as frequent braking and accelerating can require significant muscle force.
- **RM:** Yes, due to the repetitive nature of accelerating and braking.
- **WBV:** Yes, as driving exposes the body to whole-body vibration.

Lifting a case onto the truck bed

- **AP:** Yes, if bending or twisting occurs during lifting.
- **HM:** Yes, lifting heavy cases requires high muscle force.
- **RM:** Possible, if this action is performed repeatedly.
- **WBV:** Unlikely, unless the vehicle is running and causing vibration.

Twisting around to get a sandwich out of the sleeper compartment

- **AP:** Yes, twisting can lead to awkward positions.
- **HM:** Unlikely, as minimal force is required.
- **RM:** Unlikely, unless done frequently.
- **WBV:** Unlikely, unless the vehicle is moving.

Driving a super truck at a mining site

- **AP:** Possible, depending on the cab design and posture.
- **HM:** Unlikely, as driving typically doesn't require high muscle force.
- **RM:** Possible, due to repetitive driving tasks.
- **WBV:** Yes, mining sites often have rough terrains causing significant whole-body vibration.

Checking the undercarriage of the truck

- **AP:** Yes, involves bending or lying in awkward positions.
- **HM:** Possible, depending on the effort required to access the area.
- **RM:** Unlikely, as this is not a repetitive task.
- **WBV:** Unlikely, as the vehicle is stationary.

Driving for 12 hours straight

- **AP:** Yes, prolonged sitting can lead to awkward postures.

- **HM:** Unlikely, as driving doesn't require high muscle force.
- **RM:** Yes, continuous driving involves repetitive motions.
- **WBV:** Yes, extended exposure to whole-body vibration occurs during long drives.

Unloading a supplies order of 20 cases of oil from the truck onto a platform

- **AP:** Yes, if improper lifting techniques are used.
- **HM:** Yes, lifting multiple heavy cases requires high muscle force.
- **RM:** Yes, repetitive lifting of multiple cases.
- **WBV:** Unlikely, unless the platform or truck is vibrating.

Reaching up for papers under the visor

- **AP:** Yes, reaching upwards can cause awkward positions.
- **HM:** Unlikely, as minimal force is required.
- **RM:** Unlikely, unless done frequently.
- **WBV:** Unlikely, unless the vehicle is moving.

3. Answers may vary but repetitive shifting gears would be the obvious.

RESEARCH ACTIVITY: PERSONAL PROTECTIVE EQUIPMENT FOR WOMEN

Learners receive marks for visiting a site selling PPE for women and listing five items on that site.

LEARNING ACTIVITY 3

1. Neoprene and Nitrile
2. Safety boots should have steel toes, steel in the sole and good tread
3. You would need gloves, eye protection and rubber apron.

LEARNING ACTIVITY 4

1. Answers may vary but should relate directly to job injury.

Injury	Causes/Possible Causes
Burns and scalds	Example: Touching a hot engine. Opening the radiator cap before it has cooled off.

Cuts	Example: A variety of equipment, broken glass, sharp cans.
Electric Shock, electrocution	Example: Touching a piece of equipment such as battery posts. Bringing parts of the truck in contact with electrical wires (dump trucks dumping).
Slips and falls	Example: Slippery and ramps, loose or bumpy asphalt and floor mats, defective lifts, and wet or greasy areas, falling when getting out of truck.
Soreness and loss of use of wrists and arms	Example: Doing repetitive tasks like loading and unloading, shifting gears.
Back pain	Example: Lifting improperly, improper seating in the truck
Itching and skin rash	Example: Exposed to chemicals without proper gloves

LEARNING ACTIVITY 5

Fire Situation	Class of Fire	Approved Fire Extinguisher
Some rags in your truck box catch fire.	A	@Type A @Type A-B <input type="checkbox"/> Type B-C @Type A-B-C <input type="checkbox"/> Bucket of sand

Spilled oil on the engine catches fire.	B	<input type="checkbox"/> Type A @Type A-B @Type B-C <input type="checkbox"/> @Type A-B-C <input type="checkbox"/> Bucket of sand
A spark from a cigarette blows onto the seat and starts to smolder.	A	<input type="checkbox"/> @Type A <input type="checkbox"/> @Type A-B <input type="checkbox"/> Type B-C <input type="checkbox"/> @Type A-B-C <input type="checkbox"/> Bucket of sand
A frayed cord to your refrigeration unit starts to spark and flame.	C	<input type="checkbox"/> Type A <input type="checkbox"/> Type A-B @Type B-C @Type A-B-C <input type="checkbox"/> Bucket of sand

LEARNING ACTIVITY 6

1. d. All the above
 2. d. Everyone's
 - 3.
- Know and follow all the health and safety requirements affecting your job. (Who is your safety representative? Where are the safety requirements and regulations that apply to your job posted?)
 - If you don't know how to do something safely, ask for training before you begin work. Work safely and encourage your co-workers to do the same.
 - Correct any unsafe conditions that you come across or immediately report them to your supervisor.
 - Immediately report any injury to a first aid attendant or supervisor.
 - Take the initiative. Make suggestions to improve health and safety.

3.

a. Hours of Service - limits on hours of work for truck drivers

b. On-Road Inspections - standards shared by all Canadian and

U.S. jurisdictions through the Commercial Vehicle Safety Alliance (CVSA) for inspecting drivers and vehicles on the road and for putting drivers and vehicles out-of-service.

c. Trip Reports - requires drivers to inspect trucks prior to each trip

4. No, the learner should have used scanning skills

LEARNING ACTIVITY 7

1. a to f should provide the following highlighting. Choice of one noted.

Systems and Components	Minor Defects	Major Defects
Part Cab 2.	1. occupant compartment door fails to open.	1. any door fails to close securely.
Part Driver Seat 7.	1. seat is damaged or fails to remain in set position.	1. seatbelt or tether belt is insecure, missing or malfunctions.
Part Exhaust System 10.	1. exhaust leak, except as described in Col. 3	1. leak that causes exhaust gas to enter the occupant compartment.
Part Fuel System 12.	1. missing fuel tank cap.	1. insecure fuel tank. 1. dripping fuel leak.
Part 19. Steering	1. steering wheel lash (free play) is greater than normal.	1. steering wheel is insecure or does not respond normally. 1. steering wheel lash (free play) exceeds prescribed limit.
Part Tires 21	1. damaged tread or sidewall of tire. 1. tire leaking.	1. a. flat tire. 1. b. tire tread depth is less than wear limit. 1. c. tire is in contact with another tire or any vehicle component other than mudflap. 1. d. tire is marked "Not for highway use". 1. e. tire has exposed cords in the tread or outer sidewall area.

Any one

Any one

- Answers may vary but learner should apply their critical thinking skills and be able to explain their answer.
- Sample report for a truck that tows only one trailer per day.

Truck Driver Curriculum: Practitioner's Guide

DAILY VEHICLE INSPECTION REPORT

Operator's name AMCE Transportation

Power unit; Plate # / jurisdiction 12345 / Ontario Odometer reading 245,652

Trailer Plate # / jurisdiction 67890 / Ontario

Inspection date / time present date / present time Inspection location Learner Location

Printed name of inspection person Learner Name

☐ power unit ☐ trailer; no major or minor defects found during initial inspection

power unit 0 trailer; major and minor defects found during the initial inspection or while enroute

Driver's side, back, inside tire on trailer has damaged tread.

Signature - I inspected vehicles in accordance with the applicable Regulation

Learner Name

Signature of each driver who did not conduct the initial inspection.

Power unit This should not be filed out Trailer This should not be filed out

LEARNING ACTIVITY 8

PART 1: Answer key

Vocabulary Questions

1. a
2. b
3. b
4. c

PART 2: Answer key

True/False Questions

1. True
2. False
3. True
4. True

Part 3: Answer key

Reading Comprehension Questions

Sample answers

1. WHMIS is designed to protect workers by providing information about hazardous materials in the workplace to ensure their health and safety.
2. The three main areas of WHMIS are labels (for initial warnings), SDSs (for detailed information), and worker training (to ensure understanding and proper use of the information).
3. Physical Hazards (Flammable Liquids), 2) Health Hazards (Toxicity), 3) Environmental Hazards (Harmful to Aquatic Life), 4) Corrosive Materials (Acids), 5) Explosives (Dynamite), 6) Oxidizers (Hydrogen Peroxide).
4. Labels provide immediate hazard warnings, while SDSs offer comprehensive information necessary for safe handling and emergency response.

PART 4: Answer key

Matching Questions

SDS Section	Description
A) Identification	4) Includes the product name, synonyms, recommended use, restrictions, and the supplier's contact information.
B) Hazard Identification	3) Describes the product's hazards, including classification, label symbols, signal words, and precautionary statements.
C) Composition/ Information on Ingredients	2) Lists ingredients, including chemical names, common names, CAS numbers, and concentrations of hazardous substances.
D) First-Aid Measures	1) Provides first-aid instructions for exposure through inhalation, skin contact, eye contact, and ingestion.

E) Fire-Fighting Measures	5) Outlines suitable extinguishing media, specific fire hazards, and protective equipment for firefighters.
F) Accidental Release Measures	6) Details precautions, protective equipment, and cleanup methods for spills or leaks.
G) Handling and Storage	7) Gives safe handling practices and storage conditions, including incompatible materials.
H) Exposure Controls/Personal Protection	8) Recommends exposure limits, engineering controls, and personal protective equipment (PPE).
I) Physical and Chemical Properties	9) Lists key physical and chemical properties such as state, color, odor, melting and boiling points, and flammability.
J) Stability and Reactivity	10) Describes the product's stability, potential hazards, conditions to avoid, and incompatible materials.

LEARNING ACTIVITY 9

1. No
2.

Class 1 – Explosives	Class 7 - Radioactive materials
Class 2 - Gases	Class 5 - Oxidizing substance
Class 8 - Corrosives	Class 9 - Miscellaneous substance
Class 3 - Flammable liquids	
Class 6 - Poisons & Infectious substances	
Class 4 – Flammable solids, spontaneously combustible and substances that on contact with water emit flammable gases	
3. b.The employer

4. d.On the side and back

WHMIS Demonstration

Description of Demonstration Learning activity: In this demonstration, the learner will show ability to read, use documents, retain information and use a computer to pass WHMIS training.
Main Goal Path: Further Training for Employment
Theme: Truck Driver
Primary Outcome: Read with Understanding for Various Purposes, Problem-Solving skills
Skills for Success Demonstrated: Reading, Problem Solving, Communication, Digital.
Materials Required: Fee for testing (if required), use of computer.

WHMIS Demonstration

This demonstration requires learner to pass a WHMIS test to gain a certificate. This certificate is required for most jobs.

The demonstration will show how well the learner reads information and remembers the information from the training modules. The instructor will help them access training online.

Instructor Assessment

Learner _____ Date: _____

This demonstration must be completed by passing the certification test.

The training was successfully completed. Yes ☐ No ☐

Module 6 - Collaboration

LEARNING ACTIVITY 1

The following are sample answers. Answers will vary. Marking is at the discretion of the instructor.

1. What if your delivery truck breaks down on the highway, and you have urgent deliveries to make?

I would call my boss to inform them about the breakdown and my location. If I can fix the problem quickly, I will. If not, I will request assistance and see if another driver can take the deliveries. I will also inform the customers that there might be a delay.

2. What if you arrive at a delivery location, but no one is available to receive the shipment?

I would attempt to call the person who is supposed to receive the package. If I am unable to reach them, I will contact my boss for instructions. Depending on the company's policies, I might leave the package in a secure location or return it to attempt delivery again later. I will ensure to document what happened and inform the customer.

3. What if you cannot have a good relationship with the person training you?

I would try to understand how my trainer prefers to communicate and adjust accordingly. If the situation does not improve, I will speak with a supervisor to see if I can work with a different trainer, while still focusing on learning my job.

4. What if a customer refuses to accept a package because they claim it is damaged or incorrect?

I would listen to the customer's concerns and inspect the package with them. If it is damaged or incorrect, I will apologize and follow company procedures, which might include returning the package and arranging for a replacement or refund. I will document what occurred and inform the necessary departments to prevent future issues.

5. What if you get stuck in unexpected traffic, and it looks like you will not meet your delivery deadline?

I would inform my boss about the traffic situation and provide a new estimated arrival time. If possible, I will use a GPS to find a quicker route. I will also inform the customers about the delay and when they can expect their delivery.

LEARNING ACTIVITY 2

1. Answers may vary for all this learning activity depending on the learner's strength and weakness. However, answers should show the use of critical thinking and decision-making skills.

VIDEO RESEARCH ACTIVITY: THE VALUE OF A SMILE

In his TED Talk, "The Hidden Power of Smiling," Ron Gutman highlights several benefits of smiling:

- **Longevity:** Studies indicate that smiling can predict lifespan; individuals who smile more often tend to live longer.
- **Stress Reduction:** Smiling helps reduce stress by releasing neuropeptides that combat stress and lower heart rates.
- **Improved Relationships:** Smiling makes individuals appear more approachable and competent, enhancing social interactions.
- **Health Benefits:** Regular smiling can lower blood pressure, increase endurance, reduce pain, and strengthen the immune system.

LEARNING ACTIVITY 3

1. Answers may vary for this learning activity depending on the learner’s choice of tip and why it is important. Again, answers should show the use of critical thinking and decision-making skills.

2. Example Phrase	Growth Mindset or Fixed Mindset?
"I cannot do this yet, but I will keep trying."	Growth
"I will never be good at this, so I should stop trying."	Fixed
"Every mistake is a chance to learn."	Growth
"I am just not good at this. I will never improve."	Fixed
"I will get better with practice."	Growth
"I can never learn this; it is too hard."	Fixed
"It is okay to ask for help when I need it."	Growth
"If I fail, it means I am not good enough."	Fixed
"Challenges make me stronger."	Growth
"I will never understand this, so why try?"	Fixed

LEARNING ACTIVITY 4

Only the positive words should be marked in this puzzle.

trustful	argue	kind
bossy	fight	complains
agreeable	helpful	gripes
know it all	hurtful	takes advice
team member	sharing	pouts
gossip	selfish	caring
friendly		

Z T X V A A T A J V R Q K T U J I L Z
 Z E D R R T R E B M E M M A E T H U X
 G F G G L C S C B U C L A A T C G F V
 Q P U P W N Y W M O R B S R R F M T T
 Y E O O X W Y U M T S O U D G E Q X D
 S Z Y U M L Y P X G O S S I P U S Z N
 H U R S F U L K B Y T S Q S P Q E T T
 Q A J T I A D C O F M Y F R N K L U L
 B K H G I N N H U H I Z A I G T F O V
 J I R N I J E L B A E E R G A B I U S
 L W S K K S I Y U D X W F C E I S V N
 X C T L Z E R D E E N G N I R A H S M
 D A H E L P F U L S L U F T R U H X J
 A B G C M I L L A T I W O N K G F H Q
 D S I R D R E C I V D A S E K A T I D
 O T F B M G N I R A C X D N I K N O H

LEARNING ACTIVITY 5

1. Mike had a good driving record, was always on time and wasn't sick very often. Possibly the learner might also say that he had experience or that he worked hard, but these answers are less obvious.
2. Mike did not get along with others. He didn't try to be friendly to anyone. He made fun of people. He cursed people, even in front of others. He argued with customers. He thought he was "the best" and often compared himself to other drivers as being better than them.
3. Answers may vary, but the learner should use some of the "team player" suggestions made in the unit. Learners should also use Problem-solving and Critical Thinking skills. Some answer suggestions are: Communicate positively, treat others with respect, don't be a loner, don't put others down, don't argue, do not point out others' mistakes in a negative way, etc.
4. Discussion will vary. Learners should use Critical-thinking and team- building skills to conclude that Mike will not move ahead in his job, with his current attitude.

LEARNING ACTIVITY 6

The following are the most obvious answers. If learner answers vary, the learner should be able to defend their position with Critical-thinking and Working with Others skills.

1. a)
2. b)
3. a)
4. a)

LEARNING ACTIVITY 7

1. Answers to this learning activity will vary. An example can be found on the following page. Learners should be using their Thinking skills and the problem-solving process to come to a reasonable solution. They should be able to "Verify" their solution.
2. Again, answers will vary, but learners should be able to defend their solution with the pros and cons of their decision.

1. **State** the Problems:

The driving partnership between you and Jim is not working out. It may be dangerous (tired driving and vehicle inspections) and may cause customer delays and dissatisfaction.

2. **Organize** the facts

Jim does not drive when you are tired – this is dangerous.

Jim does not help to unload – delays, possible complaints, you get more tired.

Jim does not do his share of vehicle inspections – two viewpoints are better than one.

3. **List Solutions**

Possible Solution 1

Try to talk to Jim about the problem and the possible results

Roadblocks/ Consequences

Jim might not pay any attention to you and the results you worry about may happen.

Possible Solution 2

Report Jim to your boss, explaining your worries.

Roadblocks/ Consequences

Your boss may think you are a complainer/difficult.

Possible Solution 3

Quit the job.

Roadblocks/ Consequences

You would be out of work and short of money. The problem would still be happening with someone else.

Which is the best solution? Try to talk to Jim right away.

4. **Verify** your choice: If that does not work move on to solution # 2 before the next trip. Safety and customer satisfaction are more important than what people think of you.

LEARNING ACTIVITY 8

1. a)
2. b)
3. a) or c). Learner should know the difference would depend on the job and the time constraints of other jobs the boss has given. It is the boss' job to determine priorities.
4. a)
5. c)
6. b)
7. a)
8. a)

LEARNING ACTIVITY 9

Answers may vary but student should be able to back-up their choices using the proper thinking skills learned.

LEARNING ACTIVITY 10

Answers may vary but learner should be able to back up their choices using the Skills for Success learned. In each example, learners should accept feedback, express regret and vow to do a better job the next time.

Sample answers:

Situation #1

Boss: "You're not doing a good job of keeping your inspection reports."

You: "I'm sorry for not keeping up with the reports. I'll make sure to fill them out on time from now on."

Situation #2

Boss: "You have been late for work twice this week."

You: "I apologize for being late. I'll adjust my routine to arrive on time."

Situation #3

Boss: "You have not been following the company rules about lunch breaks. You may take a lunch break only if you report in first."

You: "I'm sorry for not reporting before my lunch breaks. I'll follow the rule and check in before taking my break."

Situation #4

Boss: "You did not wear your protective equipment when you were unloading the truck. I explained to you when I hired you that you had to follow the company safety rules."

You: "I apologize for not wearing the safety gear. I'll make sure to wear it every time I unload the truck."

FURTHER LEARNING ACTIVITY: COMPLETING AN ONLINE COURSE

Learner is awarded marks for completing CESBA's online **Dealing with Upset Customers and Complaints** course.

LEARNING ACTIVITY 11

Answers may vary. The purpose of this learning activity is to allow the learner build upon their own experience as a customer, to build more positive customer service. Use of thinking skills and collaboration skills should be noted.

LEARNING ACTIVITY 12

1. Yes
2. No
3. Answers to a) to e) may vary, but the learner should have referred to the section noted and have used Critical Thinking and Decision-making skills. The driver would not have control over d) compensation. For c) Immediate Action, the learner may think they have no control, but they could make calls to your company to check on delivery.

LEARNING ACTIVITY 13

1. Answers may vary depending on the scenario the learner chooses, but they should have a good understanding about the different types of discrimination

and sexual harassment in the workplace. They should have completed the problem solving and decision-making forms, as in previous examples, to come to a “reasonable” solution.

LEARNING ACTIVITY 14

1.

- ✓ Say words clearly and correctly.
- ✓ Separate words instead of slurring or running them together.
- ✓ Talk at a comfortable speed. Not too fast, not too slowly.
- ✓ Speak loudly enough to be heard, but don't shout.
- ✓ Make sure you don't eat candy or chew gum.
- ✓ Put a friendly, welcoming tone in your voice that says, “I'm happy to serve you.”

2.

Bad habits may include:

- ☐ Swearing
- ☐ Poor grammar
- ☐ Using slang
- ☐ Putting in extra words, such as: like, you know, he goes, or um

3.

Focus _____.

Tune-in _____

Repeat _____

Ask _____

LEARNING ACTIVITY 15

1.
 - a. Listening
 - b. Answers may vary. **An example might be:** Could miss the interview and not get the job.
 - c. Answers may vary. **An example might be:** Excuse yourself and turn down the radio. Writing down the time, during the call.
2.
 - a. Emotions and/or beliefs
 - b. Answers may vary. **An example might be:** You could be fired
 - c. Answers may vary. **An example might be:** to follow the dress code, even if you don't like it.
3.
 - a. Other people, possibly experiences
 - b. Answers may vary. **An example might be:** You miss, or you are late for your shift. You may lose the hours or the job.
 - c. Answers may vary. **An example might be:** Call-in to work to make sure the schedule was changed.
4.
 - a. Surroundings (you couldn't see or hear) or Body Language (the instructor didn't think you were paying attention)
 - b. Answers may vary. **An example might be:** You might fail your class.
 - c. Answers may vary. **Examples might be:** Ask a classmate for their notes of what you missed. Ask to be moved to the front where it will be easier for you to hear and pay attention. Sit up and focus on the instructor.

LEARNING ACTIVITY 16

Answers will vary for this learning activity, but the learner should use Thinking skills and demonstrate an understanding of the effects of body language on communication and on collaborating with others.

LEARNING ACTIVITY 17

Answers will vary for this learning activity, but the learner should use Thinking skills and demonstrate an understanding of the effects of personal hygiene on collaborating with others.

LEARNING ACTIVITY 18

Answers will vary for this learning activity, but the learner should demonstrate the ability to set and follow-through on a logical task for themselves by using thinking Skills.

RESPECT AND ACCEPTANCE PRACTICE

Answers will vary.

Here are some sample ways to greet and welcome a new coworker from another country:

1. **Greeting:** "Hi, I'm [Your Name]. Welcome! If you need any help, just let me know."
2. **Question:** "How are you finding your first day? Is everything okay?"
3. **Acceptance:** "We are glad to have you here. Your experience is valuable to our team."
4. **Interest:** "Where are you from? What work did you do there?"

LEARNING ACTIVITY 19

1. So that everyone feels valued and comfortable while doing their work.
2. True.
3. False.

Truck Driver Final Demonstration

Practitioner Instructions

This demonstration requires the learner to research the trucking labour market and Truck Driver training opportunities, completing the attached documents.

- Make sure the learner understands the instructions for this demonstration.
- Provide copies of the learner instructions and forms.
- Discuss the assessment for judging the successful completion of this demonstration.
- The learner should understand the requirements. Make a rubric if you desire.
- Discuss with the learner what should be a reasonable length of time for the completion of the demonstration.
- Ensure that the learner understands the value of this research to ensure that there will be jobs available for him/her and which Truck Driver training provider is the best option.
- When the learner has completed the demonstration, they should self- assess, making corrections and additions to the work, as necessary. You then assess the demonstration using a rubric, if you developed one, and completing the assessment form. Enter the date completed and note whether the learner completed the demonstration successfully or needs to try again. Discuss your evaluation with the learner.
- Provide the learner with an opportunity to self-reflect on the demonstration learning activity using the self-reflection tool in this unit.

Overview of Demonstration

Description of Demonstration Learning activity: In this demonstration, the learner will show ability to read, find information, use documents, retain information, write and use Thinking Skills to make career and training choices.
Main Goal Path: Further Training for Employment
Theme: Truck Driver
Skills for Success Demonstrated: Reading, Writing, Communication, Numeracy, Adaptability, Collaboration, Digital, Problem Solving
Materials Required: Computer, telephone, attached forms.

Learner Information and Instructions

This demonstration will show how well you can research and summarize information using documents.

It will show your reading, writing, document use, numeracy and thinking skills.

You will be required to complete the Training Research Package forms (found on the next three pages) to investigate job opportunities for Truck Drivers with Professional Truck Driver Training.

You will also need to investigate three Truck Driver Training providers, to determine which would be the best option for you.

You will need to use critical thinking and decision-making to compare and decide which one is the best for you. You will need to be able to explain why you have made this selection.

When you have completed the research, look over your documents.

Do you think they are all correct? Discuss your answers with your instructor.

Please complete the **Learner's Self-Reflection** which follows the Training Research Package forms.

Training Research Package

Labour Market Research

Before beginning training in a new career, it is important to find out whether there are jobs available in the field in which you wish to train. Please fill out the chart that is provided. You should contact at least five employers or people presently working in the field. (This can be done by phone or in person). You can further support your request for training by adding job postings, related articles or any further information you feel is important.

Training Research

It is important that you compare different schools to make sure that you are getting the training that best suits your needs. Find out which schools/trainers in your region offer courses for the occupation you have chosen. Visit and compare them, then choose the best one for you. If there is only one school locally, please compare it with two programs from out-of-town. For your convenience, we have included a comparison chart in this package.

Points to consider when choosing your school include:

- What certification will you receive? Will it qualify you to work in your chosen field?
- How does the school decide if you have the skills to be successful in the course? Is there pre-testing and, if so, what is the cost?
- What is the refund policy?
- Do the instructors have teaching and on-the-job experience?
- Is the school registered with or exempt from the "Private Vocational Schools Act"?
- What portion of your training will be hands-on experience? (ex. If it is a computer course, how much time will you use a computer?)
- Is there a placement included to the program?
- Will it be possible for you to learn at your own pace?
- What is the class size, and will instructors give extra help when it is needed?
- What is the reputation of the school and the success of its graduates in getting jobs?
- Do employers regularly contact the institution looking for graduates?
- Is Job Search assistance offered?

Demonstration Marking Chart

Learner _____ Date: _____

Learner Tasks	Yes	No	Somewhat
The agreed upon amount of time for the learner to complete this task was: _____ hours _____ minutes			
These agreed upon timelines were met.			
Section 1: Job Search			
The learner properly investigated jobs and salaries.			
The learner completed the job search table correctly.			
All jobs are within the trucking industry.			
Section 2: Training			
The learner contacted 5 businesses.			
The learner effectively researched the information required.			
The learner chose a program that they feel best suits their goals.			
All training programs are related to trucking industry.			
Section 3: Assessment			
The learner demonstrated Manage Learning (E1) by properly assessing their work on this project.			
Self-assessment was completed and is deemed accurate by course marker.			

Note: Please mark 'Yes', 'No', or 'Somewhat' for each task based on the learner's performance. Somewhat answers receive a half mark. 1 for yes and 0 for no.

Demonstration Success: 6 out of 10 or higher.