

Apprenticeship Answers



**EMPLOYMENT
ONTARIO**



Canada 

Acknowledgements

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Overview

Literacy Link Niagara received funding from the Ministry of Advanced Education and Skills Development (MAESD) to create a literacy curriculum with a focus on Apprenticeship in the 2016-17 fiscal year.

The material created is an exploratory curriculum that allows a learner to build skills that they would need to be successful and to help decide if Apprenticeship is an option for them. Many of the activities may also be suitable for a learner who is looking to improve their skills for secondary or post-secondary. The curriculum is intended to build some knowledge of the Apprenticeship system, while upgrading foundational skills.

Using the curriculum

The activities can be completed in order or pulled out individually depending on the learner's goals and skill levels. It was developed as a starting point to allow a learner who may be interested in Apprenticeship the ability to explore the Apprenticeship system. It is not intended to be an isolated workshop, but an exploratory foundation that could be thickened with additional resources. There is a resource list at the end of the document to help find additional and supporting activities, tasks and resources.

Each activity is prefaced with a lesson that can be read or adapted by a practitioner or tutor before the learner completes the activity. Discussion questions are included to help get the learner thinking in line with the activity before it's attempted.

A relation document is available that aligns activities with the Ontario Adult Literacy Curriculum Framework (OALCF.) (Note: to be built in Fall 2017)

There are three units in the curriculum. The units split Apprenticeship into three "pieces" of an Apprentices life – deciding to become an apprentice, life as an apprentice and life as a journeyperson.

At the beginning of each unit there is a chart that identifies

- the targets of the unit
- questions/discussions to introduce the learner to the topic

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Unit 1 – What is Apprenticeship?



Target of this unit

- To help the learner understand Apprenticeship basics
- To help the learner build literacy skills to reach their goals



Connecting experience with learning

Ask the learner

- What is an Apprentice?
- What makes Apprenticeship interesting to you?

What is Apprenticeship?

An Apprenticeship is a type of training that is typically completed on the job. It can be formal or informal. An Apprenticeship is the training someone completes to be able to work in a registered trade job. An Apprentice is a person who is doing an Apprenticeship. Apprenticeships allow the Apprentice to learn on the job. There may also be an in class part of the training. This training is often completed at a public college.

When most people think of an Apprentice, they think of a plumber, electrician or other construction person. In fact, there are more than 150 skilled trade jobs that require an Apprenticeship in Ontario. There are 23 registered trade jobs that require someone to go through an Apprenticeship to work legally in Ontario. There are more than 125 jobs that don't require Apprenticeship but help someone to learn needed skills for work. These Apprenticeships are voluntary.

To become an Apprentice you must

- be 16 years old
- have a valid social insurance number
- have a Grade 12 diploma (except for a few Apprenticeships that require only Grade 10)
- have an employer who will sponsor you

Apprentices get paid a wage from day 1. On average, it takes someone 3-4 years to become a fully licensed tradesperson. This can vary based on the job and how often an Apprentice works. An Apprentice has to show they can complete certain tasks or “competencies” to become a fully licensed tradesperson.

Discussion

What is different about Apprenticeship compared to college or learning on the job?

Activity – How is Apprenticeship different?

Apprenticeships are different than taking a college course or going straight into work on a job. They also may be the same in some ways.

Fill in the chart below using the information you learned from the lesson, along with some critical thinking skills to see what's the same and what's different. If you can't fill in the blanks, have a discussion with someone who might be able to help.

	Apprenticeship	College	Job
Where training takes place			
Length of training time before paycheque			
Educational requirements to work			
Time to be licensed/certified/able to work on own			

What does an Apprentice do?

There are many types of Apprentices. Each Apprenticeship looks different depending on the type of job someone is working in.

There are sectors of trades that all Apprenticeship jobs fall into. These are

- construction
- industrial
- motive power
- service

Construction Apprenticeships are related to building and constructing. These include Electricians and Plumbers.

Industrial Apprenticeships are related to manufacturing. These include Welders and Cabinetmakers.

Motive Power Apprenticeships are related to the operation of moving machines/vehicles. These include Auto Body Repairer and Motive Power Machinist.

Service Apprenticeships are related to serving people. These include Hairstylists and Developmental Service Workers.

Discussion

What other jobs do you think may be included in each sector?

Activity 1 – Explore Careers by Skills & Knowledge

You may have a specific Apprenticeship in mind. Or you may be drawn to Apprenticeship, but still unsure about your specific employment goal. The Government of Canada Job Bank offers a quick self-assessment to help highlight some areas of interest. Not all the job results will be Apprenticeships, but you may find some areas that link closely with jobs you were thinking about.

Visit https://www.jobbank.gc.ca/report_skillknowledge-eng.do;jsessionid=FEB8EA1C7077D6214005A0E20D134263.imnav1 to take the quiz.

Activity 2 - Apprenticeship Scavenger Hunt

Go to <http://www.apprenticesearch.com/Resources/Video>. Scroll down to “Skilled Trades” Videos. Watch 5 videos. List the trades below. Put a ✓ next to any Apprenticeship that may be a good fit for you. Put a ✗ next to the Apprenticeships that are not a good fit for you.

1)

2)

3)

4)

5)

What did you like about the trades with the ✓?

Why are they a good fit for you?

What didn't you like about the trades with the ✗?

Why aren't they a good fit for you?

How do I become an Apprentice?

To become an Apprentice, you need to register with the Ministry of Advanced Education and Skills Development. Before you register, you will need to have an employer willing to take you on as an Apprentice. The application is completed online. It will take 10 minutes or more. It has to be completed in one session.

You will need to have a social insurance number. You will also need to have your full address and postal code.

You will need information about the employer you will be working with. You will need

- full legal name of employer – may be different from business name
- complete mailing address, including postal code
- business phone number(s)
- first and last name of your contact or sponsor
- phone number and email address for your contact or sponsor
- start date of work
- number of work and training hours you'll do per week

We will explore how to connect with an employer in the next section.

Discussion

What makes you excited about Apprenticeship?

What makes you nervous about Apprenticeship?

Activity – Trial Application

Here is the form that you will be asked to complete online. You may complete it on the computer or print it out. It may appear overwhelming to fill out. Try your best and ask for help when you need it.

[http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?
OpenForm&ENV=WWE&NO=022-12-1661E](http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ENV=WWE&NO=022-12-1661E)

Finding an Employer

You need an employer to sign up with you when you sign on as an Apprentice. Employers are people who will hire, train and pay you during your Apprenticeship. Your employer will provide you with the equipment, people and places to learn on-the-job.

In a perfect world, there would be a long list of employers waiting to be matched with an Apprentice. The reality is that if you want to work with an employer that you don't already have a connection with, you need to reach out to them.

This can be a scary task. Most people aren't comfortable picking up a phone or walking into a business to talk to someone they don't know. Preparing what you are going to say can make you feel more confident.

First, introduce yourself. Shake the employers hand if you are meeting them in person. Ask if they have a minute to chat. If they don't, ask if there is a time you can meet with them.

It is important to be able to tell an employer

- why you are there
- what you are asking for
- what you will bring to their business (your strengths)

Tell the employer **why you are there**. You are trying to find an employer who will sign you up as an Apprentice.

Tell the employer **what you are asking for**. You are asking if they are looking for an Apprentice. Or, if they know any other business who is looking for Apprentices.

Tell the employer **what you will bring to their business**. This is where you want to brag a little. Tell them what makes you a good employee. These don't have to relate directly to your new job field. They may include being a hard worker, being reliable, showing up on time, working well as a member of a team or any other skill that you think is important for them to know.

You may have to knock on a few doors before you meet an employer that is a good fit. It can be hard when someone says no, but understand that this is a normal part of the process.

You will find the employer that will work with you if you keep trying. For more tips check out the “Tips for Finding an Employer” page from Careers in Trades. It is on page 21.

[http://careersintrades.ca/wp-](http://careersintrades.ca/wp-content/uploads/2015/09/CAF_ApprenticeshipGuide_2013.pdf)

[content/uploads/2015/09/CAF_ApprenticeshipGuide_2013.pdf](http://careersintrades.ca/wp-content/uploads/2015/09/CAF_ApprenticeshipGuide_2013.pdf)

Discussion:

What are transferrable skills?

How are they learned?

Activity – Transferable Skills

Transferable skills are skills that can be used in many types of jobs. It is important to be able to tell a potential employer what you bring to the job. Check off the skills you have on the list of transferable skills below.

When you are done, go back and place a star next to your top 5 transferrable skills.

Look at each of these and practice how you might explain how you bring these to the job with a potential employer. Give an example of how you have used each skill in work and/or life.

- Communicate: Speak and/or write well and get your ideas across to others easily
- Analyze: Break a problem down to see what is really going on
- Creativity: Use your imagination to come up with new ideas or to solve problems
- Order Goods/Supplies: Keep track of items and how to order them
- Decision Making: Make good judgments about what to do in a difficult situation, even when the supervisor is not present
- Adapt to Situations: Learn a new task and/or work in a different area with different co-workers
- Explain: Tell others why you do certain things the way you do or why you think the way you do
- Think Ahead: Plan your day and keep problems/accidents from happening
- Calculate Numbers: Use a calculator, cash register or computer to answer math questions
- Set Goals: Set goals for yourself to achieve and plan ways to achieve them
- Learn Quickly: Do new things and carry out new responsibilities easily
- Confident: Believe in and feel good about yourself
- Pleasant: Nice person for others to talk to and be with
- Helpful: Enjoy helping people solve their problems
- Trustworthy: Can be trusted to get the job done, to look after things or keep secrets that are very important to other people
- Efficient: Perform tasks in the fastest and simplest ways that they can be done
- Organize: Arrange people/plan events/put things in order so that they run

smoothly

- Take Instructions: Follow instructions well, ask questions when you do not fully understand instructions
- Service Customers: Be friendly, patient and polite with customers and try your best to service their needs/wants
- Dependable: Can be counted on to do what you said you would do (i.e. show up for work on time, do your job duties well, etc.)
- Flexible: Can carry out many different responsibilities, sometimes with very little advanced notice
- Time Management: Plan your time so that you don't forget to do things, you're almost always/always on time, and you know how to prioritize and give yourself enough time to do the things that you need to do
- Trouble-shoot: Figure out what the problem is, why there is a problem, or prevent a problem before it happens
- Listen: Listen/pay attention to what others are saying, without daydreaming or forming judgment about them
- Punctual: Always on time for things
- Resourceful: Think of new, creative and different ways to do things when there are no obvious solutions available

(adapted from Community Employer Services Woodstock,

www.ceswoodstock.org/job_search/resumeskillstranf.shtml)

Be Prepared

You may have been out of school for several years or working in a field that was very different to your new direction. It is important that you have the skills to do well in an Apprenticeship or another next step.

The Government of Canada says there are 9 Essential Skills that are used in most jobs. The level of skill needed for each job changes depending on the day-to-day activities an employee performs. The 9 Essential Skills are

- Reading
- Document Use
- Writing
- Numeracy
- Oral Communication
- Working with Others
- Thinking
- Computer Use
- Continuous Learning

The Government of Canada studies jobs in Canada to decide the Essential Skill levels for different jobs. It is important to have a good handle on each of the skills before you start your Apprenticeship. This will help you be more successful in the workplace.

Discussion

What Essential Skill activities would a Chef use in their daily work?

What Essential Skill activities would a Plumber use in their daily work?

Activity – Essential Skills Self-Assessment for Apprentices

Examples of Essential Skills tasks for 15 trades can be found at

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools.html#details-panel2>

Take a look at 3 and see how Essential Skills are used in that job.

Complete the Essential Skills Self-Assessment for Apprentices on the next page. .

Which areas do you need to improve?

What do you do really well?



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Reading • Document Use • Numeracy • Writing • Working with Others • Thinking • Computer Use • Continuous Learning • Reading • Document Use • Numeracy
 Writing • Oral Communication • Working with Others • Thinking • Computer Use • Oral Communication • Continuous Learning • Reading • Document
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 Working with Others • Numeracy • Writing • Oral Communication • Working with Others • Thinking • Computer Use • Continuous Learning • Reading • Document Use • Writing

Essential Skills and Apprenticeship

Essential Skills Self-Assessment for the Trades



Strong Essential Skills are required for success in apprenticeship training and for a career in the trades. Complete this self-assessment to learn about your Essential Skills strengths and areas for improvement. This self-assessment includes statements that describe common trades-related tasks for the nine Essential Skills.

Instructions:

1. Read each statement and place a check mark in the column that best describes your ability to complete the task. Think about work and life experiences when considering your response to each statement.
2. Review your responses. A skill with five or more check marks in the *Somewhat* and/or *No* columns indicates an area you should consider improving.
3. Record your results in the *Skills Summary* section to gain a better understanding of your training needs.



Reading

Understanding materials written in sentences or paragraphs
(e.g. reports, contracts and manuals).

I am confident in my ability to...	Yes	Somewhat	No
Read and follow directions on products or labels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand emails, memos or letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a catalogue to learn basic product information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read several short documents, such as newsletters, brochures or magazine articles to find information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand formal documents, such as service contracts and incident reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and follow directions in equipment manuals, installation guides or work orders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Read handbooks and manuals to find information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read policies or procedures when handling a problem at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a variety of documents to compare information, such as product specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and interpret regulations to comply with standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>



Document Use

Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.

<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Understand signs or symbols, such as safety signs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand labels, such as shipping or hazardous materials labels (e.g. WHMIS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create short lists, such as material lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find information in a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter information into forms, such as order forms or building permits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand graphs, tables or charts, such as production reports or load charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter information into graphs, tables or charts, such as work schedules or invoices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create diagrams to explain how something works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare information from a variety of documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand drawings or sketches, such as maps, schematics or blueprints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create drawings or sketches, such as scale drawings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Numeracy

Using numbers and thinking in quantitative terms to complete tasks.

<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Perform one-step calculations, such as addition, subtraction, multiplication or division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform multi-step calculations and calculations using percentages, fractions, decimals or ratios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convert numbers from one unit of measurement to another (e.g. metric to imperial).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan or monitor schedules, budgets or inventories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take precise measurements, such as length or temperature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate the dimensions, area or volume of different shapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze or compare numerical data to identify trends or compile statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estimate unknown values, such as time, distance, volume or quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate ratios and proportions (e.g. determine actual measurements using scale drawings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform calculations using geometry (e.g. calculate slopes or elevation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>



Writing

Communicating by arranging words, numbers and symbols on paper or a computer screen.

<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Record information, such as telephone messages or tasks to be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use correct grammar and spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write to inform or request information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailor writing for a specific audience, such as a foreperson or a supplier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express my opinions in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Write brief notes, such as log entries or reminder notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write letters to clients or complete incident reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write notes to co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write business plans or proposals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write documents using a template, such as contracts or financial reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>



Oral Communication

Using speech to exchange thoughts and information.

<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Talk to co-workers about a work-related issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to clients about services to be provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak comfortably in different situations or to different groups of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate information clearly and concisely (e.g. explain a work-related issue to a supervisor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand information or questions that are presented orally (e.g. instructions for repairing a piece of equipment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather information by asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to others without interrupting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restate in my own words information that is presented orally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak in front of a group of people (e.g. lead a discussion with about a work-related issue).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuade others by speaking convincingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>

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<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Work with limited direction or supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with others to schedule and coordinate job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete my assigned work on time to ensure team deadlines are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give or follow recommendations or instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize the strengths and weaknesses of other team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use feedback from co-workers to improve my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give feedback to help others improve their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve conflicts when working with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take on a leadership role (e.g. mentor, advisor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>



<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Recognize and identify problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use past experiences to help solve problems or make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify several reasonable options to address a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate options and choose the best course of action when confronted with a problem or a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make reasonable assumptions when information is unavailable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find and use relevant information required to complete a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Working with Others • Numeracy • Writing • Oral Communication • Working with Others • Thinking • Computer Use • Continuous Learning • Reading • Document Use • Writing/Or

Organize job tasks according to their level of priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorize information required for different job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and arrange job tasks to meet deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the accuracy or credibility of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>



Computer Use

Using computers and other forms of technology.

<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Use company-specific technology, such as two-way radios or computer-controlled machinery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform basic interactions with a computer (e.g. log on, manage electronic files).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use word processing software to perform tasks (e.g. produce or format text).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use spreadsheet software to perform tasks (e.g. organize data, create graphs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use databases to perform tasks (e.g. find or verify customer information).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use graphics software to create visual aids (e.g. create basic drawings of parts and fixtures).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use email to communicate (e.g. send attachments, email a group of people).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use company-specific software (e.g. financial).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the Internet to find information (e.g. online supplier catalogue).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve basic technical difficulties (e.g. replace an ink cartridge in a printer).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Continuous Learning

Participating in an ongoing process of improving skills and knowledge.

<i>I am confident in my ability to...</i>	Yes	Somewhat	No
Understand my skills strengths and areas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a learning plan with guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek learning opportunities, materials and/or resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn from past experiences and apply lessons learned to new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try new ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn from others (e.g. seek feedback from an experienced journey person).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take responsibility for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply new skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep my skills up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions when information is unclear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn by reading and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 2 – Life as an Apprentice



Target of this unit

- To help the learner with concepts related to the Apprenticeship process
- To help the learner build literacy skills to reach their goals



Connecting experience with learning

Ask the learner

- What skills are important to be a good learner?
- What skills could you work on to be a better learner?

Back in a Classroom

Many people do not think of going into a classroom as an Apprentice. In reality, this is a key part of Apprenticeship.

Most public colleges host Apprenticeship training in several areas a few times per year. Apprenticeship options may be different from one school to another. One may offer plumbing, while another may offer hairstyling.

It is important to know where you will have to go for classroom work before you sign on as an Apprentice. If you have to go to a college several hours away, you may change your mind about what you are going to do.

Classroom components are usually a few weeks or months at a time. Typically, you will go into the classroom for a short period of time and then go work with your employer for a short period. This allows you to practice the skills and knowledge you have learned in the classroom.

If you are concerned about going into the classroom, colleges may offer pre-Apprenticeship programs for you to start. These programs do not require you to be signed up with an employer. They allow you to build your essential skills, while deciding if you want to take the full leap and sign up as an Apprentice.

Discussion

What concerns do you have about going into a classroom?

What do you think the other Apprentices will be like?

Would you consider moving for the right program?

Activity – Note Taking

Note taking is a skill that many are expected to have at some point in life. But most people have never learned how to properly take notes!

To help you get the best out of a classroom experience, go to

<https://www.youtube.com/watch?v=UAhRf3U50IM>.

Watch the video first without taking any notes.

Watch it one more time and take notes on note taking using the tips you have learned. Keep them in a safe place to remind you next time you need to take notes!

Earning a Wage

One of the best things for many people about Apprenticeship is that you can earn a wage from day one. This is exciting and allows you to pay for necessary expenses. It may also allow you to have a little fun.

Budgeting is a life skill that is necessary to learn to live a balanced life. Many people do not know how to budget. If you haven't had a paycheque for a while or if your amount of income will be changing as you sign up as an Apprentice, it is a good idea to decide where your money will go.

There are 2 key parts to a budget. The first is **income**. This is the amount of money you have to spend. You may have more than one type of income. Some people sell on kijiji, receive a government benefit or have a small side business. All areas should be included on a budget.

The second part of the budget is **expenses**. These are the bills you have to pay. They may be required payments that are the same amount of money each month like rent or a car payment. These are called fixed expenses. Other expenses may not be the same each month like grocery bills or clothing costs. These are called variable expenses. It is important to include a list of all expenses on your budget.

An example of a simple monthly budget is below.

Income Item	Amount
Salary	
Partner's salary	
Other	
Total	

Expense Item	Amount
Groceries	
Mortgage/Rent	
Credit cards	
Gas	
Laundry	
Car loan	
Utilities	
Clothing	
Daycare	
Medical/Dental	
Household repairs	
Savings	
Property taxes	
Other	
Total	

Income vs. Expenses	Amount
Monthly income	
Monthly expenses	
Difference	

Discussion:

What other items might be on an income list?

What other items might be on an expense list?

Do you think budgeting is important?

Activity – Budget in Action

Below is an example budget. Fill in the totals to make it complete. You may choose to use a calculator.

Income Item	Amount
Salary	\$1500
Partner's salary	\$2700
Other – Child Benefit	\$400
Total	

Expense Item	Amount
Groceries	\$500
Mortgage/Rent	\$1700
Credit cards	\$250
Gas	\$150
Taxes	\$200
Laundry	\$20
Car loan	\$330
Utilities	\$750
Clothing	\$100
Savings	\$500
Total	

Income vs. Expenses	Amount
Monthly income	
Monthly expenses	
Difference	

What is good about this budget?

Can you think of any changes to make this budget work better?

Raise the Roof (on your wages!)

Another perk to being an Apprentice is that every year you may see an increase to your paycheque. Your wage may increase as you learn more skills and are able to participate in more work on the job. You may be rewarded for your growth as an employee as you work toward becoming fully licensed. You may need to pass a test to receive a raise. It is important to note that not all employers offer raises along the Apprenticeship journey, but many do.

When you get your raises and how much they will be for vary from job to job. Often, an Apprentice starts out at 60% of the wage they will make as a fully licensed worker. Because Apprentices take 3-4 years to become licensed, they may see a 10% increase each year.

Some employers and unions spell out exactly when Apprentices will see increases to their paycheque and what those increases will be. Smaller businesses may not offer the same information. It is important to ask your employer when you can expect these increases.

A worker should never take a raise for granted, even if it's automatically given. It is important that you go to work every day and give the best you can to your work. Not only will you be deserving of the increase in money, you will also be more likely to receive promotions and to maintain employment with the employer after your Apprenticeship is completed.

Discussion:

How could you ask an employer about a raise?

Activity – Steady Increase

The starting wages per hour for 3 Apprentices are listed below. Can you calculate the increase to their wages on year 1?

To find the increase, use this formula.

Starting Wage x .10

	Starting Wage	Year 1 Increase (10%)	New Wage (Starting Wage + Year 1 Increase)
Emily, Electrician Apprentice	\$13		
Juan, Hairstyling Apprentice	\$12.50		
Douglas, Chef Apprentice	\$14.25		

Logging Hours

To become a fully licensed worker, you need to complete Apprenticeship hours. These are hours that are logged by you and your employer. They are necessary for you to make sure that you spend enough time on the job working with professionals before you can safely work on your own.

You may or may not have logged hours at a job in the past. An employer may have done it for you or it may not have been required.

An employer may log the hours for your Apprenticeship. It is still recommended that you keep track on your own. By keeping a detailed log of your hours, you will

- know how many hours you have completed
- know how many hours you have left to complete
- have a record in case you ever need to prove you worked your hours

Logging hours doesn't have to take a long time. A few minutes at the end of the day in a notepad can become an easy routine. You may choose to use your phone or computer.

It is important to keep all your recordings in one place. Scribbling notes all over the house will not help you if you need to show the total hours you have worked. Post it notes can easily be lost!

Some people love to keep detailed records. Others just want the basics. The date and hours worked are the most important pieces to include in your log. Other details can be helpful if you need to remember other information. These may include location of work if it changes, supervisor or other staff who were with you and type of work you were doing.

Discussion

Have you ever logged hours before? When?

What are the benefits?

What types of details might you keep in your log?

Activity – Keeping a Record

Below you will find two different examples of Apprentices that are keeping logs. Read their stories and fill in the blanks in their logs.

- 1) Xavier is a Hairstylist Apprentice. He is working all of his hours under the Senior Styling team at Heaven Hair. He works 5 hours Monday, Wednesday and Friday assisting the stylists to wash. On Tuesday and Saturdays, he helps stylists blow dry and do colour treatments for 8 hours each day. Fill in his log.

Xavier's log for the week of March 13

Date	Hours Worked	Job details
Monday March 13	5	
	8	
		Assisted with washing
		Assisted with blow dry and colour treatments
Sunday March 19	0	Did not work
Total hours		

- 2) Christine is working as an Apprentice Plumber for a large company. She is learning about both residential and commercial plumbing. On Mondays and Wednesdays, she works with Tom to help him with commercial jobs for 10 hours each day. On Tuesdays and Thursdays she works with Joe to help him with residential jobs for 9 hours each day. On Fridays, she helps Paula and Nate with a new retirement community for 8 hours. Fill in her log.

Christine's log for week of March 13

Date	Location/Type of Work	Supervisor(s)	Hours worked
Monday March 13			
	Residential	Joe	9
		Total Hours	

Asking Questions

When learning any new skill, job or trade, it's important to ask questions. Many adults feel nervous asking questions. They may feel that this makes them look like they don't know enough or that they are bothering the employer by taking up their time.

But having a question and not getting the answer can lead to bad decisions. This may cause safety issues where someone gets hurt, unhappy customers because the work isn't well done or stressed Apprentices (that's you!) because you don't feel confident in your skills.

Many people don't know how to do this and waste time trying to dig up the information they are looking for. Asking questions the right way can help you get fast and effective answers that will make you a better employee.

Here are 4 ways to ask effective questions.

1. Don't Ask Yes or No Questions

You don't always get all the information when you ask a yes or no question. Instead, ask an open-ended question. This means asking a questions where the employer can give you all the information they feel is necessary for you to know. By using an open-ended question you get all the information you might not have known you needed.

Questions with "would," "should," "is," "are," and "do you think" all lead to yes or no. Questions with "who," "what," "where," "when," "how," or "why" lead to people giving some thought to their answers and provide much more information.

You may ask things like "How would you deal with a difficult client?" or "Why do we do this step first?"

2. Dig Deeper

Always consider using follow-up questions. Ask them a follow up question such as, "What makes you say that?" or "Why do you think that?"

Let's say that you are talking to an employer and need to know details of a specific job. Your employer tells you that one of the suppliers have been very difficult to work on the job. You will want to follow up on that comment. Ask a question like "What specifically makes them difficult to work with?" This will lead you to specific facts. It may not be because the supplier has a bad attitude but may not be easy to get hold of by phone.

Follow up questions give you the facts and let you make your own opinions about things.

3. Use the Power of Silence

Start getting comfortable with asking a question, waiting for response, listening to the response and then waiting some more. Many times the person you are questioning has more information and will bring it out when you wait for it. You have to be comfortable with that silent period before they open up. Police use silence very well. People feel a need to fill the holes in the conversation and often they will then bring out the bits of information you need.

4. Don't Interrupt

Don't interrupt the person who is talking. First, it tells the person you don't value what they are saying. Interrupting stops their train of thought and directs the conversation the way you want, not necessarily the way it should go. Ask your question, then let the person answer it in full. Listen fully to what they are saying and use that to direct them back to the topic in the next question when there is a natural pause.

(Adapted from How to Be Amazingly Good at Asking Questions,
<http://www.lifehack.org/articles/communication/how-amazingly-good-asking-questions.html>)

Discussion

Why are asking questions important on the job?

When is it difficult to ask questions?

Why is it better to ask an open-ended question than a yes or no question?

Activity – Getting the info you need

Below are the stories of three Apprentices who need to get some information from an employer or a client. First, decide what information the Apprentice needs to know and why. Write down one or more questions that each can ask to find the info they need.

- 1) Bill doesn't know what his role is at the job site tomorrow, what he should take or how to sign out tools.

What information does Bill need?

Why does he need this information?

What can he ask to find out what he needs?

- 2) Joanne heard that she is going to a job site where the client is difficult to work with. She wants to make sure she knows the issues so she can communicate and act professionally on the job. She is nervous.

What information does Joanne need?

Why does he need this information?

What can he ask to find out what she needs?

- 3) Carly is frustrated with another Apprentice. She feels like she is doing most of the work they should be sharing. She wants to ask her employer about how to have her work noted and recognized.

What information does Carly need?

Why does he need this information?

What can he ask to find out what she needs?

Unit 3 – The Working World



Target of this unit

- To help the learner with concepts related to life after completing an Apprenticeship
- To help the learner build literacy skills to reach their goals



Connecting experience with learning

Ask the learner

- What do you think the differences are between being an Apprentice and being a fully licensed journey person?

Red Seal Approval

The province manages Apprenticeships. Each province in Canada is responsible for managing its own Apprenticeship system.

The Red Seal system was set-up to allow Apprentices and fully licensed workers to meet a national standard across the country. That means that the skills you learn in Ontario are similar to the skills you would learn in another province in Canada.

The Red Seal Mission is

- to blend provincial/territorial processes and requirements for skilled trades training certification and standards
- to develop and maintain interprovincial standards for Red Seal trades
- to work with industry to build a skilled trades labour force
- to support the relocation of skilled tradespersons in Canada

56 trades have Red Seal standards in Canada. If you choose, you can write a test to gain Red Seal certification. The test is 4 hours long and you need a 70% to pass. The exam is multiple choice. Each question has 4 answers. There are no trick questions.

Even if you are not planning to move out of province, this certification can help you gain employment. Many employers see Red Seal certification as proof that you are a skilled worker.

The Red Seal website is full of information to help you decide if writing a Red Seal exam is an option for you.

Information includes

- a list of trades that have a Red Seal exam
- sample questions to learn the style of exam questions
- a list of topics that will be covered on the exam
- how to register

Go to www.red-seal.ca and spend some time exploring the site.

Discussion

What are the benefits of getting your Red Seal?

Why do you think national standards are important for Apprentices and trades people?

Activity – Don't take the exam, write the exam!

Multiple-choice exams are often written using the same rules.

These may include

- using simple sentences that are clear and easy to understand
- using 2 or more answers that are “right” but asking the test taker to answer with the “best” answer
- keeping the length of answers similar (usually less than one line)

It is important to be able to tell someone why the correct answer is correct. The exam writer should be able to back up with evidence or examples why it is the better answer over the others.

Think of a topic you know about. It could be gardening, cooking, parenting or any other area where you are an “expert.” Write a mini multiple-choice exam using the rules above. It should have 3 questions with 4 answers each. Write the reason why the correct answer is the best answer for each question. Use the template below and then test it out in class. Make sure to share the reason behind why the correct answer is the best.

Question 1:

Answers

a)

b)

c)

d)

Question 2:

Answers

a)

b)

c)

d)

Question 3:

Answers

a)

b)

c)

d)

Answer Explanation:

Question 1 Answer:

Why it is the best answer:

Question 2 Answer:

Why it is the best answer:

Question 3 Answer:

Why it is the best answer:

Grants, Loans and Incentives

It can be scary to start a new career. There are often costs before your first paycheque. The good news for Apprentices are that there are opportunities to have some of these costs covered.

There are three types of incentives that can be accessed by Apprentices. These include

- 1) Grants – Apprentices apply for dollars that will **not need** to be paid back to help pay for costs while they are working towards becoming fully licensed. A specific type of grant is an Incentive grant. This is when Apprentices and their employers apply to receive dollars after they complete a milestone as part of their Apprenticeship.
- 2) Loans – Apprentices borrow money that will **need** to be paid back to help pay for costs while they are working towards becoming fully licensed
- 3) Tax credits – Apprentices and trades people can apply for up to \$500 in tax relief for money spent on tools on their tax return. Employers can also receive tax credits for hiring Apprentices.

The federal and provincial government offers grants, loans and incentives for Apprentices and employers.

In Ontario, Apprentices can get loans to buy the tools they need. These loans are interest free until 12 months after you have completed your Apprenticeship.

The Ontario government can grant up to \$1500 for Apprentices who are not receiving Employment Insurance during the in-school portion of an Apprenticeship. This is because employers are not required to pay wages during this time. This money does not need to be paid back.

The Federal Government provides the Canada Apprentice Loan, an interest-free loan of up to \$4000 for Apprentices in Red Seal Trades per period of technical training to those who need financial support. These must be repaid.

The Federal Government also provides grants of up to \$1000 per year for Apprentices who are in their first and second year of Apprenticeship, as well as a \$2000 grant for completion

of Apprenticeship. This is counted as taxable income and must be reported on your tax return.

Discussion

What is the difference between a loan, grant and tax credit?

What are the pros to accepting a loan from the government?

What are the cons?

Activity – Selling Financial Supports

Create a presentation for someone interested in becoming an Apprentice. Explain the difference between a loan, grant and tax credit. Make sure to include the positives and negatives for each type of financial support. Your presentation can be given aloud using a handout (handwritten or printed from a computer) or a PowerPoint slideshow. Give your presentation to a tutor, instructor or classmate.

Body Language

When you go on to a job site or into a workplace, you are representing your company. What does your body language tell clients, co-workers and your employer?

Most of us realize slouching, fidgeting and stumbling over our words can be from habit. Some habits are good. However, these are not and they can affect your success on the job.

We all do things without thinking about it. But those small gestures are telling the client or employer you are nervous and you lack confidence. And worse, some clients could jump to the wrong conclusions and think you are uninterested. No one wins when this happens and it can truly leave a mark on you and the employer you work for.

Are you aware of your body language?

You want to promote trust and professionalism at all times to your customer. This is done in the way we dress, the way we stand and how we communicate.

Every workplace is different. It's not suggested that you wear a business suit to do residential plumbing, but think about how the customer feels if you shuffle through their house without protecting their floor from your dirty boots. What impression does it make if you don't look them in the eye when they are talking? When you walk in with your head held high, confident and friendly, it will pay off. Your body language guarantees it!

Discussion

When have you had a good experience as a customer? What made it good? What was the worker doing with their body?

When have you had a bad experience as a customer? What made it bad? What was the worker doing with their body?

Activity – Body Language

Look at the photographs and make a few notes about what you think their body language is saying. Is the person/people approachable? What does their body language say about them to clients?



Your Rights and Responsibilities

As a worker in Canada, you have rights and responsibilities. The Government of Canada provides information about workers rights and responsibilities through the Canadian Centre for Occupational Health & Safety.

According to the Government of Canada you have the responsibility to

- work within the health and safety laws
- use personal protective equipment and clothing as directed by your employer
- report workplace hazards and dangers to the supervisor or employer
- work in a safe manner
- tell the supervisor or employer about any missing or broken equipment

You have three basic rights to

- refuse unsafe work
- participate in the workplace health and safety activities
- know actual and potential dangers in the workplace

It is important that you know your rights and responsibilities. Unfortunately, sometimes workers are asked to do things that are outside their rights and may be unsafe. An example of this could be if an employer asks a worker to do a job without proper safety equipment. On the flip side, employees are sometimes let go if they don't meet their responsibilities. An example of this could be if a worker sees a dangerous material being used incorrectly and doesn't report it.

Discussion

What other examples can you think of where a worker would not be meeting their responsibilities?

What other examples can you think of where a worker's rights were not being met?

Activity – Righting Wrongs

Read the article. Answer the following questions.

Pot dispensary workers question what legal rights they have | Toronto Star

2017-03-15, 2:58 PM

2016. (CARLOS OSORIO / TORONTO STAR) | [ORDER THIS PHOTO](#)

By **PETER GOFFIN** Staff Reporter

Wed., Feb. 22, 2017

Sarah has no illusions about the pot dispensary that employs her.

She knows it's illegal. She knows it's not a licensed medical service. She knows that, by working there, she risks being caught up in police raids and armed robberies.

Sarah, who asked for her name to be changed for fear of being fired, is a self-described “bud-tender,” a \$13-per-hour shift worker on the front lines of Toronto's illegal marijuana industry.

The job was an easy paycheque when she badly needed one. After months behind the counter at Canna Clinic in Kensington Market, Sarah has amassed a litany of complaints, from sexual harassment by customers to fears of police raids and armed robberies.

But the unlawful nature of the dispensary business has Sarah wondering what her workplace rights are and what recourse, if any, is available to her when management lets her down.

Canna Clinic operates seven dispensaries in Toronto and six in British Columbia.

Its website described the company as “Canada's leading provider of medical cannabis products and accessories.”

Canna Clinic is not, however, one of the 38 marijuana producers licensed by Health Canada. Nor are any of Toronto's other storefront pot sellers.

“Licensed producers distribute medical marijuana by mail to authorized users,” Tammy Robinson, spokesperson for the City of Toronto's licensing and standards division told the Star in 2016. “Storefront distribution of medical marijuana is illegal and not permitted.”

Prime Minister Justin Trudeau's campaign pledge to legalize and regulate the sale of marijuana sparked hundreds of entrepreneurs to open pot shops across Canada.

Trudeau and law enforcement [have maintained](#), however, that until new legislation is in place, existing prohibition laws are to be upheld.

Toronto police [raided dozens of shops](#), and laid over 180 charges, as part of its dispensary crackdown in May 2016.

Since then, police say, officers have raided one dispensary per week, on average.

Meanwhile, there have been at least [13 robberies of Toronto dispensaries](#) since June 2016.

On various occasions, staff and customers were threatened with a knife, held at gunpoint, even assaulted by the robbers.

Having an abundance of cash and weed around makes Sarah's co-worker Lisa uneasy.

Lisa, whose name has been changed at her request, said she has to put thoughts of robberies and raids out of her mind, otherwise she would be unable to work at the dispensary.

Lisa and Sarah both say managers are reluctant to talk about either possibility.

"They don't want to discuss it with us," said Lisa. "The last (Toronto) dispensary robbery that happened, I'm the one who found out about it online ... I was the one that alerted everyone on staff."

Management has also failed to adequately address staff harassment by customers, Sarah said.

"I've had a lot of men come in and say really rude things to me," Sarah said.

"You know (managers) don't have your back. If something happens, customers don't get banned, they're allowed to come in again."

On top of all that, Sarah said, she was promised a raise after three months, but never received it.

In a letter to the Star, a lawyer for Canna Clinic called Sarah and Lisa's claims "malicious and defamatory," and said the dispensary treats its employees "well and professionally."

"My client takes sexual harassment allegations very seriously and has procedures in place to address any such allegations," wrote B.C. attorney Kirk Tousaw. "My client denies that any have been made."

Tousaw went on to say that Canna Clinic management has an "open door policy" for staff to discuss raids and robberies, has security at all its locations and had installed panic buttons in its stores.

Further, he wrote, raises are given to Canna Clinic employees based on longevity and performance.

All workers, even those employed by unlicensed businesses, are afforded certain government protections, said Ontario Ministry of Labour spokesperson Janet Deline.

“When a Ministry of Labour Health and Safety inspector conducts an investigation, the focus is on the possible hazard and the health and safety of workers in the workplace, not whether or not the company is licensed,” Deline said in an email.

Ontario’s Occupational Health and Safety Act grants workers the right to know about workplace hazards, refuse unsafe work and participate in the addressing of workplace health and safety issues, she added.

Read more about: [British Columbia](#), [Justin Trudeau](#)

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What is the main idea of the article?

Who is the article about? Who is the employee? Who is the employer? Who else is involved?

What right or responsibility is being questioned?

Who do you think is right? What do you think should happen? Is the outcome fair?

Practice Self-Care

Some people need to get to the gym to blow off stress from work. Others need an hour with a good book to release stressful energy. Many people complain that they never have the time to do this.

Self-care means investing time in yourself to make sure you are physically, mentally and emotionally able to be present in all areas of your life. If you were in an airplane, you would put on your air mask first in an emergency, so you were capable of being able to help others. To be able to be a good family member, friend and employee, it is important to make time for yourself.

People schedule time to meet with others. Schedule time to meet with yourself! If it makes you a better worker, partner and/or parent, it's worth practicing self-care. Even 15 minutes a day is enough to make you feel more relaxed and prepared for the next day or next meeting.

Self-care means different things to different people. Ideas for Self-care can include

- waking up 15 minutes early to enjoy quiet time before everyone else wakes up
- reading a book
- having your hair or nails done
- meeting a friend for a drink
- volunteering in your community for a cause you care about
- having a bubble bath
- watching your favourite sports team

Discussion

What other ways can you practice self-care?

Activity – Looking Out For Number 1

Self-care means making sure you are healthy so that you can take care of others, participate in your community and be a good employee. This activity is all about reflecting. Answer the questions below.

What does self-care mean to you?

How do you practice self-care? How long do you spend taking care of yourself every week?

If you had more time, what other things would you do to practice self-care? How can you make time for these?

Who benefits in your life when you take care of yourself?

Share your answers with a tutor, instructor or classmate. Interview them using the same questions.

What does self-care mean to you?

How do you practice self-care? How long do you spend taking care of yourself every week?

If you had more time, what other things would you do to practice self-care? How can you make time for these?

Who benefits in your life when you take care of yourself?

List of Resources for Further Exploration

Next Step Contacts

When your client is ready for to sign on as an Apprentice, contact your local Ministry of Advanced Education & Skills Development (MAESD) Apprenticeship office. Find the local office here

<https://www.ontario.ca/page/employment-ontario-apprenticeship-offices>

If your client need more support finding an employer or prepping for the working world, contact your local Ministry of Advanced Education & Skills Development (MAESD) Employment Services agency.

<http://feats.findhelp.ca/eng/search.html>

Great Links

Ontario College of Trades

<http://www.collegeoftrades.ca>

Apprenticesearch.com

<http://www.apprenticesearch.com>

Task Based Activities for LBS

<http://taskbasedactivitiesforlbs.ca>

Canadian Apprenticeship Forum – Apprenticeship 101

<http://caf-fca.org/apprenticeship-in-canada/apprenticeship-101/>

Awesome Documents

Steps to an Apprentice – apprenticesearch.com

http://www.apprenticesearch.com/userfiles/file/PDFs/2014updates/Steps_To_an_Apprenticeship_2014.pdf

Educator Resource Guide

<http://www.apprenticesearch.com/userfiles/file/PDFs/2014updates/AppsearchEduResREV-2014.pdf>

Apprenticeship Guide – OYAP

<http://oyap.com/documents/dl/?versionID=85&catID=61>

Apprenticeship Guide – Careers in Trades

http://careersintrades.ca/wp-content/uploads/2015/09/CAF_ApprenticeshipGuide_2013.pdf

*A certificate of completion for Apprenticeship Answers can be found on the Literacy Link Niagara website at www.literacylinkniagara.ca



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