



Introduction to the World of Work

Pework Training

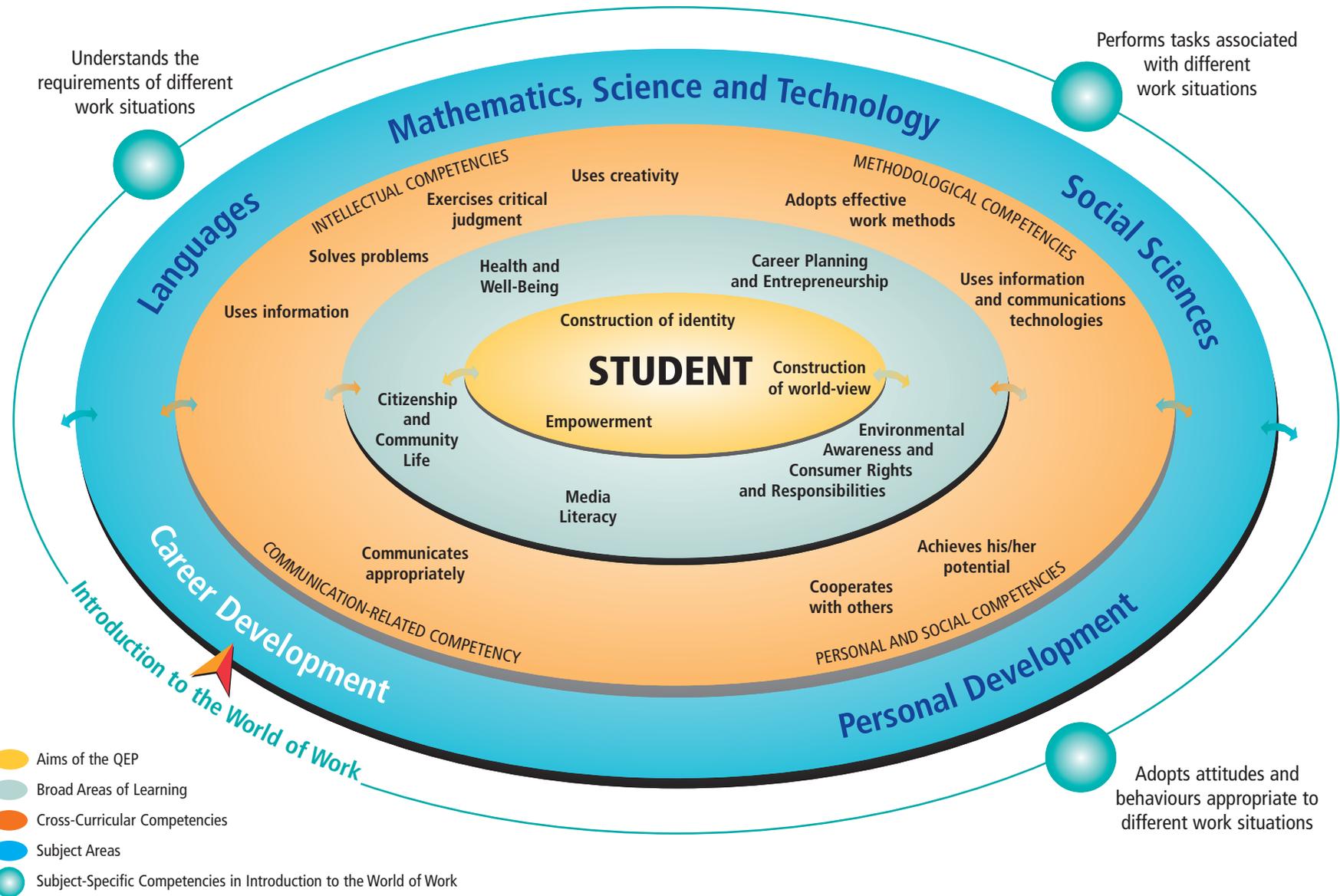


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Making Connections: Introduction to the World of Work and the Other Subjects in Prework Training





Introduction to the Program

All knowledge stems from an idea, a thought, then experience confirms the idea.
Claude Bernard

The job market is complex and involves numerous requirements that students should be familiar with if they want to be adequately prepared for it. Offered in the first year of Cycle Two, the Introduction to the World of Work program enables students to become familiar with the characteristics and obligations of the working world and to begin developing the competencies they will need as workers, all within the school setting. By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, become committed to various work situations, understand what is required of them, and adopt the social behaviours needed to successfully

By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, understand what is required of them, and adopt the social behaviours needed to successfully enter the work force.

enter the work force. This program also enables students to identify their interests and skills, which will help them choose practicums that suit their needs.

For any employee, the challenge of the workplace is often expressed in terms of knowledge, skills, attitudes and expected behaviours. All employees must have a good understanding of the tasks to be carried out, possess adequate work methods, be efficient, participate actively in a team and be able to adapt to change. Many students have already been able to assume certain responsibilities and may even have had real work experience, delivering newspapers, babysitting, or bagging groceries, for example. These experiences allowed them to see themselves as workers and to develop a certain view of the world of work. Structured work situations will now enable students to broaden this view

and to understand the importance of using the competencies developed in general education in order to meet work requirements. This will allow them to prepare to face the challenges of their practicums and future jobs with greater confidence and effectiveness.

The program focuses on the following three competencies:

- Understands the requirements of different work situations
- Performs tasks associated with different work situations
- Adopts attitudes and behaviours appropriate to different work situations

Making Connections: Introduction to the World of Work and the Other Subjects in Prework Training

When they are required to perform tasks in the school workshop, students apply many of the competencies they developed in other general education and practical training subjects. For example, they may have to calculate, take measurements and determine where they stand in space and in time, understand sequences of operations in certain processes, and evaluate their results. All of these are opportunities for students to apply their knowledge of mathematics, science and technology. They will also discover that using a methodical, rigorous and precise approach—which they are called upon to develop in mathematics and technological and scientific experimentation—will help them improve their performance.

The Introduction to the World of Work program also enables students to understand the importance of language skills in achieving the expected level of competency in Prework Training. How can they understand instructions transmitted orally or in writing, or communicate adequately with the teacher or the other students involved in the task if they have not developed the ability to read and communicate orally?

This program provides students with several opportunities to apply and consolidate the competencies developed in the other subjects in Prework Training.

The students can be encouraged to apply their knowledge of history, geography and citizenship education if they are asked, for example, to consider the economic disparities between regions or to recognize the impact of globalization on employment.

In general, students are required to cooperate with others to adjust their actions in order to perform certain tasks, which, to varying degrees, require teamwork. To this end, they will find the competencies in the Autonomy and

Social Participation program particularly useful. In fact, these competencies are essential in supporting the learning targeted in this program, and vice versa. The ability to act in a responsible and autonomous manner, to observe legal and regulatory provisions and to adopt the behaviours expected in the workplace is essential for entering the job market. It

must be taken into account in numerous learning and evaluation situations developed in other subjects in Prework Training.

Pedagogical Context

In order to help students develop competencies they will need in the job market, classrooms should be set up as workshops to reproduce some of the characteristics and requirements of the workplace. In these classroom workshops, students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades in a learning context that simulates two or three sectors. The content of the workshops must be determined by taking into account opportunities for applying competencies during practicums, in order to facilitate the transfer of learning.

The teacher must treat the students as workers-in-training and act as a guide and role model. He or she must put in place conditions that will help students acquire effective work habits, adopt attitudes and behaviours that conform to job requirements and develop their ability to adapt to the workplace. To do so, the teacher should, on the one hand, be well versed in the regional economy and the occupational activities that take place in it and, on the other, be familiar with the characteristics of different economic sectors and with employer expectations. He or she should also use the students' family and social backgrounds as potential resources with which to enrich classroom activities.

In order to provide differentiated teaching, the teacher must take into account the students' prior learning and experiences, concerns and interests, and suggest work situations of varying complexity that will allow each student to meet demanding yet attainable challenges. When choosing concrete work situations that focus on the production of a good or the delivery of a quality service—as would be required in the workplace—the

teacher must consider such variables as the type of clientele targeted, time constraints, the number and complexity of tasks involved, and the number of competencies to develop. All of the learning and evaluation situations must target the acquisition of work methods and techniques needed to perform a task, and the development of the students' ability to plan their work, use tools correctly, comply with health and safety rules, modify attitudes or social behaviours or react positively to change. These situations must also help students reflect on various aspects of their learning and the way in which they acquire learning related to different work functions.

The teacher must also provide support and supervision that is not only flexible, helpful and reassuring, but thorough and demanding as well. Care

must be taken to ensure that the students are not left on their own but are given the information and strategies needed to perform a task. Thus, the teacher assumes the dual role of educator, concerned with the development of competencies, and employer, concerned with productivity and efficiency standards. He or she must help the students develop their creativity and critical thinking skills, while helping them acquire effective work methods. As required,

the teacher must give students time to reflect on what they are doing and highlight concepts, techniques or strategies that may be useful in performing a task. For all these teaching strategies to be effective, the teacher must establish a relationship of trust with each student.

Classrooms are set up as workshops in which students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades.

1. The *Directory of Semiskilled Trades* is a valuable resource that can help teachers structure the workshops and define the tasks to be performed in a given sector. Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de l'adaptation scolaire, *Directory of Semiskilled Trades* (Québec: Gouvernement du Québec, 2007).

As for the students, it is imperative that they adopt the same attitudes and behaviours in class that they would during a practicum or in the workplace. It is the only way they will be able to benefit from the simulated activities proposed and determine their level of interest in and aptitude for certain types of tasks. They must therefore participate fully in the performance of each task, which presupposes that they are able to actively listen and reflect on things, that they participate as needed in discussions of how to perform

the task, and that they plan their work before undertaking it. Similarly, they must develop the attitudes required in the workplace, insofar as they actively contribute to create a stimulating learning climate imbued with mutual trust, respect and openness to individual differences. The development of competencies in this program therefore depends not only on individual work, but also on collective effort, cooperation and mutual assistance.

COMPETENCY 1 Understands the requirements of different work situations

He that would perfect his work must first sharpen his tools.
Confucius

Focus of the Competency

The job market calls for a multitude of skills. The specific requirements that workers must meet vary depending on the products or services to be delivered. To prepare for a job, students enrolled in Prework Training try out a variety of work situations in the classroom workshop before participating in a practicum. They learn what is expected of them in each situation, become familiar with the characteristics of different tasks, consider the legal and regulatory aspects involved, determine the methods to use in order to accomplish tasks and reflect on their ability to adequately meet expectations. This way, they learn how to provide quality work.

Through their experiences in their family, social or other environments, the students have learned that all tasks come with certain expectations. In previous cycles, the students developed their ability to recognize the important elements of a learning and evaluation situation and to plan the steps involved in performing a task. In order to help students improve their ability to meet the requirements of different types of tasks, the teacher presents increasingly complex situations and helps the students identify the contextual, technical, sequential and relational aspects involved. Thus, students gradually acquire appropriate methods, techniques, knowledge and skills, which help them to mobilize effective strategies. They also learn how to identify the human and material resources required as well as the legal and regulatory provisions involved.

In order to help students improve their ability to meet the requirements of different types of tasks, the teacher presents increasingly complex situations and helps the students identify the contextual, technical, sequential and relational aspects involved.

This competency is made up of four key features: *Becomes familiar with the characteristics of each situation; Identifies the resources to mobilize; Considers legal and regulatory provisions; and Reflects on his/her ability to meet the requirements of each situation.*

Becomes familiar with the characteristics of each situation

Before undertaking a work situation in the classroom workshop, the students are asked to analyze the situation in order to identify its particular characteristics, i.e. what differentiates it from other situations and why it can change depending on the context. They must then identify the characteristics that appear to be determining factors. To do so, it is important for students to try to understand instructions and expected results, raise questions, ask for clarifications or rephrase instructions as needed. They are supported in this process by the teacher, who encourages them to use prior knowledge and establish connections with similar situations. The teacher helps students understand the importance of each of the tasks and see the relationships between them, so that they can recognize that there are specific requirements for each achievement context. For example, while certain maintenance tasks associated with the maintenance of the classroom, cafeteria or health services facilities are similar, others vary depending on the function of each setting.

Identifies the resources to mobilize

With the help of the teacher, the students must identify the different human, material or environmental resources that are likely to help them accomplish their work. While keeping within the limits of their level of responsibility, they must also identify appropriate strategies, determine the best methods to use and select useful resources for each task. They must understand the importance of wearing clothing that is appropriate to a situation and of using the required tools, equipment and instruments safely.

Considers the legal and regulatory provisions

The students must also become aware of the fact that certain laws and regulations govern different professional sectors. They must therefore learn about the rights and obligations associated with a situation, especially measures regarding their own safety and that of others, and reflect on how these provisions affect the way they behave. They must also learn how to interact with different people (coworkers, supervisors, employers, clients) and understand the roles and functions of each person.

Reflects on his/her ability to meet the requirements of each situation

It is by understanding the requirements of a situation that students are able to determine the skills they need to develop. As a result, it is important to help students clearly define a situation, identify not only their strengths but also their limitations, and consider what they can do to improve. They must also be encouraged to share their reflections with others, find new ways to successfully complete each task, examine avenues that are open to them in order to accomplish what is asked of them and establish a plan that will guide them in their work. Lastly, students must plan strategies that will allow them to evaluate themselves and make any necessary adjustments.

Key Features of Competency 1

Becomes familiar with the characteristics of each situation

Determines the nature of the work to be done • Considers each task
• Examines the context in which the work is done

Identifies the resources to mobilize

Identifies whom they can ask for help • Identifies the methods and techniques to use • Determines the clothing and equipment required

Reflects on his/her ability to meet the requirements of each situation

Makes a connection between the obligations of the situation and his/her personal resources • Considers different ways of carrying out required tasks
• Shares his/her reflections with others
• Identifies ways of meeting the requirements of the situation

Understands the requirements of different work situations

Considers the legal and regulatory provisions

Obtains information about the legal and regulatory rights and obligations associated with a situation • Discerns the roles and functions of the main parties involved • Sees how legal and regulatory provisions affect his/her behaviour

Learning Targets

At the end of the program, the students are able to clearly understand the requirements of different situations presented in the classroom workshop. Before undertaking a task, they accurately analyze the work situation. They recognize certain contextual, technical, sequential and relational aspects of the tasks to be performed.

They find the human, material or environmental resources needed to complete the different tasks suggested and discern those that are most likely to assist them in their work. In order to observe safety standards and meet the requirements of future employers, the students become familiar with the legal and regulatory provisions that will govern their actions and identify some of the consequences of these provisions on their behaviour.

The students evaluate their ability to understand the requirements of different work situations and their ability to meet them. They know their strengths, limitations and areas that require improvement, and are thus better prepared to provide quality work.

Evaluation Criteria

- Accuracy of the analysis of each situation
- Relevance of the resources identified
- Realistic assessment of the impact of legal and regulatory provisions on his/her behaviour
- Relevance of reflections regarding his/her ability to meet requirements

COMPETENCY 2 Performs tasks associated with different work situations

One must never regret the time spent doing something well.
Joseph Joubert

Focus of the Competency

Although different work situations may share certain similarities, each situation comprises a series of tasks that are distinct in terms of their organization, their context and the sequence of actions involved. As a result, it is important to give students the opportunity to experiment with different types of tasks performed in the workplace.

Students who are preparing to undertake a practicum must be able to use proven work methods and recognize their importance. In the classroom workshop, learning and evaluation situations are designed in such a way as to allow students to concretely deal with some of the situations they will encounter in the workplace. The teacher should help students actively engage in simulated situations, and make sure that students clearly understand the tasks to be performed, take into account prescribed safety measures, and use appropriate resources to their fullest extent.

Students perform tasks with rigour, within prescribed time limits and according to future employers' or clients' expectations. They also learn to comply with legal and regulatory provisions.

In previous cycles, the students were made aware of the importance of using effective methods in order to successfully complete school assignments. The competencies thus acquired constitute a useful foundation for exploring this new learning context. In the classroom workshop, tasks are performed in a different setting and comprise specific requirements since they are taken from the *Directory of Semiskilled Trades* that the teacher uses to choose and plan work situations.

In concrete situations, students learn to perform tasks with rigour, within prescribed time limits, with a concern for efficiency and a sense of aesthetics, and according to future employers' and clients' expectations. They also learn to comply with the rules inherent in the production of goods and services, in particular health, hygiene and safety rules. By reflecting on their behaviour

and the strategies used, and by making adjustments along the way, students should be able to develop a sense of pride in a job well done.

This competency is made up of three key features: *Commits to each situation; Adjusts his/her behaviour in each situation; and Reflects on the value of his/her work experience.*

Commits to each situation

To commit to a work situation, students must take into account the specific context in which a task is performed, which varies depending on the elements of the situation. When carrying out a task, students must therefore ask themselves the following questions: Who will be using this product or service? What is the production schedule? Do we know how many customers we are targeting?

To make sure they are correctly performing the requisite tasks, students must call on various resources—human, material, organizational or documentary—depending on their needs. For example, they may ask a teacher or other school professional for help, seek the collaboration and cooperation of their classmates, or consult an instruction manual, if necessary. They must also develop the ability to use certain tools, instruments or other equipment.

As they perform their tasks, students must strive to follow instructions by using appropriate work methods and techniques. Under the teacher's supervision, they must follow the established sequence of operations, recognize its importance, learn to correctly use the work area and fully comply with the rules regarding the production of the good or service to be delivered. They must also learn to observe the requisite legal and regulatory provisions, especially those that pertain

to their own safety and that of others. Finally, when working in a team, they must understand the role of each team member and understand the importance of their personal contribution.

Adjusts his/her behaviour in each situation

It is important for students to reflect on how they perform tasks, learn to compare their methods with work requirements, and have the opportunity to establish relationships between the quality of their work and the use of sound work methods. With the help of their teacher and their classmates, they must also learn to assess their performance and identify areas that need to be improved in a classroom climate in which students do not feel pressured to know everything and can take their time to learn—conditions that are essential for their progress. Suggestions for improvements and adjustments must be offered as needed so that students can feel increasingly able to deal with situations on their own and take risks. As they progress in their learning, they should gain more assurance in their use of strategies, each new work situation becoming an opportunity to reinvest and develop their competencies.

Reflects on the value of his/her work experience

As the students progress through different situations, they must be made aware of the benefits of their work experience. This reflection, supported by the teacher, provides an opportunity to verify the students' level of interest as well as their ability to perform the required tasks and determine their motivation. To help students further develop their reflection, the teacher should promote exchanges among students so that they can discover new ways of profiting from work situations with which they have experimented and see new possibilities for experimentation.

Key Features of Competency 2

Commits to each situation

Takes into account the context in which a task is performed • Mobilizes relevant resources • Applies methods and techniques related to the situation • Follows the sequence for carrying out tasks • Observes the requisite legal and regulatory provisions

Adjusts his/her behaviour in each situation

Verifies whether his/her behaviour conforms with the requirements of the situation • Exchanges with others • Uses different means of improvement

Performs tasks associated with different work situations

Reflects on the value of his/her work experience

Understands the importance of his/her contribution • Assesses his/her interest in and aptitude for a given type of work • Shares his/her reflections with others • Considers exploring different types of work situations

Learning Targets

At the end of the program, the students are able to perform tasks associated with the different work situations they will encounter in the workplace. They are able to commit to each of the situations presented by taking into account the organization, context and sequence of operations, methods and techniques in which the tasks are to be performed.

They use human, material, organizational or documentary resources according to their needs, and comply with the requisite legal and regulatory provisions. Through frequent exchanges with their teacher and peers, the students assess their behaviour with respect to the requirements of each task, adjust it as needed and occasionally consider other means of improving. They take a step back and recognize the consequences of their experiences on their ability to perform tasks associated with a given situation. They are capable of stating their interests and skills, which helps them make the appropriate practicum choices. They feel increasingly capable of dealing with new work situations.

Evaluation Criteria

- Level of commitment to participating in each work situation
- Effectiveness of adjustments made with respect to the requirements of each task
- Emphasis on the impact of his/her experiences on his/her ability to handle a work situation

COMPETENCY 3 Adopts attitudes and behaviours appropriate to different work situations

In the confrontation between the stream and the rock, the stream always wins, not through strength, but by perseverance.
Jackson Brown

Focus of the Competency

The students enrolled in the program have already developed and adopted attitudes and behaviours that are socially useful—indeed, even necessary—for life in society. In order to increase their employability, the students must now develop the attitudes and behaviours expected in the workplace and improve their ability to work independently and behave responsibly. In particular, they must be able to organize their work, cooperate and communicate with others, and persevere to complete a task.

In this program, it is important for the students to behave in the classroom workshop as though they were workers in the workplace. Thus, they must address their teacher in the same way they would a superior, according to generally accepted social conventions, and maintain collaborative and cooperative relationships with their classmates, just as they would with coworkers or clients. Depending on the situation, they may be asked to treat other students, members of the school staff or their families as though they were customers, and address them using appropriate forms of address and language. They must learn to adapt to different work situations and cope with the stress that this may cause. They must also reflect on their attitudes and behaviours in order to make adjustments and improve. With the teacher's help, they can assimilate strategies that are necessary to the development of this competency.

This competency is made up of three key features: *Discerns desirable attitudes and behaviours; Demonstrates his/her ability to adapt to different situations; and Reflects on his/her attitudes and behaviours in a work situation.*

Students develop the attitudes and behaviours expected in the workplace and improve their ability to work independently and behave responsibly.

Discerns desirable attitudes and behaviours

In order to adopt attitudes and behaviours appropriate to different work situations, the students must be able to recognize socially desirable behaviours, such as knowing how to address someone, wearing appropriate clothing or even having a pleasant disposition. They must also understand that all employers expect certain behaviours, such as punctuality, courtesy, cleanliness and loyalty.

Finally, the students must also learn to recognize and avoid inappropriate behaviours.

In the classroom workshop, the students have the opportunity to experiment with social attitudes and behaviours suitable for work situations, as the teacher requires them to be punctual, attend class, observe work and break times, use appropriate language and adopt safe behaviours at all times. The teacher also encourages the students to maintain their composure, be attentive to the opinions of others and be receptive to constructive criticism. The teacher helps the students become aware of the importance of respecting their work environment and the people with whom they come into contact, so that they can see the relational issues in a given situation and recognize the importance of cooperation. Lastly, the teacher should help the students to understand the social elements that stem from the culture of the organization.

Demonstrates his/her ability to adapt to different situations

Employees of the future must be highly adaptable so that they are able to face the numerous changes they are likely to encounter throughout their working lives. Whether a team member is replaced, tasks are redistributed, working conditions are modified or new technologies are implemented, employees must be open-minded and flexible enough to accept such changes in order to fit harmoniously into a world in constant evolution.

In the classroom workshop, students must be able to verify and develop their ability to adapt to different situations in a variety of contexts. For example, they may be taught to operate a new woodworking tool correctly and safely, and then asked to refine their work in order to produce an object that is attractive enough to be sold. This allows the students to meet the requirement of producing a high-quality product, a task that requires additional patience, attention and thoroughness. The students will also be asked to think about the way they respond to changes, such as their ability to modify the rate at which they work, accept new coworkers, or react to a new context. To help the students improve their ability to adapt, the teacher makes sure that they look for suitable affective strategies, such as risk taking, positive self-talk, and stress management.

Reflects on his/her attitudes and behaviours in a work situation

The reassuring context of the classroom workshop must allow the students to evaluate themselves with confidence when they perform a task. It is important for the teacher to encourage the students to recognize the impact of their behaviours and attitudes and adjust them, as needed, so that they can become aware of their strengths, the difficulties encountered, and the resources and methods used to surmount these difficulties. In addition, by discussing their strategies with their classmates, they can mutually enrich their experiences and benefit from the comments or reactions of others in order to improve and better manage their own attitudes and behaviours at work. Finally, the teacher must encourage the students to find ways of applying what they have learned to new situations so that they can eventually become independent, responsible workers.

Key Features of Competency 3

Discerns desirable attitudes and behaviours

Identifies issues related to the social behaviours in question

- Takes into consideration recognized workplace norms
- Adopts attitudes and behaviours that have positive effects

Demonstrates his/her ability to adapt to different situations

Is open-minded and flexible • Takes into consideration the specific requirements of each achievement context • Adjusts his/her actions accordingly • Is able to find ways to surmount the difficulties encountered

Adopts attitudes and behaviours appropriate to different work situations

Reflects on his/her attitudes and behaviours in a work situation

Assesses the impact of his/her attitudes and behaviours • Determines the areas to improve • Determines the effectiveness of the resources used • Shares his/her reflections with others • Adjusts his/her attitudes and behaviours as needed • Sets new challenges

Learning Targets

At the end of the program, the students are able to adopt attitudes and behaviours that are appropriate to the different work situations presented in class. They recognize social behaviours appreciated or required by employers, as well as behaviours to avoid when performing tasks related to a job function.

To facilitate their learning, the students must remain open-minded and flexible. Depending on the context, they must be able to modify an attitude, a habit or a behaviour. They must take the necessary means to adapt to different work situations, even the most difficult. They can also develop appropriate affective strategies to improve their ability to adapt.

The context of the classroom workshop allows students to become aware of the extent to which they adapt to different situations and explain how they do so. Through frequent discussions, they are able to benefit from their experience, recognize their strengths and take up new challenges. They realize that their work has value and they are able to assess their progress in achieving their objective—to become independent, responsible workers.

Evaluation Criteria

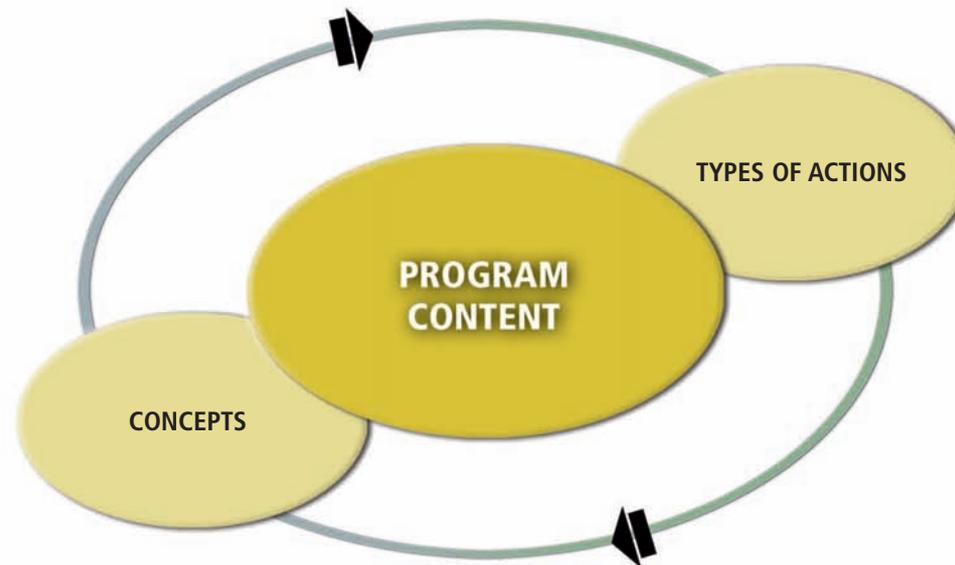
- Relevance of attitudes and behaviours adopted
- Degree of adaptability to different situations
- Accuracy of the analysis of his/her attitudes and behaviours in work situations

Program Content

The program content of Introduction to the World of Work is made up, on the one hand, of concepts and associated types of actions and, on the other hand, of strategies. For information purposes, a list of possible resources is also provided.

The concepts and associated types of actions include the knowledge and skills that students should be able to acquire and use in various situations and transfer to a variety of contexts so that they can gain the confidence and ease they need to successfully enter the job market. Students will assimilate these concepts and actions as they experience different situations organized into workshops by the teacher, who takes into account the students' needs and abilities, the human and material resources available at the school and the opportunities for practicums in the region. The teacher will seek to diversify these situations by targeting different production and service sectors in the job market.

In order to solve problems, promote learning and successfully complete the activities suggested, students must learn to use different cognitive, metacognitive, affective and resource-management strategies. Cognitive strategies help students process information and make connections between new and prior knowledge, or between different items of newly acquired knowledge. Metacognitive strategies enable students to evaluate how they learn, understand what helps them learn and plan the steps they need to take to accomplish a task, modify their strategies or evaluate the effects of these modifications. Affective strategies are used to create a climate that is conducive to learning. They help students control negative emotions and impulses, focus and maintain their attention on the tasks at hand and reduce anxiety. Resource-management strategies enable students to manage their time, as well as available material, human and environmental resources in order to create conditions that promote learning.



Concepts and Types of Actions

Concepts	Types of Actions	Possible Applications
Nature of work situations	<ul style="list-style-type: none"> – Identification of the different tasks to be performed – Analysis of each of the tasks and the sequence in which to carry them out – Consideration of the different characteristics of the work context 	<ul style="list-style-type: none"> – In breadmaking, determining the tasks involved in making bread: preheating the oven, mixing the ingredients, kneading the dough and baking the bread – Performing, in the proper sequence, each of the tasks involved in making bread – Taking into account where the task is carried out, who will be using the product or service, what event is targeted, how much time is required to perform the task, etc.
Raw materials	<ul style="list-style-type: none"> – Identification of the elements required to perform the task (e.g. ingredients, materials) – Use, storage and recovery of materials, ingredients, etc. 	<ul style="list-style-type: none"> – Identifying: <ul style="list-style-type: none"> • in breadmaking: the type of flour required, the desired texture of the dough, the spices and herbs to use, etc. • in cabinetmaking: the different types of wood and their uses • In a kitchen, using ingredients appropriately; checking their quality; handling, correctly storing and recovering leftovers for reuse • In a painting shop, using and storing paint safely
Processes	<ul style="list-style-type: none"> – Assimilation and application of different methods to produce a good or deliver a service 	<ul style="list-style-type: none"> – Cutting an object by following a template, measurements and techniques (e.g. to make a garment, or a wooden or plastic object) – Sorting objects of different sizes and shapes (e.g. to store tools, cooking utensils) – Following directions for using an appliance or device (e.g. food processor, cell phone, planer) – Adapting a recipe to a situation (e.g. making 5 or 500 loaves of bread, preparing mortar using 3 or 6 elements) – Operating a cash register, checking purchase orders, filling out an invoice, etc. – Explaining a recipe, menu, technique or procedure to a superior, client, coworker, etc.

Concepts and Types of Actions (cont.)

Concepts	Types of Actions	Possible Applications
Equipment	<ul style="list-style-type: none"> – Choice of appropriate equipment – Proper use of equipment, in accordance with recommended techniques – Familiarity with and use of clothing required by or appropriate to the task 	<ul style="list-style-type: none"> – Identifying and understanding how to operate: <ul style="list-style-type: none"> • in breadmaking: a scale, blender, oven, etc. • in cabinetmaking: a saw, drill, sander, etc. • in horticulture: a spreader, garden hose, etc. – Using the tools, equipment and instruments specific to different tasks: <ul style="list-style-type: none"> • in cooking: using an electric knife or food processor safely • in cabinetmaking: using a band saw or drill according to directions – Determining the clothing required by or appropriate to the task: <ul style="list-style-type: none"> • in cooking: wearing an apron, hat and gloves to handle food • in table service: wearing clean clothes
Legal and regulatory provisions	<ul style="list-style-type: none"> – Familiarity with and observance of rights and obligations – Familiarity with different forms of supervision and authority 	<ul style="list-style-type: none"> – Identifying the sanitation, hygiene and safety rules applicable in different contexts – Applying sanitation rules when preparing food – Wearing a safety helmet, goggles or gloves in a woodworking shop – Reporting real and potential hazards – Referring to labour standards, as needed – Identifying persons in authority at home, at school or at the recreation centre, and being familiar with their level of responsibility – Understanding his/her role and responsibilities and the type of supervision required, e.g. greenhouse workers

Concepts and Types of Actions (cont.)

Concepts	Types of Actions	Possible Applications
Expected behaviours	<ul style="list-style-type: none"> – Identification of appropriate and inappropriate attitudes and behaviours in work situations – Observation of his/her behaviours and attitudes – Identification of necessary adjustments 	<ul style="list-style-type: none"> – Discussing desired behaviours with respect to authority figures, coworkers and customers (e.g. forms of address, pleasant disposition, respect, tolerance, courtesy, communication, regular attendance, punctuality, discretion) – In the classroom workshop: <ul style="list-style-type: none"> • observing his/her behaviour with respect to authority (e.g. complying with or disregarding rules, a supervisor's instructions) • observing how he/she relates to others (e.g. with respect, goodwill, courtesy, shyness, hostility) • evaluating his/her attitude with respect to attendance, punctuality, dress code – Identifying recurrent behaviour (e.g. systematically challenging authority or blindly submitting to it) – Finding ways of improving, following the teacher's comments regarding his/her lack of cooperation in a workshop activity
Teamwork	<ul style="list-style-type: none"> – Cooperation and mutual assistance 	<ul style="list-style-type: none"> – Giving a presentation with two or three classmates, following a company visit – Participating in role-playing highlighting the difficulties that arise when a teammate does not listen
Adaptation	<ul style="list-style-type: none"> – Identification of requirements associated with change – Assimilation of ways of dealing with new situations 	<ul style="list-style-type: none"> – Identifying his/her reactions to change (e.g. a new teammate, different working conditions, work setting, rate of production) – Discussing with his/her peers the insecurities that a major change can cause – Using stress management techniques (e.g. deep breathing, relaxation)
Organizational culture	<ul style="list-style-type: none"> – Assimilation of organizational culture 	<ul style="list-style-type: none"> – Exploring, through research and company visits, differences in organizational culture: management styles, types of interpersonal relations, customer service

Strategies	Explanations
<p>Cognitive strategies These strategies help students process, organize, generalize and structure information.</p>	<ul style="list-style-type: none"> – Visualizing or writing down the steps involved in a task – Applying prior knowledge to a new task – Identifying determining factors in a situation – Verifying his/her understanding of the task: <ul style="list-style-type: none"> • asking questions • reformulating instructions • taking notes when instructions are given – Determining the resources needed to perform a task, based on the requirements and the context – Anticipating problems
<p>Metacognitive strategies These strategies help students monitor, control and evaluate the strategies used.</p>	<ul style="list-style-type: none"> – Evaluating his/her work and comparing it to the requirements of the task – Reflecting on what he/she learned – Examining his/her work: methods, techniques, equipment and strategies used – Reviewing his/her behaviours – Making adjustments as needed during the task – Considering different ways of improving – Considering his/her attitudes and behaviours, evaluating their consequences and making the necessary adjustments – Making connections between his/her personal resources, interests and aptitudes and the requirements of the task
<p>Affective strategies These strategies help students regulate and control their emotions, thoughts or attitudes toward learning.</p>	<ul style="list-style-type: none"> – Engaging in positive self-talk – Taking risks – Taking the time to learn and allowing himself/herself to make mistakes – Focusing on the task when he/she is less attentive – Rewarding himself/herself after accomplishing part of the task – Fighting negative thoughts – Adopting ways of controlling his/her anxiety
<p>Resource management strategies These strategies help students plan, monitor, control and evaluate internal and external resources.</p>	<ul style="list-style-type: none"> – Using a model to develop a work plan or schedule (time management) – Creating conditions in his/her life that are conducive to work – Being familiar with the available resources (e.g. people, documents, Web sites) – Asking for help (e.g. from teachers, classmates) when necessary and determining the best time to do so – Asking for the opinions of peers, parents, the teacher or another meaningful person in his/her life – Learning from other students' experience

Possible Resources	Examples
Resources	<ul style="list-style-type: none"> – Human resources: <ul style="list-style-type: none"> • teachers, guidance counsellors, other school staff, peers, family, friends, etc. – Material resources: <ul style="list-style-type: none"> • list of job functions, class notes, examples of work processes and plans, books and documents on trades and occupations, information and communications technologies (ICT), etc. – Public and private resources: <ul style="list-style-type: none"> • businesses, government agencies (e.g. CSST, local employment centres, Carrefour jeunesse emploi) and community organizations (e.g. youth centres, recreation centres)

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