

WERC:
Wood Employee
Readiness
Curriculum

Into the Woodwork

A Career in the Advanced Wood Manufacturing Industry



Facilitator's Guide



WMC CFB

Wood Manufacturing Council
Conseil des fabricants du bois

Canada

This program is funded in part by the Government
of Canada's Sector Council Program

Foreword

A National Steering Committee of Employers, Government, Education, Service Providers and Curriculum Specialists was formed in the fall and winter of 2008/09. This Committee oversaw the development of this program utilizing job accommodation methods and flexible assessment; this program is geared to New Canadians, Persons with Disabilities and First Nation, Inuit and Metis job seekers. Individuals that are a good fit with opportunities in the Advanced Wood Processing (AWP) Sector will be accepted into entry level employment opportunities.

Mandate of the Wood Manufacturing Council (WMC)

The Council's mandate is to plan, develop and implement human resources strategies that support the long-term growth and competitiveness of Canada's advanced wood products manufacturing industry and meet the developmental needs of its workforce. The Council works to identify and examine the necessary skills and knowledge required to respond to the changing needs of the industry as well as developing an overall strategic plan to address key issues such as the shortage of skilled workers and the need for national standards for worker competencies. The WMC is the project sponsor for this program with funding provided by the Government of Canada's Sector Council Program.

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INTRODUCTION

Wood Employee Readiness Curriculum (WERC) is a minimum eight week program that focuses on the skill development of new workers coming into the Advanced Wood Processing (AWP) Sector. The program is designed to support the hiring and retention of workers that are First Nation, Inuit and Metis, New Immigrants or Persons with Disabilities.

The Wood Manufacturing Council (WMC) is a not-for-profit sector council dedicated to identifying and improving human resource issues that affect the wood manufacturing industry sector in Canada. As project sponsor the WMC brought together employers, educators, service providers, government and curriculum specialists to develop this program. This program will support the human resource issues to improve the growth and competitiveness of wood manufacturing industries.

PURPOSE

The outcomes of this program include the following:

- Produce entry-level learners and workers that are suitable, willing and able to achieve success working in the advanced wood processing sector.
- Set the standard for equitable and accessible pre-employment training, influencing and impacting positively on job accommodation processes in Canada.
- Be recognized by community, education and industry as meeting certifiable and reliable skills.
- Comply with principles of prior learning recognition through an empowering process of assessing participants existing skills.
- Then offer an articulated program delivered by credentialed instructors.
- In a straight forward easy to comprehend way, lead to meaningful jobs achieving high attachment and opening opportunities for career development.
- Become a key product of the WMC where success stories will be a major part of marketing to potential Employer members, program purchasers and service providers.

Measures of success:

- Increased number of partnerships and networks, especially with groups and associations involved with new immigrants, persons with disabilities and First Nation, Inuit and Metis.
- Enhanced global competitiveness of the sector with more skilled workers available
- Improved recruitment, training and career development of equity and target groups with specific training congruent with industry needs
- Increased participation of equity and target groups in the sector and in training programs.

PROGRAM DEVELOPMENT

Curriculum Development

A National Steering Committee was formed in the fall and winter of 2008/09. This Committee, supporting the National Committee, oversaw the development of the program DACUM, Learning Outcomes, Intake assessment framework, Curriculum content areas and delivery methodology. The final product was validated at a Committee meeting in Halifax in August, 2009.

Role of the Program Partners

Program Director/Overseer

This person will be responsible for the development of the various programs created as a result of the curriculum. They will be responsible for coordinating with everyone from the agencies performing the intake assessments to the instructors that are providing the training. The Program Director would find the funding for the development and delivery of the WERC program in addition to developing and maintaining a budget for the program. See Appendix A for an example of a budget template and Appendix B and C for examples of in-kind contribution forms. These forms can be used as a tool to record the efforts of various program partners in the development and delivery of the program(s).

Instructors

Shop Instructors in the program will primarily be WoodLINKS Instructors or someone with similar capabilities.

Life Skills Facilitator may be the same person as the Coordinator if they have the right skill sets. This position works closely with the Shop Teacher and delivers the personal and career development portions of WERC.

Special Needs Education Resources:

http://snow.utoronto.ca/index.php?option=com_content&task=view&id=249&Itemid=146

Special Education Web resources:

<http://www.faslink.org/Special%20Education%20links.htm>

Coordination Role

This position links the delivery organization, Instructors, Employers and Participants together. They may work as the Life Skills Facilitator or with them, on activities such as monitoring work placements and record keeping. The Coordination role may also be responsible for the recruitment of participants and the Intake Assessment.

Employer Role

Employers will come to this program because they wish to hire and retain new workers that are First Nation, Inuit and Metis, New Immigrants or Persons with Disabilities. The participating employers will be hiring into the following entry level positions in one or more of the sub-sectors:

Sub Sectors

Panel Products
 Manufactured Housing
 Furniture
 Fine Woodworking
 Cabinets and Millwork
 Windows and Doors

Occupations

Finisher
 Helper
 Sander
 Off Loader
 Order Picker
 Assembler
 Receiver

Participants

The Committee hopes this program will be welcoming to all of the recruited participant groups. Many of the people in these groups are considered marginalized with multiple barriers to workplace success. A relevant and inclusive intake assessment has been developed to help ensure suitable people end up in the training program. The training has been designed to address all the skill gaps related to success including personal development, living skills and essential skill upgrading. The Committee listed the following factors as typical of the participant groups being recruited. Some of the factors on the list could be perceived as potential barriers for entry into the wood manufacturing sector, therefore effort should be made to make the program accessible to everyone in the groups identified. It should be noted that some of these potential barriers can be addressed as a result of the participant going through the WERC.

- Newcomers seeking to upgrade their skills
- Persons with limited or incomplete education
- First generation learners
- Persons with learning disabilities
- Persons with emotional or social disabilities
- Persons with physical disabilities or limitations
- Financial barriers and lack of income supports
- Persons with lack of personal supports
- Persons with limited work experience
- Cultural barriers related to sexual role, religious belief or position identification
- Language barriers
- Transportation issues
- Lack of training allowances and funding support for expenses both personal and family
- Faced with bias and lack of awareness regarding job accommodation
- Lack of consistent and longer term funding to support autonomy and transition
- Limited access to entry-level skills development opportunities

HOW TO USE THIS GUIDE

WERC is meant to be delivered with guidance from a group of partners, including, Employers, Educators, Service Agencies and Governments. Delivery is subject to the needs and location of Employers in the AWP sector and the accessibility of shop instructors, delivery venues and support from service providers. This curriculum is to be used as a guide and is customizable according to contextual variables.

Participants are meant to be employable and employed or training in the AWP sector at the completion of this program.

The DACUM and Curriculum at a glance will help in the planning of each program. Program partners, Instructors and Employers need to meet and discuss customizing the course for positions they hope to fill at the end of training. Each of the learning outcomes is linked to instructional strategies and assessment suggestions.

The program covers a progressive path of modules, each with a defined purpose, learning outcomes, instructional and assessment strategies and suggested references and resources. Instructors and Program developers can schedule and plan each day of the training using the Curriculum at a glance.

The Intake Assessment

This step will help to assess the applicants fit with the program prior to entry. The questions are designed in plain language to accommodate potential employees who may have minimum language requirements. Results will provide the assessor, the employer and the potential candidate with information relating to previous experience, suitability, employability, essential skills, technical abilities, and ability to communicate in English.

The intake assessment is composed of three sections as follows:

- Section A: Review Resume and References – Establish Fit
- Section B – Oral Assessment Questions
 - Suitability
 - Employability
 - Self-management capabilities
 - Experience
 - Essential Skills/General Knowledge
 - Essential Skills/Language Skills
- Section C: Transferable Technical Skills Assessment Questions

Instructional Approach

It is important that this curriculum be flexible, adaptable, user friendly and designed for adult learners. Instructional techniques should be selected by applying the Principles of Adult Education. Many participants may have had previous educational or training experiences that were negative. Good program delivery should help strengthen the self-image, self-esteem and self-presentation of participants.

Even if a candidate is determined not currently suitable for the program, each step can be a positive learning experience. The Program Coordinator needs to ensure current service providers are linked to the program and that further assessment, training or access to education is available to all potential candidates.

It is possible, if not probable, that one or more program partners may need support to better understand the issues related to training and development of marginalized job seekers. Awareness training and technical support will be helpful to employers hoping to retain these entry level participants as employees and instructors hoping to get the best out of the learners. It may be helpful to include access to counselling services.

Principles of Adult Learning

Adult learners will be more comfortable, learn more and apply the learning more directly when;

- The design of the program is problem centred
- The learners are given credit and acknowledgement for their own experiences
- The learners are motivated to take the training
- Motivation is likely if the learner;
 - o sees the relevance of the information
 - o can link the new information to what they already know, and
 - o they are allowed to be self directed in their learning

Keeping the learners focused and enjoying themselves is essential to good curriculum and delivery. If instructors ensure the engagement of the participants they will go a long way to secure learning retention. Instructional methods that promote Adult Learning and encourage enhanced learning include the following.

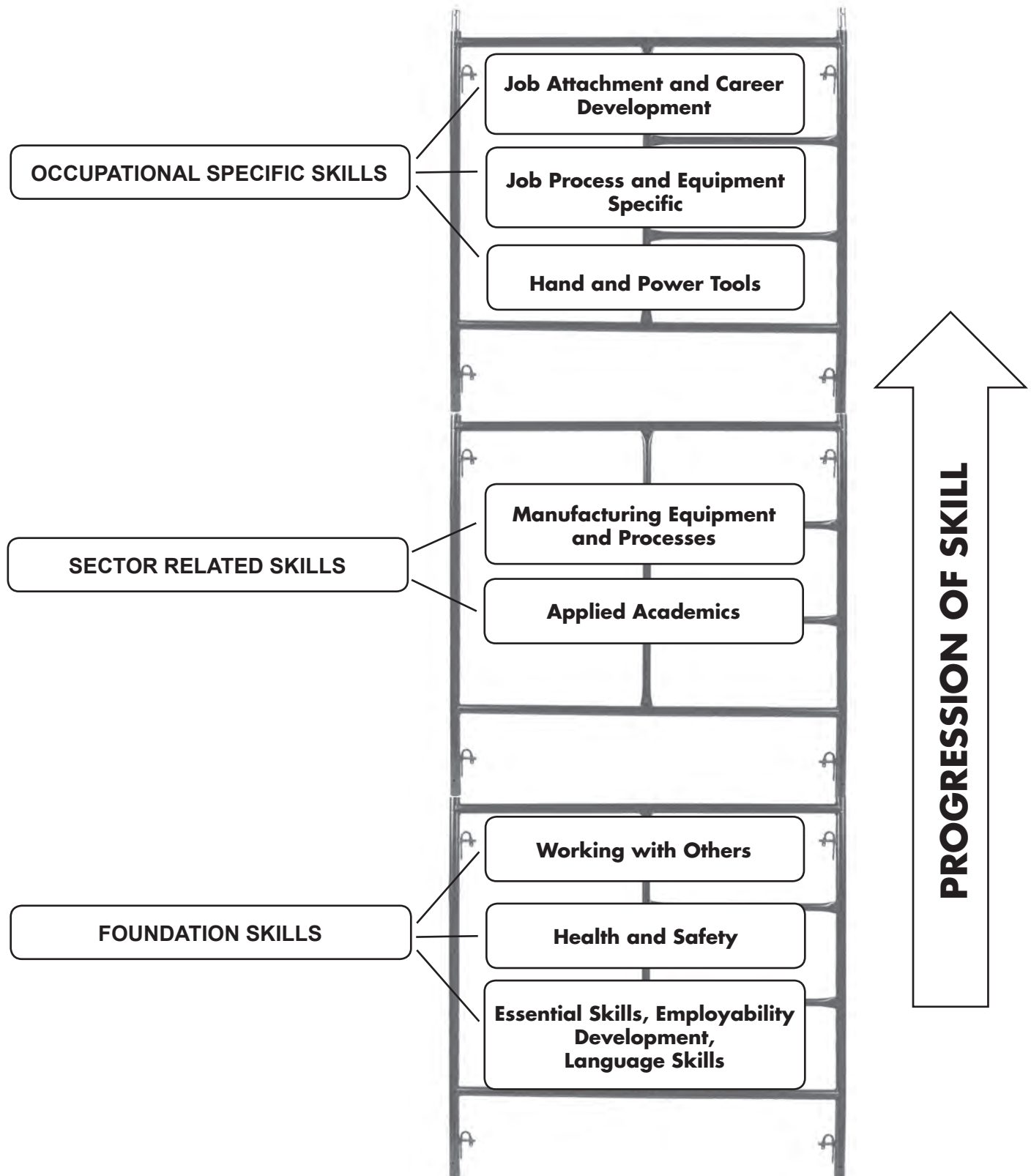
- Case studies
- Role modeling
- Simulations and games
- Work groups and team projects
- Video and interactive computer based instruction
- Action learning projects
- Memory mapping and journaling
- Peer support – each one teach one

Some tools to help instructors with the delivery of the curriculum can be found in the appendices:

- Appendix D is a Draft Lesson Planning Work Sheet. All lesson blocks in the curriculum are customizable and instructors will need to determine which materials will be covered. This document helps the instructor create customized lesson plans.
- Appendix E illustrates a sample lesson plan for a production worker. It will give the program developer an example of how a hands-on lesson or shop instruction can be conducted.
- Appendix F is a template to help plan learning activities for program participants.
- Appendix G is a generic sample lesson plan that can also be used as a resource when building the training program.

Curriculum Scaffolding

This diagram illustrates a progression of skill attainment throughout the WERC. Participants will start by learning foundation skills and work towards occupational specific skills.



WERC curriculum modules and areas of focus

Module A – Introduction and Orientation

Lesson Block 1 – Orientation/Working With Others
 Lesson Block 2 – Basic Safety
 Lesson Block 3 – Personal Concepts
 Lesson Block 4 – PLP/Learning Journal
 Lesson Block 5 – Canada Labour Market
 Lesson Block 6 – Employer Visit
 Lesson Block 7 – Employment & The Law
 Lesson Block 8 – Nutrition and Fitness
 Lesson Block 9 – Site Tours
 Lesson Block 10 – Site Tours

Module C – Intro to Core Manufacturing

Lesson Block 1 – Diversity
 Lesson Block 2 – Workplace Tools, Equipment & Supplies
 Lesson Block 3 – Self Direction
 Lesson Block 4 – Applied Academics
 Lesson Block 5 – Shop Theory
 Lesson Block 6 – Workplace Tools, Equipment & Supplies
 Lesson Block 7 – First Aid
 Lesson Block 8 – First Aid
 Lesson Block 9 – Employability
 Lesson Block 10 – Communication (2)

Module E – Work Readiness

Lesson Block 1 – Employability
 Lesson Block 2 – Applied Academics
 Lesson Block 3 – Employability
 Lesson Block 4 – Shop
 Lesson Block 5 – Communication (3)
 Lesson Block 6 – Shop
 Lesson Block 7 – Job Placement Preparation
 Lesson Block 8 – Job Placement Preparation
 Lesson Block 9 – Key Job Preparation
 Lesson Block 10 – Key Job Preparation

Module B – Life Skills

Lesson Block 1 – Self-Awareness/Esteem
 Lesson Block 2 – Applied Academics
 Lesson Block 3 – Problem Solving
 Lesson Block 4 – Health
 Lesson Block 5 – Communication (1)
 Lesson Block 6 – Applied Academics
 Lesson Block 7 – Health/Personal Safety
 Lesson Block 8 – Manufacturing Concepts
 Lesson Block 9 – Applied Academics
 Lesson Block 10 – Introduction To Shop

Module D – Technical Skills

Lesson Block 1 – Job Attachment
 Lesson Block 2 – Shop
 Lesson Block 3 – Career Planning
 Lesson Block 4 – Shop
 Lesson Block 5 – Job Search Skills
 Lesson Block 6 – Applied Academics
 Lesson Block 7 – Self Management
 Lesson Block 8 – Shop
 Lesson Block 9 – Production Guidelines
 Lesson Block 10 – Shop

Lesson Block 11 – Shop
 Lesson Block 12 – Shop
 Lesson Block 13 – Accommodation Issues
 Lesson Block 14 – Applied Academics
 Lesson Block 15 – Analytical Skills
 Lesson Block 16 – Shop
 Lesson Block 17 – Shop
 Lesson Block 18 – Shop
 Lesson Block 19 – Wrap Up
 Lesson Block 20 – Graduation

WERC Program (Curriculum at a glance) & DACUM chart

The following pages are a sample schedule for the WERC Program (Curriculum at a glance) followed by the DACUM chart.



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
AM: A	Orientation/Working With Others Program Expectations Teamwork	Personal Concepts Values/Morals Adaptability Innovation Reliability	Canadian Labour Market Understand Forecasts and Trends Discover Available Opportunities Opportunities in the AWP sector	Employment & The Law Employment Standards Human Rights Labour Law Workers Compensation	Site Tours Tour of Worksites
PM:	Basic Safety Safety Consciousness Basics Prior to Shop Access	Personal Learning Plan Learning Journal Suitability	Employer Visit Employers come to class for visit with Q & A period at end	Nutrition/Fitness Basics in order to be fit for work	Site Tours Tour of Worksites
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
AM: B	Self-Awareness/Esteem Strengths & Abilities Personal Support Systems Learning Styles Trust Overcoming Barriers Taking Care of Self	Evaluation/Analysis Skills (1) Problem Solving Applied Academics	Communication (1) Intro; listening and presenting your own ideas Characteristics of communication Workplace Comm. Verbal/non-verbal	Health/Personal Safety Self Advocacy Personal Health Applied Academics	Applied Academics - WMC web assessment for Essential Skills Intro to Shop
PM:	Applied Academics Math & English Upgrading	Health Occupational Health & Safety	Applied Academics Technical Terminology Documentation	Manufacturing Concepts Design Wood Manufacturing Process Construction Process	Intro to Shop

WERC Program Curriculum at a glance

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
AM: C	Diversity Contributions of Culture ISM's Coping and Educating Others	Self-Direction Goal Setting Motivation Planning Lifestyle Choices	Shop Theory Cutting Fabricating Finish Layout	First-Aid Full Day Cert	Applied Academics - Continued Employability Putting it all Together C9, E1, E3
PM:	Workplace Tools, Equipment & Supplies Materials Fasteners	Applied Academics Graphs & Drawings	Workplace Tools, Equipment & Supplies Hand Tools Power Tools Equipment	First-Aid Full Day Cert	Communication (2) Conflict Resolution Giving & receiving feedback
Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
AM: D	Job Attachment Attachment Issues Financial Literacy, D1 F3	Job Search Skills Career Planning Applied Academics - Continued	Job Search Skills Goal Setting	Self-Management Time Management Personal Hygiene/Dress Budgeting Home and Work Stress Management	Production Guidelines Quality vs. Production
PM:	Shop	Shop	Applied Academics Continued	Shop	Shop

WERC Program Curriculum at a glance

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
AM: E	Employability Continued	Employability Continued	Communication (3) Constructive criticism Presenting self Negotiation	Job Placement Prep Preparation for Employment Applied Academics - Continued	Key Job Prep Finisher Helper Sander
PM:	Applied Academics Continued	Shop	Shop	Job Placement Prep Preparation for Employment Applied Academics - Continued	Key Job Prep Off-Loader Order Picker Assembler Receiver
Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
AM: F	Shop	Job Attachment Personal Accommodation Requirements Financial Literacy F3, D1	Evaluation/Analysis Skills Ethics Critical Thinking Decision Making Applied Academics	Shop	Applied Academics - Continued Wrap Up
PM:	Shop	Shop	Shop	Shop	Celebration Lunch Final Pre Placement prep

WERC Program Curriculum at a glance

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
AM:	Job Placement	Job Placement	Job Placement	Job Placement	Class De-Brief
G					
PM:	Job Placement	Job Placement	Job Placement	Job Placement	Class De-Brief
Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
AM:	Job Placement	Job Placement	Job Placement	Job Placement	Class De-Brief
H					
PM:	Job Placement	Job Placement	Job Placement	Job Placement	Class De-Brief Graduation

Wood Employee Readiness Curriculum (WERC) DACUM Advanced Wood Processing sector

Assessment Requirements (Pre-Intro)	Intake Assessment - Through the intake process it is established that this is the right person for this course and for work in this industry	Responsibility for Self - Participant fully understands what this program hopes to establish and is capable and committed to the process - Funding/support maintenance plan			
Introduction & Orientation Weeks 1 & 2	Working with others - Intro Communication; listening and presenting your own ideas - Teamwork; Dependability & reliability	Employment and the Law in Canada - Employment Standards - Human Rights - Labour Law - Workers Compensation	Personal Concepts - Suitability - Adaptability - Innovation - Personal Learning Plan - Program Expectations - Learning Journal	Basic Safety Concepts - Safety Consciousness - Basics Prior to Shop Access	Employer Expectations - Tour of 4 Worksites (technical portion will be customized for participating employers)
	Canadian Labour Market - Understand Forecasts and Trends - Discover Available Opportunities - Focus on opportunities in the Advanced Wood Products Sector	Nutrition/Fitness - Basics in order to be fit for work	Communication - Intro; listening and presenting your own ideas	Employer Visit - 4 employers come to class for a visit with Q & A period	

Life Skills Weeks 2 thru 6	Self Awareness <ul style="list-style-type: none"> - Strengths & Abilities - Personal Support systems - Learning Styles - Values & Morals 	Self Esteem <ul style="list-style-type: none"> - Trust - Overcoming Barriers - Taking Care of Self 	Self Direction <ul style="list-style-type: none"> - Goal Setting - Motivation - Planning - Lifestyle choices 	Diversity <ul style="list-style-type: none"> - Contributions of Culture - Ism's - Coping and Educating Others 	Personal Safety <ul style="list-style-type: none"> - First Aid Training (Full day cert) - Defending self - First Response - Seeking support
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Self Management <ul style="list-style-type: none"> - Time management - Personal Hygiene/Dress - Budgeting - Home and Work - Stress Management 	Communication <ul style="list-style-type: none"> - Intermediate
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Introduction to Core Manufacturing Weeks 2 thru 6	Applied Academics <ul style="list-style-type: none"> - Math & English upgrading - Technical Terminology - Documentation - Graphs & drawings 	Health <ul style="list-style-type: none"> - Occupational Health and Safety - WHMIS (online cert) - Fitness 	Manufacturing Concepts <ul style="list-style-type: none"> - Design - Wood - Manufacturing Process - Construction Process 	Key Jobs <ul style="list-style-type: none"> - Finisher - Machine Operator - Helper- General Labourer - Sander - Off - loader - Order Picker - Assembler - Receiver 	Intro to Shop
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Technical Skills Weeks 3 thru 6	Workplace Tools, Equipment & Supplies <ul style="list-style-type: none"> - Hand Tools - Power Tools - Equipment - Materials - Fasteners 	Applied Theory – Shop <ul style="list-style-type: none"> - Computer Skills - Layout - Cutting - Fabricating - Finish 	Production Guidelines <ul style="list-style-type: none"> - Quality vs Production 	Job Specific Prep <ul style="list-style-type: none"> - Preparation for Employment 	Key Job Prep <ul style="list-style-type: none"> - Finisher - Machine operator - Helper - Sander - Off Loader - Order Picker - Assembler - Receiver
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Work Readiness Weeks 4 thru 8 2 – one week placements	Communication - Advanced communication - Giving feedback - Conflict resolution - Negotiation	Job Attachment - Attachment Issues - Personal Accommodation Requirements	Employability - Putting it all Together	Job Search Skills - Career Planning - Goal setting	Placement - Two – 1 week placements - 80 hours in total
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Evaluation/Analysis Skills - Critical Thinking - Problem Solving - Decision Making	Financial Literacy - Personal financial planning - Making financial decisions
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Output Post-Placement	Assessment (were outcomes met?) Follow-up (develop schedule)
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Wood Employee Readiness Curriculum (WERC) Modules



MODULE A1: Introduction and Orientation & Working with Others

Purpose:

It is important to get the training off to a good start, create a safe learning environment, motivate and engage the learner. Participants will be introduced to self-reflection and how this relates to working with others.

Learning Outcomes:

Define personal communication styles of self and others.

List the factors that contribute to good teamwork.

Give an example of a personal role in working with a team.

Define and give examples of respect.

Discuss the importance of self-awareness and communication in the workplace.

Describe the importance of working with others.

List behaviours that illustrate initiative ie: willingness.

Explain the importance of a positive attitude.

Discuss and list the characteristics of reliability.

Instructional Strategies:

Ensure language levels are appropriate and set a positive tone. Make sure there are lots of mingling and icebreaker types of activities.

Select introductory level materials and tools to help participants identify their own personalities and characteristics.

Have participants discuss differences and how this contributes to teamwork

Provide several team building exercises

Introduce the steps to success at work – emphasis should be placed upon reliability and dependability

Ask participants to describe the characteristics of good teamwork and why this is important on the job.

Assessment Strategies – (Facilitators should see):

Participants begin to identify their personality and reflect on how this fits or doesn't fit with others.

Everyone participating in activities and displaying comprehension

Good teamwork includes;

- Taking responsibility for success of the team
- Following through on commitment to the team
- Actively contributing to team discussions
- Actively listening to others
- Articulating ideas clearly
- Providing useful feedback
- Accepting feedback
- Focussing on the task

Evidence of reliability includes;

- Arriving on time
- Participating for the entire class
- Being organized
- Acknowledging mistakes
- Working cooperatively
- Displaying the right attitude in the classroom and shop

References and Resources:

Day one resources – pens, papers, handouts, nametags etc.

Ice breaker activities

2 Truths and a Lie - <http://wilderdom.com/games/descriptions/TwoTruthsAndALie.html>

Team Building Exercise:

Survival Scenario - <http://wilderdom.com/games/descriptions/SurvivalScenarios.html>

Other options:

- <http://www.training-games.com/pdf/40FreelceBreakers.pdf>
- Learning style indicator assessments
- Personality and Character Temperament tools such as Insights, Myers Briggs or True Colours

Obtain copies of “preparing for work” booklets that may be available provincially or locally. See ASPECT, BC 's Community Based Trainers products, specifically *Job Well Done*, *ASPECT's Guide to Success at Work*, and *Employability Skills*. info@aspect.bc.ca

MODULE A2: Basic Safety¹

Purpose:

This lesson will focus on ensuring the participants have the ability to work safely on their own or when working with fellow classmates. This is a pre-shop class assessment in preparation for the upcoming technical classes. This will also prepare the students for the worksite tours happening at the end of the first week.

Learning Outcomes:

Discuss and demonstrate safe working practices and identify emergency procedures.

Identify appropriate safety equipment for the job being performed.

Identify the rights of workers regarding safe work practices.

Identify potential hazards in the workplace.

Describe ways to prevent hazards in the workplace.

Demonstrate proper use of Personal Protective Equipment, (PPE)

Describe lock out and tag out procedures.

Instructional Strategies:

In this section a pre-and post quiz will present a sense of the awareness level of the learners

Show a safety awareness video highlighting the importance of safety in the workplace and highlighting hazards to watch out for.

This would be a good time to tour the shop facilities and point out various safety features and equipment. Create a checklist of "safety measures" related to the woodworking shop and have participants locate and identify items, equipment and safety supports throughout the shop.

Demonstrate a lock out tag out procedure and ask participants to describe the procedure to follow when encountered.

Hand out safety glasses and other types of PPE to all participants and have them illustrate the correct methods for using the equipment

Create a calendar/poster to track and display how many days the class been accident free. This is a touchstone activity that can remind participants of safety at the beginning of each shop class.

Introduce the rights of workers and the right to refuse unsafe work.

¹ Note that more in-depth training (e.g., WHMIS) is provided later in the program. This is an introduction on basic concepts related to safety.

Assessment Strategies – (Facilitators should see):

Participants should be completing the quiz correctly or asking questions about areas they got wrong.

It should be clear to the instructor that all participants can enter and leave the shop safely. It should be clear that all participants can comprehend safety rules and physically and emotionally respond to safety situations in an appropriate manner.

References and Resources:

WorkSafe BC Online Resources for the wood products manufacturing sector:

<http://www2.worksafebc.com/Portals/WoodProducts/Home.asp>

Safety Videos

Pedestrian Safety around Forklifts

<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=34542>

Using dangerous equipment

<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=35244>

Using Lockouts

<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=34546>

Guarding

<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=34543>

Internet sources

Sawmill safety

<http://www.osha.gov/SLTC/etools/sawmills/index.html>

Workplace Violence Awareness - Free On-line course

<http://www.ccohs.ca/elearning/9373EN/>

Various safety guides, checklists, bulletins, codes, factsheets, etc.

http://www.safecanada.ca/link_e.asp?category=12&topic=114

MODULE A3 - 4: Personal Concepts and Personal Learning Plan

Purpose:

This section is devoted to helping the participants see themselves in relationship to others, the training program and the workplace expectations. Activities are aimed at establishing that they are the right people to be in this course and the right people for the AWP Sector.

Learning Outcomes:

Define and discuss the personal reasons behind suitability for this program and future work in the Advanced Wood Processing sector.

Develop and present a detailed Personal Learning Plan, (PLP) and establish realistic goals.

Describe in writing personal findings and insights on a regular basis.

Examine personal and workplace values, morals and ethics

Define ethics, both personal and in the workplace.

Explain what is meant by adaptability.

Discuss and list the characteristics of innovation

Instructional Strategies:

Self awareness is essential to defining personal values. This lesson area can be used for more time spent in self reflection and using awareness tools.

Establish a morning check in to encourage communication of feelings

Use a Fishbowl technique to encourage open discussion of common issues

At the end of the first week the participants will be touring a number of different work sites. Have them work together to create a list of questions to ask Employers when they come to class the next day. They can make a list of things to look for when they tour later.

Visit the WMC website and specifically the Career Resources area

Create a worksheet – Interview your potential Boss!

Types of intelligences can be introduced – Emotional and Social Intelligence (Daniel Goldman)

Interpersonal activities can be role-played in the context of the workplace.

Introduce Journal writing – A *Proff* free flow writing exercise can help participants to get past the blocks about writing in a diary (see link).

Establish guidelines for sharing writings or journal entries

Present the idea of sharing parts of your journal as evidence that you are learning new skills and as a way to help with decision making.

Assessment Strategies – (Facilitators should see):

Evidence of growth in personal awareness
Reasoning behind occupational choices in wood manufacturing
Development of personal plans
More willingness to communicate
Open sharing of journals and stories

References and Resources:

The Riley Guide, Self Assessment Resources

<http://www.rileyguide.com/assess.html>

Baldwin, C. (1998). *Calling the circle*. New York: Bantam. This book instructs on the cultural use of circles and how to use them today. Will help the Facilitator to build support circles.

Progoff, Isaac

<http://www.intensivejournal.org>

WMC Career Resources <http://www.wmc-cfb.ca/career/index.htm>

Learning Circles

http://www.magma.ca/~raksim/learning_circle.htm

Fishbowl Technique

<http://handbooks.homeless.org.uk/hostels/environment/participation/fishbowl>

Emotional Intelligence

<http://www.businessballs.com/eq.htm>

Innovations Skills Profile, Conf Bd of Canada

<http://www.conferenceboard.ca/topics/education/learning-tools/isp.aspx>

Manufacturing jobs: Job site

<http://manufacturingjobs.com/>

Posting resumes:

<http://www.postajobcanada.com/>

MODULE A5:

Canadian Labour Market & Introduction to Industry and Legislative Standards

Purpose:

It is important that the participants have the opportunity to fully understand the labour market in Canada and the laws that govern it. Participants will gain awareness of themselves in the local, provincial and national job market. This unit will encourage the discovery, analysis and decision making that will help in job finding again and again. A focus on the labour market trends of the AWP sector will reinforce the fit between the participant and the job opportunities available at the end of the program.

Learning Outcomes:

Use resources to examine the Canadian Labour Market, discuss opportunities including employment forecasts and trends.

Read and find information in the applicable Provincial or Territorial Employment Standards documents.

Instructional Strategies:

Present information on the labour market in Canada, use the Canadian Labour Market at a Glance as reference. During the presentation have participants capture at least two questions to ask at the end of the presentation. Do a large group de-brief and try to answer all of the questions.

Create a quiz or worksheet using the employment standards website, encourage discussion of all the important elements impacting the rights of the workers.

Using a team approach, create research teams utilizing several of the Labour Market Information sites available through Canadian Careers.com. Have each team present a summary of the forecasts and trends related to opportunities in the AWP sector.

Using the July 09 article, create a fishbowl and have the participants discuss the impacts of the recession, personally, locally, provincially and federally

Assessment Strategies – (Facilitators should see):

Participants raise continually more complex questions and scenarios related to employment in Canada

Raising awareness of rights related to employment standards

Acknowledgement and understanding of the labour market impacts on the AWP sector

References and Resources:

Employment Standards legislation in Canada

[http://www.hrsdc.gc.ca/en/lp/spila/cli/eslc/01Employment Standards Legislation in Canada.shtml](http://www.hrsdc.gc.ca/en/lp/spila/cli/eslc/01Employment%20Standards%20Legislation%20in%20Canada.shtml)

Labour Market information for WMC:

<http://www.wmc-cfb.ca/programs/sectorstudy.htm>

Labour Market information

<http://www.canadiancareers.com/lmi.html>

The Canadian Labour Market at a Glance

<http://www.statcan.gc.ca/pub/71-222-x/71-222-x2004000-eng.htm>

Canadian Labour Market Developments July 09

[http://www2.parl.gc.ca/Sites/PRO-DPB/documents/Canadian Labour Market Developments - July 2009.pdf](http://www2.parl.gc.ca/Sites/PRO-DPB/documents/Canadian%20Labour%20Market%20Developments%20-%20July%202009.pdf)

Making Career Sense of Labour Market Information, Curriculum

<http://workinfolnet.bc.ca/lmisi/facigmcs/LMSKILLS/SKILLS2.HTM>

MODULE A6, A9 & 10: Employer Expectations & Site Tours

Purpose:

This program works closely with Employers and this module is about linking the participants to the expectations of the workplace.

Learning Outcomes:

Define, discuss and provide examples of the expectations of participating Employers.

Describe working conditions in a variety of manufacturing environments.

Instructional Strategies:

Arrange for the participating Employers to visit the classroom and present a summary of their company and the employees that they are looking for. Participants will have a chance to take notes and ask questions.

Early in the program arrange to have the participants visit several workplaces and tour the sites including the workstations that will be available for placements.

Assessment Strategies – (Facilitators should see):

Raising awareness of the realities of the work place and the Employers expectations of good employees

Increasing number of questions related to the workplace environment and Employer expectations

References and Resources:

Provided by Employers

27 Employer Expectations, <http://www.thomas.edu/career/tips/employerexpct.htm>

MODULE A7: Employment and the Law

Purpose:

This unit will expose the participants to Employment Standards, Human Rights, Labour Law and Workers Compensation.

Learning Outcomes:

Illustrate awareness and provide examples of Human Rights Legislation.

Interpret the labour standards for the Advanced Wood Processing Industry.

Read and find information in the applicable Provincial or Territorial Employment Standards documents.

Instructional Strategies:

Create wood manufacturing case studies and scenarios that require an interpretation of laws. Have the participants solve the disputes. Role playing and negotiation are a good teaching techniques in this area.

Utilize the suggested informational links for instructional content. There is a lot of information related to laws so try to find engaging ways to offer learning.

Change the focus frequently and rapidly to keep the participant stimulated.

Play retention games to cover the critical points related to key laws.

Self advocacy is re-visited later in the curriculum

In the event of needing to use the legal system, Participants can record the key contact information by working in teams to create brochures. Teams can vote on the favourite and make copies for everyone.

Assessment Strategies – (Facilitators should see):

Providing awareness of Human Rights Legislation and examples of violation.

Relating examples of the labour standards to the Advanced Wood Processing Industry.

Seeking and scanning information in the applicable Provincial or Territorial legal documents.

References and Resources:

Canadian Labour Code http://laws.justice.gc.ca/en/showdoc/cs/L-2/bo-ga:l_1l-gb:s_124//en

Canadian Labour Law and Labour Relations, many federal resources http://labourrelations.org/Links/Labour_Links.html

Canadian Human Rights Act: <http://laws.justice.gc.ca/en/H-6/28526.html>

Link to contacts in all Provinces and Territories for Occupational Health and Safety
<http://www.ccohs.ca/oshlinks/region.html>

Provincial and Territorial Workers Compensation Boards <http://www.awcbc.org/en/>

MODULE A8: Nutrition and Fitness

Purpose:

Many participants may not be prepared for a physical job working forty hours a week. During the eight weeks of the program each participant has an opportunity to progressively build strength and stamina while learning to make healthy self choices.

Learning Outcomes:

Identify the function of a variety of food groups for health and development.

Use critical thinking skills to make healthy lifestyle choices.

Identify ways to begin to take steps towards healthier living.

Determine that healthy living is an attainable goal that can help them to feel better in many ways

Identify the daily habits and responsibilities for leading a physically active and healthy life.

Instructional Strategies:

Invite specialists to visit the class and provide basic information on food and healthy living

Find short entertaining videos that repeat positive messages

Have a multi-cultural/healthy lunch time potluck, participants can present their dishes and in what ways they contribute to health

Set aside time each week for physical health, some can go for walks, some can play sports, some can exercise, swim or lift weights. The rigour of activity must be reasonable for the participant and should focus on something that interests them.

The resources listed below offer many teaching ideas, utilize those sites to build and integrate lessons on nutrition and fitness throughout the program.

Assessment Strategies – (Facilitators should see):

Participant ability to identify a variety of food groups for health and development.

The application of critical thinking skills to make healthy lifestyle choices.

Participants examine ways to begin steps towards healthier living.

Participants begin to set attainable goals.

Some struggle to acknowledge or change daily habits and responsibilities for leading a physically active and healthy life. And, hopefully some success with acknowledgement and change of habits.

References and Resources:

Resource for integrating healthy living into all curriculum

http://www.safehealthyschools.org/Teaching_Techniques_for_Healthy_Eating.pdf

Teaching Nutrition

<http://www.healthylivinginfo.ca/nutritionprograms.php?Creative-Classroom-Teaching-Ideas-2008-2009-5>

Healthy lifestyle choices and the impact at work

<http://www.simcoemuskokahealth.org/JFY/EmployersWorkplaces/ABalancedWorkplace/HealthyLifestyleChoices.aspx>

MODULE A9 & A10: Site Tours – see A 6

MODULE B1: Self Awareness, Self-Esteem, and Self-Direction

Refer to C3

Purpose:

This module will present the learner with opportunities to identify who they are, including their personal strengths and abilities. Participants will also investigate their personal values and morals. Examining their family of origin and culture will allow participants to gain a deeper level of self awareness.

A safe environment with supports available will encourage participants to make life choices and changes by overcoming barriers to building trust and supportive friendships.

Introduce and explore Goal Setting, Motivation, Planning, Lifestyle Choices.

Learning Outcomes:

Discuss personal history and determine how it has impacted on self.

Recognize and describe moods and emotions.

Determine personal learning styles and list strategies to support personal learning.

Provide example of how to illustrate personal values in relationships

Define and discuss issues surrounding trust.

Use methods, such as calming techniques, time management and humour to reduce stress.

Differentiate between elements of personal life and work life and reach a balance between the two

Instructional Strategies:

Utilize the curriculum available through self-esteem org, see below.

Have participants list personal strategies that contribute to an increased level of self-esteem and help build self confidence.

Assessment Strategies – (Facilitators should see):

Participants will begin to:

Determine how personal history has impacted on self.

List strategies to support personal learning.

Provide examples of personal values in relationships

Identify personal strategies that contribute to an increased level of self-esteem

Identify issues surrounding trust.

Identify stress reduction and time management methods.

Define elements of personal and work life balance

References and Resources:

La Belle Foundation (a not for profit, tax exempt corporation (#95-3641171) URL:

<http://www.selfesteem.org>. http://www.selfesteem.org/menu/curriculum/personality/image_feel.htm

Stages of Change

<http://www.tchcoalition.org/Stages%20of%20Change%20and%20Vocational%20Recovery.pdf>

Learning styles and more, developed with learning disabilities as a focus

<http://www.ldpride.net/learningstyles.MI.htm>

Learning style indicator and other resources

<http://agelesslearner.com/intros/lstyleintro.html>

Resources for Adult Educators

<http://www.hpclearinghouse.ca/resources/facilitator.html>

Self Directed Learning in the Workplace

http://managementhelp.org/trng_dev/methods/slf_drct.htm

MODULE B2: Applied Academics – 24 hours over 5 weeks

B – 2, 3, 6, 7 & 9

C – 4 & 9

D – 3 & 6

E – 2 & 8

F – 5 & 9

Purpose:

It is anticipated that participants will require upgrading or refresher training in basic academic subjects such as reading and math. It is also expected that some participants will require support with the English or French language. Participants will have achieved enough English, Math, Numeracy, Reading and Writing to participate successfully in the training and subsequent employment.

Learning Outcomes:

Applied Academics

Communicate by, using documents, writing and e-mail

Demonstrate the use of both the imperial and metric systems of measurement.

Perform basic measurement as used in manufacturing.

Perform common numeracy tasks as required in the Advanced Wood Manufacturing environment.

Describe how computers and technology are used in the workplace.

Apply wood products vocabulary and terminology.

Describe roles and responsibilities of individuals on a work site.

Instructional Strategies:

Lessons can be prepared using “authentic workplace documents” to help illustrate the importance of an education and the basics of reading and math.

In some cases lessons can be integrated with the Shop class lessons and real world projects

This is an area where elements of prior learning can be recognized and credited. Arrange for challenge exams or portfolio presentations for participants that can meet academic requirements but don’t have credentials.

Incorporate “each one teach one” into these teaching times and have the more qualified participant’s work with those most needing development.

Note that participants have only a short eight weeks to work on upgrading and they should be directed to avenues to continue once the program is over. This also means that potential candidates that fall below the workplace requirements for English and essential skills may be screen during the intake process and asked to return when they are closer to the prerequisite skill level.

Assessment Strategies – (Facilitators should see):

Each participant will develop a personal plan to upgrade his or her academic skills during the eight week program. Regular meetings and follow up will ensure the participants gain the maximum amount of learning during the program time. It may be necessary to refer participants to further upgrading or English language development.

References and Resources:

The list of resources for academic upgrading is lengthy but should not preclude using the local educational delivery agents as the best upgrading resources. Local and trained individuals will ensure the participants gain credits for recognition of prior learning and can easily link individuals to test sites and Adult schools or Training Centres.

Essential skill resources

Wood Manufacture Essential Skills Assessment Tool: <http://es.wmc-cfb.ca/>

Writing – tip sheet, practice and learning exercise

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/writing_tip_sheet.pdf

Reading - tip sheet, practice and learning exercise

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/reading_tip_sheet.pdf

Working with Others - tip sheet, practice and learning exercise

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/wwo_tip_sheet.shtml

Computer Use - tip sheet, practice and learning exercise

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/cu_tip_sheet.pdf

Oral Communication - tip sheet, practice and learning exercise

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/oc_tip_sheet.pdf

Document Use - tip sheet, practice and learning exercise

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/du_tip_sheet.pdf

Continuous Learning – Self Assessment

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/assessment/cl_self_assessment.pdf

Numeracy Self-Assessment

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/assessment/numeracy_self_assessment.pdf

Thinking Skills – Problem Solving Techniques

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/problem_solved_employees.pdf

Measure Up

<http://measureup.towes.com/english/index.asp>

TOWES (Test of Workplace Essential Skills) is an effective testing and training tool that uses workplace documents to measure the three essential skills that are needed for safe and productive employment: Reading Text, Document Use, and Numeracy. At this site, a TOWES skills assessment can be done online or a hard copy can be printed off for learners. In addition, this site allows the learner to look up occupations; the site correlates skills to the Essential Skills.

Applied Academic Resources

Online Resources

Learning Math: WGBH Educational Foundation © 2001 - 2003.

<http://www.learner.org/channel/courses/learningmath/index.html>

This website provides lessons, with graphics and interactive examples, on how to learn mathematics. There are reflective questions provided for journal entries, interactive activities, problems with solutions, homework assignments, and a glossary link for terms specific to the section.

The National Library of Virtual Manipulatives

<http://nlvm.usu.edu/en/nav/index.html>

Divided into grade groupings and by strands, this website can be used by instructors and learners. It has dozens of virtual manipulatives for algebra, geometry, measurement, numbers and operations, as well as data analysis and probability, to help develop concepts and mathematical reasoning. Sites are user-friendly and will help develop technological skills.

Purplemath

<http://www.purplemath.com>

This website is dedicated to algebra. There are numerous lessons, reviews, links to other mathematics websites, a section on homework, and a study skills self-survey. This site would be good for learners working independently, or those who would like to review.

Rubistar

<http://rubistar.4teachers.org/index.php>

This is a free site for instructors to build rubrics for project-based learning activities. Categories and criteria can be selected from the database, or rubrics designed and saved by instructors can be reviewed. Categories to choose from include work skills, multimedia, mathematics, oral presentations, and more.

English

The ABE curriculum suggests the following resources:

Language Arts Survival Guide. Margaret Iveson and Samuel Robinson (editors). (1993). Prentice-Hall Canada, ISBN 0-13-624354-1. – Inexpensive

Reading and Writing for Success. Lynn Archer, Cathy Costello and Debbie Harvey.. Harcourt Canada. ISBN 0-7747-0197-8.

ResourceLines 9/10. Robert Dawe. (1999). Prentice-Hall Canada. ISBN: 0-12-012922-4. –Includes curriculum on various topics:

- o Reading
- o Writing
- o Speaking and Listening
- o Viewing
- o Representing
- o Research
- o Grammar, Usage, and Mechanics

SightLines 9. Alice Barlow-Kedves (editor). (1999). Prentice Hall Canada. ISBN: 0-13-012906-2.– This is a complete textbook, 9 and 10 are based on grade 9 and 10 curriculum

Math

Potential Student Resources:

- Basic College Mathematics (Eighth Edition). Richard N. Aufman, Vernon C. Barker, and Joanne S. Lockwood. (2006). Houghton Mifflin Company. ISBN 0-618-50305-6.
- Continuum. Jack LeSage (editor in Chief). (2002). Rogue Media Inc. ISBN: 0-9688975-3-3.
- Nexus. Jack LeSage and Jim Mennie (editors). (2001). Rogue Media Inc., ISBN 0-9688975975-0-9.
- Slope I Student Course Book. Terri Hammond (editor). (2006). Rogue Media Inc. ISBN 1-897372-00-0.
- Slope II Knowledge and Employability Student Course Book. Terri Hammond (editor). (2007). Rogue Media Inc. ISBN 978-1-897372-05-0.
- Minds on Math 7. Lesley Haynes and Sarah Mawson (senior editors). (1996). Addison-Wesley Publishers Limited. ISBN 0-201-42680-3.
- Minds on Math 8. Lesley Haynes and Sarah Mawson (senior editors). (1996). Addison-Wesley Publishers Limited. ISBN 0-201-42681-1.
- Minds on Math 9. Lesley Haynes (senior editor). (2004). Pearson Education Canada Inc. ISBN 0-321-18912-4.

Potential Teacher Resources:

Continuum Teacher's Resource. Jack LeSage (editor in chief). (2001). Rogue Media Inc. ISBN 0-9688975-2-5.

Minds on Math 7 Teacher's Resource. Mei Lin Cheung, et.al. (editors). (1997), Addison Wesley Publishers Limited. ISBN 0-201-42683-8.

Minds on Math 8 Teacher's Resource. Mei Lin Cheung, et.al. (editors). (1997), Addison Wesley Publishers Limited. ISBN 0-201-42688-9.

Minds on Math 9 Teacher's Resource. Mei Lin Cheung, et.al. (editors). (2004), Pearson Education Canada Inc. ISBN 0-321-18913-2.

Nexus Teacher's Resource. Jack LeSage and Jim Mennie (editors). (2001). Rogue Media Inc. ISBN 0-9688975-1-7.

Slope I Teacher's Resource and Student Coursebook. Terri Hammond (series editor). (2006). Rogue Media Inc. ISBN 1-897372-02-7. ABE Level II Mathematics Curriculum 3

Slope II Teacher's Resource and Student Coursebook. Terri Hammond (series editor). (2007). Rogue Media Inc. ISBN 978-1-897372-05-0.

MODULE B3: Analysis and Problem Solving Skills

Purpose:

To help create critical thinkers

Learning Outcomes:

Describe ways to control or redirect disruptive impulses and moods

List the ways to present a positive first impression

Illustrate social skills through building and retaining relationships.

Define establishing rapport

Demonstrate a positive attitude and explain why it is important.

Instructional Strategies:

Use the Problem Solving Essential Skills Curriculum

as a resource

Utilize the link below to access HRSDC, Problem Solved, curriculum guide for problem solving models for the workplace

Introduce evaluation methods such as MOLOSA, at the end of each section. Three flip charts are posted where participants capture what they want more of, less of and what they want the same as.

Assessment Strategies – (Facilitators should see):

An increased awareness of evaluative strategies and problem solving techniques

References and Resources:

Wood Manufacturing Essential Skills Assessment Tool:
<http://es.wmc-cfb.ca/>

Persons with disabilities, Problem solving
http://www.dol.gov/odep/documents/essential_job_skills.pdf

HRSDC Problem Solving Curriculum
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/problem_solved_employers_practitioners.shtml

MODULE B4 & B9: Occupational Health and Safety

Purpose:

It is important that workers know their rights and responsibilities in relation to working safely

Learning Outcomes:

Health and Safety in the Work Environment

Explain what it means to value safety.

Identify potential hazards and suggest precautions to avoid.

Identify procedures for notifying supervisor of unsafe working conditions.

Demonstrate safe lifting, pulling and pushing practices.

Define WHMIS and identify symbols.

Instructional Strategies:

Have participants discuss their experiences with workplace health and safety hazards

Practice identifying worker rights and responsibilities and employer responsibilities, for health and safety at work.

Have participants identify specific areas of their bodies where they experience work-related pain and health problems.

Have participants practice using a coworker interview to gather workplace health and safety information.

Simulate a Health and Safety meeting

Provide WHMIS training for participants
(*Note: External trainer might be needed to deliver this training (certified WHMIS trainer)*)

Invite local experts on OH&S to visit the class and provide information about services

In groups of two or three, have the participant's present definitions and resource details about the following topics,

- Emergency preparedness
- Confined space
- Air Quality, noise and the work environment
- MSD prevention
- Ergonomics
- Violence in the workplace

Assessment Strategies – (Facilitators should see):

Participants display a growing awareness of occupational health and safety issues

Participants identify potential hazards and unsafe working conditions

Participants demonstrate safe lifting, pulling and pushing practices.

A passing grade on WHMIS training.

References and Resources:

Workplace Hazardous Materials Information System

<http://www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdut/index-eng.php>

Link to contacts in all Provinces and Territories for Occupational Health and Safety

<http://www.ccohs.ca/oshlinks/region.html>

Canadian Centre for Occupational Health and Safety

<http://www.ccohs.ca/>

Health Canada

<http://www.hc-sc.gc.ca/hl-vs/index-eng.php>

Public Health Canada

<http://www.phac-aspc.gc.ca/pau-uap/fitness/>

MODULE B5: Communications One – Links to C 10 & E 5

Purpose:

Clear communication in the workplace is one of the most required skills in a demanding and fast paced environment. Communication skills will be introduced and practiced repeatedly throughout the program. The lessons and participant expectations will become progressively more challenging as well.

Participants will be communicating clearly and confidently by the time they begin their job placements.

Learning Outcomes:

Define non-verbal communication and how it can impact a message.

Describe communication issues in the workplace and suggest actions to address the issues

Describe the Characteristics of Communication

Identify personal communication style and adjust appropriately to be effective

Recognize the communication styles of others and learn how to adjust personal style to match the situation

Instructional Strategies:

Provide a communication framework for the program followed by interactive activities to allow participants to practice communication

Have participants describe their worst communication experience, the characteristics of communication and how communication events go wrong.

Have participants Map the communication relationships between self and others

Identify the relationships (i.e. peer, superior, subordinate)

What do they usually communicate about?

How do they communicate?

What are the barriers to communication?

Have participants define the difference between hearing and listening and the importance of actively listening in communication

Activity: Demonstrate giving travel instructions. Create scenario's and have participants prepare and present, both oral and written directions.

Working in triads, practice communication using the roles of sender, receiver and observer. Have participants change roles and compare experiences.

Introduce Non verbal communication.

1. Eye contact
2. Facial expressions
3. Posture
4. Body movements
5. Hand gestures
6. Touching
7. Physical distance

Assessment Strategies – (Facilitators should see):

Participant communication skills at this point should include; giving ones full attention to the communication taking place, being open to other's ideas, asking questions, using strategies to check understanding and combining ideas from others

References and Resources: Common to C 10 & E 5

A communication model

<http://www.worldtrans.org/TP/TP1/TP1-17.HTML>

Link to the Canadian Communications Association

http://www.prenticehall.ca/beebe/teach_res/index.html

Lists of books related to communication

http://www.questia.com/library/education/curriculum-and-instruction/social-studies-education/teaching-communication.jsp?CRID=teaching_communication&OFFID=se1&KEY=teaching_communication

MODULE B 7: Personal Health and Safety

Purpose:

To encourage independent healthy living and well being

Learning Outcomes:

Define Personal Rights

Describe ways to protect personal rights through self-advocacy.

List activities that contribute to healthy living

Present a plan to address and maintain personal health

Assessment Strategies – (Facilitators should see):

Participants will make different health and fitness choices and make experience and increased level of focus, energy and self confidence

Participants will begin to examine personal health issues, support and resources may be required for issues surrounding;

- Eating disorders
- Smoking
- Sleeping disorders
- Stress issues
- Drug abuse
- Alcohol abuse
- Gambling addiction
- Depression, manic or bi-polar

References and Resources:

List of websites supporting Healthy Lifestyle living

http://www.healthyonario.com/Assets/Pdf/Self_Care/Lifestyle_toolkit.pdf

Developing a healthy lifestyle, Statistics Canada

http://www.statcan.gc.ca/kits-trousses/edu04_0040-eng.htm

MODULE B10: Technical “Shop Classes”

48 hours of training in total. Manufacturing Concepts, Quality and production & Intro to Shop

B – 8 & 10

C – 2, 5 & 6

D – 2, 4, 8, 9 & 10

E – 4, 6, 11, 12, 16, 17 & 18

Purpose:

The program is intended to give participants as much exposure to hands-on tools and equipment as possible. To investigate and analyse the Wood Products Industry through examination of key functions like, design, machining stations, finishing, assembly and others.

Learning Outcomes:

Workplace tools, Equipment and Supplies

Identify the types of hand tools, power tools and equipment used in manufacturing.

Applied Theory - Shop

Identify safe and proper set-up and use of cutting tools, hand and machine, used in manufacturing processes.

Describe and apply finishing processes

Use appropriate hardware and fasteners

Identify the fundamentals of wood defects and the principles of basic wood grading.

Evaluate various types of wood, wood composites, and industry related materials.

Identify different materials for a variety of wood products including; cabinets, millwork, fine woodworking, furniture, manufactured housing and panel products.

Assessment Strategies – (Facilitators should see):

Participants keeping the shop area clean

Proper storing and caring for tools

Confidence with tools and equipment building over time

References and Resources:

Refer to WoodLINKS Practical Skills CheckLIST

Instructional Strategies: NB resources for teaching special learners?

Refer to WoodLINKS Practical Skills CheckLIST

Practical demonstrations along with written instructions, graphics or videos and discussion will help ensure all learning styles are addressed.

Start very simple and give participants extra time and safe places to practice new skills.

MODULE C 1: Diversity

Purpose:

This module will help to limit the impacts of intercultural integration in the workplace.

Learning Outcomes:

Describe the history of how cultural differences have typically been experienced in the workplace.

Identify the need for cultural integration.

Describe ethnocentrism and its impact on cultural integration.

Identify how cultural display relates to culture shock.

Identify how cultures are different and similar.

Determine activities that can be done to limit the negative impacts of intercultural integration.

Instructional Strategies:

Identify local challenges linked to integration of diverse groups.

Define "ism" (e.g., sexism, homophobia, racism, ageism) and identify its impact on the workplace.

Compare and contrast Canadian culture to the culture of other countries specifically countries from which new Canadian immigrants are arriving.

Present reasons that labour and business in Canada support cultural integration and what the current status of labour market and business viewpoints are.

Assessment Strategies – (Facilitators should see):

Participants may express a growing awareness of other cultures

New awareness may happen as participant looks at self and the role they play as a member of a target equity group

References and Resources:

Hiring and retaining skilled immigrants: A cultural toolkit. HRMA.

Work with appropriate Service Provider partners to provide instructional support.

Canadian Diversity Newsletter
<http://www.diversityintheworkplace.ca/>

Diversity Videos
<http://trainingabc.com/xcart/home.php>
www.readyforwork.sk.ca

Winning in your Workplace for Aboriginal Workers (2008), by Pricilla George Ningwakwe. ISBN: 978-1-8968832-88-3. <http://www.ningwakwe.on.ca/>

30 ways to shine as a new employee by Denise Bissonnette.
http://www.diversityworld.com/Denise_Bissonnette/publications.html

MODULE C3: Self Direction

Refer to Module B1 & B7

MODULE C7 & 8: First Aid Certification - OPTIONAL

Refer to Module B4 & B9

Purpose:

Participants will have increased employability due to completion of First Aid training prior to employment. This training offers a benefit to Employers.

Learning Outcomes:

Participants will be able to prevent injuries and to think, react and improvise in emergency situations

Instructional Strategies:

Contact Red Cross, see link below, or St Johns Ambulance and arrange to have the training provided

Assessment Strategies – (Facilitators should see):

100% successful completion of the program

References and Resources:

Canadian Red Cross, First Aid training
<http://www.redcross.ca/article.asp?id=8328&tid=068>

St Johns Ambulance, Canada
<http://www.sja.ca/Pages/default.aspx>

MODULE C9 & 10: Employability E1 & E3 and Communication Two

Links to B5, E5

Purpose:

This module builds on communication lessons delivered in block B 5. The activities and communication expectations of participants should become increasingly more difficult. Diffusing and resolving conflict are included in this unit.

Learning Outcomes:

List reasons for conflict between people
Describe actions that can be taken to prevent conflict
Identify the need for corrective communication
Describe strategies to resolve conflict between workers
Describe strategies for dealing with people who are angry or difficult

Instructional Strategies:

Introduce this section by defining conflict and the impact on their jobs.
Participants can practice giving positive feedback each day of class. Using a beach ball, have the participants stand in a circle and “toss” the ball and a compliment to each other.
Group brainstorming and/or Individual worksheet, examples of workplace conflicts
Define Conflict, What is Conflict? Where do you see it? Describe levels of conflict? What happens when it is not addressed? How can we deal with it?
Behaviours that hinder, discuss the 12 behaviours that they “don’t” want to imitate
Behaviours that help

Assessment Strategies – (Facilitators should see):

Individual personal communication at this point should include, delivering ideas clearly, making eye contact when speaking, using appropriate tone and volume, using appropriate body language, responding to questions in an appropriate manner, using an appropriate vocabulary, accepting and considering constructive feedback

Notice an increased ability to express thoughts and feelings.

References and Resources: Common to B 5 & C 10

A communication model

<http://www.worldtrans.org/TP/TP1/TP1-17.HTML>

Link to the Canadian Communications Association

http://www.prenticehall.ca/beebe/teach_res/index.html

Lists of books related to communication

http://www.questia.com/library/education/curriculum-and-instruction/social-studies-education/teaching-communication.jsp?CRID=teaching_communication&OFFID=se1&KEY=teaching_communication

Employment Ontario, Employability skills

<http://www.edu.gov.on.ca/eng/career/employab.html>

Service Canada, Employability skills

<http://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp?lang=e>

Capilano University, Work Experience Program

<http://www.capilanou.ca/programs/access/discover.html>

Conference Board of Canada, Employability Skills 2000+

<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

Work Go, Victoria BC, on line Employability Program, Curriculum

<http://www.workgo.net/?gclid=COuVtdTYl5wCFRFMagodJA9Fcw>

Employability Skills, Teacher Handbook, New Brunswick,

<http://www.gnb.ca/0000/publications/curric/employskill.pdf>

MODULE D1 & F 3: Job Attachment

Purpose:

Determine personal accommodation requirements

Learning Outcomes:

Define Job accommodation.

Describe any personal accommodation requirements and present solutions and suggestions for ways to address them.

Describe ways that employers and employees can demonstrate that they are accountable for their actions.

Manage personal interactions with fellow learners, workers, teachers and others related to the program.

Instructional Strategies:

Link the legal job accommodation requirements for the Employer, include Human Rights and the appeal process

Have the group complete a worksheet listing all the possible types of job accommodation that may be required

Have participants list their personal job accommodation needs

Prepare personal job requirements and practice presenting to an Employer

Assessment Strategies – (Facilitators should see):

Participants should link this module to self-advocacy and equity

Awareness will grow concerning personal job accommodation needs and the standards in the labour market

References and Resources:

Learning Disabilities Association of Canada

http://www.ldac-taac.ca/InDepth/employment_ld-e.asp

Job Accommodation for people with mental disabilities

http://www.cmha.ca/data/1/rec_docs/437_diversity_works_final.pdf

Supervisor Training for Return to work and Job accommodation

http://www.s2egroup.com/online_docs/202-Frontline_Supervisor_Role_in_RTW.ppt

Disclosing a disability to an Employer

<http://www.yorku.ca/cdc/ldp/careerservices/disclosure.html>

Transferable Skills, Self Assessment, Survey

http://pdp.bournemouth.ac.uk/documents/u-transferable_skills-self_assessment.doc

Work Keys, Job Assessment System

<http://www.act.org/workkeys/>

MODULE D1 & F 3: Financial Literacy

Purpose:

Personal independence is inherently linked to financial capabilities. Many participants may have little or no experience with money and financial independence. This module will support personal management of finances and resources.

Learning Outcomes:

Explain how goals, decision-making and planning affect personal financial choices and behaviours

Discuss personal values that affect financial choices

Compare short term and long term financial goals

List the advantages of designing and following a personal financial plan (e.g., budgeting, cashflow)

Explain how limited financial resources affect the choices people make.

Describe the influence of peer pressure as it relates to purchasing decisions

Evaluate the role of emotions when making financial decisions

Instructional Strategies:

Utilizing the websites below, develop lessons and activities to support the learner to manage their own resources

Assessment Strategies:

Raising awareness of personal financial needs

Awareness of budgeting and the benefits

Independent banking and purchasing

References and Resources:

Financial Literacy lesson objectives and teaching activities

<http://www.uen.org/cc/uen/core/pub/displayCoreCourse.action?ccld=520802>

<http://www.financialliteracy.edu.au/resources/resources.html>

<http://www.understandingmoney.gov.au/>

<http://www.yourfinancialeducationtutor.com/index.html>

<http://www.investored.ca/personal-finance/investing-basics/Pages/pass-or-fail-how-smart-are-you-about-money.aspx> (4 chapters on financial literacy including videos)

http://intranet.yorkcollege.ac.uk/yc/lessonplan/financial_literacy/index.html

<http://www.themoneybelt.ca/theCity-laZone/eng/login-eng.aspx> (this is a great learning resource but requires you to sign up for free resources)

MODULE D3 & 5: Job Search Skills

Purpose:

Participants will be able to make informed career/occupational choices through knowledge of the local labour market, skills in career planning and job search techniques.

Learning Outcomes:

Classify labour market information as relevant to selves with a particular focus and interest in the Advanced Wood Processing sector.

Analyze local labour market and discuss employment opportunities.

Develop and present to others, a personal skills portfolio.

Explain what continuous learning means and provide examples.

Instructional Strategies:

Use local resources for workbooks and current labour market information access

Identify personal needs and preferences in relation to a job.

Prepare a resume

Follow the steps in preparing for an interview.

Navigate through labour market information to target job search.

Recognize Employer needs and customize job search accordingly.

Assessment Strategies – (Facilitators should see):

Development of Job Search and Self-Marketing Skills for employment purposes.

Participants should identify the visible and the hidden job markets

Participants should display the skills required to, network for job opportunities, determine places to look for work, determine appropriate job search tools, track their job hunting progress and display the skills necessary to repeat the process

References and Resources:

Refer to your local labour market source for current job finding resources

Learning Disabilities Association of Canada

http://www.ldac-taac.ca/InDepth/employment_ld-e.asp

List of Transferable Skills

http://www.ceswoodstock.org/job_search/resumeskillstransf.shtml

On Line Resume template

<http://www.professional-resume-example.com/list-of-transferable-skills.html>

MODULE D7: Self Management at Work

Purpose:

Address and develop skills in the following areas, Time Management, Personal Hygiene and Dress, Budgeting, Home and Work Balance and Stress Management

Learning Outcomes:

Describe ways to control or redirect disruptive impulses and moods

List the ways to present a positive first impression

Illustrate social skills through building and retaining relationships.

Define establishing rapport

Demonstrate a positive attitude and explain why it is important.

Use methods, such as calming techniques, time management and humour to reduce stress.

Differentiate between elements of personal life and work life and reach a balance between the two.

Instructional Strategies:

Link to Employer expectations information from week one

Participants can identify a personal Role Model that embodies all their personal values of Self-management. The characteristics and goals for self development can be created from the behaviours of their Role Model. A plan for increasing self management capabilities will help some participants see their growth and achievements.

Assessment Strategies – (Facilitators should see):

Development of independent skills, personal autonomy and increased levels of taking on responsibility

References and Resources:

Dealing with Change

[http://www.slq.qld.gov.au/_data/assets/pdf_file/0009/97263/SLQ - Dealing with Change - Handout - 2008.pdf](http://www.slq.qld.gov.au/_data/assets/pdf_file/0009/97263/SLQ_-_Dealing_with_Change_-_Handout_-_2008.pdf)

Manage your literacy learning

<http://www.nald.ca/literacybasics/s-manage/intro/01.htm>

UVIC, self management suggestions

<http://www.coun.uvic.ca/learning/motivation/self-management.html>

For Teachers

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior§ion=main&subsection=pbsint/self>

Journal of Vocational Rehabilitation

<http://www.ingentaconnect.com/content/els/10522263/1997/00000008/00000001>

Work life Balance in Canadian Workplaces, HRSDC

<http://www.hrsdc.gc.ca/eng/lp/spila/wlb/01home.shtml>

MODULE E5: Communication Three – Links to B5. C 9 & 10

Purpose:

This is the third and final module on communications. The participants should now be challenged to improve their communication styles and to participate in role plays and feedback sessions.

Learning Outcomes:

Explain the importance and examples of constructive criticism.

Accept direction and feedback from others and know when and how to ask for help.

Discuss possible steps for resolution

Define and display negotiation skills

Personal Presentation skills

Instructional Strategies:

Present the 4 communication styles, have individuals complete the assertive communication checklist.

Create worksheets describing difficult communication scenario's, have participants act out the role play and discuss the implications for conflict and resolution

Present one or more models of dispute resolution, have participants create their own model to refer to

Have group create rules for effective feedback

Discuss the impacts of culture and conflict resolution

Group can brainstorm a list of short impromptu topics, each person prepares to present a two-minute infomercial on their topic. For added difficulty, use a criterion for performance and or videotape and critique. Learners can be given copies of their own presentation; later on they can add taped job interviews to their personal resource.

Assessment Strategies – (Facilitators should see):

Accept responsibility for feelings

Use critical thinking skills to make healthy lifestyle choices

Select strategies for dealing with problem-solving and conflict situations.

Differentiate between passive and aggressive communication.

Participants can describe actions that can be taken to prevent conflict from arising

Participants should develop and display key emotional skills, patience, perseverance, calmness etc

References and Resources:

A communication model

<http://www.worldtrans.org/TP/TP1/TP1-17.HTML>

Link to the Canadian Communications Association

http://www.prenticehall.ca/beebe/teach_res/index.html

Lists of books related to communication

http://www.questia.com/library/education/curriculum-and-instruction/social-studies-education/teaching-communication.jsp?CRID=teaching_communication&OFFID=se1&KEY=teaching_communication

MODULE E7, 8, 9 & 10: Job Placement Preparation

Purpose:

Key job awareness and preparation for employment. Celebrate their success and help participants to create strategies for success at work

Learning Outcomes:

Be well prepared for the first day of the job placement.

Apply the process of matching self to job suitability

Practice critical thinking and decision making

Instructional Strategies:

Have participants select one or two of the AWP Sector jobs that are the focus of the program and identify the reasons for pursuing these occupations as placements.

Participants can present a personal assessment of at least two different places of employment in the Advanced Wood Processing sector.

Prepare personal plan for placement in selected occupation in the Advanced Wood Processing industry.

Develop a checklist of tasks to be completed in order to be ready for the first day on the job.

Assessment Strategies – (Facilitators should see):

Participants will present a plan on how they will select a placement opportunity

Participants will make informed choices about possible placements by doing research and asking questions

References and Resources:

Tips for Internship Interviews

<http://communities.canada.com/working/blogs/caps/archive/2007/02/27/tips-for-your-internship-interview.aspx>

ESL in Canada, Job Internship Preparation

<http://www.eslincanada.com/internship.html>

Aboriginal Human Resource Council, Guiding Circles

<http://www.aboriginalhr.ca/en/programs/guidingcircles>

MODULE F5: Evaluation and Analysis Skills

Purpose:

Critical Thinking and Decision Making

Learning Outcomes:

Reflect on how they make decisions and solve problems.

Assess situations to identify options and their advantages and disadvantages.

Make choices while applying values.

Develop a personal process for setting goals and priorities.

Assess consequences of making a decision.

Instructional Strategies:

Present scenario's and have participants record the pro's and con's of possible outcomes

To illustrate a dynamic group thinking process, have the participants use Edward de Bono's Six Thinking Hats, rules listed at link below

Assessment Strategies – (Facilitators should see):

Participants will begin to recognize their own preference for thinking

Participants will become more open to others thought processes and suggestions

References and Resources:

Critical Thinking Teaching Tips

http://cte.uwaterloo.ca/teaching_resources/teaching_tips/Other/promoting_and_assessing_critical_thinking.pdf.pdf

De Bono's, Six Thinking Hats

<http://www.educationplanner.bc.ca/files/Six%20Thinking%20Hats.pdf>

MODULE G 9 & 10: Report Back Days

Purpose:

Reconnect with participants during their placements, retention issues are important to address on the re-connection days.

Learning Outcomes:

Participate successfully in 80 hours of job placements.

Document the work placements experience and identify lessons learned.

Instructional Strategies:

The first Friday of the placement weeks the participants will return to the classroom to debrief the week and make strategies and plans for the next week.

Touching base, visiting the worksite or journaling will help the participants to feel safe, grounded and connected throughout the job placement

Assessment Strategies – (Facilitators should see):

Participants can problem solve with their fellow learners and return to placements with fresh ideas

Job attachment should be growing over the course of the placement

References and Resources:

Utilize the Project Partners in the pilots to further determine good strategies for re-connection days

MODULE E20: Final Friday and Program Graduation

Purpose:

Reunite the group and celebrate the success of the program. Provide an opportunity to evaluate the program.

Learning Outcomes:

Practice analysis and evaluation skills
Enjoy the success of personal accomplishment

Instructional Strategies:

Display an evaluation framework and have all project partners discuss how the program met or didn't meet objectives

Provide an evaluation form at the end of class, beginning of grad party for all participants and program partners

Provide Graduation Ceremonies

Throw a fantastic party

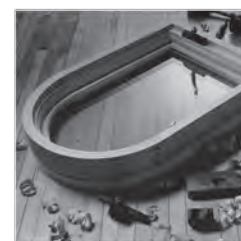
Assessment Strategies – (Facilitators should see):

Participants clearly and positively recounting the elements of the program that supported their success

References and Resources:

Certificates of Completion
Party food and supplies

APPENDICES



Appendix A Sample Budget

Budget

Project Name	Fiscal Year 2003-2004	Fiscal Year 2004-2005	Fiscal Year 2005-2006	Total Funding
PROJECT COST CATEGORIES				
1. WAGES, BENEFITS AND MANDATORY EMPLOYMENT-RELATED COSTS (MERCs)				
A. Project Wages				
Executive Director				0
Assistant				0
Director				0
Secretary				0
Office Administrator				0
Office Manager				0
Project Coordinator/Manager				0
Bookkeeper				0
Manager				0
Administrative Assistant				0
Wages – Subtotal "A"	0	0	0	0
B. Benefits				
Specify				0
Benefits – Subtotal "B"	0	0	0	0
C. Project Mercs				
EI				0
CPP/QPP				0
Workers' Compensation				0
Employer Health Tax				0
Other MERCs (specify)				0
MERCs – Subtotal "C"	0	0	0	0
D. Wage Subsidies				
Wage Subsidies for Participants				0
Wage Subsidies – Subtotal "D"	0	0	0	0
I. Cumulative Subtotal – Wages, benefits and MERCs (A+B+C+D)	0	0	0	0
2. CAPITAL COSTS				
Equipment Rental/Lease				0
Office Furniture				0
Computers				0
Printers				0
Office Accessories				0
GST paid on capital assets eligible for reimbursement through HRSD				0
2. Capital Costs – Subtotal	0	0	0	0
3. PROJECT ACTIVITY COSTS				
E. Professional Fees				
Accountant/auditor				0
Consultant				0
Independent chairperson				0
Consulting				0
Legal fees				0
Facilitation				0
Writer/editor				0
Computer/IT Support				0
Temporary help				0
Bookkeeper				0
Development/Testing				0
Researcher				0
Additional Professional Fees				0
Professional Fees – Subtotal "E"	0	0	0	0
F. Travel Costs				
Staff / Board / Volunteer Travel				0

Travel for Participants				0
Contractors (if not included in professional fees)				0
Travel Costs – Subtotal "F"	0	0	0	0
G. General Project Costs				
Rent				0
Phone/Fax				0
Postage/Courier				0
Office Supplies				0
Equipment rental				0
Insurance				0
Staff Training				0
Communication				0
Translation				0
Printing				0
Meeting Room Rental				0
Hospitality				0
Internet/Web Site				0
Bank Charges				0
Office Moving Expenses				0
Office Cleaning				0
Security System				0
Garbage Removal/Recycling				0
Publication Purchases				0
Conference Calls				0
Staff Recruitment				0
Advertising				0
Conference Registration				0
Equipment Maintenance				0
Membership Fees				0
Additional Project Activity Costs				0
GST paid on professional fees, travel costs and general costs eligible for reimbursement through HRSD				0
General Project Costs – Subtotal "G"	0	0	0	0
3. CUMULATIVE SUBTOTAL OF GENERAL PROJECT COSTS (Professional Fees + Travel + General Project Costs (E+F+G))	0	0	0	0
Total Project Cost (1+2+3)	0	0	0	0

Appendix B Generic In-kind contribution form

Organisation In-Kind & Contribution

PROJECT:

Project Information: _____

Date: _____

mm/dd/yy

Last Name: _____

First Name: _____

	Category	Description	Details	Amount
A	Salaries	Director/Coordinator		
		Administrative Personnel		
		Committee Member(s)		
		Instructor (s)		
B	Administrative costs	Rent/Shop space		
		Photocopying/Printing		
		Postage		
		Phone/Fax/Email		
		Office supplies		
		Courier services		
C	Meeting Expenses	Preparation		
		Attendance (plus position replacement if necessary)		
		Travel, mileage, accommodation (if applicable)		
		Beverages, meals and incidentals		

Organisation In-Kind & Contribution
PROJECT:

	Category	Description	Details	Amount
D	Communications	Correspondence		
		Internal bulletins		
		Meeting minutes		
		Press releases		
		Co-ordination of Program interviews		
		Pre-reading documents for meetings		
E	Product Development	Research and provide documentation		
		Product/information validation		
F	Marketing	to promote project		
G	Facilities	Site coordination		
		Space		
		Materials		
H	Technology	Hardware		
		Software		

Signature

Name: _____

 Date: _____
 mm/dd/yy

Approved By:

Name: _____

 Date: _____
 mm/dd/yy

Appendix C – In-kind contribution form for project

Project In-Kind Contribution Form

Wood Manufacturing Council
Careers in Wood Promotions Program – Phase II
Career Information Content Project – Component 1

Project Information And Instructions:

Tracking of In-Kind Contributions by Advanced Wood Processing (AWP) –related businesses. Contents to include employer and employee information. Form to be completed by the Contact or Interviewer and passed to the OARS Project Manager. Please send completed form via fax number 1-204-774-7051 to OARS training Inc.

Date (MM / DD / YY)

Company Name:

Company Contact:

FIRST NAME

LAST NAME

PHONE

FAX

EMAIL

Company Employee:

FIRST NAME

LAST NAME

(IF DIFFERENT FROM CONTACT INFO)

PHONE

FAX

EMAIL

	CATEGORY	DESCRIPTION	DETAILS	HOURS
A	Contact Contribution	Hours contributed by Contact to the project.		
B	Employee Contribution	Hours contributed by Employee to the project.		
C	Replacement Contribution	Hours contributed by a Replacement Employee To the project.		

	CATEGORY	DESCRIPTION	DETAILS	VALUE
D	Related Production Costs	Dollar value of lost production or operation time due to contribution to the project.		
E	Other Employee Costs	Other costs not already described that may have resulted due to the employee contribution to the project.		
F	Administration Costs	Administrative-related costs incurred as part of arranging the employee contribution to the project (i.e. printing, photocopying, phone/fax use, office supplies, courier services, etc.)		

WMC OFFICE USE ONLY

G	Total Costs	Total hours and monetary values.	A = ____ x ____ = \$ ____ B = ____ x ____ = \$ ____ C = ____ x ____ = \$ ____ D = \$ ____ E = \$ ____ F = \$ ____	Total Value Of Contributions: \$ ____
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Appendix D – Draft Lesson Planning Work Sheet

Lesson Planning Work Sheet

Purpose: The overall purpose of the lesson is to:

Outcomes: At the end of the lesson, the participants will be able to:

Evaluation: I will find out if the participants have learned the new skills by:

Participants:

Time/date:

Location:

Training room checklist:

- ☐ Is the room large enough?
- ☐ Is there a screen, overhead projector and flip chart or whiteboard available?
- ☐ Is the location reasonably accessible? Where will participants park?
- ☐ Is there a TV and VCR available?
- ☐ Are there enough tables and chairs?
- ☐ Are there enough electrical cords and outlets?
- ☐ Is the room set up for the way you are planning to teach?
- ☐ Where are the washrooms?
- ☐ Is coffee available?

Materials: Materials checklist:

- | | |
|---|---|
| <input type="checkbox"/> name cards or tags | <input type="checkbox"/> file cards |
| <input type="checkbox"/> flip chart | <input type="checkbox"/> chart paper |
| <input type="checkbox"/> markers | <input type="checkbox"/> video |
| <input type="checkbox"/> painter's tape | <input type="checkbox"/> location signage |
| <input type="checkbox"/> blank paper | <input type="checkbox"/> pens or pencils |

Appendix E – Sample lesson plan for production worker

Production Worker Training

Lesson Plans

Setting the stage

Introduction of instructors and participants (8:30)

- Welcome from Employer
- Warm-up – introduce themselves and the department they are from
- Introduce teachers

Introduction of the course

- Reason for being here – majority of jobs, increase likelihood of recall
- Basic overview of the course
- Process of developing the course
- Range of previous knowledge – importance of sharing knowledge and working as a group

Agenda for the week

- Topics, breaks, housekeeping
- Explain details of Day One

Familiarization with personal tool kit

Purpose Familiarize participants with personal tool kits

Objectives At the end of the lesson, participants will

- understand expectations regarding required production worker tool kit
- know/review the names and uses of these tools
- identify the tools they would need to purchase

Tools and Materials All items from the list of required production worker tools, in a tool chest.
Handout with list of tools

Preparation and set-up Spread tools out on front table

Lesson Introduction Explain that production workers to provide a number of their own tools.

Expansion Explain replacement of tools damaged by heavy use – there is no company policy, but supervisors are often willing to issue replacements.

Demonstration and practice Ask them to complete the checklist on the handout.

Debrief Ask if participants have any questions or comments.

Workshop 1: Key production tools (drilling, screwing, riveting)

Purpose Familiarization and practice with key production tools

Objectives At the end of the lesson, participants will be able to:

- drill into aluminium, steel and stainless steel
- safely use air hoses and pneumatic tools
- install rivets
- install screws
- install rivnuts
- use deburring tools
- install a swage lock

Tools and Materials Drills, screw guns, rivet guns, rivnut guns
Drill bits
Rivnuts, screws and rivets
Pieces of steel, stainless steel and aluminium for practice
Deburring tools
Pipes (power steering lines)
Swage locks and gauges
Wrenches
Clamps

Preparation and set-up Before the participants arrive, spread out tools and materials on tables
Set up workstations.

Lesson Introduction In the Classroom:
Use the checklist in the binders to tell them what they will learn.
Explain that some tools are used in a wide variety of production processes (give examples), and that we will be using them repeatedly during the course.
Find out who has already had experience with these tools.

Expansion Identify the tools, referring to written names.
Explain what the tools are used for.
Explain the safety issues of working with these tools, as well as with airlines. Emphasize the need to use the right tool for the job, and to protect oneself from RSI.

Demonstration **When demonstrating:**

Demonstrate the correct use of the tools.

Demonstrate incorrect use of the tools, what could go wrong if tools are not used correctly.

Reinforce safety considerations as you demonstrate.

Drilling

Discuss selection of drill bits – information is on drawings

Demonstrate the correct drilling technique for each materials

Emphasize the importance of not overheating the bit when drilling stainless steel.

Installing Swage Locks

Deburr pipe

Clean inside of pipe with grey plug and air hose

Place/butt

1 _ turns

Use gauge to determine if it is tight enough

Mark placement

Turn inner nut

Can be pre-assembled if this makes the installation easier

Installation of rivnuts

Explain uses of rivnuts – when material is not strong or thick enough to screw into directly

Drill holes and install rivnut

Explain use of rivnut gun – can be turned down to increase control – adjust touch to the nature of the materials

Practice Explain step by step what you want them to do. Give them time to practice. Carefully watch what they are doing, and make suggestions if they are doing something incorrectly or having difficulty with something.

Debrief Ask participants to complete the checklist at the beginning of the lesson.
Ask if they have any questions or comments.
Find out if they would like more practice.
Review key points.

Workshop 2: Key assembly tools (cutting, crimping, stripping)

Purpose Familiarization and practice with key production tools

Objectives At the end of the lesson, participants will

- Use cutters, crimpers and strippers
- Attach terminals, connectors and switches to wires
- Place loom over wires
- Join three pieces of loom
- Secure assemblies with Tyrap
- Understand wire gauges and check for gauge

Tools and Materials	Cutters	Running sheet
	Crimpers	Loom
	Strippers	Switches
	Wires	Tyrap and Tyrap gun
	Connectors	Tape
	Terminals	Rubber wire seals
	6-circuit connector	Wire gauge measuring tool

Preparation and set-up Spread out tools and materials on tables

Lesson Introduction

Expansion Identify the tools, referring to written names.
Explain what the tools are used for.
Explain about the gauges of wires.
Explain the safety issues of working with these tools or materials.

Demonstration Demonstrate the correct use of the tools.
Demonstrate incorrect use of the tools, what could go wrong if tools are not used correctly.

Practice Explain step by step what you want them to do. Give them time to practice. Carefully watch what they are doing, and make suggestions if they are doing something incorrectly or having difficulty with something.

Debrief Ask participants to complete the checklist Ask if they have any questions or comments.
Find out if they would like more practice.
Review key points.

Workshop 3: Assembly Drawings

Purpose To familiarize participants to multi-view assembly drawings

Objectives At the end of the lesson, participants will be able to:

- Visualize an object in a multi-view drawing
- Locate information about parts requirements in assembly drawings and bills of material
- Locate information in notes on drawings

Tools and Materials A variety of drawings
Parts that go with the drawings
Overheads of drawings

Preparation and set-up Prepare questions for practice – some about finding information, and some about locating different features in different views.

Lesson Introduction Prior knowledge:
Questions: where have you used blueprints or drawings previously? For what purposes? What do you find to be the most difficult part of dealing with drawings?
Parts of a drawing:
What kind of information can you find on a drawing? Where is this information located? Use an overhead with a sample drawing. Flip chart answers.
Two types of drawings:

- assembly drawings (show how to put a part together), and
- installation drawings (show how to install the part on the bus.)

The focus for this lesson will be on assembly drawings

Expansion Views – it is often difficult to get enough information from looking at just one side of an object. So a drawing includes additional views to provide enough information to visualize the complete assembly. Explain the different parts of the drawing:

- Title block
- Bill of materials
- Multiple views
- Detail views




Demonstration Use a multi-view drawing (on overhead) and a corresponding part.
Finding information:
Ask questions: how many of part xxx are required? What are the special instructions in the notes about Views:
Show features on the part and on the drawing. Demonstrate rotating the part and the corresponding view. Pick a feature and show how it looks on the different views.

Practice Use 3-4 different drawings with corresponding parts and questions. Have them work in groups to answer questions, with a part and drawing for each group. They can pass the part/drawing on to the next group when they are done. Encourage them to rotate part and compare to views in the drawing.



Debrief Ask participants to complete the checklist at the beginning of the lesson. Ask if they have any questions or comments. Find out if they would like more practice. Review key points.

Appendix F – Template to help plan learning activities

FACILITATOR'S AGENDA

COMMUNICATION 1 – Module 1				
Time	Learning Objectives	Details	Materials/Handouts	Illustration Media
12:00 15 min	1. Welcome	<p>Welcome Participants (Leadership quotes, review objectives and performance curve charts)</p> <p>Today's Agenda</p> <p>Review PROCESS Chart (Ground Rules)</p> <p>Activity: Management Challenges</p> <p>(Purpose: Link communication to people related issues)</p> <p>Review previous day and take away assignments</p> <p>□ What is My Job?</p> <p>Learning Plan</p>		 <p>Prepared Flip Chart: Ground Rules</p>
12:15 60 min	<p>2. Define communication in the workplace</p> <p>Team Leader Essential Skills:</p> <p>Communication: Interact with staff, peers, and supervisor.</p> <p>Interact with individuals and small groups.</p> <p>Provide and receive information, explanation or instructions.</p> <p>Working with others: Inform other</p>	<p>Activity: Brainstorm/ FC as a large group (15 min)</p> <p><i>What is Workplace Communication?</i></p> <p>SAY: You can refer to page 3 in your workbook to take notes as we go through this exercise</p> <p>Summarize</p> <p>Communication happens in many ways, places, reasons, times, people. It's an event. Communication is critical to your success in achieving business goals. Communication is how you lead others to results</p> <p>SAY: We will concentrate first on the specifics of communication skills outside of any particular situation. We will later practice these skills.</p>	 <p>Worksheet: What is workplace communication?</p> <p>Page 3</p>	 <p>Prepared Flip Chart: Communication</p>

FACILITATOR'S AGENDA

COMMUNICATION 1 – Module 1				
Time	Learning Objectives	Details	Materials/Handouts	Illustration Media
1:15 30 min	3. Characteristics of Communication	<p>Purpose: Understand the characteristics of communication and how communication events go wrong.</p> <p>Activity: Have participants read pg 5-6: Present the Characteristics of communication. (5 min)</p> <p>SAY: Highlight or underline the things that stand out to you and we will discuss later as a group.</p> <p>Summarize and reveal chart examples</p> <p>Debrief:</p> <p>How do these characteristics present barriers to workplace communication?</p> <p>Discuss what can be done to improve the communication events. (5 min)</p>	 <p>Worksheet: Characteristics of basic communication Page 4,5</p>	 <p>Prepared Reveal Flip Chart: Characteristics of Comm.</p>
1:45	Break			

Appendix G – Generic sample lesson plan

SAMPLE LESSON PLAN

Time Allotment: 15 minutes (8:00 am - 8:15 am)

Outcome

- *At the end of this session, participants will have a clear idea of how the day will unfold including - the reason for the workshop, the agenda and other housekeeping logistics.*
- *The introduction should also set the tone for the day, create a comfortable environment and ensure participants are ready to contribute.*

Format - Lecture & group work

Key Concepts/Activities

Introduce Facilitators

The overall goal of the workshop is to have participants understand.....These are the main points they should understand (explain the participants handouts):

- *Insert point to understand*
- *Insert point to understand*
- *Insert point to understand*

Review of Day's Agenda - what materials participants will receive up front, and what handouts they will receive during the session. Identify when there will be time for questions. Point out evaluation form and why.

Housekeeping - when there are breaks, refreshments, arrangements for lunch, where the washrooms are.

Have each participant introduce him or herself and state their course expectations.

- *Ice Breaker - The Longest List - divide participants into small groups*
- *Give them one minute for each list*
- *Give the groups one minute to report back on their longest lists*
- *Announce the winning group*

Introduce presentation from sponsor organization

Review and Reflect

Ensure a feeling of comfort and clear expectations for the day.

Please record questions raised during this session

Be Prepared:

- ✓ Participant Manuals
- ✓ Notes for introducing next presenter
- ✓ Name tags for participants and facilitators
- ✓ Flip chart papers
- ✓ Pens and paper for workshop participants

INSERT HANDOUT TITLE HERE

Uses and benefits of handouts

Handouts have a number of potential benefits. They can be used to:

- *Clarify the topic*
- *Help students focus on the content, not their note-taking*
- *Provide diagrams and other graphics*
- *Ensure students have accurate notes for review and study*
- *Make good use of limited class time*
- *Reduce lecture time, leaving time for other learning activities*

Guidelines for preparing handouts

- *Make sure handouts are logically organized and linked to learning outcomes*
- *Provide headings that state the purpose and topic of the handout*
- *Organize handouts according to the main outcomes of the course.*
- *Use clear language, and explain technical terms and acronyms*
- *Leave enough white space for students to write notes*
- *Choose graphics that illustrate the topic and add to the text*
- *Label all graphics.*
- *Place graphics close to the text they illustrate.*

COURSE OUTLINE

<i>Session</i>	<i>Time</i>	<i>Description</i>	<i>Methodology and Objective</i>	<i>Participant Materials</i>
<i>Session 1</i>				



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