

CAREER TRANSITIONS

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Career Transitions.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template”, pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11.

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
--	------------

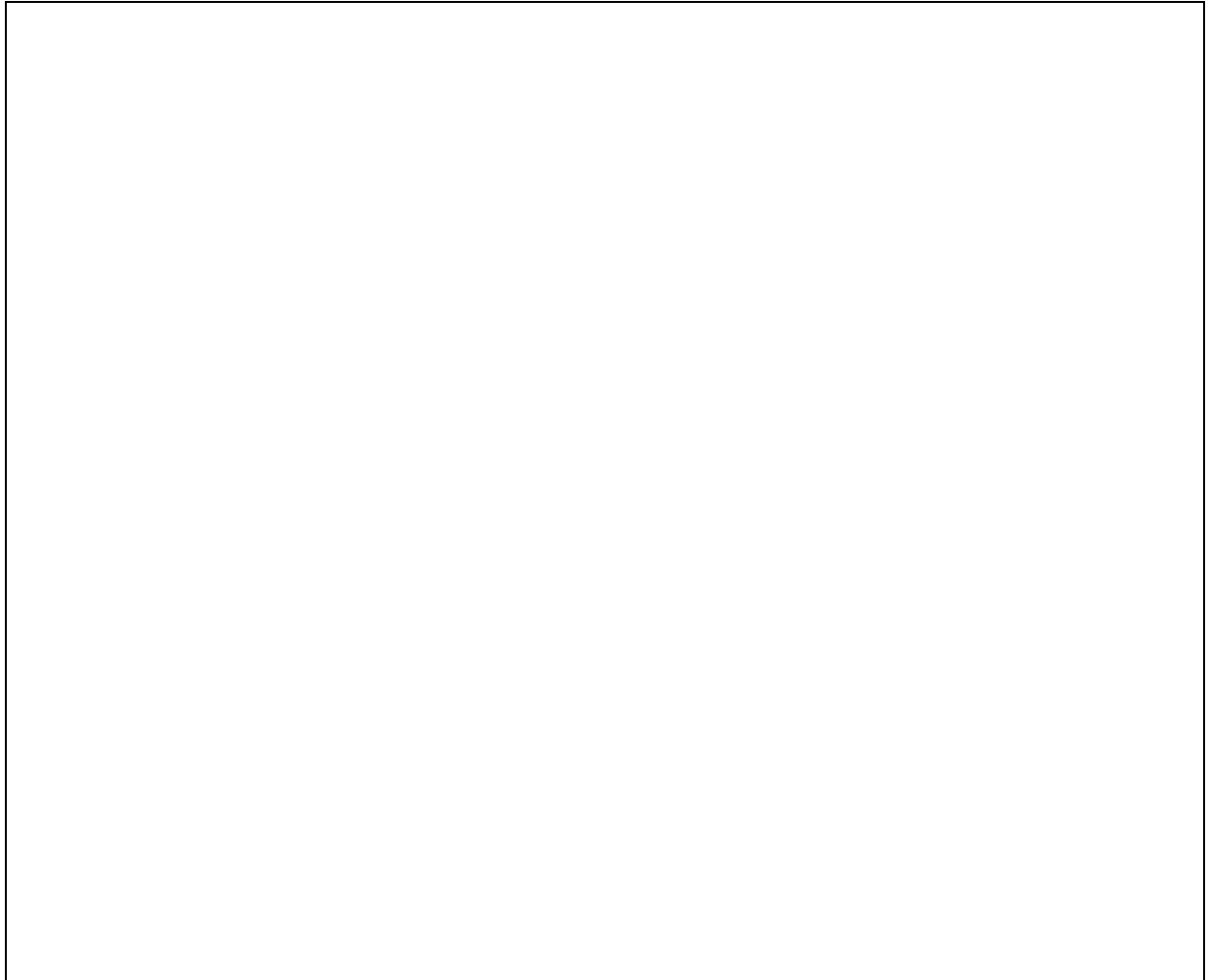


WHICH RESOURCES MAY YOU USE?



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ACTIVITIES/WORKSHEETS



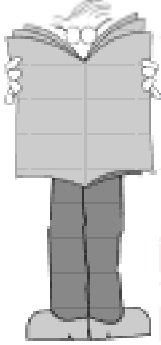
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SAMPLE STUDENT LEARNING GUIDE

CTR1010 Job Preparation

WHY TAKE THIS MODULE?



- It can help you in identifying preferred careers.
- You will learn how to identify your many competencies.
- It could help you:
 - find a job
 - get the job
 - keep the job.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to ensure success, you should have enthusiasm and a willingness to learn.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches
- communicate in the language in which business is conducted
- prepare a personal employment search portfolio
- use technologies, tools and information systems appropriately for job preparation
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

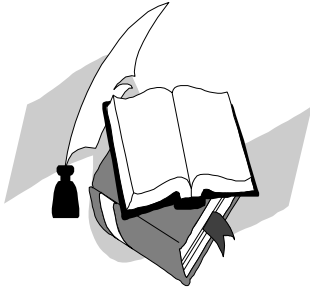


HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

Competencies	Percentage
You must first demonstrate all the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows.	
Completion of a PORTFOLIO that includes:	
• self-assessment profile	10–15%
• personal employment search portfolio	10–15%
• an application form	10–15%
• a covering/introductory letter	10–15%
• a résumé	10–15%
• an interview.	20–25%
Being able to identify and describe:	
• safe and unsafe work situations	5– 8%
• WHMIS symbols	5– 8%
• injury accident reporting procedures	5– 8%
• role of various agencies; e.g., WCB, OH&S, Employment Standard Codes	15–20%



WHICH RESOURCES MAY YOU USE?



- *Expanding Your Horizons*. Judi Misener and Susan Kearns, 1993
- *Employability Skills Portfolio: Creating My Future*, Calgary Educational Partnership Foundation, 1994
- Job Search Success System: Units 1, 2 and 3
- *Job Seekers' Handbook*, Advanced Education and Career Development
- *Knowing About Yourself, Knowing About Careers* (Pathways Series), Nancy Hutchinson and John G. Freeman, 1994
- Occupational Health and Safety: A Workers' Guide
- *Occupational Health and Safety Act*
- *Success in the Workplace*. Margaret Brand and Ann Olney Sparkes, 1990
- *Succeeding with the Interview* (pathways Series). Nancy Hutchinson and John Freeman, 1994
- *The Career Planner*. Advanced Education and Career Development, 1993
- *Transitions: A Practical Guide to the Workplace*. Linda Winder, Sonia Stih and Jim O'Connor, 1989

ACTIVITIES/WORKSHEETS

1. **Job Search.** Job search is a process not an event. Knowing the steps in the process and carefully planning each step will enhance your chances of finding a job, becoming employed and keeping the job.
 - 1.1 Through class discussion or a brainstorming session with friends:
 - 1.1.1 identify and list all of the steps in the job search process
 - 1.1.2 prioritize the steps. That is, which step do you think is most important, next in importance, etc. Be able to give reasons for your decisions.
2. **Self-assessment.** Knowing and being able to categorize your competencies (knowledge, skills, interests, attitudes) is the first step in the job search process. Many of the resources listed in the "Which Resources May You Use" section of the Student Learning Guide suggest ways to perform a self-assessment.
 - 2.1 Select and complete any one of the self-assessment strategies contained in an available resource.
AND/OR
 - 2.2 Use the "Self-assessment Tool" (Activity 1) attached to this Guide to complete your self-assessment.
AND/OR
 - 2.3 Using a 5"-8" card or sheet of paper (e.g., personal skills, technical skills, values, interests, goals):
 - 2.3.1 list the things you like to do on one side
 - 2.3.2 list the things you do not like to do on the other side
 - 2.3.3 review both lists and then describe your major strengths and areas in which you could improve your strengths.

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CTR1010 Job Preparation

- 2.3.4 Make a list of words that best describe you:
 - Do this alone and then ask two or more of your friends to add or subtract descriptions from the list. OR
 - Work with two or more friends or classmates. THEN
 - Write a paragraph that best describes your interests, values, skills, specialized knowledge.
3. Occupational Profile. Before making any career or job decision it is important to know what competencies are required for entry-level positions and the competencies required for higher level positions.
 - 3.1 Select two occupations that interest you and create a profile of each. Each profile should include:
 - 3.1.1 the name and brief description of the occupation.
 - 3.1.2 the name of at least two local companies in which the occupation is performed.
 - 3.1.3 a list of both the qualifications and competencies required for:
 - entry-level positions
 - supervisory positions
 - management positions.
4. Application Form. Most jobs require applicants to complete and submit an application form. Some of these forms are simple; others may be more complex.
 - 4.1 Visit any two of the businesses/companies that you profiled previously and obtain an application form from each.
 - 4.2 Complete the application form.
 - 4.3 Have your teacher review the form.
 - 4.4 Submit each form with a covering letter requesting each company to consider employing you.
 - 4.5 Ensure that you give adequate thought in responding to questions, such as:
 - Why do you want to work for this company?
 - How will hiring you help this company?
5. Résumé. A résumé is usually a written statement that the writer hopes will present him or her in a positive way to prospective employers and others. A résumé should include information on your education, achievements (e.g., grades, awards) your career plan(s), work history, hobbies and interests, and the names, positions and addresses of at least three people who know you and who are willing to act as references for you.
 - 5.1 Review the different formats for creating a résumé in available resources.
 - 5.2 Select one of the formats and create a résumé for yourself.
 - 5.3 Consider whether the same résumé or one using a different format might be used to apply for jobs in different companies.
 - 5.4 What factors will you consider in deciding to change the format of your résumé? What new impact do you hope the new format will achieve?
 - 5.5 Contact the personnel office/person responsible for hiring in a local company or business. Ask questions about the type and length of resume preferred by each.
 - 5.6 Customize a minimum of two résumés that meet the specifications received from persons contacted.
6. Job Interview. The job interview is important. It provides a job applicant with the opportunity to show and to tell the prospective employer why you should be hired.
 - 6.1 List the factors that should be considered prior to the interview. Categorize them under the following headings:
 - personal appearance
 - knowledge of company
 - attitude
 - paperwork/credentials.

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CTR1010 Job Preparation

- 6.2 Role play a series of interviews with classmates and with friends. Make sure that you are asked and that you practise responses to the following types of questions:
- Why do you want to work for this company?
 - How will hiring you help this company?
7. Health and Safety. In every workplace, safety is everybody's business. Various government departments and other agencies have legislation, rules and procedures to ensure that the workplace is made safe and that everyone know how to maintain a safe workplace and how to work safely.
- 7.1 Using resources available both in class and in the community:
- 7.1.1 list and describe the purpose of workplace safety legislation
- 7.1.2 identify the meaning of a minimum of 10 WHMIS symbols
- 7.1.3 describe the purpose of a MSDS label and the meaning of each symbol.
- 7.2 Describe the purpose of the Employment Standards Code:
- 7.2.1 How does the Code affect employees?
- 7.2.2 How does the Code affect employers?
- 7.3 Demonstrate how you would:
- 7.3.1 respond to an injury accident to yourself
- 7.3.2 respond to an injury accident to a classmate, fellow employee
- 7.3.3 describe the reporting procedure used and the purpose of this procedure
- 7.3.4 describe and, if possible, demonstrate how you would improve the safety/safe work practices in a given classroom/laboratory/workplace.
8. Developing a Portfolio. A portfolio is a collection of information about a person, a theme or a collection of similar things. Your portfolio should contain information about you. This information may be in the form of school reports, certificates, letters of commendation, examples of your best work in each of your subject areas, your career goals and plans, how you intend to reach these goals, etc. In other words, your portfolio should be designed to present you to other in the best possible light. It should showcase your abilities, interests, experiences, achievements and indicate your knowledge and use of the job search process.
- 8.1 Look at portfolios created by other students.
- 8.2 Develop and maintain a portfolio. Make it distinctively yours.
9. Responding to Offers of Employment and Rejection. Work seekers must be prepared to respond effectively and promptly to both offers of employment and letters of rejection. In the first, the prospective employer wants to know if you accept the offer of employment. In the case of a rejection, a courteous response thanking the interviewer for taking the time to interview you may result in being called back for future positions with the company.
- 9.1 Prepare a letter accepting the offer of employment.
- 9.2 Prepare a letter in response to being rejected for a position.

CAREER TRANSITIONS**CTR1010 Job Preparation****Activity 1**
Self-Assessment Tool

My Competencies	Technical	Personal	Interpersonal
<u>Knowledge</u> e.g.: <ul style="list-style-type: none">• I know . . .• I know how to . . .• I can research . . .• I can problem solve . . .•			
<u>Skills</u> e.g.: <ul style="list-style-type: none">• I can operate . . .• I can construct . . .• I can make . . .• I can provide service to . . .•			
<u>Attitudes</u> e.g.: <ul style="list-style-type: none">• I appreciate . . .• I respect . . .• I like . . .• I dislike . . .• I want to . . .•			

Activity 1 (continued)
Self-Assessment Tool

Goals: What I want for myself	Strategies: How I intend to achieve my goals
My Personal Goals are: <ul style="list-style-type: none">••••	
My Career Goal(s) is (are): <ul style="list-style-type: none">••••	
Experience	
Work Experience(s)	
Volunteer Experience(s)	
Other Experience(s)	

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SAMPLE STUDENT LEARNING GUIDE

CTR1210 Personal Safety (Management)

WHY TAKE THIS MODULE?



- It could save you and others from injury or death.
- You'll learn how to recognize and deal with hazards.
- You'll have the opportunity to earn an emergency first-aid certificate.
- It can help you get a job.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

To ensure success you should have:

- enthusiasm and a willingness to learn
- a positive approach toward safety.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe:
 - health and safety stakeholders
 - legislation relating to health and safety
 - hazards; e.g., in offices
 - careers in safety
- demonstrate basic health and safety practices, including:
 - burn prevention
 - use of personal protective equipment (PPE)
 - back care
- develop and implement a personal health and safety plan
- successfully complete a course in emergency first aid (EFA)
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

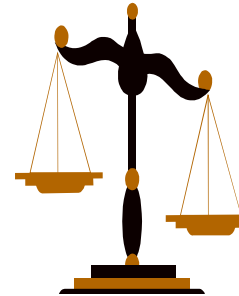


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CTR1210 Personal Safety (Management)

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
Report	20 – 30%
First Aid Competency	15 – 25%
Safety Plan	25 – 30%
Safety Competencies	40 – 50%



WHICH RESOURCES MAY YOU USE?



- *Occupational Health and Safety Act (OH&S)*
- General Safety Regulations
- OH&S Pamphlets
- Workers' Compensation Board Pamphlets (WCB)
- Workplace Hazard Material Information System (WHMIS) Handbook
- Back Care slides
- *WHMIS: Working for You* video
- *Health and Safety: Strike Out Injuries* video
- *So it Won't Happen Again* video
- *Equipped for Safety* video
- *Noise Induced Hearing Loss – No Second Chance* video
- Personal Protective Equipment
- Back Care Owner's Manual
- Emergency First Aid Manual
- *Office Safety: It's a Jungle in There* video
- *Fire Power* video
- *Stop it Burning* video

ACTIVITIES/WORKSHEETS

1. **Hazard Identification.** Hazards are found in every aspect of a person's life. Identifying and controlling these hazards can result in a decrease in accidents and health.
 - 1.1 Watch the office safety video *Office Safety: It's a Jungle in There* and for a selected office observe hazards and report on solutions needed to make them safer.
 - 1.2 Interview an office worker knowledgeable about safety on office accidents; office hazards; need for control of hazards; common problems which result in accidents.

or

Create a list of hazards found in various workplaces (include physical, biological, chemical and attitudinal hazards.) Suggest hazard-prevention strategies.
 - 1.3 Visit a local industry that has a safety program and job shadow a safety inspection. Report on the types of hazards inspected and assess the controls used.
 - 1.4 Select a special health hazard not usually found in a work site and research the controls needed to reduce or eliminate the danger of exposure to this hazard.
 - 1.5 Recognize that habits are hard to break by selecting a personal habit (i.e., smoking, gum chewing) and for one week try to eliminate that particular habit.
 - 1.6 Select a physical hazard and prepare a one- to two-page report that explains the dangers and controls used to deal with this hazard; e.g., noise, radiation, temperature, pressure.

or

Research a newspaper or magazine and locate three articles that review/report on how harmful substances can enter the body. Explain what preventive measures could have been used to stop the harm from taking place.
2. **Rights and Responsibilities.** Everybody in the workplace has a duty to make it as safe as possible for themselves and others. This is not just an option, it is a legislated duty.
 - 2.1 Make a list of at least 10 questions you would ask a new employer about the work site you are about to enter. Once complete, compare your questions to the questions outlined by OH&S.

or

Make up a plan which you could give to workers which explains what they should do if they think they have contracted work-related health problems. Your research may include interviews with WCB or OH&S personnel.
 - 2.2 From the PPE kit, select one of each of the following PPE types:
 - head gear
 - hand gear
 - body gear
 - foot gearWhere can each item of equipment be obtained? (Identify supplier, price and manufacturer.)
 - 2.3 Watch the video "WHMIS: Working to Protect Your Health" and complete the quiz.
 - 2.4 Make a poster of a WHMIS label, include an explanation.
 - 2.5 Visit a local industry that has a safety program and investigate the WHMIS controls in place. Report on your findings.

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CTR1210 Personal Safety (Management)

- 2.6 Identify the rights and responsibilities when it comes to safety of:
 - workers
 - employers
 - government agencies (i.e., WCB, OH&S).
- 2.7 Complete necessary documentation for:
 - employer report of accident
 - worker report of accident.
3. Back Care. The greatest percentage of workplace injuries involve the back. (Eighty percent of all people will have a back problem in their life.)
 - 3.1 Watch the Back Care slides (with the explanation of each slide) and describe an act that contributes to back care and one that may injure your back.

or

Consult with a local back care expert e.g., doctor, OH&S staff, WCB, chiropractor or physiotherapist) and report on your findings.
 - 3.2 Demonstrate the proper lifting dynamic and explain the difference between chronic and acute back disorders.
4. Burn Prevention. When a fire starts, you have seconds to act and the difference between life and death depends on how prepared you are.
 - 4.1 Watch the video *Fire Power* and complete the quiz.
 - 4.2 Create a fire escape plan for your home, classroom and/or workplace.
 - 4.3 Watch the video *Stop it Burning* and make a safety poster or slogan poster suitable for elementary grade level students.

or

Develop a fire safety checklist which could be used in a home.
5. Participate in a recognized emergency first-aid course including CPR, e.g., St. John Emergency First Aid.
6. For a selected work site, conduct an investigation of various hazards and develop a plan to safely address the hazards.
7. Keep a log of everything you did which was safety related for one day.
8. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the safety module. Some ideas include:
 - a safety journal
 - an analysis of your safety habits
 - for a selected work site, determine ways to make it safer
 - explore safety related careers
 - job shadow a safety specialist.

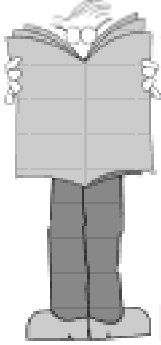
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SAMPLE STUDENT LEARNING GUIDE

CTR2210 Workplace Safety (Practices)

WHY TAKE THIS MODULE?



- Learn how to assess and control hazards in a variety of places and situations.
- Get out alive from confined spaces.
- Become a safety advocate and practitioner.
- Discover why safety is an attitude.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: CTR1210 Personal Safety (Management)

In addition, to work successfully in this module, you must already be able to:

- appreciate the importance of safety in daily life
- provide emergency first aid
- demonstrate basic health and safety practices, including burn prevention, back care and use of personal protective equipment.



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this module you will be able to:

- identify and describe hazard assessments and controls
- classify accidents and incidents and explain causation
- define ergonomics and describe its relationship to workplace safety
- demonstrate and describe standards/legislated practices associated with workplace safety, including:
 - farm/urban safety
 - fire safety
 - electrical safety
 - confined space safety
 - transportation of dangerous goods
- demonstrate basic competencies.

WHEN

SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

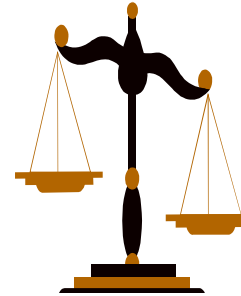


CAREER TRANSITIONS

CTR2210 Workplace Safety (Practices)

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
<ul style="list-style-type: none">• Written assignments	30 – 40%
<ul style="list-style-type: none">• Practical demonstrations	40 – 60%
<ul style="list-style-type: none">• Career portfolio	5 – 10%



WHICH RESOURCES MAY YOU USE?



- *It Only Takes a Second* video
- *Seconds Save Lives* video
- *Electrojuice* video
- *Confined Spaces Entry* video
- *Do it Right Stay Alive* video
- *A Day in the Life of TDG* video

ACTIVITIES/WORKSHEETS

1. Hazards Assessment and Controls. A hazard is an identifiable element that can lead to loss or injury. Safety controls are actions designed to minimize or prevent the exposure to a hazard.
 - 1.1 Make an inspection of a selected workplace and report on:
 - hazards identified
 - controls observed/in place
 - recommend changes
 - explain how recommended changes will reduce risk.
2. Accidents and Incidents
 - 2.1 Distinguish between accidents and incidents and give examples of each.
 - 2.2 Discuss causes of different types of accidents and incidents in terms of:
 - personal factors
 - job factors
 - unsafe acts
 - unsafe conditions.

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CTR2210 Workplace Safety (Practices)

3. Ergonomics
 - 3.1 Define ergonomics.
 - 3.2 Identify and describe ergonomically correct/incorrect conditions in your home, school and/or in a selected workplace.
 - 3.3 Working in a group, complete an Anthropometric Chart and evaluate the range of each person's physical characteristics. Relate this data to ergonomics.
4. Farm Safety
 - 4.1 View the video *It Only Takes a Second* or *Seconds Save Lives* and develop a written review of the video you watch or develop a true/false quiz containing a minimum of 15 questions based on the video.
 - 4.2 Prepare an emergency farm phone procedure using the given guide.
 - 4.3 Complete the student activity "What Would You Do If . . ."
 - 4.4 Using the given scenarios, indicate the PPE required.
5. Fire Safety
 - 5.1 Locate all fire extinguishers in your school or in a given area in your school. Identify each one as to type of extinguisher and indicate the kind of fire that each would be useful in fighting.
 - 5.2 Develop a model indicating the four elements of fire. Be creative.
 - 5.3 Give an example of a Class A, B, C and D fire.
 - 5.4 Under the supervision of a teacher, demonstrate the proper use of a portable fire extinguisher to extinguish a preset fire (this should be done only under the supervision of an experienced fire fighter/trainer, e.g., local fire department) or watch a demonstration and make a step by step process guide.
 - 5.5 Develop a workbook or video that could be used by elementary students for a safety unit entitled "Fire Prevention."
6. Electrical Safety
 - 6.1 View video, *Electrojuice* and compile self-test.
 - 6.2 Watch a demonstration of a local power company's "High Voltage Power Display." (This activity must be coordinated by your teacher.)
 - 6.3 Using the daily newspaper or magazines, find and report on all accidents involving electricity. Create a file on electrical accidents (you may use past editions of newspapers).
7. Confined Spaces Entry
 - 7.1 View videos *Confined Spaces Entry*, *Do it Right Stay Alive* and complete worksheets.
 - 7.2 Using one of the given scenarios, develop a confined entry plan. In this plan include:
 - pre-tests performed
 - potential hazards
 - all PPE needed
 - include an emergency escape plan(Use the article from *OH&S* magazine, January 1993, as a guide).
8. Transportation of Dangerous Goods (TDG)
 - 8.1 View video *A Day in the Life of TDG* and discuss its message.
 - 8.2 Interview of person directly involved in transportation and write a report on his or her overall views on TDG including:
 - need for TDG regulations
 - role of _____ in emergency response
 - need to have documentation readily available.

CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

SAMPLE STUDENT LEARNING GUIDE

CTR3210 Safety Management Systems

WHY TAKE THIS MODULE?



Like any aspect of business, safety has to be managed. If you plan to ever become a supervisor, manager or an owner, this module will:

- introduce you to “loss control”
- provide you with basic skills to conduct effective accident/incident investigations
- enable you to develop a basic safety program
- further enhance your safety skills and open doors to career opportunities.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: CTR2210 Workplace Safety (Practices)

In addition, CTR1210 Personal Safety (Management) will provide helpful background knowledge to work successfully in this module.

Enthusiasm and a willingness to become actively involved will enhance your opportunities for success.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- define “loss control” and describe “loss control” practices in a selected business/industry
- design a safety program for a selected business/industry, and specify safety management practices, standards and documentation requirements/procedures
- gather and analyze accident/incident information, identify causation and recommend preventive measures
- demonstrate basic competencies.
-

WHEN SHOULD YOU WORK BE DONE?

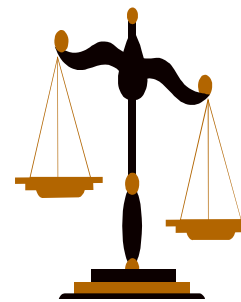
Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
Tests	15 – 20%
Safety Program	30 – 40%
Investigation and Recommendations	50 – 60%



WHICH RESOURCES MAY YOU USE?



- Occupational Health and Safety magazines
- Alberta Safety Council publications
- Canada Safety Council publications
- Industry-developed safety resources

ACTIVITIES/WORKSHEETS

1. Loss Control

“Loss control” are measures taken to prevent, reduce or eliminate unplanned events and waste of resources.

1.1 Using the principle of accident prevention, prepare and present a visual report of loss control measures used in a selected business operation, e.g.:

- fire safety
- security systems
- employee training systems
- management commitment
- material controls.

1.2 Prepare a graphic to show the relationship between/among:

- direct and indirect causation
- safety, cost, productivity, quality.

2. Accidents and Incidents

2.1 Using accident and incident reports obtained from a minimum of two business operations (sample reports may be available from your teacher):

- identify statements of causation
- identify recommendations
- discuss the merits of the recommendations.

2.2 Investigate an accident or incident and prepare an accident/incident report, include:

- record of information (e.g., time, date, place, persons involved)
- description of event
- causation
- recommendations (give reasons for your recommendations).

3. Safety Programs

Various models of safety programs are in use, e.g.:

- International Loss Control Institute (ILCI)
- Alberta Construction Safety Association, “Safety Basics”
- Dupont “STOP Program”

Each model varies in its approach and has its strengths and limitations.

3.1 Using one safety program model, develop a safety program for a selected business operation. Present your safety program to the business operator/supervisor for reaction.

