Community Based Learning 11

At a Glance

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Community Based Learning 11

At a Glance Document

2020

Module: Citizenship and the Community

Rationale

It is important for learners to understand that skills can be developed, applied and refined in different settings that can include school, home, community and the workplace. In CBL 11, learners will investigate and reflect on skills that can support them in demonstrating who they are as active citizens. This will require explicit instruction on active citizenship and what community can mean. This includes exploration of their own community and their roles in their community, the impact of the local economy on the community and the resulting impact it has on needs of members of their community. This will require them to analyse how needs are currently supported and investigate challenges that community members can face in accessing resources to support their needs.

As active citizens, learners will analyse how their personal skills can be used to support communities. They will identify a specific community need for which they will propose and compare potential solutions, formulate an action plan and bring it to fruition. Through this process, learners will be positioned to show evidence of skill development representative of social entrepreneurship. This may include taking risks, solving problems, and resolving conflicts. This will require learners to participate and collaborate, to communicate and debate, and to organize group activities and take on leadership roles. As they engage in the active citizenship and implementation of their action plan, learners will develop an understanding of how active citizenship can promote and foster socially responsible communities.

Learners will **reflect** on the impact of becoming active citizens in the community.

Citizenship and the Community

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Creativity and Innovation (CI)

Indicators

- Investigate the skills that support active citizenship in the community (CZ, PCD, CT)
- Analyse ways that personal skills can be in used in active citizenship to support communities (CZ, PCD, CT, CI)
- Evaluate how active citizenship can foster socially responsible communities (CZ, PCD, CT, COM)

Concepts (and Guiding Questions)

Active Citizenship

- What is active citizenship?
- How can your perception of citizenship be influenced?
- How do active citizens impact community?
- What skills can support active citizenship?
- How do the skills I have support active citizenship?
- How can you demonstrate attributes of active citizenship?

Community

- How can community be defined?
- How can you be an active member of your community (home, school, neighborhood, world)?
- How can your actions impact our community?
- How can your personal skills contribute to and support active citizenship?

Socially Responsible Communities

- What are the characteristics of a socially responsible community?
- Why is it important for citizens to engage in socially responsible communities?
- How can citizens demonstrate social responsibility?

Skills

Reflect

Ask questions of content or experiences; Examine and consider ideas, perceptions, and perspectives about content and/or experiences; Formulate ideas, perceptions, and perspectives on content and/or experiences.

Evaluate

Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will **analyse** community needs and resources.

Citizenship and the Community

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal-Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Analyse how various groups, organizations and levels of government support community needs (CZ, PCD, CT)
- Investigate needs that may exist in the community (CZ, PCD, COM)
- Compare solutions that may address needs in the community (PCD, CT, CZ)
- Question how a changing economy impacts community needs (CT, PCD, CZ)

Concepts (and Guiding Questions)

Community Needs and Resources

- What types of needs may exist in different communities?
- How can needs be identified in a community?
- How can you determine if the resources available to a community address the needs?
- How can communities be informed about resources to support their needs?
- How can lack of access to resource impact community needs?
- How do community groups, organizations and different levels of government support community needs?

Changing Economy

- How can the needs of a community be influenced by economic change?
- What type of factors impact needs and resources in a community?
- How can seasonality impact needs in a community?

Skills

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Question

Independently and collaboratively generate questions in response to complex problems and/or issues. Choose and develop a specific question to investigate.

Learners will **implement** a response to a community need.

Citizenship and the Community

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Problem solve potential responses to a community need (CZ, PCD, CT, CI, COM)
- Analyse the ways social entrepreneurship can respond to a community need (CZ, PCD, CT)
- Formulate an action plan to address a community need (CZ, PCD, COM, CI, CT)

Concepts (and Guiding Questions)

Responses to Needs

- What types of information would you need to develop a response to a community need?
- How do you develop a response to a community need?
- What strategies can be used to support a response to community need?
- How can you determine if responses are effective in supporting a community need?

Social Entrepreneurship

- How can social entrepreneurship be defined?
- How can community needs be addressed through social entrepreneurship?
- What is the role of social enterprise in supporting communities?

Action Plan

- How can you develop an action plan to support a community need?
- How can community feedback inform your priorities and action steps?

- Why is ongoing collaboration necessary to developing and delivering a response to a community need?
- What factors can be considered prior to implementation of a plan to increase the likelihood of success?
- How can you determine if your plan will successfully address the community's needs?

Skills

Implement

Select- Locate several relevant and dependable details to support an answer

Formulate- Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate- Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Apply- Carry out, use, or complete a procedure/ technique.

Problem Solve

Question - Independently and collaboratively generate questions in response to complex problems and/or issues. Choose and develop a specific question to investigate.

Analyse - Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Plan - **Formulate** - Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Module: Career and Life Planning

Rationale

In order for learners to establish informed education and career goals, they must identify and access current and relevant resources that can assist them in a goal setting process. These resources, for example, may be situational, human, print, electronic or online. It is important for learners to gather information meaningful to their personal interests and be vetted for reliability. This will require an in-depth examination of community services that support entrance into the labour market and the rapidly changing work environment. There are a number of organizations and services available in communities, such as employment centres (eg. NS Works) however not all may be accessible by potential users. Learners will investigate reasons why resources may not always be equitable or accessible and analyse strategies to address these challenges. This will require them to draw on skills such as communication and problem solving in order to identify options that could support their goal setting strategies.

There are many factors that can influence achievement of education and career goals. Through engagement in community based experiences, learners will be immersed in situations that can provide them first hand exposure to career paths that may hold an interest for them. This will provide them with an opportunity to investigate how their goals align with a career path and if they are a fit for an industry. It will also provide them with an opportunity to investigate the role of flexibility and resiliency in the workplace and the importance of each in working towards their goals.

In creating a plan that supports their education and career goals, learners need to evaluate strategies that will support them in pursuing their goals and following through on their plan. They need to compare education and workplace training options and analyse program options to determine which option best aligns with their individual needs and personal situations. As part of this comparison, learners will need to identify and compare the prerequisite and admissions requirements for programs that hold a personal interest for them as well as the competitive processes for program acceptance. Exploration of program and training options should include university, community and private colleges, apprenticeship, workplace training programs and other private training programs.

Inherent in the investigation and analysis processes is reflective practice. Through reflection, learners will critically examine what is of importance to them and how they can plan and be adaptable to changing circumstances in achieving their goals.

Learners will **evaluate** resources that support achievement of education and career goals.

Career and Life Planning Community

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate types of resources that could support achievement of education and career goals (PCD, TF, CT)
- Investigate challenges associated with access to resources that could support achievement of education and career goals (PCD, TF, CT)
- Analyse strategies that could address challenges associated with accessing education and career resources (PCD, COM, TF, CT)

Concepts (and Guiding Questions)

Education and Career Resources

- What types of resources can support education and career goals?
- What school-based resources are available to support education and career decision making?
- How can a mentor be a resource in exploring education and career goals?
- How can employment services in the community support education and career exploration?
- What factors can impact access to education and career resources?
- How can access to resources impact achievement of education and career goals?
- How can you address challenges in accessing resources necessary to achievement of education and career goals?
- What strategies can be used to identify and access resources needed to support education and career goals?

Skills

Evaluate

Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will reflect on community based learning experiences in relation to selected career pathways.

Career and Life Planning

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate how community based learning experiences could influence education and career goals (PCD, CT, CI, COM)
- Investigate how personal education and career goals align with selected career pathways (PCD, CT, CI)
- Compare the criteria for admissions into postsecondary education and training programs (PCD, CT, TF)
- Evaluate options for achieving education and career goals (PCD, CT, TF, COM)

Concepts (and Guiding Questions)

Community Based Learning

- How can different types of community based learning experiences support career exploration?
- How can job shadows provide insights into careers and the workplace?
- How can service learning and volunteering support the development of skills needed in the workplace?

Goal Alignment

- How can you determine if education and career goals are realistic and achievable?
- What strategies could you use to help you align your goals with selected career pathways?

Postsecondary Education and Training Programs

- How can you get program information to assist in creating an education plan needed to achieve career goals?
- How can you determine if the information you are accessing is reliable and accurate?
- Why is it important to explore a range of education and training options before applying to postsecondary education?
- Why is it important to understand admissions requirements?
- What types of admissions information would you need to consider when submitting a postsecondary application?
- How can doing a comparison of program costs inform the path you take to achieve education and career goals
- What strategies can you use to evaluate postsecondary and career options?
- Why is it important to examine as many resources as possible when exploring financial options for post- secondary education?

Skills

Reflect

Ask questions of experiences and/or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/or concepts. Communicate the impact of the process.

Evaluate

Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will **create** a plan to achieve education and career goals.

Career and Life Planning

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Analyse factors that can impact the achievement of education and career goals (PCD, CT, CI)
- Evaluate strategies needed to develop a plan that can support education and career goals (PCD, CT, COM, CI)
- Investigate how flexibility and resiliency can support pursuit of education and career goals (PCD, CT, COM)

Concepts (and Guiding Questions)

Factors that can Impact Education and Career Goals

- What types of factors could impact achieving education and career goals?
- Why is it important to consider a range of options when selecting high school courses?
- How can you determine if your education and career goals align with the courses you are taking?
- How can the costs associated with postsecondary and training options impact your education and career goals?
- What school-based resources could support education and career goals?
- How can awareness of resources impact achieving education and career goals?

- How can access to resources impact achieving education and career goals?
- What types of strategies can be used to help achieve education and career goals?
- How can you determine if the strategies you are using are effective?
- How can responsible decision-making help you to achieve education and career goals?

Career Plan

- How can you determine steps for developing a successful education and career plan?
- How can the effectiveness of a career plan be assessed?

Flexibility and Resiliency

- How are flexibility and resiliency important to the achievement of education and career goals?
- How can flexibility and resiliency support you in addressing barriers and challenges to achievement of education and career goals?
- How can flexibility and resiliency be developed?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product produce a product; modify as necessary; evaluate results and/or modifications.

Evaluate

Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Module: Financial Management

Rationale

As learners establish career goals and create a plan to achieve them, it is essential they recognize and understand the critical role financial literacy has in navigating their plan and developing the skills necessary to continue their education and begin their career. This begins with understanding what it means to be financially responsible. As learners investigate different types of financial commitments they will experience when they move into postsecondary education or the workplace, they will be better prepared to manage those responsibilities. This includes analysing the impact of credit decisions and investigating strategies for managing money such as developing a budget. Learners will need to evaluate the effectiveness of strategies they have identified.

Financial literacy is about more than being good with personal finances; it also involves being able to make good financial decisions based on sources of income and fulfilling personal financial responsibilities. Learners will acquire knowledge about different sources of income and types of payroll deductions, including the purpose of the deductions as regulated by government, that affect disposable income. This will prepare learners for the financial responsibilities they will encounter as they move into the labour market and prepare for postsecondary education or training.

As learners approach graduation they will be faced with new decisions in their lives related to how they will finance their education or workplace training programs as well as evolving personal needs and wants. Learners will show evidence of being financially literate by creating a financial plan that will support pursuing their goals. Learners will need to investigate strategies for developing this financial plan as well as analysing how the availability of funding could impact their future goals. This will entail outlining costs associated with postsecondary and workplace training programs. It is important for them to evaluate financial options and understand the implications of taking on credit obligations to fund their education decisions. Reflection is integral in the financial planning process as learners anticipate what it means to borrow to support education and career goals and whether these costs align with their personal finances and circumstances.

Learners will **analyse** the impact of financial responsibility.

Financial Management

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Investigate strategies that contribute to being financially responsible (PCD, CT)
- Investigate types of personal financial commitments (PCD, CT)
- Analyse the impact of credit decisions (PCD, CT, COM)

Concepts (and Guiding Questions)

Financial Responsibilities

- What does it mean to be financially responsible?
- What role does life stages have in determining financial responsibilities and needs?
- How can conditions in the economy impact financial responsibilities?
- How can financial responsibilities affect well being?
- What strategies can be used to support being financially responsible?

Personal Financial Commitments

- What are common types of personal financial commitments?
- How can you identify strategies that can support living within one's means?
- How can consumer debt impact personal financial commitments?
- How can you effectively manage consumer debt?
- How are decisions between buying, renting, leasing, or financing options made?

Impact of Credit Decisions

- What are the reasons people may borrow money?
- How do you compare borrowing options?
- Why are credit management strategies important?
- How is credit worthiness determined?
- Why is it important to have good credit?
- How can you responsibly build credit?
- How can you maintain a good credit rating?
- How does personal credit history and credit rating impact a person's ability to acquire further credit?
- How do credit costs impact your decision to borrow money?

Skills

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will **evaluate** responsibilities associated with personal income.

Financial Management

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Analyse how sources of income can impact meeting personal financial responsibilities (PCD, CT)
- Evaluate the effectiveness of strategies needed to manage personal finance (PCD, CT, COM, TF)
- Investigate the impact of government regulations on personal income (PCD, CT)

Concepts (and Guiding Questions)

Sources of Income

- What are different sources of income?
- How can living on a fixed income impact meeting personal financial responsibility?
- Why is it important to be aware of different sources of income?
- How do payroll deductions impact purchasing power?
- What types of deductions can be taken from a paycheque?
- How can payroll deductions be a tool for saving?

Managing Personal Finances

- What strategies can be used to manage personal finances?
- What steps do you need to take to develop a workable budget?
- What is the impact of adopting a "pay yourself first" approach when developing a budget?
- What strategies can be used to manage money and debt wisely?

Government Regulations

- How is personal income impacted by regulations identified in the Labour Standards Code?
- How is personal income impacted by Revenue Canada regulations?
- How can regulations impact personal financial decision making?

Skills

Evaluate

Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will **create** a financial plan for achieving education, and career goals.

Financial Management

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate strategies needed to develop a financial plan for achieving education and career goals (PCD, CT)
- Analyse how the availability of financial options can impact achievement of personal education and career goals. (PCD, CT, TF)
- Evaluate postsecondary education and training program options in relation to personal finances. (PCD, CT, TF, COM)

Concepts (and Guiding Questions)

Financial Plan

- How can having a financial plan assist you in achieving education and career goals?
- What types of financial options are available to support education and career goals?
- What strategies can you use to compare options available to finance postsecondary education and training programs?
- What are the most cost-effective ways to finance your education and career goals?
- How can access to postsecondary education and training program funding impact achievement of education and career goals?

- How can financial options be prioritized to support achieving education and career goals?
- How can you measure the effectiveness of your financial plan?
- How can you determine if postsecondary education and training options align with your financial capacity?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product produce a product; modify as necessary; evaluate results and/or modifications.

Evaluate

Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Module: Workplace Cultures and Safety

Rationale

As learners prepare to enter the labour market, it is essential they understand and are ready for the responsibilities of a workplace commitment and a culture of safety. This will require learners to investigate various workplace training and certification opportunities with a specific focus on examining how new employees can be supported in the workplace. This investigation will extend to site specific safety training in fields that learners are considering pursuing. Through their investigations, learners will increase their understanding of workplace safety plans and the impact of safety training on a workplace.

To further support them with their understanding of workplace safety, learners will analyse the causes of workplace hazards and incidents and analyse how the internal responsibility system can minimize if not eliminate hazards and incidents in the workplace. In addition to considering supports for new employees, learners will investigate safety expectations as they enter the workforce and the importance of knowing how to work safely in any workplace. As young workers, learners will identify ways they can appropriately advocate for training and support to ensure they are doing their job to the best of their ability and contributing to a positive work environment.

To support them in their entry into the labour market, learners will investigate workplace organizational structures to gain insight into the types of roles that may exist in different workplace environments. This will provide them with opportunities to make connections between organizational structure and workplace culture and the impact of a code of conduct workplace culture. As learners engage in community experiences at different workplaces, they will compare work environments to determine if a career path in a union or nonunionized work environment is where they may see themselves. Through a comparison of both, they will learn how work culture can be shaped by either of these types of work environments.

Whether as part of their co-op placement or their job, learners may be exposed to issues related to equity and inclusion in the workplace. As part of their CBL 11 learning, they will analyse effective strategies that can support equity and inclusion in the workplace. Learners will also investigate government regulations that protect employees from discriminatory practices and regulate work practices for employees particularly as they relate to Nova Scotia.

Learners will **analyse** strategies for safe and effective responses to workplace incidents and hazards.

Workplace Cultures and Safety

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Analyse the causes of workplace hazards and incidents and their contributing factors (CT, PCD)
- Investigate elements of an effective workplace safety plan. (PCD, CT, COM)
- Analyse the impact of an internal responsibility system (PCD, CZ, CT)

Concepts (and Guiding Questions)

Workplace Hazards and Incidents

- What are the main classes of workplace hazards?
- How can you manage factors that contribute to workplace hazards?
- What strategies are used to identify hazards in the workplace?
- What strategies are used to report incidents in the workplace?
- Why is it important to understand how to identify the different classes of workplace hazards and their contributing factors?
- How can you demonstrate understanding of hazard identification and control?

Safety Plan

- What are the components of an effective safety plan?
- How can a safety plan contribute to a culture of safety in the workplace?

Internal Responsibility System

- How does an internal responsibility system serve as the foundation of a safe workplace?
- How can young or new workers identify hazards in their place of employment?
- How can young or new workers advocate for additional training in their place of employment?
- What actions should you take in the workplace if you or another employee is injured?
- How do measures currently in place in Nova Scotia help to ensure workplace health and safety?

Skills

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will **analyse** strategies that support a culture of safety in the workplace.

Workplace Cultures and Safety

Competencies

- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate workplace safety expectations in a range of careers and industry sectors. (PCD, CT)
- Investigate different workplace training programs and safety certification opportunities (PCD, CT)
- Analyse the impact of certification and training programs on workplace safety. (PCD, CT, TF)

Concepts (and Guiding Questions)

Workplace Training Programs

- How can workplace training programs be beneficial to employees?
- How can new employees be prepared for the safety expectations of a workplace?
- What types of training can be offered to support new employees?
- How does having an effective safety training program impact employee retention?

Safety Certifications

- Why are certifications required by various workplaces?
- How can certifications support employees in a workplace?
- How can certifications support safe work practices?
- What types of certification opportunities are available and beneficial for young or new employees?
- How can completion of safety certifications support safe handling of hazardous materials in the workplace?

- What does site specific safety training mean?
- What is the importance of knowing how to work safely in any workplace?

Skills

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.

Learners will **analyse** workplace organizational environments, relationships, and expectations.

Workplace Cultures and Safety

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Compare the unionized and non-unionized environments (CT, PCD)
- Investigate workplace organizational structures (PCD, CT)
- Analyse the impact of Labour Standards Code on Nova Scotia workplaces. (CT, CZ, CM, PCD)
- Analyse how human rights support equity and inclusion in the workplace (CZ, PCD, CT)
- Analyse the role of a code of conduct in the workplace (PCD, CT, COM)

Concepts (and Guiding Questions)

Workplace Organizational Structure

- What is the difference between a unionized and nonunionized work environment?
- What are the different types of workplace organizational structures and their functions?
- Why is it important for a workplace to have an organizational structure?
- What is your role as a student or new employee in the organizational structure?
- How can poor workplace relations affect a work environment and productivity?

Human Rights

- How does the Human Rights Act protect NS employees?
- How does the Human Rights Act support equity and inclusion in the workplace?

Labour Standards Code

- How does the Labor Standards Code support employers and employees in the workplace?
- How does the Labour Standards Code support employees in dealing with discrimination?

Skills

Analyse

Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives. Communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships, recognize represented perspectives, and communicate findings.