

Concepts and Types of Actions

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

Concepts and Types of Actions (cont.)

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

Concepts and Types of Actions (cont.)

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

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

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