

# Employment and Labour Studies 1106



Government of Newfoundland and Labrador  
Department of Education

*A Curriculum Guide*

*September 2013*

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***Department of Education  
Mission Statement***

***By March 31, 2017, the Department of Education  
will have increased the ease of access and  
responsiveness of the provincial education  
system to improve opportunities for the people  
of Newfoundland and Labrador***



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## Section One - Newfoundland and Labrador Curriculum

### *Introduction*

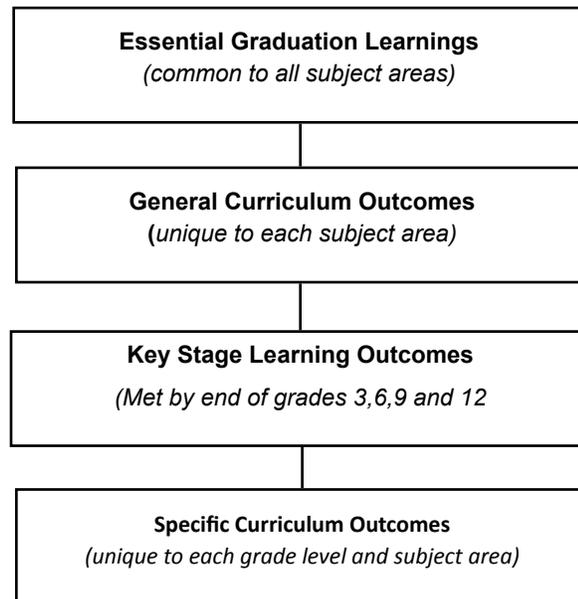
There are multiple factors that impact education; the information explosion, technological developments, the need for lifelong learners, increased emphasis on accountability, and globalization. These changes point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will equip teachers to address the needs of students served by the provincially proscribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

### *Outcomes Based Education*

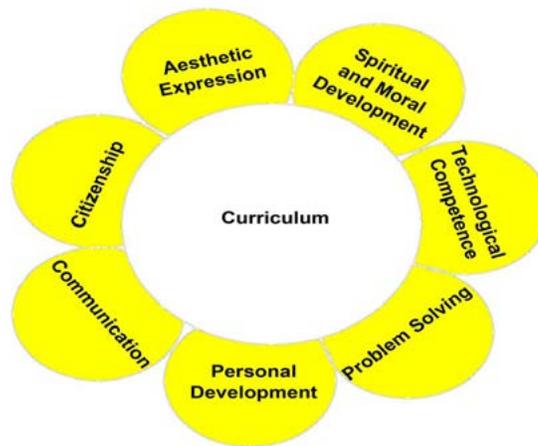
Curriculum in K-12 education in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Specific Curriculum Outcomes (SCOs).



### *Essential Graduation Learnings*

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. They help ensure that our provincial education system's mission is realized. The EGLs are supported by general, key stage and specific curriculum outcomes.

EGLs describe the knowledge, skills and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations not in terms of individual subject areas but in terms of knowledge, skills and attitudes developed throughout the curriculum as a whole. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work and study. EGLs serve as a guiding framework for the curriculum development process.



***Aesthetic Expression*** - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

***Citizenship*** - Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

***Communication*** - Graduates will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols.

***Problem Solving*** - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

***Personal Development*** - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

***Spiritual and Moral Development*** - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

***Technological Competence*** - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## Curriculum Outcomes

Curriculum outcomes are unique to individual subject areas. Through the achievement of curriculum outcomes, students attain the Essential Graduation Learnings.

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each subject area and incorporate knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

### **General Curriculum Outcomes (GCOs)**

Each program has a set of GCOs which describe what knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a subject area. Often, GCOs are further delineated into KSCOs.

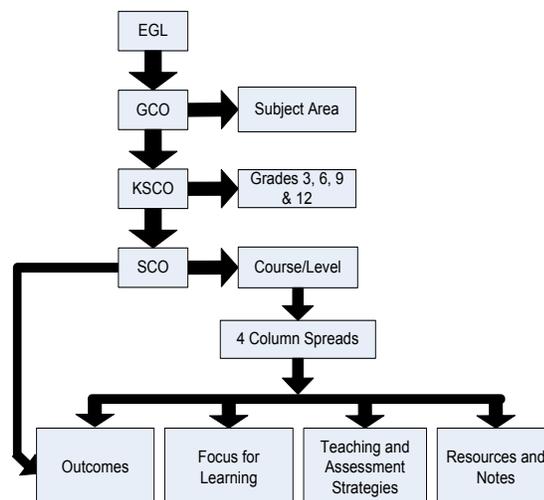
### **Key Stage Curriculum Outcomes (KSCOs)**

Key Stage Curriculum Outcomes (KSCOs) expand the intent of the GCOs and summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine and Twelve.

### **Specific Curriculum Outcomes (SCOs)**

SCOs elaborate the GCOs for a subject area. They set out, more specifically, what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. SCOs are written to give defined information pertaining to student learning. Student performance is assessed on whether it meets pre-stated criteria rather than on the basis of rank or relative standing. In some subject areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during each course of study.**

## Graphic Organizer



## Nature of the Senior High Learner

High school learners usually range in age from 15 to 19. While there may be some general characteristics of adolescent learners at the high school level, it is imperative that each high school learner be recognized as a unique individual. Within any group of students a range of differences; in rates and ways of learning, in experiences and interests; are expected and respected. Unique qualities should be celebrated and built upon. There may still be some considerable differences in the characteristics of the entry-level high school adolescent and senior high school adolescent. Teachers will need to consider their students' prior learning and experiences in their efforts to address their needs and interests.

Adolescence is a time of increasing autonomy and self-discovery leading to identity formation. Students encounter clashes of values, personal conflicts and social pressures in developing their sense of self. Frequently learning occurs in a social context. The opportunity for collaboration promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking. By providing students with a safe, inquiry-based learning environment, teachers can foster the skills of critical analysis, group interaction and decision making.

A viable goal for each student is to have an equitable opportunity to experience success as he/she works toward the achievement of intended outcomes and a personal best. Improving performance and realizing potential is more important than competition and comparisons to others. The adolescent learner has built a framework which includes tolerance and respect. In senior high, students will seek out questions and develop answers which incorporate more sophisticated reflective practices.

### *Characteristics of the Senior High Learner:*

- are able to think abstractly and need fewer concrete examples.
- are concerned about future educational and vocational plans.
- are developing a consciousness of the broader local and global community.
- are less likely to accept the status quo in attempting to attain their objectives.
- are more autonomous in their decision making.
- assert their own ideas about their learning.
- enjoy questioning.
- experience internal and external motivation.
- experience a desire to take on leadership roles.
- have a deeper capacity for caring and sharing, and for the development of more intimate relationships.
- look for opportunities for self-expression.
- need to know their opinions are welcomed and can be expressed without fear of ridicule.

- need to understand the purpose and relevance of instructional activities.
- seek relevance and connection between life outside school and the curriculum.
- value sincere relationships with adults.
- want to establish immediate and long-term goals.

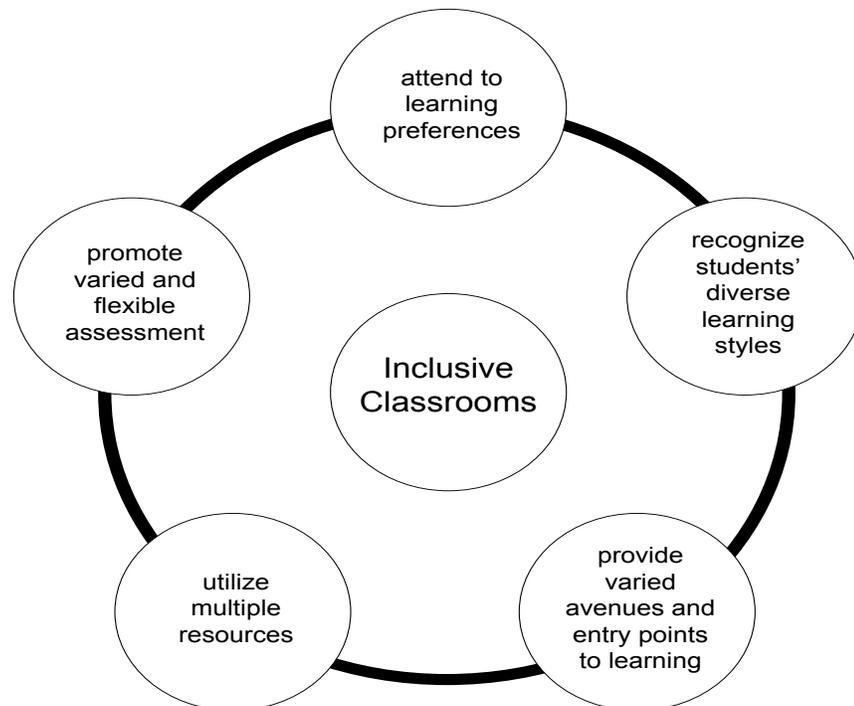
## Context for Teaching and Learning

### Inclusive Education

#### *Valuing Equity and Diversity*

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate. (The Centre for Inclusive Education, 2009)*

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of both genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all student while creating opportunities for community building. The development of policies and practices which reflect an inclusive philosophy promotes a culture which builds respect for one another, creates positive interdependence, and values varied perspectives. Learning resources should include a range of materials that allows students to consider many viewpoints and to celebrate the diverse aspects of the school community.



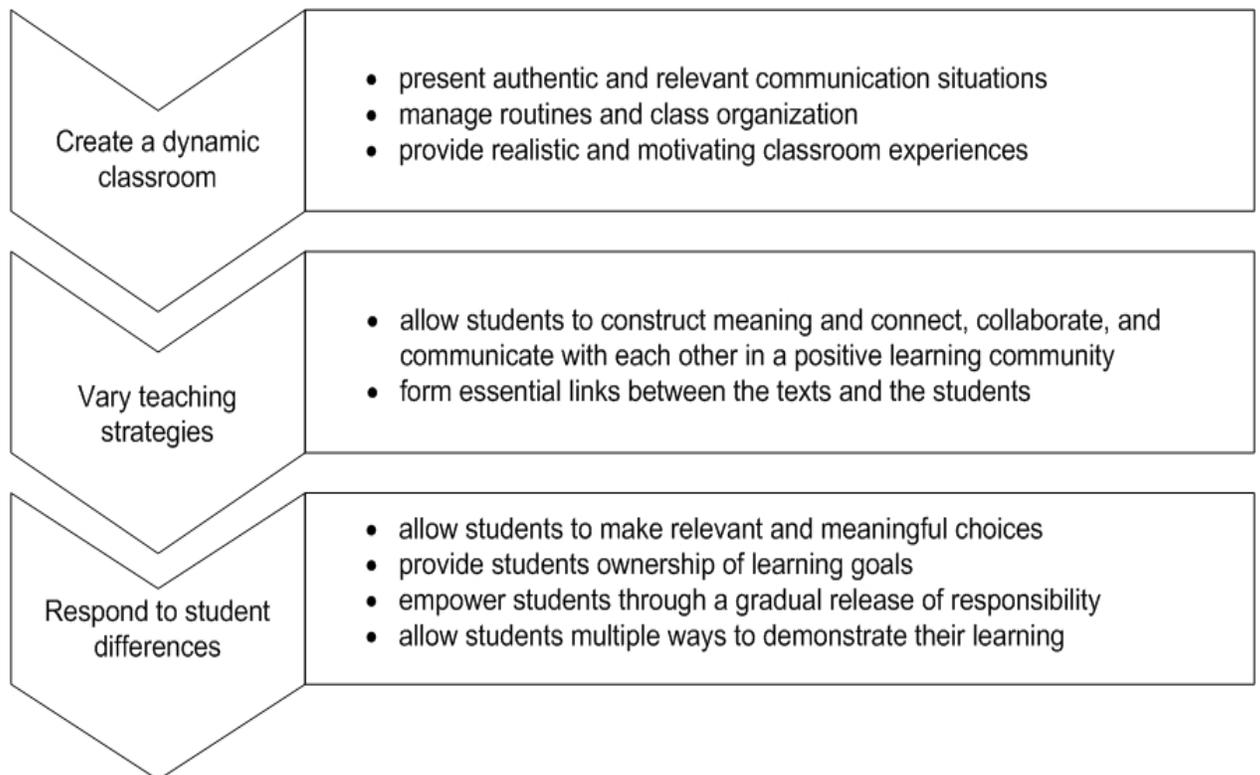
## Differentiated Instruction

*Differentiated Instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. - Carol Ann Tomlinson*

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the resource used, and the products which students create are in response to the teacher's knowledge with whom he or she is interacting. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed in a dynamic and personalized space.

Teachers should...



## Differentiating the Content

Based on the specific curriculum outcomes (SCOs), the content can be described as the knowledge, skills and attitudes we want students to acquire. Differentiating content requires teachers to pre-assess students. This will identify students who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress

through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for enrichment or more in depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating by content:

- meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary
- presenting ideas through auditory, visual and tactile means
- using reading materials such as novels, web sites, and other reference materials at varying reading levels

### *Differentiating the Process*

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore and make sense of the concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups and peer critique while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating by process:

- offering hands-on activities or other supports for students who need them
- providing activities and resources that encourage students to further explore a topic of particular interest to them
- using activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity
- varying the length of time a student may take to complete a task in order to provide additional support or to encourage an advanced learner to pursue a topic in greater depth

### *Differentiating the Product*

Differentiating the product means varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end product can be, they become more engaged in the activity.

Teachers should consider the following examples of differentiating by product:

- allowing students to work alone or in small groups on their products
- encouraging students to create their own product assignments as long as the assignments contain required elements.
- giving students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

### *Differentiating the Learning Environment*

The learning environment includes the physical and affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students. Teachers should consider the following examples of differentiating the learning environment:

- developing routines that allow students to get help when teachers are with other students and cannot provide immediate attention.
- ensuring there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establishing clear guidelines for independent work that matches individual needs
- providing materials that reflect diversity of student background, interests and abilities

The physical learning environment must be structured in such a way that all students can gain access to information while developing confidence and competence in applying their learning to real-life situations.

### *Meeting The Needs Of Students With Exceptionalities*

All students have individual learning needs. Some students, however have exceptionalities (defined by the Department of Education) which impact their learning. Details of these exceptionalities are available at:

<http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html>

Supports for these students may include:

- accommodations
- modified prescribed courses
- alternate courses
- alternate programs
- alternate curriculum

See service delivery model for students with exceptionalities at <https://www.cdli.ca/sdm/> for further information

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

### *Students Who are Highly Able*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. Teachers should pre-assess the students in order to identify strengths or needs. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able. Some strategies which are often effective include:

- the offer of independent study to increase depth of exploration in an area of particular interest
- the use of curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge
- the use of similar-ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

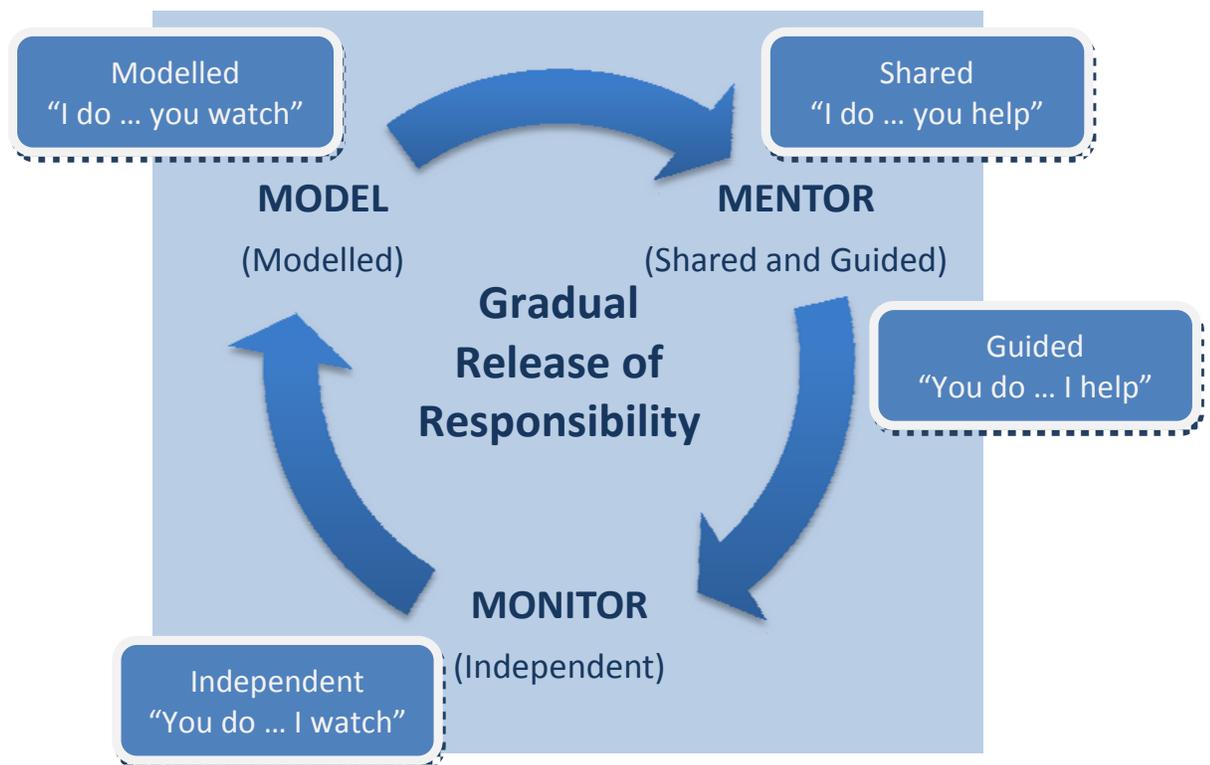
Highly able students require the opportunity to do authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the service delivery model for students with exceptionalities.

## *Metacognition*

When students monitor their learning, assess their strengths and needs, and set goals for improvement they become independent, lifelong learners. By reflecting on how they think and learn, students gain personal control over the strategies they use when engaged in learning activities. This control develops through metacognition, i.e., becoming aware of and more purposeful in using strategies for self-monitoring, self-correcting, reflecting and goal setting. Every student can develop metacognitive strategies and skills when teachers explain, model and help them practice talking and writing about their thinking.

## *Gradual Release of Responsibility*

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.



## Literacy

*UNESCO has proposed an operational definition which states, "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. - The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13*

Literacy is a fundamental human right. It is the responsibility of educators to ensure that students graduate from the education system as literate members of society who are able to participate fully in their community.

Literacy is:

- a process of receiving information and making meaning from it.
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:

- analyze critically and problem solve
- comprehend and communicate meaning
- create a variety of texts
- enjoy reading and viewing
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools (CAMET)*.

With modelling, support and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations. When students engage in inquiry-based learning they use language and thinking skills to explore a range of topics and issues. Their identity and independence develop further, allowing exploration of issues such as identity, social responsibility, diversity and sustainability as creative and critical thinkers.

### *Adolescent Literacy (Grades 7-12)*

A high degree of the students' learning occurs in a social context. The opportunity for collaborative learning promotes critical thinking and problem solving; stimulates curiosity and imagination; and improves adaptability and analytical thinking. Adolescent literacy development is supported by teaching approaches that support authentic learning experiences, opportunities for students' self-assessment, and attention to student issues and student voice. This encourages students to question and analyze situations, examine societal values, participate in discussions and communicate using available technology. A dynamic and interactive learning environment supports the unique interests and strengths of adolescent learners. As well partnership and collaboration among families, schools, and communities is critical to ensure support for literacy development is sustained.

## *Reading in the content areas*

The focus for reading in the content areas is not on teaching reading, but on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students. Students develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information. Information may be presented to them in a variety of ways including, but not limited to:

- |                     |                          |                                      |
|---------------------|--------------------------|--------------------------------------|
| • Books             | • Documentaries          | • Speeches                           |
| • Poems             | • Movies                 | • Podcasts                           |
| • Songs             | • Music videos           | • Plays                              |
| • Video games       | • Advertisements         | • Webpages                           |
| • Magazine articles | • Student-created videos | • Online games                       |
| • Commercials       | • Blogs                  | • Online databases and encyclopedias |

Students should be able to interact with and comprehend different texts at different levels. There are three levels of text comprehension:

- Independent level – students are able to read, view and understand texts without assistance
- Instructional level – students are able to read, view and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet the needs of students. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

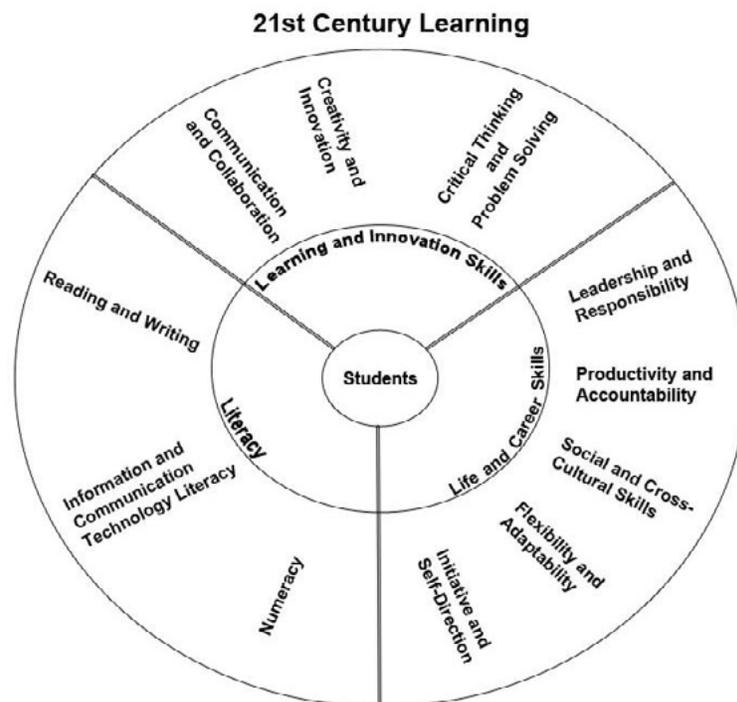
When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after engaging in a task, text, or problem.
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

## 21st Century Learning

### *21st Century Curriculum*

A 21st century curriculum incorporates learning and innovation skills; literacy; and life and career skills. These three areas are addressed in the context of academic programs and across interdisciplinary themes. The diagram below illustrates the relationship between these areas and their specific components. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies; modern learning technologies; and real world resources and contexts.



21st century learning skills are practiced across curriculum areas and should be integrated into teaching, learning and assessment strategies. Opportunities within the curriculum for integration of these skills exist and should be planned with rich, engaging, experiential activities that support gradual release of responsibility. Integrated teaching and learning occurs when connections are made among program areas. For example, lessons in a variety of subject areas can be infused with 21st century skills by using open-ended questioning, inquiry approaches, essential questions, self-directed learning, student role rotation, internet-based technologies, student as teacher, and role plays.

When there are common concepts, processes, and skills among programs, students begin to understand a new meaning for the word integration. As more importance is attached to the development of processes and skills, students' sense of efficacy and their emotional response to the learning greatly impacts their

motivation to learn. Cooperation, collaboration and community building are enhanced when students and teachers work together. The challenge in effective integration is to ensure that the skills, strategies, and knowledge components of each discipline are respected.

### **Learning and Innovation Skills**

Teachers are preparing students for the jobs of the future, some of which do not even exist yet. The one commonality for those job paths will be the ability to learn, create new ideas, problem solve and collaborate. These are learning and innovations skills.

- Creativity and Innovation - Developing, implementing and communicating new ideas to others. Being open and responsive to new and diverse perspectives within learning.
- Critical Thinking and Problem Solving - Understanding the interconnections among systems. Identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Communication and Collaboration - Demonstrating ability to work effectively with diverse teams. Assuming shared responsibility for collaborative work.

### **Literacy**

In addition to the literacy aspects outlined in the previous section, students in the 21st century must be skilled consumers of information, critical readers, writers and creators, and critically aware of the world in which they live. There are three components of literacy related to 21st century learning.

Firstly, reading and writing are the literate emphases used in school based literacies and the language of the workplace. It is often through reading and writing that students receive and communicate information. Traditionally developing reading and writing skills (learning to read and write) is associated with the early years of formal school while using reading and writing skills (reading and writing to learn) happens in the later years. Students develop their literacy skills as consumers and producers of information across all school subjects throughout their educational careers. They are also asked to create texts in response to what they read, view and hear. Therefore, the development of reading and writing skills within various school subjects continues throughout students' educational careers.

Another important component of literacy is Information and Communication Technology Literacy. Students need to be prepared to understand, use and apply Information and Communication Technology (ICT) in an effective, efficient and ethical manner.

Activities, projects and problems that replicate real life situations are the best methods for attaining ICT skills and should be integrated within subject areas.

In the context of other programs, students using ICT will learn:

- about the impact of technologies on daily life
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies for problem solving, decision making, inquiry and research

The final component of literacy within the context of 21st century learning is numeracy. Numeracy is a collection of knowledge, beliefs, communication capabilities, and problem solving skills needed to engage effectively in quantitative situations arising in life. A numerate individual has the ability to identify and understand the role mathematics plays in the world, to make well-founded judgements, and to use mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

### **Life and Career Skills**

The one constant of the job market is that it is not constant. Students will require skills that allow them to adapt, be self-reliant, deal with many cultures, be productive and show leadership. These are the new employability skills for the 21st century.

- Flexibility & Adaptability – Ability to adapt to change, to continue to function in a variety of situations
- Initiative & Self-Direction – Working without supervision, completing tasks that are not necessarily assigned but are required to be completed
- Social & Cross-Cultural Skills – The ability to work well with others, being cognizant of cultural mores and differences
- Productivity & Accountability – Completing work assigned in time required, to the skill level required, and taking responsibility for your own actions and work
- Leadership & Responsibility – Being able to enlist the aid of others in completion of a task, and being dependable enough to complete that task

### *Impact of 21st Century Learning*

Consideration of the following factors will support the development of 21st century skills and support students ability to take responsibility for their learning:

- Elements of sustainable development present in all activities
- Emphasis on teaching and learning strategies that include differentiated instruction
- Focus on self-reflection to document learning
- Inquiry-based learning to guide student research
- Integration of technologies
- Physical organization within classrooms (e.g., access to resources, flexible seating arrangements for collaboration)
- Professional learning opportunities for teachers

## *Inquiry*

With inquiry-based learning, the focus is on the development of questions by teachers and students to guide the inquiry, problems and issues related to the curriculum outcomes. The questions guide student research so they can create their own knowledge and understanding.

Students take more responsibility for

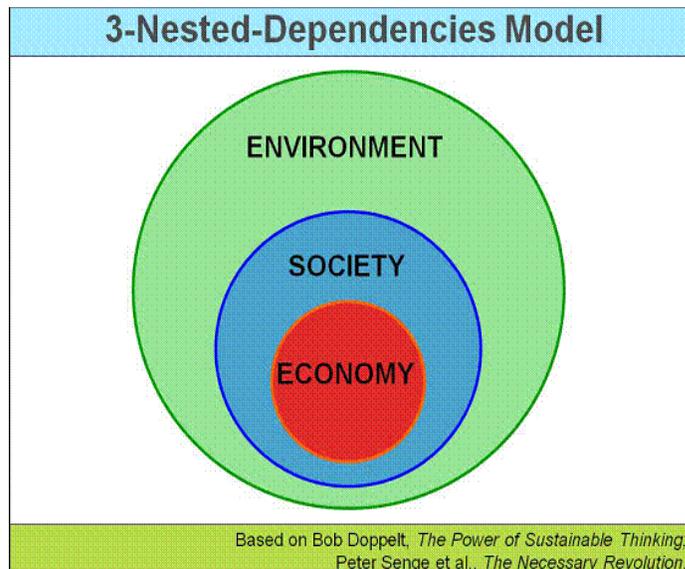
- determining what they need to learn.
- identifying resources and how to best to learn from them.
- using resources and reporting their learning.
- assessing their progress in learning.

Student self- reflection of their learning and their documentation of the inquiry process are important components of this learning.

## Education for Sustainable Development

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development).*

Sustainable development is comprised of three integrally connected areas: economy, environment, and society.



As conceived by the United Nations Educational, Scientific and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans such things as understanding the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include such things as being able to assess bias, analyze consequences of choices, ask questions, and problem solve. The values and perspectives include an appreciation for the interdependence of all life forms and the importance of individual responsibility and action. ESD values and perspectives also include an understanding of global issues as well as local issues in a global context, the fact that every issue has a history, and that many global issues are linked.

# Assessment and Evaluation

## *Purposes of Assessment*

What learning is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued.

Assessment techniques are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs and guides future instructional approaches.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make an evaluation or judgment about student achievement.

Assessment can be used for different purposes:

1. assessment for learning to guide and inform instruction;
2. assessment as learning to involve students in self-assessment and setting goals for their own learning; and
3. assessment of learning to make judgments about student performance in relation to curriculum outcomes.

## *1. Assessment for Learning*

Assessment for learning involves frequent, interactive assessments designed to make student understanding visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:

- engages students in their own learning as they assess themselves and understand how to improve performance
- focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
- includes pre-assessments that provide teachers with information of what students already know and can do
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what students knows

## *2. Assessment as Learning*

Assessment as learning actively involves students' reflection on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning related to learning outcomes

## *3. Assessment of Learning*

Assessment of learning involves strategies to confirm what students know, demonstrate whether or not they have met curriculum outcomes, or to certify proficiency and make decisions about students' future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgments about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

## *Involving Students in the Assessment Process*

Students should know what they are expected to learn as designated by learning outcomes, and the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgments about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions such as, "What have I learned? What can I do now that I couldn't do before? What do I need to learn

next?” Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

## *Assessment Tools*

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

### *Types of Assessment Tools:*

- Documentation using photographs
- Graphic Organizers
- Self Assessments
- Observations
- Presentations
- Demonstrations
- Rubrics
- Anecdotal Records
- Audio/video clips
- Literacy Profiles
- Portfolio
- Questioning
- Conferences
- Checklists
- Journals
- Role Play
- Debates
- Tests
- Exemplars
- Wikis
- Quizzes
- Case Studies
- Podcasts
- Projects

## *Assessment Guidelines*

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for students to work towards

## *Evaluation*

Evaluation is the process of analyzing, reflecting upon and summarizing assessment information, making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgments about student progress
- makes decisions about student learning programs

## Section Two

### Curriculum Area

Career development is a lifelong process. Students make significant choices while in school that may impact their future. It is important to expose students not only to key career concepts in their school years but also to start developing the skills necessary for them to be successful in those careers.

The career development curriculum is designed to be exploratory and experiential in nature. Students should gain a more solid understanding of themselves, their place in the world, the skills they possess and the knowledge to advance their career development journey.

All students are exposed to careers and career development concepts on a daily basis. In the age of 21st century learning, providing students with hands on, contextually relevant activities allows them to experience meaningful learning opportunities. The opportunity for students to reflect on their learning, choices, who they are as individuals, students and learners will impact on their social, emotional, academic and career growth and development.

The goal is to encourage and support individualized learning in a personally meaningful and relevant context.

### Curriculum Outcomes Framework

Career Education curriculum in Newfoundland and Labrador is defined in terms of eight general curriculum outcomes (GCOs). These eight general curriculum outcomes articulate what students are expected to know and be able to do upon completion of study in career education. They are divided among three strands:

- **Personal Management**
- **Career Exploration/Learning and Work**
- **Career Preparation: Life and Work Building**

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four Key Stages. They are organized according to each of the eight General Curriculum Outcomes (GCOs) for the Newfoundland and Labrador Career Education curriculum.

*Personal Management***GCO 1: Self Awareness and Positive Interactions:**

Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.

**GCO 2: Change:** Students will be expected to learn to respond to change and growth in their life/work.

*Career Exploration/Learning and Work***GCO 3: Life-long Learning:**

Students will be expected to link learning to one's career building process.

**GCO 4: Relationship of Work to Society and the Economy:**

Students will be expected to enhance their understanding of the influence of societal and economical needs on the nature and structure of work.

**GCO 5: Life/Work Information.**

Students will be expected to learn to effectively locate, evaluate, interpret and use life/work information.

*Students will be expected to:*

**KSCO 1:** Discover how individual characteristics, behavior and attitudes influence the feelings and behaviors of others and affect school and family situations and life and work roles.

**KSCO 2:** Discover how a realistic and positive self-image contributes to self-fulfilment both in life and work.

**KSCO 3:** Adopt behaviors that reflect a positive attitude about self and in turn contribute positively to one's life and work and help build positive relationships with others.

*Students will be expected to:*

**KSCO 1:** Discover how change that occurs in the physical, psychological, social and emotional development of an individual impacts both their present and future life and work.

**KSCO 2:** recognize how an individual's overall flexibility and adaptability to cope with change directly impacts on workplace satisfaction and productivity.

*Students will be expected to:*

**KSCO 1** Understand how current and future academic performance may influence the selection of high school programs/ courses and impact future work and life choices, respectively.

**KSCO 2** Understand the relationship between personal skills, personal achievements, academic performance, and attitudes and their influence on life and work-related choices and successes.

**KSCO 3** Explore the skills, knowledge and attitudes required in specific work sectors that influence one's changing work role characteristics.

*Students will be expected to:*

**KSCO 1** Develop strategies for locating, understanding and using life/work information.

**KSCO 2** Demonstrate an understanding of the importance of transferable employability skills development to further employment and education.

*Students will be expected to:*

**KSCO 1** Demonstrate an understanding of how changing economic and social conditions, and technological advances affect the evolving world of work.

*Career Preparation: Life and Work Building*

**GCO 6: Life/Work Roles:**

Students will be expected to link lifestyles, life roles and life stages to life/work building while understanding and overcoming stereotypes/bias in life and work.

*Students will be expected to:*

- KSCO 1** Demonstrate how one's various life and work roles impact the attainment of one's future goals.
- KSCO 2** Recognize how stereotyping may affect occupational choices, work opportunities and personal achievement for oneself and for others.

**GCO 7: Decision Making:**

Students will be expected to engage in life/work decision making.

*Students will be expected to:*

- KSCO 1** Engage in decision-making respectful of oneself and supportive of one's goals
- KSCO 2** Develop a well defined plan to achieve future views of self by setting realistic short, medium and long term educational and occupational goals.
- KSCO 3** Demonstrate an ability to evaluate one's own progress toward attaining a goal.

**GCO 8: Independent Management of Life/Work Building Process:**

Students will be expected to recognize and take charge of their own life/work building process.

*Students will be expected to:*

- KSCO 1** Re-examine and re-assess one's preferred future using newly acquired information about self and the world of work as criteria.
- KSCO 2** Create and maintain one's life/work portfolio.

## Course Overview

Employment and Labour Studies has been developed to assist students with understanding the value and transferability of knowledge and skills to career development. This course is intended to be an experiential course and is relevant for any student entering the world of work.

The course is divided into three areas.

- Labour Standards
- Workplace Communications
- Customer Relations

# How to Use the Four Column Curriculum Layout

## Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

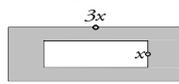
All outcomes are related to general curriculum outcomes.

## Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning

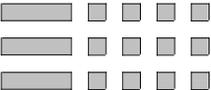
SPECIFIC CURRICULUM OUTCOMES	
Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> <p><b>Sample Performance Indicator</b></p> <ul style="list-style-type: none"> <li>• The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</li> </ul>  <p>(i) Ask students to write an expression for the missing dimensions of each rectangle.</p> <p>(ii) Ask students to determine the area of the walkway.</p>

## Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<p><b>Sample Teaching and Assessment Strategies</b></p> <p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, <math>\frac{2x+12}{3} = \frac{2x}{3} + \frac{12}{3}</math>. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, <math>x + 4</math> tiles will be a part of each group, so the quotient is <math>x + 4</math>.</p> <p><b>Activation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>model division of a polynomial by a monomial by creating a rectangle using four <math>x^2</math>-tiles and eight <math>x</math>-tiles, where <math>4x</math> is one of the dimensions.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>ask students what the other dimension is and connect this to the symbolic representation.</li> </ul> <p><b>Connection</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>model division of polynomials and determine the quotient</li> </ul> <p>(i) <math>(6x^2 + 12x - 3) \div 3</math></p> <p>(ii) <math>(4x^2 - 12x) \div 4x</math></p> <p><b>Consolidation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>draw a rectangle with an area of <math>36a^2 + 12a</math> and determine as many different dimensions as possible</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>discuss why there are so many different possible dimensions.</li> </ul> <p><b>Extension</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>determine the area of one face of a cube whose surface area is represented by the polynomial <math>24s^2</math>.</li> </ul>	<p><b>Resources and Notes</b></p> <p><b>Authorized Resources</b></p> <p><i>Math Makes Sense 9</i></p> <p>Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</p> <p>Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</p> <p>ProGuide: pp. 35-42, 43-51</p> <p>CD-ROM: Master 5.23, 5.24</p> <p>See It Videos and Animations:</p> <p>Multiplying and Dividing a Polynomial by a Constant, Dividing</p> <p>Multiplying and Dividing a Polynomial by a Monomial, Dividing</p> <p>SB: pp. 241-248, 249-257</p> <p>PB: pp. 206-213, 214-219</p>

**Resources Notes**

Column four references supplementary information and possible resources for use by teachers.

**Suggestions for Teaching and Assessment**

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

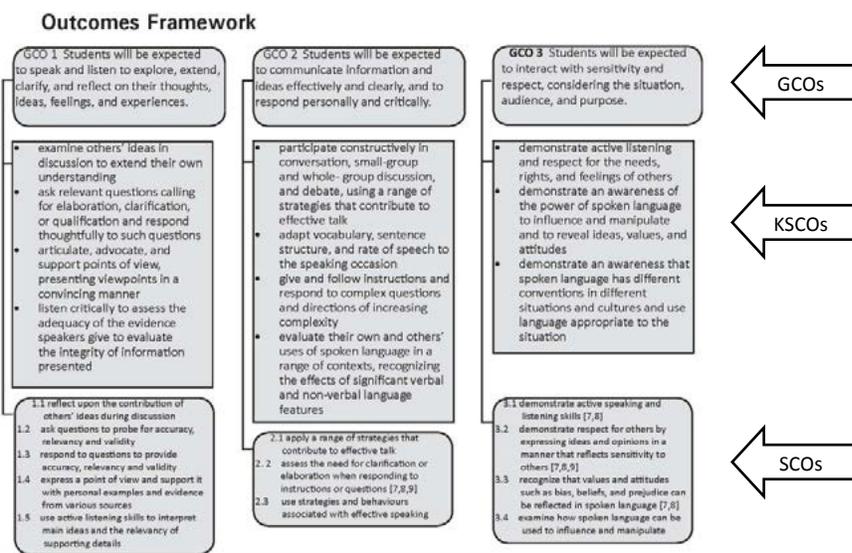
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction;
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area; and
- Consolidation - synthesizing and making new understandings.
- Extension - suggestions that go beyond the scope of the outcome.

These suggestions provide opportunities for differentiated learning and assessment.

# How to use the Strand Overview

At the beginning of each of the 2-strand groupings there is explanation of the focus for the strands and a flow chart identifying the relevant GCOs, KSCOs and SCOs. A table of the SCOs Continuum follows the chart to provide context for teaching and assessment in Grade 9. The current grade is highlighted in the chart.



Previous
Current
Next

**SCOs Continuum**

GCO	<p><b>GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</b></p>		
	Grade 7	Grade 8	Grade 9
	8.1 experiment with a variety of strategies as language learners		
	8.2 experiment with writing and representing to extend, explore and reflect on ideas	8.2 use writing and representing to extend, explore and reflect on ideas, values and attitudes	
	8.3 identify strategies that help them learn and describe their personal growth as language learners	8.3 assess strategies that help them learn and describe their personal growth as language learners	
SCOs	8.4 experiment with stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)

# Unit 1

## Labour Standards

### Overview

#### **Purpose**

The purpose of this unit is to make students familiar with the legislation and regulations are specific to the workplace. This will encompass areas that the province and federal government are responsible for as well as the role of unions in the process.

- Topic 1- Labour Standards
- Topic 2 - Unions
- Topic 3 - Employment Insurance
- Topic 4 - Human Rights and Employment

#### **Profile**

As this is the first unit in this course students will be engaged in the development of a Life/Work portfolio. This portfolio may be retained after students complete the course and used in their own career development. The remainder of the unit will involve discussions of the relevant labour standards as well as other federal and provincial employment legislation. Consideration of workplace inclusivity, unionization and labour standards will help make students aware of the rights and responsibilities of workers and employers.

#### **Suggested Timeline**

This unit should encompass approximately 25% of the instructional time allotted and approximately 14 hours of the instructional time allotted with the following suggested distribution of time:

- Topic 1- Labour Standards  
3-4 classes
- Topic 2 - Unions  
3-4 classes

- Topic 3 - Employment Insurance  
2-3 classes
- Topic 4 - Human Rights and Employment  
6-7 classes



## Labour Standards

### *Outcomes*

*Students will be expected to*

1.0 develop and maintain a Life/Work Portfolio (LWP)  
[GCO 3 KSCO 2, GCO 7  
KSCO 2 & 3, GCO 8 KSCO  
2]

### *Focus for Learning*

The Life/Work Portfolio (LWP) is an “inclusive course activity management tool” for both teachers and students that will contain all assignments completed throughout the course.

Students should understand that the LWP will be assessed periodically for content and it will be presented for final evaluation at the end of the course. Its contents can represent a significant portion of the course evaluation and this should be communicated to students at the beginning of the course. The Life/Work Portfolio should include:

- the student’s personal idea journal
- job shadowing records (if applicable)
- class notes
- inventories
- class assignments and projects

To be effective, students will need to organize material as it is completed and understand how this portfolio reflects their ongoing progress in the course.

Students will have little experience with such a portfolio unless they have already completed Career Development 2201

### **Performance Indicator**

Students could research Life/Work Portfolios to identify the most common types and structures. They could then brainstorm an organizational structure to be used by the class. This should include the development of tabs to be used in the portfolio.

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## Labour Standards

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### *Sample Teaching and Assessment Strategies*

If students have completed Career Development 2201 they could draw on what they have created in that course. Exemplars from that course would be a useful tool in demonstrating what a portfolio could look like.

#### **Activation**

Students may

- make a cover page for their portfolio, it should include some visual format that represents who they are. It should also incorporate aspects of what they hope to learn.

#### **Connection**

Students may

- using their Career Development Course Content Portfolio, wish to add a new section that would serve as a container for the material from this course. If they have not completed Career Development by this time, they may then create a larger folder that could encompass the Career Development content at a later date.

#### **Consolidation**

Students may

- begin the development of the Life/Work Portfolio at this point.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Cross Curricular Resources**

- Careers for Life text
- Careers for Life teacher resource

#### **Supplementary Resource**

- Labour Standards Act of Newfoundland and Labrador

## Labour Standards

### Outcomes

*Students will be expected to*

2.0 explain the purpose of the Labour Standards Act [GCO 5 KSCO 1]

2.1 identify regulations pertaining to:

- hours of work
- minimum wages
- employment of children
- vacation pay

### Focus for Learning

It is important to determine students' prior knowledge of this topic. A poll of the class may provide this information. A poll, followed up by a class discussion of why we need labour standards will lead into the rest of the information covered by this outcome.

Students need to recognize that the Labour Standards Act as the provincial legislation that all employers must follow.

The Government of Newfoundland and Labrador has a FAQ site available for use in this section. Use this site as the primary resource.

Points to emphasize:

- It is every student's responsibility to know their rights as an employee.
- The Labour Standards Act is the only law with regards to employment standards. Some employers have their own standards but these are guidelines for employment. The difference between these two creates a common misconception.
- Keep the level of treatment in the context of what the students need to know now and make them aware of where they can find more information.

One cautionary note is to remind students that the labour standards act governs their employment but employer guidelines may govern their employability

#### **Performance Indicator:**

Students could create a mock work schedule for a fictitious employee that will adhere strictly to the Labour Standards Act. Detail will need to include age, sex, hours of work, wages and other items deemed important by the student.

As an extension into a class activity, a variety of work schedules could be taken and merged into a full business work schedule. The mock ups in this case would need to be connected from the beginning for this extension activity to be successful.

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## Labour Standards

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- draw upon part time work experience for a class discussion. Items for the discussion could include: hours of work, minimum wage, employment of children, vacation and benefits.

#### **Connection**

Students may

- peruse the FAQ site for Labour Standards of the Government of Newfoundland and Labrador and acquaint themselves with the legislation.
- take on the role of the employer and identify situations where the labour standards act may make it more difficult to do business. A class debate on this topic could then occur.

#### **Consolidation**

Students may

- interview a parent or guardian to itemize the changes the labour standards act has undergone or has been perceived to have undergone in past years. This could be recorded in their journal or Life/Work Portfolio.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Guest Speakers**

- Provincial Government Labour Standards Division
- Provincial Employers Council

## Unions

### *Outcomes*

- Students will be expected to*
- 3.0 describe the purpose and function of a Union.  
[GCO 5 KSCO 1]
- 3.1 include a concise history of Canadian labour

### *Focus for Learning*

The union could be seen as the defender of the collective agreement and labour standards within the workplace.

“Essentially, a union brings democracy to a workplace. We wouldn’t dream of living in a community where we couldn’t vote or have a say in how things are run, so why would we accept such a situation at work?” (CWA Canada Website, 2010)

Students may have prior knowledge in this area, in many instances family members would have experience with the union movement. Questioning the class as to who has had exposure to the union setting can form the basis to start this lesson.

A useful strategy would be to invite a guest speaker from a local union into class. Many unions have outreach programs that may include literature. There is a link between this topic and the previous in that the Labour Standards Act sets out the minimum standards for a workplace whereas a union may hold an employer to a different standard.

Students should gain an appreciation for where unions have come from in history. A brief list of the historical high points in the Canadian Labour Movement is found in appendix A.

#### **Performance Indicator:**

Students could, with their shoulder partners, research a local union, trace its history, local setup, fee structure, outreach programs and membership. This can be placed in a portfolio, completed as a poster or presented to the class.

## Unions

### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- in small groups brainstorm a scenario whereby a union may be needed to protect a worker's rights.

#### **Connection**

Students may

- interview a family member or friend who belongs to a union. In the interview they could comment on the benefits and detriments a union brings to their specific workplace.

#### **Consolidation**

Students may

- create a brochure for new employees outlining the history and benefits of becoming a member of the union.
- create a timeline of the highlights of the history of the Canadian Labour Movement. This could be done in a poster, timeline, or presentation format.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speakers

- Outreach speaker - Newfoundland Association of Public Employees

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Employment Insurance

### *Outcomes*

*Students will be expected to*

4.0 explain the purpose and function of Employment Insurance.

[GCO 3 KSCO 1, 2 & 3, GCO 4 KSCO 1, GCO 8 KSCO 1]

4.1 demonstrate application process for Employment Insurance (EI)

### *Focus for Learning*

Employment insurance is intended to provide temporary financial assistance for those who are between employment, and for those who are upgrading their skills. It also has provisions for caregivers, the sick and maternity/paternity. Students should be familiar with employment insurance, the purpose that it serves, and ways to access the program

The federal government maintains a FAQ on employment insurance through their website. This can be referenced at any time during the instruction of this outcome

Students may have prior knowledge of this outcome. The Government of Canada website has links to the EI system for online registration. Paper copies should be available at a local Service Canada office.

There is a significant amount of information required to apply for EI. This can form the basis of the beginning of the lesson.

Things students will need before applying for EI:

- Social Insurance Number
- Mother's maiden name
- Mailing address
- Banking information
- Record of Employment (ROE)
- information on all employers in last 52 weeks
  - regional regulations
- weeks when no work was performed and reasons why
- weekly salary
- reasons for separation from workplace

### **Performance Indicator:**

Students could work through the entire process of applying for Employment Insurance. While working through the process, students could comment on and record the various questions and information required that support the purpose of Employment Insurance. A cautionary note, it is not suggested that students actually submit an electronic copy.

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## Employment Insurance

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- in a whole group activity create a concept web of what they know of the Employment Insurance program based on their personal knowledge.

#### **Connection**

Students may

- as a research activity, examine the processes of applying for and receiving Employment Insurance.
  
- gather all the information necessary to fill out an Employment Insurance claim.

#### **Consolidation**

Students may

- role play a scenario of an individual coming into to the Service Canada office for Employment Insurance. Within this role play they could engage in questions about why the applicant needs the assistance, have they been looking for work and is there a need to retrain for skills development.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speakers

- Local Service Canada Representative

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Human Rights and Employment

### *Outcomes*

*Students will be expected to*

5.0 describe the Human Rights Act and how it impacts hiring practices.  
[GCO 6 KSCO 2]

5.1 differentiate between the Human Rights Act and the Human Rights Code.

### *Focus for Learning*

The Human Rights Act is the federal legislation which applies to all areas under federal jurisdiction. The Human Rights Code is enacted by the provincial government which then applies to all areas under provincial jurisdiction. The code cannot circumvent the act or the Charter of Rights of Freedoms in any way.

Students may be familiar with the Human Rights Act from previous studies. It is not intended that students study the entire Act, as the focus should be on hiring practices. For this purpose Part I of the Act, Proscribed Discrimination, is sufficient.

The Act forbids discrimination on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and conviction for which a pardon has been granted.

If the instruction takes place in a multi-cultural classroom this may provide opportunities for sharing, but may require sensitivity to the issues described.

#### **Performance Indicator:**

Students could create a fictional job advertisement including a broad range of occupations, which meet the criteria as outlined in the Human Rights Act.

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## Human Rights and Employment

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- research a prominent human rights activist, involved in the labour movement, and talk about their motivations for doing what they did.

#### **Connection**

Students may

- identify instances where an individual's human rights were violated in hiring practices and the workplace. For the purposes of this activity, treating the school as a workplace would be appropriate.

#### **Consolidation**

Students may

- outline how discriminatory hiring practices could negatively impact a business. The focus in this activity should not be based in the Human Rights Act but rather how a diverse workforce may help businesses.

#### **Extension**

Students may

- create job ads that subtly contradict the criteria laid out in the Human Rights Act.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Guest Speakers**

- Human Rights Association of Newfoundland and Labrador

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Human Rights and Employment

### *Outcomes*

*Students will be expected to*

6.0 explore basic concepts and terms related to inclusion in the workplace.

[GCO 2 KSCO 2, GCO 6 KSCO 2]

6.1 include in their exploration the following terms:

- age,
- race,
- culture,
- religion,
- socio economic,
- sexual orientation and
- gender

### *Focus for Learning*

Students should now be familiar with the Human Rights Act. This outcome is focused on workplace interactions rather than hiring practices. Inclusivity relates to celebrating and embracing the diversity within the workplace. A variety of backgrounds leads to a stronger more inclusive work site that is more likely to be able to respond to change.

A class discussion at this point, on how diversity in the workplace could strengthen relationships would be appropriate.

Teachers would have to be conscious of the diversity within their own classroom before entering into discussions and activities.

#### **Performance Indicator:**

Students could plan the company Christmas party, taking into account the diversity that may be present at the workplace. The first aspect to be changed would probably be the name, but as students explore further they may discover how rich a celebration it could become.

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## Human Rights and Employment

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- on a local level, examine organizations that have a diverse workforce.

#### **Connection**

Students may

- generate a list of careers that could benefit from being diverse and inclusive in their hiring practices.

#### **Consolidation**

Students may

- comment on the seven elements of inclusivity delineated for this outcome, and how each separately or collectively make the workplace more resilient and adaptable.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speakers

- Human Rights Association of Newfoundland and Labrador

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>



## Unit 2

# Workplace Communications

### Overview

#### **Purpose**

This unit will focus on a variety of strategies dealing with communications at work. These strategies have applicability beyond the world of work and can be applied in situations ranging from home to school.

- Topic 1 - Communication

#### **Profile**

Starting from establishment of the importance of effective communication at work, this unit will engage students in a wide variety of communication types and strategies. Students will be expected to produce appropriate written, verbal and non-verbal communication. Experiential learning should be the primary mode of instruction for this unit. It is suggested that use of interview, presentations, role play and technology would be appropriate.

#### **Suggested Timeline**

This unit is expected to encompass up to 50% of the course time.

This unit should encompass 15 hours of the class time allotted with the following suggested distribution of time:

- Topic 1 - Communications
  - 25 - 26 classes

## Communications

### *Outcomes*

*Students will be expected to*

7.0 describe the importance of effective communication skills in business.

[GCO 4 KSCO 2]

7.1 identify communication skills as defined in Employability Skills 2000+

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge

### *Focus for Learning*

Students may have personal experience with this topic. The value and function of employability skills is an effective method of introducing this topic. The depth of treatment should involve students being familiar with the communication skills aspect specifically.

A brainstorming session on the question of what effective communication looks like and sounds like is a logical starting point. The next step could be to introduce the specific elements. Modelling effective communications within the instruction will make the learning more real for the student. An examination of the effectiveness of the brainstorming session as a method of clarifying and focusing could also be part of the general discussion.

#### **Performance Indicator:**

Students could outline the communication skills introduced in this topic in their journals, with specific reference to how they demonstrate these skills. Students should practice and demonstrate what they have just learned of these skills.

## Communications

### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- engage in an online activity researching the concept of employability skills. They could report back to their classmates.

#### **Connection**

Students may

- make connections, taking a variety of provided job advertisements, between communication skills and employment opportunities. This could be recorded in their portfolio.
- compile a list of jobs where strong communications skills are essential. This could be shared with their shoulder-buddy and then used in a full class activity to create a comprehensive list.

#### **Consolidation**

Students may

- in small groups, create a job advertisement that is aimed at a position that requires strong communication skills, encompassing those listed in column one.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>
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#### Cross Curricular Resources

- Careers for Life text
- Careers for Life teacher resource

#### Guest Speakers

- Member of local chapter of Toastmasters International
- Communications Specialist from a local business

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Communications

### *Outcomes*

*Students will be expected to*

8.0 discuss the rationale and techniques for fostering goodwill in business communication, regardless of the circumstances.  
[GCO 1 KSCO 3]

8.1 discuss these two specific aspects:

- communications from the company, and
- company role in the community it serves.

### *Focus for Learning*

Goodwill in business communications for the purposes of this outcome relates to customer service and the building of strong community relationships through good communications.

Students would be exposed to this topic through advertising and corporate sponsorship of sporting and community events they may have been part of. A specific example would be corporate sponsorship of the Olympics.

Business is based on relationships, internally and externally between the customers and the business. Effective corporate communications is an important aspect of that relationship building. There are certain elements that need to be met for this to take place, which include:

- Speak to the customer in their language – accessible to multi-lingual, culturally acceptable, and technologically appropriate.
- Build trust through honest dialogue – share failures with successes.
- Keep communications current – make sure information available online is up to date.

#### **Performance Indicator:**

Students could find examples, through an internet search or other media, of corporations that practice effective communications and those that do not. In each case they should be able to express why one effective and why the other is not.

## Communications

### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- bring examples of corporate sponsorship advertising from home. This then could be used to make a collage, in small groups or the class as a whole.

#### **Connection**

Students may

- create a visual for a fictitious corporation in which the business is attempting to raise their community profile and foster goodwill.
- research examples of corporations that have significant goodwill in the community and outline how they have accomplished this. This can be done with a local focus as well as on the national and international scene.

#### **Consolidation**

Students may

- write a letter to a local/national business seeking support for a local not for profit initiative or congratulating a local company for its efforts in the community. In this letter they would have to outline the benefits the corporation will or has realized as well as the positive outcomes to the community.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speaker

- Communication director from a local business

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Communications

### *Outcomes*

*Students will be expected to*

- 9.0 share information using a range of information and communications technologies.  
[GCO 3 KSCO 3, GCO 5, KSCO 1]
- 9.1 review the standard formats for business communication types. Including:
- business letters
  - memos
  - informal business report
  - formal business report
  - digital communication (internal and external)
- 
- 10.0 use written communication to draw attention and enhance communication.  
[GCO 1 KSCO 3]
- 10.1 examine guidelines for writing business letters, memos and emails which convey:
- acknowledgment,
  - routine request,
  - routine response,
  - complaint,
  - refusal,
  - persuasive request and
  - letters of appeal

### *Focus for Learning*

This outcome is taken specifically from the Communication Skills outlined in the first outcome of this unit. Students would have been introduced to the form, but not the practical usage and this is an important consideration for depth of treatment.

An experiential activity with real-world application would be appropriate. Students could be introduced to this outcome with examples of the different communication types and how they are used in the business world. This could be followed up with students creating their own communications pieces and then comparing. To reinforce this the reason and subject for the communication should be consistent in each example. It is assumed that a variety of information and communications technologies will be used in the creation of these activities.

**Performance Indicator:**

Students could write a variety of the standard formats for common business communication types to match a fictional situation presented to them. Such situations could include: informing the public about a change in business practice or a rate hike; trying to schedule a team meeting and then reporting the results of the meeting a superior; etc.

The aim of this outcome is three specific elements of written communication, the business letter, the memo and the email and the variety of uses that they may serve.

Students need to differentiate between the various types of correspondence that may occur within a business environment. Specifically they should examine the tone and structure that make such communication effective. Each of the delineations outlines a specific instance of response, and students should be familiar with the general guidelines and structure to be used. Use of examples for each of the types is an effective method for instruction.

**Performance Indicator:**

Students could respond to a variety of fictional situations using guidelines indicated, and then peer review these responses with their shoulder partner.

## Communications

### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- in a journal entry, outline the variety of ways they have communicated with friends and family non-verbally in the past week.

#### **Connection**

Students may

- outline in a chart when each of the standard formats would be used in a business setting.
- from a variety of scenarios provided, generate a list of the most appropriate communication format to match the scenario.

#### **Consolidation**

Students may

- write sample of each of the standard formats to put in their portfolio.

#### **Extension**

Students may

- from the first connection activity, create a commentary on appropriateness of the format for each situation.

#### **Activation**

Students may

- in small groups, brainstorm a situation in which written communication is used in the business world. The specific situation of business to client/customer would be an effective starting point.

#### **Consolidation**

Students may

- create a flowchart to describe the process a business would follow when receiving and responding to a request/complaint/question from a client or customer. The process outlined should encompass all of the writing samples indicated.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

## Communications

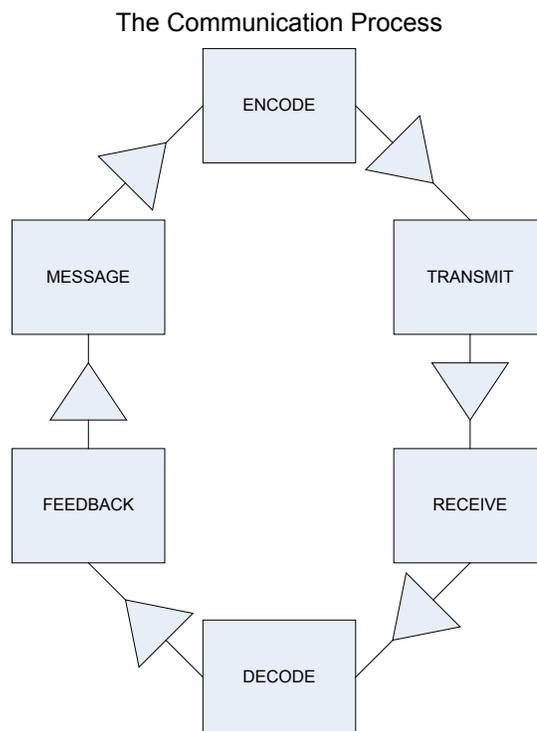
### Outcomes

Students will be expected to

- 11.0 describe the main elements of the communication process.  
[GCO 4 KSCO 2]
- 11.1 identify barriers to effective communication.
- 11.2 review the importance of revising and proofreading.

### Focus for Learning

The communication process can be represented as a loop. The message is the starting point, dealing with the sender, who then encodes and transmits. The receiver receives the message, decodes it and then sends appropriate feedback to the sender. A breakdown of any of these sub-processes could result in a barrier to effective communication.



Each of the sub-processes can be put into everyday terms making it easier for students to understand. For example, describing encoding as being the method of message (i.e., writing, speaking, etc.).

Revising and proofreading are elements of the encoding sub-process, and students should recognize that this is essential to ensure that what is transmitted is the message that was intended.

The English Language Arts program covers this material as well within their Speaking and Listening strands

#### Performance Indicator:

In small groups students could indicate the various areas of the process in which a barrier could cause a breakdown in communications.

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## Communications

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- outline how they communicate with others in the class and how sometimes this communication is ineffective.

#### **Connection**

Students may

- recreate the diagram of the Communication Process using their own words to place in their portfolio.

#### **Consolidation**

Students may

- using a sample communication, follow the Communication Process diagram and show how the message intent could be properly interpreted as well as improperly interpreted due to barriers. This could include the use of a role play in which students are asked to pass a message on through the class in a variety of fashions.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Communications

### *Outcomes*

*Students will be expected to*

12.0 discuss components of an effective presentation  
[GCO 4 KSCO 2]

12.1 To include:

- preparation
- citation of sources
- delivery techniques
- use of technological aids

### *Focus for Learning*

Students may have experienced effective presentations in the past and this knowledge can form the basis of a discussion in class. As well, a class discussion outlining the elements of effective presentations would be suggested as well.

The three elements we will be focusing on for an effective presentation are: preparation, technique, and technology. Students should be aware of how each of the three components create an effective presentation, and how if any of the components are less than exemplary, a presentation can fail in its purpose.

A cautionary note would involve an element of preparation that is sometimes overlooked, at least at this level, the proper referencing of documents used. Students will frequently use documents without referencing and use sources that are not reputable. A class discussion would be appropriate here. This also has cross-curricular implications for English Language Arts, Social Studies, Science, and any other discipline that engages in report writing.

**Performance Indicator:**

Students could create a presentation on the subject matter of effective presentations.

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## Communications

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- individually or in small groups, outline, from presentations they have seen, the elements of an effective presentation. This could be grouped under the headings found in the delineation.

#### **Connection**

Students may

- in a brainstorming session, itemize presentation techniques that engage them effectively.

#### **Consolidation**

Students may

- create their own presentation and complete a self-evaluation of effectiveness to be placed in the Life/Work portfolio.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

## Communications

### *Outcomes*

*Students will be expected to*

- 13.0 listen and ask questions to understand and appreciate the points of view of others [GCO 4 KSCO 2]
- 13.1 apply effective listening techniques.
- 13.2 identify effective questioning techniques
- 13.3 discuss the importance of body language/non-verbal cues

### *Focus for Learning*

Students have engaged in a variety of effective communication and this prior knowledge can be activated for aid in instruction. The emphasis should be on how equally important it is to be able to listen and respond appropriately to questions while presenting positive non-verbal cues.

Modelling would be one method of instruction. While discussing this outcome with the class, demonstrate to students how they can listen appropriately, present good non-verbal cues and ask questions appropriately. This may begin as a small group discussion or role play and then develop into a whole class discussion.

Working on non-verbal cues could involve students demonstrating positive body language while engaging in this outcome: sitting up straight, making eye contact, positive facial expression, etc.

#### **Performance Indicator:**

Students could play a modified game of "Guess who?". In the first round, the game could be played without asking questions but having the proponent talk about who they are giving little clues in the process. The second round could be played by only asking questions of the proponent. The third could be played by asking questions and having proponent only respond through non-verbal cues.

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## Communications

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- role play a situation involving a customer service call about technical support. In the first instance the customer service representative would be a good listener and in the second they are not. In each instance, listing the characteristics they display would enhance understanding.

#### **Connecting**

Students may

- demonstrate good listening techniques during class, peer presentations, and guest speakers.

#### **Consolidation**

Students may

- research a famous interviewer/journalist and comment on how they demonstrate effective listening and questioning techniques. Students could also highlight the importance of non-verbal cues in the process.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>



## Unit 3

# Customer Relations

### Overview

#### **Purpose**

This unit deals with customer relations and proactive and reactive methods of conflict resolution. Some of the ideas presented in this unit have applicability beyond customer relations and beyond the world of work.

There are three topics

- Topic 1 - Customer Service
- Topic 2 - Telephone Communications
- Topic 3 - Conflict Resolution

#### **Profile**

Customer relations is an important aspect in the world of work. Many jobs involve some interaction between the worker, customers and stakeholders. The material presented in this unit will give practical strategies for students to use in their work and everyday life. This unit should be taught using engaging practical examples and inviting students to participate in their own learning.

#### **Suggested Timeline**

This unit should encompass approximately 25% of the course time allotted and approximately 15 hours of the class time allotted with the following suggested distribution of time:

- Topic 1 - Customer Service
  - 7-8 classes
- Topic 2 - Customer Communications
  - 1-2 classes
- Topic 3 - Conflict Resolution
  - 7-8 classes

## Customer Service

### *Outcomes*

*Students will be expected to*

14.0 define effective customer service.

[GCO 7 KSCO 1]

14.1 identify elements of effective customer service.

14.2 examine barriers to quality customer service

### *Focus for Learning*

Students have experience with both positive and negative customer service. As customers or maybe as employees, a discussion of experiences could be an effective starting point.

Common elements of good customer service could include:

- effective communications (listen, speak clearly)
- courteous/respectful behaviour
- timely response to challenges
- keep expectations realistic

The key here would be to examine the process of effective customer service, specific instances when the intended plan does not go as smoothly as originally planned. For example:

- Effective communications – a barrier could be language or a technical breakdown
- Courteous, respectful, professional staff – a barrier could be difficulty in recruitment, or an irate customer
- Timely response to challenges– a barrier could be a third party supplier with shipping difficulties
- Realistic expectations - a barrier could be an overzealous salesperson

### **Performance Indicator**

Students, in small groups, could engage in a role play that demonstrates good customer service as outlined in the common elements. Students could also role play their example of what bad customer service could look like.

## Customer Service

### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- record in their journal a situation in which their experience as a customer was a positive one, and note reasons why it was positive or negative.

#### **Connection**

Students may

- make a chart that highlights different consumer groups (i.e., youth, seniors, professionals, etc.) and comment on the effectiveness of service most commonly experienced by each of those groups.
- individually or in small groups, examine the elements of effective customer service. This could take the form of a role play, a poster on good customer service, or a discussion.

#### **Consolidation**

Students may

- as an outside class activity, record their experiences as a customer over a five day period. They should not indicate where exactly, but comment on the customer service and the level of service provided.

#### **Extension**

Students may

- in a small group discussion, identify some barriers for good customer service that are beyond the control of the front line worker.
- create a picture or collage in the shape of an actual physical barrier to represent a barrier to quality customer service. This could be placed in the Life/Work Portfolio or displayed in the classroom.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speakers

- Member of local Board of Trade
- Better Business Bureau of Newfoundland and Labrador

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Customer Service

### *Outcomes*

*Students will be expected to*

- 15.0 identify various types of customer needs  
[GCO 1 KSCO 1 & 3]  
15.1 describe the difference between customer wants and needs

### *Focus for Learning*

Students have experience as customers and will be able to identify with this outcome. A brainstorming activity could focus on customer needs such as food, shelter, clothing, etc. Sometimes needs and wants will overlap, as people may want food as well as need it. There are also the instances when wants may include a better grade of clothes, food or shelter. Still, wants are more non-essential items, comfort or luxury items. For instance, a cell phone may be perceived as a need, whereas an iPhone could be perceived as a want. From a customer service perspective, customer needs have the highest priority. An extension of the brainstorming activity could include a discussion of how a company, manufacturer or service provider would respond to the following situations differently:

- A furnace breakdown
- A malfunctioning computer
- An interruption in power
- A broken X-Box
- A lost prescription

The depth of treatment should engage students in the identification of wants and needs and how a company should respond to each on

#### **Performance Indicator:**

Students could, referring to their own homes, compile a list of items and classify them as needs or wants. They could then create a hierarchy of customer services prioritizing for scheduling of repair of the same list.

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## Customer Service

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- classify a series of objects as a need or a want and comment as to how the customer service may change for each.

#### **Connection**

Students may

- research and identify companies that have excellent customer service reputations. They should compile a list for the Life/Work Portfolio that also indicates the industry the company is involved and the related customer service policy.

#### **Consolidation**

Students may

- individually or in small groups, identify how needs and wants have changed for the customer with specific examples over the last 50 years. This could be recorded in a journal entry, presented to the class, or result in a timeline of wants and needs.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Guest Speakers**

- Member of local Board of Trade
- Better Business Bureau of Newfoundland and Labrador

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Customer Service

### *Outcomes*

*Students will be expected to*

16.0 explain how a positive attitude can improve a customer's satisfaction [GCO 1, KSCO 1, 2 & 3, GCO 2, KSCO 2]

### *Focus for Learning*

A positive attitude is linked to a good self image. Self image is the sum of a person's attitudes, values, beliefs and behaviours. Along with a positive attitude, individuals with a positive self image often have good relationships with others, make good choices and are confident in dealing with customers. Resilience, the ability to recover readily from adversity, is the key to success in business or in life. Students need to recognize that a positive attitude will enable them to be resilient in the workplace.

A positive attitude puts customers at ease and makes them feel they are valued. When most customers see steps are being taken to resolve an issue, or feel that there is an atmosphere of trust, they will be satisfied.

#### **Performance Indicator:**

Students can create a concept web illustrating the benefits for customer relations that can stem from a positive attitude and a positive self-image.

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## Customer Service

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- from the common saying, “Smile, and the world smiles with you”, create an entry in their journal responding to the validity of this statement with respect to customer service.

#### **Consolidation**

Students may

- in a discussion, comment on how a positive attitude can create good customer service by giving examples from their own experiences.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Guest Speakers**

- Local business owners
- Service industry employee

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Customer Service

### *Outcomes*

*Students will be expected to*

17.0 explain how perception can alter customer and server behavior  
[GCO 2 KSCO 2]

### *Focus for Learning*

Perception is a response to what we see. It is viewing with personal interpretation. Where it may not be accurate we construct our own meaning from it. The adage “You can’t judge a book by its cover” is an example of the possible implications of perception. The simplest example is perceiving that all people who ride motorcycles are gang members and cannot be trusted.

Making assumptions (perceiving without fact) could create situations whereby sales are lost and there is a loss of consumer confidence.

Engage students in a discussion around their situational perceptions is an effective starting point. For example, a car salesperson seeing a poorly dressed individual might not perceive them as being a good customer and might as a result lose a sale. On the opposite side, a customer perceiving the skills of a server based on piercings and tattoos may think they are poor employees and alter their behaviour towards that business.

#### **Performance Indicator:**

Students could compile a list of acceptable images at a number of different worksites. For example, where would they expect to see someone with piercings and tattoos.

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## Customer Service

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- relate their own experiences as a customer and a situation they have experienced where the perception of who they were, affected how they were treated.

#### **Connection**

Students may

- giving examples from their school experiences, make an entry in their journal that deals with how their own perceptions of someone else altered the way they were treated, and comment on whether the perception was correct.

#### **Consolidation**

Students may

- create a description of the ideal customer service representative indicating what qualities would be the most desirable to be perceived by the public. This could result in a sketch, an illustration, a digital image or a notated photo.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speakers

- Local Chamber of Commerce

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Telephone Communications

### *Outcomes*

*Students will be expected to*

18.0 describe the qualities of a professional telephone interaction.  
[GCO 8 KSCO 1]

### *Focus for Learning*

Students may have experience with telephone etiquette. It is important to point out that telephone conversations with friends and families are different from those that occur at work. A practical activity is the best way to solidify this concept.

Below is a quick reference to proper telephone etiquette.

Proper:

- speak clearly
- smile as you answer the phone
- always use a pleasant, congenial and friendly tone.
- identify yourself.
- ask permission before placing a caller on hold.
- make sure the caller hangs up first

Improper:

- interrupt the person while he/she is talking
- engage in an argument with a caller.
- accept personal calls or texts at work.
- answer the phone if you are eating or chewing gum.
- give the impression that you are rushed even if you are.

### **Performance Indicator:**

Students could record, using a variety of media, an example of a positive phone interaction and a negative phone interaction.

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## Telephone Communications

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- create a list of do's and don'ts in terms of properly and professionally answering the telephone.
- identify behaviours that could be extremely distracting/unpleasant during a professional telephone conversation.

#### **Connection**

- create an entry in their journal, outlining their experiences as the recipients of positive telephone interactions as well as negative telephone interactions. As an extension, students could create chart comparing the two.

#### **Consolidation**

- with their shoulder partners, engage in a role play around proper telephone etiquette exchanging positions as receiver and sender.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Guest Speakers**

- Phone center employee

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Conflict Resolution

### *Outcomes*

*Students will be expected to*

19.0 explain the importance of asserting oneself within the workplace  
[GCO 2 KSCO 1]

### *Focus for Learning*

Assertion is a means of maintaining one's rights or to express an opinion. It should be done in an affirming way rather than an aggressive way. The employee has to be their own advocate, i.e. be assertive, for labour and safety standards.

This outcome can be linked to a number of the previous outcomes, including but not limited to positive attitude, labour standards, and perception. To begin this task, a simple compare and contrast between aggressive and assertive behaviour as a whole class activity will establish the concept. Students need to perceive the appropriateness of assertive behaviour as compared to aggressive. This should guide the depth of treatment for this activity.

#### **Performance Indicator:**

Students will engage in a role play for a variety of customer service situations. In each case, the situation will be played for an aggressive reaction and an assertive one. A commentary from other students in the class on what has occurred will provide necessary feedback.

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## Conflict Resolution

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- create a working definition to distinguish between aggression and assertion. These definitions, with examples, could then be placed in the Life/Work Portfolio.

#### **Connection**

Students may

- using the definitions in the previous task, highlight instances when being assertive would be appropriate for customer service. As an extension, students may list instances where the customer service may have bordered on aggression when assertion was the intent.

#### **Consolidation**

Students may

- create a series of customer service slogans that deal with being assertive rather than aggressive and when it is appropriate.

### *Resources and Notes*

#### Web Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### Guest Speakers

- Local union representative
- Local customer service employee

#### Multi-media Resources

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>

## Conflict Resolution

### *Outcomes*

*Students will be expected to*

20.0 demonstrate techniques for interacting with challenging customers in addressing complaints and resolving conflict.

[GCO 3 KSCO 2, GCO 4 KSCO 1 & 2, GCO 5 KSCO 1]

20.1 practice the following techniques specifically:

- ways to control feelings
- ways to interact with an upset customer
- ways to resolve conflict/customer criticism
- ways to prevent unnecessary conflict with customers

### *Focus for Learning*

This outcome ties in directly with SCO 19. Students may have prior knowledge of this topic. This is a culminating activity that could provide assessment for the entire unit. Role play and modelling are two effective methods that can be used for introduction of the topic as this is intended to be an experiential activity for students. The depth of treatment will depend on how much of the unit is encompassed in the delivery. Coaching followed by role play with classroom feedback following would be effective as well.

Points to emphasize:

- Ways to control feelings – know it is not necessarily about you... try to understand the customers perspective...realize that the customer might have a right to be angry
- Ways to interact with an upset customer – be patient...listen to emotion without emotion...speak softly
- Ways to resolve conflict/customer criticism – take responsibility... place customer first, problem second...be flexible
- Ways to prevent unnecessary conflict with customers – take complaints seriously...follow up...solve the problem

### **Performance Indicator**

In a role play, students could successfully resolve a conflict between a customer service representative and an irate customer.

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## Conflict Resolution

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### *Sample Teaching and Assessment Strategies*

#### **Activation**

Students may

- create a journal entry illustrating instances where they have let their emotions get the better of them resulting in a less than desirable outcome.

#### **Connection**

Students may

- create a graphic continuum of the techniques for interacting with challenging customers as one element and the degree and type of intervention required.

#### **Consolidation**

Students may

- create an informational poster that could be posted in the staff/break room to educate employees on how to interact with challenging customers. This could be placed in the Life/Work Portfolio or posted in the classroom.

### *Resources and Notes*

#### **Web Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/web-resources.html>

#### **Guest Speakers**

- Local customer service employee
- Chamber of commerce representative

#### **Multi-media Resources**

- <https://www.k12pl.nl.ca/curriculum/10-12/career-development/employment-and-labour-studies/multimedia.html>



# *Appendices*

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# A Brief History of the Labour Movement

- The Toronto Typographical Union strike and the Trade Unions Act, 1872
- Royal Commission on the Relations of Labour and Capital, 1889
- Federal Department of Labour established, 1900
- Workmen's Compensation Act, Ontario, 1914
- The Winnipeg General Strike, 1919
- Wartime labour relations regulations, Order-in-Council P.C. 1003, 1944
- Federal Public Service Staff Relations Act, 1967
- Common Front, Quebec, 1972
- Occupational Health Act, Saskatchewan, 1972
- Day of Protest, 1976
- Supreme Court of Canada's ruling on Bill 29, 2007