

BA Futures 11

District Name: Kamloops Thompson

District Number: SD #73

Developed by: Jason McMain

Date developed: January 2005

School Name: Barriere Secondary School

Principal's Name: Greg Howard

Board/Authority Approval Date: 2005/05/30

Board/Authority Signature:

Course Name: Futures 11

Grade Level of Course: 11

Number of Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required

In order to limit the costs of the program, the teacher must either already possess or be willing to enroll in the following instructor courses: First Aid (Saint John's Ambulance First Aid Schools Program), Baby Sitting (Saint John's Ambulance Babysitting Schools Program), WHMIS, Food Safe, and Super Host. There is an expense associated with the instructor training and the student certifies themselves but it should be considered a cost saving measure when compared with the expense of these courses' tuition per student at a post secondary institution or local organization.

Course Synopsis

The first term will be spent on work related skills such as creating resumes, cover letters; as well a significant portion of the term will be spent gaining training in a number of the following areas:

1. First Aid training Certificate
2. Life Saving Certificate
3. Baby sitting certificate
4. Food Safe certificate
5. W.H.M.I.S. (Workplace Hazardous Materials Information System) certificate
6. Super Host certificate
7. Guest Speakers

The second term will involve concluding any training courses not finished in the first term as well as instruction in the core subjects. Core subjects include: survival math skills, reading skills, and current events.

Rationale

This course has been developed to provide potentially marginal students with an opportunity to achieve success in both classroom work and work experience as well as enhance personal development, self-confidence and positive self-image. This course ideally provides segue into a work experience semester; students will develop career goals and career decisions through exposure to the pre-employment courses offered throughout the futures program .The ulterior goal of the futures program is to provide instruction in the core subjects with classroom work at the student's level. Ideally, the positive synergy created by this curriculum will prepare the student for the transition from school to work as well as empower the student to become a productive citizen.

Organizational Structure

Unit	Title	Time
Unit 1	Resumes, Cover Letters, & Careers	15 hours
Unit 2	First Aid	20 hours
Unit 3	WHMIS	10 hours
Unit 4	Baby Sitting	10 hours
Unit 5	Super Host	10 hours
Unit 6	Food Safe	20 hours
Unit 7	Core Subjects	25 hours
Unit 8	Guest Speakers	10 hours
	Total Hours	120

Unit Descriptions

Unit 1: Resumes and Cover Letters and Careers

15 hours

Students will become familiar with various types both resumes and cover letters. Students will develop their own resume and cover letter. Several revisions of these documents will be made throughout the course – at the instructor’s discretion. Students will be exposed to short assignments on careers, career options, goal setting, and personality surveys.

Curriculum Organizer – Career Skills Awareness

It is expected that students will:

- Identify the 3 general types of resumes as well as various styles of writing resumes.
- Recognize the importance of a cover letter as well as various styles of writing cover letters.
- Demonstrate the ability to generate and continually revise their own resumes and cover letters.
- Realize the potential for gainful employment in areas that interest them and set tentative career goals.
- Demonstrate the ability to complete job applications and similar work related forms.

Curriculum Organizer – Career Exploration

It is expected that students will:

- Recognize the personality survey as a potential tool for employees and employers alike.
- Take a number of personality surveys and view their results as well as potential careers that match their individual personality type.
- Take advantage of resources in order to relate their learning and skills to education, career, and personal roles in a changing world.

Curriculum Organizer – Career Preparation

It is expected that students will:

- Identify and demonstrate employability skills.

Unit 2: First Aid

20 hours

Though this course is part of the B.C. school’s program, instructor training is required, even for B.C. certified school teachers. Readily available instructor kits include instructor’s guide, module videos, workbooks, and tests.

The first aid program offered by St. John’s is centered around the concept of emergency scene management and the basic first aid skills that are required to sustain life in emergency situations. There are five required modules that will earn a student a ‘Life Saver’ certificate if the other skill sets in the elective modules are not satisfactorily

completed. If all elective modules are also successfully completed in practical and written settings, students qualify for a 'Standard First Aid certificate'.

Curriculum Organizer – Workplace Health and Safety

It is expected that students will:

- Apply hazard recognition and injury prevention skills.
- Demonstrate knowledge of basic workplace incident and accident response procedures and protocols.
- Demonstrate knowledge of workplace health and safety rights and responsibilities.
- Analyze hazards or potential hazards in an occupation or industry sector.
- Analyze factors related to a healthy workplace.

Curriculum Organizer – Career Preparation

It is expected that students will:

- Identify and demonstrate employability skills.

Resource Link

http://www.sja.ca/english/in_the_workplace/courses/emergency_level_first_aid.asp

Unit 3: W.H.M.I.S.

10 hours

The WHMIS course 'WHMIS AT WORK' can be presented in any school by any instructor using the British Columbia W.C.B. website (URL listed below). Any educational reproduction is encouraged as long as W.C.B. is acknowledged as the source of the information.

Subunits:

1. What is WHMIS
2. WHMIS Labels
3. Material Safety Data Sheets (MSDS)
4. WHMIS Education and Training
5. Tables and Checklists
6. Resources

Curriculum Organizer – Workplace Health and Safety

It is expected that students will:

- Apply hazard recognition and injury prevention skills.
- Demonstrate knowledge of basic workplace incident and accident response procedures and protocols.
- Demonstrate knowledge of workplace health and safety rights and responsibilities.
- Analyze hazards or potential hazards in an occupation or industry sector.
- Analyze factors related to a healthy workplace.

Curriculum Organizer – Career Preparation

It is expected that students will:

- Identify and demonstrate employability skills.

Resource Link

http://www.worksafebc.com/publications/health_and_safety_information/whmis/default.asp

Unit 4: Babysitting

10 hours

This course “What Every Babysitter Should Know” is part of the B.C. schools program – instructor training is required, even for B.C. school teachers. Instructor kits include instructor’s guide, student workbooks, and tests.

The babysitting course supplies students with an introduction to the necessary skills sets required to care for children of all ages. Students will learn what to do with infants, toddlers, and preschools as well as preteens. The topics include child behaviors, what to ask parents, how to get a babysitting job, first aid, and what to do in case of emergency.

Curriculum Organizer – Workplace Health and Safety

It is expected that students will:

- Apply hazard recognition and injury prevention skills.
- Demonstrate knowledge of basic workplace incident and accident response procedures and protocols.
- Demonstrate knowledge of workplace health and safety rights and responsibilities.
- Analyze hazards or potential hazards in an occupation or industry sector.
- Analyze factors related to a healthy workplace.

Curriculum Organizer – Career Preparation

It is expected that students will:

- Identify and demonstrate employability skills.

Resource Link

http://www.sja.ca/english/health_safety_training/youth/babysitter.asp

Unit 5: SuperHost Training

10 hours

There are a number of Tourism B.C. SuperHost courses that could be inserted into the Futures program but the two recommended course are SuperHost Fundamentals or SuperHost Service Across Cultures. As with previous courses listed, instructor training is required, even for B.C. certified school teachers.

These courses all deal with common difficulties that arise within the tourism industry. These courses are tailored by tourism B.C. to fit with the current B.C. tourism profile.

These courses instruct our students – future service industry employees – how to navigate potential problems with our most common visitors.

Curriculum Organizer – Communication Model

It is expected that students will:

- Demonstrate how communication is a two way process.
- Identify the four components of the communication process (sender, receiver, message and medium).
- Recognize demonstrate the communication elements (verbal, non-verbal, vocal, and auditory).

Curriculum Organizer – Communication Skills

It is expected that students will:

- Demonstrate sensitivity to cultural differences in acceptable communication patterns.
- Recognize the importance of non-verbal messages conveyed through personal appearance, dress, grooming, mannerisms, and observable attitudes.

Curriculum Organizer – Cross Cultural Communication

It is expected that students will:

- Illustrate ways to communicate with non-English speaking visitors.
- Persevere with communications until customer needs/desires can be met.
- Recognize personal biases and their implications.
- Assess the impact of stereotyping on communication
- Compare and contrast customs, service styles, social mores, clothing, religious practices, values, and norms of several cultures.

Any B.C. Tourism course and certainly the two previously recommended courses should fall within the 10 hour allotment for this segment of the Futures curriculum. The instructor kits for these courses include instructor's manuals, student workbooks, and tests.

Resource Link

http://www.tourism.bc.ca/training_services.asp?id=1222

Unit 6: FoodSafe – Level 1

20 hours

Instructor training and certification is available from your FOODSAFE Regional Council/Authority and the instructor kit is available from Queen's Printer.

This course is designed to inform students of the hazards associated with food preparation and how to avoid these hazards. The foundations of this course are grounded in safety and safe practices not only in food preparation but in general workplace procedures as well.

Curriculum Organizer – Workplace Health and Safety

It is expected that students will:

- Apply hazard recognition and injury prevention skills.
- Demonstrate knowledge of basic workplace incident and accident response procedures and protocols.
- Demonstrate knowledge of workplace health and safety rights and responsibilities.
- Analyze hazards or potential hazards in an occupation or industry sector.
- Analyze factors related to a healthy workplace

Curriculum Organizer – Career Preparation

It is expected that students will:

- Identify and demonstrate employability skills.

Resource Link

<http://www.foodsafe.ca/index.htm>

Unit 7: Core Subjects

25 hours

Core subjects include: survival math skills, reading skills, and current events. The intent of this core subject instruction is to begin working with students at their ability level and to slowly progress to higher levels.

Curriculum Organizer – Mathematical Applications

It is expected that students will:

- Demonstrate proficiency in adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals to perform everyday mathematics.

Curriculum Organizer – Applications of Social Studies

It is expected that students will:

- Identify and clarify a problem, and issue (current event), or an inquiry
- Interpret and evaluate a variety of primary and secondary sources.
- Assess a variety of positions on controversial issues.
- Plan, revise, and deliver written and oral presentations.
- Co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified.

Curriculum Organizer – English Comprehension

It is expected that students will:

- Demonstrate an understanding of the main ideas, events, or themes of a variety of written material.
- Organize Details and information about material they have read, heard, or viewed using a variety of written or graphic forms.

- Cite specific information from pieces that have been read, heard, viewed to support their inferences.

Unit 8: Quest Speakers

10 hours

The futures program requires the facilitation of various quest speakers to lay the foundation for students to choose careers and potentially, a work experience course to follow. Because students will tend toward the marginal end of the performance spectrum quest speakers could take the form of drug and alcohol counseling, art therapists, as well as district counselors' presentations; however, the guest speaker options certainly do not end there and could easily extent to job related speakers from local industries.

Curriculum Organizer – Career Preparation

It is expected that students will:

- Identify employable skills.

Curriculum Organizer – Personal Development (Healthy Living)

It is expected that students will:

- Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential.
- Evaluate and modify personal goals for a healthy lifestyle.
- Evaluate the effect of lifestyle choices on society and the workplace.
- Recognize appropriate activities and plan for personal stress management and relaxation.

Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Independent Instruction
- Modeling
- Brainstorming
- Practical Creativity
- Group Work

Assessment Components:

Sixty five percent of the grade will be based on the unit tests and project evaluations throughout the course. Although a student may not score well enough to be awarded a particular certificate, their mark still counts towards their overall grade. Usually a student is afforded and option to re-write a unit test; most of the externally developed curricula have provided for this eventuality.

Thirty five percent of the course will be based on assignments and tests that are not associated with any certification courses.

Formative vs. Summative:

Type of Assessment	Category	Details	Weighting (%)
Formative (65%)	Practical Applications Rubrics	Tests	50
		Projects	15
Summative (35%)	Performance Documentation	Assignments	35
		Total	100

Specific Assessment Descriptions:

Performance Documentation	Personal Communication	Other
<ul style="list-style-type: none"> • Course organization (binder) • Course submissions • Projects • Presentation of completed works 	<ul style="list-style-type: none"> • Group dialogue • Student/instructor/mentor dialogue • Self evaluation • Peer evaluation 	<ul style="list-style-type: none"> • Daily/weekly assessment • Teacher anecdotal records • Checklists • Rubrics • Rating scales

Learning Resources:

- Teacher handouts.
- Guest speakers from the community in related fields.
- Visit local employers in pertinent employment fields.
- Articles and information about related topics on the internet.
- Resource links provided within this document.
- Books.
 - FoodSafe Level 1 Student Workbook, 3rd Edition, Centre for Curriculum, Transfer & Technology. Ministry of Advanced Education, Province of British Columbia 2002.
 - SuperHost Face to Face Workbook: Service Across Cultures, Her Majesty the Queen in right of the Province of British Columbia, represented by Tourism British Columbia, 1996, revised 1999.
 - What Every Babysitter Should Know, Alexandra Milburn et al., Canadian Cataloging in Publication Data, Priory of Canada of the most venerable order of the Hospital of St. John of Jerusalem.
 - WHMIS At Work
 - St. John’s First Aid

Additional Course Information

This is a new course and designed to prepare students for a work experience program/course. The course will evolve as the instructor gains experience and the ability to offer more pre-employment courses. Other possible units that may be incorporated into the course are FoodSafe Level 2, SuperHost Fundamentals, Core (Firearm Safety), and Boat Safety.

Delivery of the course will be altered to reflect each school's resources. The manikins necessary to instruct first aid and babysitting are not a requirement as they may be rented from the local Saint John's brigade. Access to a computer room is necessary for resume and cover letter development. A subscription to "What in the World" or a similar teaching newspaper is recommended; the availability of remedial Mathematics material is recommended as well. Access to district and local counselors and local employers, as potential guest speakers are a resource that must be developed.

Bibliography

Board/Authority Authorized Courses: Requirements and Procedures. Ministry of Education, Province of British Columbia, 2003.

British Columbia Ministry of Education Website (2005)

http://www.bced.gov.bc.ca/careers/workexp_draft.pdf

<http://www.bced.gov.bc.ca/irp/capp/intro1.htm>

<http://www.bced.gov.bc.ca/irp/ela810/apdsam.htm>

<http://www.bced.gov.bc.ca/irp/ss810/apa1.htm>

<http://www.bced.gov.bc.ca/irp/capp/10perhea.htm>

<http://www.bced.gov.bc.ca/irp/pe810/10active.htm>

FoodSafe Website (2005)

<http://www.foodsafe.ca/index.htm>

B.A.A. Course Framework: Art Metal. Nathan Robinson, Barriere Secondary School, 2004.

Tourism British Columbia Website (2005)

http://www.tourism.bc.ca/training_services.asp?id=1222

Tourism 11 & 12 Resource Book. Province of British Columbia.

Saint John Ambulance Website (2005)

http://www.sja.ca/english/in_the_workplace/courses/emergency_level_first_aid.asp

http://www.sja.ca/english/health_safety_training/youth/babysitter.asp

Worker's Compensation Board Website (2005)

http://www.worksafebc.com/publications/health_and_safety_information/whmis/default.asp