



# Work Experience I 2A

Name: \_\_\_\_\_

## Safety at Work

### *Why Focus on Young Workers?*

..... Three compelling reasons...

At WorkSafeBC, we dedicate significant time and resources to young worker injury prevention because:

- **Young workers face a higher risk of injury** It's important to focus prevention efforts on the biggest problem, and where they are likely to get the best results. Young workers are highly vulnerable to workplace injury. Young males, in particular, face a 48 percent higher risk of injury than the overall working population. Everyone deserves a safe workplace, but those at higher levels of risk need a higher degree of focus.
- **There is a heightened sense of tragedy when a young worker is seriously injured or killed at work** There is an extreme sense of loss associated with the serious injury or death of a young person. Rightly or wrongly, it just seems more tragic when a young person is robbed of a healthy future.

**By focusing our efforts, we create the opportunity for long-term social change** It's called safety culture, and we know by the success of anti-smoking and anti-drinking-and-driving campaigns that by focusing and reinforcing a message it is possible to achieve behavioural change. Focusing on young workers does make a difference, especially when you consider that today's injury rate for young male workers is quarter of what it was three decades ago.



### What exactly is a "young" worker?

The Occupational Health and Safety Regulation defines "young worker" as any worker under 25 years of age. There are more than 350,000 workers between the ages of 15 and 24 in B.C. Some are high-school, college, or university students working part-time during school and full-time over the summer; others work full-time, often in entry-level jobs.

They work in fast food outlets, in retail stores, on construction sites, on forestry sites, and in a range of other workplaces. While the work varies, they have one thing in common: they are at high risk for a workplace injury.

### **What puts them more at risk?**

There is a popular misconception that young workers incur many injuries at work because of their risk-taking behaviour and sense of invincibility. Today, researchers believe young workers are more at risk because they lack the experience of their peers, they often work in environments with more hazards, and they frequently engage in more physical work than their older counterparts. Some may not have the training and orientation needed to work safely.

### **What does the research say?**

A recent study by Curtis Breslin, a leading Canadian researcher in safety and youth behaviour, finds that personal factors like age, gender, and personality (what we normally blame for risk-taking behaviour) are not associated with higher injury rates. In fact, higher injury rates are more directly attributable to job and workplace factors---working with more hazards, perceived work overload, lack of training and supervision.

Another study, ['Newness' and the risk of occupational injury](#), cites "newness"---that is, being a novice on the job and unfamiliar with the work or hazards---as a contributing factor to increased risk of occupational injury.

### **Not a "made in B.C." problem**

It's not only B.C. reporting a higher rate of injury among its young workers. In fact, jurisdictions worldwide cite a similar problem. Many are studying the issue and identifying strategies to reduce young worker injuries.

**Top Seven Dangers facing B.C.'s Young Workers**

The following table identifies the top seven dangers to young workers and the types of jobs where they are at risk.

| The danger   | # of young workers injured per year | Types of jobs  |
|--|-------------------------------------|--|
| 1. <a href="#">Lifting objects</a> - overexertion causing sprains, strains, tears                          | 950                                 | Retail and grocery clerks, labourers, material handlers, shippers & receivers                    |
| 2. <a href="#">Working on elevated levels</a> - sprains, strains, tears, & fractures                       | 900                                 | Any job using ladders, stairs, scaffolding, or other raised areas                                |
| 3. <a href="#">Working with knives</a> - cuts & lacerations  | 525                                 | Cooks, food service workers, retail clerks & shelf stockers                                      |
| 4. <a href="#">Working with hot substances/objects</a> - burns   | 350                                 | Jobs in the hospitality & service industries   |
| 5. <a href="#">Using mobile equipment or motor vehicles</a> - sprains, strains, tears, & fractures         | 250                                 | Any job requiring driving, riding, operating, or operating near mobile equipment                 |
| 6. <a href="#">Working with food slicers</a> - cuts & lacerations  | 150                                 | Deli sales clerks, cooks, food service workers & retail sales clerks in supermarkets             |
| 7. <a href="#">Working in proximity to running equipment or machinery</a> - cuts, lacerations, & fractures | 125                                 | Labourers in manufacturing or construction, machine operators, material handlers, bakers & cooks |

**Danger # 1: Lifting Objects**

(Approximately 950 claims a year)



Young workers are at significant risk to injury as a result of lifting objects in a number of industries. Generally, injuries incurred are sprains, strains and tears in conjunction with lifting boxes, crates, bags, buckets, pallets, lumber, and structural metal materials. A significant number of these injuries occur to material handlers, retail and grocery sales clerks, labourers, and shippers and receivers.

**Danger # 2: Working on Elevated Levels**

(Approximately 900 claims a year)



Generally, young workers are at risk to falls when working on elevated levels in any industry. Situations in which young workers are at risk of falling from elevated levels often involve working on ladders, stairs, scaffolds, and platforms. This also includes jumping to lower levels from stationary vehicles or structures. Injuries range in severity from minor sprains, strains and tears to multiple fractures or even death. One in 7 claims is a fracture. These serious injuries have a profound impact to the worker, generally requiring hospitalization and rehabilitation. Many serious injuries resulting from falls have a profound impact to the worker, generally requiring hospitalization and rehabilitation.

**Danger # 3: Working with Knives**

(Approximately 525 claims a year)



Cooks, food service helpers/preparers, retail sales clerks and shelf stockers employed in the restaurant and supermarket industries are at significant risk to cuts and lacerations when working with knives. Often this type of injury occurs when a knife slips in the hand of the worker. Resulting cuts and lacerations range in severity with one in 130 claims being an amputation of a finger or thumb.

**Danger # 4: Working with Hot Substances or Objects**

(Approximately 350 claims a year)



Cooks, waiters, and food preparers employed in the hospitality/service industry (e.g., restaurants, hotels, pubs, food/beverage concessions) are at significant risk to heat burns and scalds when working with hot substances or objects. Typically these injuries involve hot fats and oils or hot water, and may also involve steam, other food products or even pots, pans, and trays. Resulting burns range in severity with one in 40 claims being a third degree burn. These serious injuries have a long term, profound impact to the worker, usually requiring hospitalization and cosmetic surgery.

**Danger # 5: Using Mobile Equipment or Motor Vehicles**

(Approximately 250 claims a year)



Generally, young workers are at risk to injury when working with mobile equipment or motor vehicles in any industry. A significant number of motor vehicle accidents involve truck drivers, couriers, delivery drivers, and material handlers. Injuries range in severity from minor sprains, strains and tears to multiple fractures or even death. One in 10 claims is a fracture. These serious injuries have a profound impact to the worker, usually requiring hospitalization and rehabilitation.

**Danger # 6: Working with Food Slicers**

(Approximately 150 claims a year)



Young workers employed in restaurants and supermarkets are at significant risk to injury as a result of working with food slicers. Generally these injuries occur to deli sales clerks, cooks, food service helpers/preparers and retail sales clerks in supermarkets. Around eighty percent of these injuries result in cuts and lacerations. One in 80 claims is an amputation of a finger or thumb. These serious injuries result in significant physical impairment, impacting the injured worker's quality of life.

**Danger # 7: Working in Proximity of Running Equipment or Machinery**

(Approximately 125 claims a year)



Young workers are at significant risk to injury as a result of getting "caught in" running equipment or machinery in a number of industries. Generally these injuries occur to labourers in wood and paper manufacturing, metal fabrication, food and beverage processing, and construction, as well as machine operators, material handlers, bakers and cooks. Half of these injuries involve conveyors, food and beverage processing machinery, sawing, drilling and milling machinery, and powered hand tools. While a variety of injuries can be inflicted, cuts, lacerations, and fractures are most common. One in 8 injuries involves an amputation.

## Young Workers: Your Rights and Responsibilities

Has anyone ever asked you to do something that you felt uncomfortable doing? Have you ever felt intimidated because you were new to a workplace? Being new on the job is hard, and learning

to speak up for your rights as a worker can sometimes be difficult; but no paycheck's worth getting hurt for. You need to make sure you stay safe and get home in one piece---no matter what. Take the initiative to know what your rights and responsibilities are, and how to stay safe

in the workplace.

### **What are your RIGHTS as a worker?**

- You have the right to **KNOW**:
  - ⇒ To know what hazards are present on the job and how these hazards can affect you
  - ⇒ To learn about chemical safety through WHMIS (Workplace Hazardous Materials Information System)
  - ⇒ To receive information, instruction, and training about safe work procedures
- You have the right to **BE OUTFITTED** with equipment and safety gear required to do the job safely.
- You have the right to **SPEAK UP**.
  - ⇒ You have the right to report unsafe practices and conditions without worrying that you will lose your job or get in trouble.
  - ⇒ All workers have the right to participate in workplace health and safety activities. For example, you can be chosen to be a health and safety representative or a member of a committee.
- You have the right to **REFUSE**.
  - ⇒ You can refuse to do tasks and to work in conditions you think are unsafe, without being fired or being disciplined for refusing.
  - ⇒ You have the right to be supervised to make sure you are working without unnecessary risk to yourself or others.

**How to refuse unsafe work**

Your employer is legally responsible for putting safe work practices in place, and you're responsible for following them. If you have safety and health concerns, it's your responsibility to report them. Here's where to raise questions:

- If a task feels unsafe, tell your immediate supervisor, and explain why you're not comfortable. In most cases, the issue will be resolved at this stage.
- If you don't get a satisfactory answer from your immediate supervisor, or that person is not available, go to up to the next higher supervisor.
- If you're still not satisfied, ask your safety representative, a member of the safety committee, or a shop steward to help.
- Most problems are solved before getting to this stage, but your last recourse is Work-SafeBC. Phone and explain your safety concerns (you can do it anonymously). Call (604) 276-3100 in the Lower Mainland or toll-free 1 (888) 621-7233.

**What are your RESPONSIBILITIES as a worker?**

- You should know and follow your workplace's health and safety requirements, and encourage co-workers to do the same.
- If you don't know how to do something safely, ask for training before you begin work.
- Cooperate with the joint committee or worker health and safety representative, WorkSafeBC prevention officers, and any other person carrying out occupational health and safety duties.
- Be alert to hazards, and immediately report hazards or problems to the supervisor or employer.
- Immediately report an unsafe situation to your supervisor or employer.
- Use the protective clothing, devices, and equipment provided and find out what protective clothing you need to get for yourself.
- Refuse to do work you believe would pose a hazard to anyone's health and safety.

Safety in the Workplace

WEX 12A  
Assignment # 1

Using either the information contained in the SSA Guide, or on the Worksafe BC website at:  
<http://www2.worksafebc.com/Topics/YoungWorker/Home.asp>

7 1. What are the top seven dangers facing BC's young workers?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

3 2. Which of these top seven dangers do you believe might pose a risk to you while you are competing your Work Experience placement?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Assignment #1 Total: \_\_\_\_\_ /10

Effort to Complete 12A:                  
Minimal Effort    Meets Expectations    Above Expectation    Exceeds Expectations

## What are Employability Skills?

*The skills YOU need to enter, stay in, and progress in the world of work -- whether you work on your own or as part of a team.*

Employability Skills 2000+ are the employability skills, attitudes and behaviours that you need to participate and progress in today's dynamic world of work.

### **APPLY YOU EMPLOYABILITY SKILLS AT WORK**

Employability Skills 2000+ are the critical skills you need in the workplace—whether you are self employed or working for others. Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

### **APPLY YOUR EMPLOYABILITY SKILLS ELSEWHERE IN YOUR LIFE**

Employability Skills 2000+ can also be applied beyond the workplace in you daily and personal activities.

### **DEVELOP YOUR EMPLOYABILITY SKILLS**

You can develop your Employability Skills 2000+ at home, at school, at work and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business and industry can all play a part in helping you build these skills.

## Employability Skills 2000+

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

| <p style="text-align: center;"><b>Fundamental Skills</b></p> <p style="text-align: center;">The skills needed as a base for Further development</p>  | <p style="text-align: center;"><b>Personal Management Skills</b></p> <p style="text-align: center;">The personal skills, attitudes and behaviours that drive one's potential for growth</p>  | <p style="text-align: center;"><b>Teamwork Skills</b></p> <p style="text-align: center;">The skills and attributes needed to contribute productively</p>  |
|--|--|---|
| <p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, ~mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science,</li> <li>• technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to <i>be</i> measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> | <p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitude &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> | <p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Other:</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's <b>diversity</b>, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> |

| <b>Employability Skills 2000+<br/>(cont)</b>   |  |  |
|--|--|--|
| <b>Fundamental Skills<br/>(cont)</b>   | <b>Personal Management Skills<br/>(cont)</b>   | <b>Teamwork Skills<br/>(cont)</b>  |
| <p><b><i>Think &amp; Solve Problems</i></b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul> | <p><b><i>Learn Continuously</i></b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b><i>Work Safely</i></b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul> | <p><b><i>Participate in Projects &amp; Tasks</i></b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul> |

Training Plan/Employability Skills

WEX 12A  
Assignment #2

Using the "up dated" Training Plan draft of "Worksite Activities" completed by your employer, copy the training activities checked off and complete the following as it relates to each at the end of your placement:

1. Duties and Tasks : \_\_\_\_\_  
\_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

2. Duties and Tasks : \_\_\_\_\_  
\_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

3. Duties and Tasks : \_\_\_\_\_  
\_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

4. Duties and Tasks : \_\_\_\_\_  
\_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

**Employability Skills**

5. Fundamental Skill 1: \_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

6. Fundamental Skill 2: \_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

7. Personal Management Skill 1: \_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

8. Personal Management Skill 2: \_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

9. Teamwork Skill 1: \_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

10. Teamwork Skill 2: \_\_\_\_\_

- I haven't yet been introduced to this skill
- I have already been introduced to this skill
- I feel I have demonstrated limited ability with this skill
- I feel I have demonstrated competency with this skill

**Specific Skills:**

Outline the specific skills (special to this career/occupation) that you have developed or improved during your placement. Explain how you went about developing or improving the skill.

**Specific Skill 1:**

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*Explanation:*

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**Specific Skill 2:**

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*Explanation:*

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**Specific Skill 3:**

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*Explanation:*

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|                                |  |                  |           |                |
|--------------------------------|--|------------------|-----------|----------------|
| <i>Office<br/>Use<br/>Only</i> | <b><u>Assignment # 2- Quality of Completion:</u></b> |                  |           |                |
|                                | Unsatisfactory (0)                                   | Satisfactory (5) | Good (10) | Excellent (15) |

|                                |  |  |   |  |
|--------------------------------|--|--|---|--|
| <i>Office<br/>Use<br/>Only</i> | <b><u>Effort to Complete Assignment:</u></b> |  |   |  |
|                                | <input type="checkbox"/><br>Minimal Effort   | <input type="checkbox"/><br>Meets Expectations | <input type="checkbox"/><br>Above Expectation | <input type="checkbox"/><br>Exceeds Expectations |

Activity Journal

WEX 12A  
Assignment # 3

Record of Activities

.....record the weeks of work using the following table for WEX 12A:

| <u>Week</u> | <u>Dates</u> |           |
|-------------|--------------|-----------|
|             | <i>From</i>  | <i>To</i> |
| 1           |              |           |
| 2           |              |           |
| 3           |              |           |
| 4           |              |           |
| 5           |              |           |
| 6           |              |           |
| 7           |              |           |
| 8           |              |           |
| 9           |              |           |
| 10          |              |           |
| 11          |              |           |
| 12          |              |           |
| 13          |              |           |
| 14          |              |           |
| 15          |              |           |
| 16          |              |           |
| 17          |              |           |
| 18          |              |           |
| 19          |              |           |
| 20          |              |           |

Record of Tasks and Skills for WEX 12B

| Week # | Hours | Tasks or Duties Performed | Skills Demonstrated or Developed |
|--------|-------|---------------------------|----------------------------------|
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |

Record of Tasks and Skills for WEX 12B

| Week # | Hours | Tasks or Duties Performed | Skills Demonstrated or Developed |
|--------|-------|---------------------------|----------------------------------|
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |

Record of Tasks and Skills for WEX 12B

| Week # | Hours | Tasks or Duties Performed | Skills Demonstrated or Developed |
|--------|-------|---------------------------|----------------------------------|
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |

Record of Tasks and Skills for WEX 12B

| Week # | Hours | Tasks or Duties Performed | Skills Demonstrated or Developed |
|--------|-------|---------------------------|----------------------------------|
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |
|        |       |                           |                                  |

Activity Journal

WEX 12A  
Assignment # 3

|                                |   |                    |                  |           |                |
|--------------------------------|---|--------------------|------------------|-----------|----------------|
| <i>Office<br/>Use<br/>Only</i> | <u>Assignment # 3- Quality of Completion:</u> | Unsatisfactory (0) | Satisfactory (5) | Good (10) | Excellent (15) |
|                                |   |                    |                  |           |                |

|                                |                                       |                          |                          |                          |                          |
|--------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Office<br/>Use<br/>Only</i> | <u>Effort to Complete Assignment:</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                |                                       | Minimal Effort           | Meets Expectations       | Above Expectation        | Exceeds Expectations     |

## Career Exploration

Career/Occupation: \_\_\_\_\_

- 3 1. Outline what is involved in working in this career/occupation.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3 2. What makes this career option interesting to you?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3 3. Identify training requirements for this career/occupation. (Post secondary schooling, number of years etc)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3 4. Outline the benefits of working in this career area.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3 5. Explain what secondary school subjects are beneficial to complete for entry into this career and why.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Career Exploration

Office  
Use Only

Assignment # 4 Total: \_\_\_\_\_ /15

Office  
Use  
Only

Effort to Complete Assignment:

Minimal Effort

Meets Expectations

Above Expectation

Exceeds Expectations

# Resumes

WEX 12A  
Assignment # 5

Based on the activities and the evaluation of your Work Experience placement , up date a current resume that outlines experience developed during the placement. Attach up dated resume to this booklet.

|                                |  |                    |                  |           |                |
|--------------------------------|--|--------------------|------------------|-----------|----------------|
| <i>Office<br/>Use<br/>Only</i> | <u>Assignment # 5 Quality of Completion:</u> | Unsatisfactory (0) | Satisfactory (5) | Good (10) | Excellent (15) |
|                                |  |                    |                  |           |                |

|                                |                                       |                          |                          |                          |                          |
|--------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Office<br/>Use<br/>Only</i> | <u>Effort to Complete Assignment:</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                |                                       | Minimal Effort           | Meets Expectations       | Above Expectation        | Exceeds Expectations     |