



MAPLEWOOD  
ALTERNATIVE  
HIGH SCHOOL

# Work Experience Guide

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

Student Number: \_\_\_\_\_

Grade: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Assessed by: \_\_\_\_\_

# WORK EXPERIENCE - WEX 12A & 12B

## Course Objectives & Goals:

- to help students prepare for the transition from Secondary School to the world of work
- through work experience, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries
- connecting what students learn in the classroom with the skills, knowledge and attitudes needed in the workplace
- gain the knowledge, skills, and attitudes needed to be successful in the world of work
- develop job readiness skills for specific occupations and careers
- understand the similarities and differences in behavior standards between the workplace and school

Please refer to the following website for more information

[http://www.bced.gov.bc.ca/policy/policies/work\\_experience\\_req.htm#section2](http://www.bced.gov.bc.ca/policy/policies/work_experience_req.htm#section2)

## Course Outline:

Student must successfully complete the following components:

### **1. Written Component:**

- a. Employer/Student/District Agreement Form to ensure Workers Compensation coverage
- b. Resume
- c. Work place Safety Orientation Booklet

### **2. Work Component:**

- a. Worksite placement (either placed by the career centre or student's own job)
- b. Students must complete 90-100 hours of work, along with a log book to record hours and work duties

### **3. Evaluation Component**

- a. Employer evaluation of student's work
- b. Student Reflection (this may take the form of an exit interview, a written reflection, a video or photo expose or comic strip)
- c. Work Experience Facilitators Assessment of student. Student must meet with the work experience facilitator at the beginning and completion of the work experience course

## Evaluation:

- derived from the completion of the written components
- derived from the work component, including the employer evaluation, student reflection and work experience facilitator's assessment

# TABLE OF CONTENTS

	Page
Section 1	<b>Work Experience Outline.....2</b>
Section 2	<b>Workers Compensation Form.....4-5</b>
Section 3	<b>Student Assignments</b>
	Resume.....6
	Interview tips.....7
	Workplace Safety Orientation.....8-15
	Work Log.....16
Section 4	<b>Evaluation</b>
	Employer Evaluation.....17
	Student Reflection.....18-19
	Assessment Summary.....20

Maplewood Alternative High School

CAREER PROGRAMS

# Independent Directed Studies

FOR STUDENTS WHO ARE USING THEIR OWN JOB FOR WORK EXPERIENCE CREDITS

**Student Information**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: M  F

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Telephone: \_\_\_\_\_ Cell #: \_\_\_\_\_

Email Address: \_\_\_\_\_ Birth date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

**Program**

Program: **WEX12A**  100 hours 4 Credits **WEX 12B**  100 hours 4 Credits

**Employer Information**

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

Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Position: \_\_\_\_\_

(Student's)  
Job Title: \_\_\_\_\_

**Please Attach Business Card**

Maplewood Alternative High School

CAREER PROGRAMS

# Independent Directed Studies

## Employer Confirmation Form FOR STUDENTS WHO ARE USING THEIR OWN JOB FOR WORK EXPERIENCE CREDITS

Your employee is taking part in the “**Independent Studies Work Experience Program**” as outlined in the Ministry of Education’s new graduation program. Through this co-operative education program, students are allowed to use their current paid employment towards credits needed for graduation. The program requirement is a total of 100 hours in the workplace. Students who use their paid employment towards a work experience school credit **must have Worker’s Compensation coverage provided by the employer.**

Students are required to complete a Work Experience Log that records their work hours, duties and tasks. The employer will be required to verify and evaluate the student’s progress upon completion of 100 hours of Work Experience. If you have any questions, please contact the corresponding Career Counselor at Maplewood Alternative High School (Kirsten White).

**An employer/supervisor signature is required to confirm the student’s employment and Worker’s Compensation coverage at the place of business.**

Student employee \_\_\_\_\_  
Student name

is currently employed by \_\_\_\_\_  
Company name

and is covered by the **Worker’s Compensation Coverage** provided through this company.

Supervisor Name: \_\_\_\_\_  
(Please print)

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

# RESUME: ATTACH RESUME HERE.

## Resume Rubric

1	4	7	10
6 or more spelling errors or typos. <b><u>Most</u></b> information is inaccurate and not relevant.	4-6 spelling errors or typos. <b><u>Some</u></b> information may not be accurate or relevant.	1-3 spelling errors or typos. Information is <b><u>mostly</u></b> accurate and relevant.	No spelling errors or typos. <b><u>All</u></b> information is accurate and relevant.

## **INTERVIEW TIPS FOR STUDENTS**

### **INTERVIEW DOS**

- **DO** introduce yourself
- **DO** be ready to shake hands – do it firmly
- **DO** be well-groomed, neat and clean
- **DO** dress more formally than you would normally – anticipate how your interviewer will dress and match them
- **DO** listen closely to the interviewer
- **DO** answer all questions carefully & honestly
- **DO** ask questions
- **DO** arrange a call back in a few days
- **DO** be sincere
- **DO** smile
- **DO** maintain eye contact with your interviewer
- **DO** show enthusiasm
- **DO** fold your hands in your lap to avoid fidgeting

### **INTERVIEW DON'TS**

- **DON'T** take a friend or relative
- **DON'T** smoke or chew gum
- **DON'T** wear a baseball cap or an iPod
- **DON'T** act either too shy or too aggressive
- **DON'T** say anything negative about other people or previous employers
- **DON'T** be late! If you are going to be late, or can't make the interview in time, call the employer as soon as possible and explain why. Ask to arrange a new interview time.
- **DON'T** have a limp handshake
- **DON'T** discuss your personal problems
- **DON'T** chew gum!!!

# Workplace Safety Orientation Booklet

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

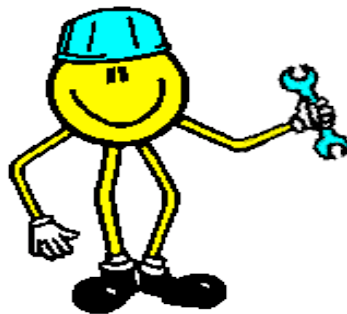
School: \_\_\_\_\_ Grade: \_\_\_\_\_

I have read and answered the questions in this booklet. I understand workplace safety issues and will use WorkSafe practices on the job. I will contact the Work Experience Department if I feel unsafe at my worksite and will not perform any duties that seem unsafe to me.

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

In the next hour, at least one young worker will get injured on the job.



Make sure it won't be you or one of your friends.



WORKING TO MAKE A DIFFERENCE



## **WHY FOCUS ON YOUNG WORKERS?**

- British Columbia has more than 1 quarter of a million young workers (age 15 – 24 yrs.)
- More than half of workplace accidents involving workers age 15 - 24 occur during the first six months on the job. And almost 20 percent occur during the first month on the job.
- Young males under the age of 25 are at the highest risk for a workplace injury in B.C. The injury rate for young male workers is about 33 percent higher than the overall injury rate in B.C.
- Each hour in B.C. 1 young worker is hurt on the job.
- Each day in B.C., 36 young workers are hurt on the job.
- Every week, five of these workers are permanently injured.
- In 2003, nine young workers were killed in work-related accidents.

## **WHAT ARE MY HEALTH & SAFETY RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE?**

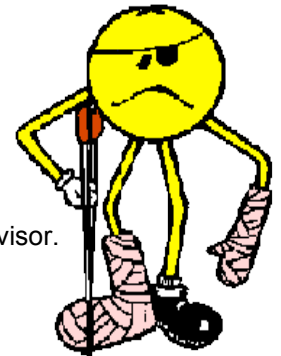
### ***You have the right to:***

- Education & training about safe work procedures and how to recognize hazards on the job.
- Supervision to ensure that you work without undue risk.
- Equipment & safety gear required to do your job safely (*you are responsible for providing your own clothing to protect against the natural elements, general purpose work gloves, safety footwear, and safety goggles*)

***You also have the right to refuse unsafe work, if you believe that tasks or conditions are not safe. (You can NOT be fired or disciplined for refusing.)***

### ***You are responsible for working without undue risk to yourself or others. To keep safe on the job:***

- Don't assume that you can do something you've never done before. Ask your supervisor to show you how before you begin work.
- Ask your employer for job safety training if none is provided.
- Use all safety gear and protective clothing when and where required.
- Always follow safe work procedures and encourage your co-workers to do the same.
- Immediately correct unsafe working conditions or report them right away to your supervisor.
- Know how to handle any hazardous materials or chemicals you use on the job.
- If you have any doubts about your safety, talk to your supervisor.
- Tell your supervisor about any physical or mental conditions that may prevent you from working safely.
- Make suggestions to improve health and safety at your workplace.



## **WHAT SHOULD I DO IF I AM INJURED?**

***ALL workers qualify for WCB benefits and services for work-related injuries/illnesses. These benefits can include payment for lost wages and medical costs (i.e. hospital care, health care, medication, surgery).***

### ***If you are injured on the job:***

- Report the injury to your supervisor or first aid attendant immediately.
- Get medical treatment, if needed.
- Ensure that your employer completes and sends a *Report of Injury Form 7* to the Work Experience Department if you receive medical treatment, or if you can't work as a result of your injury.

**TOP SEVEN DANGERS FACING B.C.'S YOUNG WORKERS** (from WorkSafe BC website)

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. <u>Lifting objects</u> – overexertion causing sprains, strains, tears	1000	Retail and grocery clerks, labourers, material handlers, shippers & receivers
2. <u>Working on elevated levels</u> – sprains, strains, tears, & fractures	700	Any job using ladders, stairs, scaffolding, or other raised areas
3. <u>Working with knives</u> – cuts & lacerations	500	Cooks, food service workers, retail clerks & shelf stockers
4. <u>Working with hot substances/object</u> – burns	400	Jobs in the hospitality & service industries
5. <u>Using mobile equipment or motor vehicles</u> – sprains, strains, tears, & fractures	250	Any job requiring driving, riding, operating, or operating near mobile equipment
6. <u>Working with food slicers</u> – cuts & lacerations	150	Deli sales clerks, cooks, food service workers & retail sales clerks in supermarkets
7. <u>Working in proximity to running equipment or machinery</u> – cuts, lacerations, & fractures	125	Labourers in manufacturing or construction, machine operators, material handlers, bakers & cooks

The most common workplace injuries experienced by young people result from lifting objects. Read the following for tips on safe lifting practices and back injury prevention.

**1. Consider how your job is designed:**

- Amount of weight lifted?
- Load lifted from 'how low' to 'how high'?
- Load carried from how far?
- Body twisted with how heavy a load?
- Load lifted how far?
- Constant sitting?
- Chair designed for erect & comfortable posture?
- Work surface height & tilt allows for erect posture?
- How much bending, how far, how often, for how long?

**2. Use proper lifting rules:**

- Tuck your chin
- Keep the load close to your body
- Position your feet before you lift to reduce twisting with the load
- Lift with your legs, trying not to bend at the waist
- If the item is too heavy to lift, ask for help!

**3. Use proper 'ergonomic' rules for sitting:**

- Keep your feet flat on the floor or supported by a foot rest
- Does the back of your chair support your back?
- Place buttocks against the back of the chair
- Pull chair close to your desk
- Align shoulders & hips

**4. Let your back recover from the stresses of work:**

- Frequently stretch out of your position – do one or two simple stretches at least once every hour



## RESTAURANTS – THE #1 INDUSTRY FOR YOUNG WORKER INJURIES

The following table identifies the top accident types for young workers in restaurants & other food services:

Accident Type	Claims Count 2000-2004	% of Claims 2000-2004
Struck by object	1,728	27%
Contact with temperature extremes	1,234	19%
Fall on same level	1,116	17%
Struck against object	699	11%
Overexertion	539	8%

The following table identifies the top 5 occupations injured for young workers:

Top Occupations Injured	Number of Claims 2000-2004	% of Claims 2000-2004
Food counter attendants and kitchen helpers	2,707	42%
Chefs and cooks	2,041	32%
Occupations in food and beverage service	851	13%
Cashiers	207	3%
Managers in food services and accommodation	196	3%

The following table provides an overview of injury claim total for the years 2000 – 2004:

Year	Accepted claims	Claim costs	Work days lost	Serious injuries	Accepted fatalities	Young worker claims	% Young worker claims
2000	3,249	\$8,299,561	82,499	24	0	1,536	47%
2001	3,009	\$7,446,934	71,861	29	1	1,446	48%
2002	2,635	\$7,985,659	65,729	39	1	1,164	44%
2003	2,444	\$6,009,651	52,997	33	1	1,109	45%
2004	2,646	\$8,234,805	60,635	27	2	1,133	43%

### Most Dominant Characteristics of Young Worker Claimant (15-24 years) Restaurants



Male Cook

Accident Type: Struck by object

Nature of Injury: Cuts, lacerations

Body Part: Finger(s), fingernail(s)

Injury Source: Knives & Slicers

Claim Cost: \$607

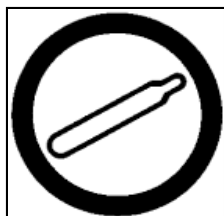
Days Lost: 14 days

## WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM (WHMIS)

The Workplace Hazardous Materials Information System (WHMIS) provides information about many hazardous materials used in the workplace. WHMIS calls these hazardous materials controlled products.

Employers are responsible for educating workers about WHMIS and training workers in safe work procedures. Any person who works with controlled products or in close proximity to controlled products should be trained.

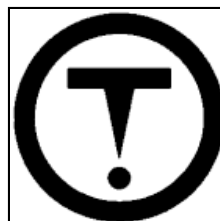
WHMIS covers 6 broad types or classes of hazardous materials, which are lettered A through F. Divisions are provided in some classes to separate different groups of hazardous materials within a class. Symbols are used for these different types of hazardous materials as follows:



### CLASS A: COMPRESSED GAS

This class includes compressed gasses and gasses liquefied by compression of refrigeration.

**Example:** gas cylinders for oxyacetylene welding or water disinfections



### CLASS D: DIVISION 2: Materials Causing Other Toxic Effects.

Materials which cause immediate skin or eye irritation as well as those that can cause long-term effects when repeatedly exposed to small amounts.

**Examples:** acetone, asbestos



### CLASS B: FLAMMABLE AND COMBUSTIBLE MATERIAL

Solids, liquids & gasses capable of catching fire or exploding in the presence of a source of ignition.

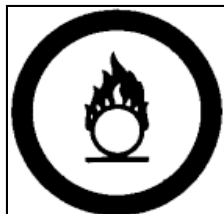
**Examples:** white phosphorous, acetone and butane



### CLASS D: DIVISION 3: Biohazardous Infectious Material

Materials which contain harmful micro-organisms.

**Examples:** cultures or diagnostic specimens containing salmonella bacteria or the hepatitis B virus



### CLASS C: OXIDIZING MATERIAL

Materials which provide oxygen or similar substance and which increase the risk of fire if they come in contact with Class B materials.

**Examples:** sodium hypochlorite, perchloric acid



### CLASS E: CORROSIVE MATERIAL

Acid or caustic materials which can destroy the skin or eat through metals.

**Examples:** muriatic acid, lye



### CLASS D: POISONOUS AND INFECTIOUS MATERIALS, DIVISION 1

- Materials Causing Immediate & Serious Toxic Effects.

Materials which can cause death of a person exposed to small amounts.

**Examples:** sodium cyanide, hydrogen sulphide



### CLASS F: DANGEROUSLY REACTIVE MATERIAL

Products which can undergo dangerous reactions if subjected to heat, pressure, shock or allowed to contact water.

**Examples:** plastic monomers such as butadiene and some cyanides

### EXEMPTIONS:

Some products, such as pesticides, certain consumer products and explosives do not require the distinctive WHMIS hazard symbols and labels because they are already covered by other labeling legislation. WHMIS will require that employers provide instruction to workers for these products based on available information and that various kinds of workplace labeling be used when contents are transferred to new containers.

**LEARNING ABOUT WORKPLACE SAFETY – QUIZ**



**TRUE OR FALSE:**

- \_\_\_\_\_ 1. Young workers are in the age group 15 – 24 years.
- \_\_\_\_\_ 2. More than 50% of work-related accidents happen during a young person’s first six months on the job.
- \_\_\_\_\_ 3. Every week, 5 young workers are permanently disabled in workplace accidents.
- \_\_\_\_\_ 4. Every day, 34 young workers are hurt on the job.
- \_\_\_\_\_ 5. Young workers take risks because they think they are invincible (It won’t happen to me.)
- \_\_\_\_\_ 6. Young workers often do not ask questions about safety for fear of appearing incapable, or getting fired.

**LIST THREE HEALTH & SAFETY RIGHTS OF YOUNG PEOPLE:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**LIST THREE HEALTH & SAFETY RESPONSIBILITIES OF YOUNG PEOPLE:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**IF YOU ARE INJURED ON THE JOB, YOU MUST DO THE FOLLOWING:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**THE TOP THREE DANGERS FACING YOUNG WORKERS IN B.C. ARE:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**WHAT ARE THREE TECHNIQUES FOR SAFE LIFTING?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**BEING STRUCK BY AN OBJECT (INJURIES CAUSED BY FALLING, HANGING OR AIRBORNE TOOLS, EQUIPMENT OR OTHER MATERIALS) IS ANOTHER DANGER FOR YOUNG WORKERS.**

**LIST THREE WAYS YOUNG WORKERS CAN AVOID THESE INJURIES: use your own words, answers are not in the booklet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**WHAT ARE FIVE SAFETY ISSUES TO BE AWARE OF IN THE SCHOOL ENVIRONMENT?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PERSONAL SAFETY INVENTORY:**

*Respond with never (N), sometimes (S), or always (A):*

1. I take the time to calm down before acting when I am emotional. \_\_\_\_\_
2. I seek information about safe practices and procedures. \_\_\_\_\_
3. I focus on my tasks without distraction. \_\_\_\_\_
4. I remind others about safe practices. \_\_\_\_\_
5. I use equipment for its intended purposes only. \_\_\_\_\_
6. I avoid covering up other people's unsafe practices. \_\_\_\_\_
7. I inspect my work for safety hazards. \_\_\_\_\_
8. I use the appropriate safety equipment. \_\_\_\_\_
9. I lift items properly in order to prevent back injuries. \_\_\_\_\_
10. I turn off all equipment before repairing or adjusting it. \_\_\_\_\_
11. I put items in their proper places after using them. \_\_\_\_\_



**WHAT IS "WHMIS"? WHAT IS REQUIRED OF EMPLOYERS WHO HAVE WHMIS MATERIALS ON THE JOB SITE?**

---

---

---

**Part 1**

*Place a check (✓) by all 'YES' responses*

- 1. Have you used 'white-out' or liquid paper?
- 2. Have you or your parents ever used rat poisoning?
- 3. Have you ever used bleach?
- 4. Have you ever used a propane barbecue?
- 5. Have you ever used a Bunsen burner?
- 6. Have you ever picked up an old battery?
- 7. Have you ever filled a car up with gas?
- 8. Have you ever painted with oil paints?
- 9. Have you ever sat in your car while it was running?
- 10. Have you ever used dry ice?
- 11. Have you ever used an electric blow dryer?
- 12. Have you ever touched raw chicken?

**Part 2**

*Using your classes & symbols handout, identify the appropriate WHMIS Class*

**WHMIS Class**

## Student Work Experience Log

<b>Name</b>	<b>Employer</b>
<b>Grade</b>	<b>WX Start Date</b>
	<b>WX End Date</b>
<b>Student Number</b>	<b>Submission Date</b>

### Description of Workplace Activities

<b>Total Work Experience Hours</b>
<b>Employer Verification</b>

### Work Log Rubric

1	4	7	10
<b>Little effort</b> to fill in the log. Information is missing. <b>Little effort</b> to provide documentation or verification of work.	<b>Some</b> work duties documented, and described although detail is lacking. <b>Some</b> effort to provide verification of work.	<b>Most</b> work duties documented in detail. <b>Most</b> information is accurate and relevant. <b>Work is verified.</b>	<b>All</b> information is accurate and relevant. <b>Excellent effort</b> made to document and describe work duties. <b>Work is verified</b>



# Maplewood Alternative High School

## Employer Evaluation of a Work Experience Student

**Student:**

**Grade:**

**School:**

**Employer:**

**Evaluator:**

**PLEASE EVALUATE THIS WORK EXPERIENCE STUDENT AS YOU WOULD A NOVICE WORKER**

**AND, IF POSSIBLE, DISCUSS THIS EVALUATION WITH THE STUDENT**

*Please evaluate the student on the four point scale below:*

4 Outstanding      3 Good      2 Fair      1 Needs Improvement      NA Not applicable

### PERSONAL & SOCIAL QUALITIES

• Cooperative: able to work with others	4	3	2	1	NA
• Accepting of constructive criticism	4	3	2	1	NA
• Adaptable to new tasks/situations	4	3	2	1	NA
• Appropriately groomed	4	3	2	1	NA
• Demonstrates a positive attitude to job & organization	4	3	2	1	NA
• Shows interest & enthusiasm	4	3	2	1	NA
• Punctual	4	3	2	1	NA
• Attends regularly	4	3	2	1	NA

### QUALITY of WORK and WORK HABITS

• Reliable	4	3	2	1	NA
• Shows good work ethic	4	3	2	1	NA
• Shows initiative: self-starter	4	3	2	1	NA
• Completes assigned tasks	4	3	2	1	NA
• Able to solve problems	4	3	2	1	NA
• Aware of safety practices	4	3	2	1	NA

### COMMUNICATION SKILLS

• Speaks clearly	4	3	2	1	NA
• Listens well	4	3	2	1	NA
• Uses appropriate body language	4	3	2	1	NA

### FINAL ASSESSMENT

• Overall work performance	4	3	2	1
----------------------------	---	---	---	---

Additional comments:

---



---



---



---

Has this report been discussed with the student? Yes \_\_\_ No \_\_\_

**SUPERVISOR SIGNATURE:** \_\_\_\_\_

## **Student Reflection on Work Experience**

**Note:** Alternate forms of reflection such as an exit interview, a video, photo expose or comic strip may take the place of this written form.

**Work Placement:** \_\_\_\_\_  
(Include the name of the business where you are working)

**Student Name:** \_\_\_\_\_ **Student Number:** \_\_\_\_\_

1. What is it about this type of work that you find enjoyable and meaningful?  
Are there any negative aspects? What are they?

---

---

---

2. What type of training did you receive in order to do this work? Did you receive on the job training? If yes, please outline.

---

---

---

---

3. What personal skills that you have, have been useful to you in carrying out your work duties? Example (Interpersonal skills, reliable, good problem solver...)

---

---

---

---

4. What part of this work experience was the most beneficial to you? What new skills did you learn from this job?

---

---

---

---

5. Has participation in work experience been a positive, negative or neutral part of your high school education? Please explain your answer.

---

---

---

---

---

**Student Reflection Rubric**

1	4	7	10
Student made <b>little attempt</b> to answer the questions.	<b>Many</b> questions were unanswered. <b>Many</b> inappropriate responses or simple 1 word answers.	<b>Most</b> questions answered appropriately. <b>Some</b> evidence of thought and effort in answers.	<b>All</b> questions were answered appropriately. Answers are <b>all</b> insightful and thoughtful.

## Work Experience Assessment Summary

Student Resume Total \_\_\_\_\_ / 10

Student Work Experience Log Total \_\_\_\_\_ / 10

Student Reflection Total \_\_\_\_\_ / 10

Written Component Total \_\_\_\_\_ /30

Employer Evaluation \_\_\_\_\_ / 72

Work Component Total \_\_\_\_\_ /72

Work Place Safety \_\_\_\_\_ /10

Complete \_\_\_\_\_ 10

Incomplete \_\_\_\_\_ 0

Work Place Safety Total \_\_\_\_\_ /10

Total Mark For Work Experience \_\_\_\_\_ /112