

**Saskatchewan  
Youth Apprenticeship**

**Teacher's Package**



**ApprenticeshipWorks**  
S A S K A T C H E W A N

## **Introduction**

Welcome to the world of skilled trades. Most teachers in Saskatchewan do not have a trades background; however this program's design makes it easy for novices in the knowledge of skilled trades to still provide a valuable learning experience for their students.

Participation in a school-wide planning process ensures all students interested in SYA have the opportunity to participate successfully in the program. Most aspects of SYA take only a class or two to implement during the year so not every PAA teacher needs to commit a large amount of class time. A school-wide plan for implementation should be in place to support the needs of all students while not imposing undue hardships for PAA teachers and their already challenging programs and timelines. This is an add-on to the regular school program, but the benefits accrued by the students, school and community make SYA worth the effort.

Schools can also plan to accumulate the needed resources and to build up their collection of print, multimedia and web-based material over time. This can be done by involving the Career and Work Exploration teacher as well as the teacher/librarian.

The following sections outline the basic aspects of the program. Firstly, the entry requirements which lead to the signing of the contract can be handled quickly. The hope is any students who show an interest in the program will be able to easily qualify for SYA. Secondly, the Teacher Notes for the Challenges are included to simplify the planning for the PAA teachers. These are teaching suggestions and as with curricular programs, professional staff can use their discretion to best facilitate the Challenges within their class for individual students.

### **Saskatchewan Youth Apprenticeship Entry Requirements**

1. Registrants must be a secondary student in the Province of Saskatchewan
2. Registrants must be at least 15 years of age
3. Registrants must meet at least one of the following criteria:
  - a. Experience with part-time or seasonal employment
  - b. Registered in a trade-related Practical and Applied Arts class
  - c. Registered in a trade-related locally developed course
  - d. Registered in Career and Work Exploration
  - e. Registered in a PAA survey course having at least one-third trade-related components.

Once students qualify under the Entry Requirements they can obtain, complete and sign an SYA contract and begin working on the Introductory Level Challenges.

## Entry Requirements Guidelines

The entry requirements as set out by the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) are designed to allow any student who shows an interest or curiosity about career development and future employment in the skilled trades to qualify and participate in SYA. The program's overall purpose focuses on creating an awareness of Apprenticeship training as a viable first option for Saskatchewan youth. While the myth still exists that university training leads to the best career pathway, the reality is the skilled trades offer rewarding employment along with many other benefits.

Upon verification by a school official that a student meets the entry level requirements of SYA, the student and the school will enter into a signed contract. Youth Apprenticeship Contracts set out the requirements for a student's progress towards completion of the Saskatchewan Youth Apprenticeship program. The contract is forwarded to and registered with SATCC, just as standard contracts of apprenticeship are registered.

The contract states the benefits to the student for successful completion of the program such as the time credit available to the student in the apprenticeship system. SATCC will grant a 300 hour time credit to Youth Apprentices who complete SYA. For example, if a Youth Apprentice finishes SYA and goes on to register as an apprentice carpenter, the Youth Apprentice would only need to accumulate 1200 hours of on-the-job training in the first year rather than 1500.

Another type of credit available to successful Youth Apprentices is financial. Currently a fee of \$150 is charged to register a standard Apprenticeship Contract, but for students holding an SYA completion certificate this fee will be waived as long as the Youth Apprentice registers a standard contract within a 3 year period. Secondly, tuition for Level 1 technical training will be waived for any high school student successfully completing the SYA program and subsequently registering as an apprentice within a 3 year period.

Beyond the direct benefits to students who continue on to Apprenticeship all students participating in the program receive benefit through a broadening of career planning knowledge and a growth in what they perceive as being viable career choices. SATCC creates and issues certificates of accomplishment to successful Youth Apprentices completing the SYA program which may be used in portfolios and for other job applications and interviews.

High school students who enrol in the program and subsequently drop out of high school will have their SYA contracts suspended or cancelled.

**Note: Signed and numbered contracts need to be returned by mail to SATCC in Regina before students begin Introductory Challenges.**

## Saskatchewan Youth Apprenticeship Levels

**Note: Challenges do not have to be completed in order or by level. For example, Youth Apprentices may have the opportunity to complete a senior level challenge before finishing all Introductory Level Challenges. Teachers should be aware of all Challenges at all levels.**

### Introductory Level

#### Challenge One – PAA credit

- a) Youth Apprentices must complete one credit in the Practical and Applied Arts 10, 20 or 30. This credit does not have to be trade-related.
- b) When the credit has been granted by Saskatchewan Learning the course name and date should be filled in by the student who then requests the course instructor to sign and date the Passport to verify completion.

#### Challenge Two – Trade Report

- a) Students can use the pamphlet from SATCC titled, “*What is Apprenticeship*” to select a designated trade. Students may have used this recommended resource from the grade 9 Career Guidance unit on Skilled Trades Careers.
- b) The research can be done online through websites such as
  - i. SATCC at <http://www.saskapprenticeship.ca/index.php>
  - ii. Saskatchewan Job Futures at <http://www.saskjobfutures.ca/>
  - iii. Canadian Apprenticeship Forum at <http://www.caf-fca.org/english/about.asp>
  - iv. First Nations Employment & Training at <http://www.fnet.ca/fnet.htm>
  - v. The Aboriginal Portal site has a section on Aboriginal youth employment and careers at <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao30907.html>
  - vi. Indian and Northern Affairs Canada (INAC )site: <http://www.awpi.ca/>
- c) Expectation of reports should include a prewriting planning sheet, a rough draft and a final draft **or** alternatively another writing process supported by the school.
- d) A timeline should be set by the teacher including how much, if any, class time will be spent on the reports
- e) Reports do not require an assessment beyond verification of completion in the Passport by the teacher. Individual teachers choosing to use the report as a portion

of their course evaluation should provide the students with a marking rubric or outline of assessment criteria.

**Note: Final Drafts of reports should be retained by the student to place in their portfolio which is a requirement of the Senior Level.**

### **Challenge Three – Four Steps to Journey Status Display**

- a) Students can use research gained in the previous assignment to inform their display in this activity.
- b) While Challenge Two focuses on written information the intent of this challenge is to create a visual display such as a poster, concept web, flow chart, or other display as approved by the instructor.
- c) The size, shape, and materials for this display are at the discretion of the teacher.
- d) Completed displays should be appropriate for posting in the classroom or school hallway.
- e) Assessment rubrics or other criteria should be provided to students at the beginning of the assignment if the teacher is using the display as a portion of the class evaluation.

**Note: Final drafts or a photograph of the display should be retained to place in their portfolio which is a requirement of the Senior Level.**

### **Challenge Four – Apprenticeship and Trades Discussion**

- a) The intention of this challenge is for students to explore the level of knowledge regarding apprenticeship and skilled trades in their own world. Some students may find the adults in their lives do not know very much about these topics.
- b) Completion and verification of this Challenge should take place outside of the school. The adult who has the discussion with the student should be asked to sign the passport to verify the challenge is complete. However, if a student does not have access to a willing individual the teacher may fill the void. The onus should be on the student to complete this Challenge and get verification.
- c) This activity does not have to be conducted face to face; it can be done in a phone conversation or even using web based media.
- d) If not done face to face an alternate means of verification must be used. A brief verbal check by the teacher may be all that is required.

## **Introductory Level Completion**

Completion and verification of all four Challenges in Introductory Level qualifies the Youth Apprentice for a Recognition of Completion seal in their passport.

## **Intermediate Level**

### **Challenge One – PAA Credit**

- a) Apprentices must complete one credit in the Practical and Applied Arts 10, 20 or 30 in addition to the one credit from the Introductory Level. This credit does not have to be trade-related.
- b) When the credit has been completed, the course name and date can be filled in by the student who then requests the course instructor sign and date the Passport to verify completion.

### **Challenge Two – Discussion with a Journeyperson**

- a) Create a series of topics to form the basis of a conversation with a journey person. The topics may include questions or concepts and can be developed as a group or as individuals. Teachers can set the number of topics or approve a list developed by students. In some cases it may be beneficial for the teacher to develop a list of questions with individual students as an adaptation to this Challenge.
- b) Notes should be taken during the interview to show evidence of completion. A brief oral report can be shared with the class, a partner or the teacher depending on time available in class.
- c) The Youth Apprentice should provide her/his Passport for the interviewee to complete the verification portion.
- d) If the teacher feels not enough journeypeople are available in the community this requirement can be fulfilled through a panel discussion or a group presentation. Additionally, field consultants from SATCC may be available to support this challenge. Contact SATCC at 1-877-363-0536 or on the web at <http://www.saskapprenticeship.ca/index.php>. If this challenge forms part of the course evaluation, some criteria should be provided to the students beforehand.

**Note: All material should be kept to use in the Portfolio Challenge at the Senior Level.**

### **Challenge Three – Career Pathway Chart**

- a) This display may be individualistic in nature based in part on Challenge One. No two workers will have the same exact career path. Students may be very surprised to find skilled trades workers doing a variety of occupations which may not be closely related to where the person began their career.
- b) The activity outcome should focus on the students attaining an understanding of a career having many different parts and workers generally do not stay in one position for their whole career.
- c) Charts based on a specific individual must obtain the person's permission to display information publicly. Names should not be displayed.

**Note: All material should be kept to use in the Portfolio Challenge at the Senior Level.**

### **Challenge Four – Web-based Exploration**

- a) Teacher can provide the examples below for the students or have some abler students search the web for other Canadian or international sites.
- b) Teachers can develop some kind of reporting mechanism to suit their situation such as brief oral reports in class or having students printing off and explaining a page they accessed in their research.
- c) Teachers can continue to build the list of valuable web resources by recording sites found by students.
- d) Examples of websites are:
  - SATCC at <http://www.saskapprenticeship.ca/index.php>
  - Sask Job Futures at <http://www.saskjobfutures.ca/>
  - Canadian Apprenticeship Forum at <http://www.caf-fca.org/english/about.asp>
  - Skilled Trades: A Career You Can Count On at <http://www.careersintrades.ca/>
  - Aboriginal Youth Network at <http://www.ayn.ca/>
  - Information on apprenticeship within each province and territory at [www.apprenticeshiptrades.ca](http://www.apprenticeshiptrades.ca)
  - Red Seal trades information at [www.red-seal.ca](http://www.red-seal.ca)
  - Government of Canada website for programs for skills development at [www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)
  - Information about industry sectors and skilled trades opportunities at [www.councils.org](http://www.councils.org)

## **Intermediate Level Completion**

Completion and verification of all four challenges in Intermediate Level qualifies the youth apprentice for a Recognition of Completion seal in their passport.

## Senior Level

### Challenge One – Complete Module 88 Apprenticeship in Saskatchewan

- a) Use the module lesson plans from the SYA package to facilitate student understanding of the 7 objectives.

### Challenge Two – Portfolio

- a) Students should have kept examples to demonstrate their growing awareness of apprenticeship or may have begun their portfolio at the Introductory Level.
- b) Schools and/or individual teachers can decide the form of the portfolio. It may be combined with other portfolio information from Career and Work Exploration (CWE). Students should leave room for an SYA certificate from SATCC which will be sent out after completion of all the Levels or when the student has finished their secondary education.
- c) Portfolios should be shared with parents or the class during student-lead conferences. Grade 6-9 students taking Career Guidance may also benefit from seeing senior students' portfolios.

### Challenge Three – Apprenticeship Experience beyond the school

- a) Students following consultation with the course instructor may choose the most effective option for themselves.
  - Spend at least 1 day job shadowing a tradesperson
  - Spend at least 1 day mentoring with a cultural leader in the community (e.g. chief, councillor, elder's helper)
  - Participate in a trade related work placement.
- b) Work Study guidelines as outlined in the PAA handbook must be adhered to.
- c) Coordination with CWE work placements may facilitate both courses' requirements.
- d) Mentoring should be directed toward life/work choices and pathways and may include other effective adult contacts not listed above.
- e) Job shadowing and mentoring experiences do not have to be restricted to one day nor do they have to be completed during school hours or on school days. Teachers should work with students and parents to provide the most valuable experience for the individual.

#### **Challenge Four: Career Fair**

- a) Students attend a career fair to gather information on various post-secondary opportunities.
- b) Students should collect material to learn about and compare apprenticeship training with another post-secondary opportunity.
- c) This comparison could be made with university, technical school, private school, military training or any other type of post-secondary education and training.
- d) Verification of this Challenge could be done through a brief oral report in class or in a small group or just with a conversation with the teacher.

#### **Senior Level Completion**

Completion of all four Challenges in Senior Level qualifies the youth apprentice for a Recognition of Completion seal in their passport.

#### **SYA Program Completion**

Upon completion of all the Levels of SYA, students should turn their completed passport in to the school principal or designate so their names can be submitted to the SATCC for addition to the Saskatchewan Youth Apprenticeship completion list. This last step will allow SATCC to update their SYA contract to qualify for the benefits outlined in the program. SATCC will also issue certificates of achievement to Youth Apprentices for presentation at school assemblies, awards days or other fitting occasions in the school.

Schools must allow for two weeks working time for certificates to arrive for presentation to students. Generally, requisitions for the end of June should be at SATCC in Regina by June 10 to ensure return for year end.



