

**Saskatchewan  
Youth Apprenticeship**

**Module 88 Lesson Plans  
Apprenticeship in Saskatchewan**



**Saskatchewan  
Apprenticeship and  
Trade Certification  
Commission**

## **Module 88 Apprenticeship in Saskatchewan**

### **Outline of Lesson Plans with Learning Objectives**

1. To understand and describe the process and benefits of apprenticeship
  - a. Work-based learning process of training and certifying workers
  - b. Benefits
    - i. Lifestyle
    - ii. Satisfaction
    - iii. Demand/Opportunities
    - iv. Wages/Good Pay
    - v. Respect
  - c. Red Seal program
2. To understand and use the appropriate terminology related to apprenticeship
  - a. Journeyperson
  - b. Indenture
  - c. Joint training committee
  - d. Pre-employment program
  - e. Designated trade and sub-trade
  - f. Advanced standing
3. To determine the steps involved in becoming an apprentice
  - a. Working in the trade
  - b. Contract
  - c. Technical training
  - d. Accumulation of hours
4. To determine the relationship between the SATCC and the various trade boards
  - a. Define trade board
  - b. Designation
  - c. Role of the trade board
5. To develop an understanding of the programs available to help make the transition from Secondary School to apprenticeship
  - a. Articulation agreements
  - b. SYA
  - c. SIAST
6. To determine the length of apprenticeship and the annual training required in a particular trade that may be of interest to the student
  - a. Choose a trade to study the years and hours required
  - b. Location of annual training
  - c. Employability
  - d. Expected wages

7. To explore the qualities of a successful apprentice
  - a. Personal characteristics and qualities
  - b. Essential Skills
  - c. Employability Skills
  - d. Self-assessment

## Lesson 1: The Process and Benefits of Apprenticeship

**Objectives:** To understand the describe the process and benefits of apprenticeship

**Assessment:** Anecdotal record sheet of participation

**Resources:** SATCC website for background information at <http://www.saskapprenticeship.ca/index.php>  
Red Seal website at [http://www.red-seal.ca/Site/index\\_e.htm](http://www.red-seal.ca/Site/index_e.htm)

### Teaching Strategies:

1. Definition of apprenticeship as a process of training and certifying workers in specific trades. Apprenticeship involves a formal agreement between and individual who wants to learn a skill and an employer who needs a skilled worker. Apprentices spend approximately 80% of their time working on the job, learning the skills of the trade from a certified journeyman. Apprentices usually participate in one formal technical training course per year.
2. **Circle of Knowledge** discussion of reasons individuals might choose apprenticeship in the skilled trades. Have the students as a group come up with and discuss reasons which should include areas such as:
  - a. Lifestyle
  - b. Satisfaction
  - c. Demand
  - d. Wages/Good Pay
  - e. Respect
  - f. Opportunities
3. Red Seal Program – allows recognition of training through a challenge examination to receive certification across Canada. A “Red Seal” attached to a provincial Journeyman Certificate of Qualification allows the individual to work in their trade in any province or territory in Canada without further examinations or training.

**Adaptations:** Individuals not able to participate orally may wish to build a concept web using the categories listed in 2.

# Anecdotal Records in a Circle of Knowledge

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

Date/Time: \_\_\_\_\_

Activity: \_\_\_\_\_

## 1. Effective Communication Skills

Comments:

**Keys:** eye contact  
listens attentively  
summarizes  
clarifies  
does not interrupt

## 2. Contribution Comments:

**Keys:** stays on topic \*  
positive contribution \*\*  
contributes to information from others  
own information is contributed

## 3. Attitude Comments:

**Keys:** all opinions respected  
disagrees in an agreeable way

\*The criterion of relevance is intended to record quality not quantity of response.

\*\*The intent is to record evidence of positive student comments as opposed to negative "put downs" and "one-liners".

## Lesson 2: Apprenticeship Terminology

**Objective:** To understand and use the appropriate terminology related to apprenticeship

**Assessment:** Students can hand in completed work sheet for marking.

**Resources:** Dictionaries for groups or individuals  
Access to SATCC website (<http://www.saskapprenticeship.ca>) for some groups or individuals

SATCC Annual Report Appendices with Definitions available at:

[http://www.saskapprenticeship.ca/PUBLICATION/Annual\\_Report/](http://www.saskapprenticeship.ca/PUBLICATION/Annual_Report/)

### Teaching Strategies:

1. Share the list of terms with the class either with an overhead or individual copies. Discuss which terms may be defined accurately for their purpose in the dictionary and which may need some further research. Most of the terms are defined in *High School to Apprenticeship: A Link to the Future* found on the SATCC website.
2. Assign terms to individuals or groups of students with different search resources, i.e. dictionaries and web resources and allow time for finding the answers
3. Bring the large group back together and have them report on their definitions.
4. Ensure all students have all the terms accurately interpreted.

### Adaptations:

1. Pair students who may have trouble with the research skills with more capable researchers
2. Allow time for the pairs or groups to conference to ensure all partners have the agreed upon information and explanation.
3. Provide the terms and accurate definitions as a matching assignment

## Apprenticeship Terminology

- Journeyperson (formerly journeyman) is an individual who has worked at a trade for several years, passed all examinations, and has been issued a Journeyperson Certificate of Qualification from the Apprenticeship and Trade Certification Commission
- Indenture is the act of signing an apprenticeship contract with an employer or joint training board and the director of apprenticeship
- Joint training committee is made up of employer and employee representatives in a trade. Joint training committees are established in industries where job changes are frequent; for example, the construction industry. Eligible apprentices can indenture directly to the joint training committee rather than to an employer.
- Pre-employment programs are full time training programs designed for individuals who have no job or skills in a trade, but would like to take training to improve their chances of finding a job
- Designated trade is an occupation designated under *The Apprenticeship and Trade Certification Act*. Designation of an occupation means that legislated rules apply; and that standards, technical training and certification examinations are established
- Sub-trade is a branch of a designated trade that is recognized for training and certification purposes
- Advanced standing is recognition and credit for pre-apprenticeship work experience and technical training; may result in exemption from a level of training

- Apprentice is an individual who is working in a designated trade and has signed a contract of apprenticeship with their employer and the Apprenticeship and Trade Certification Commission
- Compulsory Trade is a trade in which no person may work unless they are a registered apprentice or a journey person
- Apprenticeship Agreement is a written contract between the apprentice and the employer that has been registered with SATCC
- Certificate of Completion is a document issued to individual who have completed all levels of technical training, have accumulated enough hours, and passed the certification examination
- Red Seal is the common name of the national certification program which assists workers seeking employment in any province or territory in Canada

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

## **Apprenticeship Terminology**

- Journeyperson (formerly journeyman)
- Indenture
- Joint training committee
- Pre-employment program
- Designated trade
- Sub-trade
- Advanced standing
- Apprentice
- Compulsory Trade
- Apprenticeship agreement
- Certificate of completion
- Red Seal

## Lesson 3: Steps in Apprenticeship

**Objective:** To determine the steps involved in becoming an apprentice

**Assessment:** Anecdotal Record of Group Discussion  
Students can submit completed chart for evaluation

**Resources:** “What is Apprenticeship” pamphlet from SATCC  
“High School Completion and Your Future in the Skilled Trades”  
handbook (available online at:  
[http://www.saskapprenticeship.ca/PUBLICATION/High\\_School\\_Handbook/](http://www.saskapprenticeship.ca/PUBLICATION/High_School_Handbook/))

### Teaching Strategies:

1. Brainstorm what the students believe are the steps from a high school student to obtaining journey certification.
2. Use either the listed pamphlet or other relevant resource to identify the correct steps for the students.
  - a. Be working in the trade for an employer who is willing to provide the necessary on-the-job training and supervision
  - b. Sign an apprenticeship contract with the employer and register with the Saskatchewan Apprenticeship and Trade Certification Commission
  - c. Attend technical training for the required number of weeks each year
  - d. Complete the required number of hours of apprenticeship
3. Discuss the university pathway using Teaching as an example career.
4. Compare and contrast university training with apprenticeship training by placing the following factors in a quadrant chart such as the example provided.

Factors:

- |                                      |  |
|--------------------------------------|--|
| • Earn while you learn               | • Generally provides training without experience               |
| • Contract signed                    | • Provides on-the-job training                                 |
| • Specific job-related               | • Tuition in thousands of dollars per year                     |
| • Find your own job first            | • Tuition in hundreds of dollars per year                      |
| • Job found after training           | • <b>Teachers can add more examples to total 16-20 factors</b> |
| • 4-9 weeks of classes per year      |  |
| • 8 months of classes per year       |  |
| • Tuition fees paid by individual    |  |
| • Must attend in Saskatoon or Regina |  |
| • Must have a paid job in the field  |  |
| • Training lasts from 2-4 years      |  |
| • 4 month summer holiday             |  |

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

**Comparison of University and Apprenticeship Training**

Add statements provided by your teacher to the chart below under the under the appropriate heading. Some statements may fit under both categories. Be prepared to explain the reasons for your choices.

| <b>University</b> | <b>Apprenticeship</b> |
|-------------------|-----------------------|
|                   |                       |
|                   |                       |
|                   |                       |
|                   |                       |
|                   |                       |
|                   |                       |
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|                   |                       |
|                   |                       |
|                   |                       |

## Sample Education and Training Factors

- Earn while you learn
- Contract signed
- Specific job-related
- Find your own job first
- Job found after training
- 4-9 weeks of classes per year
- 8 months of classes per year
- Tuition fees paid by individual
- Must attend in Saskatoon or Regina
- Must have a paid job in the field
- Training lasts from 2-4 years
- 4 month summer holiday
- Generally provides training without experience
- Provides on-the-job training
- Tuition in thousands of dollars per year
- Tuition in hundreds of dollars per year
- 
- 
-

## Anecdotal Record for Classroom and Group Discussions

Student Name: \_\_\_\_\_ Date(s): \_\_\_\_\_

### 1. Effective Communication Skills

**Teacher Comments:**

- a. Eye contact -
- b. Listens attentively -
- c. Summarizes ideas -
- d. Clarifies statements -
- e. Does not interrupt -

### 2. Contributions

**Teacher Comments:**

- a. Stays on topic -
- b. Positive contributions -
- c. Information of others is contributed -
- d. Own information is contributed -

### 3. Attitude

**Teacher Comments:**

- a. Respects others' opinions -
- b. Disagrees in an agreeable manner -

## **Lesson 4: Trade Boards and SATCC**

**Objective:** To determine the relationship between the SATCC and the various trade boards

**Assessment:** None

**Resources:** Handout

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

## **Trade Boards and SATCC**

### **Trade Boards**

- Made up of employers and employees in the trade
- Ensure training standards are maintained to support employability of members
- Maintain job descriptions and exams
- Appointed by the Commission based on recommendations from trade employers
- Range from 4-12 people (6-8 generally)
- Advise the Commission
- Ensure standards are current and up to industry standards
- Elect some Commission Board members
- Meet annually or more often if needed

### **Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)**

- Often referred to as “The Commission” or “Apprenticeship”
- Manages and governs program and standards
- Staff of approximately 50 manage and coordinate apprentices
  - Contracts
  - Training needs
  - Inspect for on-the-job situations
- Field consultants support employers and apprentices
  - Career fairs
  - Counselling individuals
  - Register apprentices
- Some Board members selected by employers/industry and then appointed by government; some are elected by trade boards
- Industry lead organization with most members being employers and employees
- Responsibility for equity programs

## Lesson 5: Transition Programs

**Objective:** To develop an understanding of the programs available to help make the transition from Secondary School to apprenticeship

**Assessment:** Cooperative Learning Skills Checklist

### Resources:

- Copies of the case studies provided.
- Copies of the Articulation Agreements for the appropriate trade-related PAA courses
- SIAST pre-employment information from [www.gosiast.com](http://www.gosiast.com)

### Strategies:

1. Distribute a case study to each student or pair of students and allow time for reading and formulation of a response.
2. Provide information about the Articulation Agreements in the 8 trade-related curricula available in Saskatchewan. They are Autobody, Mechanical and Automotive, Commercial Cooking, Construction and Carpentry, Horticulture, Electrical, Machining, and Welding.
3. Remind students of the procedures for recording their time on Form 6 available through SATCC.
4. A discussion regarding the benefits for the SYA program could be included here if some of the students have not joined.
5. Students should also be familiar with the Pre-employment programs offered by SIAST.

**Adaptations:** Pair up stronger readers with those who could use support. Do the same if students will be searching the internet for SIAST information.

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

### **Case Study: Nikki Kaczman**

“The more I was discouraged by my friends, the more I wanted to prove that I could do it!” says Nikki.

Clearly loving what she does and not putting up with any obstacles, Nikki’s been taking Mechanical and Automotive for two years in high school. She even likes to spend time on the weekends fixing her boyfriend’s car and her cousin’s motorbike.

“When I was younger, in the back of my mind, I always wanted to be a mechanic working on cars,” says the grubby young lady in the shop. “My dad let me watch him work on the machinery around the farm and I learned a lot from living in rural Saskatchewan without any brothers.”

Nikki’s mom really wants her to go into nursing, but Nikki prefers the chances she’s been given at the local Coop even if it’s mostly pumping gas on weekends and during school holidays when the regular staff want time off.

What does Nikki’s boyfriend think of her career choice?

“Well, the guys on the hockey team give me some grief over her knowing more about cars than I do, but she’s saved me a few hundred bucks in labour. She’s smart enough to do whatever she wants so I guess it’s okay with me,” says Blair C.

Nikki’s experience had obviously taught her a lot, but she will soon have to make some career decisions.

**What programs and classes could Nikki access to help her live her dream of becoming a professional mechanic?**

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

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

**Case Study: Caron Smyth**

“Having a lively personality is a bonus for me,” says Caron as she talks about why she’s considering a career in the entertainment industry as a hairstylist and/or makeup artist. “I would love to move to Toronto or Vancouver and work in large stage productions or even television or on movies.”

Right now living in a Saskatchewan community with a thriving drama club at school allows her to gain experience working with a local professional. The two of them make a great team with Caron learning the basics even though she is not allowed to cut anyone’s hair just yet. The dinner theatre group in Caron’s community have asked her to help out with their play in the spring which has a lot of characters needing extensive makeup and hair styling.

**As Caron dreams of a life working with the stars, what kinds of programs and classes can she take to start her along her career?**

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

**Case Study: Lucas Carriere**

“I like to stand back when a project is all done and think about how it started off with a pile of wood and ended up being something people really want to own,” says Lucas with a big grin on his face. Standing beside the newly painted garden shed he and his two classmates just finished for a neighbour, Lucas talks about how every aspect of the plan had challenges. From negotiating with the customer about siding and colour to getting the best price for materials to coordinating the tasks to complete the project all the angles had to be worked out.

“Now I am looking for another bigger challenge. My uncle is talking about putting up a new garage in his backyard in the summer, but he’s worried about getting good work done for a reasonable cost. I think he’ll give me the work, but I’m not sure he’s crazy about letting a 17 year old be the boss.”

**What classes and programs can Lucas take part in to build the kind of experience his uncle will be looking for?**

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

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

### **Case Study: Matthew McKay**

A lot of 16 year olds might not look forward to helping their father rewire the basement renovation of their house on a Saturday morning, but Matthew sees the experience as part of his plan to become an electrician. "I've always been fascinated by electricity," he says, "Even back when I learned how a flashlight worked with batteries."

"Being an electrician would be a great job choice because of the variety of places I could work," explains Matthew. A lot of local house builders are looking for electricians as are several industries around his home town.

"A friend of my teacher's started out as an apprentice way back in the 80's," says Matthew, "And now he owns his own company with a bunch of guys working for him. That would be sweet!"

**What kinds of programs and classes could Matthew become involved in to change his dream into a reality?**



## Lesson 6: Apprenticeship Training

**Objective:** To determine the length of apprenticeship and the annual training required in a particular trade that may be of interest to the student.

**Assessment:** Self-Evaluation Checklist

### Resources:

- “What is Apprenticeship?” pamphlet available through SATCC or online at <http://www.saskapprenticeship.ca/PUBLICATION/Pamphlets/>
- SATCC website at <http://www.saskapprenticeship.ca/>
- SIAST website at <http://www.gosiast.com>
- Apprentice Trades at <http://www.apprenticetrades.ca/en/>
- Sask Job Futures at <http://www.saskjobfutures.ca/>

### Strategies:

1. Have students choose a trade to investigate:
  - a. The years and hours required
  - b. Location of annual training
  - c. Employability
  - d. Expected Wages
2. Have a classroom discussion regarding the differences and similarities of the training programs including such factors as benefits of multiple training sites, chances of employability in the local economy or the reason for large salary ranges.

### Adaptations:

1. Provide print copies for students who may have trouble with web-based reading.
2. Invite a consultant from SATCC to provide information on apprenticeship training in Saskatchewan.
3. Have individual students interview an apprentice about the relative benefits or drawbacks to their chosen profession.

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

### Self-Evaluation Checklist

Circle the number you feel best describes your performance generally in class.

Rating Scale

1 = Hardly ever

3 = Most of the time

2 = Some of the time

4 = All of the time

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. I make it a point to listen as much as I talk       | 1 | 2 | 3 | 4 |
| 2. I make appropriate eye contact when I speak         | 1 | 2 | 3 | 4 |
| 3. I do not interrupt when others are speaking         | 1 | 2 | 3 | 4 |
| 4. I encourage others to participate in the discussion | 1 | 2 | 3 | 4 |
| 5. I do my share when working in a group               | 1 | 2 | 3 | 4 |
| 6. I respect others' feelings even when we disagree    | 1 | 2 | 3 | 4 |
| 7. I try not to act aggressively to get my way         | 1 | 2 | 3 | 4 |
| 8. I praise others when appropriate                    | 1 | 2 | 3 | 4 |
| 9. I share my ideas with the group                     | 1 | 2 | 3 | 4 |
| 10. I cooperate more than I compete with others        | 1 | 2 | 3 | 4 |

Complete the following unfinished sentences as completely as possible:

1. I believe two of my strengths in working with others are

a.

b.

2. I think two skills that I could improve on from the above list are

a.

b.

## Lesson 7: Qualities of a Successful Apprentice

**Objective:** To explore the qualities of a successful apprentice

**Assessment:** Checklist for Role Playing

### Resources:

- *Essential Skills* brochure ( available at <http://www.saskapprenticeship.ca/PUBLICATION/Pamphlets/>)
- *Employability Skills 2000+* handout (available at <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx> )

### Strategies:

1. Provide students with copies of the nine Essential Skills published by the Canadian Government through HRSDC and the list of Employability Skills Published by the Conference Board of Canada.
2. Have the students create interview questions potential employers might ask to check to see if the interviewee possesses the appropriate skills to be successful
3. Discuss the questions with the class and then allow time for individuals to construct personal answers they could give for the questions
4. Role play interviews with some students portraying employers and some potential employees

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

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

### Checklist for Role Playing

| <b>Organizational Features</b>  | <b>Yes</b> | <b>No</b> | <b>Comments</b> |
|---|------------|-----------|-----------------|
| Student understood the objectives of the assignment                                 |            |           |                 |
| Student understood the specific personal role they were to play                     |            |           |                 |
| Student understood the timeline and due date for the assignment                     |            |           |                 |
| Student understood the procedure for the assignment                                 |            |           |                 |
| Student had time to discuss the assignment and have input on its direction          |            |           |                 |
| The student's behaviour matched the objectives stated                               |            |           |                 |
| Consultation has occurred with the student regarding aspects for future improvement |            |           |                 |