



Phases of the KEP Learning Process targeted:



Activity title	Household Item and the Trades
Overview	As a way of building an understanding about the importance of trades, students will determine the trades involved in the production of an everyday household item.

Duration	15 min	Materials	A can of vegetable soup or another household item, chart paper, white board		
ICT	Smart Board, projector, computer, etc. (if available)				
Grouping	👤 individual	👤 👤 pairs	👤 👤 👤 small groups	👥 whole class	
Teaching	👥 whole class	👤 👤 👤 small groups	👤 👤 pairs	👤 individual	
Student product	Flowchart, presentation, reflection				

Links with the <i>Exploration of Vocational Training</i> program		
Competencies	Competency 1 Explores vocational training	Competency 2 Contemplates his/her suitability for vocational training
Key Features	Learns about different trades and occupations: Considers the career prospects associated with these trades and occupations	

Explo Program Content			
Program Content <i>QEP: pp. 26-30</i>	Using tools	Adopting attitudes	
	Reflection and follow-up tools	Responsibility for the exploration - resourcefulness Open-mindedness - interest in comparing ideas	
	Learning strategies	Acquiring concepts	Considering socioeconomic and cultural factors
	Information gathering - consulting reference tools	Concepts related to the job market - tasks and functions associated with trades and occupations	International content - sustainable development

Evaluation Criteria (<i>Updated framework for the evaluation of learning</i>)	
* For feedback purposes, not to be considered in the student's report card mark.	Information clarifying the criteria
Proficiency of subject-specific knowledge targeted in the program content (QEP)*	
Effectiveness in exploring vocational training	Use of a variety of resources for exploring vocational training
Relevant summary of discoveries	
Relevant reflection	Reflection on personal profile as well as perception of the trades and occupations explored and of vocational training

Evaluation tools	• checklist	• observation	• reflection
	• peer evaluation	• self-evaluation	• graphic organizer

 Process		
	Role of teacher	Role of student(s)
Before	Find a selection of commonly used household items, such as a can of soup that require a multiple trades to be produced and manufactured.	Students bring in a household item from home for this activity if requested by the teacher.
1	<p>Introduce the 21 vocational training sectors (see attached) and the research tools students will have at their disposal:</p> <p><i>HeadingForSuccess.com</i> - www.headingforsuccess.com</p> <p><i>inforouteFPT.org</i> - www.inforoutefpt.org/default.aspx?langue=en</p> <p>Students should be introduced to the trades and occupations linked to each vocational training program.</p>	To build understanding, students spend some time exploring the 21 sectors of vocational training.
2	<p>Model the activity using a can of vegetable soup or another household activity. Work with students, as a class, to determine the trades and occupations that are involved in its creation. Make links with the appropriate vocational training sectors. Guide students as necessary.</p> <p>The following is an example of what sectors may be involved in the production of a can of soup: Administration, Commerce and Computer Technology (the business), Agriculture and Fisheries (the ingredients), Arts (the packaging design), Forestry and Pulp and Paper (the label), Mining and Site Operations (the metal for the can), Transportation (to move the product), etc.</p>	Students participate in the introductory activity discussing the variety of trades and occupations involved in providing consumers with a can of vegetable soup or other selected household item.
3	<p>Divide students, or have students divide themselves, into small groups (no more than 4). Provide each group (as necessary) with a commonly used household item. Ask students to determine which of the 21 vocational sectors is required to produce that item. Ask students to connect their item to specific programs within each of the vocational training sectors.</p>	Within their groups, students brainstorm and search for the trades and occupations necessary for the production of their household product. Each group creates a flowchart that should include the names of the trades and occupations involved in the production of the product and which training programs are involved.
4	<p>Ask each group to present a short (no more than 5 minutes) presentation to the class about their specific item and the vocational sectors necessary for its production.</p>	Using the flowchart, student groups prepare a short (no more than 5 minutes) presentation about their item and the vocational sectors necessary for its production.
5	<p>Ask students to write a reflection on the activity. The question for reflection may be chosen by the teacher or by the student, e.g. What does this activity teach you about the importance of vocational sectors and how they are related to one another?</p>	Each student answers a reflection question about the activity. If directed by the teacher, it may be necessary for the student to choose a reflection question for themselves.
Follow-up	<p>The flowcharts created in this activity can be posted in the classroom and used as a reference tool. Have students make a class list of all the sectors that were touched by their products.</p>	Students create a class list of all the vocational sectors involved in the production of their products. They use the flowcharts and class list as references.

VOCATIONAL SECTORS and JOBS

Vocational Sector:	Examples of jobs:
1) Administration, Commerce and Computer Technology	Sales clerk; payroll clerk; web designer; administrative assistant; secretary; accounts receivable clerk; customer service
2) Agriculture and Fisheries	Landscaper; florist; nursery worker; farm worker; farm supervisor and specialized livestock worker; captain on a fishing vessel
3) Food Services and Tourism	Butcher; chef; pastry chef; food and beverage server, poultry preparer; hotel clerk; travel agent
4) Arts	Interior designer and visual displayer; jewellery maker; photographer; painters and decorators
5) Woodworking and Furniture Making	Furniture assembler; cabinetmaker; furniture laminator; furniture finisher; upholsterer
6) Chemistry and Biology	Water treatment maintenance worker
7) Buildings and Public Works	Carpenter; bricklayer-masonry; plasterer; commercial and residential painter; plumbing and heating technician; tile setter; refrigeration and air conditioning mechanic; land surveyor; building maintenance worker; firefighter
8) Land Use Planning and the Environment	Conservation and fishery officer; outdoor sports guide; recreation guide
9) Electrotechnology	Electrician; electrical mechanic; lineworker; automated systems mechanic; telecommunications equipment installer; avionics mechanic; electric appliance servicer and repairer
10) Motorized Equipment Maintenance	Automotive service technician; truck and bus mechanic; mechanical repairer; storekeeper and parts clerk
11) Mechanical Manufacturing	Food and beverage production worker; aircraft assembler; forging machine operator; glass cutter; machining tool operator; rubber processing machine operator
12) Forestry and Pulp and Paper	Sawmill machine operator, logging machinery operator; forestry worker; supervisor of logging and forestry; logging and forestry labourer (tree planter); lumber grader
13) Communications and Documentation	Graphic designer; illustrators; printing press/machine operator; desktop publisher
14) Maintenance Mechanics	Industrial construction and maintenance mechanic; machine fitter; railway car worker
15) Mining and Site Operations	Crane operator; heavy equipment operator; heavy duty equipment mechanic; machine operator; mineral and metal process worker; miner
16) Metallurgical Technology	Inspector and tester of minerals and metals; welder and fitter; sheet metal worker
17) Transport	Truck driver; air traffic controller
18) Fashion, Leather and Textile	Sewing machine operator; weaver, knitter and other fabric making worker; textile machine operator; textile inspector; tailor/dressmaker; pattern maker
19) Health Services	Nurses aide; orderly; homecare worker; pharmacy technical assistant; rehabilitation aide; dental assistant
20) Social, Educational and Legal Services	Recreation program leader in Nunavik; health and social services assistant in Nunavik
21) Beauty Care	Esthetician; hairstylist; electrolysis technician; make-up artist; nail technician