



**THE IMMIGRANT
EDUCATION SOCIETY**



**FOUNDATIONS IN AGRICULTURAL-BASED INDUSTRIES
FOR REFUGEES AND MIGRANTS**

CURRICULUM



THE IMMIGRANT EDUCATION SOCIETY

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Unit 1: Pre - Employment



Welcome to Unit 1: Pre-Employment. In this unit, you will learn about how to prepare for employment in the agricultural and horticultural industry in Alberta. You will learn how to look for jobs online, contact employers, and create two or more pre-employment documents, such as a resume, cover letter, an application form, emails of inquiry and request, and messages and conversations about potential jobs.

Unit 1 Learning Objectives

In this unit, you will:

- 1.1 Recognize business messages by responding to employment requests
- 1.2 Use a variety of business semi-formal and formal greetings and expressions in pre-employment tasks and documents
- 1.3 Organize main ideas and details by completing a formal application for employment in the agricultural sector



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Lesson 1: Instructional Plan

Target: FARM Learners

Pre-Learning Task Objective: Recognize business messages by responding to employment requests

Time: Approx. 60 minutes – 75 minutes

Pre-Learning Task Resources:

1. Goal Setting and Learner Questionnaire, syllabus, attendance policy, and practicum program documents.

Administrative Items:

Introduce students to the program by reviewing the course outline, attendance policies, and practicum program documents.

Pre-Learning Task Warm-up (20 - 25minutes):

1. Ask learners to introduce themselves by stating their name and previous job if applicable.
2. Record Attendance.

Pre-Learning Task Procedure (40 - 50 minutes):

1. Ask learners to share one or two areas they are most interested in learning with a partner.
2. Ask the students to share any previous experience they have in the theme or subject area (e.g. landscaping - years, where, and job title).
3. Ask students to complete the pre-learning Task: Goal Setting Plan and hand it in for your review.
4. Go over the course outline (e.g. number of assessments, types of activities – vocabulary, group, pair work, computer lab tasks, and performance-based tasks).
5. Go over the practicum (e.g. explain that during intake, they have already told TIES the field they would like to work, they must complete the entire program and the pass mark is 70%).
6. Go over attendance policies and parking.



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Pre-Learning Task Follow-up:

1. Scan copies of the student's learning goals.
2. Conference with students to review their long-term goals and to make some suggestions about what they can do to meet them (e.g. could be written feedback).
3. Set aside time each week for students to review their goals and what they have done to help meet their goals. This can be done as a dialogue journal, or as a group or class activity. The goal setting plan is to be marked complete or incomplete in your gradebook. Learners receive a completion mark if 60 percent of the plan is complete.



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Lesson 1: Getting Started

Approximate Time: 30 minutes – 45 minutes

Pre-Learning Task: Goal Setting Plan

Congratulations on starting this journey in Foundations in Agricultural-Based Industries for Foreign and Refugee Migrants. Before you get started, please take a moment to think about what you want to learn in this course, how you can learn, and what you will need to learn. Your thoughts are called, *reflections*, which can be shared in a goal setting document. Your goals for this course will be shared with the instructor, so that the instructor can help you in this course.

Name: _____ **Date:** _____

Directions: complete the following goal setting plan and give it to your instructor.

Name:	
Today's Date:	
Mark X beside the three sentences that describes what you mostly want to learn about in this course.	<input type="checkbox"/> Writing a Resume <input type="checkbox"/> Creating a Cover Letter <input type="checkbox"/> How to look for a job <input type="checkbox"/> Health and Safety in agricultural/horticultural industries <input type="checkbox"/> How to clean machines <input type="checkbox"/> How to work with people <input type="checkbox"/> How to give instructions <input type="checkbox"/> Other: _____
Write one or two goals for this course	Example: I want to learn to write a resume and learn how to work with coworkers.
Write a study plan	Example: To work on my goals, I will attend all classes, complete all tasks, come on time, work on one optional task each week or practice tasks with my classmates.
Think about whether the goal is possible.	Example: How many hours are you currently working? Do you have childcare, so you can complete the course and practicum? Do you have reliable transportation?
Think about the effort and commitment needed over the next 10 weeks	Example: I have spoken with my current employer and family members and organized my schedule to complete this course.



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Pre-Learning Task: Goal Setting Plan

Name: _____ Date: _____

Directions: complete the following goal setting plan and give it to your instructor.

Name:	
Today's Date:	
Mark X beside the three sentences that describes what you mostly want to learn about in this course.	<input type="checkbox"/> Writing a Resume <input type="checkbox"/> Creating a Cover Letter <input type="checkbox"/> How to look for a job <input type="checkbox"/> Health and Safety in agricultural/horticultural industries <input type="checkbox"/> How to clean machines <input type="checkbox"/> How to work with people <input type="checkbox"/> How to give instructions <input type="checkbox"/> Other: _____
Write one or two goals for this course	
Write a study plan	
Think about whether the goal is possible.	
Think about the effort and commitment needed over the next 10 weeks	

Task Completed

Task Not Completed

Comments:



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Lesson 2: Instructional Plan

Target: FARM Learners

Activities 1 - 2 Objective: Recognize business messages by responding to employment requests

Time: Approx. 5-6 hours

Activities 1 - 2 Resources:

1. Whiteboard, vocabulary and grammar 1, business letters and formalities handout, flip chart paper, and markers.

Warm-up (15 minutes):

1. Ask learners to find a partner.

2. Ask learners to discuss the following questions:

a) How do you address your employer in a letter or email?

Example: by their first name, first and last name, or last name only.

b) How do you address your friend?

Example: by their first name, first and last name, or last name only.

c) Which of the following tools do you use or have used to communicate?

Cell phone

Email

Letter

Text

Facebook

Twitter

Other: _____

Procedure (4- 6 hours):

1. Ask learners to complete the Vocabulary Handout 1. Help learners get started by working with them to complete the first two words. The first one has been done for learners. Students can work with a partner to complete this activity.

Instructor Notes:

Try to include fun activities and games of your choice to help learners with vocabulary retention and content acquisition. There are several differentiated instructional tasks available online to be adapted for program delivery.

2. After 45 minutes, ask each learner to share what they found. You could ask learners to record the words on the board. Use the overhead projector to fill in the answers or to show the answers. Tell learners their answers can be a little different. The answers do not have to be word for word.
3. Review the grammar activity 1 “Active Voice” with learners. Ask if they have any questions.
4. Review Organization of Emails and Business Letters. Emphasize the structure of an email and business letter.
5. Ask learners to complete Activity 2.
6. Have learners share Activity 2 with a partner.
7. Ask for three volunteers to share what they wrote verbally with the class.
8. Ask learners to hand in Activity 1 and 2.

Follow-up

1. Review Activities 1 and 2. Learners who completed less than 60 percent of the task may not understand the material. Connect with each of these learners to check why the work is incomplete and advise accordingly.
4. This task is marked as complete or incomplete in your gradebook. If 60 percent or more of the work has been completed, learners receive a completion mark.



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Lesson 2: Formalities in Business Communication

Activity 1: Vocabulary and Grammar 1

Time: Approximately 60 - 75 minutes

There are a few key vocabulary words and grammar that you should know when looking for a job.

Name: _____ **Date:** _____

Directions: Complete the vocabulary chart below. Then, follow the additional instructions.

Word(s)	Part of Speech	Definition	Word Used in a Sentence
inquire	Verb	To look for information.	Sam inquires about the job.
request			
confirm			
employer			
employee			
co-worker			
recipient			
postmaster			
salutation			
Body			
sign off			
indentation			
signature			
Filter			
red flag			
Spam			



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Active Verbs

Active verbs tell the reader/speaker when the action takes place. This is important to know because as a worker, you will often be given instructions that are in the active tense. Below are examples of the active verb tenses.

Verb	Structure	Sample Sentence
Simple Present	base verb + s or es	He inquires about his application.
Present Progressive	be verb + participle (<i>ing</i> verb)	He is inquiring about his application.
Simple Past	base verb in the past	He inquired about his application.
Past Progressive	be verb in the past + participle (<i>ing</i> verb)	He was inquiring about his application.
Simple Future	will + base verb	He will inquire about his application.
Future Progressive	be verb + going + infinitive	He is going to inquire about his application.

Directions: Write five sentences using the vocabulary words above. Try to use the active tense in your sentences. Then, read your sentences out loud with a partner.

- Task Completed
- Task Not Completed



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B. Using Formalities Handout

Time: Approximately 1.5– 2 hours

Name: _____ **Date:** _____

Directions: Identify the message, recipient, and relationship in the emails and cover letter below. You can work with a partner or individually.

Email 1

To: jjones@mail.com

Date: February 28th, 2018

Cc:

Bcc:

Subject: Appointment Confirmation

Dear Mr. Jones,

Thank you for the interview appointment scheduled for Friday March 2nd, 2018 at 9:30am for the Landscaping position. I would like to confirm that I have received the appointment and will be in attendance. I look forward to meeting with you.

Sincerely,

Shafiq Jetha

1. What is the message?
2. Who is the recipient?
3. What is the relationship between Mr. Jones and Shafiq Jetha?

Task Completed

Task Not Completed



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Email 2

To: smiller@mail.com

Date: February 28th, 2018

Cc:

Bcc:

Subject: Request for Information

Dear Ms. Miller,

I recently saw your employment posting on the 17th Avenue S.E. Calgary sign for a general labourer. I have three years experience working as a carpenter and construction worker in India and Canada. Could I have some more information about the position? Please feel free to call me at (403) 999-9999 or email rlall@mail.com at your earliest convenience.

All the best,

Rupinder Lall

1. What is the message?
2. Who is the recipient?
3. What is the relationship between Ms. Miller and Rupinder?

- Task Completed
- Task Not Completed



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Cover Letter

ESIC Landscaping Limited

111 2 Street N.E.

Calgary, AB T1Y 4B6

February 24th, 2018

Dear Sir/Madam,

Re: Farm Laborer Position

I am applying for the Farm Laborer position with ESIC Landscaping Limited. I have eight years experience working as a farmer in Monterrey, Mexico. I am currently taking a 96-hour pre-employment training program at The Immigrant Education Society to work in agricultural industries. I am learning how to communicate and follow instructions, and basic safety training. I will complete my training in the next three weeks.

I am an excellent communicator, hard worker, and good listener. I believe I will be a good worker in your company. Call me at 403.718.009 or email jfernandez@mail.com.

Sincerely,

James Fernandez

1. What is the message?
2. Who is the recipient?
3. What is the relationship between Mr. Fernandez and the employer?

- Task Completed
- Task Not Completed



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Lesson 3: Instructional Plan

Target: FARM Learners

Activity: 3a and 3b

Objectives:

- Recognize business messages by responding to employment requests
- Organize main ideas and details by completing a formal application for employment in the agricultural sector

Time: Approx. 3 – 4 hours

Resources:

1. Activity 3a and 3b handouts
2. Computer Lab, student email account, instructor email address

Warm-up (15 minutes):

1. Ask learners to raise their hands if they have ever sent an email. Wait, then nod and remind learners they have all learned about the parts of an email.
2. Ask three learners to state the parts of an email. Remind learners that the subject line should be 5 words or less and that an email has a greeting - formal/informal/semi-formal, body, closing, and signature. Use a visual of your choice to show the parts of an email.
3. Ask learners to raise their hands if they have used a computer to find a job.
4. Explain that this lesson has three parts. First, they will learn about different types of email messages between employers and employees. They will write an email to practice writing everyday business messages. Finally, explain that they will learn how to search for jobs using the internet and a computer. This will help them in future employment job searches.

Procedure (4 – 5 hours).

Activity 3a and 3b

1. Ask learners to read email 1 with a partner and identify the business messages and details. Go over answers with learners.
2. Ask learners to read email 2 individually to identify the business messages and details. Go over answers with learners.



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3. Ask learners to write an email with a partner requesting information about a job posting.
4. Remind learners to check for the components of an email, capitalization, verb use, and punctuation. They should use formal language and simple sentences to ensure messages are clearly communicated.
5. Students will share emails with another pair group.
6. Students will write an individual email to the teacher about an employment posting.

Follow-up

1. Learners should receive feedback within 2 days of their original submissions.
2. Ask learners to create or open an existing email account. Learners will need help creating an account and writing their passwords down for safe keeping. It is recommended learners use an easy to remember email and password (Email sample: beth007@gmail.com Password: TIES007)



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Activity: 4, 5a, and 5b

Time: Approx. 3-4 hours

Resources:

1. Whiteboard, vocabulary handout 2, basic job search handout (skim/scan), resume template 1, cover letter template, application form template, flip chart paper, and markers.
2. Computer lab

Warm-up:

1. Ask learners to work in groups of 3 -4 and make a list of where they look to find jobs and share their lists with the class.

Procedure:

1. Give learners Lesson 2 Vocabulary and ask learners to complete the vocabulary log for the words listed. Go over the first two or three words to help learners get started. They can work with a partner.
2. Organize learners into groups of 3 -4. Then, ask learners to read the job profile given out loud in their groups. Then, ask learners to talk about whether they would like to do the job and explain why or why not. Ask the group to write out the job title, education requirements, skills, and experience needed for the job.
3. Ask students to select one speaker to share their summaries with the larger group (e.g. read out loud the job title, education requirements, skills and experiences needed for the job).
4. Basic research: Give learners the Basic Employment Search handout 5b, and head to the computer lab.
5. Basic research: Ask students to open a web browser (e.g. Google Chrome) and type in alis.gov.ab.ca and then click "I am looking for work". Then type in a job of choice (e.g. landscaping).
6. Ask learners to locate the term *Location* then click Calgary. The employment search becomes narrowed.



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Sample Search Result

New

Landscaper

Boardwalk Rental Communities

Posted February 21, 2018

Closes March 07, 2018



Calgary



\$18.00 to \$22.00 hourly



40 hours per week



Permanent Full Time



2 Vacancies

7. Basic Research: Ask learners to choose one of the job postings they are interested in and complete the basic job search handout with the information from the employment posting.

8. Speaking: Ask learners to share their post in groups of 3-4 (job title, location, start date and time, etc.).

Activity: 4c, 5d, 6a, 6b, 7, 8, 9a, and 9b

Time: Approx. 6-8 hours

Resources: 5c, 5d, 6a, 6b, 7, 8, 9a, and 9b handouts; job descriptions

Warm- Up (15 -20 minutes):

1. Reading: Give learners a basic template for a resume (e.g. landscaper). Ask learners the following questions: what is the candidate's education? Experience? Skills? Ask learners what they notice about the organization of the resume. Explain the parts that make up a resume (e.g. address, phone number, skills, education, experience, and references).

Procedure (5 – 7 hours):

1. Reading: Give learners a blank template of a resume and a sample scenario. Ask the learners to work in pairs to complete the resume template.
2. Writing: Ask learners to create their own resume based on the job they researched in this lesson and submit it to the instructor for feedback.
3. Reading: Give learners a basic template for a cover letter (e.g. landscaper). Ask learners the following questions: what is the structure? What information is included?



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4. Explain the parts of a cover letter (e.g. recipient address, formal greeting, introductory paragraph with job title, experience and skills listed, and body paragraph with availability, contact information, and closing statement and signature).
5. Reading: Give learners a blank template of a cover letter and a sample job description. Ask the learners to complete the cover letter template, then read the letters to a partner and answer the questions: how were the letters similar? Different? How could you make your letter better?
6. Writing: Ask learners to create their own cover letter based on the job description they researched in this lesson and submit it to the instructor for feedback.
7. Speaking/Writing: Ask learners how many of them have had to complete an application form. Ask them what is important to include on a job application form. Give learners a sample job application form and ask them to use the information from their resume or cover letter to complete the application form for the job they researched.

Follow-up

1. Provide feedback on cover letter, resume, and application form prior to the assessments.
2. Learners will complete assessments in Unit 1: Pre-Employment Assessment A Tasks. The teacher should consider samples already completed by learners before deciding on which assessment to administer (e.g. avoid assessing learners on items they were unable to practice in class).



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Target: FARM Learners

Note to Instructors: Locate online computer typing practice for learners to practice job search and typing skills to support learners who need further practice in basic computer literacy. There are several resources available online in this area.

Objectives:

- Recognize business messages by responding to employment requests
- Use a variety of business semi-formal and formal greetings and expressions in pre-employment tasks and documents
- Organize main ideas and details by completing a formal application for employment in the agricultural sector

Time: Approx. 1-2 hours

Resources:

1. Phone message scenario task sheets.
2. Recording device (language lab or personal cell phone).
3. Activity 9a: Phone Conversations: Requesting Information handout
4. Activity 9b: Phone Conversations: Leaving a Message handout

Warm-up (15 minutes):

1. Ask learners to share a time when they had to call an employer or prospective employer about a job or interview. What did they say? What expressions did they use? This could be in Canada or in their home countries.

Procedure (1 – 2 hours):

1. Speaking: Explain to learners that many jobs can be found online, in newspapers, public wanted signs, or from friends or family members. As a result, having good speaking skills to communicate interest is important. Ask learners to work in pairs to create a short dialogue to request information about the job posting. Ask learners to share their dialogue with the whole group.
2. Speaking: Ask learners to work in pairs to create a short dialogue to leave information about an upcoming interview. Ask learners to share their dialogues with the whole group.
3. Speaking: Ask learners to leave a message inquiring about a help wanted sign (e.g. General Laborer). Ask learners to record their messages. Write out what was said and



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make corrections to mistakes in pronunciation, missing information, timing, greeting, and closing statements.

Follow-up

1. Provide feedback on speaking scenarios around: name, contact phone number, job title, time and date of interview, use of appropriate vocabulary (confirm, inquire, request information), restate name and number for clarity, availability, skills, and pronunciation of difficult words.
2. Learners will complete the second round of assessments in Unit 1: Pre-Employment Assessment B Tasks. The teacher should consider samples already completed by learners before deciding on which assessment to administer (e.g. avoid assessing learners on items they were unable to practice in class).



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Lesson 3: Employment Documents and Details

In this lesson, you will work with a partner to locate the main idea and details in email messages.

Activity 3a: Reading Business Communication

A. Reading Task – Pair Work

Time: Approx. 1 hour

Name: _____ **Date:** _____

Directions: read Email 1 with a partner and complete the task below.

Email 1

To: jjones@mail.com

Date: February 28th, 2018

Cc:

Bcc:

Subject: Appointment Confirmation

Dear Mr. Jones,

Thank you for the interview appointment scheduled for Friday March 2nd, 2018 at 9:30am for the Landscaping position. I would like to confirm that I have received the appointment and will be in attendance. I look forward to meeting with you.

Sincerely,

Shafiq Jetha

Directions: Number the organization of the email as follows:

1. Recipient email address
2. Date
3. Subject
4. Greeting
5. Salutation
6. Detail 1
7. Detail 2
8. Closing sentence
9. Closing statement
10. Signature

Task Completed

Task Not Completed



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B. Reading Task – Individual Work

Time: Approx. 1 hour

Name: _____ **Date:** _____

Directions: read Email 2 individually and look for the details and look at the organization of the email. Then, complete the task below.

Email 2

To: smiller@mail.com

Date: February 28th, 2018

Cc:

Bcc:

Subject: Request for Information

Dear Ms. Miller,

I recently saw your employment posting on the 17th Avenue S.E. Calgary sign for a general labourer. I have three years experience working as a carpenter and construction worker in India and Canada. Could I have some more information about the position? Please feel free to call me at (403) 999-9999 or email rlall@mail.com at your earliest convenience. Thank you for your time.

All the best,

Rupinder Lall

Directions: Number the organization of the email as follows:

1. Recipient email address
2. Date
3. Subject
4. Greeting
5. Salutation
6. Detail 1
7. Detail 2
8. Detail 3
9. Detail 4
10. Detail 5
11. Closing sentence
12. Closing statement
13. Signature

Task Completed

Task Not Completed



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B. Group Discussion – Talk About It

Time: Approx. 20 minutes

Directions: read your email to another pair group. Compare what was similar and what was different.

C. Production – Writing Task

Time: Approx. 1 – 1.5 hours

Directions: write an individual email to the teacher about an employment posting. You must send the email electronically to your teacher in response to an employment posting. Remember to use what you have learned about email communication (e.g. formal language, organization and active verb tenses).



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Activity 4: Vocabulary 2

Whenever you are looking for a job or applying for a job, there are some important words you should know.

Time: Approx. 1 hour

Name: _____ **Date:** _____

Directions: Complete the vocabulary handout below.

Word(s)	Part of Speech	Definition	Word Used in a Sentence
first impression	Phrase	The first time a person sees another person and decides about him or her.	The employers first impression of Ankita is that she is professional.
hire			
apply			
inquire			
network			
follow up			
position			
resume			
qualification			
career			
objective			
bullet point			
duties			



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skills			
functions			
potential			
recruit			
remove			
maintain			
load/unload			
process			
problem solving			
customer service			
support			
license			
set			
monitor			
examine			
lifting			
bending			
hard-working			

- Task Completed
- Task Not Completed



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Activity 5a: Job Profiles

Time: Approx. 1.5 - 2 hours

Name: _____ Date: _____

When applying for a job, it can be difficult understanding job posts or profiles. In this lesson, you will learn how to look for and understand information found in online job profiles.

Directions:

1. Work in groups of 3 -4.
2. Read the job profile given to you as a group (e.g. take turns reading a paragraph out loud).
3. Take turns answering the questions:
 - a) Do you want to work in this job? _____
 - b) Why or why not? _____
4. Look for and write the details from the job profile.
 - a) What is the job title? _____
 - b) What are the education requirements?

 - c) What skills are needed for the job (list at least three)?

 - d) What experience is needed for the job?

5. Select one speaker to read out loud the job title, education requirements, skills and experiences needed for the job.

- Task Completed
- Task Not Completed



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Activity 5b: Basic Job Search

Time: Approx. 1.5 - 2 hours

Name: _____ **Date:** _____

In this activity, you will perform a basic online job search.

Directions:

1. Open a web browser (e.g. Google Chrome).
2. Type in `alis.gov.ab.ca`.
3. Click "I am looking for work".
4. Type in a job of choice (e.g. landscaping).
5. Look for *Location*
6. Click Calgary.

Your screen should look something like this.


New

Landscaper

Boardwalk Rental Communities

Posted February 21, 2018

Closes March 07, 2018

-
-  **Calgary**
 -  **\$18.00 to \$22.00 hourly**
 -  **40 hours per week**
 -  **Permanent Full Time**
 -  **2 Vacancies**

1. Choose one of the job postings you are interested in.
2. Print the job description. Print only one description. If you need help, ask your teacher.
3. Answer the questions below about the job you have chosen.



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- a) What is the job title?
 - b) What is the employer's name/company's name?
 - c) What is the start date?
 - d) What are three job skills?
 - e) What are three job duties or functions?
 - f) Is it full-time or part-time?
 - g) What is the rate of pay?
 - h) When does the job begin?
 - i) Is there any other important information about the job? If so, record the information here.
4. Form a group of 3 - 4. Read out loud to the group what you found out about the job (e.g. the answers in question 3).
 5. Keep your information and the job description. You will need this information for another activity.

See Appendix A: Job Profiles

- Task Completed
- Task Not Completed



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Activity 5c: Organization and Structure of a Resume

Time: Approx. 1 – 1.5 hours

Name: _____ Date: _____

In this lesson, you will learn about how to organize a resume, a document used to show your previous work, education, and skills.

Directions: Look at the resume. Think about how the resume is organized. Then answer the questions that follow. You can work with a partner to complete this task.

Ahmed Suleman 124 3 Avenue SW Calgary, AB T4F 5T6 Phone: (403) 123-4567 Email: ASuleman@gmail.com		
<u>Skills</u>		
<ul style="list-style-type: none">● Lifting● Moving● Trimming● Seeding● Sodding● Harvesting		
<u>Experience</u>		
Landscaper TYV Landscaping	Calgary, AB	2009-2012
Snow removal Worker Marlin's Winter Care	Calgary, AB	2009-2013
Farmer IND Farming Industries	Vihiga, Kenya	2002 - 2009
<u>Education</u>		
The Immigrant Education Society Calgary, AB		2018 - current
96-hour FARM Pre-Employment Preparation		



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Calgary Catholic Immigration Society	Calgary, AB	2016 - 2018
(ESL) CLB 4444		
Vihiga Secondary School	Vihiga, Kenya	1999- 2002
References		
Patrick Kelly, English as a Second Language Instructor, Calgary, AB (403) 333-3333		
Anna Gayle, TYV Landscaping Manager, Calgary, AB (587) 124-5678		
Nyabol Kuth, Volunteer Manager, Calgary Catholic Immigration Society, Calgary, AB (403) 127-5690		

Questions

1. Who is applying for the job?
2. What is his or her complete address?
3. What is the applicant's phone number?
4. List three of his or her skills.
 - a.
 - b.
 - c.
5. How many years does he or she have as a Landscaper? _____
A farmer? _____
6. What is the name of the schools or programs?
7. Who are the references for this applicant?

- Task Completed
- Task Not Completed



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Activity 5d: Resume Creation (Pair Work)

Time: Approx. 1 – 1.5 hours

Name: _____ Date: _____

In this activity, you will work with a partner to create a resume.

Directions: Read the scenario and job description provided. Work with a partner and complete the blank resume with the information found in the scenario.

Scenario

Mohammed Amery came to Edmonton, Alberta from Latakia, Syria in 2015. He was a farmer for 10 years. He has a wife and three children who are in Edmonton with him. Mohammed received a certificate from ILVARC with benchmarks 4-5-4-4. He also has basic skills in carpentry, plumbing, lifting, digging, and general farming maintenance. He has 10 years of formal education and has a secondary school diploma from Latakia Primary Education (1999-2002). Two of his former teachers have agreed to be references whose names are Eleanor Smith, Instructor, Bow Valley School, 780.123.4567 and Michael Douglas, Instructor, Bow Valley School, 780.403.1234. Mohammed lives at #308 78 Avenue Edmonton, Alberta T6P 1L7 and his phone number is 780.969-1111 and email is mamery@mail.com. Mohammed volunteers at Edmonton CUPS as a chef, preparing meals for the homeless. He has been a volunteer at CUPS since 2016 to present. Elizabeth Singh is the Volunteer Coordinator and she says Mohammed is pleasant to work with and that he is a hard-worker. She can be reached at 780.969.5278.

Personal Details

Name:

Address:

Phone Number:

Email address:

Skills

- 1.
- 2.
- 3.
- 4.
- 5.



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Activity 6a: Basic Cover Letter

Time: Approx. 1 hour

Name: _____ **Date:** _____

In this activity, you will learn about the organization and details of a cover letter.

Directions: read the cover letter below.

ESIC Landscaping Limited

111 2 Street N.E.

Calgary, AB T1Y 4B6

February 24th, 2018

Dear Sir/Madam,

Re: Full-Time Landscaper

I am applying for the Full-Time Landscaper position with ESIC Landscaping Limited. I have eleven years experience working as a farmer in Syria. I completed my high school diploma in my home country. I am currently taking a 96-hour pre-employment training program at The Immigrant Education Society to work in agriculture. I am learning how to communicate in the workplace and basic safety training. I will complete my training in two weeks.

I am an excellent communicator, hard worker, and a good listener. I am available to work full-time and own a reliable vehicle. I believe I will be a good worker in your company. Call me at 403.718.009 or email mamir@mail.com. Thank you for your time.

Sincerely,

Mostafa Amiri



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Directions: Locate the following information in the cover letter and number the information in the order they appear.

1. Recipient address
2. Date
3. formal greeting
4. introductory paragraph with job title, experience and skills listed
5. Availability and contact information
6. Closing statement
7. Signature

- Task Completed
- Task Not Completed



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Activity 6b: Blank Cover Letter (Pair Work)

Name: _____ Date: _____

In this activity, you will work with a partner to create a cover letter.

Directions: write a cover letter based on the job listing provided by your instructor. Use the template provided. Then, read your cover letter to a partner. Describe what was similar and what was different about your partner's cover letter.

Recipient Address

Date

Greeting

Introductory Paragraph

Availability and Contact Information



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Closing Statement

Signature

Questions

1. What was similar in your partner's cover letter?
2. What was different in your partner's cover letter?
3. How can you make your letter better?

See Appendix B: Job Descriptions

- Task Completed
- Task Not Completed



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Activity 7: Resume and Cover Letter Production

Time: Approx. 2 - 3 hours

Name: _____ **Date:** _____

In this activity, you will create a resume and cover letter.

Directions: create your own resume based on the job you found. Then, create a cover letter to go with your resume. Email or print and hand in your resume and cover letter to your instructor. Remember to include the information and organize your documents correctly. You will be given feedback on the information below.

The student can:

- Organize resume with necessary headings and bulleted points
 - Organize cover letter with a date, employer's address, greeting, paragraph structure, closing, and signature
 - Use accurate formalities for business communication in his or her cover letter
 - Use short phrases to describe knowledge, skills, and experiences in the resume
 - Avoid making many punctuation, capitalization, and spelling errors
 - Provide at least three main details with examples in resume and letter
 - State the purpose of the resume and cover letter
-
- Task Completed
 - Task Not Completed

Areas for improvement:



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Activity 8: Application Form

Time: Approx. 60 minutes

Name: _____ **Date:** _____

In this activity, you will complete a job application form.

Directions: Complete the application form with your details.

EICS Landscaping
1723 4 Street S.E. Calgary, AB T2A 7Y3

Employment Application Form													
PLEASE COMPLETE ALL PAGES					Date								
Name													
Last	First	Middle											
Present address													
Code	Number	Street	City	Province	Postal								
Date of Birth _____ (If under 18)			Telephone () _____										
Position applied for:					Days/hours available to work								
Salary desired:					<table style="margin-left: auto; margin-right: auto;"> <tr> <td>No Pref</td> <td>Thur</td> </tr> <tr> <td>Mon</td> <td>Fri</td> </tr> <tr> <td>Tue</td> <td>Sat</td> </tr> <tr> <td>Wed</td> <td>Sun</td> </tr> </table>	No Pref	Thur	Mon	Fri	Tue	Sat	Wed	Sun
No Pref	Thur												
Mon	Fri												
Tue	Sat												
Wed	Sun												
Employment desired <input type="checkbox"/> FULL-TIME ONLY <input type="checkbox"/> PART-TIME ONLY <input type="checkbox"/> FULL- OR PART-TIME													
When available for work?			Do you smoke? <input type="checkbox"/> Yes <input type="checkbox"/> No										
Are you a citizen or permanent resident? <input type="checkbox"/> Yes <input type="checkbox"/> No													
If no, are you authorized to work in Canada.? <input type="checkbox"/> Yes <input type="checkbox"/> No													
Education													
High School attended:	High School? <input type="checkbox"/> Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	College / University <input type="checkbox"/> Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	Business / Trade School <input type="checkbox"/> Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	Other (specify):									



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Criminal Record

HAVE YOU EVER BEEN CONVICTED OF A CRIME? No Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation.

Driving Record

DO YOU HAVE A VALID DRIVER'S LICENSE? Yes No

ARE YOU PROFICIENT AT PULLING A TRAILER? Yes No Somewhat

What is your means of transportation to work?

Driver's license
number

Province of issue _____

Operator Commercial (CDL)

Expiration date

Have you had any accidents during the past three years? Yes No How many?

Have you had any moving violations during the past three years? Yes No How Many?

Landscape Experience

Describe landscaping experience (e.g. lawn installations, irrigation, maintenance, pruning, planting, retaining walls, etc.)

Describe equipment you are familiar with.



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Work Experience	Please list your work experience for the past five years beginning with your most recent job held. If you were self-employed, give firm name. Attach additional sheets if necessary.		
Name of employer Address City, Province, Postal Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			

Name of employer Address City, Province, Postal Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your Last Job Title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			



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Name of employer Address City, Province, Postal Code Phone number	Name of last supervisor	Employment dates	Pay or salary	
		From To	Start Final	
	Your last job title			
Reason for leaving (be specific)				
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.				
Name of employer Address City, Province, Postal Code Phone number	Name of last supervisor	Employment dates	Pay or salary	
		From To	Start Final	
	Your last job title			
Reason for leaving (be specific)				
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.				
May we contact your present employer? <input type="checkbox"/> Yes <input type="checkbox"/> No				
References				
Full Name	Company	Position	Relationship	Phone



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Full Name	Company	Position	Relationship	Phone
Full Name	Company	Position	Relationship	Phone

PLEASE READ CAREFULLY

APPLICATION FORM WAIVER

In exchange for the consideration of my job application by EICS (hereinafter called “the Company”), I agree that:

I authorize investigation of all statements contained in this application. I understand that the misrepresentation or omission of facts called for is cause for dismissal at any time without any previous notice. I hereby give the Company permission to contact schools, previous employers (unless otherwise indicated), references, and others, and hereby release the Company from any liability because of such contract.

I also understand that (1) the Company has a drug and alcohol policy that provides for possible pre-employment testing as well as random and /or periodic testing after employment; (2) consent to and compliance with such policy is a condition of my employment; and (3) continued employment is based on the successful passing of testing under such policy. I further understand that continued employment may be based on the successful passing of job-related physical examinations.

I further understand that my employment with the Company shall be probationary for a period of ninety (90) days, and further that at any time during the probationary period or thereafter, my employment relation with the Company is terminable at will for any reason by either party.

Signature of applicant _____ **Date:** _____

This Company is an equal employment opportunity employer. We adhere to a policy of making employment decisions without regard to race, color, religion, sex, national origin, citizenship, age or disability. We assure you that your opportunity for employment with this Company depends solely on your qualifications.

Thank you for completing this application form and for your interest in our business.

See Appendix B: Job Descriptions to review job titles, duties, and skills

- Task Completed
- Task Not Completed

Areas for improvement:



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Activity 9a: Phone Conversations- Requesting Information

Time: Approx. 1 hour

A. Dialogue – Pair Work

Name: _____ Date: _____

Many jobs can be found online, in newspapers, public wanted signs, or from friends or family members. As a result, having good speaking skills to communicate interest is important.

Directions: Your teacher will give you an employment posting. Work with a partner to create a short dialogue to request information about a snow removal employment posting. Decide who will be the candidate and who will be the company representative. Use the space below to write out your dialogue. A sample dialogue has been presented below.

Sample Dialogue

A: Good morning ABC Landscapers, how may I help you?

B: Good morning, my name is Keith Bridges. I am calling about the snow removal posting I saw in your window. Is the position still available?

A: Yes, we are scheduling interviews this week.

B: I am available to work full-time and I was wondering, where can I submit my application?

A: You can drop by Monday to Friday this week between 9am to noon with your resume and we will ask that you complete the application form here. We will then conduct a short interview.

B: How long will the process take?

A: Be prepared to spend at least an hour.

B: Okay, thank you, I will be in on Wednesday at 10am.

A: What was your name?

B: Keith Bridges.

A: And your phone number?

B: (403) 111-2345

A: Okay, great see you on Wednesday at 10am.

B: Thank you. Goodbye!

A: Goodbye!



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Pair Dialogue: Requesting Information

- Task Completed
- Task Not Completed



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Job Description: Landscaper (NOC 2225)

Saunders Landscaping & Renovations Ltd. - Calgary, AB

Job Summary

Job details

- Location: Chestermere, AB
- Salary: \$28.29 to \$30.00 / Hour for 40 Hours / Week
- Vacancies: 15 Vacancies
- Terms of employment: Seasonal, Full time
- Start date: 2018-04-02
- Benefits: Other benefits
- Employment conditions: Overtime, Day, Weekend

Saunders Landscaping has sites that are located at various locations in Calgary and surrounding areas. All work is performed outdoors. You must have a hard hat and steel toed boots. You must be able to speak English.

They are looking for landscapers with 2 years to less than 3 years of experience. No degree, certificate or diploma is required for the position.

Duties include, but are not limited to the following:

- Paver installation
- Design the leveling/grading of loam
- Landscape plant layouts
- Install, operate, and repair irrigation systems
- Woodwork including fences, decks, pergolas, etc.
- Retaining wall construction
- Managing of labourers

Job requirements

Languages: English

Education: No degree, certificate or diploma

Experience: 2 years to less than 3 years

Own Tools/Equipment: Steel-toed safety boots, Hard hat

Work Conditions and Physical Capabilities: Attention to detail, Repetitive tasks, Handling heavy loads, Physically demanding, Manual dexterity, Combination of sitting, standing, walking, Standing for extended periods, Bending, crouching, kneeling



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Personal Suitability: Flexibility, Team player, Reliability, Organized, Excellent oral communication, Effective interpersonal skills, Client focus

Area of Specialization: Landscape construction, Plant knowledge and identification

Construction Specialization: Retaining walls, Automated irrigation system, Interlocking brick

Landscape and Horticulture Technicians and Specialists Specific Skills:

Manage landscaping projects, Plant and move trees, Plan and construct landscaped environments which may include trees, shrubberies, lawns, fences, decks, patios and other landscape structures

Landscaping Experience: Residential projects, Commercial and/or industrial construction

Work Setting: Landscape contractor

Additional Skills: Read and interpret blueprints

Other: Ability to assist in managing projects; Blueprint reading; Ability to identify species of shrubs and trees; Ability to understand base preparation for pavers

How to apply:

By email:

Respond to ad

By fax:

403-272-5026

By mail:

Saunders Landscaping & Renovations Ltd.

283075 Township Road 240

Rocky View, AB T1X 0M8

Job Type: Full-time

Required experience:

- landscaping: 2 years



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Activity 9b: Phone Conversations- Leaving a Message

Time: Approx. 15 minutes

Name: _____ **Date:** _____

In this activity, you will leave a phone message to get details about a job post.

Directions: leave a message inquiring about a help wanted sign for a General Laborer position. Call _____ to leave your message. Use the space below to think about what you would ask. Remember to include a greeting, your personal information, and reason for your call. Close with your contact information. Your teacher will provide you with feedback on your message. Once you have completed the recording, hand in this task sheet.

Instructor feedback:

The student:

- Included a greeting
- Included his or her name
- Left a clear message of inquiry about the general laborer position (e.g. availability, hours, part time or full-time, location, or other important information)
- Completed the recording in less than 2 minutes
- Closed with contact phone number
- Restates name
- Concludes with a closing statement (e.g. have a great day)

- Task Completed
- Task Not Completed

Areas for improvement:



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External Resources

Alberta Government. (2017). *Alberta learning information system: Job profiles*. Retrieved from <https://alis.alberta.ca/inspire-and-motivate/easy-reading-job-profiles/>.



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Unit 2: Communication Essentials



Welcome to Unit 2: Communication Essentials. In this unit, you will learn about cultural and social communication in Alberta workplace situations. You will view and listen to typical workplace conversations and identify and respond to various employment messages located in newsletters, bulletins, meetings, phone conversations, and other tools for communication.

Unit 2 Learning Objectives

In this unit, you will:

- 2.1: Identify main ideas from a business service correspondence
- 2.2: Identify details from a business service correspondence
- 2.3: Identify formality, audience, and modalities, structure of business service correspondence
- 2.4: Respond to a business service correspondence using appropriate formality, structure, modalities, and vocabulary



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Unit 2: Communication Essentials

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Lesson 4: Instructional Plan

Target: FARM Learners

Objectives:

- Identify main ideas from a business service correspondence
- Identify details from a business service correspondence
- Identify formality, audience, and modalities, structure of business service correspondence

Time: Approx. 2 - 3 hours

Resources:

1. Activity 10 - Vocabulary Words Handout 3
2. Activity 10 - Modals of Communication Handout
3. Activity 10 - Fill in the Blanks Using Modals Handout
4. Activity 10 - Writing Sentences Handout
5. Activity 11 - Landscaping Newsletter handout

Warm-up (10 minutes): Ask learners to think about some of the challenges they may encounter in the workplace. Ask them about some of the similarities or differences working in Canada and in their home countries. Ask them if they could talk with their employers openly in their countries of origin. Tell learners that in this unit they will learn how to communicate with their employers and co-workers.

Procedure (2 – 3 hours):

1. Have learners work in pairs or groups to complete Activity 10 – Vocabulary and Grammar.
2. Then, ask learners to complete the fill in the blanks. Call on individual learners to complete the fill in the blanks for modals. This will allow learners to demonstrate their comprehension and use of modals.
3. Next, ask learners to write sentences using the vocabulary and modals learned in Activity 10. Ask five learners to write their sentences on the board. Thank the learners and make grammatical or structural corrections where needed.
4. Now, organize learners into groups of 3 -4. Have them read the Landscaping Newsletter individually, then out loud within their groups (Activity 11). They should each take turns



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reading a section of the newsletter. As they read, ask them to underline unknown words or phrases. Guess the meaning of unknown words, ask their peers, and if they are still unclear of the meaning, look up the definitions. Then, ask learners to answer the comprehension questions for main ideas, details, and social messages (modals of communication). Call on individual learners and go over answers.

Follow-up:

1. If learners do not complete the vocabulary activity in class, assign the activity for homework. Review responses and clarify accuracy of vocabulary use.
2. Clarify responses, social, and culture contexts of modals.
3. Be prepared to provide clarity around some of the unknown vocabulary words.
4. Be prepared to provide clarity around note-taking (e.g. explain an idea versus a detail)



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Lesson 4: Common Words and Modals of Communication

Activity 10: Vocabulary and Grammar 3

Name: _____

Date: _____

A. New Vocabulary

Time: Approximately 60 minutes

There are a few key vocabulary words and grammar that you should know to understand key messages from an employer and between coworkers.

Directions: Complete the vocabulary chart below. Then, follow the additional instructions.

Word(s)	Part of Speech	Definition	Word Used in a Sentence
announce	Verb	To give a formal statement	I would like to announce that a new employee will join us today.
greet			
newsletter			
bulletin			
introduce			
request			
offer			
suggest			
warn			
opinion			



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possible			
consider			
permit			
doubts			
polite			
aerate			
bloom			
bulbs			
herbaceous			
mulch			
perennials			
edge			

Task Completed

Task Not Completed

Areas for improvement:



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B. Modals

Modals are special verbs used to politely express your opinion, requests, and possible situations. Modals are used in business communication everyday both formally and informally.

Modals come before a main verb and give it extra meaning such as ability (can), advice (could), necessity (must), and possibility (could). Look at the chart below for examples of modals and how they are often used in the workplace and on work sites.

Modal Verb	Situation/Context	Example
Should Could	Advice Suggestion	Roy: What should I use to clean the snow? Samuel: You could use the snow blower instead of the shovel. Roy: Okay, thanks!
May Could Would	Wants Requests Announcements	Example 1: Sara: Would you like to work the weekend shift? Marco: Sure, I could work Saturday morning. Sara: Okay, great! I will schedule you for the Saturday morning shift. Example 2: Marco: Hi, Sara. May I talk with you about scheduling? Sara: Sure, what's up? Marco: Could I work the Saturday morning shift instead of the afternoon shift? Sara: Let me check the schedule. It looks like Peter is working the morning shift. Let me check with him to see if he would switch with you. I will get back to you by the end of the day. Marco: Sounds great. Thanks Sara!
Might	Possibilities Probabilities	Supervisor: Thi, do you think you might be finished by 4:00pm? Thi: I doubt it. I still have a few things to do. I might be able to finish up by 6:00pm. Supervisor: Great! I will let the client know you'll be finished around 6:00pm.



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Must	Necessity Warning	Supervisor: You must arrive five minutes early to set up the equipment. You mustn't leave any equipment unattended.
Can Will	Ability	Ali: Can you lift that block? Sam: My hands are full. Give me a second and I will come over and help you.

Directions: Fill in the blanks to the scenarios below.

1. I _____ (could, would) like to welcome Sarjit Singh to the team.
2. (Will, Would) _____ you like a glass of water, coffee, or tea?
3. You are not permitted to enter the building after closing time. You _____ (can, must) enter during regular business hours.
4. A: Will you be able to help Sangeeta on the project?
B: Yes, I _____ (can, will) help her.
A: Great! I will let her know.
5. You _____ (could, might) pick up Ben on your way to the site.

Task Completed

Task Not Completed

Areas for improvement:



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C. Writing Sentences – Advice and Ability

Directions: Write five sentences using the modals *should*, *could*, and *can* about a lawn care problem. Try to use at least five of the vocabulary words in the text box.

Aerate	Bloom	Bulbs	Permit	Mulch	Edge	Perennials	Cut
--------	-------	-------	--------	-------	------	------------	-----

1. _____

2. _____

3. _____

4. _____

5. _____

Task Completed

Task Not Completed

Areas for improvement:



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Activity 11: Formalities – Using Modals

Name: _____

Date: _____

Written Communication

Time: Approximately 60 - 75 minutes

The English language has a variety of ways to express types formalities to make requests, give advice, make a complaint, or make an announcement. Look at the following client newsletter. Then, answer the questions below.



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CSEI Landscaping

Landscaping NEWSLETTER: March 2018

Dear Valued Clients,

It looks like we are finally done with the snow and we are off to a good start this Spring! We put together this newsletter to prepare you for Spring Cleaning. Please look at the following to help you to get ready for Spring.

See you out there!

Sincerely,
Cesar



SPRING BULBS!

Are you excited to see your Spring Bulbs bloom this year? It's something we look forward to every year. If you didn't have us install your bulbs last fall, send us a message to have us take care of your garden needs. We would love to provide you with a beautiful garden this year.

CLEAN UP

Clean up is essential to a healthy garden. Here are the important items you need to know:

1. Cut back perennials, grasses and herbaceous plants that were not done in the fall.
2. Pick up leaves and dead plant material.



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3. Weed. Weeds can start popping up early spring and we will ensure they are removed.
4. Prune. Most flowering shrubs flower from old wood, meaning if you prune them in Spring, they will not flower that season. We carefully prune non-flowering shrubs, so they are ready for the season.
5. Test your soil. Spring is a great time to test soil for acidity.
6. Fertilize. This is a great time of the year to fertilize your perennials and add some more organic material to your soil.
7. Divide and Transplant your plants. If plants are too crowded and overgrown, or you just want to move them to a new location, this is a great time of the year to do so.
8. Edge. We like to start the season off right by edging your gardens. It gives them a fresh clean look and it clearly separates them from the surrounding landscape.
9. Mulch. We highly recommend mulching. This makes a huge improvement to the health of your plants over the course of the summer.

POND & WATER FEATURE CLEAN-UP

Ponds must be emptied, and pressure washed to remove any debris that has built up over the winter. This reduces bacteria and harmful substances from infecting your water. Plants should be cut back, fish examined, and pumps and filters require reinstallation. Here are the important steps that need to be done to Spring Clean your pond:

- transfer fish into covered, salt water holding tanks
- inspect fish for stress, damage, disease
- drain water feature
- remove leaves and dead plant material
- pressure wash and flush
- You don't need to aerate every season however it should be done every couple of years to help stimulate root growth and get oxygen to the plant roots
- It is a good idea to fertilize your lawn with a slow release fertilizer just before the heat of the summer begins.



For more information or to book a consultation, you should contact CSEI by email at info@cseimail.com , or visit <https://csei.com>, or call (403) 123-4567.



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Comprehension Questions

1. What does Cesar want from clients? (Spring Bulbs)

2. True or false, the tips located in CLEAN UP are necessary for a healthy garden.

3. True or false, if ponds are not cleaned, then clients may have a problem with bacteria.

4. When is aeration necessary?

5. Who should clients contact for an appointment or consultation?

6. Is this newsletter formal, semi-formal, or informal? Explain.

- Task Completed
- Task Not Completed

Areas for improvement:



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Lesson 5: Instructional Plan

Target: FARM Learners

Objectives:

- Identify formality, audience, and modalities, structure of business service correspondence
- Respond to a business service correspondence using appropriate formality, structure, modalities, and vocabulary

Time: Approx. 2 hours

Resources:

1. Pre-Learning Task Note -Taking Common Expressions Handout
2. Activity 12 Let's Talk English – Plants – TIES Monologues 1-4
3. Activity 12 Let's Talk English – Plants Note-Taking and Comprehension Handout
4. Activity 13 Comprehending Verbal Messages – Pair Work
5. Activity 13 Comprehending Verbal Messages - Roleplay Handout

Warm-up (10 minutes):

1. Ask learners what they think the expression *money doesn't grow on trees* means.
2. Ask learners to think about other expressions they have heard about money or the work place in their home country and/or in Canada.

Procedure (2 hours):

1. Ask learners to guess the meaning of the expression *money doesn't grow on trees* and record it in the pre-writing task.
2. Tell learners they will listen and take notes to Let's Talk English Plants from 0 – 2:07 minutes. Then, ask them to answer the questions that follow. You can play the recording up to three times.
3. Ask learners to read the sample dialogue. Be prepared to clarify the messages and ideas from the dialogue. Then, ask learners to work in pairs to create their own dialogue.
4. Call on volunteer pair groups to role play their scenarios.



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Production

1. Ask learners to work together in pairs to develop a dialogue and to role play the dialogue.

Follow-up

1. Correct pronunciation, accuracy of modals and vocabulary words used. Respond to questions that arise from learners



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Lesson 5: Comprehending Messages

In this lesson, you will learn about common expressions used in the workplace. Try to guess the meaning of unknown expressions and take notes from the audio recording. To take notes, follow the instructions in the activities.

Pre-Learning Task: Note-Taking Common Expressions

Time: Approximately 60 - 75 minutes

Name: _____

Date: _____

The expression, “money doesn’t grow on trees” is commonly used to teach a lesson to children. What do you think (guess) the expression means? Record your response below.

1. I think money doesn’t grow on trees means:

2. Discuss your response with a partner. Your teacher will ask you to share your ideas with the larger group.

Note-Taking Instructions

When you take notes:

1. Write the date of note-taking.
2. Write the name of the source (the person or organization).
3. Write the Title of the source.
4. Do not write down everything you hear. Only the main idea (verb + noun). For example, if you hear “This means, money is not easy to get”, write, *not easy money*.
5. Listen for key words. For this lesson, key words are verbs, nouns, adjectives and adverbs. For example, if you hear “This means it’s easy work to get”, write *work is easy*.
6. Write what you hear in your own words.
7. When possible, listen first to understand and a second time to hear details.



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Example

Date: March 25, 2018

Source: Omni Television

Title: English Plants

Main Idea: You must work hard to get money.

Details:

Not easy money



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A. Listening Comprehension Questions

1. What does the phrase *money doesn't grow on trees* mean?

2. What does the phrase *what's your secret* mean?

3. What does the phrase *I do not have much of a green thumb* mean?

4. What is the difference between **annuals** and **perennials**?

5. What is a **planter**?

6. What does the phrase *almost take care of itself* mean?

Share your responses with your classmates in groups of 3 to 4. Your instructor will go over the answers.

B. Matching Task

Directions: Read the situations below. Then, write the letter that matches the situations to the appropriate response.

Situation	What's the Appropriate Response?
___ Planting these perennials was so easy.	1. Money doesn't grow on trees.
___ Hey! Turn off the water.	2. What's your secret?
___ Swapna, your grass is so green.	3. I don't have much of a green thumb.
___ I tried to grow vegetables last year, but I failed.	4. They almost take care of themselves.

- Task Completed
- Task Not Completed

Areas for improvement:



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Activity 13: Understanding Everyday Social Messages: Workplace – Student Role Play

Time: Approximately 60 - 75 minutes

Name: _____

Date: _____

A. Pair Work

From time to time, you will need the help of your coworkers to complete a task. Always ask for help if you know you are short on time or if the job requires more than two people to complete the task. This creates a safe and effective team environment. Read the scenario out loud with a partner and then answer the questions that follow.

Sample Scenario

A: Good morning Emily. How are you?

B: I'm fine. You?

A: I'm doing well. Were you able to apply the mulch to the Emerald property?

B: No, I must go back this morning. John, can you help me finish it up? It will go faster with some support.

A: Sure, no problem. Should I let the supervisor know we're leaving?

B: Yes, we should. Let's fill out the report and then we can go.

Questions

1. What does Emily ask John to do?

2. What does John suggest to Emily?

3. What are Emily and John going to do?

Task Completed

Task Not Completed



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B. Role Play

Time: Approximately 60 - 75 minutes

Directions: Work with a partner and create a scenario using modals of advice and ability. Use the space below to record the scenario. Be prepared to present your scenario to the class and the scenario should be about 2 to 3 minutes. Try to use some of the vocabulary you have learned in this unit.

- Task Completed
- Task Not Completed

Areas for improvement:



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Lesson 6: Instructional Plan

Target: FARM Learners

Objectives: Respond to a business service correspondence using appropriate formality, structure, modalities, and vocabulary

Time: Approx. 4 - 5 hours

Resources:

1. Activity 14a Conflict in the Workplace - Pair Work Discussion Handout
2. Activity 14b Extension Task – Video: Expressions about Workplace Exhaustion
(Instructor’s Note: This activity may take 30 minutes for the higher-level learners or the full 45 minutes for the lower level learners.)
3. Activity 14b Writing about a Personal Experience
4. Activity 15 Conflict in the Workplace – Roleplay Handout
5. Activity 16 Tips for Effective Workplace Communication – Group Handout
6. Activity 17 (Optional) Workplace Conflict Expressions Handout

Warm Up (15 minutes)

1. Ask learners to work in pairs and discuss a series of workplace conflicts that may happen in the workplace. Ask learners to discuss how they would resolve the problem and what they would say in the situations.

Procedure (4-5 hours):

1. Ask learners to complete the extension activity and personal experience task. Walk around and check on learners who are unsure about the idiomatic expressions in the extension activity. Ask one or two learners to share their experience from the personal experience task.
3. Listen to Let’s Talk English Argument and answer the comprehension questions and complete the matching task that follows (Activity 14c). Remember to check that links are still active.
4. Ask learners to create a dialogue between co-workers (Activity 15). They must give suggestions using modals and vocabulary from this unit.
5. To wrap up this unit, ask learners to read Tips for Effective Communication individually, then work in groups of 3 -4 to discuss and complete Activity 16.
6. For additional practice with idioms, ask learners to complete Activity 17 in class or for home work.



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Follow-up:

1. Learners are expected to listen to everyday conversations between co-workers around conflict resolution. Clarify expressions used in the audio.
2. Provide feedback to learners on pronunciation and respond to questions that may arise about meaning and messages from the modals and expressions discussed in this unit.
3. Provide feedback to learners about accuracy of expressions used to describe argument.



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Optional Lesson

Target: FARM Learners

Optional Tasks

Objectives:

- Identify main ideas from a business service correspondence
- Identify details from a business service correspondence
- Identify formality, audience, and modalities, structure of business service correspondence

Time: 2 hours

Resources:

1. Listening, Grammar, and Vocabulary: Let's Talk English Plants

Procedure:

1. Ask learners to watch the entire Let's Talk – Argument segment and complete the activities verbally.
2. Ask learners to watch and complete the Let's Talk English Plants activities.

Follow-up

Go over responses to the procedural tasks. Be prepared to clarify unknown words and messages from the activities.



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Lesson 6: Understanding and Responding to Workplace Conflict

In this lesson, you will learn about conflicts that may happen in the workplace. You will also learn how to resolve conflicts in the workplace.

Activity 14a: Conflict in the Workplace - Pair Work

Name: _____

Date: _____

Time: Approximately 60 - 75 minutes

Directions: Look at the problems in the workplace. Share with a partner how you would or could resolve the problem.

Problem	To resolve the problem, I would/could...
Angry Supervisor	
Late co-worker	
Angry client	
Messy Site left by the previous co-worker	
Chatty co-worker	

Task Completed

Task Not Completed

Areas for improvement:



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Activity 14b: Video: Expressions About Workplace Exhaustion

Time: Approximately 45 minutes

Directions: Work with a partner and write the meaning of the expressions below. Write the meaning of each expression.

1. Burning the candle at both ends: _____

2. Working my hands to the bone: _____

3. Working my butt off: _____

Comprehension Questions:

What other words does he use to mean he is tired? _____

Are these phrases used in formal or informal situations? _____

Activity 14c: Writing Task: A Personal Experience

Time: Approximately 45 minutes

Directions: Write three to five sentences describing how hard you have been working. Use the expressions: *burning the candle at both ends*, *working my butt off*, and *working my hands to the bone*. Your audience is a friend, co-worker, spouse, or partner. Try to use one or more of the vocabulary words from this unit in your monologue.

Task Completed

Task Not Completed

Areas for improvement:



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Activity 14d: Conflict in the Workplace – Listening Comprehension

Time: Approximately 20 minutes

Name: _____

Date: _____

Directions: Now, watch this video about a conflict between two co-workers.

Video: Conflict in the Workplace: Activity 14c – Personal Phone Calls. (1:32)

Then, answer the questions that follow.

1. What was the problem?

2. How was the problem resolved?

3. What was John's response?

4. What does **mountain out of a mole hill** mean?

5. What does **say no more** mean?

Task Completed

Task Not Completed

Areas for improvement:



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Activity 15: Giving Suggestions and Making Requests – Role Play

Time: Approximately 60 - 75 minutes

Name: _____

Date: _____

You have learned polite ways to offer advice and make requests. Now, you will work with a partner to create a dialogue to role play a conflict at work.

Directions: You have a co-worker who has repeatedly showed up late for work and as a result, you cannot complete some of the tasks because they require two people. Ask your co-worker to arrive earlier. Tell them the problem. Remember to be polite. Be prepared to share your dialogue to the class.

Use this space to create your Role Play Dialogue.

Task Completed

Task Not Completed

Areas for improvement



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Activity 16: Tips for Effective Workplace Communication

Time: Approximately 30 minutes

Name: _____

Date: _____

To wrap up this unit, here are some tips for effective communication.

Directions: In groups of 3 – 4, read Tips for Effective Workplace Communication. Highlight unknown words and look up their meaning. Write the synonym, or the meaning beside each word.

Tips for Effective Workplace Communication

1. Be honest. This creates an enjoyable workplace and brings problems to the employer that he or she may be unaware of. For example, if you can complete a task more efficiently (less time and safely), talk to the employer. This will improve productivity.
2. Stay calm in all situations. Whenever there is a problem with a client or another co-worker, stay calm and confront the problem. Use polite language to communicate the problem and how you feel. Use 'I' statements such as "I cannot concentrate". If you feel like you are getting angry, walk away. Talk about the problem in a few hours or the next day when you are calm.
3. Be polite. For example, if someone talks too much during work, you could say "John, I am having a difficult time completing my work. Can we talk later?"
4. Maintain eye contact, stand straight, and relax. Body language tells the other person you are confident and non-threatening.
5. Watch your tone of voice. You may not intend to appear angry or annoyed, but your tone may suggest these emotions.



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A. Group Task: Talk About It

Time: Approximately 60 minutes

Directions: Select a group member to read the statements below. Each group member must read at least one sentence. Read the sentence in the way you think it should be interpreted. There may be two or more ways to read each statement. Then, discuss with your group how they received or interpreted the statements. Finally, share your discussion points with your instructor and other classmates.

Statement	Intended Message	Alternate Interpretations
1. What do you want?		
2. Where would you like this to go?		
3. Could you please be quiet?		
4. How may I help you?		
5. Can I leave early today?		

Task Completed

Task Not Completed

Areas for improvement:



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Activity 17 (Optional) Workplace Conflict Expressions

A. Matching Task – Expressions

Time: Approximately 45- 60 minutes

Name: _____

Date: _____

There are many ways English speaker use language to express their feelings and emotions. One way to express their emotions is by using idioms, a way of speaking that shows a strong feeling about something. Idioms don't always mean exactly what they express. For example, if someone says he or she is "under the weather" it does not mean that the person is literally below a cloud or the sun. It means that the person is feeling sick.

In this activity, you will discover different business idioms used to express one's emotions. Try to guess their meaning.

Directions: Read the idiom or expression on the left and write the number of the definition that matches the idiom or expression.

Idiom or Expression	Definition
__hit the ground running	1. The goal or the situation
__through the roof	2. to do something illegal or in secret
__down to the wire	3. to try to save money by looking for an easier way
__jump through hoops	4. not avoiding a bad situation
__the big picture	5. to get an opportunity or employment
__under the table	6. to return to the beginning and make a new plan
__cut corners	7. to increase a lot or get angry
__get/have foot in the door	8. to begin immediately
__no strings attached	9. to do something to the final minute
__keep your eye on the ball	10. to go through many steps to complete a task
__back to the drawing board	11. to have no missing details or hidden problems
__face the music	12. to stay focused on a goal



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B. Writing Task – Using Expressions

Time: Approximately 45 minutes

Name: _____ **Date:** _____

Directions: Choose 5 idioms and write a sentence using each idiom.

1. _____

2. _____

3. _____

4. _____

5. _____

Task Completed

Task Not Completed

Areas for improvement:



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Unit 3: Health and Safety Basics



Welcome to Unit 3: Health and Safety. In this unit, you will demonstrate your comprehension and ability to prevent and react in health and safety situations at a worksite. You will learn to identify safety and protective equipment, hazards and hazardous symbols, injuries, expressions for safety and danger, and how to respond in common, basic emergency situations. You will have an opportunity to demonstrate your abilities to address common safety issues in the workplace through a series of performance-based tasks.

Unit 3 Learning Objectives

In this unit, you will:

- 3.1: Identify health and safety vocabulary in the workplace
- 3.2: Identify personal protective equipment and hazards in the workplace
- 3.3: Demonstrate health and safety procedures by identifying hazards, personal protective equipment, and basic first aid



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Lesson 7: Instructional Plan

Target: FARM Learners

Objectives:

- Identify health and safety vocabulary in the workplace
- Identify personal protective equipment and hazards in the workplace

Time: Approx. 5-8 hours

Resources:

1. Pre-Learning Task Sheet
2. Activity 18 Vocabulary 4 Handout
3. Copies of Oxford Picture Dictionary pp. 186,187, and 197
4. Activity 19 Discussion Sheet
5. Activity 19 Group Discussion cut outs
6. Flip Chart paper and markers for activity 19
7. Activity 20 Reflection Handout

Warm-up (10 minutes): Ask learners to think about where they work or where they will work. Ask, what are some of the possible safety issues working in this field?

Procedure (5-8 hours):

1. Have learners work in pairs or groups to complete the Pre-task discussion
2. Ask learners to complete the vocabulary tasks in Activity 18. Some of these tasks can be assigned as homework or additional practice.
3. Ask learners to complete Activity 19- Personal Safety Equipment and Protection.
4. Ask learners to complete Activity 20- Group Reflection.



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Follow-up:

1. If learners do not complete the vocabulary activity in class, assign the activity for homework. Review responses and clarify accuracy of vocabulary use.
2. Clarify responses, social, and culture contexts of vocabulary and situations.
3. Be prepared to provide clarity around some of the unknown vocabulary words.
4. Be prepared to provide clarity around note-taking (e.g. explain an idea versus a detail).



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Lesson 7: Health and Safety

Pre-Learning Task: Health and Safety Discussion

Time: Approximately 10 - 15 minutes

Being safe at work is important for your wellbeing. Provincial and territorial governments in Canada spend a lot of money on workplace accidents and health care every year on things that can be prevented. To help you get started, let's talk about some health and safety issues at work.

Directions: Create a group of 3 to 4 learners. Take turns answering the questions below. Make sure each person shares their answers with the group. Your instructor will ask you to share your responses with the class.

Questions:

1. Where do you work? If you are currently unemployed, where have you worked? If you have never been employed, what would you like to do?
2. What are some of your duties?
3. What safety equipment do you wear? If you do not wear safety equipment, how do you stay safe at work?



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Activity 18: Agriculture and Horticulture Vocabulary & Grammar 4

Instructor Notes:

This unit requires a lot of vocabulary about farming and safety. Activity 18, 19, and 20 contain basic vocabulary for farm safety. Use the vocabulary log to build vocabulary for learners particularly those in the Beginning Workplace cohort. This could be in the form of learning 10 additional vocabulary words each week, so that they become used to agricultural and horticultural terms and phrases during their workplace practicum experience.

Name: _____

Date: _____

A. New Vocabulary

Time: Approximately 10 - 15 minutes

There are a few key vocabulary words and grammar that you should know in a health and safety situation.

Directions: Complete the vocabulary chart below. Then, follow the additional instructions.

Word(s)	Part of Speech	Definition	Word Used in a Sentence
damage			
incident			
injury			
blade			
illness			
slip			
burn			
fall			



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poison			
cut			
hit			
strain			
conveyor			
hazards			
goggles			
high voltage			
sprain			
toxic			
heavy lifting			
compressed gas			
flammable			
corrosive			
explosive			
infection			
put out			



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B. Farming Vocabulary

Time: Approximately 10 - 15 minutes

Resource: TIES (2018) Farming Vocabulary

Directions: Look at the numbers in the photos. Discuss what is happening in the picture.



2



3



5



6



7



8



9





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Pronunciation Practice

Now, listen to your teacher pronounce the words below. Repeat each word as you hear them.

- | | | |
|-------------|--------------|------------|
| 1. Field | 2. Tractor | 3. Orchard |
| 4. Vineyard | 5. Livestock | 6. Plant |
| 7. Harvest | 8. Feed | 9. Barn |

Group Work: Farm Vocabulary

Directions: Create a group of 3-4. Discuss the questions below. You have 20 minutes to discuss.

1. Check the agricultural work you have done in the past and/or where you hope to work in the future.

- Vineyard
- Harvesting
- Feeding
- Planting

2. Make a prediction.

- A) What does an agricultural worker do in a vineyard?

- B) What do you do during harvest season?



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C. Landscaping Vocabulary

Time: Approximately 10 - 15 minutes

Resource: TIES (2018) Landscaping Vocabulary

Directions: Look at the numbers in the photos. Discuss what is happening in the picture.

10



11



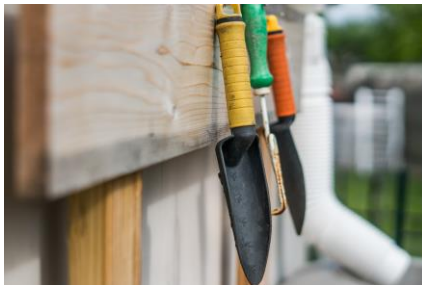
12a



12b



13



14



15



16



17



18





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Pronunciation Practice

Now, listen to your teacher pronounce the words below. Repeat each word as you hear them.

10. Leaf Blower 11. Wheelbarrow 12a/b. Lawn mower 13. Trowel 14. Rake
15. Pruning shearers 16. Shovel 17. hedge clippers 18. Weed whacker

Practice: What Do They Do?

Directions: Match the tool to the landscaping task.

A. Leaf Blower	1. cuts or prunes stems from flowers
B. Wheelbarrow	2. cuts grass
C. Lawnmower	3. removes leaves
D. Trowel	4. removes waste
E. Rake	5. manually picks up snow, dirt, or other materials
F. Pruning Shearers	6. carries landscaping materials
G. Shovel	7. trims hedges
H. Hedge clippers	8. cuts unwanted weeds
I. Weed whacker	9. used to dig small holes to plant seeds

D. Imperatives and Transitions

Time: Approximately 10 - 15 minutes

Imperative Verb Form

The imperative form of a verb is used for giving advice, directions, invitations, orders and commands. It is also used for instructions. To form the imperative, use the base infinitive form (without the word *to*).

Sample Imperative Verbs

- **Cut** the cord.
- **Hit** the ground.
- **Put** out the fire.
- **Lift** from your knees.



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The imperative verbs are used in step-by-step procedures and are often used in verbal or written instructions. They usually appear with transitional words, which are words that tell you when to move to the next step.

Transitional Words

There are several words that you can use when giving instructions. These can be used in written or spoken English. Here are some examples below.

First...	Second, third, etc.	Finally,
<ul style="list-style-type: none">• Firstly• First• The first step is	<ul style="list-style-type: none">• Secondly• Second• Next• Now• Then• After	<ul style="list-style-type: none">• Lastly• Finally• Last, but not least• In conclusion• To wrap up• To conclude

Practice

Directions: circle the imperative verbs.

Using the Lawnmower

First, inspect the lawnmower for debris.

Then, check that the oil is not stale.

Next, check that the bag is connected.

After that, look at the spark plug to see if it is connected.

Now, start the lawnmower.

Finally, mow the grass.



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Directions: Underline transitional words in the example instructions below.

Using the Lawnmower

First, inspect the lawnmower for debris.

Then, check that the oil is not stale.

Next, check that the bag is connected.

After that, look at the spark plug to see if it is connected.

Now, start the lawnmower.

Finally, mow the grass.



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E. Giving Feedback (Comments)

Time: Approximately 10 - 15 minutes

It is not easy to give feedback or comments when tasks are not completed well or correctly. Let's look at some ways to give comments to workers when they need to correct a procedure or step in a task.

Appropriate Feedback	Inappropriate Feedback
Don't worry, you'll get it.	<i>You're never going to get it.</i>
You may need to try that again.	<i>Just give it to me, I'll do it.</i>
It's a little tricky.	<i>It's not that difficult!</i>
Would you like me to show you the steps again?	<i>Do I have to show you again?</i>
Not quite.	<i>That's not how you do it!</i>
Don't throw in the towel (idiom - don't give up)	<i>Argh!</i>
You'll get the hang of it (keep trying).	<i>Eye-rolling, laughing, or head shaking.</i>



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Writing Sentences – Hazards and Injuries

Directions: This activity will give you practice in *giving instructions*. Write five sentences using imperatives and transitions. Try to use at least five of the vocabulary words in the text box.

Shearers Injury Damage Strain Burn Fall Put out Explosive Heavy Lift Fall Slip

1. _____

2. _____

3. _____

4. _____

5. _____

Task Completed

Task Not Completed

Areas for improvement:



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Activity 19: Personal Protective Equipment - Discussion

Name: _____

Date: _____

In the agricultural industry, you should know about Personal Protective Equipment or PPEs. PPEs protect major parts of your body from harm such as: your hearing, eyes, head, feet, hands, head, and lungs. In this activity, you will match personal safety equipment to common hazards. Then, read about PPEs and Farm Safety and answer the questions that follow.

A. Personal Protective Equipment

Time: Approximately 60 minutes

Resource: TIES Personal Protective Equipment

Directions: Look at the Personal Protective Equipment in your classroom. Then, read out loud the hazard. Next, match the safety equipment to the hazard. Share your response with the class.

Personal Protective Equipment	Hazard
1. Boots	

2. Hard Hat
3. Gloves
4. Goggles
5. Earmuffs (ear plugs)
6. Mask
7. Back Support Belt



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B. Personal Protective Equipment – Group Work

Time: Approximately 45 – 60 minutes

Name: _____

Date: _____

Resource: Personal Protective Equipment Video 1

In this activity, you will watch a video about Personal Protective Equipment (PPEs). You will learn what PPE to use while at work. Then, you will work in groups to identify what PPE to use in a work -place scenario.

Directions: work in groups of 3-4. Read the scenario given to you. You may have 1 or 2 scenarios. Answer the question given to you. Record your answers on the flip chart paper. You will present your flip chart paper and teach your classmates about the scenarios given to you.

Hearing Safety: Scenario 1

Machines can be harmful to your hearing. You can protect your ears by following the tips below.

1. Move away from noisy areas when you want to talk to someone. If you must raise your voice to talk to someone, then the noise is bad for your hearing.
2. Wear ear plugs or earmuffs to protect your hearing. If your ears are ringing or sounds after leaving a noisy place, then you probably were exposed to hazardous noise levels.
3. Always have comfortable hearing equipment close to you.

Questions:

You are using a lawnmower today. Can the sound of the lawnmower damage your hearing? Why or why not?

What must you wear to protect your hearing?



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Eye Safety: Scenario 2

Eye injuries happen because of flying objects or from chemicals such as cleaning liquids and fertilizers. There are three ways you can prevent an eye injury.

1. Know the eye safety dangers at work by checking with your employer.
2. Use eye guards or goggles when working with chemicals, lasers, dust, or fertilizers.
3. Use machine guards, work screens, or other engineering controls. And finally, use proper eye protection.

Questions:

You are using a leaf blower today. Can using the leaf blower damage your eyes? Why or why not?

What must you wear to protect your eyes?

Head Protection: Scenario 3

There are many reasons why you need to protect your head on farms and ranches such as horseback riding, driving ATVs, or completing construction projects. The best way to stay safe is to wear a hard hat. Here are some more tips to keep your head safe from injury.

1. Wear a hard hat that does not have an open space between the helmet and the top of the head,
2. Adjust headband size so that head wear will stay on when the wearer is bending over.
3. Replace your protective headgear after it has been hit by an object (e.g. it has cracks or has been damaged).
4. Replace your protective headgear every 5 years.

Questions:

Why is wearing a hardhat important?

How does it protect your head?



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Foot Protection: Scenario 4

Proper footwear protects your feet from injuries and prevents pain and fatigue from the labour of working in farming and agriculture. It is also important to keep cellular phones away from areas usually used for foot traffic. Keep walkways and work areas tidy. Also, keep stairs, ramps, walkways and work areas clear of materials and well-lit to reduce slips, trips and falls. Here are some tips about proper footwear.

1. Wear proper foot equipment to prevent biohazardous materials from contaminating areas (e.g. blood, fertilizer, manure, etc.).
2. Good footwear should be comfortable, grip the heel firmly, allow free movement of the toes, and have a fastening across the instep to prevent the foot from slipping when walking.

Questions:

How do you choose good footwear?

Why must you wear proper foot wear?

Get a grip on safety – Hands: Scenario 5

It is important to take care of our hands. They perform many tasks on the job and at home. Here are some tips for hand safety.

1. Make sure all machinery has the proper shields and guards in place.
2. Make sure proper PPE is always available.
3. Wear proper gloves for each task.
4. Wear different gloves for different tasks to prevent cross contamination.

Questions:

You are working with lawn fertilizer (special mix of dirt and chemicals), what PPE should you use to mix the fertilizer?

How can chemicals accidentally get into your food?



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Laundering work clothes: Scenario 6

Some people think of personal protective equipment (PPE) as only being hard hats, boots and goggles. PPEs can be almost anything that prevents injuries, which also includes laundering or washing work clothes. Here are some tips to proper laundering of work clothes.

1. Always wash your clothing immediately after using a pesticide.
2. Remove dirty clothing
3. Remove all clothing worn during pesticide application for laundering.
4. Remove pesticide granules from cuffs and pockets outdoors.
5. Do not wear clothing into living or food preparation areas.

Additional Tips

- **Pre-Rinse Soiled Clothing:** Rinse clothes in the washing machine in a pre-rinse solution, or on a clothesline outdoors where they can be rinsed with a hose. Always wash your pesticide application clothing separately from any other laundry.
- **Wash Your Work Clothes:** For the best results, wash your work clothes with the washing machine set on the highest water level, hottest water temperatures, longest agitation time, and use the fullest recommended amount of detergent.
- **Clean the Washing Machine:** After you have removed the clean, wet laundry, add more detergent and run the washing machine through the complete wash and rinse cycles again with no clothes in it. This will clean the washer and prevent contamination of future loads of laundry.
- **Hang Work Clothes to Dry:** Hang your pesticide work clothes outside to dry, as exposure to sunlight will help break down any lingering chemicals that may remain in the clothes. If the clothes cannot be dried outside, then place on a clotheshorse inside to dry. Never place clothing that has been used to apply or work with pesticides in the dryer as this increases the risk of contaminating other articles of clothing.
- **Storing Laundered Clothes:** Store your cleaned pesticide clothing separately from other clothes.



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List 5 steps to properly care for your work clothes.

1. _____

2. _____

3. _____

4. _____

5. _____



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Activity 20: Personal Protective Equipment – Group Reflection

Time: Approximately 45 minutes

Name: _____

Date: _____

Directions: Walk around and look at the posters created by your classmates. Read about safety equipment and clothing. Then, answer the comprehension questions that follow.

Comprehension Questions

1. What are the seven safety concerns?

2. What are two ways to know if you are in a loud environment that can damage your hearing?

3. What are two ways you can protect your hearing?

4. Flying objects can get into your eyes. What are two ways to protect your eyes?

5. When do you require protection for your head?

6. What are two ways to protect your hands?

7. Why is it important to wash your clothes after using pesticides? Give two to three reasons washing your clothes keeps you safe.

8. How do you protect your lungs?



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Lesson 8: Instructional Plan

Target: FARM Learners

Objectives:

- Identify personal protective equipment and hazards in the workplace
- Demonstrate how health and safety procedures by identifying hazards, personal protective equipment, and basic first aid

Time: Approx. 3 - 4 hours

Resources:

1. Activity 21 Health and Safety Vocabulary – Hazardous Symbols Handout
2. Activity 22 Hazardous Symbols Handout, Computer Lab and internet.
3. Activity 23 Work Safe Hazards
4. Canadian Centre for Occupational Health- Hazards
http://www.ccohs.ca/teach_tools/chem_hazards/symbols.html
5. International Labour Organization (2015) Safety and Health on a Farm
<https://www.youtube.com/watch?v=ay7z3ddHf3c>
6. Copies of Activity 24: Safety and Handling Performance Based Role-Play Handout
 - a. Handwashing handouts, soap and paper towel or dryer
 - b. Gloves and heavy box for pairs to lift. Sample photo of pair lifting.
 - c. Four boxes with various weights written.
 - d. Photocopies of lifting techniques for bags of salt, sod, fertilizer or other materials. Bags of seasonal material and PPE should be provided.

Warm-up (10 minutes):

1. Ask learners to come up with as many types of hazards they can think of. They should work in groups of 3 - 4 and then share the information.

Procedure (3 – 4 hours):

1. Ask learners to complete the health and safety vocabulary in Activity 21.
2. Ask learners to match the hazardous symbols to their meaning. They can work in pairs in the computer lab to complete this activity (Activity 22).



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3. Ask learners to review the safety videos and answer the comprehension questions that follow (Activity 23).

Instructor's Note: verify the links by going to the main website at the start of each cycle.

<https://www.agsafeab.ca/>

4. Ask learners to complete each health and safety ask in Activity 24 (handwashing, pair lifting, identifying type of job, lifting techniques for bags of material).

Follow-up

1. Be prepared to walk through the videos with the learners. Some of the situations will need to be explained in detail.
2. Give learners feedback and assess if learners completed each task successfully. Look to see if learners completed each required step.
3. For Activity 24 – Identifying type of jobs. Learners should see four boxes with various weights. Students must state if they require little effort, some effort, or a lot of effort. They should indicate if they job can be done alone, with a partner, with equipment. Photocopies of lifting techniques for bags of salt, sod, fertilizer or other materials. Bags of seasonal material and PPE should be provided.

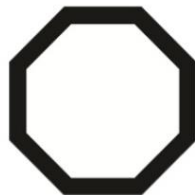


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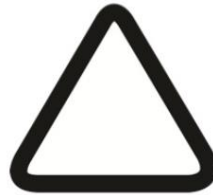
Lesson 8: Hazardous Symbols & Vocabulary

In this lesson, you will learn about different hazards at work. Now, look at the two shapes below. The octagon and triangle mean that the contents (liquid or gas) and the container carrying the contents are dangerous. This means you must use protective equipment.

Symbols Consumer Products







Contents of the container are dangerous



Container is dangerous

These symbols let workers know when a container or product is explosive, corrosive, flammable (will burn), or toxic. There are many different types of chemicals and gases that you should be aware of, and key health and safety words in the case of an emergency. Look at the examples below.

Symbol	Danger	Product Examples
	This container can explode if it is heated or punctured. Flying pieces of metal or plastic can cause serious injuries, especially to the eyes.	Water repellent for shoes or boots in an aerosol container Spray paint in an aerosol container
	This product can burn skin or eyes on contact, or throat and stomach if swallowed.	Toilet bowl cleaner Oven cleaner
	This product or its vapour , can catch fire easily if it is near heat, flames or sparks.	Contact adhesives Solvents
	Licking, eating, drinking, or sometimes smelling, this product can cause illness or death.	Windshield washer fluid Furniture polish

Adapted from: *Stay Safe - A Safety Education Guide to Household Chemical Products for Children 5 to 9 years of age*. Consumer Product Safety (CPS), Health Canada. Available online at: http://www.hc-sc.gc.ca/cps-spc/pubs/indust/stay_safe_chem-soyez_securite_chim/index-eng.php



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Activity 21: Vocabulary 5

Time: Approximately 60 - 75 minutes

Name: _____

Date: _____

There are a few key vocabulary words and grammar that you should know in a health and safety situation.

Directions: Complete the vocabulary chart below. Then, follow the additional instructions.

Word(s)	Part of Speech	Definition	Word Used in a Sentence
help			
stop			
duck			
heads up			
take off			
pay attention			
be careful			
watch out			
look out			
stay back			
slow down			



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take cover			
it's sharp			
it's slippery			
it's icy			
call 911			
call an ambulance			
eyes on the road			
product			
handle			
hazard			
rinse			
wash			
spray			



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Activity 22: Hazardous Symbols

Time: Approximately 60 - 75 minutes

Name: _____ **Date:** _____






Resource: Canadian Centre for Occupational Health - Hazards
http://www.ccohs.ca/teach_tools/chem_hazards/symbols.html

Directions: Visit the website Canadian Centre for Occupational Health - Hazards. Read about different hazards and their symbols. Write about the danger. Then, write the protective equipment and safety needed when handling these products. Then, share your responses with your instructor and classmates.

Hazardous Symbol	Danger	Protective Equipment
 Bio-Hazard		
 Compressed Gas		
 Corrosive		



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 Toxic		
 Flammable		
 Poisonous		
 Oxidation		
 Radioactive		

- Task Completed
- Task Not Completed



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Activity 23: Work Safe Hazards

Time: Approximately 60 - 75 minutes

Warm Up

Time: 15 minutes

Video Resource: International Labour Organization (2015). Safety and Health on a Farm.
Retrieved from <https://www.youtube.com/watch?v=ay7z3ddHf3c>

Directions: watch the warm-up video Safety and Health on a Farm. Then answer the two warm-up questions with a partner.

1. What is the main idea of the video?

2. What is one thing you learned?

3. Are there any questions about the video content? Share with your classmate. The instructor will ask for questions.



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Comprehension Questions

1. What does a *farm policy* do?

2. What are three examples of farm policies?

3. Who is responsible for safety on the farm?

4. What are three safety rule examples?

5. Fill in the blanks to the safety cautions below.

- a. Only operate _____ equipment.
- b. Follow _____ to do your work safely.
- c. Take time to identify _____ each day.

6. What is a hazard?

7. What does a hazard management program do?

8. When do you use PPEs?

9. What are three reasons to report incidents?

10. What is an Emergency Response Plan?

STOP. Share your responses with your classmates in groups of 3 to 4. Then, your instructor will go over the answers.



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Activity 24: Safety and Handling – Performance Based Role Play

Time: Approximately 60 - 90 minutes

Name: _____ Date: _____

Directions: In this activity, you will work with a partner to role play what you would do in a work-related situation. Read the instructions to four scenarios. Then, complete the task. Your teacher will assess and provide you with feedback.

Task 1: Handwashing

Biological Hazards **TEACHING TOOLS**

Infectious Diseases Handwashing Tips

- 1 Wet & Lather**
...your hands and wrists with soap
When using bar soap set it on a rack to dry after use.
- 2 Scrub for 10 seconds:**
 - palm to palm
 - between and around fingers
 - back of each hand
 - fingertips and under nails
 - both wrists
- 3 Rinse**
...thoroughly under running water
- 4 Dry & Protect**
Dry hands with a single use towel or air dryer.
Protect your hands from touching dirty surfaces while in the washroom, and as you leave.

CCOHS
Canadian Centre for Occupational Health and Safety

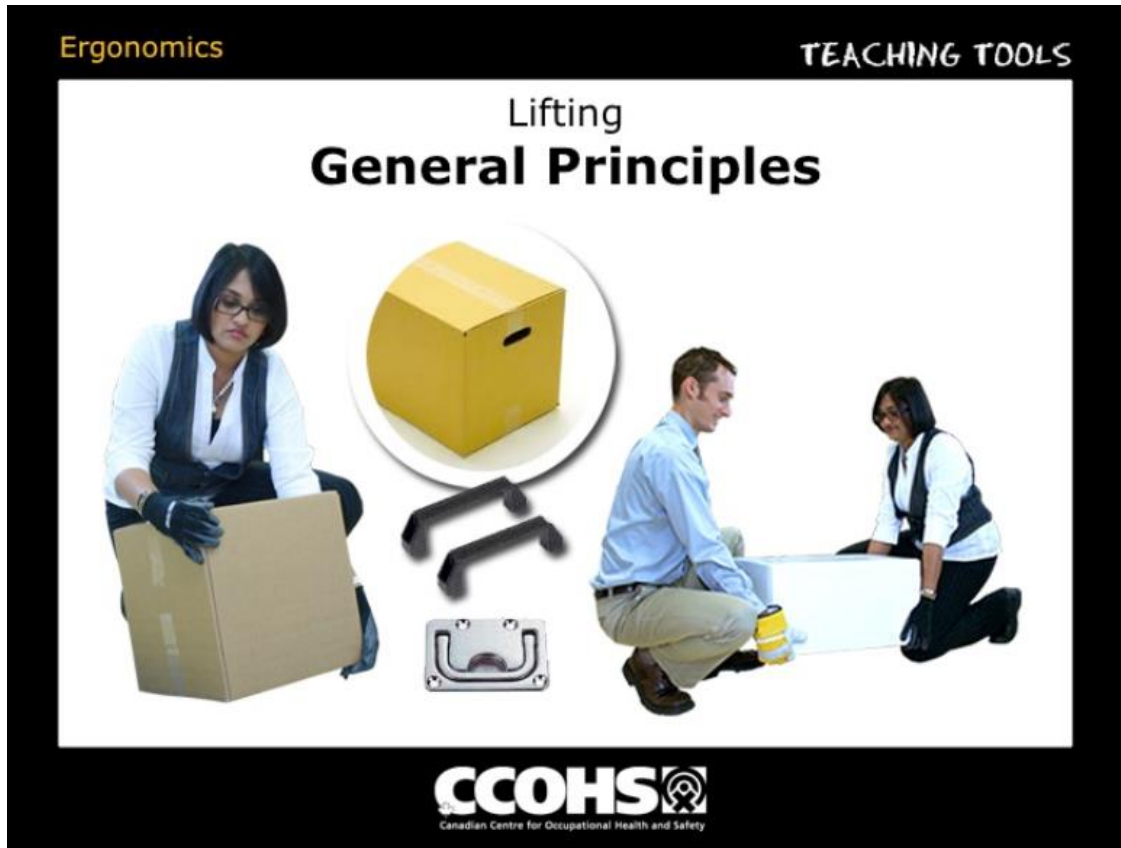
- Task Achieved
- Task Not Achieved

Areas for Improvement



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Task 2: General Lifting Principles



- Task Achieved
- Task Not Achieved

Areas for Improvement:



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Task 3: Lifting Objects

Directions: lift objects of various sizes and weights. Record how much effort it takes to lift the objects – little effort, some effort, a lot of effort. Your teacher will review your work and give you feedback.

Object	Amount of Effort 1- Little Effort; 2-Some Effort; 3-A lot of Effort

- Task Achieved
- Task Not Achieved

Areas for Improvement:



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Task 4: Bending and Lifting Objects

Ergonomics **TEACHING TOOLS**

Lifting Large Heavy Bags

1. Kneel down carefully and position object to be lifted close to knee on the ground.
2. Grasp object firmly with both hands and slide object up to your mid-thigh.
3. Shift object onto knee of other leg.
4. With palms facing up, put both forearms under object and hug object to your stomach and chest.
5. With object close to body, stand up using your legs to lift object, keeping your back straight, your buttocks out, breathing as you lift.
6. Carry object with your back upright and object as close to your body as possible.

CCOHS
Canadian Centre for Occupational Health and Safety

- Task Achieved
- Task Not Achieved



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Lesson 9: Instructional Plan

Target: FARM Learners

Objectives:

- Identify personal protective equipment and hazards in the workplace
- Demonstrate how health and safety procedures by identifying hazards, personal protective equipment, and basic first aid

Time: Approx. 2 - 3 hours

Resources:

1. Activity 25 - AgSafe Alberta (2019) Fatigue Management on the Farm. Retrieved from <https://www.agsafeab.ca/Media/AGSAFE-AB-Fatigue-Management-on-the-Farm-GFII-v21-Lise.pdf>
2. Activity 26 – AgSafe Alberta (2019). Emergencies on Site. Retrieved from <https://www.agsafeab.ca/Media/agsafe-ab-emergency-response-on-the-farm-gfii-v19-180207-lise.pdf>

Procedure:

1. Ask learners to complete the General Workplace Safety Module (Activity 25).
2. Ask learners to watch the video Emergencies. Then, answer the discussion questions that follow (Activity 26).

Follow-up:

1. The Health and Safety Awareness Video can be done on the students' own time. Let students know they should complete the training in one sitting when they have time.



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Lesson 9: Comprehending Safety and Danger

Activity 25: Comprehension of Health and Safety at Work

Instructor Notes:

Candidates should spend approximately 2 to 3 lab periods (about 45 minutes to 1 hour per lab) to complete this training. Utilize volunteers and instructors to support learners in using the technology, creating an account, selecting responses, and any unknown vocabulary.

Name: _____

Date: _____

Time: Approximately 90 - 120 minutes

Resource: AgSafe Alberta (2019) Fatigue Management on the Farm. Retrieved from https://www.agsafeab.ca/legacy_extras/InteractiveCourses/FatigueManagementOnTheFarm/index.aspx#/?_k=62311g

Directions: Visit the AgSafe Alberta website review the training video. Once you have completed the training video. Answer the questions below.

1. What are the symptoms and causes of fatigue?

2. How do you prevent fatigue?



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Activity 26: Emergency Response on the Farm

Time: Approximately 45 minutes

Name: _____

Date: _____

Resource: AgSafe Alberta (2019) Emergency Response on the Farm.

https://www.agsafeab.ca/legacy_extras/InteractiveCourses/FatigueManagementOnTheFarm/index.aspx#/?_k=62311g

Directions: Watch the Emergency Response on the Farm video. Then, discuss the questions below. Your teacher will give you information on what to do if there is a fire.

1. Do you need a fire extinguisher for a medical emergency (Yes/No)? When do you need a fire extinguisher?

2. What is a medical emergency list?

Real World Task: When you arrive to your practicum placement, ask the supervisor or employer if the company has an Emergency Response Plan and a medical emergency list. Become familiar with the names of the people on the list, so that you know who to contact in case there is ever an emergency. Record the name of the medical responder and what you need to know in an emergency below.

Medical Responder:

What to do in an emergency (e.g. where is the muster point?):



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Optional Lesson

Target: Intermediate-Advanced FARM Cohort

Objectives:

- Identify health and safety vocabulary in the workplace
- Identify personal protective equipment and hazards in the workplace
- Demonstrate how health and safety procedures by identifying hazards, personal protective equipment, and basic first aid

Time: 2 - 3 hours

Resources:

Landscape	Watering Techniques	http://www.agr.gc.ca/eng/science-and-innovation/agricultural-practices/water/?id=1187702145201
Health and Safety	Fire Safety Course \$49	http://ccohs.ca/products/courses/fire_safety/&print=true
Health and Safety	Washing Hands and Eyes	http://www.ccohs.ca/teach_tools/biological/infectious.html
Health and Safety	Lifting and bending procedures	http://www.ccohs.ca/teach_tools/ergonomics/lifting.html
Health and Safety	Infectious diseases- handwashing and eye washing	http://www.ccohs.ca/teach_tools/biological/infectious.html
Health and Safety	Ergonomics	http://www.ccohs.ca/teach_tools/ergonomics/lifting.html
Landscape	Watering Techniques	http://www.agr.gc.ca/eng/science-and-innovation/agricultural-practices/water/?id=1187702145201



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Health and Safety	Ergonomics	http://www.ccohs.ca/teach_tools/ergonomics/lifting.html
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Procedure:

1. Ask learners to complete the First Safety Course.
2. Ask learners to review safe ergonomics and to take notes.
3. Select any of the resources to review with learners where needed.
4. Review Safety Tips with the learners. Give copies to the learners for their reference.



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Lesson 10: Instructional Plan

Target: FARM Learners

Objectives:

- Demonstrate health and safety procedures by identifying hazards, personal protective equipment, and basic first aid

Time: 3 -4 hours

Resources:

1. Copies of Oxford Picture Dictionary (2017) pp.110; 119
2. AgriFutures Australiza (2015) Bee Safe and Bee Prepared
<https://www.youtube.com/watch?v=aX3D9hVr7QM>
3. Mount Sinai Hospital Symptoms of Dehydration (2017)
<https://www.youtube.com/watch?v=zVxGCpPz-GY>

Optional Resource

St. John's Ambulance (2016). Primary survey: First aid.
<https://www.youtube.com/watch?v=ea1RJUOiNfQ>

5. Activity 27, 28, 29, and 30 handouts.

Procedure:

1. Ask learners to complete the Oxford Picture Dictionary matching activity on injuries and first aid (Activity 27).
2. Ask learners to watch the Bee Safe and Bee Prepared video and answer the comprehension and matching questions that follow (Activity 28).
3. Ask learners to watch the video about dehydration and answer the questions that follow (Activity 29).
4. Ask learners to watch the video on primary survey first aid and write out the sequence of steps for Primary Survey First Aid (Activity 30)
5. Then, ask learners to complete the role play scenario in Activity 30.
6. Administer Unit 3 assessments.



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Follow-up

- 1 Go over responses to the comprehension questions. Be prepared to clarify questions.
- 2 Give learners feedback and assess if learners completed each task successfully. Look to see if learners completed each required step.
- 3 Mark and provide feedback on Unit 3 assessments.



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Lesson 10: Responding to Injuries

In this lesson, you will learn the basics of first aid and how to respond to safety issues in the workplace.

Activity 27: Symptoms, Injuries, and First Aid – Matching

Time: Approximately 45 - 60 minutes

Name: _____

Date: _____

Resource: Oxford Picture Dictionary (2017) pp.110; 119

Directions: Look for the numbers and letters in the photos. Write what is happening in the picture (look at the vocabulary for each letter and number).

2. _____ 3. _____ A. _____

C. _____ D. _____ G. _____

H. _____ 12. _____ 8. _____

Now, listen to your teacher pronounce the words below. Repeat each word as you hear them.

1. Head ache 2. Ear ache 3. Nausea 4. Chills 5. Rash 6. Blister

7. Swollen finger 8. Bruise 9. Sprained Ankle 10. Fever

Pronunciation Practice

Now, listen to your teacher pronounce first aid words below. Repeat each word as you hear them. Ask your teacher about any unknown words or phrases from the pictures below. In an emergency, you may be asked to get one of these items to look for one of these items to help a co-worker.



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Activity 28: Symptoms, Injuries, and First Aid - Fill in the Blanks

Name: _____

Date: _____

In this activity, you will demonstrate how you would react in an emergency.

Directions: Watch the video AgriFutures Australia (2015) Bee Safe and Bee Prepared <https://www.youtube.com/watch?v=aX3D9hVr7QM> and take notes on how to avoid injuries.

Situation	How to Prevent Injury
Avoiding Bee Stings	Wear a _____. Wear _____ on your hands. Wear _____ or half suit. Work _____.
Address Aggressive Hives	Replace the _____.
Address lifting of hives.	Cut _____ on the weight. Lay the hive on the _____ and stand them up one at a time.

- Task Completed
- Task Not Completed



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Activity 29: Symptoms of Dehydration

In this activity, you will learn about the symptoms of dehydration.

Name: _____

Date: _____

Directions: Mount Sinai Hospital Symptoms of Dehydration (2017)

<https://www.youtube.com/watch?v=zVxGCpPz-GY>. Take notes about symptoms of dehydration. Then, answer the questions that follow.

Mount Sinai Hospital
Symptoms of Dehydration (2017) https://www.youtube.com/watch?v=zVxGCpPz-GY

Comprehension Questions

1. Why do people get dehydrated?

2. What are two symptoms of dehydration?

3. If you are dehydrated, what should you do?

4. There are urgent care centres and hospitals across Calgary and area and in the province of Alberta. What is the name of the closest emergency care centre or hospital near you or your work site?



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STOP. Share your responses with a partner. Then, share your responses with your instructor and the class. Your instructor will go over the answers with you.

- Task Completed
- Task Not Completed



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Activity 30: Alternate Task (Intermediate – Advanced)

Time: Approximately 60 minutes

Name: _____

Date: _____

Directions: Working in pairs, read the scenario and decide what the emergency plan should be.

Scenario 1

You arrive at a worksite and find that your co-worker is vomiting. Check for danger, then ask your co-worker what he or she was doing. They tell you they were cutting the grass. Then, you ask if he or she has had water recently. They respond no. Ask the worker to head inside from the sun and to have some water. Then, tell the worker that he or she may be dehydrated and may be fatigued. Finally, tell the worker to see a doctor.

Scenario 2

You arrive at a worksite and find that your co-worker is unconscious. Check for danger. You see that the worker was around water and an electrical outlet. Try to get a response. The worker is unresponsive. Check airway and breathing. Yell, “help, somebody call 9-11”.



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Job/Position/ Work Type:					Date of Assessment:		
Assessment performed by: (names)					Reviewed by:		
Tasks (list all tasks)	Hazards (list all potential hazards)	Severity	Likelihood	Risk	Controls (list all PPEs and other controls)	Date completed:	
		S x L=R					
Severity: How serious could the hazard be?		Likelihood: How likely is it going to happen?			Risk: Calculate the risk of hazards to prioritize preventative actions Severity x Likelihood = Risk		



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Activity 31: Primary Survey in Basic First Aid – Pair Work (Beginners - Intermediate)

Time: Approximately 60 minutes

Name: _____

Date: _____

Directions: Working in pairs, fill out a Formal Hazard Assessment and Control form for the following scenarios. You will revisit this task in Unit 4 when you begin using small hand-held machines and completing technical tasks in landscaping and horticulture.

Scenario 1

You arrive at a worksite and find that your co-worker is vomiting. Check for danger, then ask the worker what he or she was doing. The worker should respond by saying cutting the grass. Then, ask the worker if he or she has had water recently. The worker responds no. Ask the worker to head inside from the sun and to have some water. Then, tell the worker that he or she may be dehydrated and to see a doctor.

- Task Achieved
- Not Yet

Comments:

Scenario 2

You arrive at a worksite and find that your co-worker is unconscious. Check for danger. You see that the worker was around water and an electrical outlet. Try to get a response. The worker is unresponsive. Check airway and breathing. Yell, “help, somebody call 9-11”. Check circulation.

- Task Achieved
- Not Yet

Comments:



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Handout - Safety Tips

Note to Instructor:

This handout should be used as a review based on what was learned from this unit. Possible tasks include a scavenger hunt, pair share, group discussion, or small project.

Landscaping Safety Tips

http://www.ccohs.ca/oshanswers/safety_haz/landscaping/general.html

What are some general safety precautions?

- Report unsafe working conditions or equipment to your supervisor.
- Identify and destroy harmful or noxious plants such as poison ivy.
- Protect against insects with insect repellents or protective clothing when needed.
- Use caution in areas where you may encounter wild animals or unfriendly domestic ones.
- Rest periodically during strenuous jobs such as digging or sawing: work-rest schedules vary according to temperature conditions, how strenuous the work is, and how acclimatized ("used to") the worker is to the workload.
- Make sure emergency telephone numbers are clearly posted or readily available.
- Know the location of the first aid kit and how to use the contents.
- Carry a 'bee sting' kit if there is a chance of a severe allergic reaction to an insect sting. Make sure co-workers are trained to assist.
- Do not touch stray or dead animals. Contact an animal control agency for removal.
- Wear respiratory protection if you must clean up waste, leaves or dust that may contain mouse or bird droppings. Mice can carry the hantavirus which can become airborne with dust and may be inhaled by workers. Bird droppings can carry a microorganism that may cause psittacosis – a flu-like illness.

Outdoor Work

All outdoor workers should be aware of Lyme disease. Here are some tips to help you when completing work outside.



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- Determine if ticks that spread the disease are in your area. Get medical assistance quickly if you think you have been bitten by a tick.
- Outdoor workers should also be aware of West Nile virus. West Nile virus is spread to humans by the bite of an infected mosquito.
- Be aware of expected weather conditions for the day, and plan accordingly. Have plans about where to go if severe weather hits. Know where to seek shelter in a thunderstorm (fully enclosed metal vehicles, with windows up or a building - not sheds).
- Learn proper hand washing techniques. Wash your hands thoroughly after working or using pesticides, before eating, using the washroom, or changing tasks (using different tools and/or different locations).

What are some tips for Personal Protective Equipment when landscaping?

- Wear high-cut CSA certified safety footwear with toe caps and reinforced, non-skid soles.
- Use approved (e.g., CSA Z94.1) head protection when working under branches or where there may be falling objects.
- Use appropriate eye protection (safety glasses or goggles) whenever dust or debris may get into your eyes (e.g., when power tilling, breaking up rocks or concrete) or when using strong cleaning agents, spraying or dusting.
- Wear sturdy, well-fitting gloves with grip.
- Use vibration-absorbing gloves while operating vibrating equipment.
- Wear suitable chemical-resistant rubber or plastic gloves when handling fertilizers and pesticides and other chemicals.
- Wear hearing protection devices (e.g., ear muffs, ear plugs) that provide appropriate protection from noise produced by equipment being used.
- Wear lightweight long pants (vs. shorts) and long-sleeved shirts to help protect against both UV, and ticks or other insects.
- Protect yourself from the sun - use sunscreen with a sun protection factor (SPF) of 15 or higher and re-apply sunscreen as required throughout the day.
- Wear a brimmed hat and comfortable clothing that provides sun protection.
- Wear sunglasses that filter out the sun's ultraviolet rays.
- Take regular rest breaks inside. Frequent short pauses are better than longer breaks further apart.
- Do not wear loose-fitting or torn clothing.



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What are some general tips for using landscaping tools?

- Tool selection/maintenance.
- Select the tool that is most suitable for you to do the task safely (i.e., select the right tool for the job).
- Use spark-resistant tools if working near highly flammable materials (gas, liquid or vapour).
- Inspect your tools daily - make sure that tools are in good repair.
- Ensure all guards and shields for your equipment are in place and are properly maintained.
- Ensure that handles are tight and fastened securely. Repair or replace worn or damaged handles. Make sure that the handle surfaces are smooth and splinter-free.
- Keep cutting tools and equipment sharp. Dull tools are more hazardous than sharp ones.
- Protect the cutting edges of the tools and equipment. Store tools and equipment, especially if they are transported regularly from job to job, in a way that prevents the cutting edges from being dulled or damaged.
- Label damaged tools and remove them from the work site.

Use:

- Stand on a non-slippery surface and in a non-cluttered area. It's important to keep a secure footing and your balance when using tools.
- Use tools on a stable work surface. Use a vice or clamps to stabilize your work if necessary.
- Work in a well-lit area.
- Direct saw blades, knives, etc. away from aisle areas and from co-workers working nearby.
- Avoid standing in awkward positions. Avoid unnecessary strains on your wrists, arms, shoulders and/or back from poorly designed tools.
- Give yourself enough space to work and keep your body at a comfortable angle to the work. Adjust the tool position or the angle of the work surface to minimize bending, reaching or twisting.
- Carry tools properly.
- Use a tool belt, but don't make it too heavy causing strain on your lower back and hips. Carry only what is necessary for that task.
- Block machinery securely so it cannot roll or shift when repairs are being made.



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- Use a piece of cardboard to test hydraulic hoses for leaks. Always shut off the engine before servicing a hydraulic system.
- Never inspect hydraulic hoses with your bare hands. Even pinhole leaks have enough force to penetrate skin with hydraulic fluid. Get medical attention immediately if this happens.

Storage:

- Put tools away when the job is finished. Removing dirt and ensuring they are dry will help prevent tools from rusting.
- Store tools and equipment in a safe, organized manner so that workers can access them easily and without injury. If stored in a truck, van, etc., they should be stored securely so they do not fall or shift position during transport.

While tools are not in use, place them where other workers cannot be hurt by them. (For example, do not leave rakes on the ground with the tines pointing up. Do not leave tools on a ladder or scaffold.)

What are general safety tips for using electric powered hand tools?

- Read, understand and follow the manufacturer's operating manual.
- Use only approved electrical tools (e.g., approved by CSA, or other recognized certification organization).
- The OSH Answers document [Powered Hand Tools - Basic Safety for Electric Tools](#) has additional information.

What are some general tips for fuelling equipment?

DO:

- Fill the fuel tank before starting a job.
- Shut off the engine and allow it to cool before refuelling the tank. Do not smoke when refuelling!
- Remove the fuel cap slowly, holding it at the semi-locked position until the pressure is released
- Position yourself comfortably so that you can fuel without slipping or falling.
- Use a funnel to prevent fuel spillage on the engine when refuelling. Fuel up outdoors, then wipe up all spills.
- Allow the nozzle to empty by keeping it in the filler opening for a few moments after the fuel flow is shut off.



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- Check that any vents are not clogged. Replace the fuel cap.
- Restart engine at least 8 metres (25 feet) from where you refuelled to avoid igniting vapours.
- Store fuel in sturdy, approved containers identified according to WHMIS requirements. Store gasoline safely - outside and away from any heat source.
- Have fire extinguishers and other firefighting equipment nearby.

DO NOT:

- Do not smoke or have an open flame while fuelling. Gas fumes are heavier than air and will drift downward from the container. It is the vapour, not the liquid, which burns.
- Do not spill any fuel on equipment. If you do, wipe up and allow any residue to dry before starting the engine.
- Do not run if your clothing catches fire. Stop, drop and roll. Quickly remove the blazing garment, or drop to the ground and roll slowly, or wrap yourself in a blanket.

For additional tips for safety hazards, visit http://www.ccohs.ca/oshanswers/safety_haz/ .

To order training videos, visit <http://www.servicealberta.gov.ab.ca/workplace-video-collection.cfm> .



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External Resources

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Unit 4: Technical Tasks



Welcome to Unit 4: Technical Tasks. In this unit, you will demonstrate your comprehension and ability to follow written and verbal instructions about a product or procedure related to agricultural and horticultural industries. You will identify the main ideas from a resource or product guide, steps in a process to complete a technical task or procedure and complete a task accurately and safely.

Unit 4 Learning Objectives

In this unit, you will:

- 4.1: Identify main ideas from a resource or product guide
- 4.2: Identify details from a resource or product guide including numeric and graphical texts
- 4.3: Reproduce a series of steps from technical tasks about an agricultural task or procedure
- 4.4: Present a series of steps for technical tasks in about an agricultural issue or product



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Lesson 11: Instructional Plan

Target: FARM Learners

Objectives:

- 4.1: Identify main ideas from a resource or product guide
- 4.2: Identify details from a resource or product guide including numeric and graphical texts
- 4.3: Reproduce a series of steps from technical tasks about an agricultural task or procedure
- 4.4: Present a series of steps for technical tasks in about an agricultural issue or product

Time: 6 hours

Resources:

1. Activity 31 Landscaping Task Sheets

- Fueling: lawn mower, fueling tank, gloves, goggles, booties, steel toed boots, and masks
- Bed Trenching: tall cardboard boxes, markers, colored cord or crochet thread, stakes, shovel, and measuring tape
- Leaf and snow blower: backpack leaf/snow blower, goggles, masks, ear plugs, and gloves.
- Poisonous plants: handout with photos of poisonous plants and labels
- Power Rake: power rake, mask, steel toed boots, goggles, ear plugs, and gloves
- Aerator: aerator, mask, steel toed boots, goggles, ear plugs, and gloves

2. Activity 32 Floriculture Task Sheets

- Assembly line: stem cutter, scissors or shears, wire, glue gun, trays, soil, hanging baskets, water, gloves, 100 – 150 flowers, a cart, and masks

Procedure (6 hours):

1. On the first day, set up a fueling, bed trenching and leaf blower station. Provide hand outs with the hazards, sample incidents, and protective equipment needed. Demonstrate how to properly use and maintain each machine at the station. Then, divided learners into groups of 5 – 6 learners. Ask each learner to review the steps as listed. Each learner should take their time to complete the task. The others who watch can correct learners if they miss a step.



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2. On the second day, leave copies of poisonous plants on tables, power rake and aerator station. Provide hand outs with the hazards, sample incidents, and protective equipment needed. Demonstrate how to properly use and maintain each machine at each station. Then, divided learners into groups of 5 – 6 learners. Ask each learner to review the steps as listed. Each learner should take their time to complete the task. The others who watch can correct learners if they miss a step.

3. On the third day, set up an assembly line station. Provide hand outs with the hazards, sample incidents, and protective equipment needed. Demonstrate how to properly use and maintain each machine at each station. Then, divided learners into groups of 5 – 6 learners. Learners should perform the assembly line activity in Activity 32. This could be organized to create a flower arrangement that can be given to someone at home or in their communities.

Follow-up:

1. Remind learners not to touch any of the equipment. This needs to be done daily. You may create a sign and post it to each station.

2. Demonstrate how to properly use and maintain each machine at the station on each day prior to assigning groups. You could have learners work in the same groups for days 1 to 3.

3. Walk around each station and assess each learner. You should be able to assess each learner at least once.

4. Provide correction to missed steps or clarify steps with learners.



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Lesson 11: Landscaping and Floriculture

In this lesson, you will practice completing a series of tasks in landscaping and floriculture. You are expected to use the knowledge you have obtained from previous units to help you complete the tasks. You may return to previous units to help you. Let's get started!

Activity 31: Landscaping

Time: Approximately 3 – 3.5 hours

Resource: Formal Hazard Assessment and Control Templates

In this activity, you will work in groups of 3-4 to complete a Formal Hazard Assessment and Control Report for everyday landscaping tasks. This formal report, described in Unit 3 about safety measures, assesses the work you will conduct, possible hazards, and how to prevent injury. The instructor will complete a sample with you to get you started.

A. Fueling – Sample Task

There are many machines that require fuel. Without fuel, workers are unable to complete their jobs. In this task, you will learn the proper way to fuel machines. However, refueling can be a hazard if not completed properly.

Common hazards

- Burns
- Lung and breathing problems
- Skin irritations
- Asthma or allergic reactions

Incident examples

- While refuelling, a worker accidentally spills gasoline on to his hands. He was not wearing gloves. The worker then takes a break and has a cigarette. His clothes start on fire.
- While refuelling, a worker smells stale gas. He operates the machine. Later that day, the worker has a headache and begins to vomit. He is sent home for the day.



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Safety tips

- Wear personal protective equipment including gloves, a mask, goggles, full length clothing and steel toed boots.
- Be aware of the materials you're working around.
- Inform co-workers and supervisors if you encounter hazardous materials unexpectedly.
- If you have sensitivities to some plants, keep asthma and allergy medications available.
- Do not run engine while checking oil, leaks, cracks or to remove debris.
- Do not use on any surface other than grass.
- Do not place hands or feet near moving or rotating parts.
- Do not remove guards while operating.
- Always use back wheels for transportation.

Employer Responsibilities

- Train workers to recognize hazards and the preventative measures they should take.
- Remind workers about the PPE they are required to wear.
- Provide adequate supervision after training



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Directions: Watch Video “How to Fuel Equipment” (2:46). Then, complete the Hazard Assessment Control Form. Next, select one person in the group to demonstrate how to properly fuel a small handheld landscape machine or lawn mower. Correct your group member (politely) when he or she makes a mistake.

Fueling

1. Put on Personal Protective Equipment.
2. Check for any fire hazards and remove.
3. Find an outdoor area that is away from any outdoor waterways, storm sewers and other water ways that in contact with the public.
4. Check the type of fuel that must be used.
5. Remove fuel caps and clean surface area.
6. Refuel as required.
7. Replace fuel caps.
8. Load fuel transport container in designated storage area following safety guidelines.

6/8+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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B. Bed Trenching

Bed trenching can cause cuts to the body or hands. It is important to understand the hazards associated with bed trenching.

Common Hazards

- Cutting fingers and other body parts.
- Cutting electrical lines
- Hazardous air (for example, natural gas or gases in soil)

Incident examples

- A landscape worker was using a bed trencher. The natural gas line broke. The worker had not located the gas line by hand before starting and misjudged the location.
- The worker began having trouble breathing.

Safety tips

While working

- Wear appropriate personal protective equipment (PPE), including landscaping boots, work gloves, goggles, hard hat, and a mask.
- Wear close-fitting, full-length clothing.
- Use traffic controllers and flaggers.

Responsibilities of the Employer

As a worker, you are not expected to complete any tasks that you have not been trained to do. Employers must follow guidelines and laws to protect their workers as best as possible. Read about the responsibilities of employers below.

Employers must:

- Maintain and repair equipment.
- Provide signage to prevent falls.
- Train workers on the safe use of equipment before they start work.
- Demonstrate how to use and store the bed trencher.



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- Demonstrate how the safety features work (for example, guards, shields, and automatic releases), and instruct workers not to remove any of these features.
- Demonstrate how to lock out the equipment before clearing any jams or performing repairs or maintenance.
- Remind workers about the PPE they are required to wear.
- Provide adequate supervision after training.



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Directions: Watch Video “The Basics of Bed Edging” (2:29). Then, complete the Hazard Assessment Control Form.

- Task Achieved
- Not Yet

10/14+ Achievement

Areas for improvement:



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C. Leaf and Snow Blowers

Blowers can be used to move leaves and snow during the year. Blowers can cause eye injuries, cuts, and bruises and hearing damage.

Common hazards

- Back and joint injuries from carrying the blower improperly
- Cuts from materials blown into the air
- Burns during refuelling and from touching hot points
- Listening to the noise for too long

Incident examples

- A worker was hit in the eye and suffered a scratched cornea (a part of the eyes) when she was struck by debris thrown by her leaf blower. She was not wearing eye protection.
- A worker suffered permanent hearing loss after using a leaf blower for several hours daily for three months without wearing hearing protection.

Safety tips

Before you start

- Make sure you are familiar with the leaf blower and it is safe to use before you start.
- Make sure you are not tired or under the influence of alcohol or drugs.
- Use personal protective equipment (PPE), including ear plugs, goggles, and mask. Use a respirator if the work area is dusty or dirty, or if it could have mould spores, mouse droppings, or bird droppings.
- Wear full-length, close-fitting clothing.
- Stay away at least 50 feet from bystanders.
- Never carry the blower on one side or use one strap.
- Never work on a ladder.
- Start and stop the blower outside.



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- Do not direct air towards people.
- Do not touch the blower with your bare hands. It can burn you.
- Once you start the engine, immediately flip the trigger and allow the engine to slow down to idle.

While working

- Look to see if anyone else is in or around the work area. Never assume people will stay where you last saw them. Use extreme care when approaching blind corners, trees, or other visual obstacles.
- Only work in daylight.
- Ensure good footing and balance while operating the leaf blower. Never work from ladders, trees, or rooftops.
- Adjust the harness and hand grips to suit your build and work positions.
- Use the leaf blower at ground level only. Direct the discharge away from people, animals, and solid objects that could cause material to ricochet.
- Stop the motor before putting the leaf blower down, or if anyone enters the area.

Refuelling

- Refuel outdoors on the ground.
- Allow the engine to cool before refuelling.
- Extinguish all ignition sources (for example, cigarettes).
- Use only an approved gasoline container in good condition.
- Keep the nozzle in contact with the fuel tank.
- If you spill fuel on your clothing, change immediately.
- Never overfill the tank.
- Replace the cap and tighten it securely.

Responsibilities of the Employer

As a worker, you are not expected to complete any tasks that you have not been trained to do. Employers must follow guidelines and laws to protect their workers as best as possible. Read about the responsibilities of employers below.



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Employers must:

- Maintain and repair leaf blowers.
- Train workers on the safe use of blowers before they start work.
- Demonstrate how to adjust, hold, and use the blower.
- Demonstrate how the safety features work (for example, guards, shields, and automatic releases) and instruct workers not to remove any of these features.
- Remind workers about the PPE they are required to wear.
- Provide adequate supervision after training.



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Directions: Watch “Snow and Debris Removal Using Seasonal Equipment” (5:10). Then, complete the Hazard Assessment Control Form. Next, select one person in the group to demonstrate how to properly fuel a small leaf/snow blower and its use. Correct your group member (politely) when he or she makes a mistake.

1. Go to an open and ventilated area (outside).
2. Look around to see if there are bystanders.
3. Make sure you are 50ft or 15metres away from bystanders.
4. Put on protective goggles.
5. Put on protective gloves.
6. Put on your protective mask.
7. Bend at the knees and check the blower for cracks or leaks.
8. Open the fuel cap and place the cap on a table or work area.
9. Check that there is enough fuel and slowly pour fuel. Do not pass the fill line.
10. Replace the fuel cap. Avoid spilling.
11. Remove your gloves and put on your ear phones.
12. Put on your gloves.
13. Place the back pack on to your back and check if straps need to be adjusted.
14. Adjust straps where needed and replace backpack.
15. Look around for bystanders.
16. Slowly walk towards your first site. Check for debris.
17. Begin to use the snow blower.

10/17+ is required to achieve this task.

- Task Achieved
- Task Not Achieved

Areas for improvement:



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D. Poisonous Plants

Some plants that landscape workers encounter are poisonous, can cause allergic reactions or asthma in some people or can be hazardous in other ways. These plants can cause life-threatening reactions.

Common hazards

- Burns from the sap (liquid from plants) such as giant hogweed, spurge laurel, or euphorbia
- Rash from cedar cuts or poison ivy
- Asthma or allergic reaction to western red cedar

Incident examples

- While cutting down giant hogweed, a worker got some of the sap on his hands. Two days later, his hands were blistered and red. After the blisters cleared, he had dark blotches on his hands for seven months.
- A worker stepped on a prickly shrub. As she moved her foot, the shrub sprang back and hit her in the side of the face. Two prickles became embedded in her left eye, and a 40-minute surgery was required to remove them.

Safety tips

- Ensure that you can recognize hazardous plants.
- Be aware of the plants you're working around.
- Inform co-workers and supervisors if you encounter hazardous plants unexpectedly.
- Wear goggles, a mask, long sleeved clothing, gloves, and boots.
- If you have sensitivities to some plants, keep asthma and allergy medications available.

Employer Responsibilities

- Train workers to recognize hazardous plants and about the preventive measures they should take.
- Remind workers about the PPE they are required to wear.
- Provide adequate supervision after training.



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Poisonous Plants

Directions: look at the images of the plants. Match the name of the poisonous plant to its image. A B



1. _____

C



2. _____

D



3. _____

E



4. _____



5. _____



F

6. _____

- | | | |
|----------------------|----------------------|-----------------|
| a. Black Night Shade | b. Poison Ivy | c. Bracken Fern |
| d. Hogweed | e. Flowering Tobacco | f. Foxglove |



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Poisonous Plants
4/6+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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E. Power Raking

There are multiple uses for rakes, such as: removing stones, roots, leaves, and other debris. They are also used to spread soil and other materials quickly and evenly. They can also be used to fill holes or to create a ditch. In this task, you will identify the appropriate rake and protective personal equipment to be used. You will also practice proper bending and movement to keep yourself safe. You will also demonstrate how to use a rake.

Common hazards

- Sunlight and other elements
- Foot and eye injuries
- Skin irritations
- Asthma or allergic reactions

Incident examples

- While raking, a worker accidentally steps on a rake that was not properly secured after use. The worker was not wearing proper footwear and the rake punctured his running shoe causing an injury that sent the man to urgent care for stitches.
- While raking, a worker is hit in the eye with debris. The worker was not wearing goggles. The worker is taken to the first aid centre on the site to have her eyes washed with water. The worker visits a doctor to ensure that animal waste does not cause an infection.

Safety tips

- Wear personal protective equipment including gloves, a mask, goggles, sunscreen, and steel-toed boots.
- Be aware of the materials you're working around.
- Inform co-workers and supervisors if you encounter hazardous materials unexpectedly.
- If you have sensitivities to some plants, keep asthma and allergy medications available.



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Employer Responsibilities

- Train workers to recognize hazards and the preventative measures they should take.
- Remind workers about the PPE they are required to wear.
- Provide adequate supervision after training.



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Directions: Watch video: “How to Operate a Power Rake” (3:15). Then, complete the Hazard Assessment Control Form. Next, select one person in the group to demonstrate how to properly fuel a small Power Rake and its use. Correct your group member (politely) when he or she makes a mistake.

Power Rake Use

1. Unload equipment following safety guidelines.
2. Visually inspect equipment for damaged, loose, or leaky parts.
3. Check that there is adequate fuel in the tank for your job (safe fuelling procedure)
4. Clear the area of objects such as trash, stones, toys, etc. (notice location of sprinklers, valves, etc.)
5. Check that people and pets are out of range of the machine as per manufacturers specs.
6. Start the machine using what you learned in training.
7. Set the machine to the height specified by the foreman, stop immediately if damage occurs.
8. Begin work following applicable safety guidelines throughout.
9. If you need to transport the Power rake set the machine on transport position.
10. Be sure to maintain fuel levels throughout work.
11. Once completed, allow engine to cool and shut down.
12. Complete any necessary maintenance such as tagging the tool for repair.
13. Load equipment in to vehicle following applicable safety guidelines.

9/13+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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F. Aerator

Aerators are used to mix air with other materials such as soil or water. This machine is used to add oxygen, which helps plants grow.

Common hazards

- Sunlight and other elements
- Foot and eye injuries
- Skin irritations
- Asthma or allergic reactions
- Back injuries

Incident examples

- While using an aerator, a worker accidentally runs over a valve. The valve breaks sending pieces of material into your eyes. The worker is not wearing protective equipment.
- A worker bends from the waist to pick up the machine. The worker feels a sharp pain go through his waist and immediately stands up in pain.

Safety tips

- Wear personal protective equipment including gloves, a mask, goggles, sunscreen, and steel-toed boots.
- Be aware of the materials you're working around.
- Inform co-workers and supervisors if you encounter hazardous materials unexpectedly.
- If you have sensitivities to some plants, keep asthma and allergy medications available.
- Do not run engine while checking oil, leaks, cracks or to remove debris.
- Do not use on any surface other than grass.
- Do not place hands or feet near moving or rotating parts.
- Do not remove guards while operating.
- Always use back wheels for transportation.



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Employer Responsibilities

- Train workers to recognize hazards and the preventative measures they should take.
- Remind workers about the PPE they are required to wear.
- Provide adequate supervision after training.



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Directions: Watch Video “How to Operate an Aerator.” (3:13) Then, complete the Hazard Assessment Control Form. Next, select one person in the group to demonstrate how to properly fuel an Aerator and its use. Correct your group member (politely) when he or she makes a mistake.

Aerator Use

Procedure:

1. Put on PPEs for eyes, ears, feet, and skin, and airways.
2. Unload equipment using proper bending and lifting techniques learned in class.
3. Visually inspect equipment for damaged, loose, or leaky parts.
4. Check that there is enough fuel in the tank for your job (use safe fuelling procedure)
5. Remove any garbage or stones.
6. Check that the ground has enough moisture (water).
7. Look around for bystanders (people and pets).
8. Start the machine using what you learned in training.
9. Begin work following safety guidelines.
10. Check water level throughout work.
11. Only aerate areas that are safe to do so (no steep hills), and areas that will not be damaged by the aerator (sparse grass, loose soils, etc.)
12. If working in a large area, break it down into smaller more manageable sections.
13. Once completed, allow engine to cool and shut down.
14. Complete any necessary maintenance such as cleaning time or tagging the tool for repair.
15. Load equipment in to vehicle following applicable safety guidelines.

10/15+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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Activity 32: Floriculture

Time: Approximately 3 – 3.5 hours

G. Safety on the Line

Safety Tips

- Keep all work areas neat and clean.
- Report all injuries to your lead (employer).
- Plant materials, liquids, and debris that fall on the floor must be cleaned up immediately to prevent accidents.
- Return all tools and supplies to their original location before leaving the class.
- ALL tools and supplies are always to remain in the classroom. (no borrowing)
- NEVER poke anyone with anything sharp
- NEVER throw any supplies or tools. They can hurt, blow up, or break!
- Use all tools ONLY as directed by the instructor.
- Be careful and pay attention when using dangerous items. BE AWARE OF DANGER.
- Clean all tools when finished.
- If you aren't sure how to use something, or if you should use it, then ask!

Hazards

- Stem cutter
- Floral shears/scissors
- Wire
- Hot glue
- Slips caused by water puddles



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Incident Examples

- A co-worker is removing the thorns from roses. She is using a stem cutter and not wearing any gloves or goggles. Her fingers are bloody by the end of the shift and her eyes are red from working around the garden.
- A co-worker has just finished watering the plants in the greenhouse. Some of the water has spilled all over the floor, but it is lunch time. The worker decides to clean up the spill after his lunch break. Later that day he hears that one of his co-workers slid and fell. Both the worker and co-worker fill out an incident report.

Proper Handling of a Stem Cutter

You may only use the stem cutter with permission of the instructor!

- Stem cutter may ONLY be used to cut plant material.
- Always use with care to avoid injury to hands and fingers.
- NEVER touch the blade of the cutter.
- Stem cutter should always have trash can with trash bag underneath the blade to catch all green waste.
- Always lock when not in use.

Proper Handling of Floral Shears and Scissors

- All sharp tools must be passed to others with the handle forward.
- Always walk carefully around the classroom with sharp tools pointing down at your side. WARN others that you are carrying a sharp tool if you are walking up behind or to the side of them.
- Do not cut anything other than flowers and supplies (not hair, not clothes, etc.)
- Do not use as a screwdriver.
- Do not put the shears in your pocket or bag.
- Dropping shears and scissors will break ends and destroy adjustment.
- Do not cut wire with scissors. Use wire-cutters!
- Ribbon scissors are to be used ONLY for fabric or ribbon.



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Proper Handling of Wires

- When piercing a flower with wire, it should be held in a manner which prevents injury. Make sure all finger tips are away from the piercing destination.
- Cut wire has sharp ends. All wire used in corsage or boutonniere work should be taped to prevent injury.
- Do not waste it. Pick up what you drop on the floor and put extra back into the wire holder.
- Do not mix the different sizes. You will need to separate them if you mix them up.
- Always use a ½ piece of wire unless otherwise needed or directed. (Full size wire is 18 inches.)



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Directions: Complete the Hazard Assessment Control Form. Next, select one person in the group to demonstrate how to properly handle floriculture equipment. Complete the steps below. Correct your group member (politely) when he or she makes a mistake.

1. Put on Personal Protective Equipment.
2. Rinse the equipment to remove debris.
3. Carefully wipe the equipment with a dry rag.
4. Pick up the equipment and hand it to a classmate (point the blade away from the classmate).
5. Put the equipment into storage (blade facing down).

3/5+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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Proper Use of a Glue Gun

- Do not lay down a hot glue gun if it is turned on.
- Do not pull glue out of the back end of the glue gun.
- Keep fingers away from the tip of a glue gun. IT'S HOT!
- Always work at the designated area when using glue gun or pan glue. Always place scratch paper under tip of glue gun to catch drippings.
- If glue gets on fingers, blow to cool it. Do not touch the glue (or you will burn both fingers)
- After gun has cooled, wrap the cord around the gun.
- Leave applicator stick in the glue pan when not in use.
- Remove extra glue from object before moving it from the pan. (Don't let the glue drip.)
- Do not leave the pan turned on if the glue level is low. Refill it.



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Directions: Complete the Hazard Assessment Control Form. Next, select on person from the group to demonstrate you know how to properly use a glue gun. Complete the steps below. Correct your group member (politely) when he or she makes a mistake.

1. Check the glue gun for debris before use.
2. Wipe the gun with a warm cloth.
3. Insert glue stick.
4. Put on Personal Protective Equipment.
5. Plug in the glue gun and wait for it to warm.
6. Turn off glue gun and wait for it to cool.
7. Remove glue stick.
8. Wipe away any remaining liquid that has been cool.
9. Store gun.

6/9+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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Garden Maintenance

- Water the seedlings when the soil surface dries.
- Pour water into the drip tray so the soil soaks up the moisture from the bottom and the seedling leaves don't become wet, which can lead to fungal disease.
- Remove the greenhouse cover completely before the seedlings grow tall enough to touch the plastic.



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Directions: Each member should demonstrate how to complete the steps to fill a tray. Correct your group members (politely) when he or she makes a mistake.

Tray Filler

1. Locate the dip and water trays.
2. Fill the water tray with 1 inch of lukewarm water and set the soil tray or pots inside.
3. Allow the soil to absorb the moisture for 30 minutes or until the soil surface becomes moist, then empty the excess water from the drip tray.
4. Sow the plant seeds in the prepared soil mix at the depth specified on the seed packet, which is usually a depth twice the width of the seed.
5. Plant two seeds per individual pot or planting cell or sow the seeds 1 inch apart in rows set 1 inch apart in trays and flats. Spray the soil surface with water (a mist) to moisten after planting, if necessary.
6. Place pot in an area that is bright away from direct sunlight, but where temperatures are between 18 and 24 degrees Celsius.

4/6+ Achievement

- Task Achieved
- Not Yet

Areas for improvement:



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Assembly Line: Hanging Perennial Baskets

An assembly line has a few coworkers who do individual tasks to complete one major task. In this task, you will work on an assembly line to hang a basket of perennials. Use what you have learned from the communication essentials unit to communicate with your team. The purpose of this task is to see how well you can complete the tasks, while using semi-formal to informal communication (e.g. modals).



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Directions: Select a role and line up to complete the tasks as listed below.

1. Team Leader: _____

Role: Encourage workers, check in on hydration of workers, pitch-in where needed, and check that workers are following safety procedures.

2. Station 1 Worker: _____

Role: Store completed baskets from workers on to a trolley and move to the station. Remember to thank the workers from time to time.

3. Station 2 Worker: _____

Role: Unload the baskets from the trolley by passing each basket to Station Worker 3. Ask the worker if he or she has the basket if you do not feel confident about the exchange. Apologize to workers if you happen to release the basket too soon.

4. Station 3 Worker: _____

Role: Receive the basket and thank your colleague. Hand the basket to Worker 4 to hang. Watch the worker as he or she hangs each basket to time how often you should pass each basket. Do not rush the co-worker.

5. Station 4 Worker: _____

Role: Receive the basket and thank your colleague. Find a space on the line to hang the basket. Try to do this as quickly and safely as possible. Remember to leave enough space between each basket.

6. Station Worker 5: _____

Role: Use a spray bottle to little leave a mist on the basket. Clean up any excess water from the spray, so that you and your colleagues do not slip.

- Task Completed
- Task Not Completed

Observed Areas for improvement:



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Lesson 12: Instructional Plan

Target: FARM Learners

Objectives:

- 4.1: Identify main ideas from a resource or product guide
- 4.2: Identify details from a resource or product guide including numeric and graphical texts
- 4.3: Reproduce a series of steps from technical tasks about an agricultural task or procedure
- 4.4: Present a series of steps for technical tasks in about an agricultural issue or product

Time: 3 hours

Resources:

1. Activity 33 Landscaping Task Sheets

- Fueling: lawn mower, fueling tank, gloves, goggles, booties, steel toed boots, and masks
- Trenching and irrigation: tall cardboard boxes, markers, colored cord or crochet thread, stakes, shovel, and measuring tape
- Leaf and snow blower: backpack leaf/snow blower, goggles, masks, ear plugs, and gloves.
- Poisonous plants: handout with photos of poisonous plants and labels
- Power Rake: power rake, mask, steel toed boots, goggles, ear plugs, and gloves
- Aerator: aerator, mask, steel toed boots, goggles, ear plugs, and gloves

2. Activity 33 Floriculture Task Sheets

- Assembly line: stem cutter, scissors or shears, wire, glue gun, trays, soil, hanging baskets, water, gloves, 100 – 150 flowers, a cart, and masks

Procedure:

1. Divide the class into two groups – 1) landscaping learners and 2) floriculture learners. There may be uneven numbers, so let learners know that you have attempted to ensure they receive their first choice.
2. Groups will head off to two locations to practice the tasks with the Subject Matter experts (landscaping outside and floriculture inside).
3. Ask the SMEs to explain the types of equipment commonly used. The SMEs could provide a show and tell set up to introduce the tools and equipment (e.g. what they are and what they



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do). They should explain that learners will only demonstrate what they can do using tools they have studied in today's session.

4. Ask learners to identify a fuel tank, fuel, aerator, leaf and snow blower, power rake, on and off switches, and protective equipment. Likewise, for floriculture. Learners should identify shears, trays, soil, protective equipment and other tools.

5. The SME should demonstrate the proper use of each equipment. Note, share Activity 31 and 32 with the SMEs and Lesson 11 Instructional Plan. SMEs can add missing information as they facilitate the technical tasks.

6. Divide learners into smaller groups of 3-4 learners. They will rotate to different stations to complete up to 3 tasks. The SME should provide feedback to learners at each station. Similarly, give learners into appropriate groups to work on an assembly line in floriculture. The SME should provide feedback to learners on proper handling of the equipment and care of the plants.

7. The instructor will administer Unit 4 assessments.

Follow-up:

1. Learners may ask for feedback from SMEs and incorporate into their performance.
2. Meet with SMEs to obtain feedback about the tasks and the performance.
3. Mark and provide feedback to learners about Unit 4 assessments.



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Lesson 12: Practice with the Experts

Activity 33: Farming Practices with Subject Matter Experts

Time: Approximately 3 hours

Directions: In lesson 11, you practiced technical skills in landscaping and floriculture and applied your knowledge and understanding of the use of Personal Protective Equipment. In this activity, you will perform a series of tasks for experts working in landscaping and floriculture. You will be assessed on your ability to complete each task accurately.

Sample Tasks

1. Landscaping

- a) Fueling
- b) Bed trenching
- c) Leaf and Snow Blower
- c) Poisonous Plants
- d) Power Raking
- e) Aerator

2. Floriculture

- a) Safety on the Line
 - Proper Handling of a Stem Cutter
 - Proper Handling of Floral Shears and Scissors
 - Proper Handling of Wires
- b) How to Use a Glue Gun
- c) How to Fill a Tray
- d) Assembly Line: Hanging Perennial Baskets



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Formal Hazard Assessment and Control Template

Job/Position/ Work Type:					Date of Assessment:		
Assessment performed by: (names)					Reviewed by:		
Tasks (list all tasks)	Hazards (list all potential hazards)	Severity	Likelihood	Risk	Controls (list all PPEs and other controls)		Date completed:
		S x L=R					

Severity: How serious could the hazard be?	Likelihood: How likely is it going to happen?	Risk: Calculate the risk of hazards to prioritize preventative actions Severity x Likelihood = Risk
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External Resources

Safety in the Landscape Industry (“Shoveling and Digging,” pages 26–27)
www.farmsafety.ca/public/pages/manuals.html

Sloping and Timber Shoring
www.worksafefbc.com/publications/publication_index

Prevention of Damage to Buried Facilities in British Columbia
www.worksafefbc.com/publications/publication_index

Occupational Health and Safety Regulation Sections 20.78–
20.95, Excavations

Safety in the Landscape Industry (“Leaf Blowers,” page 35)
www.farmsafety.ca/public/pages/manuals.html

Occupational Health and Safety Regulation

Part 7: Noise, Vibration, Radiation and Temperature

Part 8: Personal Protective Clothing and Equipment Part 12: Tools, Machinery
and Equipment

“Protect yourself when using pesticides!” (Hazard Alert 06-90)
www2.worksafefbc.com/i/posters/1990/hazard9006.html

Pesticide Laws and Regulations in B.C. (web page) www.agf.gov.bc.ca/pesticides/i_4.htm

Pesticide Certification Information (web page)
www.env.gov.bc.ca/epd/ipmp/pest_certification/certif_main.htm

Working Safely with OPs (Organo-phosphate Insecticides)
www.worksafefbc.com/publications/publication_index

Occupational Health and Safety Regulation Sections 6.70–6.94,
Pesticides

“Severe skin damage from Giant Hogweed” (Toxic Plant Warning bulletin)
www.worksafefbc.com/publications/health_and_safety/bulletins/toxic_plants/

“Severe skin irritation from Spurge Laurel” (Toxic Plant Warning bulletin)
www.worksafefbc.com/publications/health_and_safety/bulletins/toxic_plants/



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“Severe eye injury from Devil’s Club” (Toxic Plant Warning bulletin)

www.worksafebc.com/publications/health_and_safety/bulletins/toxic_plants/

Western Red Cedar Asthma

www.worksafebc.com/publications/publication_index



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Unit 5: Workplace Processes and Procedures



Welcome to Unit 5: Workplace Processes and Procedures. In this unit, you will learn about respect for animals and the field of agriculture and horticulture and how to prevent the spread of flus and viruses. You will demonstrate your understanding of these topics, by presenting on these topics.

Unit 5 Learning Objectives

In this unit, you will:

- 5.1: Identify main ideas from a basic guide or manual following a process or procedure
- 5.2: Identify details from a basic guide or manual following a process or procedure
- 5.3: Write a record of events, tasks, or incidents



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Unit 5: Workplace Processes and Procedures

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Lesson 13: Instructional Plan

Target: FARM Learners

Objectives:

- 5.1: Identify main ideas from a basic guide or manual following a process or procedure
- 5.2: Identify details from a basic guide or manual following a process or procedure
- 5.3: Write a record of events, tasks, or incidents

Time: 3 - 4 hours

Resources:

1. Activity 34 Handout - Spread of Diseases
2. Activity 35 Handout Turkey Farming
3. Feed bags, fowl coops, clean spoons and unclean spoons, protective equipment such as masks, gloves, booties, plastic suits, hand washing station, and goggles.

Warm Up (10 minutes):

1. Ask learners to discuss the following questions in pairs, recording the questions on the board.
 - a) How are viruses such as the flu spread from human to human?
 - b) How can we reduce the risk of spreading viruses?

Procedure:

1. Review the handout Granaries – Avoiding the Spread of Diseases with learners.
2. Tell students that by now they have received their practicum placements. Ask learners to complete the Checklist for Farm Visitors.
3. Then, ask learners to get into groups of 4- 5 and to answer the following questions
 - a) Where have you been placed?
 - b) Based on the checklist you have completed, are you prepared for your practicum? What equipment do you need? What questions do you have?
4. Review Turkey Farming – Protection of Animals and Husbandry Handout with students.



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5. Divide learners into groups of 4-5 and assign them to one of five stations.

- a) farm protective equipment
- b) contaminated coops/uncontaminated coop
- c) proper handwashing station (a review)
- d) feedbags (proper storage and improper storage)
- e) and utensils for feeding – clean and unclean.

6. Learners must identify the proper equipment needed at station 1, identify the clean and unclean coop at station 2, identify proper and improper storage at station 3, identify the clean and unclean utensils at station 4, and wash their hands properly at station 5.

Extension: the instructor could include a sixth station, just before hand washing to have learners dispose of waste or garbage. You will need a biohazard disposal bag, gloves, full body plastic suit (e.g. rain coat from Army and Navy or the Dollar Store).

Follow-up:

1. Clarify questions.
2. Check that learners have completed the steps accurately and safely.
3. This is a simulation, so unclean items could be created using food coloring and oatmeal. Remember to clean the equipment after each simulation or use.



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Lesson 13: Grain and Turkey Farming

In this lesson, you will practice completing a series of tasks in grain and turkey farming. You are expected to use the knowledge you have obtain from previous units to help you complete the tasks. You may return to previous units to help you. Let's get started!

Activity 34: Granaries – Avoiding the Spread of Diseases

Time: Approximately 90-120 minutes

In this activity, you will learn about the spread and prevention of diseases.

How do diseases spread?

- 1. Direct Contact:** healthy and unhealthy animals or humans.
- 2. Indirect Contact:** with contaminated equipment or materials such as clothes, vehicles, feed, and boots.
- 3. Airborne:** carried through the air by equipment such as fans.

Incident examples

- A student visits the farm by car. The vehicle picks up debris and carries the debris back to the city. The student has a family who uses the vehicle. The student does not clean the vehicle for two weeks and as a result, members of the student's family get sick.
- A student visits the farm but has not purchased proper personal protective equipment. The student is unable to work or continue the practicum for safety reasons.

To prevent the spread of disease, review and complete the checklist¹ for visitors and workers on a farm. This will prepare you for your practicum.

¹Poisonous Plants in Alberta

[https://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/agdex13348/\\$FILE/666-2.pdf](https://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/agdex13348/$FILE/666-2.pdf)



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Checklist for Farm Visitors

Visiting Multiple Sites in 1 Day	
Did you clean the mud from your vehicle between each visit?	___ Yes ___ No
Do you know about the health of livestock and poultry to prevent infectious diseases?	___ Yes ___ No
Did you keep a log of all farms visited and in what order?	___ Yes ___ No
Is the inside of your vehicle clean?	___ Yes ___ No
Access to Worksites	
Do you know the health status of the farm being visited?	___ Yes ___ No
Are you familiar with the farm's health and safety rules?	___ Yes ___ No
If contact is required, do you know who to contact on entry to the farm?	___ Yes ___ No
Are you clear about where you can and cannot walk/drive/park on the worksite?	___ Yes ___ No
Are you wearing fresh clean coveralls and clean boots?	___ Yes ___ No
Do you have appropriate Personal Protective Equipment?	___ Yes ___ No
Movement on Site	
Do you know where the dirty and clean zones are located?	___ Yes ___ No
Did you make sure not walk through feed-bunks, feed supplies, or seeding area?	___ Yes ___ No
Do you know where disposal sites are located?	___ Yes ___ No
Personal Hygiene	
Are fingernails cut short and without nail polish?	___ Yes ___ No
Have you removed all jewelry from hands and wrists?	___ Yes ___ No
Did you wash your hands and forearms properly between each site?	___ Yes ___ No
Did you disinfect (clean) your hands/change your gloves between handling animals?	___ Yes ___ No
Exiting the Farm	
Did you wash your hands before getting into the vehicle?	___ Yes ___ No
Were boots thoroughly washed, including treads before being disinfected?	___ Yes ___ No
Were your coveralls removed and properly stored once back at the vehicle?	___ Yes ___ No
Were your dirty coveralls and boots placed in a secure container away from clean clothes?	___ Yes ___ No

Adapted from ARD Biosecurity Champions. Government of Alberta.



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Biosecurity Basics for visitors to livestock operations

1. Farm biosecurity protocols are developed to control and manage day-to-day production of herds and flocks. Know what biosecurity practices are in place and respect them. If biosecurity protocols are not posted, ask about them. Be aware that on-farm security practices may change from season to season.
2. Dirty vehicles, boots, hands and clothing transmit disease. Simple things like cleaning boots, hands, clothes and vehicles when moving between farms greatly reduces the risk of disease transmission. Hands and boots should always be clean – on arrival and before leaving. If vehicles are dirty, visit a car wash before moving onto the next farm. Don't forget the floor mats! Fresh, clean coveralls reduce the risk of transmitting disease and are a visible part of caring about biosecurity.
3. When visiting multiple operations in one day and if the health status of herds and flocks is known, plan visits starting with the healthiest groups first and those with known health problems last.
4. Maintain daily records of farm visits and the order in which they were visited. Tracking movements of vehicles and people on and off farms helps with disease investigations and determining/eliminating potential sources of disease.
5. When visiting farms, BE CLAR ABOUT WHERE YOU CAN AND CANNOT GO!
6. Be aware of signs controlling access to restricted or controlled areas. Movement between zones calls for a minimum of hand washing or change of gloves and CLEAN BOOTS!
7. Keep the inside of vehicles clean. Garbage is a place for disease to hide and a source of contamination for clothes and boots.
8. Follow all on-farm STANDARD OPERATING PROCEDURES. Respect closed doors and gates.
9. Zoonotic diseases-diseases transmitted between animals and people-can be transmitted via eyes, ears, nose, and mouth.
10. Don't walk through feed storage areas. Diseases can be transmitted in feed.
11. Place all biological specimens or any samples removed from a livestock, operation in secure, leak-proof containers and ensure the outsides of containers are properly disinfected.
12. When washing, wash hands, wrists and forearms vigorously for at least 15 seconds. Keep nails short, don't wear nail polish and when working with animals remove all jewelry.
13. Always clean boots using water and suitable detergent. Clean boots near vehicle. When clean, disinfect boots with a disinfectant spray and place in a separate tub or container away from other clean boots and coveralls.



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14. Before entering the vehicle to leave, remove coveralls and place them in a laundry bag or container dedicated for dirty coveralls. Dirty coveralls should not be worn again without being laundered.

15. Sanitize hands before entering the vehicle. If an alcohol-based disinfectant is used, make sure hands are in contact with the solution for at least 30 seconds to ensure inactivation of bacteria and viruses.

Adapted from ARD Biosecurity Champions.
Government of Alberta.



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Activity 35: Turkey Farming – Protection of Animals and Humans

Time: Approximately 90-120 minutes

The Provincial Government of Alberta has laws that protect animals. “A person who owns or is in charge of an animal (a) must ensure that the animal has adequate food and water, (b) must provide the animal with adequate care when the animal is wounded or ill, (c) must provide the animal with reasonable protection from injurious heat or cold, and (d) must provide the animal with adequate shelter, ventilation and space (Government of Alberta, 2000)²”. Additionally, workers and employers must work together to make sure animals are properly taken care of, so that the animals are not at risk for disease or flus.

Hazards

- Introduction of diseased birds
- Introduction of healthy birds who have recovered from disease
- Shoes and clothing of visitors or caretakers who move from flock to flock
- Contact with objects that are contaminated with disease organisms
- Interaction with dead birds that have not been disposed of properly
- Unclean water, such as surface drainage water
- Rodents, wild animals and free-flying birds
- Insects
- Contaminated feed and feed bags
- Contaminated delivery trucks, rendering trucks, live hauling trucks
- Contaminated premises through soil or old litter
- Air-borne fomites
- Egg transmission

² http://www.qp.alberta.ca/1266.cfm?page=A41.cfm&leg_type=Acts&isbncln=9780779738564



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Incident examples

- A turkey farmer arrives from home and enters an area for feed. He does not wear booties to cover his shoes. Then, he enters an area with mud and water to feed the turkeys. He goes back into the area to collect more feed. He has now transferred mud and dirt into the feed area, possibly contaminating the area with viruses.
- A turkey farmer has been feeling ill. He goes into an area where the turkeys have been acting strangely. He brings feed to the turkeys and does not wear protective gloves. He sneezes and wipes his nose with the sleeve of his shirt. He goes home very sick. It appears he may have the flu.

Directions: Practice the safety tips below. Complete each task in the order they appear.

Safety Tips

- Identify clean plastic coops for transfer of poultry. Wooden coops are difficult to clean and have been responsible for distributing poultry diseases over long distances.
- Avoid putting new birds, including baby chicks, in contact with droppings, feathers, dust and debris left over from previous flocks. Some disease-causing organisms die quickly; others may survive for long periods.
- Direct the flow of on-farm traffic from the youngest to the oldest birds.
- Use a different pair of foot-covers in the isolation area and in the resident bird area to prevent the mechanical transfer of disease organisms on footwear. Footwear should be disinfected at each site. Disinfectant footbaths may help to decrease the dose of organisms on boots. But, because footbaths can be hard to correctly maintain it is a good idea to have a supply of cleanable rubber boots or strong-soled plastic boots for visitors.



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- Wash your hands after handling birds in isolation or birds of different groups. Disinfect waterers and feeders on a regular basis (daily).
- Plan periodic clean-out, clean-up and disinfection of houses and equipment, at least once a year. Use this time to institute rodent and pest control procedures. Remember that drying and sunlight are very effective in killing many disease-causing organisms.
- Dispose of dead birds promptly by rendering, burning, burying, composting or sending them to a sanitary landfill.

- Task Achieved
- Task Not Achieved

Areas for Improvement:



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Lesson 14: Instructional Plan

Target: FARM Learners

Objectives:

- 5.1: Identify main ideas from a basic guide or manual following a process or procedure
- 5.2: Identify details from a basic guide or manual following a process or procedure

Time: 1.5 - 2 hours

Resources:

1. Copies of Activity 36 – Caring for Farm Animals Handout

Warm Up (10 minutes):

1. Ask learners to discuss the following questions in pairs, recording the questions on the board.
 - a) Have you had to care for animals? If so, which ones? What did they eat? Where did they sleep?

Procedure:

1. Ask learners to read the Caring for Farm Animals Handout. Then, ask them to highlight unknown words.
2. Then, ask learners to take turns reading the handout out loud in groups of 3 – 4. Then, tell them to look up the meaning of unknown words. Read the principles with the instructor for further understanding.
3. Then, tell them to answer the comprehension questions that follow.

Follow-up:

1. Clarify questions.
2. Provide answers to the comprehension questions.



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Lesson 14: Respect for Animals and Husbandry

In Canada, there are many laws to protect residents and citizens. There are also laws that tell workers how they should treat animals in their care. Animals scheduled for sale and consumption are also protected and should be treated with respect. In this lesson, you will learn about the Alberta Provincial Government's laws that protect the treatment of farm animals and your role as a worker to follow these laws.

Activity 36: Caring for Farm Animals

Time: Approximately 90 - 120 minutes

The Alberta Farm Animal Care Association (AFAC) has seven rules or principles about the care of farming animals. You should learn these principles, so that you can follow them each day of work.

Directions: Read the principles individually. Highlight words you do not know. Then, take turns reading the principles out loud in groups of 3-4. Look up the meaning of unknown words. Read the principles with the instructor for further understanding. Then, answer the questions below.

AFAC Guiding Principles³

1. AFAC believes it is an ethical and social responsibility to raise and handle livestock in ways that result in a high state of animal welfare.
2. AFAC is an impactful, proactive organization that helps to communicate the principles of farm animal care and welfare.
3. AFAC is committed to open and fair communication.
4. AFAC influences improvement in farm animal welfare through our discussions and work with stakeholders in animal agriculture.
5. AFAC engages with consumers in a transparent manner to enhance public confidence in farm animal care.
6. AFAC believes collaboration with all animal agriculture organizations and stakeholders is crucial to the advancement of our vision and mission.
7. AFAC supports continuous improvement in farm animal welfare by encouraging respect and compassion for farm animals and the implementation of science-based best practices.

³ <http://www.afac.ab.ca/principles>



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Questions

1. The animals need to be fat for sale, so you decide to feed them more than usual. This is appropriate behavior. (T/F)

2. You have an emergency at home and instead of the animals going out to graze (walk), you decide to place them in crates until you return the next day. This protects the animals and keeps them safe. (T/F)

3. You are bored at work, so you decide to run through a flock of turkeys. The turkeys get alarmed and begin to wave their feathers frantically. You think this is fun and continue to excite the turkeys. Is this behavior appropriate? Why or why not?



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Lesson 15: Instructional Plan

Target: FARM Learners

Objectives:

- 5.1: Identify main ideas from a basic guide or manual following a process or procedure
- 5.2: Identify details from a basic guide or manual following a process or procedure
- 5.3: Write a record of events, tasks, or incidents

Time: 4 hours

Resources:

1. Copies of Activity 37 Alberta Employment Standards Handout
2. Copies of Activity 38 Respectful Workplace Handout
3. Resource: **Alberta Human Rights Commission (2014)**

<https://www.youtube.com/watch?v=6GQDXeP1T2A> and handout

4. **Resources:** WorkSafe BC (2013).

What is Workplace Bullying and Harassment

<https://www.youtube.com/watch?v=u7e2c6v1oDs>

WorkSafe BC (2013). How to Talk to Someone About Bullying

<https://www.youtube.com/watch?v=2p5dAP6APiw>

5. Extension Activity for Workplace Bullying and Harassment
6. Administer Unit 5 assessments.

Procedure:

1. Administer Activity 37 and review with learners.
2. Complete the comprehension questions about Alberta Employment Standards and Farm Workers.
3. Then, complete the scenarios about employment standards.
4. Administer the extension activity and review the video(s) with learners. Then, ask learners to complete the comprehension questions. Review the questions with the learners.



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Follow-up:

1. Clarify questions that come up about employment standards (e.g. minimum wage, hours, over time, time and a half, vacation requests, sick leave, and information).
2. Expand on the information provided about bullying and harassment on the farm. Focus on topics that often arise in agricultural and horticultural industries.



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Lesson 15: Employment Standards

The provincial government of Alberta has an organization called, Alberta Employment Standards⁴. This organization makes laws about the number of hours of work, overtime and pay, vacation days, government holidays, minimum wage, and work for employees under the age of 18. The organization also has special rules for workers in the agricultural sector. Every worker in the agricultural sector must be paid at least the minimum wage set by the province.

⁴ <https://www.alberta.ca/farm-and-ranch-employment-standards.aspx>



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Activity 37: Alberta Employment Standards

Time: Approximately 90 minutes

Directions: Read about some of the Alberta Employment Standards that protect workers. Then, in groups of 3-4 discuss the questions below.

Summary of Alberta Employment Standards – January 1st, 2018

Some of the rules that protect workers are written below.

Unpaid and Job Protection Leaves

Each worker can receive unpaid, job-protected leaves after 90 days of work including:

1. maternity leave (16 weeks)
2. parental leave (27 weeks)
3. bereavement leave (3 days)
4. domestic violence leave (10 days)
5. citizenship ceremony leave (half day)
6. long term illness and injury leave (16 weeks)
7. death or disappearance of a child leave (52 weeks)
8. Personal and family responsibility leave (5 days)

Vacation Days and Vacation Pay

Workers must also receive vacation days and vacation pay as outlined below.

1. 2- weeks after 1 year of employment
2. 3 weeks after 5 years of employment
3. 4% vacation pay up to 5 years of employment
4. 6% vacation pay after 5 years of employment



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Questions

1. You have worked for your employer for 18 months. You are having a baby in five months and tell your employer. Your employer is not happy that you will be leaving work to take care of your child and tells you he no longer needs your service. Is this legal or illegal? Why or why not? What should you do?

First,

Second,

Then,

Finally,

2. You have worked for an employer for 2 years and you decide to take a holiday with your family. You give your employer two months notice that you would like to take 1-week vacation. Your employer says your vacation is approved, but because sales have been bad, he won't be able to pay you vacation pay. Is this legal? Why or why not? What should you do?

First,

Second,

Then,

Finally,



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3. An immediate member of your family has passed away (e.g. mother, father, wife, brother, sister, etc.). You ask for time off and decide to take five days off to be with your family. Your return after 5 days and discover that your position has been terminated because you did not attend work. Is this legal? Why or why not? What should you do?

First,

Second,

Then,

Finally,



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Activity 38: Respectful Workplace

Time: Approximately 90 minutes

All farm workers must have Workers Compensation Coverage. This is money paid by the *employer* that is saved for the worker if he or she gets hurt while working on the farm. This money is given to employees if they stop working because they got injured on the farm. As a practicum student, you are not considered an employee at the practicum site. However, you have Workers Compensation Coverage through your educational institution for the 2-week practicum. At the start of this program, you were advised to review the coverage and sign a document called a waiver, which states that you are responsible for your actions and performance while on the practicum, and that your educators and practicum supervisors will aim to have safety measures in place and that your educators and supervisors are not responsible for injuries caused by improper clothing or preventable actions. Review this document before going to the practicum site, so that you are aware of what is covered and not covered by Worker's Compensation.

Now, let's move to talking about a respectful workplace.

A. Respectful Workplace Discussion

Directions: discuss the questions below with a partner. Then, share your responses with the class.

Questions

1. What does the word respect mean?

2. What is a respectful workplace?

3. What is harassment?



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1. What happened in the story?

First, _____

Second, _____

Next, _____

Then, _____

Finally, _____

2. What should you do if you are being harassed?

First, _____

Second, _____

Next, _____

Then, _____

Finally, _____



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Extension: Explain what Workplace Bullying and Harassment is after watching the videos found in the links below. Then, discuss the questions that follow.

Resource: WorkSafe BC (2013). What is Workplace Bullying and Harassment
<https://www.youtube.com/watch?v=u7e2c6v1oDs>

WorkSafe BC (2013). How to Talk to Someone About Bullying
<https://www.youtube.com/watch?v=2p5dAP6APiw>

Directions: Watch the video What is Workplace Bullying and Harassment and How to Talk to Someone About Bullying. Work with a partner and answer the questions below.

Questions

1. What is workplace bullying and harassment?
2. How do you feel when you are bullied?
3. What are some examples of bullying?
4. How does bullying occur? Give 3 examples.
5. What is **not** bullying and harassment? Give 3 examples.
6. What must employers do to prevent bullying and harassment? Give two examples.



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Questions – How to Talk to Someone Who is a Bully

1. What was the problem?

2. How does the employee feel about being bullied?

3. What was the bully's reaction?



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Unit 6: Practicum Experience



Welcome to Unit 6, your practical work experience. In this unit, you will demonstrate clear communication by performing pre-employment, verbal, written, technical and non-technical tasks in a 2 -week practical onsite work experience. You will work with colleagues in the agricultural and horticultural industries in Alberta. You will be observed and assessed on your ability to interact with others, share information, comprehend and follow basic health and safety guidelines and complete technical and non-technical tasks. At the end of your practicum, you will complete a portfolio demonstrating your knowledge, skills and abilities for the agricultural and horticultural sector in Alberta.

Unit 6 Learning Objectives

In this unit, you will:

- 6.1: complete agricultural FARM portfolio to demonstrate knowledge and skills for the industry
- 6.2: demonstrate effective and clear communication in a mock interview by obtaining a placement in an agricultural workplace setting
- 6.3: complete required procedures and processes during placement demonstrating satisfactory performance



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Unit 6: Practicum Experience

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Lesson 16: Instructional Plan

Target: FARM Learners

Objectives:

- 6.1: complete agricultural FARM portfolio to demonstrate knowledge and skills for the industry
- 6.2: demonstrate effective and clear communication in a mock interview by obtaining a placement in an agricultural workplace setting
- 6.3: complete required procedures and processes during placement demonstrating satisfactory performance

Time: 4 hours

Resources:

1. Portfolio Binders or learners
2. Copies of Activity 39 Handout
3. Copies of Activity 40 Handout

Procedure:

1. Explain to learners the use of a portfolio and the benefits of having a portfolio when seeking employment.
2. Give learners a copy of Activity 39 and remind learners they need to include the following items into their portfolios:
 - a) Resume
 - b) Cover letter
 - c) 1-2 listening tasks
 - d) 1-2 health and safety tasks
 - e) 1-2 technical tasks
 - f) Mock interview assessment
3. Give learners a copy of Activity 40. Review interviewing with learners.
4. Ask learners to conduct a mock interview. Observe learners as they practice.



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5. Ask groups to perform their mock interviews. Then, ask pairs to join with another pair and share what was similar or different and how each interview can help them in an upcoming interview.
6. Ask learners to complete their orientation schedules and include it in their portfolios.
7. Review the orientation checklist with learners and explain that these are the types of tasks they will need to complete during the first few days of their practice.
8. Review the Unit 6 Assessment with learners (Practicum Documents).
9. Ask learners to submit portfolio, practicum reports, and reflection.

Follow-up:

1. Clarify questions.
2. Observe mock interviews and offer feedback.
3. Review and mark portfolios and offer feedback and suggestions.
4. Present a final report to the FARM Program Coordinator of students who have successfully completed the practicum and course.



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Lesson 16: Reporting and Record Keeping

Activity 39: FARM Student Portfolio

Time: Approximately 3 - 4 hours

Congratulations! You are ready to create your portfolio for the program. A portfolio is a collection of items that show what you can do. You are expected to have six or more items in your portfolio that shows your ability to plan for employment, communicate effectively in informal and formal situations, identify social messages in informal and formal situations, and complete a series of technical and non-technical tasks.

Directions: create a resume and cover letter for your practicum placement. Then, select one to two successfully completed listening tasks and complete the reflection resource document. Next, select one to two successfully completed Health and Safety performance tasks and include your reflection. Then, select one to two successfully completed Technical tasks and include your reflection. Finally, include your mock interview assessment feedback.

- g) Resume included
- h) Cover letter included
- i) 1-2 listening tasks included
- j) 1-2 health and safety tasks included
- k) 1-2 technical tasks included
- l) Mock interview assessment included

- Task Achieved
- Task Not Achieved

Areas for improvement



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Activity 40: Mock Interview & Orientation Checklist

Time: Approximately 3 – 4 hours

In this activity, you learn about the different types of interview questions and how to respond to these questions. This will prepare you for an interview for a position in the agricultural and horticultural industries. Then, you will think about examples you could use in an interview. Finally, you will practice responding to interview questions.

Common Interview Questions

Resource: Alberta Agriculture and Forestry Interview Questions for Farmers' Market Manager
[https://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/apa6620/\\$FILE/InterviewQuestionsForHiringMarketManagers.pdf](https://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/apa6620/$FILE/InterviewQuestionsForHiringMarketManagers.pdf)

Directions: read the article, Common Interview Questions. Then, with a partner, take turns reading the article out loud. Highlight any words you do not understand. Look up the definitions for each unknown word.

Information Sheet: Interview Questions for Farming Candidates

Adapted from Alberta Agriculture and Forestry Interview Questions for Farmers' Market Manager
[https://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/apa6620/\\$FILE/InterviewQuestionsForHiringMarketManagers.pdf](https://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/apa6620/$FILE/InterviewQuestionsForHiringMarketManagers.pdf)

An interview is one step in getting a job. You will be asked questions about your behavior. You will also be asked to provide references that can prove your past behavior, which can indicate future behavior. There are several types of questions you can ask during an interview, each with different results. Read about the different types of interview questions and their purpose.

Question	Purpose
Tell us a little about...	To get information about your knowledge, skills, and experiences that are on the job description.
Yes/ No Questions	To get information about technical skills (e.g. if you have used a snow blower, a rake, have WHIMIS certification, etc.).
What would you do if...	Assesses the candidate's ability to think on his/her feet or think critically



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Leading questions (e.g. As a farm representative you will be required to - do you have good skills in this area?)	Do not give a yes/no answer only. Give examples to support your response.
Multi-barrelled - two or more questions linked to the same topic	These are two or three-part questions, which are normally about a sequence of tasks (e.g. state the situation or task, steps you took, and the results)
Behavior questions – uses past experiences to predict future behaviours	Give examples of positive work experiences to show how you would be a good candidate (e.g. communication, team work, and following processes and procedures are good examples to focus on)



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A. Responding to Interview Questions

Directions: Think about the reflection questions below, then write your response.

Question	Response
1. Tell us a little about your farming experience.	
2. Have you ever used a snow blower or leaf blower?	
3. What would you do if you arrive on a site and discover that your co-worker is late for work?	
4. As a farm representative you will be required to work outside in sometimes harsh weather, how will you ensure your personal safety?	
5. You are required to work with animals and vegetation. How will you ensure your personal safety, the safety of livestock, and the safety of the larger community?	
6. Tell me about a time you had a misunderstanding or work difficulty with a co-worker. What was the situation? What steps did you take to resolve the problem? What was the result?	



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B. Mock Interview - Role Play

Directions: Read the scenario. Then, work with a partner and practice answering common interview questions. A is the interviewer and B is the candidate. Then, switch roles. You can use Task B to help you with the interview questions.

Scenario

You are applying for a General Farm Laborer position in Red Deer, Alberta. Use your previous work experiences and experiences from the FARM Program at The Immigrant Education Society to answer the questions. The role of the employer, A, has already been written.

A: Good morning.

B: _____

A: Tell me about yourself?

B: _____

A: What are your strengths?

B: _____

A: Why are you applying for this job?

B: _____

A: Where do you see yourself in five years?

B: _____

A: Describe a day in the life of a General Farm Laborer?

B: _____

A: This position requires strong attention to detail and ability to follow general farm labor procedures. Please describe your attention to detail and organizational style?

B: _____

A: Tell me about a time when you had to complete a difficulty task. What did you do and what was the result?

B: _____



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A: What are your salary expectations?

B: _____

A: When are you able to start working?

B:

A: Thank you for your time. This concludes the interview. We will be in touch shortly.



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C. Work Schedule

You have now received your practicum placement. Please complete your work schedule and emergency contact information. You can use this information while you are onsite with your supervisor.

Directions: check (v) the times you are scheduled to be on site at your practicum. You should work no more than 8 hours a day or 40 hours per week. For every 5 hours, you are to take a 30-minute break. Also, complete the Emergency contact form.

Student Practicum Schedule

Week 9:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30am							
7:30am							
8:30am							
9:30am							
10:30am							
11:30am							
12:30pm							
1:30pm							
2:30pm							
3:30pm							
4:30pm							
5:30pm							

Week 10:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30am							
7:30am							
8:30am							
9:30am							
10:30am							
11:30am							
12:30pm							
1:30pm							
2:30pm							
3:30pm							
4:30pm							
5:30pm							



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Student Emergency Contact Form

Student Worker's name:	Student Work Address:
Supervisor's name:	Supervisor's Phone Number: Supervisor's Email Address:
Student's Phone Number:	Emergency Contact Name 1: Emergency Contact Phone Number 1: Emergency Contact Email Address 1:
The Immigrant Education Society Emergency Contact:	The Immigrant Education Society Emergency Contact Number:



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D. Orientation Checklist

Directions: while at your practicum, you will meet with your supervisor and other staff who must go over the checklist below. The checklist has topics that were covered in the FARM program. However, each business has its own list of topics. For your safety and the safety of others around you, please present this checklist to your supervisor upon your arrival. When you complete each task with your supervisor or other staff, check each task.

Orientation Checklist for

_____ (name of business)

Student Worker's name:	Location:	
Supervisor's name:	Start date:	
Subjects	Workers Initials	
1. Explain health and safety laws: <ul style="list-style-type: none"> <input type="checkbox"/> Employer has a legal duty of care for workers, contractors and visitors <input type="checkbox"/> Workers have a legal duty of care for self, fellow workers and visitors <input type="checkbox"/> EMPLOYER expects workers to behave in a safe manner and not to put themselves or others at risk <input type="checkbox"/> <i>Add other relevant points</i> 		
2. How to report an incident, injury or hazard: <ul style="list-style-type: none"> <input type="checkbox"/> If you are injured no matter how minor, report it immediately to your supervisor <input type="checkbox"/> If you see something unsafe, report it to your supervisor <input type="checkbox"/> The first aid kit and incident record forms are located at <location> <input type="checkbox"/> What to do if a fire breaks out or there is an emergency and emergency evacuation plan <input type="checkbox"/> <i>Add other relevant information for your workplace</i> 		



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<p>3. Take new worker for a workplace tour to show them:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Toilets, sinks, showers <input type="checkbox"/> Fire extinguishers, fire hoses and fire blankets <input type="checkbox"/> Emergency plan, workplace exits, fire exits and any alarm processes <input type="checkbox"/> Assembly point (where to go if evacuating the work area) <input type="checkbox"/> Drinking water <input type="checkbox"/> First aid kit location <input type="checkbox"/> Workplace hazard signs and what they mean <input type="checkbox"/> Electrical switchboard locations <input type="checkbox"/> Dangerous areas in the workplace (e.g. slip, trip and falls) <input type="checkbox"/> Areas where workers can / cannot smoke <input type="checkbox"/> Introduce to co-workers <input type="checkbox"/> <i>Add other points relevant to your workplace</i> 	
<p>4. How to control manual task risks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the procedure for identifying and reporting hazardous manual tasks <input type="checkbox"/> Explain how to recognise the symptoms which may indicate a sprain or strain, and note the need to report symptoms early <input type="checkbox"/> Show workers the mechanical aids at the workplace <input type="checkbox"/> Train workers in safe work procedures, including the use of machinery, tools, equipment and work techniques <input type="checkbox"/> Have workers demonstrate the safe work procedure to do the manual tasks involved in their job <input type="checkbox"/> <i>Add other points relevant to your workplace</i> 	
<p>5. How to deal with hazardous chemicals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show worker where hazardous chemicals are stored <input type="checkbox"/> Explain any important handling and storage details about the chemical <input type="checkbox"/> Show worker where the SDS (safety data sheet) register is kept <input type="checkbox"/> Show worker where the SDS are kept and explain the information in the SDS <input type="checkbox"/> Explain any precautions for use and emergency procedures (e.g. location of eye wash stations) 	
<p>6. How plant and equipment can be dangerous:</p> <ul style="list-style-type: none"> ▪ List all plant and equipment that could present a hazard (e.g. tractors, quad bikes, electrical equipment; ladders; hoists and compressors) <p>Show and explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risks and hazards with each piece of plant <input type="checkbox"/> Guards <input type="checkbox"/> 'Danger' and 'Out of Service' tags <input type="checkbox"/> 'Lock out' procedures <input type="checkbox"/> Emergency stops <input type="checkbox"/> What to do if the equipment requires repairs <input type="checkbox"/> Inspection and maintenance processes and schedules <input type="checkbox"/> Anything else you must not do 	



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7. Show SWP (safe work procedures) for your workplace: <ul style="list-style-type: none"> <input type="checkbox"/> Show procedures <input type="checkbox"/> Indicate who the supervisor is for any problems for a work task <input type="checkbox"/> Explain process for failing to comply with safety and site instructions <input type="checkbox"/> Explain the risk assessment process and indicate current controls 		
8. Provide PPE (personal protective equipment) and show workers how to use it: <ul style="list-style-type: none"> <input type="checkbox"/> Issue worker with PPE and/or show where it is stored (PPE is for personal use and not to be shared) <input type="checkbox"/> Explain when PPE must be worn (stress importance!) <input type="checkbox"/> Show worker how to fit and use PPE correctly <input type="checkbox"/> Show worker how to clean and maintain PPE <input type="checkbox"/> Show worker how to store PPE when not in use <input type="checkbox"/> Explain what to do if PPE is damaged i.e. PPE replacement policy <input type="checkbox"/> Demonstrate use of PPE <input type="checkbox"/> Get the worker to demonstrate the use of PPE <input type="checkbox"/> Get the worker to tell you when they will need to wear their PPE <input type="checkbox"/> <i>Add other as required</i> 		
9. Workplace Bullying and Harassment <ul style="list-style-type: none"> <input type="checkbox"/> Explain workplace bullying and harassment definitions <input type="checkbox"/> Advise of Workplace bullying and Harassment Policy 		
10. Consultation process: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce the worker to safety personnel (e.g. Health and safety representative and first aid staff) <input type="checkbox"/> Indicate the times of staff meetings/toolbox talks where safety issues can be raised <input type="checkbox"/> Show process for reporting hazards <input type="checkbox"/> Explain purpose of 'toolbox talks' and when they will be held <input type="checkbox"/> Workplace bullying will not be tolerated. Explain the policy and procedures. <input type="checkbox"/> <i>Add other as required</i> 		
11. Workers compensation <ul style="list-style-type: none"> <input type="checkbox"/> Explain workers compensation insurance <input type="checkbox"/> Return to work policies and procedures 		
Worker's signature:	Date:	
Supervisor's signature:	Date	



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FARM Unit Plans

Unit 1: Pre-Employment

Theme: Spring/Summer

Topic: Landscaping

Outcome 1: Create two or more pre-employment resources demonstrating comprehension of pre-employment processes and requirements in the agriculture sector

Objective 1.1: Recognize business messages by responding to employment requests

Objective 1.2: Use a variety of business semi-formal and formal greetings and expressions in pre-employment tasks and documents

Objective 1.3: Organize main ideas and details by completing a formal application for employment in the agricultural sector

Note to the instructor: on the first day of classes, review the following documents with learners: Course syllabus, schedule of activities, and student responsibilities and attendance requirements documents.

Week	Unit/Topic	Activities	Estimated Timelines	Vocabulary/Grammar/ Resources
1	Unit 1: Pre-Employment	Activity 1: Goal Setting	1 hour	- Goal Setting Template
1	Unit 1: Pre-Employment	Activity 2: Landscaping Vocabulary and Grammar	3- 6hours	1. Vocabulary: inquire, request, confirm, employer, employee, co-worker, recipient, postmaster, salutation, body, sign off, indentation, signature, filter, red flag, spa 2. Grammar: active verbs (direct/formal language)
1	Unit 1: Pre-Employment	Activity 3: Organizing an Email Organization of an email Task sheet	1.5 - 2hours	
1	Unit 1: Pre-Employment	Activity 4: a) Reading and b) Writing an Email	2 - 3 hours	- Reading Email 1 - Reading Email 2 - Reading Email 3



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				<ul style="list-style-type: none"> - Writing Email 1 - Writing Email 2 - Writing Email 3
1	Unit 1: Pre-Employment	Activity 5: a) Vocabulary b) Job Profiles c) Basic Job Search d) Organization and Structure of a Resume and Cover Letter e) Resume creation f) Basic Cover letter Pair Work g) Blank Cover letter (pair work) h) resume and cover letter production task i) application form	3 - 4 hours	<ol style="list-style-type: none"> 1. Vocabulary: first impression, hire, apply, inquire, network, customize, follow up, position, resume, qualification, career, objective, bullet point, duties, skills, functions, potential, recruit, feedlot, remove, maintain, load, unload, ship, process, problem solving, customer service, support, license, set, monitor, examine 2. Vocabulary: Skills and Duties 3. Organization of a resume 4. Organization of a cover letter 5. Basic Research: Job Search <ul style="list-style-type: none"> - Reading Resume 1 - Reading Resume 2 - Job Search 1 - Job Search 2 - Cover Letter 1 - Cover Letter 2
2	Unit 1: Pre-Employment	Assessment 1A: i) cover letter ii) resume iii) application form or iv) a request for information email	2 - 2.5 hours	<ol style="list-style-type: none"> 1. Assessment: locate a job you are interested in and create an email requesting more information, a resume, or a cover letter
2	Unit 1: Pre-Employment	Activity 6: a) Phone conversations (pair work – inquiry) b) Phone conversation (individual) message requesting	1 - 2 hours	<ol style="list-style-type: none"> 2. Pair Practice: request for an interview



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		information		
2	Unit 1: Pre-Employment	Assessment 1B: i) an inquiry phone message ii) a phone message confirming upcoming interview or iii) a follow-up phone message	30 minutes	
1-2	Unit 1: Pre-Employment	Optional Tasks: SME Presentation and Discussion/University of Victoria Vocabulary	1 - 3 hours	Note to instructor: select 2 - 3 activities from the list of options below. <ol style="list-style-type: none"> 1) Group Practice: Reading email to confirm an interview 2) Individual email: thank you for the interview 3) Individual Writing Practice: request for information 4) Individual Writing Practice: confirmation of an interview 5) Individual Writing Practice: thank you for the interview 6) correct one of the activities to include in your portfolio



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Unit 2: Communication Essentials

Theme: Ongoing

Topic: Landscaping

Outcome 2: Demonstrate your comprehension of written and verbal messages by responding in appropriate formalities, modalities, and social contexts

Objective 2.1: Identify main ideas from a business service correspondence

Objective 2.2: Identify details from a business service correspondence

Objective 2.3: Identify formality, audience, and modalities, structure of business service correspondence

Objective 2.4: Respond to a business service correspondence using appropriate formality, structure, modalities, and vocabulary

Week	Unit/Topic	Activities	Estimated Timeline	Grammar/Vocabulary/Resources
3	Unit 2: Communication Essentials - Modals of Communication	Activity 10: Vocabulary and Grammar (Pair or Group Work)	1 – 2 hours	<ol style="list-style-type: none"> Vocabulary and Grammar Handout Vocabulary: Announce, greet, newsletter, bulletin, introduce, request, offer, suggest, warn, opinion, possible, consider, permit, doubts, polite, aerate, bloom, bulb, herbaceous, mulch, perennials, edge Grammar: modals of suggestion, advice, probability, and warnings; informal and formal communication
	Unit 2: Communication Essentials - Communicating and Responding to Social Messages	Activity 11: Formalities – Modals of Communication (Individual Work and General Discussion) Activity 12: Understanding Everyday Social Messages – Neighbour/Client (Individual Work)	3 hours	<ol style="list-style-type: none"> Formalities – Modals Handout Understanding Everyday Social Messages Neighbour/Client Handout Understanding Everyday Social Messages Handout



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		Activity 13: Understanding Everyday Social		
	Unit 2: Communication Essentials- Workplace Conflict	Messages – Workplace (Pair Work/Role Play) Activity 14: Conflict in the Workplace (A – C) (Pair and Individual Work) Activity 15: Giving Suggestions and Making Requests (Role Play) Activity 16: Tips for Effective Workplace Communication (Group Work)	3 hours	<ol style="list-style-type: none"> 1. Conflict in the Workplace 5a, 5b, and 5c handouts 2. Giving Suggestions and Making Requests Handout 3. Tips for Effective Workplace Communication Handout
3	Unit 2: Communication Essentials- Optional Lesson	Activity 17 (Optional) Let's Talk English Plants Let's Talk English Workplace Conflict Common Business Idioms and Expressions	2 hours	<ol style="list-style-type: none"> 1. Listening, Grammar, and Vocabulary: Let's Talk English Plants 2:06 minutes Monologues 1-4 2. Listening, Grammar, and Vocabulary: Let's Talk English Workplace Conflict) 3. Vocabulary: hit the ground running, through the roof, down to the wire, jump through hoops, the big picture, under the table, cut corners, get/have foot in the door, no strings attached, keep your eye on the ball, back to the drawing board, face the music



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3	Unit 2: Communication Essentials	Listening Comprehension Speaking Comprehension	2 hours	<ol style="list-style-type: none">1. Category A: listening and reading comprehension probabilities and possibilities2. Category B: giving suggestions about a task or process related to business or employment processes OR giving advice about a task or process related to business or employment processes
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Unit 3: Health and Safety

Theme: Ongoing

Topic: Farming and Landscaping

Outcome: Demonstrate your comprehension and ability to prevent and react in health and safety situations at a worksite

Objectives:

Objective 3.1: Identify health and safety vocabulary in the workplace

Objective 3.2: Identify personal protective equipment and hazards in the workplace

Objective 3.3: Demonstrate how health and safety procedures by identifying hazards, personal protective equipment, and basic first aid

Week	Unit/Topic	Activities	Estimated Timeline	Grammar/Vocabulary/Resources
4	Unit 3: Health and Safety	Activity 18: Vocabulary and Grammar Activity 19: Safety Equipment and Clothing Activity 20: Safety Equipment Use Activity 21: Health and Safety Vocabulary Activity 22: Hazardous Symbols Activity 23: Work Safe Hazards Activity 24: Safety and Handling Procedures	6 – 8 hours	Vocabulary: damage, incident, injury, illness, slip, burn, fall, poison, cut, hit, strain, conveyor, blade, cutter, roller, crush, hazards, forklift, sprinkler lawn mower, shovel, backache, headache, sprain, machinery, falling objects, high voltage, noise, toxic, heavy lifting, germs, awkward, dizzy, pinch, compressed, gas, flammable, infectious, corrosive, explosive, and safety equipment (e.g. goggles, gloves, boots, etc.) Grammar: Continue with direct language (active or affirmative verbs). Used for rules especially in health and safety
5	Unit 3: Health and Safety	Activity 25: Comprehension of Health and Safety at Work Activity 26: Emergency Responses	6- 8 hours	1. Vocabulary: help, stop, duck, heads up, take off, pay attention, be careful, watch out, look out, stay back, slow



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		<p>Activity 27: Symptoms, Injuries and First Aid - Matching</p> <p>Activity 28: Symptoms, Injuries and First Aid – Fill in the Blanks</p> <p>Activity 29: Symptoms of Dehydration</p> <p>Activity 30: Basic First Aid- Primary Survey</p>		<p>down, take cover, it's sharp, it's slippery, it's icy, call 911, call an ambulance, eyes on the road</p> <p>2. Grammar: Continue with direct language (active or affirmative verbs). Used for rules especially in health and safety</p>
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Unit 4: Technical Tasks

Theme: Ongoing

Topic: Floriculture, Grain and Turkey Farming, and Landscaping

Outcome: Demonstrate your comprehension of written and verbal instructions about a product or procedure

Objectives:

4.1: Identify main ideas from a resource or product guide

4.2: Identify details from a resource or product guide including numeric and graphical texts

4.3: Reproduce a series of steps from technical tasks about an agricultural task or procedure

4.4: Present a series of steps for technical tasks in about an agricultural issue or product

Week	Unit/Topic	Activities	Estimated Timelines	Vocabulary/Grammar/ Resources
6	Landscaping	Activity 31: Landscaping Tasks	4 hours	Fueling, aerator use, snow and leaf blower, trenching and irrigation, poisonous plants (handouts), and power rake use
6	Floriculture	Activity 32: Floriculture	4 hours	Working on an assembly line, shears, scissors, glue gun, trays, and stem cutter.
6	SME Practice and Performance	Activity 33: Farming Practices with Subject Matter Experts	3 hours	SME Equipment. Maintenance guides.



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Unit 5: Workplaces Processes and Procedures

Theme: Ongoing

Topic: Floriculture, Grain and Turkey Farming, and Landscaping

Outcome: Demonstrate your comprehension of a process about a non- technical task

Objectives:

5.1: Identify main ideas from a basic guide or manual following a process or procedure

5.2: Identify details from a basic guide or manual following a process or procedure

5.3: Write a record of events, tasks, or incidents

Week	Unit/Topic	Activities	Estimated Timelines	Vocabulary/Grammar/ Resources
7	Avoiding the Spread of Diseases	Activity 34: Granaries – Avoiding the Spread of Disease	2 hours	Avoiding the Spread of Disease Handout and Activity Sheets
7	Protection of Animals and Husbandry	Activity 35: Turkey Farming – Protection of Animals and Husbandry	2hours	Turkey Farming – Protection of Animals and Husbandry Handout and Activity Sheets
7	Caring for Animals	Activity 36: Caring for Farm Animals	3 hours	Caring for Farm Animals Handout and Activity Sheets
7	Alberta Employment Standards	Activity 37: Alberta Employment Standards	3 hours	Alberta Employment Standards Handout and Activity Sheets
7	Respectful Workplace	Activity 38: Respectful Workplace	2 hours	Respectful Workplace Handout and Activity Sheets



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Unit 6: Practicum Experience

Theme: Ongoing

Topic: Floriculture, Grain and Turkey Farming, and Landscaping

Outcome: Demonstrate clear communication by performing pre-employment, verbal, written, technical and non-technical tasks for health and safety purposes as well as basic functions in a student practicum role in the agricultural sector

Objectives:

6.1: complete agricultural FARM portfolio to demonstrate knowledge and skills for the industry

6.2: demonstrate effective and clear communication in a mock interview by obtaining a placement in an agricultural workplace setting

6.3: complete required procedures and processes during placement demonstrating satisfactory performance

Week	Unit/Topic	Activities	Estimated Timelines	Vocabulary/Grammar/Resources
8	Portfolio Documents	Activity 39: FARM Student Portfolio	6 hours	Activity 39 Handout and Activity Sheets
8	Interview Preparation & New Staff Checklist	Activity 40: Mock Interview and Orientation Checklist	6 hours	Activity 40 Handout and Activity Sheets Reflection and Practicum Report Documents



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Appendices



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Job Descriptions

Feedlot Worker/ General Farm Labourer

Strangmuir Holdings Ltd. - Strathmore, AB

Do you have a passion for the cattle industry?

Do you enjoy working outdoors?

Strangmuir Farms is a 24,000-head feedlot, located 20 minutes south of Strathmore, AB or 40 minutes east of Calgary, AB.

Duties Include;

- Processing incoming cattle/ re-vaccinations
- Pen maintenance (repairing and maintaining pens, bedding)
- Homing and moving cattle
- Snow removal & yard maintenance
- Feeding
- Other duties as required

Qualifications;

- Previous feedlot/ agriculture experience considered an asset
- Class 5 driver's license, class 1 considered an asset
- Experience operating equipment
- Outstanding work ethic and a desire to learn
- Horseback riding experience considered an asset

We offer full-time, year around work, competitive wages, benefits and WCB coverage.

Interested candidates, please send your resume to Strangmuir Farms by applying to this ad.

Job Type: Full-time



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Landscape Foreman/woman

Kayben Inc. - Okotoks, AB

Landscape foreman/woman

- **Location:** Okotoks
- **Posted:** 08/18/2017
- **Type:**
- **Hours:** 40 hours per week
- **Summary:** Kayben Farms is hiring Landscape foremen/women. The position is available immediately and is permanent fulltime. Physical address: 316034 32 St E Okotoks, AB T1S 1A2 Canada Location of work: various locations in the Okotoks, Calgary and surrounding area
- **Qualifications:**

Must have a valid driver's license.

Must have experience in using landscaping equipment such as tampers, power wheel barrows, bobcats and other motorized equipment.

Able to work in a fast paced, physically demanding environment, handling heavy loads.

Able to speak and read English.

Problem solving skills, job task planning, and organizing, handle repetitive tasks, attention to detail.

Industry-related training or certification in landscaping and horticulture is preferred.

Minimum 1-year experience as a landscape construction supervisor.

- **Main Duties:**

Oversee landscape construction projects, including training, supervising and co-ordinating the activities of workers.

Meet with clients for material selections, job change orders, and job completion sign offs.

Working with landscape construction labourers to build decks, retaining walls, pathways, patios, plant trees, shrubs and plants, laying sod etc. Includes using landscaping equipment such as tampers, power wheel barrows, bobcats and other motorized equipment.



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Establish work schedules, co-ordinating activities with other crews.

Work with senior management on reviewing and implementing company health and safety policies and procedures.

Submit daily FLHA's and any other company health and safety and/or job progress reports.

Order pick up and delivery of materials.

Overseeing crews and assisting in off season work such as snow removal, repair and maintenance of equipment, upkeep and repair of buildings and structures including greenhouse and shop.

Overseeing landscape maintenance crews.

- Wage / Salary: \$26.40/hr, 40 hours per week
- Start Date: immediately
- Location of Work: various locations in the Okotoks, Calgary and surrounding area
- Additional Notes: Kayben Inc. operating as Kayben Farms Mailing address: Box 60 Site 2 RR2 Okotoks AB T1S 1A2 Canada
- 2 positions available

Job Type: Permanent

Salary: \$26.40 /hour

Required experience:

- Landscape construction: 2 years
- Landscape Foreman: 1 year

Required license or certification:

- Valid Driver's licence

Required language:

- English



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Snow Removal Employee

Hydra Landscaping - Calgary, AB

Is This You?

You're a hard worker with an eye for detail and a willingness to learn. You don't shy away from challenging tasks and consider yourself a self-starter. Having fun at work is a necessity for you, but that doesn't stop you from focusing on the task at hand. You take pride in a job well done and recognize that hard work pays off and results in advancement.

Is the Answer Yes?

If so, we think you'll be a good fit. We are currently hiring for the position of:

- Snow Removal Employee

Employees in this position will be responsible for ensuring all pedestrian and vehicle traffic can travel safely following a snowfall event using blowers and/or shovels. Ice management and landscape maintenance activities will also be completed in the absence of snow.

Required Qualifications

- Minimum High School Diploma
- Prior snow removal experience (use of blowers, shovels, scrapers as well as an understanding of outside work conditions)
- An openness to learning company specific processes and procedures while enacting prior experience in a team environment
- An ability to work in a fast-paced environment with a sense of urgency
- An appreciation for a safety conscious workplace
- Eligible to work in Canada
- Driver's license considered an asset

What We Offer

- 70 Hour Pay Period Guarantee
- A Fun & Safe Work Environment
- Employee Benefits
- Company Provided Clothing
- Company Issued Winter Jackets
- Advancement Opportunities
- Competitive Wages Based on Experience

Successful applicants can expect to start work immediately. We thank all candidates for their interest, however only successful applicants will be contacted for an interview.



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Job Type: Full-time

Required experience:

- Snow Removal: 1 year

Required education:

- High school or equivalent

Job Location:

- Calgary, AB

Required license or certification:

- Class 5 Drivers License

Required language:

- English



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Feedlot Worker/ General Farm Labourer

Strangmuir Holdings Ltd. - Strathmore, AB

Do you have a passion for the cattle industry?

Do you enjoy working outdoors?

Strangmuir Farms is a 24,000-head feedlot, located 20 minutes south of Strathmore, AB or 40 minutes east of Calgary, AB.

Duties Include;

- Processing incoming cattle/ re-vaccinations
- Pen maintenance (repairing and maintaining pens, bedding)
- Homing and moving cattle
- Snow removal & yard maintenance
- Feeding
- Other duties as required

Qualifications;

- Previous feedlot/ agriculture experience considered an asset
- Class 5 driver's license, Class 1 considered an asset
- Experience operating equipment
- Outstanding work ethic and a desire to learn
- Horseback riding experience considered an asset

We offer full-time, year around work, competitive wages, benefits and WCB coverage.

Interested candidates, please send your resume to Strangmuir Farms by applying to this ad.

Job Type: Full-time



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**FOUNDATIONS IN AGRICULTURAL-BASED INDUSTRIES
FOR REFUGEES AND MIGRANTS**

EVALUATIONS



THE IMMIGRANT EDUCATION SOCIETY

Developed by Journey Capably (JC) Education Solutions Incorporated.

Lead Developer: Rennais C. Gayle

Edited by Linh Huynh.

Funding Provided by Alberta Labour.

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Published in 2019:

The Immigrant Education Society

FARM Curriculum

Calgary, Alberta

Internal Document

Interview Date: _____

Number of Attempts:

__ 1

__ 2

__ 3



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FARM Intake Assessment - Forms

Part A: Personal Information (7 points)

First Name: _____ Last Name: _____

Address: _____

City/Town: _____

Postal Code: _____

Telephone Number: _____

Year of birth (yy/mm/dd): _____ Gender (M/F): _____

Part B: Background Information (5 points)

Where were you born (city/country)? _____

How many years have you been in Canada? _____

What languages do you speak? _____

How far would you be willing to travel to complete your practicum
(e.g. 30 minutes, 1 hour, 2 hours or more): _____

What is your highest level of education? _____

Part C: Employment Information (2 points)

Are you currently employed? ___ Yes ___ No

If yes, how many hours do you work each week? _____

Are you currently seeking employment, or planning to seek employment within the next 3 months? ___ Yes ___ No If yes what do you want to do? _____

Part D: Career Goals (2 point)

What topics are you interested in? Check at least 2 areas.

___ Landscaping ___ Animals ___ Flowers ___ Fruits and Vegetables ___ Tobacco

Other: _____

Internal Document

Interview Date: _____

Number of Attempts:

1

2

3



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PART E: Schedule (4 points)

When is the best time of year for you to attend classes? Check the months you are available to study.

April - June

July - September

What is the best day of the week for you to attend classes?

Check all days you are available to study.

Monday Tuesday Wednesday Thursday Friday Saturday

When is the best time of day for you to attend classes? Onsite classes are scheduled from 6:00pm to 9:00pm. Will you be able to attend classes during this time? Yes No

Will you need childcare when you are in class? Yes No

How many children will need childcare? _____

What are the ages of your children in need of childcare? _____

Thank you for completing this form. Please hand it in to the coordinator.

Internal Document

Interview Date: _____

Number of Attempts:

__ 1

__ 2

__ 3



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Note to intake coordinator:

Candidates must achieve a minimum of 14 points to be considered for the program. Participants who are unable to commit to the evening hours cannot be enrolled into the program. Participants who are currently working part-time or full-time are eligible for the program if they sign the agreement about the program commitment. Participants who do not accurately complete Part A are ineligible for the program because they do not have the required reading competency for this program (e.g. name is placed in the wrong field, city or address is in the incorrect field, missing date of birth, etc.). The intake assessment must be completed onsite at TIES. Participants cannot seek outside assistance to complete the form.

- 1
- 2
- 3



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FARM Intake Assessment - Listening and Speaking

Candidate's First Name: _____ Last Name: _____

Question	Accuracy and Clarity (e.g. Did the candidate answer accurately? Could you understand his or her response?)	Comments (e.g. enter follow-up questions or comments to consider during intake)
1. What is your name?	__ Yes __ No	
2. What program do you want to take? <input type="checkbox"/> Landscaping <input type="checkbox"/> Animals <input type="checkbox"/> Flowers <input type="checkbox"/> Fruits and Vegetables <input type="checkbox"/> Tobacco <input type="checkbox"/> Other:	__ Yes __ No	
3. What is your availability? <input type="checkbox"/> April - June <input type="checkbox"/> July - September	__ Yes __ No	
4. Do you need childcare? <input type="checkbox"/> Yes <input type="checkbox"/> No	__ Yes __ No	
5. How old are your children? (Optional - only if question 4 was yes). _____	__ Yes __ No	
6. Are you working? _____ Yes _____ No	__ Yes __ No	

- 1
- 2
- 3



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<p>7. How many hours a week do you work (Optional)?</p> <p><input type="checkbox"/> 5 hours <input type="checkbox"/> 10 hours <input type="checkbox"/> 15 hours <input type="checkbox"/> 20 hours <input type="checkbox"/> more than 20 hours (full time)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>8. Can you attend classes from 6pm to 9pm?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>9. How will you travel to school?</p> <p><input type="checkbox"/> bus <input type="checkbox"/> LRT <input type="checkbox"/> car</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>10. Can you drive to an organization that is 30 minutes away, an hour away, or more than an hour?</p> <p>Response:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Thank you for your time.

Note to intake coordinator/worker:

Internal Document

Interview Date: _____

Number of Attempts:

__ 1

__ 2

__ 3



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Contact the candidate and conduct the following phone interview. Assess the candidate for his or her ability to accurately respond to the questions below. The intake should not take more than 10 minutes to complete.

Script: Good morning/afternoon _____ (candidate name). How are you today? This is _____ from The Immigrant Educational Society. You applied for the FARM program. Are you still interested? (If yes, continue. If no, ask why not and record response under comments). Do you have 10 minutes to answer some questions? (If yes, continue. If no, ask when a better time would be to call back and schedule). The questions that I will ask you will help us to decide whether you are ready to take the program. The information will be saved. It will not be shared with anyone outside of TIES. Do you agree, yes or no? (If yes, continue. If no thank the candidate for their time).

Note to intake coordinator:

Candidates must accurately respond to a minimum of 7 questions to be considered for the program. This listening and speaking intake assesses candidates for their ability to comprehend basic information and their ability to respond accurately and clearly.



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FARM Entry Assessment

Source: Bissell. (2017). PowerSwift Compact Vacuum. Retrieved from
<https://www.youtube.com/watch?v=CL6kLYe2y94>

Name: _____
(full name)

Date: _____
(month, day, year)

Directions: Listen to the video on how to assemble the Pro Carpet Cleaner. You may read the script as you listen. Then, write the steps to assemble the carpet clear on the lines below. You may listen to the recording as many times as you want. You have 60 minutes to complete this task. List as many steps as you can. Finally, hand in your assessment to the instructor.

Script for the PowerSwift Compact Vacuum

Assembly of PowerSwift Compact is easy. Let's get started. Insert the handle into the vacuum base until you hear a click. Push the lower cord wrap in, aligning two tabs. Then, turn clockwise to lock into place. Push the hose end into the back of the vacuum until you hear a click. Wrap the hose up and around and slide the end into the vacuum base. Store the turbo brush tool on the front in the holder. Store the crevice tool inside the extension wand and store the extension wand on the side of the vacuum. Store the two-in-one dusting brush on the opposite side. That's it! You are now ready to clean with your PowerSwift Compact vacuum.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____



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Step 7: _____

Step 8: _____



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Note to instructor, participants must organize at least 6 steps in the order they appear in the instructions (e.g. subtract the number of steps missed or that are out of sequence from 10). This task assesses learners for their ability to write step by step instructions from a basic technical task and that they can use the vocabulary accurately. As a guideline, 6 is a CLB 4 ability and 8 is a CLB 5.

Answers:

Step 1: Insert the handle into the vacuum base until you hear a click.

Step 2: Push the lower cord wrap in, aligning two tabs.

Step 3: Then, turn clockwise to lock into place.

Step 4: Push the hose end into the back of the vacuum until you hear a click.

Step 5: Wrap the hose up and around and slide the end into the vacuum base.

Step 6: Store the turbo brush tool on the front in the holder.

Step 7: Store the crevice tool inside the extension wand and store the extension wand on the side of the vacuum.

Step 8: Store the two-in-one dusting brush on the opposite side.



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Evaluation Tools

Instructor Notes:

FARM candidates, with a beginner English Language proficiency, should focus on completing a total of three formal tasks from Category A and Category B, which includes: a resume, application form, employment email, and a follow-up phone call. This allows an opportunity for candidates to comprehend and practice the skills needed to perform the tasks at their own pace. Skill-building tasks should first include: vocabulary on employability skills such as soft skills, technical skills, and prior learning (knowledge). This would be followed by an introduction to writing an email by first examining the organizational pattern of an email (e.g. subject line, business formalities, greetings and purpose). Next, learners should have an opportunity to practice writing an email after viewing an exemplar. Then, they should see and review the format of a resume and practice building a resume (e.g. volunteer students or members of the public can be utilized for this portion of the curriculum). Additionally, learners should then practice developing their own resume and review a sample application (e.g. skill-building tasks should include a review of upper- and lower-case letters, numeracy, stating skills and abilities in a short response, 24hr/12 hr clock, etc.). Finally, Beginner candidates should complete a follow-up phone call whereby they listen to an exemplar and complete their own practice call. In contrast, Intermediate to Advanced English Language literacy candidates can continue to work at their own pace and move on to learning how to develop a cover letter and other tasks listed. Finally, overtime, assessments can be added, particularly as need arises or as industry requirements evolve (e.g. instructors can add tasks to assignment 4-technical tasks.)



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Assessment 1: Pre-Employment Documents (15% of grade)

Purpose

The purpose of this assessment is for you to create samples of documents needed to apply for a job in the agricultural sector. You will create or complete a minimum of two pre-employment tasks.

How to Proceed

1. Complete two tasks, one from category A and one from category B.
2. Give your tasks to your instructor on or before the due date given to you.

Category A Tasks:

- i) cover letter
- ii) resume
- iii) application form
- iv) a request for information email

Category B Tasks:

- i) an inquiry phone message
- ii) a phone message confirming upcoming interview
- iii) a follow-up phone message

Grading

To successfully complete this task, learners must include:

- Appropriate formatting for written tasks
- Correct spelling and punctuation for written tasks
- Key details and main purpose

NUMERICAL SCORE	EXPLANATION
90-100	Exceptional
80-89	Excellent
77-79	Very Good
70-76	Good
67-69	Satisfactory
60-66	Adequate
50-59	Marginal
Under 50	Failure



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Pre-Employment Rubric Cover Letter

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: Create a cover letter for a position of your choice in the agricultural sector. Include the employers address, a formal greeting, state the purpose of the letter, and provide a minimum of three details (e.g. education, experience, and skills). Conclude the cover letter with your contact information, a closing phrase, and your signature. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Address	includes employer's address with one missing detail (e.g. postal code)	includes a complete employer's address	includes a complete personal address and the employer's address
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate formal greeting	
Purpose	does not state the position or role	clearly states the position/role	
Details	includes minimal details such as one to two skills but no experience or education	includes education, experience, and one to two skills	includes education, one or two experiences and one to two skills
Closing	does not have an appropriate closing statement; missing closing statement	uses a formal closing statement and signature	uses a formal closing statement and signature and contact information
Organization, Grammar, and Punctuation	does not have appropriate letter format and/or paragraph structure	includes appropriate letter format with two to three paragraphs	includes appropriate letter format and three to four paragraphs

_____/16 Total
 ____ Achieved
 ____ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Pre-Employment Rubric

Resume

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: Create a resume for a position of your choice in the agricultural sector. Include your address, phone number, and email address, education, employment and/or volunteer experiences, skills, and a statement or list of references. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Contact Information	is missing two or more of the following: candidate's name, address, phone or email address	includes 3 details such as full name, address, and phone number	includes 4 details such as full name, address, phone number, and email address
Skills	not enough information is provided 0 - 2	includes 3 to 5 skills	includes 6 to 8 skills
Education	does not include education	includes at least one entry in the education field	
Employment and/or Volunteer Experiences	does not include employment or volunteer experiences	includes one to two employment or volunteer experiences	includes three to four employment or volunteer experiences
References	does not have an appropriate statement or reference list	includes one to two references or statement	includes three to five references from employment or volunteer experiences
Organization & Grammar	does not have appropriate resume format	includes appropriate basic resume format (contact, education, experiences, and references)	includes a detailed resume with three or more details per category

_____/17 Total
 ____ Achieved
 ____ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Pre-Employment Rubric

Application Form

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: You will be given three job descriptions. Choose one job description and apply for the position using the application form. Include important details such as the contact information, job title, skills, education, experiences and references. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Contact Information	missing key details	includes 2 -3 important details (name, address, phone number)	includes 4 or more details (name, address, phone number, email address, postal code)
Job Title	missing position being applied for	states the position being applied for	
Skills	not enough information has been included (0-2)	includes 3 skills	includes 4 or more skills
Education	missing	includes basic information about education	includes detailed information about education experience
Experiences	missing volunteer or employment experiences	lists two volunteer or employment experiences	lists three or more volunteer or employment experiences
References	does not indicate when and if references will be provided	includes one to two references	includes three or more complete references

/17 Total

___ Achieved
___ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Pre-Employment Rubric Email

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: Write an email to request information about an employment posting. Include a formal greeting, appropriate subject line (e.g. five words or less), state the purpose of the email, and provide a minimum of three details (e.g. position, start date, availability for an interview, other). Conclude the email with your contact information, a closing phrase, and your signature. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Subject line	missing subject line; unclear subject line	includes a clear subject line	includes a clear subject line that is five words or less
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate formal greeting	
Purpose (message)	does not state the purpose in the first two sentences of the email	clearly states the purpose of the email in the first two sentences of the email.	
Details	includes minimal detail such as name, contact information, and position	includes the position, your name, availability, contact information	includes more than five details
Closing	does not have an appropriate closing statement	uses a signature	uses a formal closing statement and signature
Organization, Grammar, and Punctuation	does not have appropriate email format and/or paragraph structure	includes appropriate email format with two paragraphs	includes appropriate email format and three paragraphs

/16 Total

___ Achieved
___ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Pre-Employment Rubric Phone Message - Upcoming Interview

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: Leave a phone message to confirm an upcoming interview. Include a formal greeting, state your name, confirm the date and time of the interview, and leave a phone number where you can be reached, and conclude with a closing. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate formal greeting	
Name	does not state his or her name	clearly states his or her name	
Message (confirmation)	includes minimal details such as confirmation	includes confirmation of date and time	includes confirmation of date, time, and address
Contact Information	does not include phone number	includes phone number	includes phone number and repeats phone number
Closing	does not include a closing statement	includes an appropriate statement	
Organization, Grammar, and Punctuation	does not follow the directions in the sequence outlined	includes three of the above details	includes greeting, name, message, contact, and closing in correct sequence

/15 Total

___ Achieved
___ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Pre-Employment Rubric Phone Message - Inquiry

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: Leave a phone message to inquire about an employment post. Include a formal greeting, state your name, inquire about the post, and leave a phone number where you can be reached, and conclude with a closing. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate formal greeting	
Name	does not state his or her name	clearly states his or her name	
Message (inquiry)	includes minimal details such inquiry	includes two to three details such as position, start date, work hours, skills, and availability	includes four to five details such as position, start date, work hours, skills, and availability
Contact Information	does not include phone number	includes phone number	includes phone number and repeats phone number
Closing	does not include a closing statement	includes an appropriate statement	
Organization, Grammar, and Punctuation	does not follow the directions in the sequence outlined	includes three of the above details	includes greeting, name, message, contact, and closing in correct sequence

/15 Total

___ Achieved
___ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Pre-Employment Rubric Phone Message- Follow-up

Name: _____

Date: _____

Objective: Create a pre-employment resource demonstrating your understanding of the documents required for employment in the agricultural sector.

Directions: Leave a phone message to follow-up about an interview. Include a formal greeting, state your name, the date of the interview, and leave a phone number where you can be reached, and conclude with a closing. You must obtain a minimum of 50% to achieve this task.

	1 - Satisfactory	2 - Good	3 - Excellent
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate formal greeting	
Name	does not state his or her name	clearly states his or her name	
Message (inquiry)	includes minimal details such as inquiry	includes statement of the status of the position and date of the interview	includes statement of the status of the position, date of the interview, and start date
Contact Information	does not include phone number	includes phone number	includes phone number and repeats phone number
Closing	does not include a closing statement	includes an appropriate statement	
Organization, Grammar, and Punctuation	does not follow the directions in the sequence outlined	includes three of the above details	includes greeting, name, message, contact, and closing in correct sequence

/15 Total

___ Achieved
___ Not Yet

The candidate should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Assessment 2: Communication Essentials (15% of grade)

Purpose

The purpose of this assessment is for you to respond to a recording or reading and to select appropriate responses to an audio recording or reading to demonstrate your comprehension skills. You must successfully complete two of the communication essential tasks.

How to Proceed

1. Complete two tasks, one from category A and one from category B.
2. Give your tasks to your instructor on or before the due date given to you.

Category A Tasks:

- i) listening and reading comprehension probabilities and possibilities

Category B Tasks:

- i) giving suggestions about a task or process related to business or employment processes
- ii) giving advice about a task or process related to business or employment processes

Grading

To successfully complete this task, learners must include:

- Identify purpose and details from sources
- Respond appropriately stating the main idea and details
- Use appropriate vocabulary, grammar, and formalities

NUMERICAL SCORE	EXPLANATION
90-100	Exceptional
80-89	Excellent
77-79	Very Good
70-76	Good
67-69	Satisfactory
60-66	Adequate
50-59	Marginal
Under 50	Failure



THE IMMIGRANT EDUCATION SOCIETY

Communication Essentials Rubric Reading Comprehension - Probabilities

Name: _____

Date: _____

Objective: Demonstrate your comprehension of written and verbal messages by responding in appropriate formalities, modalities, and social contexts.

Directions: Read the following script and respond to the comprehension questions.

Question	Comprehension (skill)	Weight
1	Main idea (skim) Possibility	1
2	Details (scan)	1
3	Details (scan)	1
4	Details (scan)	1
5	Context (inference)	1
6	Main idea (skim) Probability	1
7	Details (scan)	1
8	Details (scan)	1
9	Details (scan)	1
10	Context (inference)	1

/10 Total

___ Achieved

___ Not Yet

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Landscaping Probability

Scenario 1

Worker 1: Good morning Josh, how are you today?

Worker 2: Hey Sam, I'm alright. You?

Worker 1: Aww, I didn't sleep well last night. I worked 10 hours yesterday, so I need a lot of coffee this morning!

Worker 2: I hear ya bud! I'll buy. Let's head to Tim's.

Questions:

1. What is the relationship between Sam and Josh?
 - a. **They are coworkers.**
 - b. Sam is Josh's supervisor.
 - c. Josh is Sam's supervisor.
2. Complete the statement *Sam probably didn't sleep well because*
 - a. **He worked for 10 hours yesterday.**
 - b. He went out to a party last night.
 - c. He had to go to a child's soccer game.
3. What will they probably do?
 - a. Go home
 - b. **Go for coffee**
 - c. Work a long day

Scenario 2

S: Hey Amarpal, I noticed that you didn't sign out of the last site yesterday. What time did you head out?

A: Oh, I left at 4:30pm and I forgot to sign out. I had to go pick up my son right after work.

S: Okay, this is your first warning. You've got to remember to sign out otherwise we cannot confirm your hours for your pay.

A: I am sorry about that.

S: Okay. This is your first warning. Don't let it happen again.

4. What did Amarpal forget to do?
 - a. Pick up his pay cheque
 - b. **Sign out at the end of the day**
 - c. Complete a task at the last site



THE IMMIGRANT EDUCATION SOCIETY

5. What will S probably do?
 - a. He won't pay Amarpal.
 - b. He will write in the hours for Amarpal.**
 - c. Will send a note to the Manager about Amarpal.

Scenario 3

W: Hey Taj, I'm feeling dizzy. I need to take a break.

T: Sure man. Do you need to get some water?

W: I need to sit for a moment.

T: Hey it's 30 degrees today. Did you eat? Have you been drinking water?

W: No not really.

T: Wayne, let's break for lunch.

6. What probably happened to Wayne?
 - a. He became tired.
 - b. He became dehydrated.**
 - c. He hurt himself on the job.
7. What will Taj and Wayne probably do?
 - a. Go back to work.
 - b. Go for lunch.**
 - c. Report the incident to the supervisor.
8. What should Wayne probably do when it's hot outside? Select the **best** answer from the list provided.
 - a. Wear sunscreen
 - b. Wear protective clothing
 - c. Drink lots of water**

Scenario 4

Y: Carrie, where were you this morning?

C: I had an appointment. Why? What's wrong?

Y: I thought I was supposed to pick you up to drive together.

C: No, remember, today is Tuesday, I told you I was going to hitch a ride with my wife because we had an appointment. I left from the appointment and then I came here. It's all in the log.

Y: Oh, I forgot. I spent 20 minutes waiting for you and you didn't answer your phone.

C: Appointment. Remember. I'm going to work a couple hours later today.

Y: Yes, yes. I forgot. I'll confirm with you next time.

C: No problem.



THE IMMIGRANT EDUCATION SOCIETY

9. What will Y do probably do the next time he has to pick up Carrie?
- a. Not pick up Carrie
 - b. Confirm the day before**
 - c. Go to the site without Carrie
10. Why will Carrie probably work later that day?
- a. To make sure Y is happy.
 - b. To make up the time lost this morning**
 - c. To avoid his wife.



THE IMMIGRANT EDUCATION SOCIETY

Communication Essentials Rubric Listening Comprehension - Possibilities

Name: _____

Date: _____

Objective: Demonstrate your comprehension of written and verbal messages by responding in appropriate formalities, modalities, and social contexts

Directions: Listen to the following announcement from the City of Calgary and answer the questions that follow.

Question	Comprehension (skill)	Weight
1	Main idea (skim) Possibility	1
2	Details (scan)	1
3	Details (scan)	1
4	Details (scan)	1
5	Context (inference)	1
6	Main idea (skim) Probability	1
7	Details (scan)	1
8	Details (scan)	1
9	Details (scan)	1
10	Context – Vocabulary (inference)	1

/10 Total

___ Achieved

___ Not Yet

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Audio: City of Calgary. (2016). Retrieved from <https://www.youtube.com/watch?v=eTwvExAnuUA> Time: 1:01 minutes

Script: Goats start tackling weeds at City park

We're starting a pilot. We think it will be about two to three weeks of reintroducing grazing into a park for weed control. So, we are using goats today to see how effective they will be in controlling some of the weeds we have in our parks. We think this will be a really effective way to do it. Everything we know says it's going to be as effective if not more effective than herbicide use, and we are also really interested in the economics of it as well. We've got about 35 hectares in the south half of Confluence where we're doing this pilot. We've budgeted about \$25,000 for the project. So, by way of comparison, if you are interested in what it may cost for conventional herbicide treatment, that runs at about \$1500 a hectare, 35 hectares, if you do the math, that kind of shows that we think this will be cheaper. Grazing to be effective to control weeds will probably take a few passes. Right now, we are just focused on seeing how well this works and then we will revisit and see if this is a tool we can use in the future.

Questions:

1. What is the main idea of the announcement?
 - a. To announce the start of a new program
 - b. To announce the possibility of using goats to control weeds**
 - c. To announce a new project about goats
2. How long is the project?
 - a. 7 - 10 days
 - b. 14 - 21 days**
 - c. 5 - 10 days
3. What is being used in the pilot?
 - a. Landscapers
 - b. Goats**
 - c. machines
4. How much will it cost to run the pilot?
 - a. \$1500
 - b. \$25,000**
 - c. \$35/goat



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5. True or false, the pilot will possibly continue in the future.

True.

Explanation: it is cheaper and does not use harmful herbicides.



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Audio: City of Calgary. (2013). Retrieved from
<https://www.youtube.com/watch?v=zuyQhly7ksE> Time: 1:08 minutes

Script: City of Calgary Snow Removal Program

The City will remove snow from any areas in Calgary when there has been a high accumulation after a major snow storm. So, primarily the City will remove snow from the downtown city core and then after that they may go into some residential areas. Crews will go into an area that has a high accumulation of snow and what they will do is they'll actually push the snow into the middle of the roadway and then a blower will come along and actually pick up the snow. A tandem truck or dump truck will drive beside the blower and collect the snow that the blower is picking up from the roadway. So, it takes quite a bit of coordination and usually there will be about two or three dump trucks following with the blower and then from there the tandem trucks or dump trucks will take the snow that has been collected and drive it to the nearest snow dump.

Questions:

6. What is the main idea of this report?
- To explain the snow removal process
 - To complain about the snow removal process
 - To suggest a better way of removing snow
7. Who removes the snow from major routes?
- Local companies
 - The City of Calgary**
 - Residents and business owners

8. What route is probably cleared first, highways or residential roads?

_____ (Answer: highways)

9. Why is a tandem truck needed?

_____ (Answer: to collect the snow)

10. What is another word for *crew*?

- Staff
- Team**
- Supervisor



THE IMMIGRANT EDUCATION SOCIETY

Communication Essentials Rubric Speaking Task - Advice

Name: _____

Date: _____

Objective: Demonstrate your comprehension of written and verbal messages by responding in appropriate formalities, modalities, and social contexts

Directions: Watch the scenario then give advice about the situation.

	1 - Satisfactory	2 - Good	3 - Excellent
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate informal greeting	
Message (advice)	includes minimal details such advice	includes one to two details	includes two or more details
Closing	does not include a closing statement	includes an appropriate closing statement	
Organization, Grammar, and Punctuation	does not follow the directions in the sequence outlined	includes three of the above details	includes greeting, name, message, contact, and closing in sequence

/15 Total

___ **Achieved**

___ **Not Yet**

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Communication Essentials Rubric Speaking Task - Advice

Scenario: Bullying and Harassment at Work Retrieved from Work Safe BC
<https://www.youtube.com/watch?v=4xdMNHg0> Time: 1:05 minutes

Recording time: up to 5 minutes

Script:

1. Good morning/evening. What is your name? **Good morning/evening, my name is...**
2. What is happening in the scenario? **The worker is being bullied.**
3. What should the man do? Give three pieces of advice to the man. **The worker could talk with his colleagues and ask them to stop. The worker should file a complaint to Human Resources. If that doesn't work, then he should call the employment standards office in his province.**
4. Thank you for your time. **Thank you, have a great day.**

Note: the above responses are sample responses.



THE IMMIGRANT EDUCATION SOCIETY

Communication Essentials Rubric Speaking Task - Suggestion

Name: _____

Date: _____

Objective: Demonstrate your comprehension of written and verbal messages by responding in appropriate formalities, modalities, and social contexts

Directions: Listen to the scenario then give a suggestion about the situation.

	1 - Satisfactory	2 - Good	3 - Excellent
Greeting	greeting is missing or does not have the appropriate formality	includes an appropriate formal greeting	
Name	does not state his or her name	clearly states his or her name	
Message (suggestion)	includes minimal details such suggestion	includes two to three suggestions	includes four to five suggestions
Contact Information	does not include phone number	includes phone number	includes phone number and repeats phone number
Closing	does not include a closing statement	includes an appropriate statement	
Organization, Grammar, and Punctuation	does not follow the directions in the sequence outlined	includes three of the above details	includes greeting, name, message, contact, and closing in correct sequence

/15 Total

___ **Achieved**

___ **Not Yet**

The speaker should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Scenario: You receive the following voice message from the caller. Return the call and provide the details listed. Remember to greet the caller, state your name, offer the suggestions, and conclude with an offer to provide an estimate and your phone number.

Caller: Good afternoon, my name is Samantha Singh. You came to my property and cut the grass and pruned the shrubs. Thank you. However, I noticed that the grass is starting to develop rings. What suggestions do you have to resolve this problem? Please give me a call at 403.123.4567, that's 403.123.4567. Thank you.

Worker Details

Company Name: CIES Landscaping

Phone Number: (403) 567-0000

Problem: Ring Spots

Suggestions:

1. Remove the grass and soil to a depth of 15 to 20 cm.
2. Wash the shovel and any other gardening equipment including the lawn mower to prevent the spores from spreading.
3. Rake the area;
4. Fill the hole with topsoil and overseed with a perennial ryegrass seed mixture.
5. If the area is so infected that removing the rings is unreasonable, correct maintenance practices must be used to control the problem.

Note to the instructor: Here are some additional suggestions for language learners.

6. A lawn requires 2.5 to 4 cm of water weekly. Under normal circumstances deep infrequent watering is important but recent theories suggest light frequent watering only if you have necrotic ring active in the lawn.
7. Do not water at night
8. Mow your lawn frequently to a height of 6 to 8 cm with a razor sharp blade.



THE IMMIGRANT EDUCATION SOCIETY

Assessment 3: Health and Safety Comprehension (15% of grade)

Purpose

The purpose of this assessment is for you to complete a series of tasks to demonstrate you can recognize health and safety warnings and symbols and that you can follow appropriate health and safety procedures common to the agricultural sector. You must successfully complete two of the communication essential tasks.

How to Proceed

1. Complete two tasks, one from category A and one from category B.
2. Give your tasks to your instructor on or before the due date given to you.

Category A Tasks:

- i. Hazardous Materials Symbols
- ii. Chemical Symbols
- iii. Fire Procedures

Category B Tasks:

- i. Washing Hands and Eyes
- ii. Lifting and bending procedures
- iii. Protective Equipment

Grading

To successfully complete this task, learners must include:

- Identify appropriate equipment as a safety measure
- Identify hazardous or chemical symbols
- Identify steps in health and safety procedures

NUMERICAL SCORE	EXPLANATION
90-100	Exceptional
80-89	Excellent
77-79	Very Good
70-76	Good
67-69	Satisfactory
60-66	Adequate
50-59	Marginal
Under 50	Failure



THE IMMIGRANT EDUCATION SOCIETY

HAZARDOUS MATERIALS

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read the graphics about hazardous materials and chemicals and match the descriptor to the symbols.

1. ___ This material could kill you if it is swallowed, inhaled, or enters through the skin.
2. ___ These materials could cause birth defects in your children or liver damage.
3. ___ Aerosols have propellants that can burn easily.
4. ___ Industrial cleaners have corrosive material.
5. ___ These materials can cause asthma or allergic reactions.
6. ___ Heating or dropping these cylinders could cause an explosion.
7. ___ Materials that react when they contact water.
8. ___ Blood samples with Hepatitis B viruses should be tagged with this symbol.
9. ___ A bottle of methanol should have this symbol on its label.
10. ___ A material that causes cancer should have this symbol on its label.
11. ___ Can cause a flammable material to burn easily if oxygen is released.
12. ___ Materials from cylinders could cause frostbite.
13. ___ Can burn or destroy tissue (e.g. skin) on contact.
14. ___ Material that irritates the skin or eye should have this symbol.
15. ___ These materials can cause or speed up a fire or lead to an explosion.



A



B



C



D1



D2



D3



E



F

Adapted from: http://www.ccohs.ca/teach_tools/chem_hazards/chem_test1.html



THE IMMIGRANT EDUCATION SOCIETY

CHEMICAL HAZARDS TEST

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read the questions and select true or false.

True/False - Circle the correct answer where T = True F = False

1. Safety goggles must be worn when using chemicals. T F
2. At the end use, all remaining chemicals must be poured down the sink. T F
3. Don't handle chemicals with your bare hands. T F
4. Put your face directly over an opening to check the odor of chemical. T F
5. Leave chemical spills until the end of class to clean up. T F
6. Always return extra chemicals to the original container. T F
7. Tasting chemicals is an good way to check what is in them. T F
8. When heating chemicals, always direct the chemical away from walls and windows. T F
9. If clothing ignites, cover the fire with a blanket or roll on the floor to smother flames. T F
10. Safety symbols can be divided into two categories: WHMIS symbols and Consumer Product symbols. T F

Adapted from: http://www.ccohs.ca/teach_tools/chem_hazards/chem_test1.html



THE IMMIGRANT EDUCATION SOCIETY

CHEMICAL HAZARDS TEST 2

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read the questions and select the best multiple-choice answer.

Multiple Choice - Circle the correct answer

1. WHMIS means:
 - a. Working Hard Means I Succeed
 - b. Workplace Hazardous Materials Information System
 - c. Workplace Hazards Might Injure Someone
 - d. With Hazardous Materials Make It Safe
 - e. Workers Hazard Material Information System
2. Which of the following is NOT one of the goals of WHMIS?
 - a. make the workplace safer
 - b. help employees understand the risks they face on the job
 - c. creating a standardized system that everyone can understand and is consistent from job site to job site
 - d. protect the rights of employers exclusively
3. The greatest amount of detailed information about a hazardous material can be found by reading:
 - a. the MSDS
 - b. the WHMIS label on a product container
 - c. the WHMIS symbol
 - d. both b and c



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4. Before using any chemical for the first time, you should at least read:
 - a. the MSDS
 - b. the WHMIS label on a product container
 - c. the WHMIS symbol
 - d. both b and c

5. Which of the following is a responsibility of your employer?
 - a. train you properly in the safe use of chemicals and equipment at your worksite
 - b. maintain a safe working environment
 - c. act to correct unsafe working conditions immediately
 - d. maintain a current file of MSDSs
 - e. all of these

6. All injuries, no matter how minor, should be reported to your teacher, supervisor, or first aid attendant.
 - a. true
 - b. false
 - c. depends on how minor the injury
 - d. depends on what part of your body was affected

7. The last thing you should do before you finish a lab is:
 - a. wash your hands
 - b. turn off the lights
 - c. put away all chemicals and equipment
 - d. hand in your lab report

Source: http://www.ccohs.ca/teach_tools/chem_hazards/chem_test1.html



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CHEMICAL HAZARDS TEST 1 ANSWERS

1. True
2. False
3. True
4. False
5. False
6. False
7. False
8. False
9. True
10. True

CHEMICAL HAZARDS TEST 2 ANSWERS

1. b) Workplace Hazardous Materials Information System
2. d) protect the rights of employers exclusively
3. a) the MSDS
4. d) both b and c
5. e) all of the above
6. a) true
7. a) wash your hands

HAZARDOUS SYMBOLS ANSWERS

Answers: 1.D-1 2.D-2 3.B 4.E 5.D2 6.A 7.F 8.D3 9.B 10.D2 11.C 12.A 13.E 14.D2 15.C



THE IMMIGRANT EDUCATION SOCIETY

Fire Procedures

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read the statements below and select true or false.

1. Fire resistant plants are moist with low amounts of sap. T/ F
2. Flammable plants have no odour. T/F
3. Keep flammable plants on your home deck. T/F
4. The Canadian Hardiness Zone indicates what types of plants are best for your property. T/F
5. Separating plants that require a lot of water is a great way to make the property more appealing and is more efficient for watering. T/F
6. A well-maintained lawn can reduce the risk of a fire spreading. T/F
7. Bark and pine needles give a great appearance to any garden to reduces the risk of fires. T/F.
8. Proper pruning and maintenance of berry and fruit trees reduces the risk of fire. T/F
9. The symbol Ps means plants require *part sun*. T/F
10. The Fire Guide Chart is a great tool to select the best plants for your property. T/F

Source: <https://www.firesmartcanada.ca/images/uploads/resources/FireSmart-Guide-to-Lanscaping.pdf>



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Answers: 1 -T, 2-F, 3-F, 4-T, 5-F, 6-T, 7-F, 8-T, 9-T, and 10-T



THE IMMIGRANT EDUCATION SOCIETY

Health and Safety Rubric Fire Procedures

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read and answer the questions about fire safety.

Question	Question Type	Weight
1	Knowledge	1
2	Knowledge	1
3	Knowledge	1
4	Knowledge	1
5	Knowledge	1
6	Knowledge	1
7	Knowledge	1
8	Knowledge	1
9	Knowledge	1
10	Knowledge	1

/10 Total

___ Achieved
___ Not Yet

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Protective Equipment

Name: _____

Date: _____

Objective: Demonstrate your comprehension of a health and safety issue in an agricultural field of employment

Directions: Read the statements below and select the best answer.

1. Safety helmets protect from physical and electrical injury. T/F
2. When working with fertilizers, which personal protection sign should you look for?

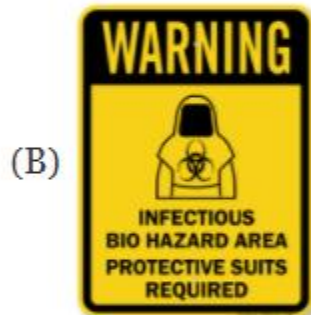
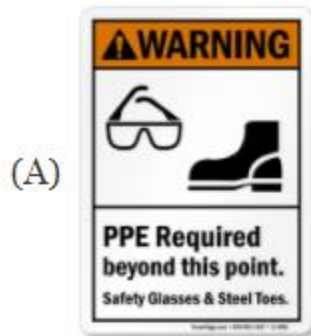


Image Source: <https://www.mysafetysign.com/personal-protective-equipment-quiz/questions/who-is-responsible-for-providing-you-with-personal-protective-equipment>



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6. Write one to two sentences describing the importance of wearing leg protection such as the one in the picture below.



Source of image: [http://www.isa-arbor.com/publications/TreeWorkerSafety/Tree Worker Safety content.html](http://www.isa-arbor.com/publications/TreeWorkerSafety/Tree%20Worker%20Safety%20content.html)

7. Select all injuries prevented by wearing safety gloves.

- Cuts
- Burns
- Chemicals
- sunlight

8. Hard hats protect

- a) Workers below
- b) Closed energy sources
- c) Conveyor belts not on site



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Answers: 1-T, 2B, 3-d, 4-Using a chainsaw without PPE; Cutting or chipping concrete without eye protection; Weed eating or mowing without hearing protection; Handling chemicals without skin protection; Spraying chemicals without respiratory protection or other discussed in class 5-A,B,C 6-protects from leg injuries such as chainsaw use, 7-A,B,C 8-A



THE IMMIGRANT EDUCATION SOCIETY

Health and Safety Rubric Protective Equipment

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read and answer the questions about protective equipment.

Question	Question Type	Weight
1	Knowledge	1
2	Knowledge	1
3	Knowledge	1
4	Knowledge	1
5	Knowledge	3
6	Knowledge	1
7	Knowledge	3
8	Knowledge	1

/12 Total

___ **Achieved**

___ **Not Yet**

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Washing Hands and Eyes

Name: _____

Date: _____

Objective: Demonstrate your comprehension of a health and safety issue in an agricultural field of employment

Directions: Read the statements below and select true or false.

1. For best handwashing results, remove all hand jewelry. T / F
2. Rub your hands under soapy hot water for at least 5 seconds. T / F
3. Turn off the tap with your hands. T / F
4. Rub the back, tips, palms, and interlock fingers to wash hands. T / F
5. Emergency eye wash stations should be within 10 seconds of reach. T / F
6. Eyes should be flushed for about 5 minutes. T / F
7. Every employee must be trained to locate and use eye wash and shower stations. T / F
8. A Shower Station is a great tool to use when you are in a hurry for a date. T / F
9. Ammonia and other materials are harmful and therefore should be in close range to eye wash stations. T / F
10. Something has flown into your eye, it is okay to use your hands to remove it T / F



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Answers: 1 -T, 2-F, 3-F, 4-T, 5-T, 6-F, 7-T, 8-F, 9-T, 10-F



THE IMMIGRANT EDUCATION SOCIETY

Health and Safety Rubric Hand and Eye Washing

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read and answer the questions about protective equipment.

Question	Question Type	Weight
1	Knowledge	1
2	Knowledge	1
3	Knowledge	1
4	Knowledge	1
5	Knowledge	1
6	Knowledge	1
7	Knowledge	1
8	Knowledge	1
9	Knowledge	1
10	Knowledge	1

/10 Total

___ Achieved

___ Not Yet

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Lifting and bending procedures

Name: _____

Date: _____

Objective: Demonstrate your comprehension of a health and safety issue in an agricultural field of employment

Directions: Label parts of the back that are most often injured.

1.



Source: https://www.osha.gov/dte/grant_materials/fy06/46g6-ht22/back_injury_prevention.pdf

Ligament, facet joint, muscle, spinal cord, nerve, disc, vertebrae

Read the statements below and circle true or false.

2. Short term back pain lasts up to 3 months. T / F

3. Long term back pain can lead to permanent disability if untreated. T / F

4. Select all the best ways to lift and carry equipment.

- Work at waist level
- Be close to work
- Use a tool to help move equipment
- Push do not pull
- Carry smaller loads
- Attach self to equipment



THE IMMIGRANT EDUCATION SOCIETY

Health and Safety Rubric Lifting and Bending

Name: _____

Date: _____

Objective: Demonstrate your comprehension of narrative and visual graphics about a health and safety issue in an agricultural field of employment

Directions: Read and answer the questions about lifting and bending.

Question	Question Type	Weight
1	Knowledge	7
2	Knowledge	1
3	Knowledge	1
4	Knowledge	5

/14 Total

___ **Achieved**
___ **Not Yet**

The writer should improve in the following areas:



THE IMMIGRANT EDUCATION SOCIETY

Assessment 4: Technical Tasks (15% of grade)

Purpose

The purpose of this assessment is for you to complete a series of tasks to demonstrate you can follow instructions. You must successfully complete two of the communication essential tasks.

How to Proceed

1. Select two of the tasks listed below.
2. Write out the instructions using a sequence (e.g. First, Second...or Step 1, Step 2...)
3. Using the equipment at TIES, complete the tasks you have selected. Ask a volunteer to record the task.
4. Send the recording to the instructor on or before the due date given to you.

Task A

Directions: Listen to a recording to complete a task (2)

1. "How to perform a final grade" (Park Landscaping, 2016)
<https://www.youtube.com/watch?v=coXAihsKU2M>
2. "How to Prepare Soil for Seeding" (Natures Seed, 2013)
<https://www.youtube.com/watch?v=31yXxpZFdL4>
3. "How to Lay Sod" (Green Belt Turf Farm, 2012)
<https://www.youtube.com/watch?v=sj1wuTNpAow>
4. "How to Properly Prune Trees" (Davey Tree, 2010)
<https://www.youtube.com/watch?v=RStePe5IU7o>

Task B:

Directions: read an instruction manual to assemble or prepare equipment (2)

1. How to maintain a lawn mower
2. How to prepare to remove snow
3. How to maintain a snow blower/leaf blower

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Grading

To successfully complete this task, learners must be able to:

- Identify appropriate purpose of the task
- Identify 6 or more steps in the task
- Assemble 60 percent or more of the equipment

NUMERICAL SCORE	EXPLANATION
90-100	Exceptional
80-89	Excellent
77-79	Very Good
70-76	Good
67-69	Satisfactory
60-66	Adequate
50-59	Marginal
Under 50	Failure



THE IMMIGRANT EDUCATION SOCIETY

Technical Task - Rubric

Name: _____ Date: _____

Objective: Demonstrate your ability to follow instructions to complete a technical task

Directions: Work with a partner to complete one of the tasks listed below. Each partner must complete a task one from the Task A list. Have your partner record the task and submit the recording to the instructor. This recording can be done on a phone or equipment provided by TIES.

Conditions:

Time limit 45 minutes

Pair Work - One student records the other performing a task

Task A: Options

1. "How to perform a final grade" (Park Landscaping, 2016)
<https://www.youtube.com/watch?v=coXAihsKU2M>
2. "How to Prepare Soil for Seeding" (Natures Seed, 2013)
<https://www.youtube.com/watch?v=31yXxpZFdL4>
3. "How to Lay Sod" (Green Belt Turf Farm, 2012)
<https://www.youtube.com/watch?v=sj1wuTNpAow>
4. "How to Properly Prune Trees" (Davey Tree, 2010)
<https://www.youtube.com/watch?v=RStePe5IU7o>

Task A: _____

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The student can complete

Beginning	Developing	Achieved	Exceeds Task
1-2 steps	3-5 steps	6 steps	7+ steps

Task Achieved
 Not Yet

Areas the learner could improve performance:



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Technical Task - Rubric

Name: _____ Date: _____

Objective: Demonstrate your ability to follow instructions to complete a technical task

Directions: Work with a partner to complete one of the tasks listed below. Each partner must complete a task one from the Task B list. Have your partner record the task and submit the recording to the instructor. This recording can be done on a phone or equipment provided by TIES.

Conditions:

Time limit 45 minutes

Pair Work - One student records the other performing a task

Task B Options:

1. How to maintain a lawn mower <https://www.thespruce.com/necessary-to-clean-the-deck-of-lawn-mower-2131184>
2. How to prepare to remove snow
3. Snow Blower/Leaf blower

Task B: _____



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The student can complete

Beginning	Developing	Achieved	Exceeds Task
1-2 steps	3-5 steps	6 steps	7+ steps

Task Achieved
 Not Yet

Areas the learner could improve performance:



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Technical Steps for Tasks A and B

“How to perform a final grade” (Park Landscaping, 2016)

<https://www.youtube.com/watch?v=coXAihsKU2M>

1. Assess the tree.
2. Identify the main branch or skeleton.
3. Remove damaged branches
4. Remove obstructions.
5. Prune as little as possible.
6. Make a cut on the underside of the branch.
7. Cut off the branch several inches from the trunk.
8. Cut and remove the stub.
9. Clean the pruning equipment carefully.

“How to Prepare Soil for Seeding” (Natures Seed, 2013)

<https://www.youtube.com/watch?v=31yXxpZFdL4>

1. Check the soil condition.
2. Check ph. levels.
3. Check for moisture.
4. Stake off the perimeter.
5. Dig up the top inches of sod.
6. Turn over soil with a shovel.
7. Add sulfur or lime if necessary.
8. Add organic matter (soil).
9. Rake to spread out the mixture.
10. Add water with a hose.



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“How to Lay Sod” (Green Belt Turf Farm, 2012)

<https://www.youtube.com/watch?v=sj1wuTNpAow>

1. Test the soil.
2. Measure area to be seeded.
3. Prepare Soil
4. Rake Over Area to Level Soil Before Adding Sod. ...
5. Roll Out Turf and Tamp Down with Rake. ...
6. Lay Turf in Rows.
7. Create Tight Seams.
8. Place small pieces in the middle.
9. Cut curves.
10. Fill in seam
11. Roll sod.
12. Sprinkle on sod.

How to Properly Prune Trees (Davey Tree, 2010)

<https://www.youtube.com/watch?v=RStePe5IU7o>

1. Decide what to prune.
2. Assess the tree.
3. Identify the major branch.
4. Remove obstructions.
5. Prune damaged branches.
6. Make a cut on the underside of the branches.
7. Cut off the branch several inches from the trunk.
8. Remove the stump.
9. Clean the equipment carefully.
10. Replace the equipment.



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“How to maintain a lawn mower”

<https://www.thespruce.com/necessary-to-clean-the-deck-of-lawn-mower-2131184>

1. Complete a visual inspection.
2. Put on goggles and protective gloves.
3. Remove the spark plug.
4. Position the lawnmower.
5. Change or sharpen the blade if needed (not needed for this exercise - describe what would be done).
6. Check the motor air filter.
7. Change the oil if needed.
8. Smell if the fuel is stale.
9. Replace spark plug.
10. Store safely.

“How to prepare to remove snow”

http://www.ccohs.ca/oshanswers/safety_haz/landscaping/snow_throwers.html

1. Check if there is adequate snow.
2. Wear winter outer garments (e.g. snow pants, gloves, face mask, goggles, boots, heavy coat etc).
3. Avoid wearing loose clothing (e.g. scarf).
4. Check equipment for fuel and guards.
5. Operate only outside.



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“How to Maintain a Snow Blower/Leaf Blower”

1. Check if there is adequate snow or assess the site.
2. Wear proper protective gear.
3. Avoid wearing loose clothing.
4. Check equipment for fuel and guards.
5. Operate only outside.
6. Avoid starting and stopping on slopes.
7. Be aware of traffic.
8. Use caution on gravel.
9. Disengage when moving from one place to another.
10. Move slowly and gradually.
11. Take breaks when needed.
12. Warm up when needed.



THE IMMIGRANT EDUCATION SOCIETY

Assessment 5: Workplace Processes and Procedures (15% of grade)

Purpose

The purpose of this assessment is for you to complete a series of tasks to demonstrate you can follow instructions. You must successfully complete two of the communication essential tasks.

How to Proceed

1. Complete the two tasks described below.
2. Give your tasks to your instructor on or before the due date given to you.

Task A: Daily landscape checklist

Directions

Write:

1. the date
1. the property's name
2. the temperature
3. your name
4. start time
5. end time
6. tasks completed
7. the incident that took place

Task B: Incident Report

Directions

Fill in the incident report with

1. Site
2. Date
3. Incident
4. completion/incompletion
5. Employee Initial
6. Action Required



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Grading

To successfully complete this task, learners must be able to:

- Identify appropriate purpose of the task
- Identify 6 or more steps in the task
- Use appropriate vocabulary and grammar to summarize the task

NUMERICAL SCORE	EXPLANATION
90-100	Exceptional
80-89	Excellent
77-79	Very Good
70-76	Good
67-69	Satisfactory
60-66	Adequate
50-59	Marginal
Under 50	Failure



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Daily Landscape Checklist

Use a (X) to mark completed tasks.

Property	Time In	Litter Pickup	Cut & Trim Grass	Blow off patios/walks	Shrubs trimmed	Gardens -weeds Edging	Time Out	Additional Work?	Incident Report?

Scenario: On April 1st, 2018, you wake up to go to work. You know you have an easy day ahead, only three properties to visit. You have to complete the following tasks at three properties, which are Emerald Centre (arrival at 7:45am and departure at 9:00am, litter, trim grass and weeding), Pace Hawkstone (arrival at 10:00am and departure at 12:00pm trim grass, shrubs trimmed, and weeding), and Varsity Acres (arrival at 1:00pm and departure at 3:45pm litter pickup, trim shrubs and weeding with one incident report). You took your lunch break and had soup with the crew. There was no additional work completed. You decide that you have to stop at Kalmart to pick up some groceries.



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Landscape Checklist Rubric

Name: _____

Date: _____

Objective: Demonstrate your comprehension of a process about a non- technical task

Directions: Read the scenario and complete the checklist.

Conditions:

Time limit 45 minutes

Filling in forms

Criteria		Beginning	Developing	Achieved	Exceeds Task
The candidate can:					
Emerald Centre Details	Records time in and out, litter, trim and weeding no incident reports (6).	1-2	3-5	6	7+
Pace Hawkstone Details	Records time in and out, trim grass and shrubs and weeding no incident reports (6).	1-2	3-5	6	7+
Varsity Acres Details	Records time in and out, pickup, trim shrubs and weeding and one incident to report (6).	1-2	3-5	6	7+

What the candidate can do to improve:

Task Completed:

Not Yet:



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Incident Report

Name: _____

Date: _____

To be completed when hazard is seen, or incident occurred. Employees should hand in at the end of each shift.

Site	Hazard/ Incident Details	Completed	Incomplete	Date of Incident	Action Required (y/n)	Employee Initial

Scenario: On April 1st, 2018, you arrive to Varsity Acres. You see one of the residents at the property and you talk about what you did on the weekend. You also discuss your kids who are both in soccer. You begin work at 1pm to find that there is a leak in one of the garden hoses. You change the hose and put on a new one and solve the problem. A dog came by and you talked with the owner about your own dog. There is no further action required at this site, so you decide to call it a day. You fill out the incident report above.



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Incident Report Rubric

Name: _____

Date: _____

Objective: Demonstrate your comprehension of a process about a non- technical task

Directions: Read the scenario and complete the checklist.

Conditions:

Time limit 45 minutes

Completion of an incident report

Criteria		Beginning	Developing	Achieved
The student can				
Varsity Acres Incident Report	The student can state the site's name, date of the incident, the incident, completion or incompleteness, state whether further action is required, and initial the incident report.	1-2	3-5	6

What the candidate can do to improve:

Task Completed:

Not Yet:



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Assessment 6: Practicum Portfolio (25% of grade)

Purpose

The purpose of this assessment is for you to create a portfolio from your practicum experience to demonstrate your understanding of pre-employment procedures, verbal, written, technical, and non-technical health and safety procedures and use of technical tools in an agricultural role.

How to Proceed

1. Complete all three parts of the practicum as outlined below.
2. Hand in your portfolio to your instructor.

Part A (2 documents)

- i) Include a resume, cover letter, application form, or email about the employment you are seeking **and** employer narrative report.

Part B (1 document)

- ii) Narrative report from the mock interview.

Part C (3 documents)

- iii) Narrative report from the placement organization about your technical or non-technical task, procedure or process which can be a health and safety task or a mechanical task **and** student reflection **and** essential communications skills narrative.



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Grading

To successfully complete this task, learners must include:

- A minimum of 4/6 documents

NUMERICAL SCORE	EXPLANATION
90-100	Exceptional
80-89	Excellent
77-79	Very Good
70-76	Good
67-69	Satisfactory
60-66	Adequate
50-59	Marginal
Under 50	Failure



THE IMMIGRANT EDUCATION SOCIETY

The Immigrant Education Society

FARM Program

1723 40 Street SE Calgary, AB

Phone: (403-235-3666)

**Narrative Assessment of Student's Learning in
Agricultural and Horticultural Industries**

Unit of Study: Practicum Experience in Pre-employment Requirements

Note: This is not a letter of reference and will not be distributed by The Immigrant Education Society.

LEARNER: _____

PARTNER ORGANIZATION: _____

PRACTICUM SUPERVISOR: _____

FIELD COORDINATOR: _____

The student worker...	Beginning	Developing	Completed Task	Exceeds the Task
Made the first point of contact	No contact was made	Email contact was made to submit requirements but there was no introduction made by the learner	Email and/or phone call was made to introduce his or her self	Email and follow-up phone call was placed to introduce his or her self and to confirm submission of documents.
Submitted required documents for employment	Learner submitted a resume, cover letter or application; purpose of documents was unclear to the employer (e.g. position)	Learner submitted a resume, cover letter or application with a clearly stated purpose but key details were missing from the application (e.g. name, address, references, etc.)	Learner submitted a resume or cover letter or application with a clearly stated purpose and key details	Learner submitted a resume or application form with a cover letter which clearly stated key details
Confirmed interview	No contact was made to confirm the date and time of the interview	Email or phone call was completed the day of the interview	Email or phone call was completed to confirm the date and time of the interview a day or two beforehand	



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The Immigrant Education Society

FARM Program

1723 40 Street SE Calgary, AB

Phone: (403-235-3666)

Narrative Assessment of Student's Learning in

Agricultural and Horticultural Industries

Units of Study: Mock Interview

Note: This is not a letter of reference and will not be distributed by The Immigrant Education Society.

LEARNER: _____

PARTNER ORGANIZATION: _____

PRACTICUM SUPERVISOR: _____

FIELD COORDINATOR: _____

The student worker...	Beginning	Developing	Completed Task	Exceeds the Task
Professionalism	Missed the interview	Arrived late, but was dressed professionally and apologized for late arrival	Arrived on time and was dressed professionally	Arrived on time, dressed professionally, and had copies of pre-employment documents.
Introductions and Thank Yous	Did not introduce self and/or did not thank the employer for the opportunity	Introduced self, but the introduction was long and unclear or irrelevant to the interview OR did not thank the employer for the opportunity	Gave a brief introduction and thanked the employer for the opportunity	
Clarity of Responses	Did not provide responses related to the question	Responded to 2 to 3 questions appropriately; answers may have been unclear at times	Responded to 4 to 6 questions appropriately; answers may have been slow, but the employer could understand the gist of the responses	Responded to 7 or more questions in interview with clarity and confidence in responses.



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The Immigrant Education Society

FARM Program

1723 40 Street SE Calgary, AB

Phone: (403-235-3666)

**Narrative Assessment of Student's Learning in
Agricultural and Horticultural Industries**

Units of Study: Technical or Non-Technical Task

Note: This is not a letter of reference and will not be distributed by The Immigrant Education Society

LEARNER: _____

PARTNER ORGANIZATION: _____

PRACTICUM SUPERVISOR: _____

FIELD COORDINATOR: _____

Task: _____

Note: The student worker may ask for clarification about a step in the process or task. He or she may refer back to a manual or guide to complete the task. He or she should not have outside help from another worker or from the supervisor in completing the task. The task should be based on a health and safety procedure or maintenance of equipment agreed upon with the practicum coordinator and the partnering organization.

Describe the level the student worker was able to accomplish. Note, levels are as follows:

The student worker:

1 - Developing: completed up to two steps of the process or task _____

2 - Beginning: completed up to four steps of the process or task _____

3 - Achievement: completed up to six steps of the process or task _____

4 - Exceeds: completed seven or more steps of the process or task _____

For learners to successfully achieve credit for this report, learners must attempt the task. Areas for the student worker to work on:



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Partner Supervisor Signature _____ Date: _____

Student Worker Signature _____ Date: _____

Recommendation to the Field Coordinator: ___ Completed ___ Not Completed

Was this assessment reviewed with the Learner? ___ Yes ___ No



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The Immigrant Education Society

FARM Program

1723 40 Street SE Calgary, AB

Phone: (403-235-3666)

Narrative Assessment of Student's Learning in

Agricultural and Horticultural Industries

Unit of Study: Essential Communication

Note: This is not a letter of reference and will not be distributed by The Immigrant Education Society

LEARNER: _____ **PARTNER ORGANIZATION:** _____

PRACTICUM SUPERVISOR: _____ **FIELD COORDINATOR:** _____

Based on the student's overall practicum experience, select the level of his or her communication abilities. It is recommended that you complete this checklist with the student worker.

	Beginning	Achieved	Exceeds
Understand the gist or main idea from business correspondence, if applicable			
Use appropriate language when interacting with coworkers, clients, and supervisors			
Respond to questions accurately			
Follow verbal or written instructions accurately			

Areas the student worker can improve:



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Partner Supervisor Signature _____ Date: _____

Student Worker Signature _____ Date: _____

Recommendation to the Field Coordinator: ___ Completed ___ Not Completed

Was this assessment reviewed with the Learner? ___ Yes ___ No



THE IMMIGRANT EDUCATION SOCIETY

Partner Supervisor Signature _____ Date: _____

Student Worker Signature _____ Date: _____

Recommendation to the Field Coordinator: ___ Completed ___ Not Completed

Was this assessment reviewed with the Learner? ___ Yes ___ No



THE IMMIGRANT EDUCATION SOCIETY

FARM Practicum

Student Report

Student: _____ Date: _____

Work Site Name: _____ Supervisor: _____

This report is evidence of the above student's practicum experience during the reported intake period. Mark only one response in each category. Your additional comments will greatly assist TIES instructors and program coordinators in the evaluation of the student's work.

	Unacceptable (1)	Below Average (2)	Average (3)	Good (4)	Very Good (5)	NA
	60%	70%	80%	90%	100%	
Soft-Skills						
Cooperation and Teamwork						
Attendance						
Promptness						
Grooming and Appearance						
Attitude toward work						
Professionalism						
Follows instructions						
Shows willingness to learn						
Shows initiative						
Organizes work						
Quality and Efficiency of Work						
Accurate						
Neat						
Thorough						
Productive						

The Foundations in Agricultural-Based Industries for Refugees and Migrants (FARM) program is an 8 week in-class language and professional training in the agricultural industry to Permanent Residents and new immigrants to Canada. This training includes 2 weeks of on-site paid practicum with one of many host partners in the industry who provide coaching and mentorship with participants.

This curriculum is designed to provide basic language training to learners and prepares them for work in the agricultural sector.



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