



Saskatchewan
Apprenticeship and
Trade Certification
Commission



Apprenticeship

1-877-363-0536
www.saskapprenticeship.ca

Saskatchewan Youth Apprenticeship (SYA) Program

Teacher's Package
Grades 10-12

www.saskapprenticeship.ca

1-877-363-0536



Introduction

Welcome to the Saskatchewan Youth Apprenticeship (SYA) Program! SYA raises awareness of apprenticeship in Saskatchewan schools by helping young people discover what rewards come with being a Youth Apprentice and working in the skilled trades. SYA enhances student career development by exploring the world of opportunities skilled trades offer Saskatchewan youth.

If your knowledge of the skilled trades is limited, do not worry! Many teachers in Saskatchewan do not have a trades-related background. Developed by the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC), the program's design makes it easy for novices to provide a valuable learning experience for their students.

SYA is composed of three levels with four challenges in each level to be completed in Grades 10 to 12. Most aspects of SYA take only a class or two to implement during the year. This is an add-on to the regular school program, but the benefits accrued by the students, school and community give the students a great head-start into the world of skilled trades.

What are the benefits of completing SYA in high school?

Students who complete all three levels and register as an apprentice in a designated trade **within five years** receive the following benefits:

1. waiver of registration fee (currently \$175)*
2. no charge for first level of technical training tuition*
3. 300 hours of trade time credit**

*The SYA Program may also be available to those who are not high school students. The financial waivers do not apply in those cases.

** For partial completion of SYA, students receive 100 hours of trade time credit per SYA level completed.

Saskatchewan Youth Apprenticeship Entry Requirements

1. Registrants must be a secondary (high school) student in the Province of Saskatchewan
2. Registrants must be at least 15 years of age and in Grade 10 or above
3. Registrants must meet at least one of the following criteria:
 - a. Experience with part-time or seasonal employment
 - b. Registered in a Practical and Applied Arts class
 - c. Registered in a trade-related locally developed course
 - d. Registered in Career and Work Exploration
 - e. Registered in a PAA survey course having at least one-third trade-related components.

Registration Procedure

All forms can be found on our website: <http://saskapprenticeship.ca>.

1. Register your school in the SYA program by filling out the School Enrolment Request Form and emailing the completed form to the SYA Coordinator at youthapprenticeship@gov.sk.ca. You will only need to register your school once in a lifetime.
2. Register students by filling out the SYA Contract then emailing completed contract to the SYA Coordinator.
3. Track students' progress with the [SYA Passport](#).
4. Notify the SYA Coordinator when the student has completed all three levels in one of the following ways:
 - a. Email youthapprenticeship@gov.sk.ca
 - b. Submit online at http://saskapprenticeship.ca/youth_apprentices/sya-tracking-form/
5. The SYA Coordinator will mail completion certificates to your school.

Guidelines

1. If you have any questions, please contact the SYA Coordinator through email at youthapprenticeship@gov.sk.ca or by phone 306-787-2368.
2. The challenges do not have to be completed in order.
3. Students are encouraged to register as early as Grade 10 but can start the program in Grade 11 or 12.
4. Please keep all assignments and passports at the school. The SYA Coordinator does not need copies.
5. If the student discontinues high school before graduating, notify the SYA Coordinator. The student will be unenrolled from SYA.

Saskatchewan Youth Apprenticeship Levels

Level One

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

Challenge One – PAA credit

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

Challenge Two – Trade Report

- a) Students can use the pamphlet from SATCC titled, “*What is Apprenticeship?*” to select a designated trade. The pamphlet can be found on our website.
- b) The research can be done online through websites such as
 - Sask. Apprenticeship at <http://www.saskapprenticeship.ca>
 - Canadian Apprenticeship Forum at <http://www.caf-fca.org/>
 - The Government of Canada Portal Job Bank at <http://www.jobbank.gc.ca/home-eng.do?lang=eng&source=jb>
 - Red Seal trades information at www.red-seal.ca
 - Trade up Saskatchewan at <http://tradeupsask.ca/>
- c) Expectation of reports should include a prewritten planning sheet, a rough draft and a final draft **or** alternatively another writing process supported by the school.
- d) A timeline should be set by the teacher including how much, if any, class time will be spent on the reports.
- e) Reports do not require any assessment beyond verification of completion in the passport by the teacher. Individual teachers choosing to use the report as a portion of their course evaluation should provide the students with a marking rubric or outline of assessment criteria.

Challenge Three – Completion of Young Worker Readiness Certificate Course

Part-time and seasonal employment provide youth with the opportunity to gain work experience as well as earn money. It can also help them to start thinking about careers, what they like and what they don't.

- a) An important part about moving into the labour market is to do it safely. The Ready for Work program resources provide critical information about health, safety and labour standards for young workers, educators, employers and parents.
- b) Fifteen-year-old workers are required to complete the Young Worker Readiness Certificate Course (YWRCC) and obtain a Certificate of Completion. YWRCC website: <http://www.saskatchewan.ca/ywrcc#take-the-ywrcc>.

Challenge Four – Apprenticeship and Trades Discussion

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

Level Two

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

Challenge One – PAA Credit

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

Challenge Two – Interview with a Journeyperson

- a) Create a series of topics to form the basis of a conversation with a journeyperson. The topics may include questions or concepts and can be developed as a group or as individuals. Teachers can set the number of topics or approve a list developed by students. In some cases it may be beneficial for the teacher to develop a list of questions with individual students as an adaptation to this challenge.
- b) Notes should be taken during the interview to show evidence of completion. A brief oral report can be shared with the class, a partner or the teacher depending on time available in class.
- c) The youth apprentice should provide her/his passport for the interviewee to complete the verification portion.
- d) If the teacher feels not enough journeypersons are available in the community, this requirement can be fulfilled through a panel discussion or a group presentation. Additionally, field consultants from Sask. Apprenticeship may be available to support this challenge. Contact the SYA Coordinator at youthapprenticeship@gov.sk.ca. If this challenge forms part of the course evaluation, some criteria should be provided to the students beforehand.

Challenge Three – Pathway Chart OR Steps to Journeyperson Certification

Complete one of the following:

- a) Design and display a possible career pathway chart for a trade
 - This display may be individualistic in nature based in part on Challenge One. No two workers will have the same exact career path. Students may be surprised to find skilled trades workers doing a variety of occupations which may not be closely related to where the person began their career.
 - The activity outcome should focus on the students attaining an understanding of the flexibility of career paths.
 - Charts based on a specific individual must obtain the person's permission to display information publicly. Names should not be displayed.
- b) List the four basic steps to obtain journeyperson certification.
 - Students can use research gained in the previous assignment to inform their display in this activity.

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

Challenge Four – Web-based Exploration

- a) Teachers can provide the examples below as potential research sources for students.
- b) Teachers can develop some kind of reporting mechanism to suit their situation, such as brief oral reports in class or having students print off and explain a page they accessed in their research.
- c) Teachers can continue to build the list of valuable web resources by recording sites found by students.
- d) Examples of websites are:
 - Sask. Apprenticeship at <http://www.saskapprenticeship.ca>
 - Canadian Apprenticeship Forum at <http://www.caf-fca.org/>
 - Skilled Trades: A Career You Can Count On at <http://www.careersintrades.ca/>
 - Government of Canada Job Bank website at <http://www.jobbank.gc.ca/home-eng.do?lang=eng&source=jb>
 - Information on apprenticeship within each province and territory at <http://www.saskapprenticeship.ca/important-links/>
 - Red Seal trades information at www.red-seal.ca
 - Government of Canada website for programs for skills development at www.hrsdc.gc.ca
 - Trade Up Saskatchewan at <http://tradeupsask.ca/>

Level Three

Challenge One – Completion of Apprenticeship Terminology

- a) It is important for students who are considering a career in the trades to understand terminology used in the skilled trades.
- b) Use the Apprenticeship Terminology document on the Sask. Apprenticeship website as a project or quiz in the classroom or as an extra project:
<http://saskapprenticeship.ca/sya-for-high-school-teachers/>

Challenge Two – Apprenticeship Experience Beyond the School

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

Challenge Three – Create a Portfolio

- a) Students should have kept examples from their previous challenges to demonstrate their growing awareness of apprenticeship or may have begun their portfolio at Level One.
- b) Schools and/or individual teachers can decide the form of the portfolio.
- c) Portfolios could be shared with parents or the class during student-lead conferences. Grade 6-9 students taking Career Guidance may also benefit from seeing senior students' portfolios.

Challenge Four -Career Fair

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