
Career and Personal Planning

Grades 8 to 12

Draft Learning Outcomes

Including an Overview of
Personal Planning K to 7



Province of British Columbia
Ministry of Education

Introduction

One of the key features of the new *K to 12 Education Plan* announced last fall by the Minister of Education is the introduction of Personal Planning K to 7 and Career and Personal Planning 8 to 12 curricula in September 1995. These curricula have created widespread interest from within the education system and more generally from parents, business, and labour.

This document provides an overview of the K to 12 curriculum and the draft learning outcomes for the Grades 8 to 12 portion of the curriculum (the portion that is required to be implemented in Grades 8 to 12 in September 1995). These outcomes are in the final development stage.

The draft outcomes for the Grades 8 to 12 component that follow provide a picture of what the new curriculum will look like. This will enable schools to make decisions about how to organize and teach the new curriculum and will allow teachers to familiarize themselves with it.

The Schedule

In April 1995, the final outcomes and all of the above curriculum will be sent to the field as part of Integrated Resource Packages (IRPs). An IRP is a package of information for teachers with the prescribed learning outcomes, instruction and assessment strategies, methods of evaluation, and recommended learning resources described for each grade. Teachers can use the IRP as a planning tool and guide to determine the most effective teaching methods for the new curriculum.

Draft learning outcomes for the following revised or new curricula will be available in February:

Required for implementation in September 1995

- Fine Arts 11 and Applied Skills 11 (two-credit modules)
- French 12

Implementation to commence in September 1995 and to be fully in effect by June 1997

- Personal Planning K to 7
- Science K to 7
- Mathematics K to 7
- Science and Technology 11
- First Nations Studies 12
- French 4 to 11

The Support

A co-ordinated implementation support plan for Career and Personal Planning and other new curricula with resources is available to any interested teacher, administrator, or school team.

Support for Career and Personal Planning 8 to 12 includes in-service opportunities for every affected teacher, regional forums, handbooks related to the new curriculum, and the setting up of school implementation teams. These teams will provide support for upcoming or revised curricula. More details about implementation support can be found in the *Update on Implementation*, which has been sent to all teachers in the province.

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Career and Personal Planning Overview

The K to 12 Curriculum

The Personal Planning K to 7/Career and Personal Planning 8 to 12 curriculum provides students with exposure to personal development and career readiness. Over the 13 years of the curriculum, emphasis shifts from personal planning to an increasing emphasis on career planning.

Personal Planning K to 7

Career and Personal Planning 8 to 12 builds on the personal planning learning experiences of students in K to 7. In Personal Planning K to 7, the Learning for Living curriculum has been incorporated into the broader Personal Planning curriculum. In Grades 8 to 12, the Learning for Living curriculum has been focused and is reflected in the Personal Development and Planning Process components.

Career and Personal Planning 8 to 12

The Career and Personal Planning 8 to 12 (CAPP) curriculum focuses on preparing students to make and implement plans in order to meet their personal, education, and career goals. It also prepares students to meet the challenges of a changing workplace effectively.

Career and Personal Planning 8 to 12 consists of four interrelated components: Planning Process, Career Development, Personal Development, and Work Experience. Students formally link these components through the use of Student Learning Plans, which begin in Grade 9.

The mandatory 30-hour work experience component does not occur until Grade 11 and 12.

The following pages describe the draft learning outcomes for Grades 8 to 12. Copies of *Work Experience—A Resource for Career and Personal Planning* have also been delivered to your school for your use and reference.

Collecting Information

To develop students' abilities to gather and record information needed to make and carry out education, career, and personal plans. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|---|---|---|
| | <ul style="list-style-type: none"> gather the information required to initiate the development of their Student Learning Plans | <ul style="list-style-type: none"> refine their Student Learning Plans based on education, career, and personal plans | <ul style="list-style-type: none"> use their Student Learning Plans as tools to record, analyse, and evaluate their short-term and long-term goals |
| <ul style="list-style-type: none"> identify changes in personal strengths, interests, attributes, and values, and update their personal skills inventories | <ul style="list-style-type: none"> identify their personal strengths, interests, attributes, and values, and relate these to who they are and where they are going | <ul style="list-style-type: none"> examine their strengths, interests, aptitudes, and values for the purpose of ongoing self-assessment | <ul style="list-style-type: none"> examine their strengths, interests, aptitudes, and values for the purpose of ongoing self-assessment |
| <ul style="list-style-type: none"> build networks of individuals, organizations, and other resources to support their education, career, and personal goals | <ul style="list-style-type: none"> refine their networks of individuals, organizations, and other resources that support their education, career, and personal goals | <ul style="list-style-type: none"> evaluate their networks of individuals, organizations, and other resources that support their education, career, and personal goals | <ul style="list-style-type: none"> access and use resources that can support their efforts to carry out their plans |
| | | <ul style="list-style-type: none"> collect information from a variety of sources (including electronic sources) on potential career and education opportunities | <ul style="list-style-type: none"> access services and technological resources that can help them carry out their plans |
| | | | <ul style="list-style-type: none"> seek and acknowledge advice and support from others to carry out their plans |

Learning Outcomes

Planning Process

Making Plans and Decisions

To develop students' abilities to plan and make decisions systematically . It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|---|--|--|--|
| <ul style="list-style-type: none"> demonstrate the ability to set short-term and long-term education, career, and personal goals and to share them with others | <ul style="list-style-type: none"> use a variety of strategies to determine their short-term and long-term education, career, and personal goals and to communicate these with others | <ul style="list-style-type: none"> evaluate their ability to set achievable short-term and long-term education, career, and personal goals | <ul style="list-style-type: none"> set short-term and long-term education, career, and personal goals, taking into account their self-assessments |
| | <ul style="list-style-type: none"> predict the impact of change on achieving goals | <ul style="list-style-type: none"> predict the impact of change on achieving goals | |
| <ul style="list-style-type: none"> choose a problem-solving strategy and apply it to the achievement of their education, career, and personal plans | <ul style="list-style-type: none"> devise alternative strategies to achieve their goals, taking into account potential obstacles | <ul style="list-style-type: none"> assess alternative strategies to achieve their goals, taking into account potential obstacles | <ul style="list-style-type: none"> use alternative strategies to achieve their goals, taking into account potential obstacles |
| <ul style="list-style-type: none"> identify steps in the decision-making process | <ul style="list-style-type: none"> examine and compile a variety of planning models | <ul style="list-style-type: none"> evaluate a variety of planning models in relation to achieving their education, career, and personal goals | |
| <ul style="list-style-type: none"> identify effective strategies for time management | <ul style="list-style-type: none"> use effective time management in planning and implementing goals in their Student Learning Plans | <ul style="list-style-type: none"> use effective time management in planning and implementing the goals in their Student Learning Plans | <ul style="list-style-type: none"> assess alternative strategies in light of various criteria (e.g., effectiveness, ethics, personal compatibility) and select the most appropriate |

Implementing and Monitoring

To have students put plans into effect, monitor and evaluate them, and make refinements as necessary. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|---|---|---|---|
| <ul style="list-style-type: none"> • assess, and then use information to implement their plans | <ul style="list-style-type: none"> • assess, and then use information to implement their plans | <ul style="list-style-type: none"> • use self-assessment to evaluate their achievement of goals | <ul style="list-style-type: none"> • use self-assessment to evaluate their achievement of goals |
| <ul style="list-style-type: none"> • modify and revise their goals in response to change | <ul style="list-style-type: none"> • modify and revise their goals in response to change | <ul style="list-style-type: none"> • adjust their plans as needed to take account of changed circumstances | <ul style="list-style-type: none"> • adjust their plans as needed to take account of changed circumstances |
| | <ul style="list-style-type: none"> • assume responsibility for maintaining up-to-date Student Learning Plans | <ul style="list-style-type: none"> • assume responsibility for maintaining up-to-date Student Learning Plans | <ul style="list-style-type: none"> • assume responsibility for maintaining up-to-date Student Learning Plans |

Healthy Living To encourage students to value and adopt balanced, healthy lifestyles. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|---|---|---|
| <ul style="list-style-type: none"> identify the characteristics of a healthy lifestyle | <ul style="list-style-type: none"> describe their personal lifestyles with respect to the characteristics of a healthy lifestyle | <ul style="list-style-type: none"> relate the characteristics of a healthy lifestyle to attributes of personal potential | <ul style="list-style-type: none"> relate the characteristics of a healthy lifestyle to their ability to maximize personal potential |
| <ul style="list-style-type: none"> demonstrate a willingness to examine, explore, and adopt healthy practices | | | |
| <ul style="list-style-type: none"> demonstrate an ability to access information about healthy practices | <ul style="list-style-type: none"> demonstrate an ability to apply information about healthy practices to personal growth | <ul style="list-style-type: none"> demonstrate an ability to apply information about healthy practices to personal growth and problem solving | |
| <ul style="list-style-type: none"> identify key features or components of health products and services | <ul style="list-style-type: none"> demonstrate an ability to relate health issues to health products and services | <ul style="list-style-type: none"> demonstrate an ability to identify choices regarding health issues, products, and services | <ul style="list-style-type: none"> demonstrate an ability to make informed choices regarding health issues, products, and services |
| <ul style="list-style-type: none"> demonstrate an understanding of the potential impact of individual actions at personal, community, and global levels | | | |
| <ul style="list-style-type: none"> set personal goals for a healthy lifestyle | <ul style="list-style-type: none"> set and evaluate personal goals for a healthy lifestyle | <ul style="list-style-type: none"> set, evaluate, and modify personal goals for a healthy lifestyle | |
| <ul style="list-style-type: none"> identify health-related resources for purposes of prevention, intervention, and treatment | <ul style="list-style-type: none"> demonstrate an ability to access health-related resources for purposes of prevention, intervention, and treatment | <ul style="list-style-type: none"> demonstrate an ability to access health-related resources for purposes of prevention, intervention, and treatment | |
| <ul style="list-style-type: none"> list key factors associated with HIV/AIDS and sexually transmitted diseases | <ul style="list-style-type: none"> outline and describe key factors associated with HIV/AIDS and sexually transmitted diseases | <ul style="list-style-type: none"> demonstrate a knowledge of HIV/AIDS and sexually transmitted diseases | <ul style="list-style-type: none"> demonstrate a knowledge of HIV/AIDS and sexually transmitted diseases |
| | <ul style="list-style-type: none"> relate the characteristics of a healthy lifestyle to disease prevention | <ul style="list-style-type: none"> demonstrate a knowledge of common preventable diseases | |

**Mental
Well-Being**

To develop in students an appropriate sense of personal worth, potential, and autonomy. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|---|---|--|
| <ul style="list-style-type: none"> list their skills, interests, and ambitions | <ul style="list-style-type: none"> identify their skills, traits, ambitions, and potential | <ul style="list-style-type: none"> relate their skills, traits, and interests to their ambitions and potential | <ul style="list-style-type: none"> demonstrate an awareness of their skills, traits, ambitions, and potential |
| <ul style="list-style-type: none"> describe the characteristics of personal autonomy | <ul style="list-style-type: none"> demonstrate an appropriate sense of personal autonomy | | |
| <ul style="list-style-type: none"> demonstrate an ability to make appropriate use of interpersonal skills | <ul style="list-style-type: none"> use interpersonal skills to demonstrate respect for others | <ul style="list-style-type: none"> use interpersonal skills to demonstrate and encourage respect for others | |
| <ul style="list-style-type: none"> describe the characteristics of a variety of relationships | <ul style="list-style-type: none"> outline the skills necessary to develop and maintain a variety of relationships | <ul style="list-style-type: none"> demonstrate the skills necessary to develop and maintain a variety of relationships | <ul style="list-style-type: none"> describe and demonstrate the skills necessary to develop and maintain a variety of relationships |

Family Life

To develop students' understanding of the role of the family and a capacity for responsible decision-making in their sexual behaviour. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|---|--|--|--|
| <ul style="list-style-type: none"> identify a variety of models for family organization | <ul style="list-style-type: none"> describe the characteristics of a variety of models for family organization | | |
| <ul style="list-style-type: none"> identify a variety of roles and responsibilities that may exist within a family (e.g., parenting skills and responsibilities) | <ul style="list-style-type: none"> identify a variety of roles and responsibilities that may exist within a family | <ul style="list-style-type: none"> describe the evolving nature of roles and responsibilities that may exist within a family | <ul style="list-style-type: none"> identify and describe the evolving nature of roles and responsibilities that may exist within a family |
| <ul style="list-style-type: none"> identify a variety of factors that may influence family cohesiveness, personal health, or family well-being | <ul style="list-style-type: none"> describe a variety of factors that may influence family cohesiveness, personal health, or family well-being | <ul style="list-style-type: none"> rank a variety of factors that may influence family cohesiveness, personal health, or family well-being in terms of potential impact | |
| <ul style="list-style-type: none"> outline human biological reproduction | <ul style="list-style-type: none"> distinguish between human biological reproduction and human sexual response | <ul style="list-style-type: none"> describe and distinguish between human biological reproduction and human sexual response | |
| <ul style="list-style-type: none"> outline the physical, social, and emotional changes associated with puberty | <ul style="list-style-type: none"> describe the physical, social, and emotional changes associated with puberty | | |
| | <ul style="list-style-type: none"> relate responsible decision making and potential consequences to human biological reproduction and human sexual response | <ul style="list-style-type: none"> relate responsible decision making and potential consequences to human biological reproduction and human sexual response | <ul style="list-style-type: none"> relate responsible decision making and potential consequences to human biological reproduction and human sexual response |

Child Abuse Prevention

To develop in students the capacity to assess, prevent, and resolve abusive situations.
It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|--|---|--|
| <ul style="list-style-type: none"> identify appropriate or socially acceptable responses to a range of emotions | <ul style="list-style-type: none"> demonstrate a willingness to practise socially acceptable responses to a range of emotions | <ul style="list-style-type: none"> demonstrate socially acceptable responses to a range of emotions | <ul style="list-style-type: none"> demonstrate and encourage socially acceptable responses to a range of emotions |
| <ul style="list-style-type: none"> identify and outline the dynamics of some common relationships | <ul style="list-style-type: none"> describe the dynamics of common relationships as they apply to emotional, physical, and sexual abuse | <ul style="list-style-type: none"> describe the dynamics of common relationships as they apply to emotional, physical, and sexual abuse | <ul style="list-style-type: none"> describe the dynamics of common relationships as they apply to emotional, physical, and sexual abuse |
| <ul style="list-style-type: none"> define both sexuality and sexual abuse | <ul style="list-style-type: none"> distinguish between sexuality and sexual abuse | | |
| <ul style="list-style-type: none"> describe or demonstrate problem-solving and assertiveness skills | <ul style="list-style-type: none"> demonstrate problem-solving and assertiveness skills as they apply to common relationships | <ul style="list-style-type: none"> demonstrate problem-solving and assertiveness skills as they apply to abusive or exploitive relationships | |
| | <ul style="list-style-type: none"> demonstrate an ability to identify appropriate services, support, or intervention for abusive situations | <ul style="list-style-type: none"> demonstrate an ability to identify and access appropriate services, support, or intervention for abusive situations | |

Substance Abuse Prevention

To develop in students the ability to make responsible decisions regarding substance use as they develop a healthy lifestyle. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|--|--|--|
| <ul style="list-style-type: none"> outline the effects of substance use and abuse | <ul style="list-style-type: none"> relate the effects of substance use and abuse to potential consequences | <ul style="list-style-type: none"> demonstrate an understanding of the effects and consequences of substance use and abuse for self and others | |
| <ul style="list-style-type: none"> identify medicinal and non-medicinal substances and uses | <ul style="list-style-type: none"> distinguish between medicinal and non-medicinal uses of substances | | |
| <ul style="list-style-type: none"> demonstrate effective responses to peer pressure regarding substance use and abuse | <ul style="list-style-type: none"> demonstrate effective responses to peer pressure regarding substance use and abuse | <ul style="list-style-type: none"> demonstrate effective responses to peer pressure regarding substance use and abuse | <ul style="list-style-type: none"> demonstrate effective responses to peer pressure regarding substance use and abuse |
| <ul style="list-style-type: none"> describe or demonstrate self-assessment skills in monitoring, evaluating, and directing personal behaviours related to substance use and abuse | <ul style="list-style-type: none"> demonstrate an ability to apply self-assessment skills in monitoring, evaluating, and directing personal behaviours related to substance use and abuse | <ul style="list-style-type: none"> demonstrate an ability to apply self-assessment skills in monitoring, evaluating, and directing personal behaviours related to substance use and abuse | <ul style="list-style-type: none"> demonstrate an ability to apply self-assessment skills in monitoring, evaluating, and directing personal behaviours related to substance use and abuse |
| | | | |

Safety

To develop in students the ability to apply principles of safety to all aspects of their lives. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|--|--|--|
| <ul style="list-style-type: none"> distinguish between safe and unsafe situations | | | |
| <ul style="list-style-type: none"> describe or outline appropriate safety or emergency procedures in the contexts of the home, school, community, and workplace | <ul style="list-style-type: none"> demonstrate the ability to apply appropriate safety or emergency procedure in the contexts of the home, school, community, and workplace | <ul style="list-style-type: none"> consistently analyse and respond appropriately to unsafe situations | |
| <ul style="list-style-type: none"> describe or demonstrate basic first-aid skills | <ul style="list-style-type: none"> demonstrate basic first-aid skills | <ul style="list-style-type: none"> demonstrate basic first-aid skills in the contexts of the home, school, community, and workplace | <ul style="list-style-type: none"> demonstrate basic first-aid skills in the contexts of the home, school, community, and workplace |

Learning Outcomes

Career Development

Career Awareness

To develop students' understanding and appreciation of personal characteristics and how these relate to potential careers. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|--|---|--|
| <ul style="list-style-type: none"> monitor changes in personal interests and abilities, and update their personal inventories | <ul style="list-style-type: none"> identify and document personal strengths (abilities and aptitudes), motivations, interests, and values in their Student Learning Plans | <ul style="list-style-type: none"> review and revise their inventory of personal strengths (abilities and aptitudes), motivations, interests, and values in their Student Learning Plans | <ul style="list-style-type: none"> explain how their personal strengths (abilities and aptitudes), motivations, and values relate to career interests and opportunities |
| | <ul style="list-style-type: none"> link personal interests and attributes to the development of personal potential | <ul style="list-style-type: none"> identify areas of career interest and describe themselves in terms of possible career roles | <ul style="list-style-type: none"> regularly evaluate their areas of career interest and describe themselves in terms of possible career roles |
| <ul style="list-style-type: none"> identify role models and list their attributes | <ul style="list-style-type: none"> compare role models to examine their personal attributes | | |
| | | <ul style="list-style-type: none"> identify possible obstacles to their achievement of personal and career goals | <ul style="list-style-type: none"> explore options to overcome these obstacles to their achievement of personal and career goals |
| <ul style="list-style-type: none"> identify their transferable skills | <ul style="list-style-type: none"> relate their transferable skills to occupational and lifestyle choices | <ul style="list-style-type: none"> review their transferable skills and relate them to occupational and lifestyle choices | <ul style="list-style-type: none"> review their transferable skills and relate them to occupational and lifestyle choices |
| | <ul style="list-style-type: none"> identify the knowledge, skills, and attitudes needed in the workplace | <ul style="list-style-type: none"> research opportunities for careers in local, regional, and global workplaces | |

Career Exploration

To enable students to take advantage of community resources in order to relate their learning and skills to education, career, and personal roles in a changing world. It is expected that students will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|---|---|---|--|
| <ul style="list-style-type: none"> identify career opportunities in a changing society | <ul style="list-style-type: none"> identify factors that influence the changing career patterns of women and men | <ul style="list-style-type: none"> identify the factors that affect the availability of career opportunities | <ul style="list-style-type: none"> analyse the factors that affect the availability of career opportunities |
| <ul style="list-style-type: none"> identify mentors and resources to support personal development and career plans relate career choices to family expectations | <ul style="list-style-type: none"> identify mentors and resources to support personal development and career plans | <ul style="list-style-type: none"> evaluate the relevance of services and resources to the achievement of education, career, and personal goals as set out in their Student Learning Plans | <ul style="list-style-type: none"> apply the information gained from services and resources to the achievement of education, career, and personal goals as set out in their Student Learning Plans (e.g., current labour market information, career planning/ placement services, the National Occupational Classifications, employment postings) |
| <ul style="list-style-type: none"> research a range of career choices | <ul style="list-style-type: none"> identify volunteer and leisure activities that relate to the career goals in their Student Learning Plans identify courses needed to meet career plans | <ul style="list-style-type: none"> identify and research education routes and experiences to achieve their goals select courses to match their career plans | <ul style="list-style-type: none"> create plans to identify possible career paths involving post-secondary training or education |
| <ul style="list-style-type: none"> explore sectors of the economy that exist in the local, regional, and global communities | <ul style="list-style-type: none"> identify and describe the impact of changes taking place in the economy, society, environment, and job market | <ul style="list-style-type: none"> describe the impact of changes taking place in the economy, society, environment, and job market demonstrate the skills required to establish a job search network through colleagues, friends, and family | <ul style="list-style-type: none"> analyse the changes taking place in the economy, environment, society, and the job market (e.g., changing gender roles, globalization of the economy, rapid technological development, the need for lifelong learning, population growth, distribution, and demographics) |
| | | <ul style="list-style-type: none"> identify and describe various types of work | <ul style="list-style-type: none"> assess and evaluate the contributions of various types of work (e.g., unpaid or volunteer work, paid work, entrepreneurship, and self-employment) |

Career Preparation To develop students' understanding of the academic, teamwork, and personal management skills needed to succeed in the workplace. It is expected that the student will:

| Grade 8 | Grade 9 | Grade 10 | Grades 11/12 |
|--|---|--|--|
| <ul style="list-style-type: none"> list common job-seeking skills | <ul style="list-style-type: none"> identify common job-seeking skills | <ul style="list-style-type: none"> demonstrate common job-seeking skills | <ul style="list-style-type: none"> demonstrate a variety of job-seeking skills (e.g., preparing a covering letter and résumé, completing application forms, creating a positive impression in a personal interview, creating a positive impression in a telephone conversation) |
| | | <ul style="list-style-type: none"> compare their personal competencies with respect to generic, transferable employability skills | <ul style="list-style-type: none"> demonstrate generic, transferable employability skills and document them in their Student Learning Plans evaluate their personal competencies in terms of generic, transferable employability skills |
| | <ul style="list-style-type: none"> outline key features of provincial employment standards to their work experience and their career plans | <ul style="list-style-type: none"> relate provincial employment standards relevant to their work experience and their career plans outline their plans for future work experiences | <ul style="list-style-type: none"> relate provincial employment standards to their work experience and their career plans (e.g., in regards to harassment, equity, termination of employment, minimum wages, holidays) |
| <ul style="list-style-type: none"> identify the components of personal finances | <ul style="list-style-type: none"> describe the skills necessary to manage personal finances | <ul style="list-style-type: none"> demonstrate an ability to manage basic personal finances | <ul style="list-style-type: none"> relate personal finances to their career and personal plans |
| | | | <ul style="list-style-type: none"> use work experience to evaluate personal, education, and career plans |
| | | <ul style="list-style-type: none"> demonstrate a knowledge of basic workplace safety regulations | <ul style="list-style-type: none"> follow basic workplace safety regulations |

Participation

To provide students with a minimum of 30 hours of experience in a real-life work environment. It is expected that students will:

Employability Skills

To help students develop the critical skills required of the Canadian work force, as identified by the Conference Board of Canada. It is expected that students will:

| | |
|--|---|
| <ul style="list-style-type: none"> participate in one or more of the following career development activities: <p>Career Programs</p> <ul style="list-style-type: none"> Career Preparation Programs Secondary School Apprenticeship Programs Co-operative Education Programs Special Education Programs <p>School-Arranged Work Experience</p> <ul style="list-style-type: none"> Work Experience Job Shadowing Career Mentoring Electronic Work Experience Career Seminars <p>Student-Arranged Work Experience</p> <ul style="list-style-type: none"> Student Employment Community Service Entrepreneurship | <ul style="list-style-type: none"> practise and demonstrate the skills and attitudes necessary to make the transition from school to a work environment, such as the following: <ul style="list-style-type: none"> communication skills problem-solving and decision-making skills a positive attitude to learning and change a "work ethic" (confidentiality, regular attendance, punctuality, honesty, etc.) a respect for diversity and individual differences the ability to function as an effective team member the ability to meet performance standards for the workplace the ability to perform work in a safe manner |
| <ul style="list-style-type: none"> perform assigned job duties in one or more work settings | <ul style="list-style-type: none"> document in their Student Learning Plans (SLPs) work, education, recreation, and cultural activities that contribute to a balanced, healthy lifestyle |
| | <ul style="list-style-type: none"> review their work experience and relate it to their personal goals and future plans, e.g., apply problem-solving and decision-making skills to establish priorities for future career choices |



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