

## BIG IDEAS

Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.

Personal awareness and pathway options are developed through an inquiry mindset.

Understanding and applying one's personal **rights and responsibilities** as a worker builds a safer work environment for all.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Connect and Wonder</b></p> <ul style="list-style-type: none"> <li>Identify novel and guided approaches to utilize personal strengths, preferences, and skills</li> <li><b>Assess knowledge of self</b> and identify personal areas of interest to explore options for work placement</li> </ul> <p><b>Explore and Investigate</b></p> <ul style="list-style-type: none"> <li>Apply job search and interview skills</li> <li>Identify <b>transferrable skills</b> specific to the work placement</li> <li>Develop a plan to address skill development and refinement</li> <li>Access information and ideas on <b>workplace safety</b> prior to work placement to determine workplace safety risks</li> <li>Identify, demonstrate and incorporate <b>provincially legislated</b> safety and site-specific work-site safety procedures while at the work placement</li> </ul> <p><b>Experience and Develop</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of <b>cultural sensitivity, workplace ethics and etiquette</b></li> <li>Demonstrate progression of skills learned specific to the work placement</li> <li>Contribute to <b>care of self, others, and community</b></li> <li>Develop skills to work respectfully and constructively, both <b>independently</b> and with others, to achieve common goals</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Workplace Safety</b></p> <ul style="list-style-type: none"> <li><b>occupational health and safety rights and responsibilities</b>, including trade-specific hazards, risk reduction, and the rights and <b>procedures</b> to refuse unsafe work</li> <li><b>worker insurance</b></li> <li>potential hazards in their occupation/industry sector</li> <li>workplace incident and accident response procedures and protocols</li> <li><b>injury prevention awareness</b></li> </ul> <p><b>Workplace Skills</b></p> <ul style="list-style-type: none"> <li><b>job search and interview skills</b> for work experience</li> <li><b>essential skills</b> for a continually changing labour market</li> <li>responsibilities and expectations associated with participating in a work experience placement</li> <li>general and site-specific <b>workplace expectations</b></li> <li><b>cultural land use considerations and First Peoples knowledge</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Reflect and Refine</b></p> <ul style="list-style-type: none"> <li>• Document work experience to <b>demonstrate required hours</b></li> <li>• Engage in ongoing <b>reflection and documentation</b> of work experience as it relates to current and <b>future pathways</b></li> <li>• Reflect on <b>independent and collaborative problem-solving strategies</b> implemented, specific to the work placement</li> </ul>	<ul style="list-style-type: none"> <li>• problem-solving and conflict resolution strategies, and interpersonal skills</li> <li>• <b>self-advocacy</b> skills and <b>self-efficacy</b></li> <li>• benefits of volunteerism</li> </ul>

**Big Ideas – Elaborations**

- **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act

**Curricular Competencies – Elaborations**

- **Assess knowledge of self:** for example, strengths, preferences, and skills that emerge through reflection and conversations with teacher-mentor about personal career-life development
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
- **workplace safety:** applicable to work placement
- **provincially legislated:** for example, WorkSafeBC
- **cultural sensitivity, workplace ethics and etiquette:** for example, diverse cultures, sexual orientation, gender identity, B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities
- **care of self, others, and community:** for example, digital citizenship; injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
- **independently:** includes protocols for working alone
- **demonstrate required hours:** through, for example, time sheets, learning logs, journals
- **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
- **future pathways:** refers to career-life development which is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. This includes, but is not limited to, course selection, personal interests and passions, community service, certificate programs, degrees, apprenticeships, diploma programs, co-op opportunities, work placements
- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

## Content – Elaborations

- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **procedures:** as determined by locally developed school district Work Experience plans
- **worker insurance:** WorkSafeBC, Employment Standards Act, Workers Compensation Act
- **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
- **job search and interview skills:** for example, resumé creation, cover letter writing, interview preparation, networking. Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also Government of Canada's essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)  
Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
- **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
- **self-advocacy:** students' representation of their skills, views, or interests
- **self-efficacy:** students' belief in their ability to achieve goals