

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

Learning Standards (continued)

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

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
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also the 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
- **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).