

GUIDANCE AND CAREER EDUCATION

Course Expectations Regarding Occupational Health and Safety (OHS)

General Considerations for Program Planning: Health and Safety

In addition to taking all possible and reasonable steps to ensure the physical safety of all students, teachers in the guidance and career education program must also address the personal well-being of students. Students require reassurance and help with transitions. In addition, they must understand that they have a right to privacy and confidentiality, as outlined in the *Freedom of Information and Privacy Act*, as well as the right to function in a climate free from abuse and harassment. They need to be aware of harassment and abuse issues in order to establish boundaries for their own personal safety, and should be informed about community resources and school policies and reporting procedures pertaining to these issues.

| | MINISTRY OF EDUCATION COURSE EXPECTATIONS | LIVE SAFE! WORK SMART! | |
|---|---|------------------------|-----------------------------|
| | | CHAPTER | SECTION & PAGE |
| Grade 11 | | | |
| Designing Your Future (Grade 11, Open) GWL30 | | | |
| | Personal Knowledge and Management Skills <i>Personal Management</i> SE: Identify effective risk, stress, and anger management strategies and use them appropriately. | Societal Issues | Section I: pgs. 14-21 |
| | Exploration of Opportunities OE: Demonstrate an understanding of businesses and organizations, their operating concepts, and workplace-related legislation and issues. | Societal Issues | Section I: pgs. 2-13, 22-27 |

GUIDANCE AND CAREER EDUCATION (cont'd.)

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|---|---|------------------------|----------------------|
| | | CHAPTER | SECTION & PAGE |
| Designing Your Future (Grade 11, Open) GWL30 (cont'd.) | | | |
| | <p><i>Trends</i> SE: Identify and explain the impact of economic and societal trends (e.g., globalization, new technologies) on individuals, workplaces, ways of working, and workforce composition and make predictions about future developments; describe the changing patterns of work life for men and women in Canada generally and in their own communities (e.g., changes in job security, increased prevalence of part-time and contract work, greater participation of women in the workforce).</p> | | |
| | <p><i>The Workplace</i> SE: Describe key features of legislation governing human rights, employment, and workplace health and safety (e.g., <i>Employment Standards Act</i>, <i>Occupational Health and Safety Act</i>) and relate these to their observations of how the rights and responsibilities of employees and employers are addressed in their workplace experiences.</p> | Workplace Law | Section I: pgs. 2-26 |

GUIDANCE AND CAREER EDUCATION (cont'd.)

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| | | CHAPTER | SECTION & PAGE |
| Grade 12 | | | |
| Advanced Learning Strategies: Skills for Success After Secondary School (Grade 12, Open) GLS4O/GLE4O/GLE3O | | | |
| | Exploration of Opportunities <i>Trends</i> SE: Describe emerging work style alternatives (e.g., contract work, telecommuting, talent pooling, portfolio work, and other employment-related trends (e.g., changing composition of the labour market, impact of education level on earnings and employment) and explain how these trends influence their education and career plans. | Societal Issues | Section II: pg. 36 |

NOTE: OE and SE: *Overall Expectations and Specific Expectations*