GUIDANCE EDUCATION SPECIFIC LEARNING OUTCOMES

PERSONAL/SOCIAL COMPONENT

Early Years	Middle Years	Senior Years
Self and Family • feelings/anger management/ behaviour management • self-awareness/awareness of others (Who am I?) • connections (family/supportive adults)	**Family Dynamics** • adolescent issues (emotional development [fears/phobias/ trauma/tragedy]) • self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management • alcohol/drugs • connections (family/supportive adults/ peers) • personal responsibility and risk taking	**Human Dynamics** • youth issues (emotional maturation [moods, grief, anxiety, suicide, depression]) • self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management • alcohol/drugs/extremes • connections (family/supportive adults/agencies/peers) • personal responsibility
Social Skills • conflict resolution • friendships • diversity (exceptional learning needs/learning styles/ individuality/culture)	**Social Skills** • conflict resolution/mediation/ respect • relationships (peer pressure, realistic expectations, responsibility, abusive relationships) • diversity (exceptional learning needs/ multiple intelligences/ individuality/ culture) • social responsibility	**Social Skills** • conflict resolution/mediation/ respect • peer helper/peer mediator/ volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility
Safe Communities • violence prevention • personal safety • harassment/intimidation • bullying	**Safe Communities** • violence prevention—risk taking • personal safety—Internet safety, luring, home alone/babysitting • harassment/intimidation/ cyberbullying • bullying/manipulation • *Youth Criminal Justice Act*	**Safe Communities** • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring • harassment/intimidation/ cyberbullying • bullying/manipulation • legal issues (charter and human rights, criminal code, *YCJA*)

EDUCATIONAL COMPONENT

Early Years	Middle Years	Senior Years

Self and Learning

- metacognition: thinking about thinking
- learning styles
- habits of mind
- problem-solving strategies

Social Skills for Learning

- group work/sharing
- activity centres
- positive behaviours for learning
- brainstorming
- strategies for asking for help

Community Learning

- listening skills
- thinking aloud
- homework strategies

Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/organization skills/ agenda books
- connections (skill/knowledge transfer)

Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture)

Community Learning

- homework habits
- study schedules

Self and Learning

- educational planning/course selection/graduation requirements/entrance requirements
- self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management
- notetaking and précis writing
- aptitudes/interests/strengths

Social Skills for Learning

- conflict resolution/mediation/ respect
- peer tutors
- presenting learning
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture)

Community Learning

- portfolio writing
- Internet research/plagiarism

CAREER COMPONENT

Early Years	Middle Years	Senior Years
Self and Work • self-awareness/awareness of others (home chores, school chores) • career discovery	**Self and Work** • adolescent issues (chores, workload) • connections (role models, mentors, volunteerism) • matching interests to aptitudes • career exploration	**Self and Work** • youth issues—*The Employment Standards Code* • resumé writing/portfolio writing • application forms/cover letters • connections (mentorships, volunteerism) • time management • entrepreneurship • matching aptitudes and interest to career choices
Social Skills for Working • diversity (exceptional learning needs/learning styles/ individuality/ culture)	**Social Skills for Working** • conflict resolution/mediation/ respect • summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace	**Social Skills for Working** • conflict resolution/mediation/ respect • interview skills • job shadowing • balancing work and school • workplace attitudes/expectations/ responsibilities • diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace
Safe Workplaces • types of workplaces	**Safe Workplaces** • youth issues—part-time work/ babysitting safety • bullying in the workplace	**Safe Workplaces** • youth issues—part-time work • personal safety—workplace safety and health • work skills/certification/training/ on-the-job training • bullying in the workplace