

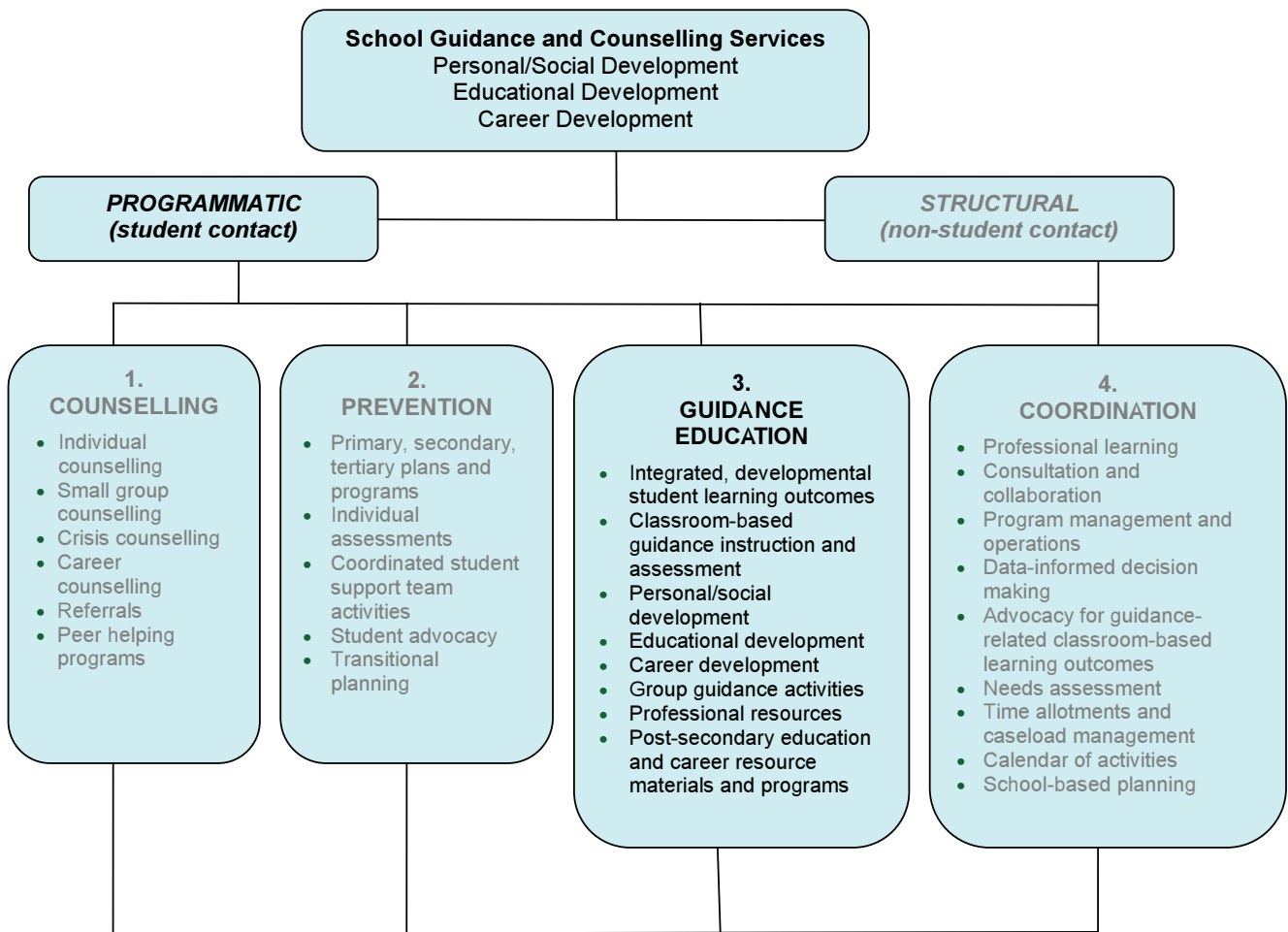
---

## **Chapter 5**

### ***Guidance Education – Component 3 of School Guidance and Counselling Services***

---

Classroom-Based Collaborative Guidance Instruction and Assessment	55
Integrated, Developmental Student Learning Outcomes	57
Overview of the Guidance Education Component	57
Personal/Social Development	57
Educational Development	57
Career Development	58
Group Guidance Education Activities	62
Educational Resources and Graduation Requirements	63
Post-secondary Education and Career Resource Materials and Programs	63
Professional Resources	64
Chapter Summary	65
Supportive Resources	66



## **Guidance Education – Component 3 of School Guidance and Counselling Services**

---

---

In this chapter:

- Classroom-based guidance instruction and assessment
  - Integrated, developmental student learning outcomes
  - Personal/social development
  - Educational development
  - Career development
  - Group guidance activities
  - Post-secondary education and career resource materials and programs
- 

### **Classroom-Based Collaborative Guidance Instruction and Assessment**



*For direct links between specific learning outcomes in compulsory subject areas and the guidance education component of comprehensive guidance and counselling services, please see Appendix A.*

---

The approaches used in the guidance education component are predominantly classroom based and integrated into the regular structures of subject area curricular instruction. This component is typically the least confidential of all functions of the school counsellor. It is the guidance education component of the program that ensures that the school counsellor has contact with all students in the school.

A school-wide comprehensive and developmental approach to guidance and counselling relies on collegial planning and co-operation. To avoid duplication of student learning outcomes, it is important that the school counsellor and the teachers of subject areas that include similar or identical learning outcomes meet together to determine where they are most able to support each other's outcomes in the best interest of the student.

In Manitoba, the following compulsory subject areas share some similar student learning outcomes with each other and with the guidance education component of comprehensive guidance and counselling services:

- Language Arts (Kindergarten–Grade 12 English Language Arts [English Program], Français langue première, Anglais [Français Program], Français langue secondaire [French Immersion Program])
- Social Studies (Kindergarten to Grade 9)
- Physical Education/Health Education (Kindergarten to Grade 10)

For a listing of all complementary, compulsory learning outcomes, please see Appendix A.

Optional subject areas that have some overlapping student learning outcomes include:

- Career Development: Life/Work Exploration (Grade 9)
- Career Development: Life/Work Planning (Grade 10)
- Psychology (Grade 12)
- Home Economics (Grades 7 to 12)
- Family Studies (Grade 12)
- Law (Grade 12)
- Skills for Independent Living (Grade 10)
- Biology (Grade 11)

By planning together, the educational team

- reduces duplication of services
- reduces student boredom caused by repetition
- increases opportunities for interdisciplinary study and transfer of information
- increases opportunities to focus information related to specific subject areas rather than broad, foundational information
- increases knowledge of school counselling strategies in supporting school success

Depending on the organizational structure of each school and the comfort level of staff, the planning meetings for curriculum and instruction may be ad hoc and informal, scheduled at the beginning of each term/semester, or formalized into regular planning meetings that are scheduled by administrative staff. (See Chapter 6 for further details.)

## ***Integrated, Developmental Student Learning Outcomes***

The content areas of the guidance education component of the comprehensive guidance and counselling program are sequential and based on human development in three areas:

- personal/social development
- educational development
- career development

### **Overview of the Guidance Education Component**

Content areas for the education component are organized according to Early, Middle, and Senior Years and further divided into the three core areas of focus. Each area is linked, grade by grade, to specific learning outcomes in compulsory curricula. All areas are subdivided to focus on developmental issues at the individual, social, and community level.

### **Personal/Social Development**

The personal/social development area of the program has three clusters:

- Early Years—self and family, social skills, and safe communities
- Middle Years—family dynamics, social skills, and safe communities
- Senior Years—human dynamics, social skills, and safe communities

### **Educational Development**

The structure of the educational development area of the program also includes three clusters: self and learning, social skills for learning, and community learning.

Among the essential skills, knowledge, and attitudes in the educational development area are the essential skills cited by Human Resources and Social Development Canada. They are

- reading text
- document use
- numeracy
- writing
- oral communication
- working with others
- thinking skills



*For further information on essential skills in career development see <[www.hrsdc.gc.ca/en/hip/hrp/essential\\_skills/essential\\_skills\\_index.shtml](http://www.hrsdc.gc.ca/en/hip/hrp/essential_skills/essential_skills_index.shtml)>.*

- computer use
- continuous learning

These are the fundamental skills that make it possible for students to find success in all subject areas, the workplace, and the community.

### Career Development

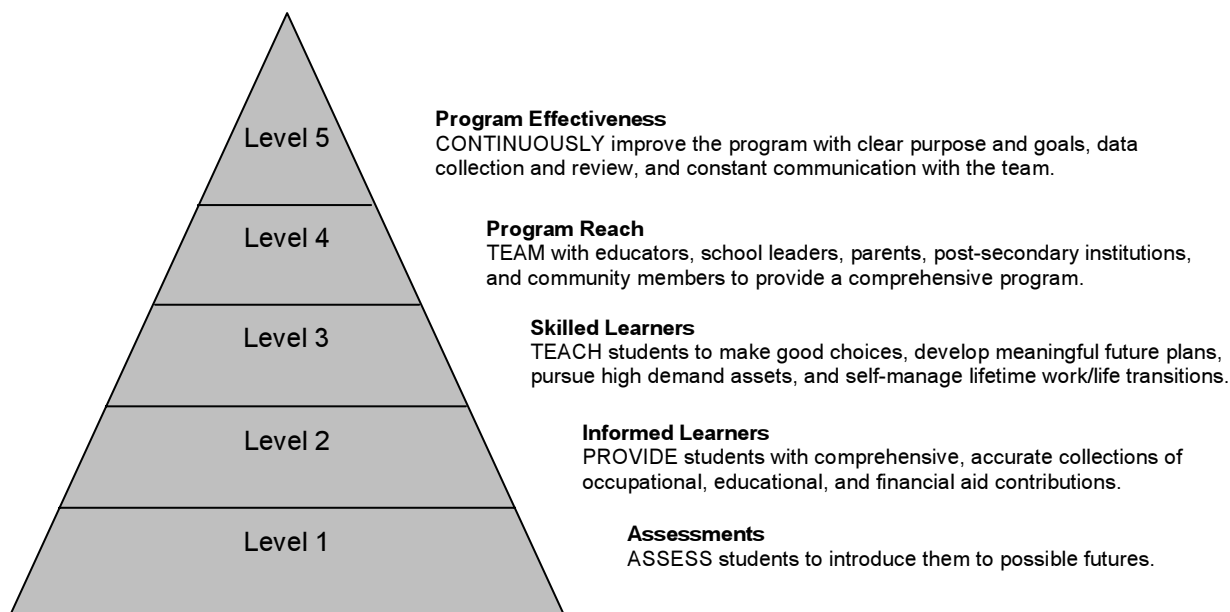
Career development is complex and multi-dimensional, involving growing through life and work—an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways. Thus, career development can be seen as the creation of an individual’s life/work designs.

Early, Middle, and Senior Years clusters related to career development are organized into the following areas: self and work, social skills for working, and safe workplaces. While some of the outcomes related to career development are found in compulsory curriculum, *The Blueprint for Life/Work Designs* is more closely aligned.

Career development involves the growth of personal management skills that allow students to make better choices, make better transitions, and increase scholastic improvement. Doug Manning of Bridges Transitions Inc. describes a strategic plan to achieve this growth. The career development plan may be viewed as a five-level structure.



For further information on career development see: A Self-Managed Career Portfolio Guide, Choices Explorer, Focus on the Future: Your Grad Planner, and The Real Game Series at <[www.edu.gov.mb.ca/k12/cur/cardev/resources.html](http://www.edu.gov.mb.ca/k12/cur/cardev/resources.html)> and The Blueprint for Life/Work Designs at <[www.edu.gov.mb.ca/k12/cur/cardev/curdocs.html](http://www.edu.gov.mb.ca/k12/cur/cardev/curdocs.html)>.



Copyright © 2007, Doug Manning. Adapted with permission.

The following organizational charts outline the specific content areas within the clusters of the guidance education component.

## PERSONAL/SOCIAL DEVELOPMENT

### 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)
- personal responsibility

#### Social Skills

- conflict resolution
- friendships
- diversity (exceptional learning needs/learning styles/individuality/culture)

#### Safe Communities

- violence prevention
- personal safety
- harassment/intimidation
- bullying

#### 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

#### Social Skills

- conflict resolution/mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)
- social responsibility

#### Safe Communities

- violence prevention—risk taking
- youth issues—gang awareness, safe neighbourhoods
- personal safety—Internet safety, luring, home alone
- harassment/intimidation/cyberbullying
- bullying/manipulation
- *Youth Criminal Justice Act*

#### 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/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

- 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 DEVELOPMENT**

**Early Years**

**Middle Years**

**Senior Years**

**Self and Learning**

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

**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**

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

**Social Skills for Learning**

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

**Social Skills for Learning**

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

**Community Learning**

- listening skills
- thinking aloud
- homework strategies

**Community Learning**

- homework habits
- study schedules

**Community Learning**

- portfolio writing
- Internet research/plagiarism



## CAREER DEVELOPMENT

### 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—Employment Standards Act
- 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 (intro 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

## Group Guidance Education Activities\*



*“The classroom has been found the most effective setting for carrying out [group guidance education activities], and the guidance program generally does not detract from and, in fact, may even enhance the regular curricular offerings.”* (Gibson and Mitchell, 200).

Group guidance education is an effective means of responding to the varying needs of students. The group approach is typically used to address developmental needs and to implement preventive programs.

The aims of group guidance education activities include the following:

- to provide a means of sharing information on topics such as friendship, study skills, personal safety, and career information to specific groups
- to help students develop skills for programs such as conflict management, peer helping, and peer tutoring
- to help students develop knowledge and learn personal management and social skills such as coping with feelings and anxieties, developing empathy, dealing with peer pressure, goal setting, problem solving, and communication skills
- to help students facing similar transitions, such as moving from Middle Years schools to the Senior Years credit system, preparing for graduation, and preparing for post-secondary studies
- to provide a school-wide awareness of current issues at appropriate developmental stages, such as addictions and sexuality

Prior to scheduling large or small group guidance education sessions, the school counsellor should have evidence that there is a need for group education. Depending on the topic of the session, the need may be clearly evident (such as the need for information on course selection in Senior Years populations). For topics in which the student need may vary, needs assessments such as questionnaires, surveys, checklists, or anecdotal reports provide ample data to indicate the degree of need of specific populations. In the case of group guidance education in sensitive areas, involving the community in the planning process, including previewing materials, is recommended.

\* Source: Adapted from Manitoba Education, Citizenship and Youth. “Guidance and Counselling: Group Work.” *Guidance and Counselling*. 2006. <[www.edu.gov.mb.ca/k12/specedu/guidance/group\\_work.html](http://www.edu.gov.mb.ca/k12/specedu/guidance/group_work.html)>. (28 Feb. 2007).



For more information on graduation requirements and helpful resources, please go to [www.edu.gov.mb.ca/k12/policy/grad\\_require.html](http://www.edu.gov.mb.ca/k12/policy/grad_require.html).

---

### **Educational Resources and Graduation Requirements\***

Technology has made possible many educational opportunities that were not available in the past. Students are becoming more aware of opportunities and choices that fit with their plans for a future career. Many students are enrolling in college and university while in their Senior Years in school. School counsellors assist students in meeting their needs in a changing world. Student choice in course selection in Senior Years has been expanded.

The increased choice allows students to choose courses that are of interest to them while at the same time keeping core courses common to all. This includes allowing Senior Years students to get credits for locally developed courses, distance education courses, post-secondary courses (college and university), and for community service. School counsellors assist students and their families in personalizing the school experience while monitoring graduation requirements and providing support during the planning and implementation process.

It is important for school counsellors to keep abreast of educational opportunities beyond the regular school day and beyond the school that may assist students in finding success. Information about summer school courses, alternative education opportunities, distance education and satellite delivery courses, substitution of credits, as well as schools of choice is all part of the school counsellor's repertoire as an educational advisor for students and their families.

### **Post-secondary Education and Career Resource Materials and Programs**

As part of the educational and career components of the comprehensive and developmental guidance and counselling program, school counsellors in Senior Years schools are a source of resources, materials, and calendars related to post-secondary institutions, apprenticeship, and career planning.

It is important for school counsellors to remain current with changes in post-secondary institutions' entrance requirements and requirements for the programs they offer. Recognizing patterns in student selection for post-secondary choices assists in planning for materials, presenters, or orientation sessions.

---

\* Source: Adapted from Manitoba Education, Citizenship and Youth. "Graduation Requirements." *Policy and Planning*. 2006. [www.edu.gov.mb.ca/k12/policy/grad\\_require.html](http://www.edu.gov.mb.ca/k12/policy/grad_require.html). (28 Feb. 2007).

An important component of education and career resource materials and programs are Scholastic Achievement Test (SAT) applications for students electing to go to the United States and other institutions requiring an entrance examination; application forms for Manitoba universities and colleges, as well as other Canadian universities; and student loan, scholarship, and bursary applications.

Other supportive materials include

- summer school applications
- adult education learning centre pamphlets
- listings of distance and satellite delivery courses
- listings of high demand occupations
- listings of adult service programs and agencies
- posters of graduation requirements, college entrance requirements, and Manitoba university entrance requirements
- computers for online career search programs and career interest inventory programs
- bulletin board with
  - part-time job opportunities in the community
  - volunteer opportunities
  - entry-level job opportunities organized by headings (e.g., subject areas [languages, mathematics, science, etc.], skills [people, mechanical, artistic, etc.], or habits of mind [persistence, motivation])
  - due dates for applications
- sample resumés, letters of application, portfolios
- lending library of post-secondary calendars

## ***Professional Resources***

Schools often house professional resources through their library or use divisional professional resource libraries. School counsellors may also function as consultants for school staff in areas that relate to the comprehensive and developmental guidance and counselling program. This function includes sharing professional materials, resources, and learning opportunities.

Typically, the school counsellor's resources include materials about social, emotional, and/or behavioural aspects of development, educational development, the career development process, and knowledge of external agencies that may provide workshops, additional information, speakers, or materials.

At the Early Years level, school counsellors often assist school staff with professional materials, kits, posters, and information related to teaching students in areas such as friendship, problem solving, loss, safety, learning styles, families, and organization skills.

At the Middle Years level, professional resources related to such areas as time management, peer pressure, group dynamics, puberty, personal safety, bullying, and anger management are commonly accessed by school staff.

Senior Years school staff typically seek resources related to such issues as post-secondary opportunities, peer relations, motivation, study skill aids, and specific subject-area materials.

## ***Chapter Summary***

- The third component of a comprehensive guidance and counselling program is the guidance education component (formerly referred to in the 1960s and 1970s as “guidance classes”). It is school-wide and integrated into regular classroom instruction.
- The learning outcomes for the guidance education component are divided into Early, Middle, and Senior Years in the following three areas:
  - personal/social development
  - educational development
  - career development
- Many of the learning outcomes are shared in compulsory subject areas.
- The classroom has been found to be the most effective setting for group guidance education activities.
- Providing educational materials, career resources, and information on graduation requirements are part of the educational component in Senior Years.

## Supportive Resources

### Anger

Eggbert, Leona. *Anger Management for Youth: Stemming Aggression and Violence*. Bloomington, IN: National Educational Service, 1994.

Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

### Positive Behaviour

Barrett, Paula. *Friends for Life*. Queensland, Australia: Australian Academic Press, 2005. Available online at <[www.friendsinfo.net/downloads/FRIENDSintrobooklet.pdf](http://www.friendsinfo.net/downloads/FRIENDSintrobooklet.pdf)>.

Healthy Child Manitoba. *Roots of Empathy*. 2003. <[www.rootsofempathy.org/Manitoba.html](http://www.rootsofempathy.org/Manitoba.html)>. (30 Jan. 2007).

---. *Triple P – Positive Parenting Program*. 2006. <[www.gov.mb.ca/healthychild/triplep/index.html](http://www.gov.mb.ca/healthychild/triplep/index.html)>. (30 Jan. 2007).

Manitoba Education, Citizenship and Youth. *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.

---. *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001.

Myrick, Robert D., and Robert P. Bowman. *Becoming a Friendly Helper: A Handbook for Student Facilitators*. Minneapolis, MN: Educational Media Corporation, 1981.

---. *Children Helping Children: Teaching Students to Become Friendly Helpers—A Leadership Training Program for Young Students*. Minneapolis, MN: Educational Media Corporation, 1991.

Myrick, Robert D., and Betsy E. Folk. *Peervention: Student Handbook*. Toronto, ON: University of Toronto Press, 1991.

Reithaug, Dawn. *Orchestrating Positive and Practical Behaviour Plans*. Vancouver, BC: Stirling Head Enterprises, 1998.

Scott, Sharon. *How to Say No and Keep Your Friends*. Amherst, MA: Human Resource Development Press, 1986.

### **Cliques**

Giannetti, Charlene C., and Margaret Sagarese. *Cliques: 8 Steps to Help Your Child Survive the Social Jungle*. New York, NY: Broadway Books, 2001.

Wiseman, Rosalind. *Queen Bees and Wannabes: A Parent's Guide to Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence*. New York, NY: Three Rivers Press, 2002.

### **Crisis and Threat**

Cameron, J. Kevin. *Threat Assessment Training Guide*. 2nd ed. Lethbridge, AB: Lethbridge Community College, 2004.

Lerner, Mark D., Joseph S. Volpe, and Brad Lindell. *A Practical Guide for Crisis Response in Our Schools*. New York, NY: The American Academy of Experts in Traumatic Stress, 2003.

Manitoba Education, Citizenship and Youth. *When Words Are Not Enough: Precursors to Threat: An Early Warning System for School Counsellors*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.

### **Depression and Suicide**

LivingWorks Education Inc. *Applied Suicide Intervention Skills Training (ASIST)*. <[www.livingworks.net](http://www.livingworks.net)>. (30 Jan. 2007).

Scowen, Kate. *My Kind of Sad: What It's Like to Be Young and Depressed*. Toronto, ON: Annick Press, 2006.

Williams, Kate. *A Parent's Guide for Suicidal and Depressed Teens*. Center City, MN: Hazelden, 1995.

### **Self-Harm**

Favazza, Armando R. *Bodies Under Siege: Self-mutilation and Body Modification in Culture and Psychiatry*. 2nd ed. Baltimore, MD: The Johns Hopkins University Press, 1996.

Levenkron, Steven. *Cutting: Understanding and Overcoming Self-Mutilation*. New York, NY: W.W. & Company, 1998.

### **Restitution**

Gossen, Diane. *It's All About We: Rethinking School Discipline Using Restitution*. Saskatoon, SK: Chelsom Consultants Limited, 2004.



---. *Restitution: Restructuring School Discipline*. 2nd revised ed. Chapel Hill, NC: New View Publications, 2001.

### **Violence and Bullying**

Allan, John. A., and Judith Nairn. *Class Discussions for Teachers and Counsellors in Elementary School*. 2nd ed. Toronto, ON: Guidance Centre, University of Toronto Press, 1993.

Beane, Allan L. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K–8*. Minneapolis, MN: Free Spirit Publishing, 1999.

Clements, Spencer, and Gary Sova. *Combating School Violence: A Handbook of Proactive Strategies: Practical Interventions for Managing Disruptive Students, Conflicts, Gangs and Safety Issues*. Winnipeg, MB: New Directions in Discipline, 2000.

Committee for Children. *Second Step: A Violence Prevention Curriculum*. Seattle, WA: Committee for Children, 1997.

Hoover, John H. and Ronald Oliver. *Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors*. Bloomington, IN: National Educational Service, 1996.

Operation Respect and Educators for Social Responsibility. *Don't Laugh at Me*. Whitby, ON: McGraw Hill Ryerson, 2000.

Peters, LeRoy. *No Bully Zone*. <[www.charitysanntales.com](http://www.charitysanntales.com)>. (30 Jan. 2007).

Stones, Rosemary. *Don't Pick on Me: How to Handle Bullying*. Markham, ON: Pembroke Publishers, 1993.

YMCA-YWCA. *Acting Peace: A High School Violence Prevention Educational Resource and Tool Kit*. Winnipeg, MB: Downtown YMCA-YWCA, 2001.

Zarzour, Kim. *Battling the Schoolyard Bully*. Toronto, ON: Harper Perennial, 1994.

### **Career Development**

Anaca Technologies Ltd. *Career Cruising*. 2006.  
<[www.careercruising.com/default.asp](http://www.careercruising.com/default.asp)>. (30 Jan. 2007).

Bridges Transition Inc. *Bridges*. 2006.  
<[www.bridges.com/cdn/home.html](http://www.bridges.com/cdn/home.html)>. (30 Jan. 2007).

---. *Choices Explorer*. 2007.  
<[www.bridges.com/cdn/prodbserv/choicesexplorer\\_ms/index.html](http://www.bridges.com/cdn/prodbserv/choicesexplorer_ms/index.html)>.

Canadian Foundation for Economic Education. VECTOR: *Virtual Resource Center*. <<http://vector.cfee.org/english/login.php>>. (30 Jan. 2007).



- Destination 2020*. <[www.careerccc.org/destination2020/](http://www.careerccc.org/destination2020/)>. (30 Jan. 2007).
- Ferbert, Susan, et al. *Developmental Classroom Guidance Activities: 64 Activity-Based Lessons for Grades 4–8*. Chapin, SC: YouthLight, Inc., 2005.
- Human Resources Development Canada and National Life/Work Centre. *The Real Game Series*. <[www.realgame.com/](http://www.realgame.com/)>. (30 Jan. 2007).
- Manitoba Education, Citizenship and Youth. *Career Development, Kindergarten to Grade 12*. <[www.edu.gov.mb.ca/k12/cur/cardev/resources.html](http://www.edu.gov.mb.ca/k12/cur/cardev/resources.html)>. (30 Jan. 2007).
- . *Focus on the Future: Career Planning Begins at Home*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at <[www.edu.gov.mb.ca/k12/docs/support/c\\_plan\\_home/c\\_plan\\_home.pdf](http://www.edu.gov.mb.ca/k12/docs/support/c_plan_home/c_plan_home.pdf)>.
- . *Focus on the Future: Your Grad Planner*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at <[www.edu.gov.mb.ca/k12/docs/support/c\\_plan\\_grad/grad\\_planner.pdf](http://www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/grad_planner.pdf)>.
- . *Grade 9 Career Development: Life/Work Explorations, Draft*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- . *Grade 10 Career Development: Life/Work Planning, Draft*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- . *Grade 11 Career Development: Life/Work Building, Draft*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- . *Grade 12 Career Development: Life/Work Transitioning, Draft*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- . *A Self-Managed Career Portfolio Guide*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2003. Available online at <[www.edu.gov.mb.ca/k12/docs/support/c\\_portfolio/index.html](http://www.edu.gov.mb.ca/k12/docs/support/c_portfolio/index.html)>.
- Manitoba Education and Training. *Skills for Independent Living (Senior 2): Interim Guide*. Winnipeg, MB: Manitoba Education and Training, 1993.
- National Integrated Delivery Strategy*. <<http://workinfont.net.bc.ca/bccip/Business/NIDS-Vision.pdf>>. (30 Jan. 2007).
- National Life/Work Centre. *Blueprint for Life/Work Designs*. <[www.blueprint4life.ca](http://www.blueprint4life.ca)>. (30 Jan. 2007).
- Take Our Kids to Work Day*. <[www.takeourkidstowork.ca/](http://www.takeourkidstowork.ca/)>. (30 Jan. 2007).

