**Career Education 8 Outcomes & Indicators**

**Change and Growth (CG)**

[CG8.1](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/indicators?lang=en&subj=career_education&level=8&outcome=1.1)[CG8.2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/indicators?lang=en&subj=career_education&level=8&outcome=1.2)

**Outcome: CG8.1**

**Analyze one’s own self-image including personal skills, interests, and behaviours and their influences on one’s life and work.** 

1. Examine how personal attitudes and behaviours are influenced by environmental factors such as economic conditions, geographic location, and cultural experience within the Saskatchewan context
2. Discuss and demonstrate how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally
3. Demonstrate an appreciation of the impact of one’s self-image on self and others through activities such as role playing, interviewing, collaboration, and self-reflection
4. Transform behaviours and attitudes in order to improve one’s self-image and in turn contribute positively to one’s life and work
5. Explore and verify, through sharing, how feelings are influenced by significant experiences
6. Examine one’s work, family, and leisure activities and acknowledge their impact on one’s mental, emotional, physical, and economic well-being
7. Re-examine one’s communication skills and adopt those that are truly effective in various situations

**Outcome: CG8.2**

**Analyze abilities for responding positively to change in one’s life.** 

1. Identify and draw conclusions about the effectiveness of various interpersonal and group communication skills such as active listening, giving feedback, etiquette, and tact
2. Practise helping skills such as facilitating, problem solving, tutoring, and guiding when dealing with change
3. Reflect on and express insights about effective skills and attitudes in responding to criticism through group activities such as talking circles, trust activities, and cooperative games
4. Document and appraise one’s own dependability and honesty towards others
5. Re-examine personal management skills such as time management, problem solving, stress management, and life-work balance and evaluate one’s own strategies for dealing with personal change
6. Identify typical physical, psychological, social, and emotional changes during adolescence and reflect on one’s own changes

**Connections to Community (CC)**

[CC8.1](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/indicators?lang=en&subj=career_education&level=8&outcome=2.1)[CC8.2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/indicators?lang=en&subj=career_education&level=8&outcome=2.2)

# **Outcome: CC8.1**

**Examine how a disposition for lifelong learning connects to potential career pathways.** 

1. Participate in the creation of a group or class list of strategies for improving academic skills and knowledge, and assess strategies best suited to personal growth
2. Conduct a personal communication with an experienced worker and create a visual representation of their career pathway
3. Compare how positive and negative personal skills and attitudes influence life and work-related success
4. Explore and clarify understandings about the relationship between personal knowledge and skills and life and work choices
5. Examine how organizations operate (e.g., how money is made, overhead costs, profit) to formulate understandings of relationships between employers, workers, and consumers
6. Evaluate and justify the economic contributions workers and entrepreneurs make to a community

**Outcome: CC8.2**

**Determine the contributions that work and work alternatives such as volunteerism make to the community and identify their importance to society.** 

1. Identify and select the skills, knowledge, and attitudes best suited to volunteer and work requirements
2. Cite personal skills and attitudes conducive to life and work success and formulate a plan to incorporate these skills and attitudes into one’s own life through volunteer activities
3. Evaluate the impact of one’s personal skills and attitudes on one’s life/work successes in the community
4. Classify work roles and work alternatives such as volunteerism using various resources including digital media
5. Examine creative or alternative life/work scenarios, and evaluate their possible impact on one’s life
6. Compare various working conditions such as inside/outside, shift work, and hazardous work

**Life and Work Plan (LW)**

[LW8.1](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/indicators?lang=en&subj=career_education&level=8&outcome=3.1)[LW8.2](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/indicators?lang=en&subj=career_education&level=8&outcome=3.2)

**Outcome: LW8.1**

**Compare skills taxonomies such as Essential Skills and Employability Skills and examine how an individual’s skills may influence possible future occupational choices.** 

1. Compare personal skills to taxonomies such as Essential Skills (<http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.>) and Employability Skills ( [http://conferenceboard.](http://conferenceboard./)) while identifying areas of focus for future improvement
2. Identify how personal beliefs, skills, and attitudes affect decision making regarding one’s work choices
3. Draw conclusions about the connections between skill taxonomies and personal work and life plans

**Outcome: LW8.2**

**Formulate a list of life roles and examine possible changes over one’s lifespan.** 

1. Consider how personal goals can be satisfied through a combination of work, community, social, and family roles Identify how various life and work roles impact the attainment of future goals
2. Determine examples of life and work roles that would positively impact one’s life (e.g., participating in sports and the arts, holding down a job, volunteering in the community, helping a neighbour)
3. Examine and assess one’s preferred future using as criteria newly acquired information about self and the world of work
4. Investigate the concept of a preferred future and adjust one’s preferred future as experience changes knowledge of oneself