

What your student will study in Career and Life Management

Career and Life Management is a practical course that helps students develop skills for managing well-being, finances, and career planning throughout life. The course treats the emotional/psychological, intellectual, social, spiritual and physical dimensions of health as interconnected. The dynamic interplay of these factors affects personal well-being.

What the course covers

Dimensions of health and well-being

Students will examine five dimensions of health: emotional/psychological, intellectual, social, spiritual and physical. The course teaches that these dimensions are interdependent. Stress in one area affects the others. Well-being requires balance among them. Students will analyze how determinants of health (such as access to resources, family circumstances, and peer influence) shape lifestyle choices. Students will develop a personal plan to improve one aspect of well-being, such as sleep, nutrition, or stress management. The course also asks students to analyze the combination of factors that contribute to personal well-being and examine the determinants of health and their effect on lifestyle choices. Students will identify concrete actions to improve health. [See the curriculum: 1, 2.](#)

Thinking, problem-solving and learning

Students will develop creative thinking skills. Students will learn how a positive attitude affects problem-solving ability. The course teaches creative thinking strategies. Students will develop and assess personal strategies to enhance creative thinking skills. Students will apply creative thinking strategies. Students will understand how learning expands problem-solving capabilities. [See the curriculum: 1, 2, 3.](#)

Physical, emotional and spiritual well-being

Students will analyze how nutrition, fitness, exercise and safety choices contribute to physical health. Students will develop a health action plan. For well-being, students will develop and implement health action plans. The course addresses practices and behaviours that contribute to optimal physical well-being. The course addresses safety and risk-taking behaviours as contributors to physical well-being. [See the curriculum: 1, 2, 3.](#)

Communication, relationships and sexuality

Students will practise effective communication, conflict resolution and team-building skills. Students will learn how to handle negative peer pressure. The course teaches effective communication, conflict resolution and team-building skills. Students will examine methods of communication, barriers to communication, and strategies to enhance communication. Students will describe the stages of conflict and strategies for negotiating conflict. The course also teaches students to apply skills to deal with negative peer pressure and negative views of others. [See the curriculum: 1, 2, 3, 4.](#)

Managing change and accessing support

Students will develop strategies for anticipating and managing stress and change. Both are inevitable in life. The course teaches students to develop and assess strategies for anticipating, identifying, managing and embracing change. Students will examine the dynamic nature of balance. Students will understand the ongoing importance of balance in managing change. [See the curriculum: 1, 2, 3.](#)

Personal resources and financial basics

Students will identify personal resources: time, energy, knowledge, skills, talents, access to technology and finances. Students will understand how these resources grow with education and experience. The course teaches the fundamentals of earning income, paying taxes, and budgeting. Students will

distinguish between needs and wants. Students will examine how personal values shape financial choices. Students will create a personal budget. The course teaches students to prepare and use a personal budget. Students will identify strategies for making the most of an income. [See the curriculum: 1, 2, 3.](#)

Informed consumer strategies and marketplace skills

Students will develop marketplace skills. Students will understand consumer rights and responsibilities. The course covers strategies to be informed consumers. The course covers consumer rights and responsibilities, marketplace skills, and informed consumer actions regarding health issues, products and services. Students will develop strategies to be informed consumers. Students will explain the rights and responsibilities of a consumer. The course teaches students to demonstrate informed consumer actions regarding health issues, products and services. Students will analyze the impact of personal values, wants and needs on being an informed and responsible consumer. [See the curriculum: 1, 2, 3, 4, 5.](#)

Independent living

Students will develop a personal budget. Students will assess strategies for finding a place to live and a suitable roommate. The course covers the rights and responsibilities of a tenant. The course covers the obligations of independent living, including the financial and personal consequences of moving back home. [See the curriculum.](#)

Dealing with financial challenges

Students will examine how to adapt financial plans in response to both planned and unexpected changes. Students will consider job loss, illness, and family circumstances. Students will develop strategies to handle crises. [See the curriculum.](#)

Career development as examined through the career planning process and principles

Students will understand career planning as an ongoing process. It begins now and continues throughout life. The course teaches that present daily living skills and experiences connect directly to future career success. Students will assess their own interests, competencies, skills, abilities, aptitudes, talents, personality traits and strengths. The course also asks students to examine the components of effective career development as a lifelong process. Students will understand that factors such as education costs, family circumstances and resourcefulness affect career opportunities. [See the curriculum: 1, 2, 3.](#)

Transition planning

Students will develop a plan for the transition from high school to post-secondary education, training or work over a 3 to 5 year period. The course encourages students to gain work experience through part-time jobs, volunteer work, cooperative education, job shadowing, career mentoring and networking. [See the curriculum.](#)

Career portfolio and occupational profile

Students will build a career portfolio. It combines personal information (interests, values, goals, aspirations) with an occupational profile (research on possible careers, employment trends, and information gathered from mentors and interviews). The course emphasizes that persistence and the creation of options are important throughout career planning. [See the curriculum.](#)

Post-secondary pathways

Students will investigate the range of learning opportunities available: university, college, trades training, apprenticeships and on-the-job training. The course teaches students to assess the costs of different programs and available funding and assistance. [See the curriculum.](#)

Employment patterns and workplace realities

Students will analyze the changing nature of work, including unemployment, underemployment, seasonal work and other employment patterns. Students will understand why flexibility in career planning matters. [See the curriculum.](#)

Job search and workplace skills

Students will identify job search strategies for both volunteer and paid positions. Students will develop personal marketing strategies. Students will learn how to use a résumé and portfolio effectively. The course teaches workplace protocol, strategies for meeting employer expectations, and how to handle leaving a job or job loss. Students will also examine employer and employee rights and responsibilities, health and safety regulations, and strategies for identifying and dealing with workplace discrimination. [See the curriculum: 1, 2, 3.](#)

Entrepreneurship

Students will explore enterprise and innovation as career possibilities. Students will examine the stories of entrepreneurs. Students will generate strategies for dealing with the challenges of self-employment. [See the curriculum.](#)

How the course is assessed

Assessment in Career and Life Management typically includes assignment booklets, unit tests, practical projects (such as creating a personal budget or career portfolio), and reflective work on personal planning. The course emphasizes demonstrating understanding through applied work. Students will complete assignments that ask them to create actual plans, make decisions, and reflect on their own choices and circumstances. Teachers may also assess through observation of group work, presentations, and the quality of the portfolios and plans students develop.

How to support study at home

Talk through personal planning. When your student is working on a personal budget, health plan or career goal, encourage them to explain their thinking aloud. Ask questions such as "What matters most to you here?" and "What could change this plan?" This conversation helps move from filling in worksheets to actually thinking through personal values and priorities. [See the curriculum: 1, 2.](#)

Help identify strengths and resources. List your student's skills, talents, interests and personality traits. Discuss how these strengths might apply to different careers or life situations. This builds the self-awareness that underpins both career planning and good decision-making. [See the curriculum.](#)

Work through a real financial decision together. When your family makes a purchase or financial choice, involve your student in the thinking. Discuss why you are choosing one option over another, what trade-offs you are making, and how your values shape your decision. This grounds financial literacy in real life. [See the curriculum: 1, 2.](#)

Encourage work experience and networking. Help your student find part-time work, volunteer opportunities or job shadowing experiences. These experiences teach workplace skills and help explore career interests. Encourage conversations with people in careers your student finds interesting. [See the curriculum.](#)

Create space for reflection on well-being. Encourage your student to think regularly about how they are managing stress, sleep, relationships and schoolwork. Notice patterns together: when do they feel most balanced? What throws them off? This reflection builds the self-awareness needed to manage health across all five dimensions. [See the curriculum: 1, 2.](#)

Be a resource for difficult conversations. Your student will be learning about serious topics: managing emotions, recognizing unhealthy relationships, understanding sexual responsibility. Let them

know they can talk through questions and concerns with you. If your student is struggling with mental health, substance use or relationship concerns, help them access professional support. [See the curriculum: 1, 2, 3.](#)