



My Plan

2015-2016

A GUIDE FOR HIGH SCHOOL STUDENTS



**Build the Future
You Want...
Make Informed
Choices!**

www.myplanpei.ca



Education, Early
Learning and Culture

Community-Based Learning / Apprentissage Communautaire



- Cooperative Education
Éducation coopérative
- Transitions Program
Programme de transitions
- Take Our Kids to Work Day
Invitons nos jeunes au travail
- LifeWork Portfolio
Portfolio vie-travail
- Specialization Programs
Spécialisations



Our community, our classroom / Notre communauté, notre salle de classe



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in collaboration with Higher Education Quality Council of Ontario (HEQCO)

What's Next? Your Guide to Education and Career/Life Planning in Ontario (2013)

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Getting Started

A blueprint is an architect's plan. This guide and **my Blueprint** help you to plan your next step for building the future **YOU** want by exploring these questions:

Who Am I?

Knowing who you are is an important step in planning your future and deciding your next step. Understanding your interests, values, skills, and personality traits will help you along your journey.

What Are My Opportunities?

Use your time in school and in the community to explore options and areas of interest, make connections, and participate in community-based learning courses.

What is My Action Plan?

Identifying resources, building skills, and creating networks will help you achieve your goals as you take your next step in your journey through and beyond high school. Get into motion! Stay motivated! Access your allies! Always have a backup plan!

What Are My Next Steps and Why?


Choosing courses and experiences that align with your interests will help you set goals to create the future you want. Ensure that your choices and actions are guided by what's really important to you.



How do I use this guide?

MyPlan: A Guide for High School Students has been designed to assist you in developing the knowledge and skills required to make informed career/life choices. No matter what pathway you choose, your success will be determined by what you know about yourself, what you view as your opportunities, your goals for the future, and outlining a clear plan to reach those goals.

Take your time when thinking about the four questions as you develop personal and meaningful answers to them. The answers might change over time or after some research. These changes are a normal part of the process. You are the architect of the future you want!

Each time that you see the  symbol, this indicates an activity for you to complete. You will then be guided to where you can place the completed activity within **my Blueprint**. Each time that you see **my Blueprint**, go to: www.myblueprint.ca/pei to continue designing your plan.

Parents as Career Coaches

¹Parents have a big influence on their child's choices about education, training, and career/life pathways. That's why it's important that parents – just as much as students – understand the career/life planning process and have all the information and resources they need to support their child during this time of transition.

Parents as Career Coaches workshops help parents better support their children in making informed and successful education and career choices. Workshops provide an overview of *My Plan: A Guide for High School Students*, [myBlueprint](#), information about high school pathways and opportunities, community-based learning opportunities, and ways to engage in career conversations with their child. *Parents as Career Coaches* will be offered to all parents with children in grade 10 in the fall of 2015 and to all parents with children in grade 9 in the winter of 2016.

Parent Portal - [myBlueprint](#)

GETTING STARTED

- Visit www.myBlueprint.ca/pei
- In the New User box, select your child's high school or planned high school from the drop down list and click Create Account
- Select "I am a Parent..." and complete the sign-up form

Troubleshooting Tips:

- **Have an account?** Enter your email/password in the Existing User box
- **Forgot your password?** Click on "Forgot your password?"
- **Don't see your school listed in the New User box?** You need to visit your District URL. Check the website address in the top bar of your web browser or contact myBlueprint support.

LINK WITH YOUR CHILD (Optional)

- You can link with your child to view their myBlueprint account
- From your Home Screen, click on the **Toolbox** and select **My Links**
- Click **Add Student**, and search for your child by email address

¹For the purposes of this document, **parent** includes parent, legal guardian, custodian, host family, and other adult mentor.





My Portfolio

The easiest way to plan your education and career

 Add Box

My Plan

 100%



Career Spectrum

Six comprehensive interest and career assessments



Goal Setting

Create S.M.A.R.T. goals and a plan of action to stay on track



High School Planner

Plan to graduate and discover the impact of course selections



Post-Secondary Planner

Research the opportunities available in every pathway



Occupation Planner

Compare extensive information on careers across Canada



Resume & Cover Letter

Record experiences and export them for school or work



Financial Planner

Improve financial literacy and build an interactive budget



CareerIQ

Answer questions and enter draws to win prizes

Course Selection

Log in or create an account to complete online course selection



Submit Courses

Graduation Indicator

Track towards province specific graduation requirements



☐ Completed (12)

☐ Planned (8)

☐ Required (20/20)

Pathway Eligibility

Instantly discover post-secondary opportunities based on courses

Apprenticeships	157
Colleges	4,532
Universities	3,112

How Do I Get Started?

- 1 Visit www.myBlueprint.ca/pei
- 2 Enter your email and password in the Existing User box

Don't have an account?

Visit www.myBlueprint.ca/pei and choose your High School from the New User drop-down menu

Who am I?

Guiding Questions

Who
am I?

What am I good at?

What do I like to do?

What do I care about?

What inspires me?

Cooperative
Education

Skilled
Trades

French Immersion
Certificate

Student Council

Volunteer

Academy Diploma
Program

Cadets

Sports

School
Musical



10 Things I Love to Do

Instructions:

List 10 things you love to do. Please do not feel any restrictions in making your list. When your list is complete,

- put a **\$** beside anything that costs more than \$10.00 to do;
- put an **A** beside anything that you prefer to do alone;
- put a **P** beside anything you need to plan in order to do, and is not spontaneous;
- put an **M** beside anything that involves moving your body;
- put an **O** beside anything that you prefer to do outdoors;
- put a **checkmark** beside anything you actually have done in the last few weeks

	10 Things I Love To Do!	\$	A	P	M	O	✓
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Reflection: Were there any surprises? Is there anything you would change about your list? What is it about these activities that you love to do? Are there any patterns that you can identify within your list?

Upload your list and a reflection about your list into [My Portfolio & Reflection](#) in [myBlueprint](#).

Complete the Learning Styles, Personality, Interests, Knowledge, Motivations, and Compatability surveys in [Career Spectrum](#) in [myBlueprint](#).

Look back at your list of **10 Things You Love to Do**. Pick one item from the list and brainstorm all the possible ways you could build on this love to make money. Talk with a friend, teacher, family member, or community mentor to see what possibilities you might have.

For example, if you love to travel, what are some ways that you could make money out of this love? Check out the example below:



Use the **Occupation Planner** in **myBlueprint** to explore some of these possibilities. Favourite the ones that interest you.



My Ideal Tomorrow



My ideal tomorrow

Let's look at what you want your ideal tomorrow to look like—the one where you can't wait to jump out of bed. But first, give yourself permission to banish "I can't" or "I could never" from your thoughts. Instead, think about what your life would be like if you could do anything. Really. Anything. Jot down your answer(s) here:

Let's fill in some details about this day in your dream life.

Where will you wake up?

In your house in the country? In a condo in the city?

In an apartment in another country?

On a street in a close-knit community?

Something else?

What does it look like?

Do family, friends or pets live with you,
or are you happily alone?

What gives you energy to complete
what you want or need to do for that day?

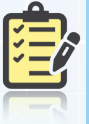
Is it interacting with people?

Quiet time to think? Something else?

What inspires you to strive, create or complete
something? Music? Art on the wall?
Inspirational quotes? Something else?



My Ideal Tomorrow



What are you spending your money on?

A fancy car? A school in Africa?

A present for a family member?

A trip around the world?

A shelter for injured wildlife?

Something else?

How would you describe
what you would do on a typical day?

If you're working, how do you get there? By truck?
By foot? By heading downstairs to your home office?
Or by walking to the shed out back?
Something else? What does your workplace look like?

What are you doing in your ideal work world?

Are you working alone or with other people?

Are you operating machines, handling animals
or selling things? Are you designing software,
menus or fashion? Something else?

What type of people work with you?

Are they creative, serious, talkative or businesslike?

Are you part of a team or its leader?

Or do you work alone?





My Ideal Tomorrow



What else are you doing?

What are your hobbies?

What are your social activities?

Meeting with friends?

Spending more time with your family?

Riding one of your horses?

Training for a marathon?

Writing that children's book?

Something else?

If you're having trouble envisioning your ideal day, let's start at the beginning and explore your childhood dreams and passions.

When you were little, what did you answer when people asked you what you wanted to do when you grew up?

What games and toys did you particularly love as a child? Using building blocks, making crafts, organizing shinny hockey, playing teacher or running a lemonade stand? Something else?

What books, TV programs or video games did you like the most when you were young? Did you like the travel programs or the science shows? Did you always choose books about real people instead of fiction? Think a little about why you chose the things you did as a child.



Upload My Ideal Tomorrow into **My Portfolio & Reflection** in **my Blueprint**. Refer back to it often as you develop your plan for your next step after high school.

Activities (includes work-related)



Personal Profile

You have the potential to do more than one thing in your life. In fact, it is essential in today's labour market to plan for more than one preferred future! You can create more than one preferred future plan for yourself that reflects what is most important to you and that gives you satisfaction and meaning. The key is uncovering, recognizing, and incorporating the elements that matter to you in each option.

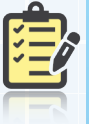
Take some time to explore your own interests, values, skills, and personality traits. These combine to make up who you are and shape what gives you pleasure, meaning, and direction.

For the following 4 tables, **place a check mark** by any that you relate to or that attract you. Then choose the **3** that you feel are most important to have reflected in your life and work. Record these 3 ...**completing the sentence "I really like"**.

Interests

Here are some examples of interests. They are all words or phrases that could be used to complete the sentence: "I really like..." Place a checkmark by any that apply to you. Do not limit yourself to this list! Add others that are missing.

<input type="checkbox"/> Arts and crafts creating something visual with your hands	<input type="checkbox"/> Games playing or designing computer, video or board games	<input type="checkbox"/> Research discovering facts in different ways
<input type="checkbox"/> Astronomy learning about universe	<input type="checkbox"/> Gardening growing plants, indoors or outdoors	<input type="checkbox"/> Sports taking part in or following a physical activity
<input type="checkbox"/> Books reading anything from biographies to science fiction	<input type="checkbox"/> History learning about the past	<input type="checkbox"/> Teaching showing someone how to do something
<input type="checkbox"/> Design planning something new with skill or artistry	<input type="checkbox"/> Languages learning a new way to communicate	<input type="checkbox"/> Technology keeping up with the latest in the mechanical or applied arts
<input type="checkbox"/> Family history learning about your own past	<input type="checkbox"/> Music Listening to or making it	<input type="checkbox"/> Travelling seeing new parts of the world
<input type="checkbox"/> Film watching or learning about new or classic movies	<input type="checkbox"/> Nature exploring its different aspects, from birds and plants to forests and oceans	<input type="checkbox"/> Volunteering giving your time to a person or group
<input type="checkbox"/> Food cooking for fun or learning about what we eat	<input type="checkbox"/> Public speaking talking or explaining in front of groups	<input type="checkbox"/> Writing creating stories, songs, scripts, etc., with words
<input type="checkbox"/> <input type="text"/>	<input type="checkbox"/> <input type="text"/>	



Values

Here are some examples of values. They are all words or phrases that could be used to complete the sentence: "I value..." Place a checkmark by any that apply to you. Do not limit yourself to this list. Add any that are missing for you.

- | | | |
|--|---|---|
| <input type="checkbox"/> Artistic imagination
creating your own art | <input type="checkbox"/> Fun
finding pleasure in the things you do | <input type="checkbox"/> Peacefulness
living/working without stress |
| <input type="checkbox"/> Beauty
finding meaning in the beauty of art, nature or design | <input type="checkbox"/> Helping others
giving support to individuals or groups | <input type="checkbox"/> People contact
interacting daily with family, co-workers and/or the public |
| <input type="checkbox"/> Being alone
having little contact with others | <input type="checkbox"/> Helping society
doing something to make the world better | <input type="checkbox"/> Physical challenges
using your body's abilities |
| <input type="checkbox"/> Belonging
being a member of a group or community | <input type="checkbox"/> Honesty
being fair and truthful in your dealings | <input type="checkbox"/> Precision
doing things precisely and exactly |
| <input type="checkbox"/> Change
doing different or new things | <input type="checkbox"/> Independence
being your own boss | <input type="checkbox"/> Recognition
receiving special or public attention |
| <input type="checkbox"/> Competition
pitting yourself against others | <input type="checkbox"/> Influence
changing people's attitudes or opinions | <input type="checkbox"/> Routine
having things stay the same; doing things the same way |
| <input type="checkbox"/> Creativity
thinking of new ideas or ways to do things | <input type="checkbox"/> Intuition
using insights and feelings | <input type="checkbox"/> Security
feeling safe; having stable finances and work |
| <input type="checkbox"/> Excitement
doing new, adventurous or risky things | <input type="checkbox"/> Knowledge
learning and understanding things | <input type="checkbox"/> Solving problems
knowing how to fix issues and situations |
| <input type="checkbox"/> Expertise
being an expert at something | <input type="checkbox"/> Leadership
guiding groups of people | <input type="checkbox"/> Spirituality
relating to the human spirit or soul |
| <input type="checkbox"/> Fairness
upholding equality or justice | <input type="checkbox"/> Life balance
having enough time for important activities | <input type="checkbox"/> Status
being respected or looked up to |
| <input type="checkbox"/> Family
being meaningfully involved with family members | <input type="checkbox"/> Money
earning a large amount of it | <input type="checkbox"/> Time freedom
not having to live/work by the clock |
| <input type="checkbox"/> Friendships
having friends around, even at work | <input type="checkbox"/> Moral satisfaction
doing what you strongly believe in | <input type="checkbox"/> <input type="text"/> |
| | <input type="checkbox"/> Order/cleanliness
having rules and things in their place | <input type="checkbox"/> <input type="text"/> |



Personal Profile

Skills

Here are some examples of skills. They are all words or phrases that could be used to complete the sentence: "I am really good at..." Place a checkmark by any that apply to you. Add any that are missing to make your skills list complete.

COMMUNICATE

- ☐ Reading
- ☐ Writing
- ☐ Speaking
- ☐ Listening
- ☐ Asking questions
- ☐ Sharing information

MANAGE INFORMATION

- ☐ Locating and gathering information
- ☐ Organizing information
- ☐ Analyzing

USE NUMBERS

- ☐ Measuring
- ☐ Recording data
- ☐ Estimating

THINK & SOLVE PROBLEMS

- ☐ Identifying problems
- ☐ Seeking different points of view
- ☐ Using creativity & innovation to solve problems

DEMONSTRATE POSITIVE ATTITUDES & BEHAVIOURS

- ☐ Being confident
- ☐ Having integrity
- ☐ Managing personal wellness
- ☐ Showing initiative
- ☐ Learning continuously

BE RESPONSIBLE

- ☐ Setting goals
- ☐ Managing time
- ☐ Taking responsible risks
- ☐ Being accountable
- ☐ Contributing to community
- ☐ Working and playing safely

PARTICIPATE IN PROJECTS AND TASKS

- ☐ Designing a project
- ☐ Seeking feedback
- ☐ Developing a plan
- ☐ Using tools and technology
- ☐ Adapting to change

BE ADAPTABLE

- ☐ Working independently
- ☐ Exploring alternatives
- ☐ Embracing change
- ☐ Accepting feedback
- ☐ Coping with uncertainty

WORK WITH OTHERS

- ☐ Working with a group
- ☐ Being flexible
- ☐ Respecting diversity, differences, and perspectives
- ☐ Providing feedback
- ☐ Contributing to a team
- ☐ Leading
- ☐ Supporting
- ☐ Motivating
- ☐ Managing and resolving conflict



PERSONALITY TRAITS

Here are some examples of personality traits. They are all words or phrases that could be used to complete the sentence: "I am..." Place a checkmark by any that apply to you. Do not limit yourself to this list. It is far from complete!

<input type="checkbox"/> Kind	<input type="checkbox"/> Curious	<input type="checkbox"/> Intuitive
<input type="checkbox"/> Realistic	<input type="checkbox"/> Active	<input type="checkbox"/> Determined
<input type="checkbox"/> Cheerful	<input type="checkbox"/> Reflective	<input type="checkbox"/> Ambitious
<input type="checkbox"/> Disciplined	<input type="checkbox"/> Loyal	<input type="checkbox"/> Reserved
<input type="checkbox"/> Likable	<input type="checkbox"/> Discrete	<input type="checkbox"/> Methodical
<input type="checkbox"/> Respectful	<input type="checkbox"/> Attentive	<input type="checkbox"/> Dynamic
<input type="checkbox"/> Careful	<input type="checkbox"/> Responsible	<input type="checkbox"/> Independent
<input type="checkbox"/> Emotional	<input type="checkbox"/> Optimistic	<input type="checkbox"/> A dreamer
<input type="checkbox"/> Leading edge	<input type="checkbox"/> Energetic	<input type="checkbox"/> Organized
<input type="checkbox"/> Sensible	<input type="checkbox"/> Adventurous	<input type="checkbox"/> Reliable
<input type="checkbox"/> Original	<input type="checkbox"/> Serious	<input type="checkbox"/> Humorous
<input type="checkbox"/> Demanding	<input type="checkbox"/> Open	<input type="checkbox"/> Helpful
<input type="checkbox"/> Calm	<input type="checkbox"/> Expressive	<input type="checkbox"/> Passionate
<input type="checkbox"/> Sociable	<input type="checkbox"/> Holistic	<input type="checkbox"/> Entrepreneurial
<input type="checkbox"/> Perservering	<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Competitive
<input type="checkbox"/> Flexible	<input type="checkbox"/> Perceptive	<input type="checkbox"/> Spontaneous
<input type="checkbox"/> Confident	<input type="checkbox"/> Generous	<input type="checkbox"/> Shy
<input type="checkbox"/> Sympathetic	<input type="checkbox"/> Convincing	<input type="checkbox"/> Honest
<input type="checkbox"/> Patient	<input type="checkbox"/> Tolerant	<input type="checkbox"/> Courageous
<input type="checkbox"/> Innovative	<input type="checkbox"/> Positive	<input type="checkbox"/> Brave
<input type="checkbox"/> Creative	<input type="checkbox"/> Thoughtful	<input type="checkbox"/> Practical
<input type="checkbox"/> Critical	<input type="checkbox"/> A planner	<input type="checkbox"/> <input type="text"/>

Now, go back to your lists of interests, values, skills, and personality traits and put a star beside your "top" 2-3. So, for interests, choose the 2-3 things you are MOST interested in and put a star beside these. Then put a star beside the 2-3 things that you value MOST. Do the same for skills and personality traits.



Personal Profile

MY PERSONAL PROFILE

Now record all of the items you have put a star beside here.

My Top Interests

My Top Values

My Top Skills

My Top Personality Traits

Save your Personal Profile and upload it with a reflection in [My Portfolio & Reflection](#) in [myBlueprint](#). In what parts of your life are your interests, values, skills and traits expressed?



POSSIBLE FUTURES

Based on your interests, values, skills, and personality traits, what alternatives might be possible for you? Try to create 2-3 possible futures that reflect your top interests, values, skills, and personality traits. Remember, it is important to explore more than one future plan. Have a plan B. Both you and the world around you can change.

My Possible Future Plans

Future Plan

Future Plan

Future Plan

Sometimes our options can be limited by how we see things. You may want to show your personal profile to some other people to see if they come up with some options that you never considered.

Other Possible Future Plans Created For Me

Future Plan

Future Plan

Future Plan

- Upload your Possible Futures into [My Portfolio & Reflection](#) in [myBlueprint](#). Explore some of these possible futures using the [Occupation Planner](#) in [myBlueprint](#).
- Upload artifacts to provide evidence of accomplishments and skills to [My Portfolio & Reflection](#) in [myBlueprint](#). Examples might include video podcast, artwork, blog entry, team photograph, audio file, work/volunteer experience reflection, co-op reflection, or certifications from Academy Diploma Program.



Dependable Strengths

Think of something you did well, enjoyed doing, and feel proud of...

1. Describe what you did.

2. List the steps you needed to complete to accomplish this.

3. What about this accomplishment makes you feel most proud?



Thinking about your pride story on the previous page...

4. List the skills/strengths you needed to deploy in order to accomplish this.

5. Choose 1 of these skills/strengths and identify at least 3 other times you have had to use this skill/strength.

6. Write a short script (2-3 lines) for an employer that highlights your skills/strength and gives them "proof" that you possess it.

Use your script that you have created and add this under Skills and Abilities in your Resume in [myBlueprint](#). You could also add your script in [My Portfolio & Reflection](#).

Create a [Resume & Cover Letter](#) within [myBlueprint](#) to apply for part-time or summer employment. Look for work that lets you explore an interest of yours or allows you to develop your skills.

Provide evidence of employability skills that you have and how you developed these skills. Include these in your Skills and Abilities of your [Resume](#) in [myBlueprint](#).

What are my opportunities?

Guiding Questions

What
are my
opportunities?

- What high school courses, programs, and extra-curricular activities allow me to explore my interests in school and in the community?
- How can my choices in high school create new opportunities for me?
- What kinds of jobs or occupations interest me?
- What post secondary programs interest me?

PATHWAY OPTIONS:

There are many pathways to your success and many options available after high school.



Apprenticeship:

Apprenticeship is a method of learning the skills and knowledge necessary to become a skilled worker and a certified journey person. Apprenticeship combines on-the-job training under the supervision of a qualified tradesperson and classroom training at a training establishment.



Work:

Directly entering the workplace environment from high school involves exploring labour market opportunities that may require a high school certificate. This opportunity may include part-time, full-time, contract, or self-employment.



College:

At college, you can earn a diploma or certificate that will give you skills for a specific job or occupation. Examples of programs at colleges include Trades, Aerospace, Business, Art and Design, Early Childhood, Law Enforcement, Health Services, Computer and Information Technology, Performing Arts, Sports and Hospitality Management.



Pathway Options

Don't forget to:

Use the **High School Planner** in **my Blueprint** to select courses for grades 11 and 12. The **High School Planner** identifies pathway opportunities available to you as a result of your course selections.

Create and develop multiple high school course plans based on your interests, values, skills, and personality traits that allow you to meet PEI graduation requirements and that allow you to explore areas you are interested in. Select elective courses that motivate, drive, and fulfill you!

Consider taking:

- a community-based learning program to earn high school credits while learning in your community.
- a French class or French Immersion Certificate. Additional language skills are very valuable in today's world!

University:

University degrees offer a combination of essential skills with study in a particular subject area. You can get a degree in areas like Arts, Business, Education, Information Technology, Engineering, Health, and Science.

Gap Year:

A period of time during which a student takes a break from formal education to increase self-awareness, challenge comfort zones, and experiment with possible occupations through travelling, volunteering, interning, or working.



Prince Edward Island Senior High School Graduation Diploma Requirements: English Language School Board (English and French Immersion)

1. The minimum number of credits required for senior high school graduation (Grade 12) is twenty (20) credits.
2. The number of compulsory credits which a senior high school student must take to receive the Prince Edward Island Senior High School Graduation Certificate is twelve (12) credits. These compulsory credits must be taken from the following areas:
 - (a) 3 English credits, one of which must be ENG621A or ENG631A;
 - (b) 2 mathematics credits (post secondary institutions may require 3 or more math credits);
 - (c) 2 science credits;
 - (d) 2 social studies credits, one of which must be CAS401A, GEO421A, HIS421G/J, LAW521A, LAW521F, LAW531A, HIS621A, HIS621B, or POL621A;
 - (e) 1 physical education credit, PED401A;
 - (f) 1 career education and personal development credit, one of which must be CEO401A or CAR421F;
 - (g) 1 credit from the following:
 - (i) a credit from a course identified as a creativity or innovation course in the Senior High Program of Studies and List of Authorized Materials, or
 - (ii) a French credit.

To receive a Provincial French Immersion Certificate, students must earn 6 French Immersion credits. To complete the International Diploma of Studies in French Language (DELF) exam, a student must be planning to complete at least one Grade 12 level French language (Core or Immersion) course.

What are my opportunities?

Community-based Learning Opportunities

Wish you could get out of school and experience the real world while earning high school credits?

If you answered, 'Yes!', then check out the **Community-based Learning** options below.

ACADEMY DIPLOMA PROGRAM

Customize your high school experience by exploring an occupation sector of interest in great detail. Check out the **Academy Diploma Program (ADP)**.

COOPERATIVE EDUCATION

Cooperative Education provides an opportunity to develop your own learning plan, then earn a credit, with the guidance and support of an expert in an occupation of interest to you.

INDEPENDENT STUDY

Partner with a community expert, roll up your sleeves, and get prepared for learning that you direct! Decide what you want to learn and create your own course for high school credit through **Independent Study**.

TRANSITIONS PROGRAM

Consider trying out a college experience and earn credits through the Holland College **Transitions Program**.

EXTERNAL CREDENTIALING

You may have already earned high school credits without knowing it! Find out if you can get credit for your community activities (e.g., Cadets, 4H, Royal Conservatory) as part of the **External Credentialing Program**.

DESIGNING YOUR FUTURE

Looking to develop a plan for after graduation and gain exposure to occupations of interest to you? Check out **Designing Your Future!**



Community-based Learning Opportunities

ACCELERATED SECONDARY APPRENTICESHIP PROGRAM

Want to get a head-start on your post-secondary apprenticeship training program while you are still in high school? Want to earn apprenticeship credit for the time you spend in your high school skilled trades and cooperative education courses? The **Accelerated Secondary Apprenticeship Program** is for you!

WHY PARTICIPATE IN COMMUNITY-BASED LEARNING?

- Discover, explore, and taste the world of post secondary education and work
- Engage in authentic tasks and learn by doing
- Gain real world experiences
- Make connections with people
- Create links among school, learning, the community, and the future
- Develop transferrable skills

UPEI HIGH SCHOOL PHYSICS ENRICHMENT PROGRAM

Want to earn a UPEI physics credit while you are still in high school? Interested in accelerating your learning with the help of a professor in the UPEI physics lab? Check out the **UPEI High School Physics Enrichment Program**.

CAREER EXPLORATIONS AND OPPORTUNITIES

Want to figure out what you are good at, what you love to do, and how your choices in high school can create opportunities for you? Then **Career Explorations and Opportunities (CEO)** is the course for you! CEO is the course that will help you set the stage for a successful life...**your** life!

What are my opportunities?

Post Secondary Credentials (Post Secondary and Continuing Education)

Many schools offer a range of post secondary accreditations, from trade certifications and diplomas, to degrees and certificates. Some important things to remember:

1. Some institutions may have additional requirements specific to their program.
2. You typically need a high school graduation certificate to attend any post secondary institution.

Considering a professional occupation such as a landscape architect, radiation therapy technologist, speech language pathologist, or diver? Some programs require undergraduate credentials, while others have undergraduate entry available. Depending on the program, there may be a standardized aptitude test or additional admission requirements. Check with your school counsellor to learn more.



KNOW YOUR OPTIONS!

- 🌐 Visit the websites of the post secondary options you are considering.
- 🌐 Does this form of post secondary education best suit your interests, values, skills, and personality traits?
- 🌐 Make note of additional requirements for post secondary. Some programs may require a portfolio, written profile, interview, audition, etc for entry.
- 🌐 How long is the program? Do you want to participate in a program with a co-op option?

- 🌐 Be sure to explore Apprenticeship, College, Gap Year, University, and Workplace opportunities. Visit the [Post-Secondary Planner](#) in [myBlueprint](#) and favourite a minimum of 4 programs that appeal to you.

Post Secondary Credentials (Post Secondary and Continuing Education)

Credential	Institution	Admission Standards	Typical Duration	Benefits
Apprenticeship Essential skills and knowledge for a skilled trade. Certification for Qualification in a trade and a Completion of Apprenticeship Certificate	Holland College or off-Island institute	In order to enter the apprenticeship program, a person must: <ul style="list-style-type: none"> • be at least 16 years of age • have a high school completion certificate or equivalent • be working at a designated skilled occupation with a suitable employer 	3-5 years (depending on the trade or occupation)	Required block release is 20% of total apprentice time spent in class The other 80% is completed with employer as a paid employee
Certificate Essential skills and practical knowledge for entry-level employment in a specific occupation or a limited range of occupations	Colleges Holland College, Maritime Christian College, and Collège Acadie Private Training Schools Some Universities	Prince Edward Island Senior High School Graduation Diploma	Typically 1 year, often shorter	May provide preparation for diploma and advanced diploma programs May be included in degree program
Diploma Essential employability skills, conceptual knowledge and occupational or technical skills required for employment in a range of occupations	Colleges Holland College Collège Acadie Private Training Schools Some Universities	Prince Edward Island Senior High School Graduation Diploma	Diplomas: 2 years Advanced Diplomas: 3 years	May offer compressed or accelerated format for university graduates May include paid or unpaid work experience
Degree Broad understanding and some detailed knowledge within one or more disciplines or majors	UPEI and all off-Island Universities Maritime Christian College Some off-Island Private Colleges	Prince Edward Island Senior High School Graduation Diploma	Degree: 4 years Honours Degree: 4-5 years Degree + Bachelor of Education: 4-6 years	Provides entry requirements for professional degrees Required for some professional designations Some programs include co-op, internships, professional experience years and other work placement opportunities
Degree Pathway Programs Collaborative programs between colleges and universities that offer both a degree and diploma/certificate or transferring opportunities between institutions in a select number of disciplines	Participating Universities and Colleges Holland College, Collège Acadie, and UPEI Holland College, Collège Acadie, and some off-Island institutions	Prince Edward Island Senior High School Graduation Diploma	2+2 or 2+3 programs = 4-5 years	Provides entry requirements for professional degrees and some professional designations May include paid or unpaid work experience Some programs include co-op, internships, professional experience years and other work placement opportunities



News Analysis

Labour Market Information (LMI) is all around us. Read through articles about events happening in the world around you to gain current and relevant LMI.

Select a newspaper or magazine article:


What does this article tell you about the labour market? What trends can you identify as a result of this article?

What products/services can you imagine might be needed as a result of these trends? What opportunities can you identify?



What are some sources of LMI?

People	Print	Participation
<ul style="list-style-type: none">• Information interviewing• Networking• Career Centres• Chamber of Commerce• Friends & Family	<ul style="list-style-type: none">• Newspaper• Magazine• Internet• Television• Radio• myBlueprint• Statistics Canada	<ul style="list-style-type: none">• Job shadowing• Volunteering• Work experience• Community-based learning programs such as cooperative education, independent study, or an Academy Diploma Program.

 Gather labour market information about jobs or occupations that you are curious about. Visit the Job Bank online. Learn about job descriptions, wages, education and employment requirements, working conditions, and employment prospects and trends.

 Explore the **Occupation Planner** in myBlueprint and favourite at least 5 different occupations that interest you.



A Personal Research Project is an opportunity for you to explore an occupation or sector of interest to you. It is also an opportunity to gain and strengthen a number of transferable skills including:

- research
- self-management
- communication and thinking
- reflection

Completing this personal research project will help keep you on a solid and informed track to your own preferred future.

Project Description

Your task is to select one of the future career directions from your Personal Profile. Find out as much as you can about the chosen career direction by conducting research using three categories of sources.



Source A: PRINT - Some examples of PRINT resources include:

- Websites such as [my Blueprint](#), Employment Journey, or websites specific to the field you are researching
- Pamphlets or brochures from the occupation/sector you are studying
- Newspapers, online feature articles, blogs
- Apprenticeship, college, university websites describing courses/prerequisites



Source B: PEOPLE - Some examples of PEOPLE include:

- Information interview with someone employed or studying in the area of your research
- TED Talks, podcasts, or webcasts given by someone in the occupation/sector of interest
- Interviews with career counsellors, employment counsellors, or labour market specialists who are knowledgeable about the occupation area of interest
- Information sessions or information interviews with faculty or staff at post secondary institutions offering the preparation needed for the occupation you are researching
- Talking with students currently taking a program you are interested in



Source C: PARTICIPATION - Some examples of PARTICIPATION include:

- Job shadowing at a worksite to find out what 'a day in the life' of someone in this job looks like
- Visiting a worksite to observe and describe the worksite and working conditions; consider virtual worksite visits
- Volunteering in a field of interest
- Attending an information session offered by a post secondary institution
- Sitting in on a class
- Participating in a webinar or online information session

- Summarize your findings in the form of your choice: essay, documentary, podcast, website, digital music composition, webcast, online journal, film, video podcast, screenplay, second life simulation, or blog. What have you learned about you and your own future direction? Upload your summary into [My Portfolio & Reflection](#) in [my Blueprint](#).



My Board of Directors

Think about areas where you might want advice, support or expertise – people who you can turn to, who can help you keep that balance in your life. Who do you want on your Board?

Wherever you go, there will be people with whom you have things in common and with whom you can connect. It may be someone you know well or it may be a stranger with information and/or expertise you need.

Who might you include on your Board of Directors? You may consider someone who:

- Can advise/coach on how to manage money and plan for post secondary
- Has actually done what you think you may want to pursue (in terms of post secondary and/or work that interests you)
- Can assist with academic challenges
- Is a really good problem solver and can help you think through messy situations to find a solution
- Can encourage you and help you to stay motivated
- Believes in you and has high expectations for you
- You can call at 2 a.m. when you're in trouble or questioning your choices
- You can confide in





Think about your life right now and identify who could be part of your own personal Board of Directors. Using the template below, record the names of Board members and some detail about how they can support you.

MY BOARD OF DIRECTORS:

Role:

Role:

Role:

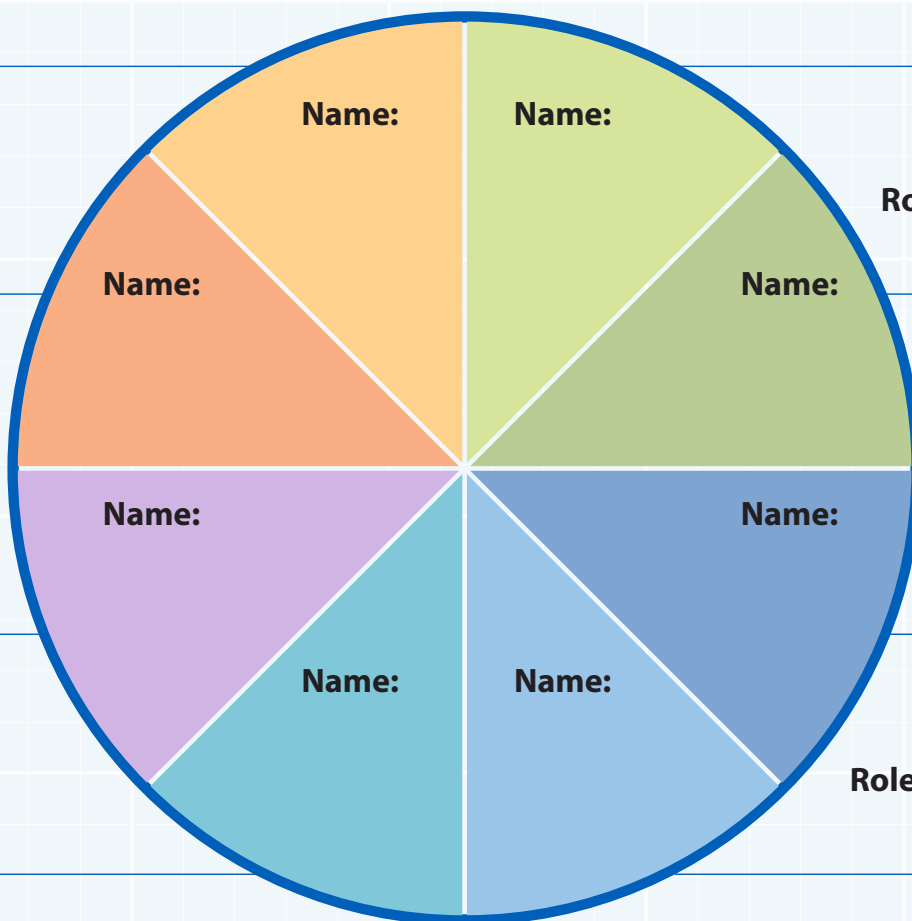
Role:

Role:

Role:

Role:

Role:



Upload your Board of Directors into [My Portfolio & Reflection](#) in [myBlueprint](#) as a custom box. Your Board of Directors will change over time as your needs change so be sure to revisit your Board from time to time.



Information Interviewing

Information interviewing is a great way to collect information about a field of interest, an occupation, or a job that you want to find out more about. It is usually a face to face meeting. You choose who to interview and what questions to ask.

What are the benefits of an information interview?

- It gives first-hand information and a realistic view of the field.
- It helps build contacts with people who may be helpful in the future.
- It is a great opportunity to practice communication skills and interviewing without the stress associated with a job interview.
- It is a chance to hear how others have developed their career paths. You can gain a more personal perspective, gathering traditional labour market information, and information such as:
 - what kind of personality or personal style is common (most successful) in this type of work;
 - what "values" drive the work; and
 - what the primary rewards are.

This kind of information can then be assessed against your own self-knowledge. For example, does my personality match? Do I value the same things as my prospective co-workers? Will the benefits of the job fulfill my needs?

To do information interviewing well, the following skills are required:

- Building Rapport**
- Asking Open Questions**
- Summarizing**

Below is a check list of steps. Look it over to see if you're ready to conduct an information interview.

All Set	Needs Work	
<input type="checkbox"/>	<input type="checkbox"/>	1. I know the job/area of interest that I want to investigate.
<input type="checkbox"/>	<input type="checkbox"/>	2. I can identify who to interview.
<input type="checkbox"/>	<input type="checkbox"/>	3. I have a good list of questions to ask.
<input type="checkbox"/>	<input type="checkbox"/>	4. I know the skills I need to interview well, have practiced them, and feel good about my readiness to interview.
<input type="checkbox"/>	<input type="checkbox"/>	5. I'm clear about what to do to set up the interview and am prepared for all kinds of responses.
<input type="checkbox"/>	<input type="checkbox"/>	6. I'm ready to conduct the interview.
<input type="checkbox"/>	<input type="checkbox"/>	7. I know the steps involved in following-up after the interview and am ready to do them.
<input type="checkbox"/>	<input type="checkbox"/>	8. I have a process in place to reflect on what I've learned.



The areas I need more information on are:

Step 1: Identify the job/occupation or area of interest you want to learn about.

Step 2: Identify who to interview.

Step 3: Plan the specific questions you want to ask.

Information Interviewing Questions:

Name of the occupation, field, job, or other topic you are interviewing the person about:

1. What do you like MOST about this occupation, job, or field?

2. What do you like LEAST about it?

3. What kinds of training or education does someone need?

4. If you were going to do it all over again, what would you do differently?

5. Can you think of anyone else it would be good for me to talk to?

6. Would it be okay if I told them you suggested them as a contact?

Thanks for taking the time to talk to me today! It's been really helpful!

What are my opportunities?



Information Interviewing

Step 4: Learn about and practise the skills of interviewing.

IDEA

PRACTISE MAKES PERFECT

One way to practise your interviewing skills is to try interviewing a friend or family member about something they do that you're genuinely interested in. Draw up a list of questions and proceed. When you feel ready to interview someone in your community, schedule an interview (see Step 5). Craft a list of questions that you would like to ask this person, schedule the interview, and have fun!!!

Step 5: Arrange for the interview.

Step 6: Conduct the interview.

Step 7: Follow up on the interview.

Step 8: Reflect on your learning.

REMEMBER

- 🌍 Taking time to reflect on your learning can make all the difference in continuing to grow and improve.
- 🌍 A journal can be a really useful ally in this process. It can be very valuable in your reflections "after the fact" and can help you see how far you've come!
- 🌍 Celebrate your successes and take the time you need. Your future is worth the investment.

Be sure to ask yourself if each of the occupations you are exploring aligns with your interests, values, skills, and lifestyle preferences.

- 🌍 Did you learn of any related jobs/occupations in your information interview? Use the **Occupation Planner** in my **Blueprint** to explore more.



What are my next steps and why?

Guiding Questions

What are my next steps and why?

- What is available in my post high school pathway?
- Have I selected the courses required for high school graduation and post secondary programs of interest to me?
- What courses and learning experiences will help me reach my goals?
- What are my priorities about my learning, wellness, occupation, and financial expectations?

With so many options out there, finding the 'right' one can be challenging. It's important to set priorities about what sort of learning, wellness, financial, and occupation expectations you hold. The following exercise will help you achieve this. Evaluating priorities is an essential piece of the puzzle towards choosing a next step and you need to be honest with yourself and your parents/guardians to discover what's best for you. Setting priorities will help you set goals towards your next step.

Setting Priorities



What do you need in your life? For each category, check its priority level.

LEARNING	Not Necessary	Nice To Have	Must Have
Links to my learning style			
Flexibility in education/career path changes			
Accessibility services			
Library resources			
Technology			
Personal interest			
Academic services			
Other			

Must-have Statement:

(continued)



Adapted from *What's Next: Your Guide to Education and Career/Life Planning In Ontario*, Ontario School Counsellor's Association



Setting Priorities

What do you need in your life? For each category, check its priority level.

WELLNESS	Not Necessary	Nice To Have	Must Have
Fits with culture and/or religion			
Access to social activities			
Access to volunteer opportunities			
Access to athletic opportunities and facilities			
Access to the arts and music			
Environmental/social consciousness of the institution			
Positive space/atmosphere			
Feeling of safety			
Location			
Work-life integration			
Manageable workload			
Other:			

Must-have Statement:

What do you need in your life? For each category, check its priority level.

OCCUPATION	Not Necessary	Nice To Have	Must Have
Reputation of school or workplace			
Occupation preparation/advancement			
Co-op, internship, and work-related opportunities			
Sense of prestige for the program or job opportunity			
Job security (e.g. length of position, promotion opportunities)			
Other:			

Must-have Statement:



What do you need in your life? For each category, check its priority level.

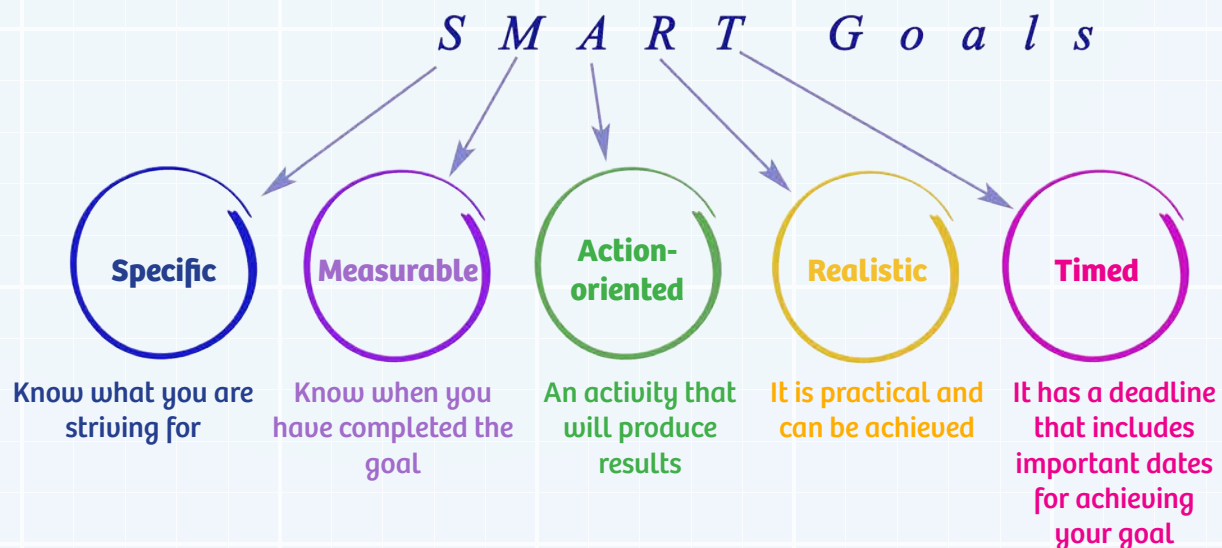
FINANCIAL	Not Necessary	Nice To Have	Must Have
Scholarships, bursaries, awards			
Funding opportunities			
Income opportunities			
Financial incentives (e.g. bonus, entry scholarship)			
Medical and life benefits			
Opportunity to make more money in the future			
Other:			

Must-have Statement:

Adapted from *What's Next: Your Guide to Education and Career/Life Planning In Ontario*, Ontario School Counsellor's Association

REMEMBER

- Set goals to create the future you want. Add at least 2 short term, 2 medium term, and 2 long term goals in **Goal Setting** of **myBlueprint**. Be sure to include at least one financial goal and one FITT goal.
- Identify tasks that will help you achieve the goals you have listed in **Goal Setting** of **myBlueprint**.
- Make sure that your goals connect with your values.





Career Life Project

Place a check mark beside any occupation which attracts you. Respond spontaneously. Don't worry about whether you have the training or the skills to do the occupation. You don't need to know why they attract you. Simply follow your interests. You can check as many occupations as you wish.

<input type="checkbox"/> Electronic Systems Inspector	<input type="checkbox"/> Specialized Educator	<input type="checkbox"/> Researcher
<input type="checkbox"/> Make-up Artist	<input type="checkbox"/> Labour Market Analyst	<input type="checkbox"/> Waiter
<input type="checkbox"/> Employment Counsellor	<input type="checkbox"/> Robotics Technician	<input type="checkbox"/> Archivist
<input type="checkbox"/> Data Processing Clerk	<input type="checkbox"/> Accountant	<input type="checkbox"/> Psychologist
<input type="checkbox"/> Data Processing Analyst	<input type="checkbox"/> Invoicing Clerk	<input type="checkbox"/> Actuary
<input type="checkbox"/> Real Estate Agent	<input type="checkbox"/> Financial Investments Analyst	<input type="checkbox"/> Sociologist
<input type="checkbox"/> Hairdresser, Barber	<input type="checkbox"/> Human Resources Director	<input type="checkbox"/> Claims Examiner
<input type="checkbox"/> Car Driving Instructor	<input type="checkbox"/> Door Attendant	<input type="checkbox"/> Car Salesperson
<input type="checkbox"/> Photographer	<input type="checkbox"/> Taxation Clerk	<input type="checkbox"/> Electrician
<input type="checkbox"/> Dramatic Arts Teacher	<input type="checkbox"/> Immigration Officer	<input type="checkbox"/> Insurance Clerk
<input type="checkbox"/> Computer Operator	<input type="checkbox"/> Fashion Designer	<input type="checkbox"/> Cleaner
<input type="checkbox"/> Construction Inspector	<input type="checkbox"/> Nurses' Aide	<input type="checkbox"/> Doctor
<input type="checkbox"/> Beautician	<input type="checkbox"/> Customs Officer	<input type="checkbox"/> Economist
<input type="checkbox"/> Information Analyst	<input type="checkbox"/> Filing Clerk	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Electrical Engineer	<input type="checkbox"/> Civil Engineering Technician	<input type="checkbox"/> Geologist
<input type="checkbox"/> Window Cleaner	<input type="checkbox"/> Dental Hygienist	<input type="checkbox"/> Group Leader
<input type="checkbox"/> Fire Prevention Inspector	<input type="checkbox"/> Environment Designer	<input type="checkbox"/> Writer
<input type="checkbox"/> Sales Clerk	<input type="checkbox"/> Medical Archivist	<input type="checkbox"/> Butcher
<input type="checkbox"/> Receptionist	<input type="checkbox"/> Retirement Counsellor	<input type="checkbox"/> Tutor
<input type="checkbox"/> Industrial Design Technician	<input type="checkbox"/> Auto Mechanic	<input type="checkbox"/> Decorator
<input type="checkbox"/> Welfare & Compensation Officer	<input type="checkbox"/> Computer Specialist	<input type="checkbox"/> Secretary
<input type="checkbox"/> Gestural Interpreter (Sign Language)	<input type="checkbox"/> Industrial Relations Counsellor	<input type="checkbox"/> Bus Driver
<input type="checkbox"/> Director of a Leisure Establishment	<input type="checkbox"/> Organizational Development Advisor	<input type="checkbox"/> Travel Agent
<input type="checkbox"/> Receptionist	<input type="checkbox"/> Interior Layout & Planning Assistant	<input type="checkbox"/> Anesthetist
<input type="checkbox"/> Nurse	<input type="checkbox"/> Audio-visual Technician	<input type="checkbox"/> Evaluator
<input type="checkbox"/> Ambulance Driver	<input type="checkbox"/> Physical Education Teacher	<input type="checkbox"/> Artist, Painter



In the first column (titled Groups) of the table below, group the occupations that attract you in any way that makes sense to you. Which ones would you like to put together? You can put one occupation in more than one grouping if you wish.

In the next column (titled Reasons), write down your reasons for each grouping of occupations. What does the grouping represent to you? What theme connects the occupations in the group? There is no right or wrong answer here.

Next, prioritize your reasons. Order them according to the importance of the reason to you and to your career development.

GROUP	REASON

What are my next steps and why?



Career Life Project

Finally, below, try to capture in 2-4 sentences the essence of what your reasons, when put together, express about your purpose with respect to work. Often organizations have mission statements that tell people their purpose or mandate. How would you put all your reasons together into a personal career-life mission statement?

MY CAREER-LIFE MISSION STATEMENT



Upload your Career-Life Mission Statement into
My Portfolio & Resume in [myBlueprint](#).

What is my action plan?

Guiding Questions

What is my
action
plan?

- What can I do now to plan for my future?
- What resources will I use to achieve my goals?
- What are some challenges I might face and how will I deal with them?
- How will I save money for my next steps after high school?

MOMENTUM INUKSHUK



The Inukshuk is a traditional figure made by the Inuit that symbolizes “The People”. Building them took a community effort, as the rocks would be too heavy for any one person to lift. They have been used out on the land to mark hunting grounds or the spot where supplies have been left. Today, the Inukshuk is the symbol used on the Nunavut flag.

STEP 1

Think of a person you respect and admire. Choose someone who is meaningful and inspiring for you. Think of the qualities that you respect in the person you admire. Use the following page to help you prepare a list of these qualities.

(continued)





Momentum Inukshuk

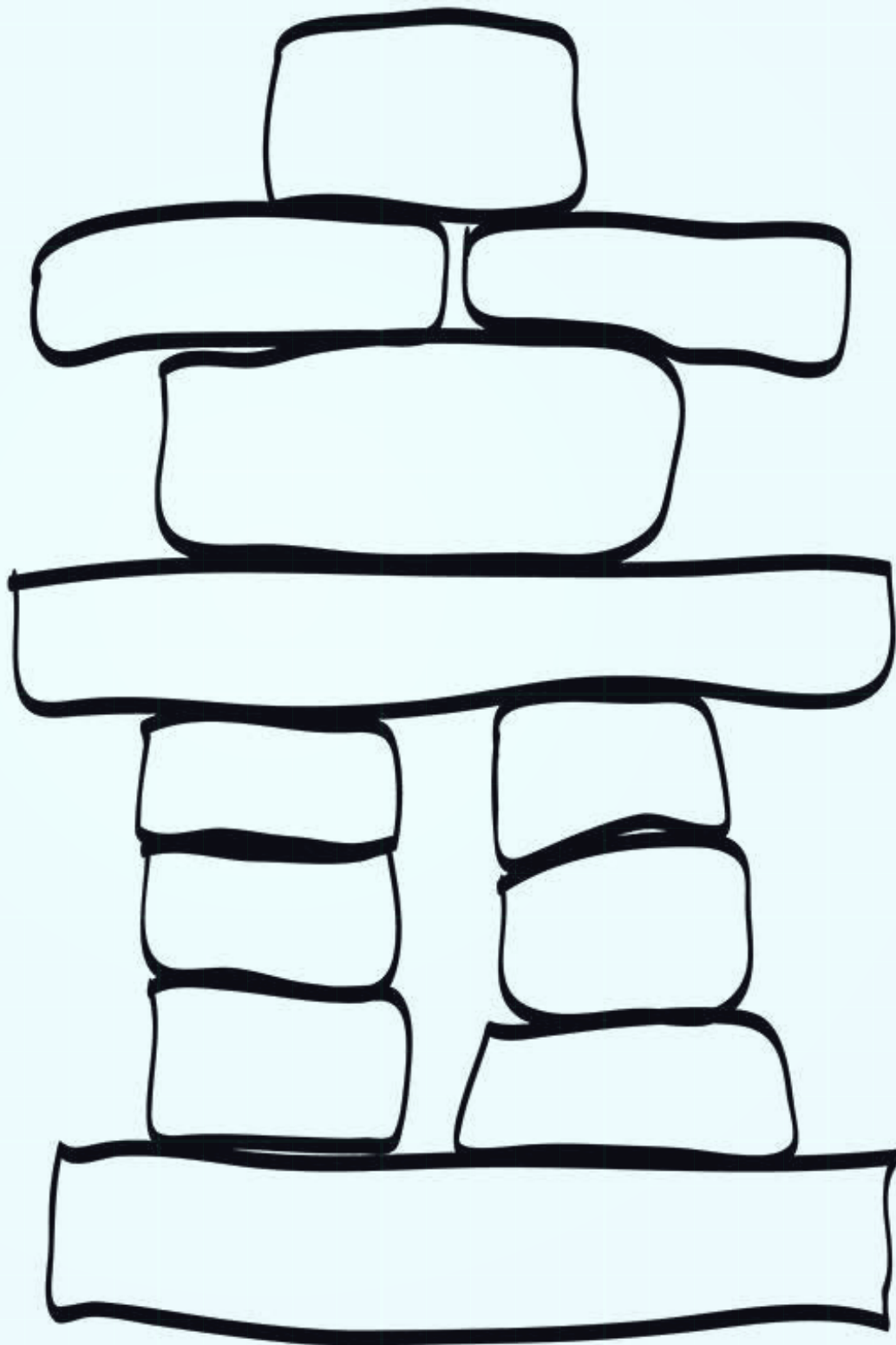
What qualities do you see in those you respect and admire? Place a checkmark by the ones that you see in those you admire. Add any that you think are missing from the list.

<input type="checkbox"/> Hospitable/Welcoming	<input type="checkbox"/> Reliable	<input type="checkbox"/> Positive
<input type="checkbox"/> Active	<input type="checkbox"/> Demanding	<input type="checkbox"/> Practical
<input type="checkbox"/> Ambitious	<input type="checkbox"/> Expressive	<input type="checkbox"/> Realistic
<input type="checkbox"/> Likable	<input type="checkbox"/> Entrepreneurial	<input type="checkbox"/> Calm
<input type="checkbox"/> Attentive	<input type="checkbox"/> Flexible	<input type="checkbox"/> Reserved
<input type="checkbox"/> Independent	<input type="checkbox"/> Generous	<input type="checkbox"/> Respectful
<input type="checkbox"/> Leading edge	<input type="checkbox"/> Honest	<input type="checkbox"/> Responsible
<input type="checkbox"/> Adventurous	<input type="checkbox"/> Innovative	<input type="checkbox"/> A Dreamer
<input type="checkbox"/> A Joker	<input type="checkbox"/> Honourable	<input type="checkbox"/> Sensible
<input type="checkbox"/> Reflective/Thoughtful	<input type="checkbox"/> High Moral Standards	<input type="checkbox"/> Serious
<input type="checkbox"/> Holistic	<input type="checkbox"/> Intuitive	<input type="checkbox"/> Helpful
<input type="checkbox"/> Competitive	<input type="checkbox"/> Cheerful	<input type="checkbox"/> Sociable
<input type="checkbox"/> Confident	<input type="checkbox"/> Loyal	<input type="checkbox"/> A Planner
<input type="checkbox"/> Convincing	<input type="checkbox"/> Methodical	<input type="checkbox"/> Spontaneous
<input type="checkbox"/> Courageous	<input type="checkbox"/> Careful	<input type="checkbox"/> Sympathetic
<input type="checkbox"/> Creative	<input type="checkbox"/> Optimistic	<input type="checkbox"/> Tolerant
<input type="checkbox"/> Critical Thinker	<input type="checkbox"/> Organized	<input type="checkbox"/> Brave
<input type="checkbox"/> Curious	<input type="checkbox"/> Original	<input type="checkbox"/> Patient
<input type="checkbox"/> Determined	<input type="checkbox"/> Open	<input type="checkbox"/> A Perfectionist
<input type="checkbox"/> Disciplined	<input type="checkbox"/> Passionate	<input type="checkbox"/> Emotional
<input type="checkbox"/> Discrete	<input type="checkbox"/> Persevering	<input type="checkbox"/> Dynamic
<input type="checkbox"/> Energetic/Enthusiastic	<input type="checkbox"/> Perceptive	<input type="text"/>
		<input type="text"/>



STEP 2

Using the Inukshuk below, write one quality in each stone of the Inukshuk to capture all the qualities you listed about the person you admire.



What is my action plan?



Momentum Inukshuk

STEP 3 : REFLECTION

A person cannot recognize a quality in another unless it is also within us. We don't appreciate ideals, values, or qualities unless we embrace them ourselves. In some cases, we may be just beginning to build these qualities in ourselves, but the seeds are there.

Write "I am" at the top of your Inukshuk, claiming the qualities you admire in another as qualities you also admire in yourself.

How are you already practising these qualities in your life?

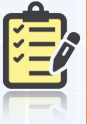
Some qualities may be beginning to grow while others may be well developed within you. Which qualities need to be developed for you to become the kind of person that you admire? How might you develop these qualities?

The Inukshuk is a critical reminder of qualities that matter to us...in our life, learning, and work. Reflect on the words that were in your Inukshuk. Pick out 2-3 that help motivate you and push you forward. Highlight these words on your Inukshuk and write them on the bottom of your sheet .

REMEMBER	One step at a time.	Always have a backup plan.
	You are deciding for now – not forever.	Focus on the next step – not the entire future.
	Move towards a direction and take side roads and detours as needed.	

Don't Forget To:

- Upload your Inukshuk and Reflection into [My Portfolio & Reflection](#) in [myBlueprint](#). Refer back to these qualities that matter to you. These are your Momentum Drivers! They motivate you and push you forward.
- Review your [High School Plan](#) in [myBlueprint](#) with a family member, teacher, school counsellor, or community mentor.
- Update [My Portfolio & Reflection](#) in [myBlueprint](#). Include the following:
 - Career Spectrum
 - Goals
 - High School Plan
 - Post-Secondary Plan
 - Occupation Plan
 - Financial Plan
 - Experiences



Positive Coping Skills, Attitudes and Strategies

How do you bounce back?

We must sometimes overcome difficulties to achieve our goals and succeed. What strategies do you need to help you overcome difficult times?

Here are some examples of positive coping skills, attitudes and strategies. They are all words or phrases that could be used to complete the sentence: "I use my... to overcome challenges". Check any that apply to you and add others that are missing from the list.

- | | |
|--|--|
| <input type="checkbox"/> Ability to create win-wins/compromises | <input type="checkbox"/> Optimism |
| <input type="checkbox"/> Ability to manage information | <input type="checkbox"/> Organization |
| <input type="checkbox"/> Achievement/Goal orientation | <input type="checkbox"/> Planning skills |
| <input type="checkbox"/> Adaptability/Flexibility | <input type="checkbox"/> Positive attitude |
| <input type="checkbox"/> Appreciation of diversity | <input type="checkbox"/> Positive self-talk |
| <input type="checkbox"/> Belief in self | <input type="checkbox"/> Problem solving skills |
| <input type="checkbox"/> Communication skills | <input type="checkbox"/> Realistic assessment of situation |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Determination/Persistence | <input type="checkbox"/> Self-control (of negative impulses/emotions) |
| <input type="checkbox"/> Empathy | <input type="checkbox"/> Sense of being in control |
| <input type="checkbox"/> Healthy emotional expression | <input type="checkbox"/> Teamwork skills |
| <input type="checkbox"/> High expectation for success | <input type="checkbox"/> Time management skills |
| <input type="checkbox"/> Humour | <input type="checkbox"/> Ability to trust |
| <input type="checkbox"/> Initiative | <input type="checkbox"/> Willingness to ask for help |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Thinking skills (critical thinking, lateral thinking) |
| <input type="checkbox"/> Motivation to succeed | <input type="checkbox"/> <input type="text"/> |
| <input type="checkbox"/> Healthy perspective when faced with adversity | <input type="checkbox"/> <input type="text"/> |
| <input type="checkbox"/> Negotiation skills | |

You can control how you respond to situations!



I'm In Control

Resilience: STAC

S

Situation

Stop.

T

Thoughts/feelings

Take stock of my first thoughts and feelings.
Remember "I have a choice".

A

Action

Choose an action that will move me in the
direction of my preferred future.

C

Consequence/result

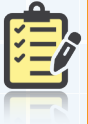
Move a step closer to my preferred future.

Our thoughts, feelings, and actions are all inter-related. When faced with a situation, we all respond with different thoughts and feelings. Take a look at the example in the table below.

Use the following STAC table to work through possible thoughts, feelings, actions, and consequences for a challenge or obstacle you might be facing.

Situation	Thoughts/Feelings	Action	Consequence
Mark on major assignment is much lower than you think you deserve.	This is going to be impossible now - I'm not smart and I'll never pass this course!	Discouraged	Give up
	I can still do this.	More motivated Determined	Go to see teacher to explore how to turn this around
	What an unfair teacher! They don't know what they're doing!	Helpless in the face of incompetent authority	Silently resent teacher and withdraw from participating in class
	I'm out of here!	Angry and annoyed	Storm out of the class
	1.		
	2.		

STAC is about taking a step back from our initial thoughts/feelings and finding a way to react differently in order to move to the outcomes we want. Remember, you have a choice. You can take charge of your reactions and therefore influence the likely consequences of situations.



Wondering how you will pay for your next step? Use the following budget worksheet to help you manage your money so you can take control of YOUR future.

Student budget worksheet

Fill out the expenses section followed by the [income](#) section (sources of money for post-secondary school) to see if you have a realistic budget. If your expenses are greater than your income, you can start looking for [ways to save](#).

The Student budget worksheet is also available as a downloadable [interactive calculator](#) that does the math for you.

Expenses

One-time expenses

Education expenses	(\$)
Tuition	
Fees (lab, library, gym) if not included in tuition	
Other course material	
Other	

Use the [Financial Planner](#) of [my Blueprint](#) to help you learn how to manage your money:

- Budget Basics
- Paying for Post-Secondary
- Credit and Debt
- Savings

Living expenses (ongoing expenses)

*To get a yearly \$ amount, multiply the monthly amount by the number of months you will have the expense. For example, if you're paying \$400 a month in rent for 8 months (generally, two school terms) and move home for the other 4 months of the year, you would have spent \$3,200 on rent in the year.

Housing	\$ per month	\$ per year
Rent/mortgage payments		
Residence fees		
Groceries/meal plan		
Utilities (hydro, gas, electricity)		
Cable		
Internet		
Food	\$ per month	\$ per year
Groceries		
Meal plan		
Take-out/order in		
Other		
Transportation	\$ per month	\$ per year
Public transit (sometimes included in tuition)		
Parking		
Gas		

Financial Consumer Agency of Canada



Investing In My Plan

Car insurance		
Car payments		
Maintenance and repairs		
Other		
Other		
Miscellaneous	\$ per month	\$ per year
Cell phone		
Clothing		
Computer		
Entertainment (movies)		
Personal grooming (haircuts)		
Travel		
Other		
Health	\$ per month	\$ per year
Medical insurance (if not included in tuition)		
Dental insurance (if not included in tuition)		
Medical/dental procedures		
Prescriptions		
Other		
Total yearly expenses		

Income (sources of money)

Sources	Amount (\$)
Scholarships, grants and bursaries	
Part-time work (estimate)	
Registered Education Savings Plan	
Student loans	
Other personal savings	
Gifts	
Other	
Total yearly income	
	Amount (\$)
Total yearly expenses	
Total yearly income	
Difference:	

When exploring resources, be sure to check out the:

- Canada Apprentice Loan
- Official Language Bursary
- George Coles Bursary
- Island Skills Award
- Community Service Bursary

Using the **Financial Planner** of my **Blueprint**, create a plan to save for post secondary.

Considering taking a gap year?
How will you fund a gap year?
What are your estimated costs (travel, living expenses) and your estimated funds (income opportunities, savings)?

TAKE CONTROL OF MY POSSIBLE FUTURES

Take control of your future plans by being thoughtful and intentional about your next steps. Below, and on the following pages, you will find various steps. You will not do all the steps at once and some may not apply to you. Make the action plan your own. Pick out the actions that you think will move you forward, even if just a little bit at first. The more you take action, the clearer your path to your future will become.

No one has been to your future; it is for you to take control and take the next step smartly, and then the one after that, and then the one after that....

The action plan is a helpful companion to your Personal Research Project. You will note that some items are colour coded according to **Print, **People**, and **Participation**.**

STEPS	DONE	TO DO	NOT NECESSARY	WHO CAN HELP?	HOW?	WHEN?	PROGRESS
1. Make a list of my interests, values, skills and personality traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2. Ask people* I trust for feedback on my strengths, personal characteristics, and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3. Complete myBlueprint Career Spectrum (Learning Styles, Personality, Interests, Knowledge, Motivations, and Compatibility).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4. Analyse my current level of wellness by using a wellness tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5. Visualize different preferred futures that reflect my top interests, values, skills, and personality traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6. Is my life in balance? Identify some clues or factors that influence the balance in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7. Keep a journal about what I am doing and what I am learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
8. Gather information about jobs or occupations that I am curious about (job descriptions, wages, education and employment requirements, working conditions, and outlooks etc). Check out the Occupation Planner in myBlueprint .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
9. Explore various apprenticeship, college, and university programs that appeal to me. Check out the Post-Secondary Planner in myBlueprint .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10. Create a support network of family, friends, and mentors who can help me. Build my Board of Directors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11. Job shadow in areas of interest and arrange in-person worksite visits where possible; consider virtual worksite visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12. Tell people that I am exploring options/looking for opportunities; ask them for ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* parents, guardians, school counsellors, teachers, coaches, friends, members of my Board of Directors, extended family members who know me very well

¹ Colour-coded action steps are appropriate for completing Personal Research Project requirements

TAKE CONTROL OF MY POSSIBLE FUTURES

STEPS	DONE	TO DO	NOT NECESSARY	WHO CAN HELP	HOW?	WHEN?	PROGRESS
13. Consider some ways to earn and save money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14. Create new future plans (with help or alone) and talk to people I trust about my possible preferred plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15. Take every opportunity to talk to students already in programs that attract me. Ask questions, lots of them!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16. Research prerequisites/admission requirements and acceptance rates. Make sure I am taking all the required courses for admission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17. Research mid and long term employment prospects (where possible) for each option I am considering. Find out what recent graduates are doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18. Verify where training/programs are offered in my field of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19. Visit the campuses or apprenticeship sites of post secondary institutions I am considering going to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20. Conduct information interviews with mentors and leaders working in the field or industry of interest to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
21. Investigate the specific costs associated with various post secondary education and career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
22. Investigate sources of funding available for post secondary education and career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
23. Check all options I am considering against my interests, values, skills, and personality traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
24. Talk with my school counsellor and/or my CEO teacher about setting goals and identifying next steps to achieve these goals. What additional information, resources, or supports do I need? Use the Goal Setting feature in myBlueprint .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
25. Identify roadblocks I might meet as I pursue my goals. Think of how I might handle them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
26. Complete My Career/Life Project and My Personal Profile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
27. Select courses that allow me to explore my interests in school and in the community. Check out the High School Planner in myBlueprint .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

TAKE CONTROL OF MY POSSIBLE FUTURES

STEPS	DONE	TO DO	NOT NECESSARY	WHO CAN HELP	HOW?	WHEN?	PROGRESS
28. Ensure that I am taking the right courses in high school to meet program admission requirements. Consider a community-based learning opportunity to experience what this program can lead to in the world of work. Check out the High School Planner in my Blueprint .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
29. Plan wellness activities. What am I doing to keep my mind and body in balance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
30. Create a financial plan that supports my education and life/career goals in the Financial Planner in my Blueprint .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
31. Participate in a service learning experience (Habitat for Humanity, Food Bank, Boys and Girls Club, School Breakfast Programs, Big Brothers/Big Sisters, Seniors Active Living).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
32. Volunteer in areas of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
33. Practice my job interview skills by doing a mock interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
34. My interests and values may change over time. My preferred direction may change, so explore more than one future plan. Brainstorm with people I trust to make a Plan B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
35. Apply for applicable bursaries, scholarships, student loan, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
36. Complete and submit applications to post secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
37. Work a part-time job or a summer job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
OTHER:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
OTHER:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

THIS IS NOT THE END.

Whatever decisions you make, know that you're not done! One decision seems to lead to another; this is a good thing! It shows that you have choices in the way you want to live. As you encounter bumps in the road, you can use the steps and tools outlined in [My Plan](#). When things are going smoothly, take a moment every so often to check in with yourself, to make sure the way you're living your life matches your interests, values, skills, and personality traits. Refer back to [My Plan](#) so you'll know how to reach your vision and which choices will help you get there. Take control and build the future you want!

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A GUIDE FOR HIGH SCHOOL STUDENTS



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