Portfolio is DUE APRIL 6th, 3 PM

Portfolio Assessment

*Student Name:*_____ *Teacher Evaluator:*_____

Portfolio Binder _____ *Interview* _____ *Final Mark* _____

Meeting / Not Meeting Complete / Incomplete Meeting / Not Meeting

Portfolio Components

Each of the following items listed require one sample piece of evidence. You may provide more if you so desire. Each sample piece of evidence must be different. Choose the best sample to represent your accomplishments in the area. Each sample piece of evidence must be labeled so that the teacher understands what attribute is being met (either on the sample itself or with a stick on label). You may choose to use page protectors, however, they are not required.

Intellectual Attributes _____ Mathematical Skills _____ Writing Skills _____ Reading and Information Skills _____ Oral Skills _____ Artistic/Design Skills (2) _____ Technology Skill _____ Information Technology Skills Complete / Incomplete	***Personal Management Attributes*** _____ Pos Attitudes and Behavior _____ Responsibility _____ Teamwork _____ Leadership _____ Volunteer/Citizenship (3) Complete / Incomplete
Career and Life Attributes _____ Application Form or Acceptance Letter _____ Financial Reality Check (2) _____ Reference Letter _____ Cover Letter _____ Resume _____ Continuous Learning _____ Post-Secondary Exploration Complete / Incomplete	***Personal Health*** _____ Physical Activity Record _____ Physical Activity Evaluation (3) _____ Physical Living Reflection (3) Complete / Incomplete
Community Connections Complete / Incomplete	***Reflective Essay*** Complete / Incomplete

Graduation Transitions: The Student Portfolio

Graduation Transitions replaces the Graduation Portfolio Assessment requirement found in the original 2004 graduation program. It is a requirement for all BC secondary school students who are enrolled in Grades 10, 11, or 12 as of September 1, 2007.

Goal

Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. In order to meet this goal, Graduation Transitions encourages students to:

- take ownership of their own health and learning
- examine and demonstrate connections between their learning and their future
- create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
- exhibit attributes of a BC graduate

Components

Graduation Transitions is an opportunity for students to reflect on their knowledge and abilities and plan for life after graduation by collecting evidence of their achievements in the following required areas:

- **Personal Health**

Daily physical activity and a commitment to fitness and physical and emotional well-being are key to healthy living. In this component of Graduation Transitions, students develop the knowledge, attitudes, and habits needed to be healthy individuals by maintaining a personal health plan and participating in at least 150 minutes per week of moderate to vigorous physical activity.

- **Community Connections**

Life after graduation includes the world of work and community responsibilities. As part of Graduation Transitions, students gain employability skills through participation in at least 30 hours of work experience and/or community service and another 5 hours of volunteer experience (school or community based).

- **Career and Life**

Graduation Transitions requires students to explore personal and career goals during their secondary school years and create a plan for life after graduation. Transition planning is an ongoing process throughout the graduation program years and requires the completion of a transition plan, culminating in a final Grade 12 presentation in the form of an interview.

Upon successful attainment of the Prescribed Learning Outcomes, a "Requirement Met (RM)" mark will be assigned, and students will earn four (4) credits toward graduation.

*For more on Prescribed Learning Outcomes rational, please see your counselor or the ministry website: http://www.bced.gov.bc.ca/graduation/docs/prog_guide_grad_trans.pdf

The Student Portfolio: Getting Started!

Hopefully you have been saving some of your best work and evidence of achievement over the past few years (beginning with grade 10). If so, your main task now is to reflect and organize.

Things you will need:

- 1 binder (1 to 3 inches, depending on how much evidence you wish to display).
- Dividers
- Your Portfolio Assessment Sheet
- Portfolio Forms Package
- Plastic Page Covers (You will need to use them with projects and books that cannot be hole punched. They are optional for all other pieces of evidence.)

Your binder layout should include:

1. A Portfolio Assessment page with only your name filled out. This will be removed during marking.

2. A Cover Page: This can be as simple as your name or as intricate and creative as you would like it to be.

3. Your Reflective Essay

4. A divider for the first section, clearly and neatly entitled: Intellectual Attributes. Then, in order, a sample piece of evidence, that is labeled, for each of the following:

    a. Mathematical Skills: This can be a test or assignment that you are proud of.
    b. Writing Skills: This should be an essay or creative writing assignment.
    c. Reading and Information Skills: This should be an example of where you had to read something and answer questions. Demonstrates that you can pull needed information from text.
    d. Oral Skills: An evaluation or sample of a speech you gave or presentation you presented.
    e. Artistic/Design Skills: Use the Arts and Design form included in your package. Choose to critique either your own personal artwork (visual arts to performing arts) or respond to art or a performance that someone else has done (attend a play or band concert).
    f. Technology Skills: Use a photograph of a shop project (metal, wood, mechanics, or foods) or an evaluation from the teacher of that project. You could also use an example of a lab you have performed in a science class.
    g. Information Technology Skills: Demonstrate your ability to use technology in your learning environment. A sample of a powerpoint presentation, digital editing, yearbook layout and design are a few examples.

5. A divider for the second section, clearly and neatly entitled: Personal Management Attributes. Then, in order, a sample piece of evidence, that is labeled, for each of the 5 attributes in that section.

Evidence may include reference letters, photographs, driver's license or other great examples. You will need to fill out the Community Connections Volunteering form for the Volunteer/Citizenship attribute. Your supervisor for that volunteer experience will need to sign the page.

6. A divider for the third section, clearly and neatly entitled: Career and Life Attributes. Then, in order, a sample piece of evidence, that is labeled, for each of the 7 attributes in that section.

   There is an application form from UFV included in the package, but you may use any application form you wish (including one for a job). If you have already been accepted to a university/college, you may wish to use your acceptance letter as your piece of evidence here.

   There is also a form for the Financial Plan Attribute that will need to be completed. The best way to do this is on-line, but you can complete the included paper document. Completing it on-line helps to fill in the typical expenses so that you do not have to do as much research. Simply google: The City:: Lifestyle Reality Check My Lifestyle Choices

   The Continuous Learning Attribute can be any course you have taken outside of your graduation requirements. That may include First Aid, Food Safe, Bronze Cross and so on.

   The Post Secondary Exploration Attribute can include a brochure from a College or University or a sample quiz offered by career exploration sites that help you understand what areas of study you may be best suited for.

7. A divider for the fourth section, clearly and neatly entitled: Personal Health. Then, in order, a sample piece of evidence for your physical activity log (a report card showing success in PE 11 or 12 or a copy of a Physical Activity Log demonstrating 150hrs of exercise. There are two forms, the Physical Activity Evaluation and the Physical Living Reflection for this section.

8. A divider for the fifth section, clearly and neatly entitled: Community Connections. Then, you will need to complete the Work Experience Package provided. Be sure to have your evaluations signed by you and your supervisor.

Your Portfolios must be handed in to MS. Marvell - [illegible] 6

Your Community Interview will take place at Hope Secondary School in May.

REFLECTIVE ESSAY

Grade 12 is a year of transition, where you finish your secondary school education and move on to post-secondary education, a job, or both. Portfolio preparation, a part of this transition, is a process where you reflect on all that is behind you and all that is ahead of you so that your present is meaningful and great.

Therefore, as part of this process, you are to write a reflective essay examining your experiences, personal networks, goals, skills , and credentials through your portfolio evidence (the samples you have collected).

Use the questions listed below to help you write your essay.

This essay should be the first page in your portfolio after your title page.

INTRODUCTION

- What was it like to build your portfolio? What challenges did you have?
- What is there about your evidence of which you are most proud?

INTELLECTUAL DEVELOPMENT (Fundamental Skills)

- Discuss your academic and technological skills. How have you grown in this area? What are your strengths? In what areas do you need to continue working?
- How do these skills help you with problem solving and decision making?
- Lifelong learning—How will you continue to learn throughout your life?

HUMAN AND SOCIAL DEVELOPMENT (Personal Management Skills)

- How do you and how will you be a socially responsible citizen?
- How will you contribute to your community and/or your country?
- Discuss the healthy lifestyle practices you use to promote your physical and emotional well being.

CAREER AND LIFE (Career Development)

- What job skills do you have? How does your evidence show this? What surprised you about your skills? How have you shown initiative on the job?
- Discuss a career path that interests you and the actions you have taken and will need to take to pursue this career.

REFLECTIONS

- What are the highlights of your grade 10 to 12 years?
- What is the best piece of advice you have been given.
- Where do you see yourself in five years? In ten years? How will you get there?

ARTS & DESIGN

(Create, perform, or design an original work)

This is your own, original creation. Examples include art work, textiles projects, photography, video, dance, music or drama productions, metalwork or woodworking projects, website design...

1. The evidence of my original work is _____

2. The intent (ideas, emotions, problem solving...) behind my work is _____

3. The impact I want my work to have on my audience is _____

4. Alterations (changes) to my work that could result in a different effect and impact on my audience are: _____

5. Evidence of my altered work is _____

ARTS & DESIGN

(Respond to an art, performance or design work that someone else has done)

Review art work, photography, literature, song, concert, play, sculpture, model, piece of furniture...that someone else has created. If you can, include evidence of what you reviewed e.g., copy of art work, drama programme, music CD...

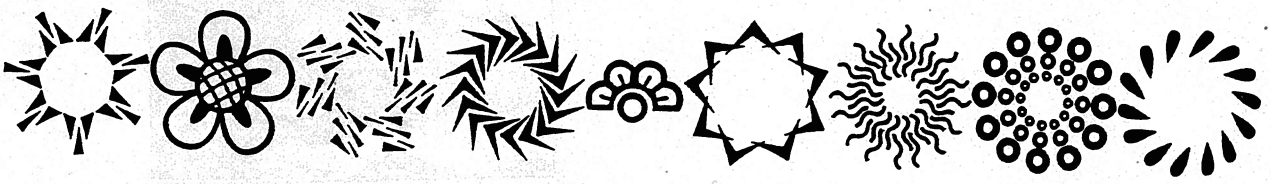
1. Describe the fine arts or design piece to which you have chosen to respond. _____

2. What is the mood and message the artist is trying to communicate? _____

3. What emotion(s) is the artist trying to communicate? _____

4. What are the images/sound effects/colours/design elements used in the work? _____

5. Discuss your personal reaction to the art or design work. _____



Community Connections --- Volunteering

It is expected that students will demonstrate the skills required to work effectively and safely with others, to succeed as individual and collaborative workers, and to contribute to their community by participating in at least FIVE hours of community service.

VOLUNTEER INFORMATION

Volunteer Event or Activity: _____

School - based _____ Community - based _____

Supervisor(s):_____ Phone Number: _____

Dates: _____

I certify that _____ has completed _____ hours of volunteer work.

Supervisor Signature: _____

****

REFLECTIONS

1. Describe the school or community activity in which you participated and the service you provided.

_____

_____

_____

_____

2. What were the positives and negatives about your volunteer experience?

_____

_____

_____

3. Describe how helping at this event has benefitted the school or community.

_____

_____

_____

UNIVERSITY OF THE FRASER VALLEY

APPLICATION FOR ADMISSION

Complete form **in dark blue or black ink**, sign, and return to an Admissions & Records office (address on reverse) along with the non-refundable **application processing fee**.

Preferred start date (select one only)

☐ Sept ☐ Jan ☐ May — Year

Program

☐ Certificate ☐ Diploma ☐ Associate degree ☐ Degree

Indicate specific program from list on reverse

Preferred campus

☐ Abbotsford ☐ Chilliwack ☐ Mission ☐ Hope Centre

Have you ever applied to UFV? ☐ yes ☐ no

UFV student number (if known):

Legal last name (family name)	**Legal first name** (in full)	**Middle name** (if applicable)
Former last name (if applicable)	**Preferred first name**	
Mailing address (street number, street)		
City or **town**	**Province** or **state**	**Country** (if not Canada) / **Postal code**
Primary phone (Area code)	**Alternate phone** (Area code / Local)	**Email address**
Gender ☐ male ☐ female	**Birthdate**	**Citizenship** ☐ Canadian citizen ☐ Landed immigrant ☐ Other (contact A&R)
What is your first language (mother tongue)?	**(OPTIONAL)** Do you identify yourself as an Aboriginal person? ☐ yes ☐ no **If yes,** are you: ☐ First Nations ☐ Metis ☐ Inuit	

If you will require support from Disability Services, please call 604-864-4609 (Abbotsford) or 604-795-2843 (Chilliwack).

Secondary education

BC personal education number	For BC students, grade 12 during or after 1990	**What was the main language of instruction in your last two years of high school?**
High school name	**City & province/state**	**Country**
Dates attended	**Graduation date** (if applicable)	**Highest grade completed** (or in progress) ☐ 7 or less ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ GED

Post-secondary institutions attended (You MUST report all post-secondary institutions attended — attach list if required.)

1 **Name of institution**	2 **Name of institution**
Dates of attendance	**Dates of attendance**
Location / **Degree, diploma, or certificate awarded**	**Location** / **Degree, diploma, or certificate awarded**

Declaration: To the best of my knowledge, all of the information listed above is correct. If I am admitted to the University of the Fraser Valley, I agree to abide by its policies and regulations. I understand that the information I provide to UFV will be used for the purposes of admission, registration, research, and other purposes consistent with the University Act and the Freedom of Information and Protection of Privacy Act. Documents may be released to partner institutions in order to process UFV degree applications The name, ID number, and address of registered students will be given to the Student Union Society for voting and membership purposes. The name, ID number, program and address of graduates will be given to the UFV Alumni Association.

Applicant's signature (required) _____ **Date** _____

OFFICE USE ONLY

Term

☐ Admit
☐ Admit conditionally
☐ Not admitted
☐ Other

Dept. comments

Revised: 19-July-2010

Dept. head's signature	Date	Application received/postmarked (YYYY MM DD)	Decision code	Initials

Application processing fee

Method of payment ☐ Cash ☐ Cheque ☐ VISA ☐ MasterCard ☐ American Express

Fill in applicable amount (see reverse): **Amount** $

Card number / **Expiry date** / **Cardholder's signature**

UFV programs

Faculty of Professional Studies

Applied Business Technology

- ☐ Applied Business Technology certificate

Aviation

*Include a $150 application fee payable to **Coastal Pacific Aviation**, and the appropriate application processing fee (see below) payable to **UFV**.*

- ☐ Aviation diploma ♦
- ☐ Bachelor of Business Administration in Aviation ♦

Business Administration

- ☐ Accounting certificate
- ☐ Administration certificate
- ☐ Bachelor of Business Administration degree
- ☐ Bachelor of Business Administration for Agriculture Management degree
- ☐ Bachelor of Business Administration for Trades Management degree
- ☐ Business Administration diploma
- ☐ Business Studies *(program path*)*
- ☐ Marketing and Sales certificate

Child, Youth, and Family Studies

- ☐ Bachelor of Arts in Child & Youth Care degree
- ☐ Child and Youth Care Studies *(program path*)*
- ☐ Early Childhood Education certificate ♦
- ☐ Early Childhood Education diploma
- ☐ Family Child Care certificate *(no application fee)*

Education

- ☐ Adult Education Studies *(program path*)*
- ☐ Bachelor of Arts in Adult Education degree ♦
- ☐ NITEP Transfer *(also requires application to UBC)*
- ☐ Teacher Education — elementary ♦

Health Sciences

- ☐ Bachelor of Science in Nursing degree ♦
- ☐ Bachelor of Science in Nursing degree — LPN access ♦
- ☐ Certified Dental Assistant certificate ♦
- ☐ Dental Hygiene diploma ♦
- ☐ Health Care Assistant certificate *(formerly Home Support/Resident Care Attendant)* ♦
- ☐ Nursing Studies *(program path*)*
- ☐ Practical Nursing certificate ♦

Library & Information Technology

- ☐ Library and Information Technology diploma
- ☐ Library and Information Technology Studies *(program path*)*

Social Work & Human Services

- ☐ Aboriginal Culture and Language Support diploma
- ☐ Bachelor of Social Work degree ♦
- ☐ Community Support Worker certificate ♦
- ☐ Social Services diploma ♦
- ☐ Social Services Studies *(program path*)*
- ☐ Substance Abuse Counselling certificate ♦
- ☐ Substance Abuse Counselling diploma ♦

Faculty of Arts

Arts

- ☐ Arts Studies *(program path*)*
- ☐ Associate of Arts degree
- ☐ Bachelor of Arts degree
- ☐ India-Canada Studies certificate
- ☐ Indigenous Studies certificate: Maps, Film, Rights and Land Claims
- ■ Intro to Journalism certificate *(apply to Arts Studies)*
- ■ Liberal Arts diploma *(apply to Associate of Arts, Arts Studies, or Bachelor of Arts)*
- ☐ Media Literacy certificate
- ■ Professional Communication Essentials certificate *(apply to Arts Studies)*
- ☐ Stó:lō Studies certificate

Criminal Justice

- ☐ Bachelor of Arts in Criminal Justice degree
- ■ Criminal Justice diploma *(apply to Bachelor of Arts in Criminal Justice degree)*
- ☐ Criminal Justice Studies *(program path*)*

General Studies

- ☐ Bachelor of General Studies degree ♦
- ☐ General Studies diploma

Theatre

- ☐ Associate of Arts degree — Theatre option
- ☐ Theatre Arts diploma

Visual Arts & Design

- ☐ Bachelor of Fine Arts degree
- ☐ Fashion Design diploma
- ☐ Graphic Design diploma *(check with dept)*
- ☐ Indigenous Arts certificate: Honouring Our Gifts
- ☐ Visual Arts diploma

Faculty of Science

Computer Information Systems

- ☐ Bachelor of Computer Information Systems degree
- ☐ Computer Information Systems certificate
- ☐ Computer Information Systems diploma
- ☐ Computer Information Systems Studies *(program path*)*
- ■ Professional Computer Proficiency certificate *(apply to Computer Information Systems Studies)*

Kinesiology/Physical Education

- ☐ Adventure Tourism Training certificate
- ☐ Bachelor of Kinesiology degree
- ☐ Kinesiology Studies *(program path*)*

Science

- ■ Associate of Science degree *(apply to Science Studies or Bachelor of Science)*
- ☐ Bachelor of Science degree
- ☐ Engineering Transfer program
- ☐ Science Studies *(program path*)*

* **Program paths allow students who do not meet the entrance requirements for certain UFV programs to begin studying in their preferred area.**

Faculty of Trades & Technology

Agriculture

- ☐ Agriculture Technology diploma
- ☐ Berry Production Essentials certificate
- ☐ Current Agricultural Practices Essentials certificate
- ☐ Field Vegetable Production Essentials certificate
- ☐ Horticulture Crop Production & Protection certificate
- ☐ Integrated Pest Management Essentials certificate
- ☐ Livestock Production certificate
- ☐ Milker Technician certificate

Trades and Technology programs

- ☐ Aircraft Structures Technician certificate
- ☐ Architectural Drafting Technician certificate
- ☐ Automotive Collision Repair and Refinishing certificate
- ☐ Auto Service Technician Apprenticeship training
- ☐ Auto Service Technician certificate
- ☐ Carpentry Apprenticeship training
- ☐ Carpentry certificate
- ☐ Culinary Arts certificate
- ☐ Electrical Work Apprenticeship training
- ☐ Electrical Work certificate
- ☐ Electronics Technician — Common Core certificate
- ☐ Heavy Duty/Commercial Transport certificate
- ☐ Hospitality Event Planning certificate
- ☐ Joinery certificate
- ☐ Plumbing and Piping certificate
- ☐ Trades upgrading *(see calendar)*
- ☐ Welding Level C, Level B, and Level A certificates

Faculty of Access & Continuing Studies

Continuing Studies

No application fee required, unless indicated.

- ☐ Dental Office Receptionist certificate ♦
- ☐ Legal Administrative Assistant certificate
- ☐ Life Skills Coaching certificate
- ☐ Nursing Unit Clerk certificate ♦

English Language Education

- ☐ English as a Second Language *(Submit application directly to ESL Dept.)*
- ☐ Teaching English as a Foreign Language certificate
- ☐ Teaching English as a Second Language certificate
- ☐ University Foundation certificate

Upgrading & University Prep

- ☐ Adult Basic Education *(no application fee; apply directly to Upgrading and University Prep dept.)*

Other

- ☐ Studying for interest
- ☐ Visiting from another institution

♦ **Be sure to complete the additional application form(s) for these programs.**

Application submission

Web submission: www.pas.bc.ca

Toll-free (in Canada):
Switchboard: 1-888-504-7441
Admissions & Records: 1-888-823-8734

Mail to:

UFV A&R Abbotsford
33844 King Road
Abbotsford, BC V2S 7M8
604-504-7441 *(Switchboard)*
or 604-854-4501 *(A&R)*
Fax: 604-853-0138

UFV A&R Chilliwack
45635 Yale Road
Chilliwack, BC V2P 6T4
604-792-0025 *(Switchboard)*
or 604-795-2802 *(A&R)*
Fax: 604-792-2814

UFV Mission
at Heritage Park Centre
33700 Prentis Avenue
Mission, BC V2V 7B1
604-557-7603
Fax: 604-826-0681

Documents to include

A complete application includes the application processing fee, where applicable, and the documents specified in the UFV calendar under the "How to Apply" section for each program. Students who will be under 19 years of age as of the first day of the semester and who are not in high school must attach proof of graduation (except for Adult Basic Education and some Continuing Studies certificate programs).

Application processing fee

$45 — All new applicants *(including former Continuing Studies students)*

$20 — New applicants applying for a second program, or previous UFV students *(excluding Continuing Studies)* applying for re-admission due to:

- absence of two or more years
- required withdrawal
- failure to register in first semester of admission
- complete withdrawal in first semester

No fee — Current[1] UFV students applying to a different program

[1] *Either currently in classes, or you completed classes within the two years prior to the semester for which you're applying (excluding Continuing Studies classes)*

Application dates

Apply on or after...

August 1, for Winter semester
October 1, for Summer and Fall semester(s)

International students

Please contact the UFV International office before applying. A different form and application fee are required.

UNIVERSITY OF THE FRASER VALLEY

Sample Employment Application Form

APPLICATION FOR EMPLOYMENT

PLEASE COMPLETE PAGES 1-5. DATE _____

Name _____
Last First Middle Maiden

Present address _____
Number Street City State Zip

How long _____ Social Security No. _____ – _____ – _____

Telephone (___) _____

If under 18, please list age _____

Position applied for (1) _____
and salary desired (2) _____
(Be specific)

Days/hours available to work
No Pref _____ Thur _____
Mon _____ Fri _____
Tue _____ Sat _____
Wed _____ Sun _____

How many hours can you work weekly? _____ Can you work nights? _____

Employment desired ☐FULL-TIME ONLY ☐PART-TIME ONLY ☐FULL- OR PART-TIME

When available for work? _____

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (Complete mailing address)	NUMBER OF YEARS COMPLETED	MAJOR & DEGREE
High School				
College				
Bus. or Trade School				
Professional School				

DO YOU HAVE A VALID DRIVER'S LICENSE? ☐ Yes ☐ No

What is your means of transportation to work? _____

Driver's license number _____ State of issue _____ ☐ Operator ☐ Commercial (CDL) ☐Chauffeur

Expiration date _____

Have you had any accidents during the past three years? How many? _____

Have you had any moving violations during the past three years? How Many? _____

Is there any existing physical disability that would prevent you from performing fully the duties of the job for which you are applying?

☐ Yes ☐ No

Please list two professional references.

Name _____	Name _____
Position _____	Position _____
Company _____	Company _____
Address _____	Address _____
_____	_____
Telephone ( ) _____	Telephone ( ) _____

Work Experience Please list your work experience for the **past five years** beginning with your most recent job held. If you were self-employed, give firm name. **Attach additional sheets if necessary.**

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your last job title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			

Name of employer Address City, State, Zip Code Phone number	Name of last supervisor	Employment dates	Pay or salary
		From To	Start Final
	Your Last Job Title		
Reason for leaving (be specific)			
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.			

May we contact your present employer? ☐ Yes ☐ No

Did you complete this application yourself ☐ Yes ☐ No

If not, who did? _____

I certify the information contained in this application is true, correct, and complete. I understand that, if employed, false statements reported on this application may be considered sufficient cause for dismissal.

Signature of Applicant _____ **Date** _____

Handout 2-1

Lifestyle Reality Check

Name: _____ Class/Block: _____ Date: _____

Consider a time 5 to 10 years after you graduate.

Step 1

Choose where you want to live. Then enter the amount appropriate for your area, using the figures* given as a guide.

	Your Budget	Estimated average monthly costs for BC youth after high school: Lower Mainland	BC
Housing			
At home with parents**	$	370	370
One-bedroom apartment**	$	1063	876
Share two-bedroom apartment with roommate**	$	591	513
Transportation			
New car (2014 Toyota Matrix with touring package)**	$	1957	1942
Used car (2004 Nissan Sentra)**	$	402	392
Public transit	$	156	126
Food			
Food purchased from stores	$	431	475
Restaurant meals	$	193	185
Alcoholic beverages purchased from stores	$	35	59
Utilities			
Electricity	$	69	84
Natural Gas	$	54	50
Other fuel	$	1	6
Water and sewage	$	20	24
Communications			
Landline telephone services	$	27	32
Cell phone, page and handheld text messing services	$	85	76
Internet connection	$	34	34
Cable TV	$	51	46
Bundle: Internet + Cable TV + Landline phone**	$	118	118
Bundle: Internet + Cable TV + Cell phone**	$	100	100
Computer			
Hardware and software	$	33	32
Clothing			
Women's/Girl's clothing, footwear, accessories	$	166	138
Men's/Boy's clothing, footwear, accessories	$	90	78
Healthcare			
Medications (prescriptions)	$	42	44
Medications (nonprescriptions)	$	37	33
Dental services	$	41	36
Eye-care goods and services	$	23	21

Handout 2-1 (continued)

Lifestyle Reality Check

	Your Budget	Estimated average monthly costs for BC youth after high school: Lower Mainland	BC
Insurance			
Medical premiums (if not under parents' plan)	$	51	49
Apartment contents insurance	$	4	3
Entertainment			
Audio equipment	$	2	2
Video equipment	$	16	15
TV and other video equipment and accessories	$	15	14
Professional sporting event (1 ticket)**	$	46	46
Live concerts (1 ticket)**	$	83	83
Nightclubs/pubs (3 drinks x 2 evenings)**	$	61	61
Recreation			
Lessons	$	17	15
Sports fees and equipment**	$	59	55
Health club membership	$	34	29
Personal			
Hair grooming services	$	35	32
Manicures, etc.**	$	86	70
Makeup	$	27	18
Personal care (shampoo, soap, etc.)	$	23	29
Dry cleaners**	$	65	65
Laundry at Laundromat**	$	5	4
Education			
University tuition**	$	417	388
College/University College/Technical tuition	$	52	34
Other			
Banking fees	$	15	15
Books and pamphlets (excluding school books)	$	6	7
Cigarettes	$	23	28
Religious/charity	$	73	66
Pets	$	15	15
Gifts of money to persons living in Canada	$	55	60
Gifts of money to persons living outside Canada	$	20	15
Furniture	$	67	53
Travel: Package trips	$	36	36
Travel: Airfare**	$	43	50
Enter any missing expenses here:			
_____	$		
_____	$		
Total Monthly Expenses	$ 0		

* Monthly expenses from Statistics Canada 2012 Survey of Household Spending (SHS). SHS data is not census data. The data is from an annual survey conducted separately from the Census by Statistics Canada. The most recent published data is 2012

** Average monthly amount from publicly available information

Handout 2-1 (continued)

Lifestyle Reality Check

Step 2

Click the button for the occupation you choose to enter the take-home pay in Step 3.

	Estimated average monthly take-home pay 2009 (after payroll deduction)*
○ Actors and comedians	$2,373
○ Athlete (general)	$4,064
○ Bakers	$2,171
○ Banking, insurance and other financial clerks	$2,817
○ Bartenders**	$1,666
○ Bookkeepers	$2,729
○ Chefs	$2,225
○ Chemists	$4,214
○ Civil engineers	$5,199
○ Computer programmers and interactive media developers	$3,652
○ Conference and event planners	$2,691
○ Cooks	$1,746
○ Correctional service officers	$2,938
○ Dancers	$1,862
○ Dental assistants	$2,228
○ Dentists	$6,705
○ Early child educators and assistants	$1,597
○ Fashion designers	$2,253
◉ Food and beverage servers**	$1,464
○ General practitioners and family physicians	$6,797
○ Graphic designers and illustrators	$2,653
○ Hairstylists and barbers**	$1,694
○ Industrial electricians	$4,699
○ Inspectors in public and environmental health and occupational health and safety	$4,115
○ Insurance agents and brokers	$3,414
○ Interior designers	$3,102
○ Journalists	$3,262
○ Lawyers	$7,720
○ Legal secretaries	$2,826
○ Letter carriers	$3,164
○ Longshore workers	$4,919
○ Ministers of religion	$2,998
○ Motor vehicle body repairers	$2,544
○ Pharmacists	$5,485
○ Plumbers	$3,120
○ Police officers	$5,065
○ Real estate agents	$5,212
○ Receptionists and switchboard operators	$2,183
○ Registered nurses	$4,182
○ Retail salespersons and clerks	$2,537
○ Sales representatives – wholesale trade (non-technical)	$3,734
○ Secondary school teachers	$3,486
○ Secretaries (except legal and medical)	$2,589
○ Senior managers – financial, communications and other business services	$9,245
○ Senior managers – trade, broadcasting and other services	$7,552
○ Service station attendants	$1,716
○ Tour and travel guides**	$1,944
○ Veterinarians	$4,347
○ Web designers and developers	$2,824

* Estimates based on average incomes (2006 Census), adjusted for inflation, with deductions for income taxes, Employment Insurance Canada Pension Plan. Deductions range from 14% to 43% of total income. Assumes full-time employment. Average incomes for 2011 Census are not yet available.

** Does not include tips

Handout 2-1 (continued)

Lifestyle Reality Check

Step 3

Your chosen career from Step 2 _____

Monthly pay from Step 2	$	Box A
Monthly expenses from Step 1	$	Box B
Monthly difference	$	A minus B

Note: You may not get full-time work or top salaries right away, especially if you're pursuing your education. If you're paying for a family, your expenses will be much higher.

1. Describe the lifestyle you would like to have after high school. (Where would you like to live? What kind of work would you like to do? What "extras" do you hope to have money for – things like entertainment or travel)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Do you want your future lifestyle to look differently in 5 – 10 years? How so? How will you get there (ie. education)?

3. Look at the handout entitled: ***Financial Plan Attribute: Lifestyle Reality Check*** What is your relationship with money like? (Do you know how to budget? Do you know how to save?) Look at your two described lifestyles above: In which lifestyle can you save more money? How much of your income can you afford to save in each? What might you be saving for? What types of things do you think you will want and what types of things do you think you will need?

Financial Plan Attribute: Lifestyle Reality Check

Money isn't just about buying goods and services. Money influences how we feel about ourselves and other people. More money is not the answer, gaining control is.

Control – how do we get it?

Managing money is a skill. Like most skills, it requires practice. Without this skill, it's likely you will experience financial stress – running out of money regularly, feeling deprived or juggling to pay bills. Even those who make lots of money can experience problems without a healthy respect for their finances. Some have difficulty getting by with a good salary, while others who earn less seem to have it "together". Herein lies the difference between those who have learned good money management skills and those who have not.

Financial planning – what is it?

A good plan acts as a guide for you. It doesn't need to be down to the penny. It needs to be easy to understand and it should require a minimum amount of time and effort. It is a reflection of your needs and wants, your values and your goals. It does not determine who you are but reflects that special unique person that is you. A good plan is based on current income and expenses. It allows for future possibilities and probabilities. It must be flexible, allowing you to adjust it as things around you change. The plan must also provide for pleasures as well as necessities. A plan is not a magic genie to grant your every wish. It is your servant. It will promote good spending and saving habits and improve your financial health. It is your most valuable financial resource.

1. Plan. Plan for the future, major purchases and periodic expenses.
2. Set financial goals. Determine short, mid and long range financial goals.
3. Know your financial situation. Determine monthly living expenses, periodic expenses and monthly debt payments.
4. Develop a realistic budget. Follow your budget as closely as possible. Evaluate your budget. Compare actual expenses with planned expenses.
5. Don't allow expenses to exceed income. Avoid paying only the minimum on your charge cards, try to pay more. Don't charge more every month than you are repaying to your creditors.
6. Saving is good. Save for periodic expenses, such as care and home maintenance. Save 10 to 15 percent of your net income. Accumulate three to six months salary in an emergency fund. Put money away for retirement, by opening a Registered Retirement Savings Plan (RRSP).
7. Pay your bills on time. Maintain a good credit rating. If you are unable to pay your bills as agreed, contact your creditors and explain your situation. Contact Credit Canada Debt Solutions for professional advice.
8. Distinguish the difference between needs and wants. Take care of your needs first. Money should be spent for wants only after needs have been met.
9. Use credit wisely. Use credit for safety, convenience and planned purchases. Determine the total you can comfortably afford to purchase on credit. Credit payments should not exceed 15 to 20 percent of net income. Do not borrow from one creditor to pay another.
10. Keep a record of daily expenditures. Use a "Monthly Budget Tracker" daily expenses budgeting booklet to assist you in identifying how you spend your money and where any adjustments need to be made.

Build an emergency fund.

If you are short on savings, your first budget priority should be to start an emergency fund to cover three to six months worth of expenses. Do this before you do anything else. You need the cushion and assurance that if you should lose your income, you could still meet your obligations until the emergency is over. Starting a savings program. When creating a budget it is essential that you include a savings account. The savings account is not a luxury but an absolute necessity for financial comfort. If you get into the habit of "paying yourself first" you will always practice saving. The savings account is there to meet goals. The savings account does not exist to pay bills.

The easiest approach to saving money is to take a percentage of your income and put it away each pay. Each time you receive your pay cheque, take a percentage of it and put that money in your savings account or some other type of investment vehicle. Your personal banker can help you by setting up an automatic withdrawal to take money out of one account and put it into another account every time you get paid. By taking money off the top before you have a chance to spend it, you will find it easier to save. If you wait to see if you have anything in your account at the end of the month, there may be nothing to put away. It takes discipline and dedication to start a savings program but just watch how your savings grow when you do.

- If employed try to save from 10 to 15 percent of net income.
- If unemployed try to save two to three percent of net income.

*In a shared household (one with roommates), try not to have your name on all the bills. If the bill is addressed only to you, even if you are sharing the costs, you are legally responsible.

Information for this section was taken from www.CreditCanada.com

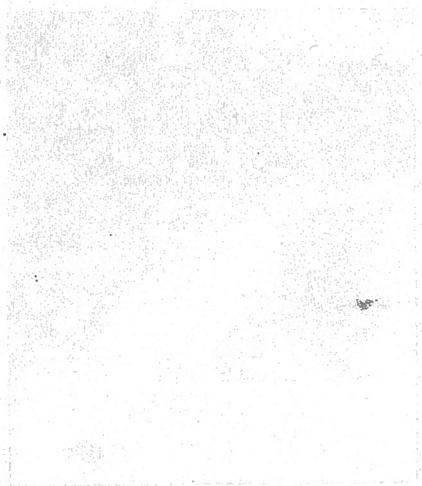
PHYSICAL ACTIVITY EVALUATION

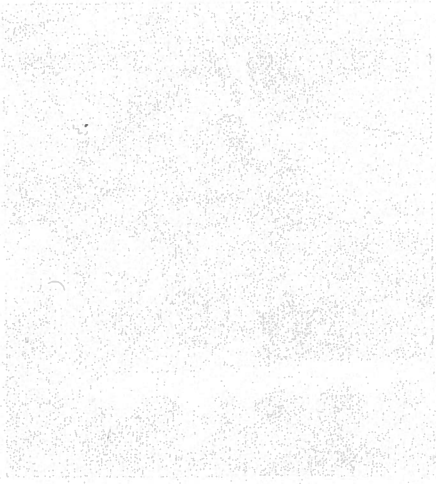
1. List some of the activities you did and discuss which ones you enjoyed the most.

2. Did you notice any benefit from these activities? If yes, discuss the benefits. If no, discuss what you would do differently.

3. What is the importance of regular (minimum 3x a week) physical activity?

4. What do you see yourself doing in the future to maintain or benefit your fitness level?





PERSONAL HEALTH REFECTIONS

In which areas of your life are you most well?

In which areas of your life are you least healthy?

How effectively do you deal with stress? Explain.

What three improvements would you like to make to improve your health?

How will you achieve these goals?

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Your Partner in Community Wellness

LOOKING AT THE WELLNESS WHEEL MODEL

WELLNESS WHEEL DEFINITIONS

Nutrition
- practicing good nutrition (having sensible eating habits; maintaining a normal weight; not overeating)

Fitness (*Exercise*)
- respecting and caring for one's body
- maintaining physical well-being (engaging in sufficient physical activity through exercise or on one's job to keep in good physical condition)

Leisure
- taking time for oneself
- understanding the interdependence of physical and emotional well-being

Relationships
- realizing that learning is a social process
- having emotional awareness and coping (being aware of or in touch with one's feelings; ability to express appropriately positive and negative feelings)
- willing to share, co-operate, form friendships, and respect others

Positive Risk Taking
- responding to challenges in life as opportunities to grow in strength and maturity
- needing to feel confident, secure, valued and cared for

Stress Management
- understanding the importance of emotions
- responding to change in a socially responsible manner
- being flexible and adaptable
- on-going self-assessment of one's coping resources; ability to organize/manage resources such as time, energy, setting limits

Life Long Learning
- enjoying learning
- feeling pride and success in accomplishments

Environmental Sensitivity
- respecting and caring for the environment
- being aware of the needs of a global community

THE HUB (the nuts and bolts)-Personal Responsibility
- recognizing that the process of behaviour change is a part of life based on personal responsibility
- developing personal integrity
- anticipating consequences
- accepting responsibility for personal actions and decisions
- developing sensory awareness

THE RIM (the glue) - Spirituality
- finding purpose, meaning, inner peace

taking time to renew and awaken oneself

School District 78
Fraser-Cascade

HOPE SECONDARY SCHOOL

MANDATORY 30 HOURS WORK EXPERIENCE
CHALLENGE PACKAGE

NAME: _____

COMPANY/ACTIVITY NAME _____

I CERTIFY THAT OUR COMPANY, _____
HAS WCB COVERAGE.

SIGNED _____

POSITION _____

CHALLENGE CRITERIA

1. Link to the student portfolio criteria (*Graduation Transitions*)
2. Document work experience by completing *Work Experience Time Log* and having it signed by employer
3. Complete all questions in *Challenge Package*
4. Complete Student Self-Evaluation
5. Have employer evaluation completed. (A letter of reference is also an excellent item to include in your personal files and portfolio.)
6. Have *Challenge Package* evaluated by teacher portfolio coordinator

You will receive credit after you have completed and documented 30 hours of work experience, completed the appropriate paperwork, and turned in the package to the teacher portfolio coordinator.

WORK EXPERIENCE TIME LOG

DATE	LOCATION	DUTIES PERFORMED	HOURS
		TOTAL HOURS=	

STUDENT SIGNATURE _____

SUPERVISOR SIGNATURE _____

REFLECTIVE JOURNAL

Answer each of the following questions thoughtfully and completely.

1. Describe the type of work you did and the tasks you performed at your work experience.

_____

_____

_____

2. What safety practices did you use in your workplace?

_____

_____

_____

3. Explain what was positive AND what was negative about your work experience.

_____

_____

_____

4. Look at the attached list titled EMPLOYABILITY SKILLS. List three employability skills and explain how you used them in your work experience placement.

_____

_____

_____

_____

5. TEAMWORK SKILLS: •Working with a group •Managing / Resolving Conflict
•Flexible and Respectful of Individual Differences *Accepting feedback
*Planning or implementing a project or task
*Contributing to a team by sharing information or expertise

Explain what teamwork skills you used in your workplace and how you used them.

_____

_____

_____

_____

FOCUS AREAS:

- Business
- Fitness & Recreation
- Science
- Trades & Technology
- Fine Arts, Design and Media
- Health & Human Services
- Liberal Arts & Humanities
- Tourism, Foods & Hospitality

6. Into what focus area does your work experience fit?

_____

7. Identify a focus area and explain how four school courses you have taken support this focus area. FOCUS AREA:_____

_____

_____

_____

_____

8. Identify three transferable skills that you have gained or improved on by completing your work experience.

_____

_____

_____

_____

9. What education and training are needed for careers in this industry area?

_____

_____

_____

10. From this work experience, what have you learned about yourself, your interests, and your potential as it relates to this particular area?

_____

_____

_____

_____

11. My current occupational goal is _____

In order to accomplish this goal, I need to do the following:

1. _____
2. _____
3. _____
4. _____

EMPLOYABILITY SKILLS 2000+

The skills you need to enter, stay in, and progress in the world of work whether you work on your own or as part of a team

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

the skills you will need as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think and Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

the personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risks
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning resources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

the skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work With Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible, respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

The Conference Board of Canada

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Fax (613) 526-4857
Internet: www.conferenceboard.ca/education

EMPLOYER EVALUATION OF A WORK EXPERIENCE STUDENT

STUDENT _____

PROGRAM _____

TEACHER _____

SCHOOL Hope Secondary School
Box 249
Hope, B.C. V0X 1L4
Phone: 604 869 5629
604 869 9971
Fax: 604 869 8471

Date of Work Experience: _____ to _____

Work Site: _____

Telephone: _____ Fax: _____

Supervisor: _____

Duties Performed: _____

_____

_____

PLEASE EVALUATE THIS WORK EXPERIENCE STUDENT AS YOU WOULD A NOVICE WORKER AND, IF POSSIBLE, DISCUSS THIS EVALUATION WITH THE STUDENT

Please evaluate the student on the four point scale

4—Outstanding 3—Good 2—Fair 1—Needs Improvement NA—Not Applicable

PERSONAL & SOCIAL QUALITIES

• Cooperative: able to work with others	4	3	2	1	NA
• Accepting of criticism	4	3	2	1	NA
• Adaptable to new tasks/ situations	4	3	2	1	NA
• Respectful of others	4	3	2	1	NA
• Appropriately groomed	4	3	2	1	NA
• Shows initiative	4	3	2	1	NA
• Demonstrates a positive attitude to job & organization	4	3	2	1	NA
• Shows interest & enthusiasm	4	3	2	1	NA
• Punctual	4	3	2	1	NA
• Attends regularly	4	3	2	1	NA

QUALITY OF WORK & WORK HABITS

• Reliable	4	3	2	1	NA
• Industrious	4	3	2	1	NA
• Shows initiative—self-starter	4	3	2	1	NA
• Able to follow directions	4	3	2	1	NA
• Able to solve problems	4	3	2	1	NA
• Aware of safety practices	4	3	2	1	NA
• Uses technology effectively	4	3	2	1	NA

COMMUNICATION SKILLS

• Clarity of speech	4	3	2	1	NA
• Listening skills	4	3	2	1	NA
• Body language	4	3	2	1	NA
• Written communication	4	3	2	1	NA

Recommendations for improvement & additional comments

FINAL ASSESSMENT

• Overall work performance	4	3	2	1

Has this report been discussed With the student? YES ____ NO ____

Supervisor's signature: _____

Student's signature: _____

Date: _____

School District 78 Fraser-Cascade

PLEASE RETURN TO THE SCHOOL

STUDENT SELF-EVALUATION OF WORK EXPERIENCE

STUDENT _____	DATES OF PLACEMENT from _____ to _____ 20___ TOTAL HOURS _____
SITE _____ JOB DESCRIPTION _____ _____	Please rate yourself by circling the number which best describes your performance for each of the criteria. 4—Outstanding 3—Good 2—Fair 1—Needs Improvement N/A—Not Applicable

GENERAL WORK SKILLS DEVELOPED DURING THE WORK EXPERIENCE PLACEMENT

PERSONAL & SOCIAL APTITUDES					
• Cooperative abilities (teamwork	4	3	2	1	NA
• Acceptance of constructive criticism	4	3	2	1	NA
• Appearance (grooming)	4	3	2	1	NA
• Punctuality	4	3	2	1	NA
• Attendance	4	3	2	1	NA
• Courtesy (with public & workers)	4	3	2	1	NA
• Dependability & responsibility	4	3	2	1	NA
WORK QUALITIES & HABITS					
• Effort (initiative, eagerness, effectiveness)	4	3	2	1	NA
• Dexterity (speed, accuracy, organization)	4	3	2	1	NA
• Follow through (completing tasks, projects)	4	3	2	1	NA
COMMUNICATION SKILLS					
• Verbal (speaking clearly)	4	3	2	1	NA
• Listening (able to follow directions)	4	3	2	1	NA
• Questioning (asking appropriate questions)	4	3	2	1	NA
• Nonverbal (eye contact, body language)	4	3	2	1	NA
• Written (writing clearly, concisely, and legibly	4	3	2	1	NA

SPECIFIC WORK SKILLS LEARNED DURING PLACEMENT

OVERALL WORK PERFORMANCE & SUGGESTIONS FOR IMPROVMENT

Student signature _____