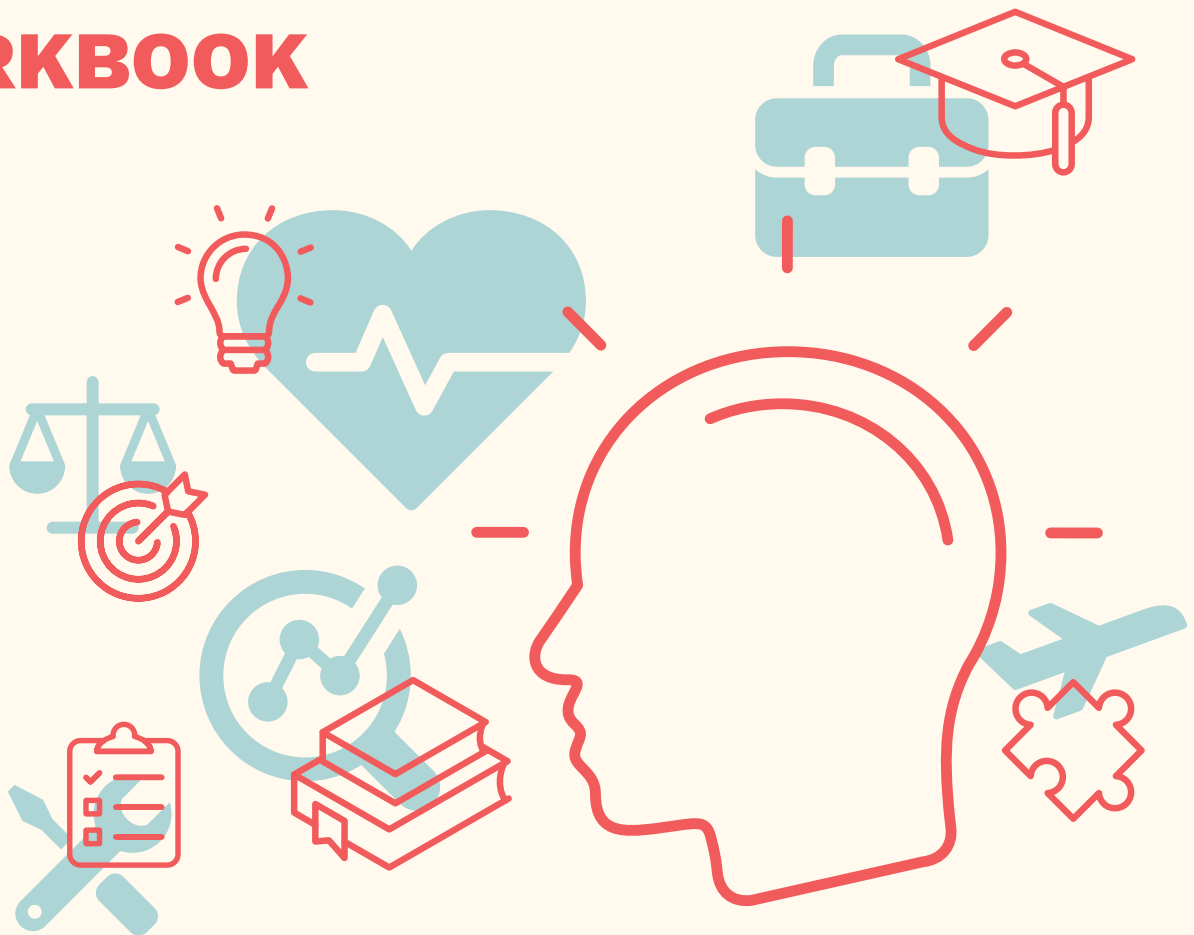


**BEYOND
HIGH SCHOOL:**



A guide to discovering your pathway to success.

WORKBOOK



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Beyond High School: A guide to discovering your pathway to success

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Canada 



For instructions, please refer to **page 11** in "Beyond High School: A guide to discovering your pathway to success."



Let's get started.
How self-aware are you?

Indicate the degree to which you are self-aware on the following continuum.

Superficially Self-Aware

(I'm only aware of how I physically look)



Intensely Self-Aware

(I'm emotionally, psychologically, cognitively, socially, and physically aware)

I know this because...(evidence of the depth of your self-awareness):




Horizontal lines for writing evidence of self-awareness.



Figure 1: Self-awareness Continuum. From L. Gini-Newman & M. Nanavati, 2021b, flourishco.org. Copyright 2022 by Flourish Co.


ME, THE LEARNER: Self-Awareness Profile



☆ For instructions, please refer to **page 12** in “Beyond High School: A guide to discovering your pathway to success.”

Your Identity Areas to Consider	Questions for Reflection	Note Evidence/Sources of Information and Feedback <i>E.g., parents/guardians, teachers, counsellors, educational assessments, IEP, report card marks and comments, learning skills, personality trait assessments, hobbies, achievements, extra-curricular involvement, leadership opportunities, etc.</i>
<p>Learning Strengths</p> 	<p>What are your strengths as a learner? What are you good at? What subjects are you most interested in? What subjects have you excelled in?</p> <p>Notes:</p>	
<p>Learning Interests and Passions</p> 	<p>What interests you and what are you most passionate about? What excites and motivates you? What brings meaning and purpose to your life? How might your interests and passions have a positive impact beyond you? Where do you see yourself five years from now?</p> <p>Notes:</p>	
<p>Learning and Your Senses</p> 	<p>How do you use your senses, auditory, visual and kinesthetic, to shape your understanding of your learning experiences and who you are as a learner?</p> <p>Notes:</p>	

<p>Learning Needs: Environment</p> 	<p>What have been your most rewarding and successful learning experiences? What have been your most challenging and least successful learning experiences? What would you want your post-secondary instructors to know about creating a learning environment that allows you to flourish as a learner? For students with an IEP, will you need any accommodations?</p> <p>Notes:</p>	
<p>Learning Needs: Instruction</p> 	<p>What types of learning experiences have helped you learn? What are your learning needs? For students with an IEP, will you need any accommodations?</p> <p>Notes:</p>	



**With your new learning awareness, describe yourself as a learner.
As a learner I am...**

Figure 2: *Me, the Learner Self-Awareness Profile.* From L. Gini-Newman & M. Nanavati, 2022e, flourishco.org. Copyright 2022 by Flourish Co.

EXERCISE:

What do you value?



For instructions, please refer to **page 17** in *"Beyond High School: A guide to discovering your pathway to success."*

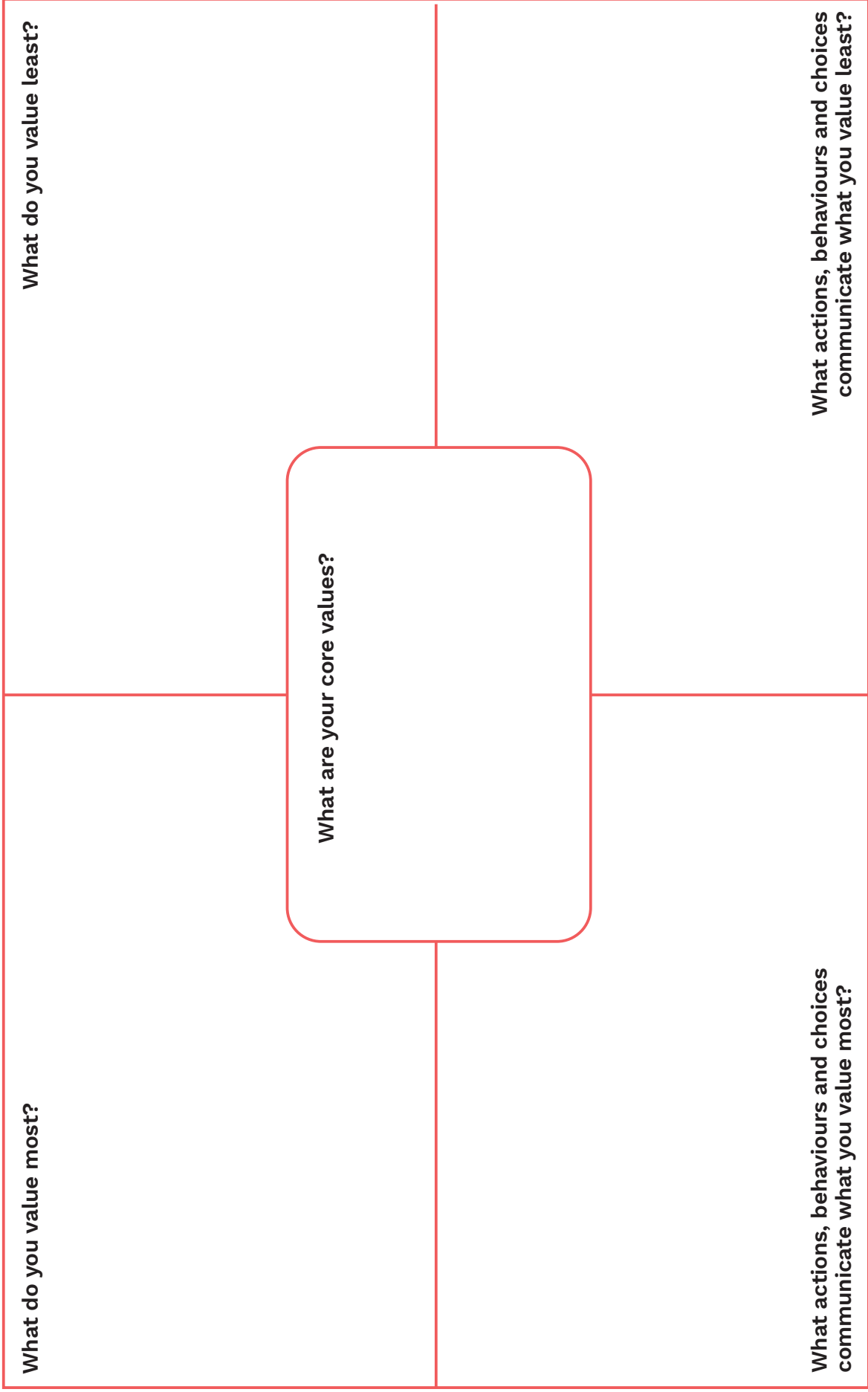


Figure 3: *What do you value?* From L. Gini-Newman & M. Nanavati, 2021c, *flourishco.org*. Copyright 2022 by Flourish Co.

EXERCISE:

Character Strengths



For instructions, please refer to **pages 18-19** in "Beyond High School: A guide to discovering your pathway to success."

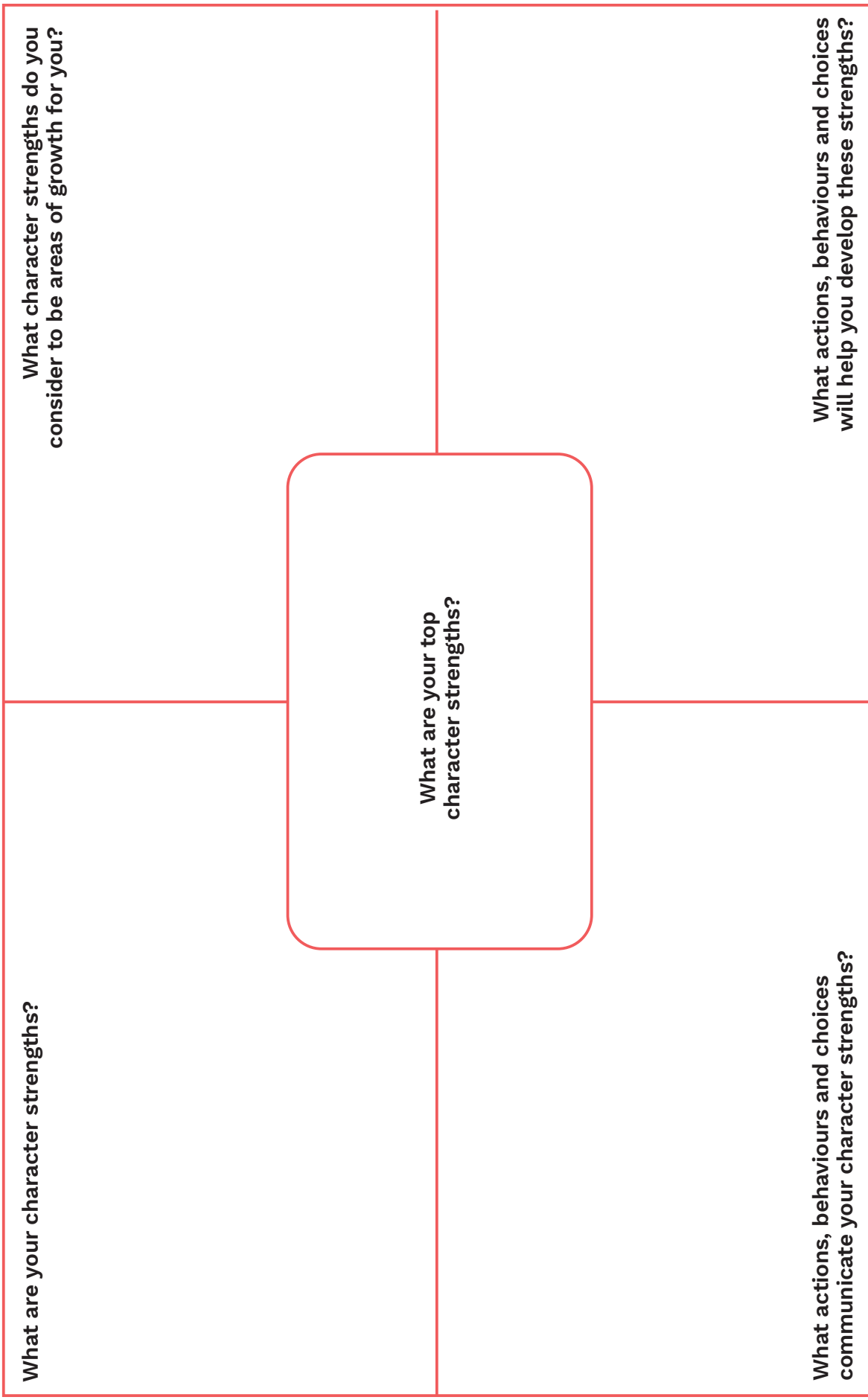


Figure 4: What are your top character strengths? From L. Gini-Newman & M. Nanavati, 2022d, flourishco.org. Copyright 2022 by Flourish Co.



For instructions, please refer to **pages 23-24** in *"Beyond High School: A guide to discovering your pathway to success."*



To help you figure out your FIRST STEP after high school, refer to the statements below to see which section seems most like YOU.

How much does this sound like you?

- I enjoy creating, fixing, manufacturing or operating things
- I enjoy learning by doing (using my hands) rather than reading or listening to lectures or attending classes
- I would like to earn money while I learn the skills for my career from an expert, on-the-job
- I only want to spend a few weeks at a time in a classroom
- I want to learn a specialized skill that I can use to become self-employed or to run my own business in the future

How much does this sound like you?

- I would prefer to invest my time preparing for a particular occupation
- I would like to gain practical (on-the-job) experience in my field before I graduate
- I would like the option to start working in a particular field after spending 2 - 3 years in post-secondary school
- I prefer smaller class sizes instead of larger lecture-hall style of classes
- I prefer more hands-on, practical learning rather than theory
- I do well in courses at the college (C) and open (O) levels, and enjoy these types of classes
- My career goals require a diploma or degree

How much does this sound like you?

- I am passionate about a particular subject area (e.g., history, English, math, computer science, psychology, science)
- I want to develop a broad background, not specific to a particular occupation
- I enjoy listening to lectures and taking detailed notes
- I prefer theoretical, abstract, book-learning
- I am good at learning through independent research and reading on my own
- I have achieved marks of at least 70-75%+ in all or almost all of the Grade 11 & 12 U/M courses I have completed

How much does this sound like you?

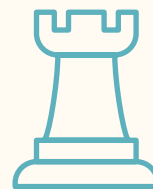
- I want to start earning money quickly and/or live on my own very soon
- I want to spend my time getting focused, specialized training for a specific job
- I want to get out of school as soon as possible
- I prefer to learn on-the-job
- My ideal job may/may not require a high school diploma

How much does this sound like you?

- I am interested in taking a year off from study
- I would like to travel the world
- I am interested in engaging in service work (maybe even abroad for a while)
- I want to work and save some money before starting post-secondary
- I am interested in an internship

Which block of statements above was most appealing to you?

- Apprenticeship
- College
- University
- Workplace
- Gap Year



TAKE INTO ACCOUNT

- This experience may be **your first step**, opening the door to other pathways.
- Ask yourself: What is my long-term goal?
- New experiences and opportunities may change your path. That is okay, and can be very rewarding. It is important to be open-minded.
- Different experiences allow us to grow and evolve.
- Making decisions is hard, but do the best you can.



For instructions, please refer to **pages 25-33** in "Beyond High School: A guide to discovering your pathway to success."

POST-SECONDARY PATHWAYS PLANNING TEMPLATE

	Name of Institution (Training Centre, College/ University)	Name of Program	Credential (Certificate, Degree, Diploma)	Length of Program	High School Prerequisites (courses required to apply)	Admission Requirements			Additional Info Needed (English proficiency tests/ policies around failed/repeated courses etc.)
						Minimum High School Average Required to Apply (grade range)	Any Other Additional Requirements (audition, interview, portfolio etc.)		
1.									
2.									
3.									

Financial Aid and Budgeting for Post-Secondary Education



For instructions, please refer to **page 38** in *“Beyond High School: A guide to discovering your pathway to success.”*

What is out there and how to ensure it's enough?

This section will consider how much money you will need to pursue your pathway of choice, and some strategies you have to make your next step affordable and attainable.

Why do I need to plan now?

To map out your future, it is important to make responsible decisions about money. Paying for post-secondary education can be expensive; it is important to create a financial plan to ensure that spending limits are reasonable. Be realistic with your costs and your budget to avoid running out of money later in the year. Furthermore, planning ahead will allow for a smoother transition, less stress and ideally a debt-free education.

What do I have to consider?

There are many factors to consider while planning for post-secondary education.

- Class size/size of the institution
- Cost of living at home versus cost of living away (How often will you be able to come home if living away?) Think about costs involved, transportation methods and distance
- Distance from home (where is your program offered, consider different campuses)
- Educational expenses (tuition, books, etc.)



- Financial circumstances and assistance available (scholarships, bursaries, loans)
- Food (meal plan, groceries, etc.)
- Housing (residence, rent/mortgage)
- Interests and passions
- Learning style. Consider yourself as a learner – does this pathway meet your learning style?
- On campus support (career counseling, mentoring, orientation programs, etc.)
- Opportunities: Can this pathway lead to greater opportunities? How can this pathway further develop your skills?
- Special learning options? (including co-op work terms, experiential learning, research, and exchange programs)
- Transportation (commuting, public transit, car expenses, gas, parking)
- Going to recruitment events held by educational institutions, such as open houses, tours (virtual and in-person) and school fairs

A community of commuters – things to consider when living off-campus

- The time it takes to commute (budget the commuting time in your daily schedule)
- Commuting can be physically exhausting, resulting in a long day
- The costs of public transit. How does it stack up against buying/leasing a car or ridesharing/ carpooling?
- If commuting by car, there is the risk of getting stuck in traffic and travelling in poor weather conditions
- If commuting via public transit, how can you maximize this time? (ie., relax, study, read, socialize with other peers who may also be commuting)
- How do you plan to engage with the many extra-curricular opportunities on-campus, such as clubs, teams, orientation week and so much more?



For instructions, please refer to **page 39** in “Beyond High School: A guide to discovering your pathway to success.”

School Program	Size of School	Average Class Size	Learning Options/Support	Length of Program	Tuition Costs	Housing (Residence/Living at home)	Distance From Home	Travel	Future Learning
1.									
2.									
3.									
4.									
5.									
6.									



For instructions, please refer to **pages 40-42** in *"Beyond High School: A guide to discovering your pathway to success."*

Possible options for post-secondary sources of funding:	Description	Advantages (Benefits)	Disadvantages (Risks)	Possible amount available (\$)	RANK THEM in numerical order. What works best for you?
Bursaries					
Credit Cards					
Grants					
Line of Credit					
OSAP					
Private Student Loan					
Scholarships					
Other					

If you need help completing this chart, contact your financial institution, e.g., bank, credit union.

FINANCIAL PLANNING TEMPLATE



For instructions, please refer to **page 44** in *"Beyond High School: A guide to discovering your pathway to success."*

Post-Secondary Student Budget

Complete as many fields below (based on after-tax values) to ensure an accurate estimate of the total budget you will need.

BUDGET FOR THE YEAR: \$ _____

INCOME: \$ _____

ESTIMATED INCOME (after taxes)	Amount (\$)	Monthly/Annually
Annual employment income (after tax)		
Scholarships/Bursaries/Grants		
Parental/guardian contributions		
Other		
TOTAL INCOME:		

EXPENSES: \$ _____

ESTIMATED EXPENSES Estimate your expenses for the items listed, either as monthly or yearly values.	Amount (\$)	Monthly/Annually
Food/Housing Expenses		
Meal plan/groceries		
Residence/rent/mortgage		
Utilities (gas, electricity, water)		
Other (internet use, TV)		
TOTAL FOOD/HOUSING:		



For instructions, please refer to **page 44** in *“Beyond High School: A guide to discovering your pathway to success.”*

Transportation

Car payments		
Insurance/license/registration		
Gas		
Service/repairs/tires		
Public transportation		
Ride shares		
TOTAL TRANSPORTATION:		

Education

Tuition		
Books/subscriptions/supplies		
Student fees¹/Exam fees		
Other		
TOTAL EDUCATION:		

Investments and Savings

Registered Retirement Savings Plan		
Tax Free Savings Account		
Other		
TOTAL INVESTMENT AND SAVINGS:		



For instructions, please refer to **page 44** in “*Beyond High School: A guide to discovering your pathway to success.*”

Loans and Insurance

Credit card bills		
Government student loan payments		
Loans (bank/other)		
Uninsured health/dental insurance		
TOTAL LOANS AND INSURANCE:		

Lifestyle

Clothing/shoes		
Personal hygiene (product/grooming)		
Cleaning supplies		
Entertainment (dining out, social clubs, etc.)		
Phone bills		
Fitness/Leisure (gym etc.)		
Travel		
Other		
TOTAL LIFESTYLE:		
TOTAL EXPENSES:		

TOTAL INCOME
(Input)

\$ _____

TOTAL EXPENSES
(Output)

- \$ _____

SURPLUS/DEFICIT

= \$ _____

SURPLUS

(Profit/Savings)
Income > expenses

DEFICIT (Loss)

Income < Expenses



For instructions, please refer to **pages 47-48** in *"Beyond High School: A guide to discovering your pathway to success."*

NEEDS

WANTS

**NOTES:**



For instructions, please refer to **pages 67-68** in *"Beyond High School: A guide to discovering your pathway to success."*

Short-term goals	Long-term goals related to set of short-term goals
1.	1.
2.	
3.	
1.	2.
2.	
3.	

Figure 6: Short and Long-Term Goals. From L. Gini-Newman & M. Nanavati, 2020, flourishco.org. Copyright 2020 by Flourish Co.

Now, take your long-term goals and edit them to reflect the SMART acronym.
My long-term SMART goals are:



1.

2.

A STRATEGY FOR PROSPECTIVE THINKING: Graphic Organizer



For instructions, please refer to **pages 69 and 71** in the guide “Beyond High School: A guide to discovering your pathway to success.”

<p>Current Life Reality and Level of Satisfaction</p> <p>EXAMPLE: I would like to take a healthy approach in starting my post-secondary school life, living away from home. I want to prioritize regular exercise in my daily routine. I have some difficulties with stress management and can tend to eat in an unhealthy way when I'm feeling stressed.</p>	<p>Identify Desired Future Result</p> <p>EXAMPLE: To maintain a healthy lifestyle by incorporating exercise into my daily life. This will result in better stress management, and I will be able to maintain healthy eating habits. I will also be able to optimize my academic results if I am living a healthier lifestyle.</p>	<p>Brainstormed Possible Goals</p> <p>EXAMPLE: My goal is to become more responsible living on my own by adding a minimum of 45 minutes of exercise (cardio – running or biking) into my daily routine to improve my heart rate so that I can better manage my stress, maintain healthy eating habits and improve my overall academic performance.</p>	<p>How Impactful Is Each Goal?</p> <p>EXAMPLE:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Insightful (very, somewhat, a little bit, not at all) <input checked="" type="checkbox"/> Motivating (very, somewhat, a little bit, not at all) <input checked="" type="checkbox"/> Productive (very, somewhat, a little bit, not at all) <input checked="" type="checkbox"/> Aligned (very, somewhat, a little bit, not at all) <input checked="" type="checkbox"/> Consequential (very, somewhat, a little bit, not at all) <input checked="" type="checkbox"/> Transformative (very, somewhat, a little bit, not at all) <input checked="" type="checkbox"/> +Ethical (very, somewhat, a little bit, not at all)
			<ul style="list-style-type: none"> <input type="checkbox"/> Insightful (very, somewhat, a little bit, not at all) <input type="checkbox"/> Motivating (very, somewhat, a little bit, not at all) <input type="checkbox"/> Productive (very, somewhat, a little bit, not at all) <input type="checkbox"/> Aligned (very, somewhat, a little bit, not at all) <input type="checkbox"/> Consequential (very, somewhat, a little bit, not at all) <input type="checkbox"/> Transformative (very, somewhat, a little bit, not at all) <input type="checkbox"/> +Ethical (very, somewhat, a little bit, not at all)
			<ul style="list-style-type: none"> <input type="checkbox"/> Insightful (very, somewhat, a little bit, not at all) <input type="checkbox"/> Motivating (very, somewhat, a little bit, not at all) <input type="checkbox"/> Productive (very, somewhat, a little bit, not at all) <input type="checkbox"/> Aligned (very, somewhat, a little bit, not at all) <input type="checkbox"/> Consequential (very, somewhat, a little bit, not at all) <input type="checkbox"/> Transformative (very, somewhat, a little bit, not at all) <input type="checkbox"/> +Ethical (very, somewhat, a little bit, not at all)
			<ul style="list-style-type: none"> <input type="checkbox"/> Insightful (very, somewhat, a little bit, not at all) <input type="checkbox"/> Motivating (very, somewhat, a little bit, not at all) <input type="checkbox"/> Productive (very, somewhat, a little bit, not at all) <input type="checkbox"/> Aligned (very, somewhat, a little bit, not at all) <input type="checkbox"/> Consequential (very, somewhat, a little bit, not at all) <input type="checkbox"/> Transformative (very, somewhat, a little bit, not at all) <input type="checkbox"/> +Ethical (very, somewhat, a little bit, not at all)



For instructions, please refer to **page 71** in "Beyond High School: A guide to discovering your pathway to success."

Write your High IMPACT+ Goal using the following template:



MY High IMPACT+ Goal is to

_____ (do X, accomplish X, learn X, improve X)

by _____ (time) so that _____

_____ (what makes it impactful).

NOTES:














For instructions, please refer to **page 72** in “Beyond High School: A guide to discovering your pathway to success.”



ACTION-DRIVEN THINKING: Flowchart Template

STEP 1: Brainstorm possible actions		
Action	How well does this action support my High IMPACT+ Goal 	Prioritized Action Steps – List Sequentially
Action 1:	Very well Not well  4 3 2 1 0 because:	1:
Action 2:	Very well Not well  4 3 2 1 0 because:	2:
Action 3:	Very well Not well  4 3 2 1 0 because:	3:
Action 4:	Very well Not well  4 3 2 1 0 because:	4:
Action 5:	Very well Not well  4 3 2 1 0 because:	<div style="border: 1px solid #00728f; padding: 10px; text-align: center;">  <p>Now  the most effective 3-4 actions and sequence them here</p> </div>
Action 6:	Very well Not well  4 3 2 1 0 because:	

Add more rows if you have additional goals on your list.

Figure 9: Action-driven Thinking Flowchart. From L. Gini-Newman & M. Nanavati, 2022a, flourishco.org. Copyright 2022 by Flourish Co.

STRATEGIC THINKING TEMPLATE



For instructions, please refer to **page 74** in “Beyond High School: A guide to discovering your pathway to success.”

High IMPACT+ Goal:

	Resource-based Are there sufficient resources available to meet your needs?	Responsive How will you ensure your actions respond to anticipated challenges?	Realistic How likely are you to complete this action on this date?
	Resources Needed What will you need to complete each of your action steps?	Resources Available Consider people, finances, data, education, things you need that are available, etc.	Anticipated Challenges
		Action Revision to Overcome Challenges (Strategy)	Completion Date Realistic? <input type="checkbox"/> Yes <input type="checkbox"/> No
			Revised completion date if not realistic
1:			
2:			
3:			
4:			

Figure 10: Strategic Thinking Chart. From L. Gini-Newman & M. Nanavati, 2022c, flourishco.org. Copyright 2022 by Flourish Co.