This culminating activity will help students create a CLE portfolio. Students will have added to their ‘CLE Portfolio’ and reflected on their artifacts throughout the *CLE* Course Activities.

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| **Teacher Led** | **X** | **Requires Computer** | X | **Requires myBlueprint.ca** | X |

**LEARNING GOALS:**

1. Students will build and maintain a positive self-image.
2. Students will learn to interact positively and effectively with others.
3. Students will identify strategies to learn and grow from their personal experiences.
4. Students will combine previous career activities including, personal interests, cover letter, resume, learning style, post-secondary options, and occupation options.
5. Students will create a CLE portfolio to reflect on curricular competencies and content from the CLE course.

**MATERIALS:**

* Computers, tablets, or mobile devices
* Personal pictures (from students)
* Handout [A] – Building a Portfolio
* Handout [B] - Portfolio Checklist
* Handout [C] – Portfolio Evaluation Rubric

**INSTRUCTIONS:**

1. As a class, discuss “What is a portfolio?” and “Why do I need a CLE Portfolio?”

*Throughout the course, students will complete self-awareness activities where they will be required to add components of their self-discovery to a “CLE Portfolio” on myBlueprint. This portfolio will showcase their personal values, experiences, interests, learning styles, personality traits, skills, goals, decision making strategies, values, and how these relate to career awareness and opportunities. Their portfolio will also serve to demonstrate how they plan to build and maintain a Career Life Plan.*

1. Give students Handout [A], and as a class, discuss “What is a Portfolio?” [A] and “Why do I need a CLE Portfolio?” [B]
2. Discuss the culminating project and go through the **Portfolio Checklist [B] and Portfolio Evaluation Rubric [C]**

**HANDOUT [A]: BUILDING A PORTFOLIO**

**[A] WHAT IS A PORTFOLIO?**

A **Portfolio** is a collection of documents that people can use to validate claims they make about themselves. A **Portfolio** makes tangible the things you want to say about yourself in a cover letter, a resume, or a face‐to‐face interview.

A **Portfolio** is about **YOU**. It is:

* A life‐long tool to help you discover and express who you are
* A dynamic collection of materials which summarize, document and highlight the best of who you are, what you have done and what you hope to do
* ‘Evidence’ of your potential

**[B] WHY DO I NEED A CLE PORTFOLIO?**

A well‐targeted portfolio that is properly presented can be a great self‐marketing tool for five main reasons:

1. It draws *attention* to the key information you want to convey about yourself
2. It provides *links* that connect you with an opportunity
3. It makes the key *intangibles* tangible
4. It adds to your *credibility*
5. It builds *confidence*
6. It can serve as an assessment tool for your CLE course work

**HANDOUT [B] - PORTFOLIO CHECKLIST**

Under **Portfolios,** select the ‘My CLE Portfolio’ that you have been building throughout the *CLE* course.

Ensure the following items (i.e., boxes and reflections for each box) have been added to your portfolio.

*\*Note: To add a box, click* ***+******Add Box*** *and select* ***Recent +****,* ***Journal +,*** *or* ***Media +***

* A profile picture for your portfolio (i.e., ‘Avatar’)
* A banner image for your portfolio
* Your *Coat of Arms* (picture or file upload)
* Your **Learning Styles** survey results report
* Your Learning Style **Goal** and action plan
* Your **Personality** survey results report
  + Add a reflection that includes **five** personality traits you have and **five** you would like to develop
* Your **Interests** survey results report & reflection
* Your **Knowledge** survey results report & Reflection
* Your **Motivations** survey results report & Reflection
* Your ‘Who Am I’ (i.e. “About Me’) worksheet
* Your **High School Plan** with Grade 11 and Grade 12 courses planned
* Your Financial Literacy **Budget**
* Your ‘How I View Myself & How Others View Me’ written report
* Your ‘My Time Management Strategies’ journal entry
* Your ‘My Personal Story’ worksheet and reflection
* Your ‘Famous Person Biography’ file
* Your ‘Famous Person Interview Questions’ file
* Your **3 Goals** and action plan
* Your ‘My Goals’ journal entry
* An **Occupation** that you favourited
  + Add a reflection to discuss how this job relates to you and your interests
* The six (6) **Post-secondary** pathways that you favourited (i.e., 2 apprenticeships, 2 college/university programs, and 2 workplace opportunities) & reflections
* Your ‘My Transferable Skills’ worksheet and reflection
* Your ‘Decision Making’ journal entry
* Your ‘Oh, the Places You’ll Go’ journal entry
* Your ‘My Life Map’ picture of file upload and reflection
* A real-life **Job posting** in your region of the occupation you favourited and added to your portfolio
* An up-to-date **resume** with a description of previous and/or current community volunteer work
* An up-to-date **Cover letter**
* A journal entry (with picture – optional) detailing your childhood dreams and how you have changed or stayed the same over time.
* A journal entry detailing how to foster responsible online relationships
* Your Letter of Critique to an Advertising Executive (optional)
* Your ‘My Expectations’ Letter to your teacher (optional)

**HANDOUT [C]: PORTFOLIO EVALUATION RUBRIC**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **Level 4**  (80 – 100%) | **Level 3**  (70 – 79%) | **Level 2**  (60 – 69%) | **Level 1**  (50 – 59%) |
| **Quality of activities** | Student goes above and beyond in the amount of detail in answers. Ideas are clear and easy to understand. | Student provides average amount of detail in answers. Ideas are fairly clear and easy to understand. | Student provides some detail in answers. Ideas are not very clear and somewhat difficult to understand. | Student provides limited detail in answers. Ideas are not clear and cannot be understood. |
| **Quality of Personal Reflections** | All reflections include personal reactions that are descriptive and insightful and relate to the activity. | Most of the reflections include personal reactions that are descriptive and insightful and relate to the activity. | Some of the reflections include personal reactions that are descriptive and insightful and relate to the activity. | Few of the reflections include personal reactions that are descriptive and insightful and relate to the activity. |
| **Content** | All items in the Portfolio Checklist are included and exceed expectations. | All items in the Portfolio Checklist are included and meet expectations. | Some items in the Portfolio Checklist are missing and/or are not fully completed. | Several items in the Portfolio Checklist are missing and/or are not fully completed. |
| **Application** | Student is able to make a strong connection between their interest, skills, and values, and how they will impact their career and life decisions. | Student makes a connection between their interests, skills, and values, and how they will impact their career and life decisions. | Student makes some connections between their interests, skills, and values, and how they will impact their career and life decisions. | Student makes limited connections between their interests, skills, and values, and how they will impact their career and life decisions. |
| **Organization** | Portfolio is completely and neatly organized. A reader can easily find things. | Portfolio is well organized. A reader has little difficulty finding things. | Portfolio is fairly well organized. A reader may have a little difficulty finding things. | Portfolio shows some attempt at organization. A reader has difficulty findings things. |
| **Grammar & spelling (conventions)** | Student makes no errors in grammar and/or spelling on the portfolio. | Student makes few grammar and/or spelling errors on the portfolio. | Student makes more than 10 errors in grammar and/or spelling on the portfolio. | Spelling/grammar errors on the portfolio are very pervasive. |
| **Overall Portfolio Impact** | The portfolio demonstrates well the student’s skills, interests, values, and career ambitions. | The portfolio helps to demonstrate the student’s skills, interests, values, and career ambitions. | The portfolio does little to demonstrate the student’s skills, interests, values, and career ambitions. | The portfolio does not demonstrate the student’s skills, interests, values, and career ambitions. |

**Teacher Comments:**

**/35**