



THE UNIVERSITY
OF BRITISH COLUMBIA



Life After High School

A POST-SECONDARY STUDENT'S GUIDE TO SUCCESS

PREPARE FOR YOUR EDUCATIONAL JOURNEY



DISCLAIMER

The Life After High School: A Post-Secondary Student's Guide to Success is a community resource intended to be used for informational purposes only. While the Information contained in this site has been presented with all due care, Empower The Future does not warrant or represent that the Information is free from errors or omission.

The Information is made available on the understanding that Empower The Future and its members and agents shall have no liability to the users for any loss, damage, cost or expense incurred or arising by reason of any person using or relying on the information and whether caused by reason of any error, negligent act, omission or misrepresentation in the Information or otherwise.

© Empower The Future

The work is licensed under Creative Commons Attribution-Non-Commercial-NoDerivs 2.5 Canada (<https://creativecommons.org/licenses/by-nc-nd/2.5/ca/>).

Toolkit developed by: Shawna Narayan, BSc, MGC
Graphic Designer: Cynthia Lung, BSc
October 2019

Produced with financial support of grants from UBC's Centre for Community Engaged Learning, City of Surrey, and Coast Capital Savings.



THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Community Engaged Learning



This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.

Table of Contents

Authors	4
Introduction	6
Student Perspectives	7
Applying to Post Secondary Schools	14
Finances	22
Academics	33
Well-being	42
Career Support	56
Campus Life	60
Tips	62
Resources	64
Messages	86
About Empower The Future	88
Survey	91

Authors

This resource booklet has been developed with the guidance and support of several key individuals from the community.

It has been made possible by the generosity of the Innovation Grant from the University of British Columbia, Community Grant from the City of Surrey, and Community Investment Grant from Coast Capital Savings.

Authors

- **Shawna Narayan**, M.G.C, Executive Director of Empower The Future
- **Ashley Prasad**, Administration Director of Empower The Future
- **Joshua Zivny**, Events Director of Empower The Future
- **Elias Panah**, Former Engagement Director of Empower The Future
- **Kelvin Chand**, Former Finance and Administration Coordinator of Empower The Future
- **Simran Sanghera**, Former Volunteer of Empower The Future
- **Prabhjit Sabharwala**, Former Volunteer of Empower The Future

High School Advisory Committee

- **Alisha Pham**, Engagement Member of Empower The Future
- **Ranjit Pawar**, Finance and Administration Member of Empower The Future
- **Ravneet Grewal**, Finance and Administration Member of Empower The Future
- **Anjali Dhaliwal**, Marketing and Communications Director of Empower The Future
- **Parveen Basi**, Events Member of Empower The Future
- **Nicole Libunao**, Engagement Member of Empower The Future

Booklet Designer

- **Cynthia Lung**, University of British Columbia, Graphic Designer

Advisory Committee

A special thanks to the Advisory Committee for their invaluable feedback and support in the development of this resource:

- **Ola Kulesza**, Experiential Education Advisor, Center for Community Engaged Learning, University of British Columbia
- **Michael Denhamer**, Education Programs Coordinator, Center for Community Engaged Learning, University of British Columbia
- **Ryan Sidhu**, Development Officer, Business Development, Surrey School District (#36)
- **Dr. Hiram Mok**, MA, MB, BCh, BAO, FRCPC, Psychiatrist, Vancouver Coastal Health; Clinical Professor, University of British Columbia
- **Hilary Low**, Researcher, Digital Emergency Medicine, University of British Columbia
- **Bright Futures Education Fund Committee**, Big Sisters of Greater Vancouver
- **Graham McLean**, Bachelor of Commerce Student, Simon Fraser University

Student Perspectives

A special thanks to the Student Perspective Authors for taking the time share their personal stories with students:

- **Tina Cheng**, Third Year Integrated Science Student, Faculty of Science, University of British Columbia
- **Jennifer Ling**, Second Year Medical Student, Faculty of Medicine, University of British Columbia
- **Rochelle Prasad**, Fourth Year Political Science Student, Faculty of Arts, Simon Fraser University
- **Rebecca Lim**, First Year Engineering Student, Faculty of Applied Science, University of British Columbia
- **Joshua Zivny**, Third Year Carpentry Apprentice, North Island College; Firefighting Technologies Graduate, Justice Institute of British Columbia
- **Chelsea Barron**, Red Seal Machinist, Member of the Tsilhqot'in (Chilcotin) Nation
- **Josh Rasalan**, Third Year Bachelor of Social Work Student, Faculty of Child, Family, and Community Studies, Douglas College

Special Thanks

A special thanks to the post-secondary school advisors and employees for taking the time to review our booklet and supporting its creation:

- **Tracey Denofreo**, Manager, Marketing and Operations, Douglas College
- **John Kinsley**, BCoMS, Student Recruiter Advisor, Douglas College
- **Paul Razzell**, Communications Team, University of Victoria
- **Warren Mailey**, Marketing and Communications Strategist, British Columbia Institute of Technology
- **Jocelyne Leszczynski**, Communications Strategist, British Columbia Institute of Technology
- **Marcel Da Silva**, Director of Marketing and Brand Management, Simon Fraser University
- **Pat Matthieu**, Trades Training BC
- **Nicole Adams**, Director of Communications, Industry Training Authority
- **Michelle Kwan**, Marketing Administrative Coordinator, Kwantlen Polytechnic University
- **Ariel Lee**, User Experience Coordinator, Student Communication Services, University of British Columbia
- **Kimberley Rawes**, Career Educator, Center for Student Involvement and Careers, University of British Columbia
- **Graham McLean**, Bachelor of Commerce Student, Simon Fraser University
- **Annie Ohana**, Teacher, L.A. Matheson Secondary School, Surrey Schools, School District #36
- **Manjot Badesha**, Outreach Worker, Surrey Schools, School District #36
- **Sherilyn DiMarco**, Teacher, Vancouver School Board, School District #39
- **Danielle DiMarco**, Dalhousie University Alumna

A final special thank you to all the educators, administrators, students, parents and the wider school community at participating schools in the Surrey School District.

Introduction

Been there, done that!

As current students and recent graduates of various post-secondary schools, we believe that youth deserve to become knowledgeable about all aspects of the post-secondary experience, whether it is financial aid, pursuing a degree, grading systems for different schools, benefits of volunteering, student life, employment opportunities, or self-care.

Attending workshops or seminars offered by universities, colleges and high schools can help guide you through the processes of pursuing post-secondary education, but as students we noticed that there are other situations and topics of post-secondary schooling that are seldom covered or discussed. We compiled a booklet that encourages high school students like you to pursue higher education while covering other topics that will prepare you to be an informed post-secondary student. By providing a comprehensive resource booklet for high school students, we hope to answer all your post-secondary education questions, as well as provide tips and advice for your own personal and professional growth as a student!

Sometimes post-secondary education can be a rocky experience for individuals, but we're here to equip you with the tools necessary to overcome any doubts, obstacles, or fears when it comes to post-secondary schooling. We can assure you that if we can do it, you can too!

We wish you the best in your post-secondary endeavours,

- The Team at Empower the Future

Student Perspectives



Tina Cheng

3rd Year Integrated Science Student | Faculty of Science
University of British Columbia

The first week of university was a big challenge for me as I did not have a clear understanding of how post-secondary school worked.

I did not know the classes end ten minutes before scheduled time. I registered my first-year classes with time gaps in between and got an unnecessarily long schedule. Classes started at 8 am and ended at 5 pm every Monday to Friday. Besides the misunderstanding at the beginning, university life became entertaining and unpredictable.

As a student currently in my third year of science integrating immunopathology and human physiology, university is a place for discovery. My major provided me the flexibility and control over my own degree as I was able to “design” my degree. The flexibility of my degree allowed me to gain experiences from a variety of fields from proteomics and growing cancer cells in wet labs to assisting large health forums for cultural minorities in British Columbia to raise health literacy. My advice is to be active in the community. Look for opportunities, ask questions, and be curious about events. Besides studying, university is fulfilling because of the people you will meet. The first person I talked to during my first class at UBC became my best friend. I was able to get to know a group of Chinese musicians like me and created a Chinese ensemble at UBC. Take time to enjoy your time at university!

Student Perspectives



Rebecca Lim

1st Year Engineering Student | Faculty of Applied Science
University of British Columbia

Beginning my first semester in UBC engineering, I thought I was prepared for the changes that accompany this monumental step, yet the pace and intensity of the engineering program turned out to be very overwhelming. Thus, transitioning to post-secondary life was challenging, but it was a valuable learning experience that was critical to both my personal and professional development.

One of the most rewarding aspects of being a member of the engineering faculty is the sense of community among its students, which I witnessed for the first time at an optional homework session for the notoriously difficult Physics 157 class. With a lecture hall packed with friends and only one teacher assistant present to answer questions, we realized that the most efficient way to work through the problems was to collaborate with each other. In doing so, we learned that although we may find ourselves struggling in this demanding program, we could rely on each other to overcome those challenges together.

The level of difficulty and complexity that I was exposed to in my first semester of university was beyond what I'd seen in high school. With greater responsibility and higher expectations, even students who achieved highly in high school had to adapt their study habits and reconsider how they managed their time. However, staying focused and disciplined, persevering through setbacks and disappointment, and figuring out how you personally learn and study most effectively while in high school is one of the best ways to prepare for post-secondary learning.



Jennifer Ling

2nd Year Medical Student | Faculty of Medicine
University of British Columbia

Medical school at UBC is a four-year program and often requires a Bachelor's degree beforehand. It's a busy and challenging program, but I really wanted to combine my love of science and humanity. The best part about medicine is healing people, whether it's curing disease or holding a hand in comfort. Seeing someone else's joy or sorrow is a deeply intimate experience.

There are two main challenges I've encountered so far: knowing so little, and juggling so much. A doctor is a student for life, as new technology and medicines emerge. It's exciting, but also frustrating, because what you already know will go out of date, and what you should know never seems to end. There are also a lot of tasks to juggle in and out of school, like studying, exercise, eating properly, sleeping enough, seeing my family and friends ... it's a lot! Not only am I in class from 8AM-5PM, I'm a young adult who is learning to be independent and it's a steep learning curve. There's no single route that leads you to become a doctor, so I would encourage interested students to stay curious and work hard. Learn to be organized, compassionate in all your actions, and above all else, to value your own health. Healthy habits and relationships formed now will come to your aid when you're burdened by long hours and a heavy workload. It's an exciting career that is as diverse as the people it seeks to help, and I hope you're encouraged to think about becoming a doctor!

Student Perspectives



Rochelle Prasad

4th Year Political Science & Education Student

Faculty of Arts and Social Science | Simon Fraser University

Pursuing post-secondary school and living it out has been a journey. A journey that has been filled with stressful moments, times of joy and victories. My first post-secondary school was an amazing learning environment at Trinity Western University. There, I majored in Educational Leadership. Not going to lie, my first year was rough. I had difficulty locating my classes and understanding the expectations of university. Despite all of this, the first years, including myself, found our own unique path.

After finishing my second year, I transferred to SFU and currently am majoring in Political Science and Education. Adjusting to a new environment is not always easy, even if you've had a ton of practice before! I'm currently in my third year of university, and wouldn't change anything in my journey, as it's helped shape who I am today. My best free piece of advice for incoming post-secondary students would be, embrace your journey. Learn to love every ounce of it, even in the tough times when nothing's going your way. Also make time management your best friend. If you master the art of time management, your post-secondary journey will be less stressful.



Josh Zivny

Firefighting Technologies Certificate | Justice Institute of British Columbia Graduate
3rd Year Carpenter Apprentice | North Island College

My educational journey has twists and turns like many do. When I graduated high school, I decided to pursue engineering. I was admitted to British Columbia Institute of Technology for Civil Engineering. I completed my first year but later realized that I was not passionate about it. I decided to take a few courses in my second year at Kwantlen Polytechnic University where I majored in Physics for Modern Technology. I still did not feel like I was doing what I wanted to do. This is when I took the time to reflect on what I like, and don't like and what fits the lifestyle I hope to have in the future. After researching, I applied to the Justice Institute of British Columbia and was admitted to the Firefighting Technologies Program. I loved my program. I met a wide range of people and we all became good friends since the class sizes were small.

I am currently in a carpentry apprenticeship which helps me develop my skills for a career as a firefighter. I was able to continue my education through apprenticeship training at North Island College through the Red Seal Program.

I learned through my time in post-secondary school, that it is a self-discovery journey. You may learn about what you like and dislike. You learn about how change can be a good thing. You learn that you can take as many tries as you want to get to what makes you happy. You learn that it's okay to change your path. You learn about yourself and I think that's what matters the most.

Student Perspectives



Josh Rasalan

3rd Year Bachelor of Social Work student
Faculty of Child, Family and Community Studies | Douglas College

When I was in high school, I didn't have a passion for learning. Just the thought of going to post-secondary was scary. My parents wanted me to go into nursing or business, but I wasn't sure what I personally wanted to do. So, I came to Douglas and explored different courses through the General Studies program. I was interested in a lot of things and being part of this program helped me fine tune those interests. I remember taking a fantastic business course and almost sleeping through it because it wasn't my calling. Same thing with an engaging French course: there was still a disconnect. Then, I finally started taking sociology and psychology classes. Those classes truly "sparked joy" because I instantly felt passionate about supporting and developing the greater community. Not only that, I noticed so much growth in my personal development through these classes.

That led me to Douglas' new Bachelor of Social Work program, and I was able to use the credits from the courses I'd already taken. I love that I had the flexibility to explore; it's like getting to sample a menu and figure out what you like. You learn so much about yourself.

My first two years in post-secondary were important for me in understanding where I wanted to go and who I am as an individual. If I had gone into a random major, I would be switching majors frequently and probably would have ended up in something that I wasn't excited about. Now, I'm on my way to becoming an advocate and ally for our communities in the Lower Mainland - especially for my Filipinx and queer communities.

A photograph of Chelsea Barron, a young woman with dark hair, smiling and wearing a dark blue t-shirt and black overalls with tools in the pockets. She is standing in a workshop or factory setting with machinery in the background.

Chelsea Barron

Red Seal Machinist

Member of the Tsilhqot'in (Chilcotin) Nation

Growing up in a trades-oriented family inspired and intrigued me. My dad and brother are both tradespeople and I looked up to them a lot; I admired how my dad would do things around the house and enjoyed when he'd take me to his shop. Trades are lucrative and offer good benefits, and hands-on, creative learning suits me. As I researched the various trades, I learned about machining and knew my personality and eye for detail would bring me success in this field. There are so many things Machinists make that help the world to run, like precision parts for a car engine, aerospace, helicopters, satellites and airplanes.

I work in the forestry industry for Raute Canada, which builds massive machines that manufacture plywood and wood veneer. I work with Electricians, Millwrights and Fabricators to make these machines and my role is to make the precision parts for motors, among other things.

My advice to other women who are considering a trades career would be to demonstrate your abilities through your hard work and a commitment to learning. Don't be influenced by other people's perceptions of what women can or cannot do - we are just as capable as men, if not more!

APPLYING TO POST-SECONDARY SCHOOLS

Applying to a post-secondary school can seem like a daunting task at first, however, it is important to consider a few things before you begin an application:

Do I know what and where I want to study?

Not all post-secondary schools are the same. Some offer a wide range of undergraduate programs whereas other schools may have specific programs that other schools do not have. For example, post-secondary schools such as University of British Columbia, Kwantlen Polytechnic University and Douglas College offer nursing programs whereas schools such as Simon Fraser University do not.





Do I meet the admission requirements of both the school and the program I want to enroll in?

As a high school student, you want to ensure that you meet the admission requirements of both the school and the program you would like to apply to. Most, if not all, post-secondary schools have an English Language Requirement as English is the primary language of study. Other schools such as SFU also have a Quantitative and Analytical Skills requirement which all applicants must meet. General admission requirements of universities can vary as the school may look at the applicant's average grade in their last year of high school or a minimum number of approved Grade 12 courses that the applicant has chosen. After becoming aware of the general admission requirements, be sure to know the requirements for the specific program you want to apply for -- take a look at a school's website to find this information.



What school term will I be applying for?

Once you can answer the above questions, applying for post-secondary schools will be much less intimidating. You can always look at a post-secondary school's website. There is typically a section titled "Admissions" or "How to Apply". Once you click on this, you will find a clear and comprehensive list or guide that will help you in applying and learning about application deadlines, fees, deposits and other important requirements. Some schools may also require you to create a profile on their website before applying to a program. Another way to apply to some BC post-secondary schools is through an application service provided by the Province of British Columbia:

<https://apply.educationplannerbc.ca/>

Skilled Trades Professionals

Apprenticeship training is a form of post-secondary education that combines paid, work-based training (about 80% of training), with technical training in a classroom or shop setting (about 20% of training). Successful completion of both components, along with examinations, is required to earn a certificate or ticket, and become a certified tradesperson. In school, technical training typically ranges from 4 to 10 weeks per year depending on the trade and takes approximately four years on average to complete.

Getting Started With Your Apprenticeship Training

There are several routes into apprenticeship training, including:

- Direct entry with an employer to sponsor you
- Pre-apprenticeship Foundation program at a college of your choice.
- Applying for credit for prior training or experience, which may enable you to complete your certification requirements in less time

What is Red Seal Certification?

Red Seal Certification is the gold standard in the skilled trades. Obtaining this certification helps provide skilled workers greater mobility across Canada by completing the red seal examination for a specific trades profession. It indicates that a tradesperson has demonstrated the knowledge required for the national standard and is able to perform excellent work. If you are interested in trades, you should consider earning your red seal certification.

Learn more at <https://www.tradetrainingbc.ca>

Examples of trades:

Aircraft Maintenance (ex. Aircraft Technician)
Automotive Trades (ex. Mechanic)
Construction Trades (ex. Carpenter)
Culinary (ex. Cook)
Electrical and Telecommunications (ex. Electrician)
Equipment Repair (ex. Refrigeration Mechanic)
Heavy Equipment Operators (ex. Plant Operator)
Heavy Equipment Service (ex. Millwright)
Horticulture (ex. Horticulturalist, Landscape)
Metal Forming, Shaping, Welding (ex. Ironworker)
Personal Service (ex. Hairstylist)
Plumbers, Pipe and Gas fitters (ex. Steamfitter)
Vocational (ex. Aquaculture Technician)



Steps to get your Interprovincial Red Seal

One of the first steps on your journey to obtaining your Red Seal is to find an employer to sponsor you so you can register as an apprentice with the Industry Training Authority or commonly referred to as the “ITA”. Then you can log onto the ITA website and create your own account. After registration you will have a unique ITA number that you will keep during your apprenticeship. The majority of your time learning will be on the job but you also have to do classroom-based training. You will have to sign up for technical training at an ITA recognized training provider. Depending on your trade there will be different amounts of levels and work base training hours that you will have to complete in order to get your certification. Alternatively, some trades have a foundation program that can allow you to get credit for a level and work base training hours without having an employer sponsor. To obtain your Red Seal Certification you must complete classroom-based training, on-the-job hours and you must pass a final exam.

ITA Recognized Training Providers

There are many different ITA recognized training providers both public and private. Some popular public ones in the lower mainland include Kwantlen Polytechnic University, British Columbia Institute of Technology, Vancouver Community College, and University of the Fraser Valley.

Trades Training BC and the ITA website both have a list of training providers. The costs and length of the in-class training vary for each trade. Most apprenticeships take about four years to complete.

To learn more about skilled trades professions visit the following websites:

- BC Trades - www.tradetrainingbc.ca
- Industry Training Authority - www.itabc.ca

General Admission Requirements

As a grade 11 or 12 student, you may be wondering what high school courses you must complete in order to meet the admission requirements. There are usually two sets of requirements that you will need to meet in order to apply for a program: General Requirements and Degree-Specific Requirements.

For example, if you are interested in pursuing a Bachelor of Arts in History at UBC, you will need to meet the general requirements listed below which are graduation from high school, minimum of 70% in Grade 11 or 12 English. You will also need to meet the degree specific requirements which can be found on UBC's website. The degree specific requirements for arts include both English 11 and 12, a grade 11 language course or waiver, pre-calculus 11 or foundations of mathematics 12, and a grade 11 science course. You will need to meet both requirements to be able to apply to the program. Similar requirements are needed for different degrees and programs.

Remember, meeting the general and program requirements does not necessarily mean you will be admitted in to the program.

Be sure to check the school's website for the most up to date information.



University of British Columbia (UBC)

- Graduation from high school
- Minimum of 70% in Grade 11 or Grade 12 English (or their equivalents)
- At least six academic/non-academic Grade 12 courses (recommended, but not required)
- For more information visit, www.ubc.ca/admissions



Simon Fraser University (SFU)

- To find out if you meet SFU's admission requirements, please visit www.sfu.ca/admission



British Columbia Institute of Technology (BCIT)

- The completion of grade 12 English or its equivalent. You can also show proficiency in English via official assessments
 - Grade 12 provincials are not needed
 - Each program has its own specific admission requirements
 - For more information visit, www.bcit.ca/admission
-



Douglas College

- BC secondary school graduation (or equivalent) or 19 years old by the end of the first month of the first semester of attendance
 - English 12 with a minimum grade of C (or equivalent)
 - For more information visit, www.douglascollege.ca/admissions
-



University of Victoria (UVIC)

- To find out if you meet UVic's admission requirements, please visit uvic.ca/admission.
-



Kwantlen Polytechnic University (KPU)

- Completion of BC English Studies 12 or English First Peoples 12 with a minimum grade of C+ (or equivalents)
- For more information visit, www.kpu.ca/admission/requirements

Once you have a plan in place for your education, you can start applying to post-secondary institutions. The process of applying differs depending on whether the institutions you are applying to are public or private and where they are located. You can apply to most post secondary schools in BC online:

<https://applybc.ca>

TIP: Although it is mentioned by post-secondary schools that they require a minimum final grade for particular courses, it is best to achieve a grade beyond this threshold as admission to schools can be quite competitive!

Applying to BC Schools

Some post-secondary school programs may only consider your academic and elective courses from grade 10 to grade 12. However, all UBC programs consider your volunteer contributions in combination with your grade point average. In this case, you write a series of essays about unique experiences and why you think you are good candidate. Things to remember, a student with a 98% average and no volunteer work may not be accepted to UBC. A student with extensive volunteer experience and a low average will also have a slim chance of acceptance at UBC. It is important to have a well-rounded application to demonstrate you are a well-rounded student!

Degree- and Program-Specific Requirements

After determining what general admission requirements, you must meet for your preferred university, the next step is to look further into your area of academic study and which high school courses (and grades) you need to fulfill before applying for post-secondary education.

For example, certain faculties, such as ones in the sciences, require more than just an English 12 course -- they will require you to complete specific math and science courses in grade 11 and 12.

Transferring

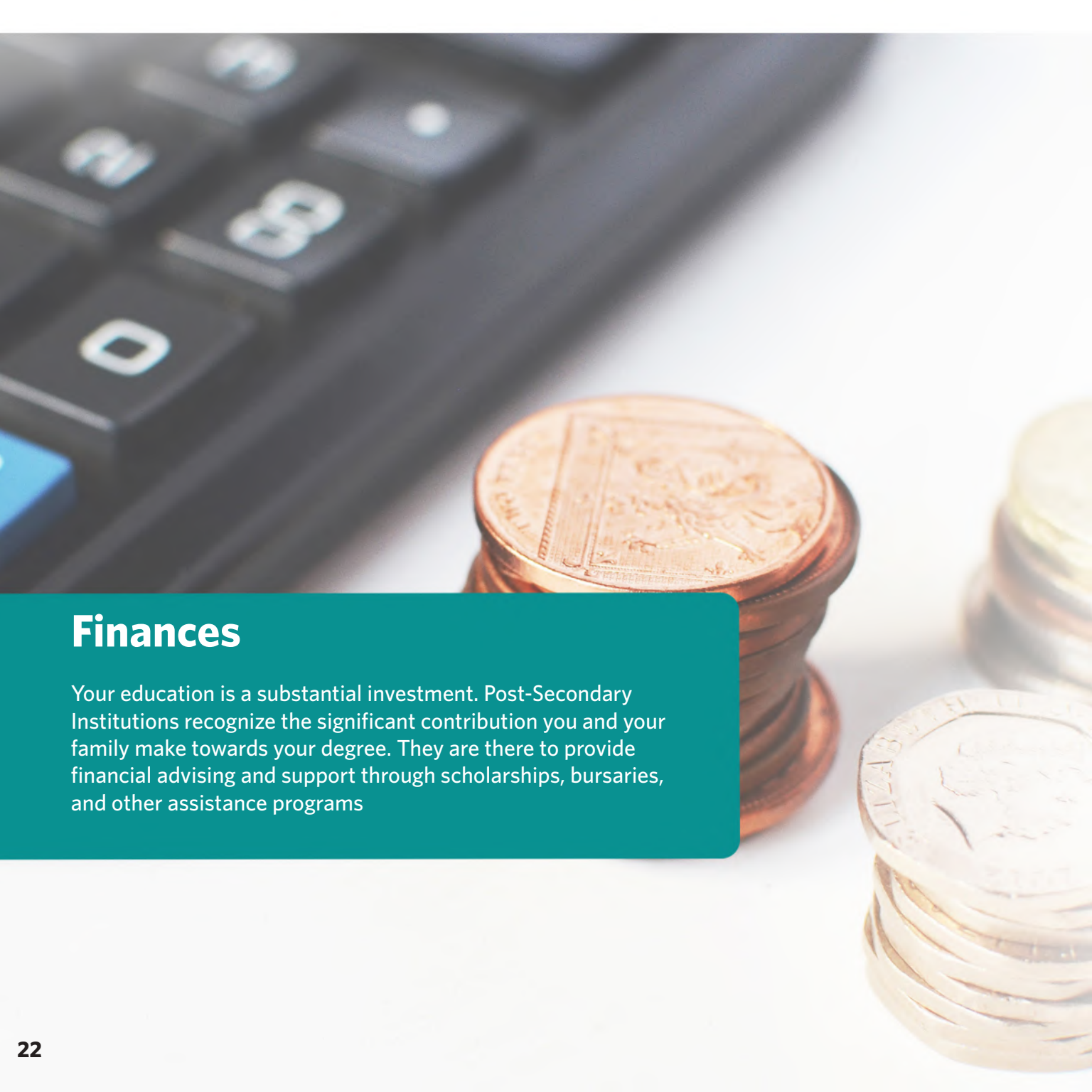
Each program has its own specific requirements. It is important to identify which school you want to attend and what it takes to transfer. It is also important to take note of all deadlines when applying to make sure that your application is successful.

Do my courses transfer?

If you want to receive credit for courses completed at different institutions, it is important to check beforehand. You can verify by using the website:

<http://www.bctransferguide.ca/>





Finances

Your education is a substantial investment. Post-Secondary Institutions recognize the significant contribution you and your family make towards your degree. They are there to provide financial advising and support through scholarships, bursaries, and other assistance programs

Student Loans

Student loans in British Columbia are automatically combined and supplemented by a federal program. This combination results in the Integrated Student Loan. The student loans available are divided into two major categories, full-time and part-time.

Full-Time Students:

- Interest on your student loan will not accumulate as long as you remain a full-time student.
- 60% of the credits required to be considered a full-time must be attained for each semester.
- Interest will begin to accumulate as soon as you are not considered a full-time student.
- A payment plan, with minimum monthly payments, will begin 6 months after commencement.
- Legally, bonded by a contract, you will be in debt equivalent to your student loans and interest.

Reading the Canada Student Grant Eligibility Table

The best way to see if you are eligible for a grant is to consider how much your total family income is and the number of people in your family. For example, Elisa has four people in her household. Elisa does not work and depends on her parents' income. Together, her parents have a family income of \$84,000. Elisa has a younger brother who is currently in high school and does not have a job. For Elisa, you would look under family size of 4 and see that the amount listed is \$61,200. Elisa's family makes more than \$61,200 meaning that she would not meet the requirement to receive the maximum grant which is \$375 per month of study. However, if you look at the next column it says that the threshold is \$114,017. Elisa's family makes less than this amount. That means that Elisa is eligible for the grant but will not receive the maximum of \$375 per month of study. She will receive a smaller amount. Note that most programs are 8 months long, so if you are eligible for the maximum amount, you may receive \$3000 for that study year.

To apply for student loans, visit: <https://studentaidbc.ca/>

Family size (number of people)	For maximum grant (if gross family income is below the amount for family size, the student qualifies for the maximum grant)	For grant cut-off (if gross family income is at or above these amounts for family size, the student does not qualify for the grant)
1	\$30,600	\$62,113
2	\$43,275	\$86,880
3	\$53,001	\$103,677
4	\$61,200	\$114,017
5	\$68,424	\$123,571
6	\$74,955	\$132,647
7+	\$80,960	\$140,484

Repaying your Student Loan

If you have a Canada Student Loan or a Provincial Student Loan, you don't have to make payments on that loan as long as you're in school.

You'll have to start repaying your loan if you:

- Graduate from your studies
- Transfer from full-time to part-time studies
- Leave school
- Take time off school for more than 6 months

After you graduate, there is a six-month grace period until you have to begin making payments on your Canada Student Loan or provincial student loan. Be aware that interest will accumulate during this time.

What interest rate will I pay?

The interest rate for the Canada portion of your integrated student loans is either a floating interest rate (the prime rate plus 2.5 per cent) or a fixed rate (the prime rate plus 5 per cent). The Canada portion of your integrated loan will automatically be charged the floating interest rate unless you choose to change to the fixed rate. Switching from a fixed to a floating rate is not permitted.

There is no interest charged on BC student loans, as of February 19, 2019

Definitions

Fixed Rate:

Fixed rate is a stable rate of interest. If you negotiate a fixed rate with your loan providers, you will be charged the same interest rate throughout your repayment period.

The Loan Repayment Estimator uses a fixed rate of prime + 5%. For example, if the prime rate is 4.5%, fixed rate on the Loan Repayment Estimator will be 9.5% ($4.5\% + 5\% = 9.5\%$). See also prime rate and floating rate.

Floating rate:

Floating rate is a rate of interest that varies over time with the prime rate. If you negotiate a floating rate with your loan providers, the interest you are charged during repayment of your loan will increase and decrease along with the prime rate.

The Loan Repayment Estimator uses a floating rate of prime + 2.5%. For example, if the prime rate is 4.5%, floating rate on the Loan Repayment Estimator will be 7% ($4.5\% + 2.5\% = 7\%$).

Prime rate:

The rate used as a base to calculate the interest applied to a Canada Student Loan. This prime rate is calculated using the interest rates declared by the five largest Canadian financial institutions as their prime rate. The Canada Student Loans Program calculates its prime rate by eliminating both the highest and the lowest of those five rates and taking the average of the remaining three.

The Loan Repayment Estimator

This tool can help you estimate the monthly payments you will need to make to repay your Canada Student Loan or other government student loans. All you need to do is type in the settings for your loan.

You can find this tool at:

<http://tools.canlearn.ca>

This information is provided by StudentAidBC:
<https://studentaidbc.ca>



Scholarships

Scholarships are monetary awards which are designed to be spent at an educational institution. These awards are generally performance-based and require you to excel in academics, performing/visual arts, sports, or volunteer-based community involvement. Scholarships may sometimes be subject to financial need requirements, so it is important to research your eligibility thoroughly.

Scholarships basically come in 5 different types:

Entrance/Admission Scholarship

Generally awarded to new students who are enrolling into an educational institution with the most prestigious and decorated academic achievements.

Renewable Scholarship

An annually awarded incentive to students who can sustain their academic excellence above the minimum acceptable standard.

National Scholarships

Awards involving the most competition with several unique criteria in addition to academic excellence.

In-Course Scholarship

An award to incentivise students to complete set portions of a program while striving for academic excellence.

External Scholarship

Awards given by organizations independent from your educational institution. You, your school, and your program must be eligible for this type of scholarship so research it well.



Quick tips for efficiently maximizing your scholarship potential:

1. Research what is available
2. Focus on the requirements
3. Organize deadlines
4. Compile references
5. Archive and recycle
6. Record your progress

TIP: If you're looking to begin your research into the many scholarships available, visit the website below.

www.scholarshipscanada.com/

KPU Entrance Scholarships

<https://www.kpu.ca/awards/entrance-scholarship>

Students who are being admitted to KPU for the first time are invited to apply for entrance scholarships and awards.

SFU Entrance Scholarships

<https://www.sfu.ca/students/financialaid/entrance/highschool.html>

SFU recognizes high school students who demonstrate excellence in both their academic and extracurricular activities.

UBC Entrance Awards

<https://you.ubc.ca/financial-planning/scholarships-awards-canadian-students/entrance-award/>

UBC is looking for the most accomplished and promising Canadian citizens and permanent residents to join our community. They have numerous entrance awards that you may be eligible for.

Loran Scholars Foundation

<https://loranscholar.ca/>

Loran Awards of up to \$100,000 are awarded to Canadian students who demonstrate integrity, courage, grit, and personal autonomy.

Schulich Leader Scholarship

<https://www.schulichleaders.com/>

To be eligible, you must apply to one of the STEM faculties. Schulich Leader Scholarships in Engineering are valued at \$100,000 and in STEM faculties outside of Engineering are valued at \$80,000.



TD Bank Scholarship

<https://www.td.com/ca/en/personal-banking/solutions/student-banking/community-leadership-scholarship-for-canadians/>

Must have a minimum overall grade average of 75% in their most recently completed school year to apply for this scholarship.

Terry Fox Humanitarian Award

<https://terryfoxawards.ca>

The maximum value of the award is \$28,000, dispersed over four (4) years.

Cmolik Scholarship

<https://www.thecmolikfoundation.com/scholarships/>

Students who have lived in Canada for at least seven years and have experienced adversity in their lives are eligible to apply. They may not have top grades through high school but must be capable of succeeding at the post-secondary level.

Surrey School District Scholarships

www.surreyschools.ca

Surrey Schools is pleased to offer a number of scholarship and bursary opportunities to its graduates, called Partners36 Scholarships. These scholarships are made possible through the contributions of individuals, corporations and community service organizations. Students attending a district secondary school or learning centre are eligible. Contact your schools councillors for more information.

Empower The Future also has scholarships and great resources including tons of information about external scholarships:

<https://www.empowerthefuture.info/resources>

Financial Aid

Bursaries are a form of financial assistance provided through your post-secondary institution or another organization. Bursaries are normally based on your financial need. Financial need is defined as the amount of money you require for post-secondary school. Often, your student loan assessments can provide proof of your financial need as it has a section outlining your unmet need which is your funding gap between student loan funding and your own funding. There are many different kinds of bursaries all with their own unique set of criteria. Bursaries often focus on what your financial situation is. This can include writing about living situation and personal circumstances. There are specific bursaries where the applicant will be required to have an affiliation with a particular club, union, company, region, or demographic. Bursaries can be school specific, so you have to research which ones you are eligible for in your school. You do not have to repay your bursary.

Grants are a form of financial assistance provided by an organization or government. Grants are often based on financial need as well. If you are eligible for a grant, it can be used to lower the total amount owing of the student loan amounts you have already qualified for. There are many different kinds of grants all with their own unique set of criteria. However, most will fall into categories defining the kind of student you are, which type of schools or program you are in, and how much financial assistance you require. Most grants must be applied for individually, but some grants like the Canada Student Grant are automatically processed when you receive your student loan. There is also the BC Completion Grant which reduces the amount of student debt you have. You may be eligible for this after your second year and are automatically considered for it if you applied for a student loan. You do not have to repay your grant.



Tuition and Fees

After enrolling in courses through your post-secondary school's student portal, you will have to pay for courses. Fees are subject to change, subject to provincial legislation, and subject to board of governor's approval. You can usually pay using a bank wire transfer or some schools will allow credit card payments.

Fees differ according to which program and or which courses that you take. Fees also differ based on what school you are attending. Many schools assess tuition costs by credit. For example, at SFU the cost is \$192.03 per credit and often one course has a value of three credits.

There are additional costs if you decide to live on campus. This cost is not included in your tuition fee. Living on campus may cost more than the courses you have applied for, but due to its proximity to the university, a lot of time can be saved which can help you focus on your studies

Post-secondary school may be daunting due to the high prices, but there is help!

Think of your post-secondary education as an investment for a better you! For example, a bachelor's degree requires 120 credits or approximately 40 courses to be completed. So, if you choose to go to UBC, you are looking at a total post-secondary school tuition cost of \$21,174 + additional student fees. You can look further into costs of courses and degrees at the post-secondary school's website.

School	Course	Cost
UBC	Most Science and Arts Courses	\$529.36
SFU	Most Science and Arts Courses	\$576.09
KPU	Most Science and Arts Courses	\$446.28

TIP: Check out the resources at the back of this booklet to plan out your finances for your education!



Academics

One of the biggest concerns high school students have is the difficulty of courses in their first year. Preparing for assignments in advance and learning about new exam environments can help minimize worries about academics.

Academics

Once accepted into the program, you will have a list of courses ranging from lower division to upper division that must be completed in order to graduate. When registering for courses, it's crucial to be mindful of the courses that you must take each semester to graduate. Depending on the school, enrollment may differ. For example, SFU there are three semesters. Enrollment occurs 2-3 months prior to classes starting.

You should plan what courses to take for each semester and should keep in mind to keep a manageable course load. It is not wise to take too much on at once as this can lead to stress and cause your health and grades to suffer. It is also wise to have backups for courses as every student has different dates and times as to when they can enroll in classes and classes may fill up. Once you are in the course, there is a period of time in which you are able to change your schedule and drop or add courses. Remember, if you are in a class and realize it is not right for you, you can drop the course within a certain time period.

Lastly, a course is only as great as the teacher teaching it. It is important to obtain prior knowledge on professors through peers or online reviews as a means of vetting the professors and to determine if the professor's teaching style is favorable and compliments the learning style you have.

A black clipboard with a silver clip at the top, holding a white sheet of paper with a checklist. The checklist is titled 'Course Load Checklist' and contains five items, each with a checked box icon to its left. The items are: 'Check the course schedule regularly', 'Try to find another class', 'Contact your academic advisor', 'Get on the waitlist', and 'Have a plan B'.

Course Load Checklist

- Check the course schedule regularly
- Try to find another class
- Contact your academic advisor
- Get on the waitlist
- Have a plan B

Introduction to the Classroom

Course Formats

Most courses include three hours of class time per week. Courses are offered in several formats:

Lectures

Most courses are offered as lectures. Lectures are 50 to 80 minutes in length and may involve anywhere from 30 to 200 students. Lectures, along with other classroom settings, are fairly informal. Although different professors have different standards, it is generally acceptable to, for example, have a beverage on the table; in larger lectures, you can usually also enter and leave the classroom for washroom breaks without asking for permission. If you are late to arrive, take a seat as quietly and quickly as possible without disrupting the professor's teaching. If you have to leave early, tell the professor before class begins. When you are unsure of classroom etiquette, you can always ask your professor during office hours.

Tutorials

Tutorials are common for lecture courses. They provide an opportunity for smaller group discussions. All students are expected to participate in group discussions. In some cases, grades are given for attendance and active participation.

Labs

Many science, math, and engineering courses have laboratory (lab) work, which involves practical projects done in small groups under the direction of a teaching assistant (TA). Often, you must pass the lab in order to pass the course.

Seminars

Seminar courses offer smaller classes that are less formal than lectures. They encourage discussions and sometimes involve presentation work. Students are graded on presentations and participation.

Problem-Based Learning

Rather than listening to a lecture, students solve real-life problems in Problem-Based Learning classes. Work is done in small groups under the guidance of the professor.

Student Evaluation

On the first day of class, your instructor will hand out a course outline or syllabus that you will follow throughout the term. It will provide important details on class readings, exams, and assignments. At university, students are expected to take charge of their own learning and success, so be sure to see your professor for the syllabus if you missed the first lecture. You will also be responsible for any course material you may miss during the term. There are three main methods of student evaluation.

Class Participation

In many courses, you will be expected to discuss your opinions, ideas, and perspectives related to the coursework, readings, and assignments. You may even be graded on your participation. The goal of classroom participation aligns with the broad academic skills of critical thinking, connecting and creating ideas, and defending perspectives or arguments. Therefore, memorizing lecture notes and course materials is important but often not sufficient for the best results.

Assignments

Instructors may assign term papers, essays, problem sets or other assignments like group projects, oral presentations, or lab projects.

Plagiarism and Citation

Plagiarism is the act of submitting the intellectual property of another person as your own. It is one of the most serious of academic offences. Penalties for plagiarism may range from a failing grade in a course to suspension from the university.

Acts of plagiarism include:

- Copying all or a part of another person's work and presenting it as your own
- Purchasing a paper from someone (or a website) and presenting it as your own
- Re-submit your work from one course to fulfill a requirement in another course

Citation

Intellectual property includes ideas, arguments, phrases, sentences, paragraphs, or results of research. When you use excerpts from someone else's work in your essay, paper, or presentation, you must acknowledge the original author in a footnote or another accepted manner of citation.

Exams

Most courses have two major exams: mid-term and final exams. Your courses may have one mid-term halfway through the term or several mid-term exams throughout one semester. Final exams occur at the end of each semester during exam periods in December and April. Exams will test your knowledge using varying formats, such as short/long answers, essay questions, true or false, and multiple choice. Make sure you familiarize yourself with common key terms and content words used in essay questions, such as analyze, contrast, compare, prove, and explain.

Final Exams

You'll have to be available for exams during the entire exam period. Exam schedules are posted months in advance. Don't make arrangements for end-of-term travel until you see your exam schedule. Final exams can range from 30% of your final grade to 70% of your final grade. They often are 2 to 3 hours long.

Instructors

Undergraduate classes are taught by professors. Some courses will have teaching assistants (TAs). Be sure to speak to your professor or TA if you:

- Cannot submit your assignment on time
- Don't understand a concept that was covered in class
- Are feeling overwhelmed by your course load due to circumstances outside of the course
- Need more information about an essay, project, or other assignment

Office Hours

Most instructors hold office hours which are times you can drop by to discuss course materials, assignments, questions, and other concerns. You can also schedule an appointment with professors and TAs.

Conduct

Each professor is different but student-faculty relationships are different at university than they might be in secondary school or in other countries:

- Relationships are informal and you may hear students call some instructors by their first name
- Students may respectfully challenge and question their instructors in class or in office hours
- It's considered inappropriate for instructors to date their students

Grades

Grades can differ a lot in post-secondary school. For example, in most faculties at UBC you can expect a percentage grade that corresponds to a letter grade. So, if you earn a 75% in your first English class, this corresponds to an B. However, at SFU you may be given a letter grade or numerical equivalent. So, if you earn a B in your first math course, you will receive a 3.00 which corresponds to good performance.

At the end of each term, grades for your completed courses are displayed to students on the student information system. Students who are not in good academic standing and are in danger of academic probation will also be notified. It is important to take note of your schools grading policy and be aware of what is considered good academic standing.

When you complete assignments in class, they are often available a week or so after submission. These grades are available on online student portals such as Canvas. However, it's important to know that these grades are only a percentage of your final grade. Your final grade from the course will be available after the course is completed.

Though there is a general grading scheme for each individual school, the departments within a school may alter this grading scheme accordingly. To know of where you stand, it is important to look for the grading scheme of the department which is provided by your professor during the first week of classes. This information is usually outlined in a document called a syllabus.

While you don't need to worry too much about the grading system at your prospective post-secondary school currently, it's a good idea to have an idea of how it works for future undergraduate years.



More Requirements

When you are enrolled in an undergraduate degree program, you will need to obtain a minimum of 120 credits to complete your degree and apply for graduation. Courses are typically 3-4 credits each and it can take a student three to five years to finish their undergraduate degree. Depending on the program you are enrolled in, you are required to complete a number of specified lower division (first and second year) and upper division (third and fourth year) courses.

Many undergraduate degree programs also require you to complete a number of elective courses that may have to meet math, science or arts requirements regardless of your academic background. For instance, UBC students in the Bachelor of Arts program must fulfill a science requirement.

Academic Support

There are many different types of academic support. They can range from academic advising to counselling or even peer tutoring. If you are struggling academically in a course consider connecting with the following people:

1. Peers in your class

Studying in a group or with a partner is an excellent way to stay on task and to work through problems together.

2. Teaching assistants

These are the people that actually mark your work. They usually have hours where you can contact them and will give you a good understanding of what they are looking for.

3. Your professor

Your professor will have office hours in which you can use to get extra help.

4. Other help

This could be an academic advisor. Academic advisors will work with you to help work out a solution including a review of your course load.



Time Management

You've probably asked yourself how some people are able to work so many different activities in their schedules and yet still maintain a good balance personally and socially. Are they smarter? Doubtful. More organized? Probably. Better at managing time? Likely.

Time management is important to most people, but even more so for you while you're still on campus and wanting to get involved to accumulate a diverse range of skills to leave post-secondary school with. Participation in co-curricular activities means that in addition to classes, homework, meals, jobs and socializing, significant time will be taken up with organizational obligations. Managing your time is a personal skill, and only you know what works best for you.

Time Management Tips

The five steps to effective time management are:

1. Plan

- Set goals that you know are realistic, believable and achievable
- Zoom in and out - first set the goals you would like to achieve for the semester, the year, and throughout your university career

2. Assess

- Assess how you currently manage your time - you cannot make productive changes unless you know what areas need to be changed
- Try keeping a time log for three days, describing your activities and evaluate the priority of each one

3. Organize

- Make a list of everything you want or need to do for that day
- Keep in mind that everyone has their good and bad days - don't abandon your to-do list if you don't accomplish everything
- An effective technique is to begin each day with the tasks you put off the day before

4. Prioritize

- Go over your list and rewrite in priority order what needs your attention first
- Remember that your priorities should reflect your goals

5. Schedule

- Now, take this list and work it into your schedule
- Remember to leave breaks for socializing, exercising, breaks and unexpected events that pop up - there is no point making a schedule that is impossible to follow
- It is useful to keep a planner to keep track of all your commitments



Well-being

Eat well to maintain energy

Blood sugar levels rise immediately after eating a meal and then dip a short time later, reducing your energy and triggering hunger. This dip in blood sugar levels after a meal is inevitable, but the duration and intensity of the dip will change depending on the meal and the amount of fat, protein, or fibre in the food consumed.

To maintain consistent energy levels:

- Eat a breakfast high in protein and fibre within two hours of waking up to jump start your metabolism.
- Spread out your protein intake and include healthy fats and fibre in meals.
- Eat a snack or small meal that includes protein, veggies or fruit, and a complex carbohydrate every three-to-four hours while awake.
- Avoid eating meals with high amounts of fat and/or protein (e.g., a double-cheeseburger with fries and mayonnaise). These meals can make you feel sluggish as a result of blood rushing to your digestive organs to deal with the large amount of food and fat.
- Avoid eating within two hours of sleeping to enhance your sleep and avoid gastrointestinal problems.

Benefits of eating well

Eating well can be good for your body and mind.

Benefits of a healthy, balanced diet include:

- Feeling more energized
- Consistent energy levels throughout the day
- Improved ability to focus on tasks like studying and writing
- Increased ability to maintain a healthy weight that's right for you
- Stronger bones and muscles
- Improved immune system
- Feeling full longer and increased value for your money



Buying and preparing healthy foods

Eating well can be easy, enjoyable, cost-effective, and will give you the energy you need to do well academically.

Plan ahead

- Planning ahead is the first step to eating well on a budget.
- Plan to purchase only what you can use or store to prevent waste.
- Try to plan meals that use similar ingredients to avoid wasting food and money.
- Use cookbooks that focus on healthier eating to help plan your meals ahead of time.
- Go online for free recipes and meal planning. Sites like [allrecipes.com](https://www.allrecipes.com), [epicurious.com](https://www.epicurious.com), and [budgetbytes.com](https://www.budgetbytes.com) are free cooking websites that allow you to filter recipes by food type, recipe type (e.g., healthy recipes), and ingredients. Budget Bytes contains budget-friendly recipes and provides a cost estimate for each recipe.

Shop smart

- Making tasty, nutritious, and economical meals starts at the grocery store.
- Look for seasonal and local varieties to save money. The BC Association of Farmer's Markets offers a guide to what's in season throughout the year.
- Check out the bulk foods section in the grocery store. Dried beans, flour, rice, pasta, spices, and nuts in this section are usually far less expensive than pre-packaged alternatives.
- Shop the outer walls of the grocery store and avoid the inner aisles where convenience and processed foods are displayed.
- Look for generic or store brands of your favourite foods. These products are typically just as good but less expensive.
- Compare similar products and the price per gram for the greatest value.

Make mealtime a social experience

- Sharing meals with your roommates, friends, and family is a great way to spend time together. It can also save you time and money.
- Make a cooking and cleaning schedule with your roommates, partner, or family members.
- Split up the work. When you cook, have the people you live with clean up afterwards, and vice versa.
- You can also try splitting up certain meals, so that each person is responsible for one or two parts of the meal. Have one person make a salad or side dish and another make a main, dessert, etc.



The importance of sleep

Sleep difficulties are among the top health issues impacting students' academic performance, so it makes sense that getting enough quality sleep is crucial for performing your best. Lack of sleep has a significant impact on brain function, health, safety, and longevity. Sleep itself can actually improve mental function, and researchers are discovering that it is vital for learning and memory.

Consider making adjustments to your sleep habits if you experience the following:

- Feeling tired often
- Falling asleep in class, lab, or meetings
- An inability to focus in class or while doing other tasks, like writing, studying, or doing schoolwork
- Consistently pulling "all-nighters" (i.e. studying, writing, or researching all night)
- Consistently going to bed later than you want
- An inconsistent sleep schedule that changes often
- Having to drag yourself out of bed in the morning

Tips on how to get a good night's sleep and avoid fatigue

- **Get seven-to-nine hours of sleep each night** - Most people need at least seven-to-nine hours of sleep each night to function optimally the next day.
- **Get up at the same time each morning** - This includes weekends, whenever possible. This practice will ensure your internal clock keeps you on schedule for sleep and wake times.
- **Avoid naps** - It can feel great waking up from a nap, but naps can interfere with your sleep schedule. You'll sleep better at night if you avoid napping during the day.
- **Stay away from caffeine, tobacco, marijuana, and alcohol before bed** - These drugs actually alter your sleep so that it is not normal. Best practice is to avoid these substances at least three hours before going to sleep.
- **Go to sleep when you feel sleepy at night** - If you can't fall asleep within 20 minutes of hitting the pillow, get up and do something until you feel sleepy. Trying to force sleep can leave you feeling frustrated, making sleep even more difficult.
- **Keep your bedroom a sleep sanctuary** - Put your computer, TV, and phone in another room if you can, and keep your bedroom quiet, cool, and dark. Do your studying, writing, and other work elsewhere if possible, or hide school books and papers when they're not being used.
- **Stay active** - Physical activity can make it easier to fall asleep. Try to fit in a good workout after school or work, but avoid exercising too close to bed time.
- **Unwind before bed** - Take time in the evening to unwind before going to bed so you're relaxed when trying to fall asleep. You might also try meditation to help you relax.

...seven-to-nine hours of sleep each night is what most adults need to function normally.



Mental Health

Maintaining your overall well-being is key to achieving success during post-secondary education. Well-being is an important part about mental health. Mental health can affect how we think, feel, and act and helps determine how we handle stress, relate to others, and make choices.



Getting Active

Fitting 150 minutes of physical activity into your week can seem like a challenge, but fortunately, it's easier than you think.

- **Find 10-minute workout breaks**

Getting active doesn't require hours in the gym. Take a break from your studies or work and walk to the coffee shop that's furthest away, take the long way to your next class or meeting, or go for a quick evening run (always stick to well-lit and safe routes).

- **Try active transportation**

Ride your bike to campus or get off the bus a stop or two ahead of where you need to be and walk the rest of the way.

- **Start your own walking or running group**

It's inexpensive to walk or run around campus, and if you do it as a group, chances are you'll be motivated to keep it up.

- **Join a recreation-focused club, intramural team, or sports team**

Get active with others You can also try out an activity by participating in intramural events or teams.

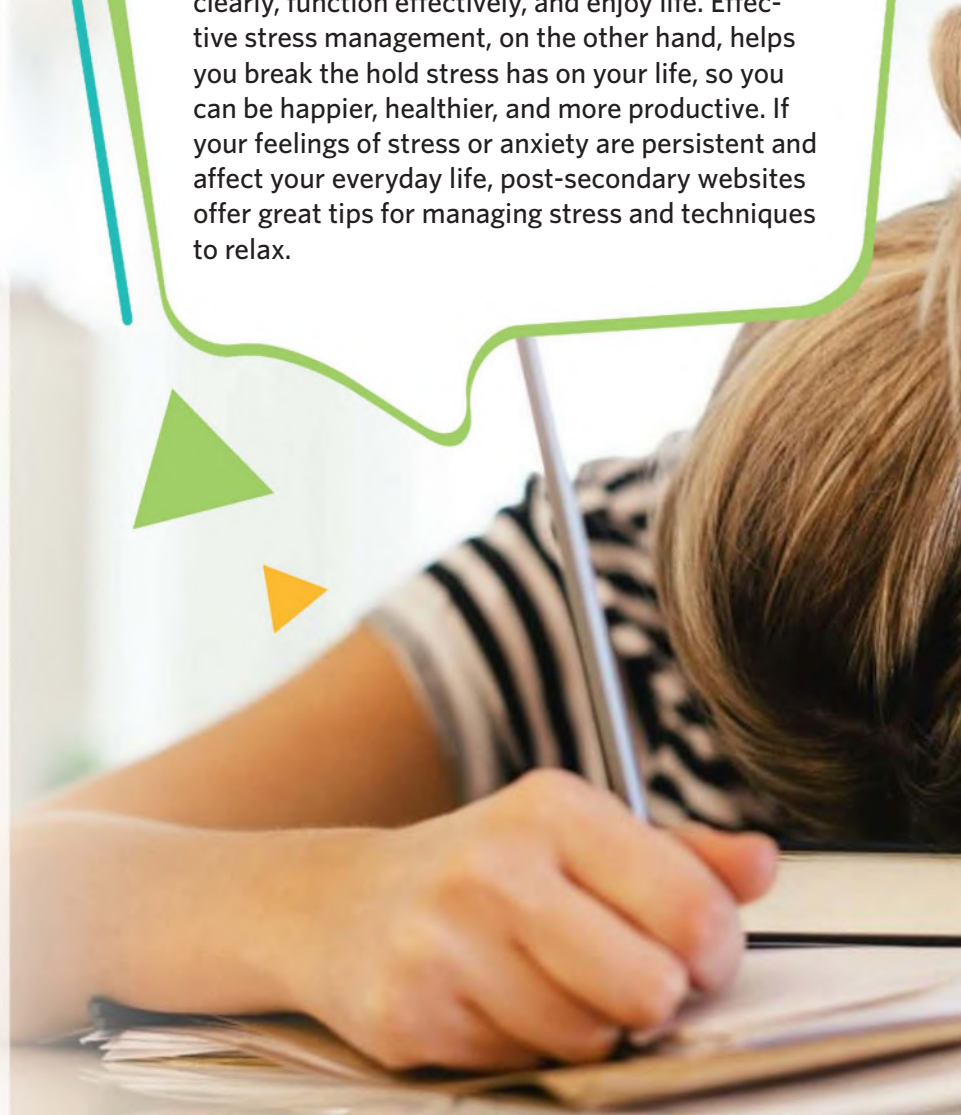
Tips to manage low mood and sadness

Taking care of yourself is especially important when your mood is low.

- **Set small, specific, and realistic goals**
You may feel overwhelmed by your responsibilities. Check your priorities and set clear, doable goals to help yourself succeed. Meeting your goals can help you feel happier and more in control.
- **Take care of your everyday health and wellbeing**
When you're feeling down, it's especially important to exercise, eat well, and get 7-9 hours of sleep when you can.
- **Make time to do things you enjoy**
Set aside time to explore your interests or hobbies. Filling your time with activities you enjoy doing can help you feel better.
- **Avoid alcohol and drugs**
Drinking alcohol or using drugs to feel better is generally not helpful. Substances are likely to make you feel even worse in the long run.
- **Replace negative thinking with self-supportive thoughts**
How you feel and act depends a lot on your thoughts. When your mood is low, it's easy to think negative thoughts.

Stress Management

Why is it so important to manage stress? If you're living with high levels of stress, you're putting your entire well-being at risk. Stress in part also affects your physical health, it narrows your ability to think clearly, function effectively, and enjoy life. Effective stress management, on the other hand, helps you break the hold stress has on your life, so you can be happier, healthier, and more productive. If your feelings of stress or anxiety are persistent and affect your everyday life, post-secondary websites offer great tips for managing stress and techniques to relax.





Depression

Unknown experiences or new environments can lead to sadness or a low mood. Sometimes it's possible and normal to feel down without even knowing why.

However, if you've been feeling sad or irritable and uninterested in simple activities for 2 weeks or longer and your daily functioning is being impacted, you should seek help.

If you or someone you know are in distress, call 911.

Talk to someone you trust

Staying connected with supportive friends and family makes you less vulnerable to depression, improves your self-esteem, and helps you recover from low moods faster.

Anxiety

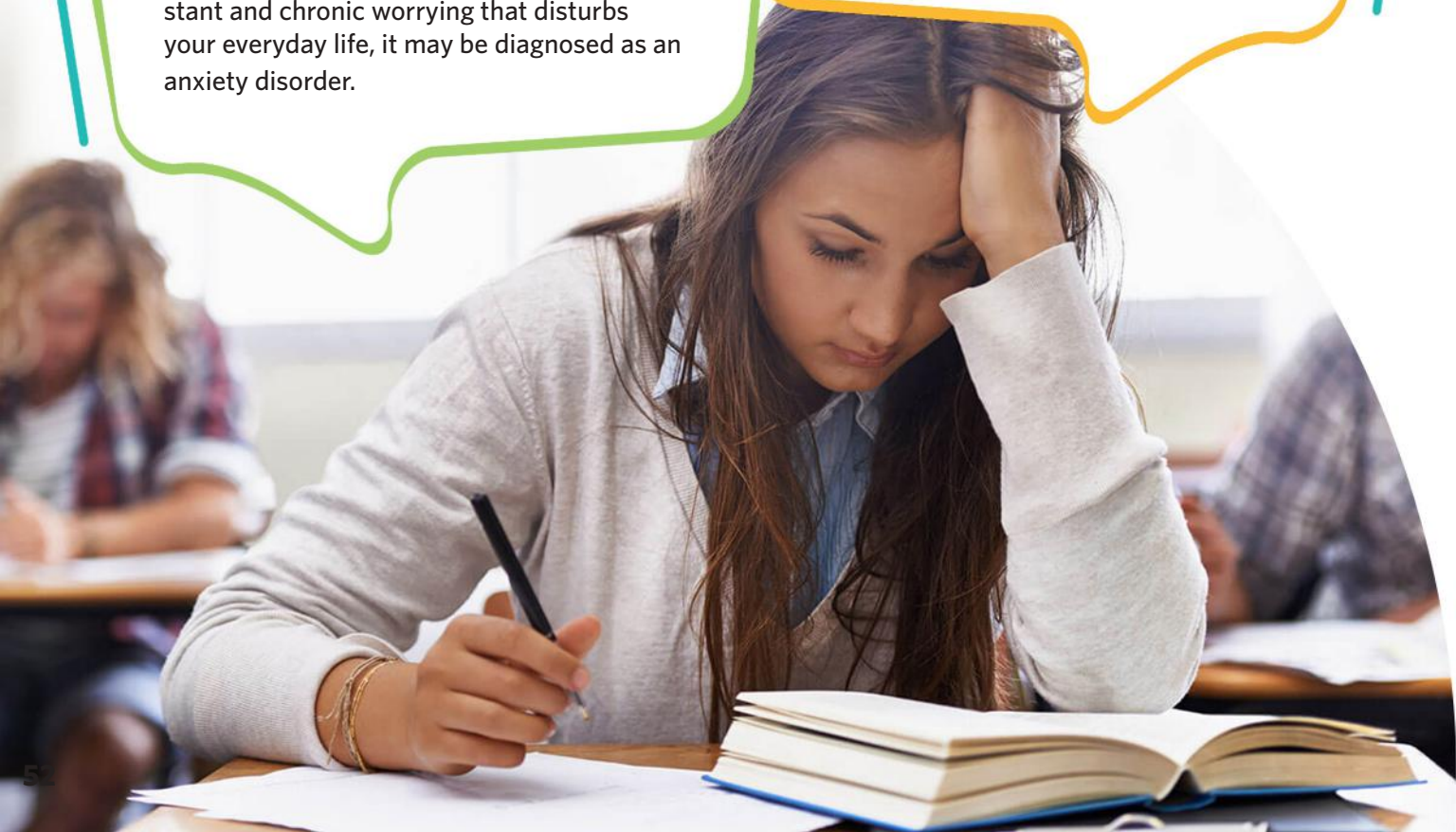
Stress and anxiety are normal physical responses that help us deal with difficult situations. Normally, the physical reaction goes away after your challenge has passed. However, if your feelings of stress or anxiety are persistent and affect your everyday life, it may help to try mental health strategies. When stress and/or anxiety turn into constant and chronic worrying that disturbs your everyday life, it may be diagnosed as an anxiety disorder.

Tips for managing stress & anxiety

It's important to know that you can manage stress and anxiety to improve your mental health.

When you start feeling stressed or anxious:

- Acknowledge and accept that you're feeling stressed or anxious
- Take a break and try to relax
- Talk to a friend or family member
- Allow yourself to cry
- Go for a walk or a run
- Meditate
- Take deep breaths



Techniques to help you relax

If you're feeling stressed or anxious, small and simple adjustments can make a big difference



Calm yourself during exams

For exam stress or anxiety, remind yourself that the exam period will end soon.



Build self-confidence

Engage in positive self-talk (e.g., telling yourself you're able to do something).



Stay active

Get up for a 5-10 minute stretch or walk every hour.



Don't try to be perfect

Be proud of what you can achieve, your skills, and who you are as a person.



Get outside

Try to spend some time outdoors for a refresher.



Have a good laugh

Watch, listen, or read something that makes you laugh out loud.



Stay hydrated

Drink 2 or more litres of water per day.



Take a short break to meet a friend

Invite a friend to eat lunch, grab a drink, or go for a walk together.



Eat well

Eat healthy meals and snacks to refuel your brain and body.



Get enough quality sleep

Adults need 7-9 hours of quality sleep each night.



Try a mini-meditation

Breathe in deeply, count to five, and exhale slowly. Watch your lower abdomen expand and deflate. Repeat five times.



Face your fears head on

Avoiding stressful or social situations can reinforce anxiety - step out of your comfort zone to show yourself that you can manage your fears.

Safety and Sexual Assault

There is no doubt that personal safety and wellbeing is a concern to students, especially to those who find they will be spending majority of their time on campus. Sexual assault and sexual misconduct are serious matters that post-secondary schools are aiming to address. In fact, many schools have sexual assault resources and programs to help combat the issue of sexual harassment, abuse and assault against individuals.

In terms of personal safety and security, many schools have resources and assistance for students. An example is the Safe Walk Program which enables students to be provided with a campus security escort when walking to and from destinations on campus.

Sexual Health

Learning more about sex and sexual health can help you have safe, respectful, and enjoyable experiences. In university, there are often expectations and assumptions about sex, sexuality, and what “everyone else is doing”.

1. **Love yourself** - The best way to learn about your sexuality and preferences is to get to know your body first.
2. **YOU decide if and when to have sex** - If you're thinking about having sex, make sure it's your own choice for your own reasons, and not because of pressure from others - or because of what you've seen online or in the media.
3. **Ask yourself and your partner** - Reflect on your own reasons for having sex, and ask a partner about their assumptions and expectations. Sex means different things to different people.
4. **Consent is KEY** - Consent is an enthusiastic and freely given 'yes' to engage in sexual activity. Consenting to one kind of sexual activity does not mean consent is given to another sexual activity. Consent only applies to each specific instance of sexual activity.

Learn about safe contraceptives and practice safe sex!

Remember, consent is fluid. It can be a “yes” at the start, but it can turn into a “no”. You can say “no” when you feel uncomfortable even after you have said “yes”.

Helping a Friend

It can be tough to see a loved one hurting and not knowing what to do. Although you may want to solve some of their issues or offer advice, the best thing to do is to reach out to them and offer support. Letting your friend know that you are there for them and care for their well-being can go a long way.

Post-secondary schools offer crisis hotlines or services that offer support when you or someone you know is struggling emotionally. If you feel that your friend is having suicidal thoughts, do not hesitate to call any of the school's crisis lines or 911.

Talk to the person you're concerned about

1. Most people who feel suicidal show warning signs. They want and need help.
2. It's okay to ask someone if they are thinking about suicide.
3. Asking about suicide and talking about difficult feelings doesn't make someone more likely to harm themselves.

Let your friend or family member know that you support them

Let them know that they are not alone. Remember that each person's experience is different, so don't simplify the problem by thinking about it in the same way as your own experience.

Encourage your friend or family member to see a healthcare professional

Offer to go with them to the appointment or the doctor's office. If your friend or family member is uncomfortable or unable to communicate the problem, offer to do it for them.

Career Support

With getting involved in school, making new friends, and staying on top of your academics, it's important that you are searching for opportunities to grow professionally. In this section, we will take a look at common career topics for post-secondary school.



How is a CV different from a resume?

	Curriculum Vitae	Resume
Audience	Academics in your field of study	Employers hiring you for a specific position
Length	Highly flexible	1-2 pages
Focus	Represents your academic achievements and your scholarly potential	Represents skills, job-related experience, accomplishments, and volunteer efforts
High Priority Content	List of publications, presentations, teaching experience, education, honours, and grants	Skills and experiences related to the job you're seeking
Low Priority Content	Activities unrelated to academic discipline, teaching, or research	Technical details unrelated to the field in which you are applying
List of References	Include	Don't Include
Goal	Present a full history of your academic credentials, including teaching, researching, awards, and services	Present a brief snapshot of your skills and experiences that communicates your ability to perform the job you're seeking

Check out www.students.ubc.ca/career for more information and great resources!

Interviews

Interviews can be intimidating, but they don't have to be. Try some of these tips to help ace your next interview!

- Greet interviewer(s) with a firm handshake, good eye contact, and a smile
- Monitor the messages you send with your body language, e.g., hand gestures, slouching, fidgeting, etc
- Monitor the body language of the interviewer(s). If they stop writing notes and look ready to move on, finish your point quickly
- Be honest with your responses
- Avoid slang expressions such as “ya know” or “like”

TYPICAL QUESTIONS

- Why are you interested in this position?
- What do you know about our organization/company?
- What is your greatest strength/weakness?
- What are your long-term/short-term goals?

QUESTIONS FOR THE EMPLOYER

You should have some questions ready to ask the employer at the end of an interview to demonstrate your level of preparation and interest. Discover if the organization and position is a good fit for you by asking questions like:

- What kind of training will I receive?
- What do you (the employer) like most about working for this company/organization?
- Will I have an opportunity to take on new responsibilities once I get comfortable in my position?



Networking

Networking doesn't need to be uncomfortable. It's all about building lasting and mutually beneficial professional relationships that will help you get connected, discover opportunities, and get ahead. Networking doesn't just happen at planned professional events; it also occurs in your daily interactions with classmates, faculty, family, friends, neighbours, acquaintances, supervisors and co-workers. Talk to these people about your career-related goals and see if they connect you to others, and be prepared for unexpected networking opportunities. The people you meet and friends you make while you're attending post-secondary school are your network too.

Career Experiences

Career experience could be in the shape of research, volunteering, internships, a part time job or a co-op. These do not only look good on your resume but help you gain valuable knowledge that will help you on your learning path.

STARR Method:

Answer behavioural questions by using the STARR Formula:

Situation

Background on the scenario, with enough detail for the interviewer to imagine the scenario in his or her mind and understand that the event did actually occur

Task

The task you had to complete or the problem you faced

Action

The steps you took to deal with the task or problem

Result

The impact of your work. Was the problem solved? How did others react? What feedback did you get from your supervisor? What did you learn or accomplish?

Relevance

How the skills you showed or gained from the experience relates to the position you're applying for




Why get involved?

“Getting involved at your post-secondary school can help you discover yourself! One of the biggest things that I learned the hard way, was that post-secondary school isn’t all about academics. I spent a lot of time in studying and avoiding social events in the first two years of my undergraduate degree and I burnt out fast. I didn’t think I had time to play volleyball, go to the beach, or do other things that I liked. It wasn’t until I started volunteering at UBC until I realized the wealth of connections that come from getting involved. And you don’t have to volunteer, you can join intramurals, you can go to parties, you might consider joining a sorority or fraternity on campus. Once I began getting involved, I was more motivated to complete my work to enjoy socializing with other students. It was a way for me to destress and build my network. As a result, my grades improved too! Remember, you are going to post-secondary school to better yourself, but you don’t have to do it just through academics. It’s about the experiences you have that make you who you are!”

- Shawna Narayan, UBC Experimental Medicine Graduate Student





Even if you lack the social confidence to approach and befriend a classmate or peer, there are a couple of ways you can form friendships in a comfortable setting! One way is to join a club. Most universities and colleges have a “Club Week” or “Club Days” where clubs, social groups and other organizations promote their goals or purpose and recruit new members. Do you like tea? Are you passionate about mental health awareness? Or what about Quidditch? There is probably a club for that.

Throughout the year, there are events on campuses that are either coordinated by the school or a club. These events are great opportunities to meet other individuals and make connections! Events can range from intramurals to scavenger hunts to puppy therapy! Post-secondary schools such as UBC and SFU also have Party Calendars if you are more of a party animal! Party Calendars are not affiliated with the post-secondary school itself but rather the student society of the school.

Involving yourself in school, whether it is a sport or a volunteering opportunity, can also help you meet new people, form friendships, and participate in campus life.

Tips for University Life



1. Purchase used textbooks

Many times you can use textbooks from previous years for your class. This helps you save money as some textbooks can be priced from \$60-\$300, and previous students often sell it for a discounted price. This way you save money, and you are also helping another student.



2. Apply for grants and scholarship in university

Now that you have been accepted to university, you should still look for scholarships and bursaries at your university. Sometimes they can be hard to find. Ask your advisor to see if there are funds that you can apply for. For example, some clubs have specific awards you can apply for.



3. Go to office hours

Office hours are set times that professors have during the week where you can visit them and ask about anything that confused you in lectures or in the course. Often times students are scared to go to office hours. Bring a friend from class and talk to your professor.

"My professor would have cookies at every office hour just so students would come talk to him!"



4. Set regular dates with friends and family

It can be hard to balance social life and university life. By setting a set date to hang out with your friends and family, you know that there is always something fun to do at the end of the week. This can be helpful for staying in touch with friends while you are busy with school work.



Resources

This section is filled with useful resources, documents, and worksheets to help you prepare for post-secondary school. Take the chance to review these resources and complete them to help with your transition to post-secondary school.

Definitions

Academic dishonesty: Academic dishonesty refers to being dishonest in one's school work and/or exams. This includes but is not limited to: cheating, bribery, collusion, general academic misconduct, and plagiarism.

Credits: Credits are a school's way to recognize that a student has successfully completed a course. The number of "contact hours" (e.g. lecture, tutorial and lab hours) in a week generally determines a course's number of credits. For example, if a student takes a course that has one 3-hour lecture and 1-hour tutorial in a week, the course will have 4 credits.

Degree: An academic degree is a qualification students earn when they have completed a course of study at a university or college. There are four types: associate, bachelor, master and doctoral degrees. The number of years it takes to complete a degree ranges, depending on which degree a student decides to pursue and the field of study.

Networking: Refers to an exchange of information and ideas among people with common interests, and building professional relationships. Networking events can be held in informal or formal social settings.

Post-Secondary Institution: These are places where a student can continue education after high school. Although often thought of university or college, post-secondary institutions also include trades schools, community colleges and private colleges.

Sexual Assault: Having sexual contact with another person without the other person's consent.

Syllabus: A document provided by a professor to a class that outlines the purpose of the course, class expectations and responsibilities, grading and marking schemes, important deadlines, and the topics and readings to be covered each week.

Teaching Assistant: Generally, a qualified individual who is employed to assist the professor in instructing the course. Teaching Assistants typically instruct the tutorials and labs rather than the lectures and help with other duties such as marking and administering exams.

Tuition: Money that a student pays to a post-secondary institution for classes, spaces, and teaching

Budget

Education Expenses	Amount (\$)
Tuition	
Fees (lab, library, gym...etc) if not included in tuition	
Other course materials (textbooks, supplies, etc)	
Other	

House Expenses	Per Month (\$)	Per Year (\$)
Rent/Mortgage		
Residence Fees		
Utilities (hydro, gas, electricity)		
Cable		
Internet		

Food Expenses	Per Month (\$)	Per Year (\$)
Groceries		
Meal Plan		
Ordering Out		
Other		

Transportation Expenses	Per Month (\$)	Per Year (\$)
Transit		
Car Payments		
Car Insurance		
Gas		
Parking		

Transportation Expenses	Per Month (\$)	Per Year (\$)
Maintenance and Repairs		
Other		

Miscellaneous Expenses	Per Month (\$)	Per Year (\$)
Cellphone		
Clothing		
Electronic Devices		
Personal Grooming (Haircuts...etc)		
Entertainment/Leisure		
Travel		
Other		

Health Expenses	Per Month (\$)	Per Year (\$)
Medical Insurance (if not included in tuition)		
Dental Insurance (if not included in tuition)		
Medical/Dental Procedures		
Medications		
Other		

Total Yearly Expenses	
------------------------------	--

Budget

Sources of Income	Per year (\$)
Work (Estimate)	
Scholarships	
Grants	
Bursaries	
Registered Education Savings Plan	
Student Loans	
Other personal savings	
Gifts	
Other	
Total Yearly Income	

	Amount (\$)
Total Yearly Expenses	
Total Yearly Income	
Difference	

Achievements Log

It's important to track any award, scholarship, bursary, or recognition you have been awarded as one way or another it will benefit you in the long run!

Name of Award/Type of Recognition: _____
Organization: _____
Date Awarded: _____
How may this benefit you in the future? _____

Name of Award/Type of Recognition: _____
Organization: _____
Date Awarded: _____
How may this benefit you in the future? _____

Name of Award/Type of Recognition: _____
Organization: _____
Date Awarded: _____
How may this benefit you in the future? _____

Scholarships, Grants, Bursaries Log

Name of Scholarship/Grant/Bursary: _____

Organization: _____

Amount (\$): _____

Why do you think you received this award? _____

Name of Scholarship/Grant/Bursary: _____

Organization: _____

Amount (\$): _____

Why do you think you received this award? _____

Name of Scholarship/Grant/Bursary: _____

Organization: _____

Amount (\$): _____

Why do you think you received this award? _____

Identifying Qualities

Work and volunteer experience gives you the opportunity to gain new skills and attributes that will benefit you with your career in the field of your choice. Identifying and relating specific skills to certain tasks may be challenging. This worksheet is intended for you to be able to narrow down certain qualities you relate to and trace where you demonstrate these in the workplace, school, or in life.

Circle 10 qualities that describe yourself. Then, find a partner and ask them to circle 3 qualities that they feel describe you.

Dedicated	Cheerful	Alert	Diligent
Confident	Strong	Competitive	Entertaining
Organized	Cooperative	Punctual	Rational
Respectful	Genuine	Sincere	Innovative
Hardworking	Intellectual	Ambitious	Open-minded
Flexible	Understanding	Positive	Enthusiastic
Shy	Idealistic	Patient	
Disciplined	Fair	Thorough	
Passionate	Courageous	Cautious	
Attentive	Independent	Poise	

Pick the top 3 qualities/traits that you relate to the most, and provide examples of how you demonstrate that quality. Make references to certain scenarios or tasks/duties you have had to do through previous work/volunteer experience.

Trait 1: How did you demonstrate this trait?

Trait 2: How did you demonstrate this trait?

Trait 3: How did you demonstrate this trait?

Volunteer and Work Experience Log

The table below allows you to organize your volunteer and work experience in an efficient, and easy to use manner.

Company/Organization Name: _____
Length of Commitment _____
Role: _____
Duties/Tasks: _____
Skills gained from this experience: _____ _____
How do you think this experience will benefit you in the future? _____ _____

Company/Organization Name: _____
Length of Commitment _____
Role: _____
Duties/Tasks: _____
Skills gained from this experience: _____ _____
How do you think this experience will benefit you in the future? _____ _____

Company/Organization Name: _____

Length of Commitment _____

Role: _____

Duties/Tasks: _____

Skills gained from this experience: _____

How do you think this experience will benefit you in the future? _____

Company/Organization Name: _____

Length of Commitment _____

Role: _____

Duties/Tasks: _____

Skills gained from this experience: _____

How do you think this experience will benefit you in the future? _____

Interview Preparation Worksheet

Interviews can be tough and very nerve racking. In order to give your best interview, you must prepare before hand! Below are some common interview questions that you may have already been asked, or will be asked in the future. Use the space provided to answer the questions to the best of your ability.

What is your greatest strength?

Tip: Employers will almost always ask this question. It's important to highlight attributes that are relevant to the position you are applying for and set you apart from other candidates.

What is your greatest weakness?

Tip: When answering a question of this sort, focus on framing your answers to highlight positive skills and qualities you will show as a member of that organization.

Describe an obstacle you experienced and how you over came it.

Tip: The interviewer is looking at how you will be able to handle stressful situations on the spot. Describe a situation you encountered in the workplace, school, or in life and share how you handled it.

What are your goals for the future?

Tip: This question is formatted to see if you will be a long term employee, or move on as soon as you receive another offer. Be sure to keep your answer focused on the company you are interviewing with.

What skills can you bring to our organization?

Tip: This question is designed for you to dabble into your previous work and volunteer experience. Show the interviewer the attributes you have!

Are you a team player?

Tip: The interviewer is looking at how you will fit into the organization. It's best to provide an example of you helping a coworker, peer, or anyone who needed assistance.

Tell me about yourself

Tip: This question gives you a chance to set yourself apart from other applicants. It's hard to avoid the common answers such as "I am very hardworking" and "friendly". Of course, you want to demonstrate that you are friendly and hardworking, but try to also say something memorable. Try to keep your answer within a 5 minute time frame.

Do you have any questions for us?

Tip: Always research the organization/company you are applying for. Use the internet, ask around, or go off known knowledge and find something interesting about the organization. This shows that you prepared for your interview before hand, and that you did some in-depth research in order to get to know the organization.

Sample University Admissions Essay

Tell us about an experience, in school or out, that caused you to rethink or change your perspective. What impact has this had on you?

With the new developments in technology, internet safety became an issue for everyone, especially with youth since they are extensively active in social media. To learn more about youth's experiences, I became a mentor with the YWCA for grade seven girls. Mentoring forever changed my outlook on youth's social behaviours and lifestyle through our discussions. By sharing my high school experiences, I changed their outlook on transitioning into high school. In return I learned about the hardships they face with social media and cyber-bullying. We created a community project focussing on committing a random act of kindness ; we gave out coffee and baked goods with a positive message attached. The girls gave me no doubt that they will impact the next generation, share the essential knowledge we learned, and continue the positive cycle of mentoring with others despite the difficulties of an evolving social life. I would have never realized the different hardships youth encounter since they are growing up with evolving technology. Not only have I helped the grade seven girls with transitioning into high school but I've educated myself on youth and their struggles with the evolving social world.

Explain how you responded to a significant challenge that you have encountered and what you learned in the process.

Every forty seconds someone has a stroke. My grandfather suffers from a stroke that permanently damaged his short-term memory in 2007. Feeling helpless, I made the decision to fundraise \$1000.00 to help people just like my grandfather. Fundraising independently became a challenging task but I was determined to take it on. At fifteen, I did not have a strong network of people to ask for donations. However, the innovation of social media made it easier for me to communicate with distant family members and friends. I implemented a game where if a hockey player you chose scored, you could win a prize. This idea helped me to exceed my goal and fundraise \$1200.00. Not only did I raise this money on my own, I educated my community and myself on the causes, prevention, and statistics of heart and stroke diseases. I am proud to say that to this day I continue to volunteer with the Heart and Stroke Foundation for my grandfather and for those who suffer from strokes. The money I gathered will go towards a cure for these diseases and I can say that I did it for the most important person in my life, my grandfather.

Tell us more about one of the activities you listed above, explaining what your goals were, what you did to pursue them, the results achieved, and what you learned in the process.

My school lacked in spirit even when we had incredible things to be proud of: our football team has won the provincial championships multiple times; our cheerleaders won the sea to sky competitions three years in a row; our dance team has a plethora of trophies and awards. However, I was disappointed in the apathy and disinterest many students exhibited. I took the initiative to revive our school spirit through the redevelopment of school wide activities and the creation of exciting events. It encouraged me to become the general manager of our school pep rally. My plan began with the goal to have the complete involvement of teachers and students to form valuable relationships while including everyone's interests. In the designed timeline, I included exciting events such as a teacher vs. student tricycle race, a Nerf gun attack combined with an obstacle course, and musical chairs. My work created an incredible school gathering as teachers and students stated "it was one of the best pep rallies ever". The results encouraged me to continue to take a lead in school events as the Athletic Director in student council. The hallways are livelier than ever before and students take pride in our spirited school with each event; my vivacious school is filled with pride which excites me for its future.

Please include any additional information that you would like the Admissions Committee to consider when reviewing your application.

A teacher at my school mentioned how the grade eight girls will not have a team because there is no adult available to coach. Thinking of my grade eight year, I realized how sports shaped me into the person I am now. I took the initiative to be their coach during my busy grade twelve year. When volleyball season ended, the athletics department looked to me to coach the grade eight girls basketball team too. I am proud to say that I am coach of positive athletes that will make a difference in future athletic teams.

Sample High School Cover Letter

[Your Name]
[Your Address]

[Letter Date]

[Recipient's Name]
[Recipient's Address]

[Recipient's Name] or [To Whom It May Concern],

I am currently a grade ten student at Frank Hurt Secondary School and would like to be considered for the youth volunteer position with Surrey Memorial Hospital. The valuable skills involved with this program can aid me in life as well as my career. By volunteering, I will learn about the field I am pursuing while gaining valuable skills. I will work in a hospital environment as I give back to my community. This program excites me to be a youth volunteer.

Through my academic and volunteer work, I have developed excellent organizational, communication, leadership and interpersonal skills. Some of my volunteer work includes:

- Helping organize school sporting events;
- Helping organize school campaigns to raise awareness for anti-bullying day, anti-racism day, international sweater day, international women's day, and Save Darfur;
- Being a member of the Health Promoting Secondary Schools (HPSS) program;
- Volunteering at St. Michael's Catholic Community for Vacation Bible Camp;
- Helping at Coast Capital Savings Kids Winter Festival;
- Fundraising for the Heart and Stroke Foundation;
- Fundraising for the Canadian Cancer Society.

I believe that you will find, and my references will verify, that I exhibit intelligence, patience, initiative, maturity and passion, and that I am eager to make a positive contribution to the organization. I am confident that with my abilities I can make immediate and valuable contribution to the various volunteer opportunities in Surrey Memorial Hospital. Doing volunteer work is a passion of mine which is why when I heard of this amazing opportunity, I had to apply.

I would appreciate an opportunity to discuss my abilities in more depth, and I am available for an interview at your earliest convenience. Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

[Signature]
[Your Name]

Sample Undergraduate Cover Letter

SARAH JANUARY

123 University Avenue • Vancouver, BC • V7Y 1T1 • 604.555.1111 • sarahjan@hotmail.com

September 20th, 2010

Owen Wheelwright
Director
Stanley Park Ecology Society
3478 Archway Ave.
Vancouver, BC V4L 1R9

RE: Parks Representative and Educational Guide, Stanley Park Ecology Society

Dear Mr. Wheelwright,

As a strong supporter of environmental conservation, I am excited about the chance to educate children on the importance of our natural world.

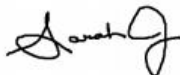
My awareness of the major environmental issues facing human societies has developed significantly through my minor in Environmental Sciences at the University of British Columbia. To pursue my interest in the environment I volunteered as an Educator for Evergreen Foundation, where I played an active role in educating the public on recycling and pollution. Some of this education came through direct conversations with donors who also shared a concern for the small number of apartment recycling programs in the Tri-Cities area. Many of these conversations influenced the marketing materials that I prepared. As a Parks Representative, I imagine that the role will require knowledge of the park and a strong ability to share information in person and in print.

Aside from my passion for environmental issues, I also thoroughly enjoy working with children in the outdoors. As Camp Counsellor at Big Cove Camp I coordinated outdoor activities to improve the self-esteem of inner city children. During some of our hikes, children would confide in me and share some of the challenges they experienced.

The Stanley Park Ecology Society's commitment to "connecting people with nature" is a passion that I am hoping to apply in this role. The "State of the Park" report also highlights the need for the public to have a bigger awareness of the impact our activities have on its integrity. I hope to bring my marketing and role modeling skills from my previous experience to help fulfill this goal and revitalize Stanley Park for local and international visitors.

I would enjoy the opportunity to meet with you to discuss my qualifications in an interview. Thank you for your consideration.

Sincerely,



Sarah January
BSc. '11 (Biology and Environmental Sciences)

Sample Resume

Sara January

123 Hall Drive
Kelowna, BC V7V 1V7
250.555.1111
sarajan@hotmail.com

PROFILE

Dedicated environmental educator, experienced in leading and inspiring youth to attain conservation and self-esteem goals.

HIGHLIGHTS OF QUALIFICATIONS

- Three summers of experience leading outdoor programs for children
- BSc, Biology major, Environmental Sciences minor (May 2006)
- A nature nut with a contagious enthusiasm for environmental appreciation and preservation
- Skilled at designing activities to capture and maintain children's attention
- First Aid certification

EDUCATION

BSc, Biology major, Environmental Sciences minor, UBC May 2006

RELATED EXPERIENCE AND ACCOMPLISHMENTS

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------|
| Educator (volunteer) | Evergreen Foundation, Kelowna, BC | Sep 2001–present |
| <ul style="list-style-type: none">• Planned and implemented public education and fundraising events for a non-profit that promotes pollution reduction.• Promoted Evergreen's programs and services by distributing information and literature to over 1,000 people at the Kelowna Green Day Conference.• Increased public awareness on issues of recycling and air pollution by talking with potential donors during 15 fundraising events. Exceeded our fundraising goals by 10% last year. | | |
| Day Camp Leader | ywca, Kelowna BC | Jun–Aug 2005 |
| <ul style="list-style-type: none">• Coached summer day camps for youth ages 7–10. Led activities such as hiking, kayaking, and orienteering.• Connected children to nature by creating an innovative, week-long "Hug a Tree" program where children adopted and cared for a tree. 65% of participants ranked this as their favourite activity in evaluations.• Enriched children's summer experiences by designing activities that were fun, interactive, and educational. | | |
| Camp Counsellor | Big Cove Camp, Lake Country BC | Jun–Aug, 2003 & 2004 |
| <ul style="list-style-type: none">• Planned and coordinated activities for a group of inner-city youth, ages 12–14.• Camp mandate was to improve troubled youth's self esteem through outdoor pursuits.• Improved participation of minority and marginalized children by creating an introduction game called "Guess my Gift," which my supervisor noted as an outstanding contribution during our year-end celebration.• Expanded camp's swimming and boating programs by 30% by developing and delivering a beginner's water safety class. | | |
| OTHER EXPERIENCE | | |
| Customer Service Representative | Sears, Kelowna BC | Mar–Sep 2002 |
| <ul style="list-style-type: none">• Maintained customer satisfaction by offering personable, efficient service with a smile. | | |

EXTRACURRICULAR ACTIVITIES

BC Federation of Mountain Clubs, member 2001–present
UBC Debating Team, member Sep–Mar 2002
Kayaking, hiking, swimming

Sample Email: Request for Reference Letter

Dear **[Recipient's Name]**,

I hope this email finds you well. I am applying for the **[Best Student Ever Scholarship (<http://scholarshipwebsitelink.com>)]** due on **[date]**. I was hoping you would consider completing a reference letter for me as my research supervisor. I appreciate your perspective and admire your leadership. I thought you would be the perfect person to ask.

If for any reason you don't feel comfortable writing a letter on my behalf, I completely understand. If you are willing to do so, please see my CV attached to help you with writing this letter.

Below is the information from the application for referees:

Academic reference letters - If you are providing an academic reference, please state the length of time and the capacity in which you know the applicant. Your letter of reference should concentrate on the potential the applicant has to excel in post-secondary studies.

Please let me know if there is any information I can provide to assist you.

Thank you for your consideration.

Sincerely,

[Your Name]

Sample Scholarship Essay

Tell us about yourself

In high school, I directed my ambition on at-risk youth by volunteering in leadership roles such as a Youth Mentor with the Big Brothers' of Greater Vancouver and a High School Facilitator with the YWCA. I mentored youth weekly with these organizations over the past four years with the intention of instilling a passion for community involvement. I also gave back to my high school community by coaching fifteen grade eight girls in volleyball and basketball for two months and became a member of the Surrey Youth Leadership Council for youth voices to be heard and acted upon by the City of Surrey. Through these volunteer contributions, I positively impacted over 200 lives by preventing gang related activities and encouraging healthy lifestyles.

Living in a city with growing crime rates has proven to me that it is important to educate youth and to make opportunities available for youth to get involved. I have volunteered extensively for five years with organizations like the Heart and Stroke Foundation, the Canadian Cancer Society, and Free The Children and in my spare time I enjoy photography and wood-working. After playing volleyball and basketball team five years, I continue to stay active through recreational athletics like UBC Intramurals. From my experiences, I have become a well-rounded individual that has a strong commitment to helping others and I hope I motivate youth in the community adapt this trait.

What does diversity mean to you?

Diversity means to understand the difficulty that my grandparents experienced as immigrants but to encourage them to share their culture while learning about Canadian culture. Like many others, my grandparents packed up their children and immigrated to Canada in pursuit of a better life. Over the past forty years, they spent their time building a career and a family in one of the best countries in the world. Making the tough decision to move to Canada has changed their lives immensely but due to their choices, my family has a better life full of endless opportunities. I have been very fortunate to see firsthand how Canada has embraced immigration and diversity.

What do you hope to do when you graduate?

I plan to graduate in April 2018 with a Bachelor of Science in Physics. After my undergraduate studies, I will gain in-depth research experience in medicine and apply to graduate studies at the University of British Columbia (UBC). I hope to have a career in research that focuses on medical innovations that involves my knowledge of physics such as implementing efficient cancer screenings.

Sample Thank You Letter

[Your Name]

[Your Address]

[Letter Date]

[Recipient's Name]

[Name of Scholarship]

[Recipient's Address]

Dear [Recipient's Name],

As a recipient of the Principal's Scholarship, I would like to share my sincere appreciation for your support of Surrey and its leaders. I will be pursuing a Bachelor of Science at the University of British Columbia. This generous financial aid will allow me to focus on my studies without financial stress. It will help me towards my goal working in the field of medicine. I cannot wait to better the health and welfare of my community.

I have been actively involved at at my high school with student council, athletics, and other involvement such as coaching. In the community, I have volunteered extensively with several organizations: Big Brothers of Greater Vancouver; Heart and Stroke Foundation; Canadian Cancer Society; YWCA; and Surrey Youth Leadership Council. I hope to continue my volunteer contributions in the future by becoming a leader in the UBC community.

Once again, thank you for helping me achieve my education and career goals.

Sincerely,

[Signature]

[Your Name]

Helpful Resources

Financial Aid Resources

Post-Secondary Institutes

- British Columbia Institute of Technology: <http://www.bcit.ca/finaid/>
- Douglas College: <http://www.douglascollege.ca/student-services/financial/financial-aid>
- Kwantlen Polytechnic University: <http://www.kpu.ca/awards>
- Langara College: <http://langara.ca/student-services/financial-aid/>
- Simon Fraser University: <https://www.sfu.ca/students/financialaid.html>
- University of British Columbia: <http://students.ubc.ca/enrolment/finances>
- University of the Fraser Valley: <http://www.ufv.ca/fineaid/>
- University of Victoria: <https://www.uvic.ca/registrar/safa/>

Additional Loans and Scholarships

- Student Aid BC: <https://studentaidbc.ca/>
- Scholarships Canada: <http://www.scholarshipscanada.com/>
- Student Awards: <https://studentawards.com/>
- Government of British Columbia: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships>
- Unlock Your Future: <http://www.keytoscholarships.com/student-resource-centre.html>
- Scholar Tree: <https://scholartree.ca>

Budget Calculators

- RBC: <https://www.rbcroyalbank.com/student/budget-calculator/>
- CIBC: <https://www.cibc.com/ca/education/student-budget-calculator.html/>
- Coast Capital Savings: <https://apply.coastcapitalsavings.com/budget/>

Employment Resources

- Indeed: <http://www.indeed.ca/>
- Work BC: <https://www.workbc.ca/>
- Job Bank: <https://www.jobbank.gc.ca/>
- UBC Student Services: <https://students.ubc.ca/career/career-resources/>

Mental Health and Wellness

Post-Secondary Specific Resources:

UBC: <https://students.ubc.ca/health-wellness>

SFU: <http://www.sfu.ca/students/health/>

Kwantlen: <http://www.kpu.ca/counselling>

BCIT: <http://www.bcit.ca/counselling/>

Douglas: <http://www.douglascollege.ca/student-services/support/counselling>

Langara: <http://langara.ca/student-services/counselling/>

UVIC: <https://www.uvic.ca/services/counselling/>

Community Resources:

Anxiety: <https://anxietycanada.com>

Antidepressant Skills Workbook: <https://psychhealthandsafety.org/asw>

Crisis Centre BC: <https://crisiscentre.bc.ca/>

Foundry BC: <https://foundrybc.ca>

Heretohelp BC: <https://www.heretohelp.bc.ca>

LGBTQ+ Youth Line: <http://www.youthline.ca/>

Sexual Health: <http://www.sexandu.ca/>

Walkalong: <https://www.walkalong.ca/>

Women Against Violence Against Women: <http://www.wavaw.ca/>

Vancouver Crisis Line: 1 800 SUICIDE (784 2433)

Victim Link BC (Toll-free): 1 800 563 0808

VictimLink BC (TTY): 604 875 0885

VictimLink BC (Text): 604 836 6381



A Message to High School Students

Some of the greatest times of your life will be spent during high school. Although it can be fun and memorable, it is also one of most important times in developing good and effective study habits which can later transfer to post-secondary school and your career. In order to practise good habits now, start by getting a proper night's sleep. This will ensure that your mind is getting the proper rest that it needs and that your sleep schedule is structured before you enter university. Try to develop a consistent study schedule and maybe get in the habit of reading more! Although this may seem tedious, it will help you significantly when you start going to university and will help you stay ahead of your course load. Make use of the resources you have in high school: connect with your career advisor, school counsellors, and teachers! They can act as great contacts for references and may be able to connect you with more people and resources to help you with your journey. It's okay to be nervous about leaving high school. It's a big step, but an important and exciting step to the rest of your life!

A Message to Newly Arrived Students

The leap from high school to university can be intimidating as you immerse yourself in a culture where people range in age, interest and backgrounds. The key is to have fun and enjoy the journey. University is completely different from high school in terms of your independence. No one will force you to go to class or do an assignment. Create good study habits in order to allow yourself to maintain a balanced lifestyle while staying ahead in class. This will allow you to refrain from the common theme of pulling all-nighters to study for an exam.

Most people in first year are new to the university and are open to talk to. With a new environment, don't hesitate to talk to people in your classes as most of them feel exactly the way you do! Having classmates can be beneficial as they can take notes for you if you are sick or can help you prepare for tests by forming a study group. It is often said that your best friends come from university. Although university can be stressful at times, having a good friend group can help alleviate the pressure.

When you enter university, use the experience to discover your interests and learn more about yourself. No one will know for sure what specific area they want specialize in until they find their passion. Take diverse courses and don't feel pressured in knowing exactly what you want to do straight from the beginning of university. If you thought you liked biology in high school, that might not be the case in university. University is a great place to try new things out and to narrow down your likes and dislikes. It's a place to discover who you really are!





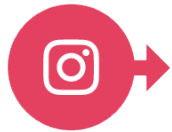
Learn more about Empower The Future at:



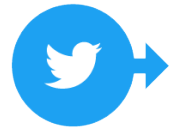
Website: www.empowerthefuture.info



Facebook: www.fb.com/mentorship4you



Instagram: @mentorship4you




Twitter: @mentorship4you





About Empower The Future

Founded in 2016, Empower The Future aims to connect high school students with post-secondary students in a partnership that encourages personal, academic, and professional growth. This goal is achieved through the use of engaging workshops and community projects. Our Life After High School Project encourages students to develop professional skills and learn more about post-secondary experiences. Furthermore, we motivate students to learn more about stress management and job searching opportunities. Our goal is to uncover the challenges of students and provide them with information about life after high school. With the help of our partners: Surrey School District (#36); Kwantlen Polytechnic University; Vancouver Foundation; Government of Canada; and the University of British Columbia; we are able to help Surrey youth build their skills to promote and encourage “post-secondary life” success.



Special thank you to
Cynthia Lung for her countless
hours of graphic design work
for this booklet.

Thank you for reading

Life After High School: A Post-Secondary Student's Guide to Success.

If you have a chance, please
consider giving feedback about this resource.

You can fill out a short survey here:

<http://bit.ly/bookletfeedback>



PREPARE FOR YOUR EDUCATIONAL JOURNEY

The transition from high school to a post-secondary institution can be quite the learning curve. Students must quickly learn to manage finances, develop time-management skills, determine the program they would like to pursue (and courses to undertake), practice new studying techniques, and build their resume, among many other things.

The Life After High School: A Post-Secondary Student's Guide to Success resource booklet covers a variety of topics related to post-secondary education to provide practical and helpful information for students who would like to attend post-secondary school but may not know where to start. This booklet, developed by positive post-secondary students, provides information on mental wellness, academic life, social networking, career support, financial aid, and more.

The Life After High School: A Post-Secondary Student's Guide to Success aims to support students in their transition to post-secondary school and help students to reach their full potential!

