



CLC & Capstone

Think way back to Module 1, where you uploaded your complete application package. For some of you, your resume has been revised and presented many times since then, but for some of you, that may be the last time you have even looked at your resume!

Either way, as you approach the beginning of your career life adventure, take this opportunity to review your skills and make sure that you are articulating those skills in the way that employers are looking for. Through the past few years of high school, you have been developing your [core competencies](#). You have been demonstrating these competencies, most of the time not even knowing it, and now is the time to articulate those competencies into the skills (and more importantly, examples) that employers want!

Take a couple minutes to reacquaint yourself with the core competencies - you will need to know them for your next assignment!

Communication

- *connect and engage with others in order to share and develop ideas*
 - asking and responding to questions
 - being an active listener and recognizing that there are different points of view
- *acquire, interpret and present information*
 - understanding and sharing information
 - presenting organized information and ideas to an unfamiliar audience
- *collaborating with others*
 - working responsibly with others to achieve a common goal
 - summarize key ideas and commonalities
- *explain and reflect on experiences and accomplishments*
 - give, receive and act on feedback
 - recount experiences and represent learning

Creative Thinking

- *novelty and value*
 - generating ideas as you pursue your interests
 - developing creative work over time in an area you are interested in or passionate about
- *generating ideas*
 - build on others' ideas and add ideas of your own
 - deliberately learn extensively about something
 - employ strategies for quieting your mind so you can be more creative
- *developing ideas*
 - can make your ideas work within certain constraints, such as form, problems or materials

- use experiences with steps and attempts to direct future work
- willing to persevere long term if necessary to develop ideas, even with ambiguity, failure and setbacks

Critical Thinking

- *analyze and critique*
 - identify criteria to analyze evidence, and analyze evidence from different perspectives
 - analyze assumptions and beliefs and consider views that do not fit with them
- *question and investigate*
 - explore materials and actions, ask open ended questions and gather information
 - evaluate the credibility of sources of information, and tell the difference between facts and interpretations, opinions or judgments
- *develop and design*
 - develop criteria for evaluating design options
 - make choices that help to create impact on intended audience or situation

Positive Personal and Cultural Identity

- *relationships and cultural contexts*
 - understanding that identity is made up of many interconnected aspects (such as life experiences, family history, heritage and peer groups)
 - understanding that learning is continuous and the concept of self and identity will continue to evolve
- *personal values and choices*
 - explain values and how they affect the choices you make
 - explain how important aspects of your life have influenced your values and choices
- *personal strengths and abilities*
 - identify and describe attributes, characteristics and skills
 - reflect on strengths and identify your leadership potential

Personal Awareness & Responsibility

- *self-determination*
 - show a sense of accomplishment, and celebrate your efforts
 - advocate for yourself and take initiative to inform yourself about controversial issues
- *self-regulation*
 - recognize emotions, and manage your own feelings and emotions
 - persevere with challenging tasks and take ownership of your goals, learning and behaviour
- *well-being*
 - participate in activities that support your well being
 - take responsibility for physical and emotional well being

- able to find peace during stress, and sustain a healthy and balanced lifestyle

Social Responsibility

- *contributing to community and caring for the environment*
 - contribute to group activities that make the world a better place
 - identify how actions affect your community and the natural environment and work towards positive change
 - analyze complex social and environmental issues from multiple perspectives
- *solving problems in peaceful ways*
 - identify problems, compare strategies and alternatives and ask for help if needed
 - ability to compromise with others if needed
- *valuing diversity*
 - demonstrate respectful and inclusive behaviour
 - advocate for others, support diversity and defend human rights, and identify how diversity is beneficial in a community
- *building relationships*
 - building relationships with people of your choosing
 - identify when others need support, take steps to make others feel included
 - building and maintaining positive relationships with diverse people, including those of different generations

In reviewing these competencies, it can be really overwhelming! But be assured that, just by making it to Grade 12, you have already shown success in each component. Now you just need to know the best way to communicate that!