

# GRAD TRANSITIONS PROGRAM



## GRADE 12

This package will support Grade 12 students in the development of a Graduation Transition Plan that demonstrates their personal growth and achievement as they relate to the Attributes of a BC Graduate.



FULL Name: \_\_\_\_\_

School: \_\_\_\_\_

Student No. \_\_\_\_\_ Contact Teacher: \_\_\_\_\_

### Instructions:

1. Keep this booklet in a safe place to assist you in completing this GT program.
2. Complete ALL sections as indicated.
3. Use the enclosed "Requirement Met Checklist" sheet to mark off requirements as you complete them.
4. If you have any questions see your school's Grad Transitions Leader.

**2009 – 2010**  
(School District #38 – Richmond)

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Items listed above in *italics* and with asterisks (\*\*) do not need any formal reflections...  
That is... *\*\*Items identified above like this*

**IMPORTANT:** Forms and some material in this booklet can be found on-line (see next page for instructions)

# Introductory Information



## Welcome to Graduation Transitions!!

This mandatory 4-credit program is intended to assist you in preparing for a successful transition from secondary school.

This package will guide you through activities that support you in completing your Graduation Transition Plan. The intent is for you to demonstrate how you have prepared for your plans after high school and to give you an opportunity to explain why you have selected those plans.

## HOW TO USE THIS BOOKLET AND COMPLETE YOUR GT PROGRAM:

- \* CAREFULLY READ ALL OF the INFORMATION outlined in this package.
- \* The package is divided into THREE CATEGORIES:
  1. Personal Health
  2. Community Connections
  3. Career and Life
- \* Within each of the three categories are TEXTBOXES listing the requirements found on the Progress Report that goes home to parents. (A sample Progress Report is found in this section.) This is a sample textbox from the “Community Connections” category:

### Progress Report - COMMUNITY CONNECTIONS - Requirements #1, 2a

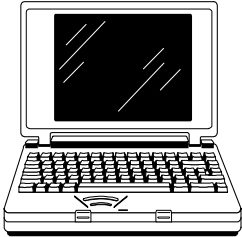
- 1. Participate in **30 Hours** of work experience and/or community service.
- Reflect on work/Community Experience:**
  - 2a) Describe the Duties Performed

- \* To meet the requirements in each textbox, you must complete all items that follow them and which are indicated by BULLETED ARROWS like this:
  - **ITEMS NEXT TO THESE ARROW BULLETS MUST BE COMPLETED**
    - Read the instructions described under them very carefully.
- \* TRACK your progress using the sheet titled “Requirement Met” Checklist (Keeping Track of Things) (found in this introductory section). This checklist page corresponds exactly with the requirements on the Progress Report.
- \* This booklet and other materials are also found on Richnet by going to the links as follows: Log onto “Richnet”, click on “Conference Centre”, then “Richmond Only” and then “Graduation Transitions”.

## ORGANIZING YOUR MATERIAL

### ***What Should my Transition Plan Look Like?***

- First, check with your school that the following options are acceptable...
  - *You may assemble your material in a binder or folder*
  - *OR, you may save files on your computer (to present later as a PowerPoint , website or other type of electronic format)*



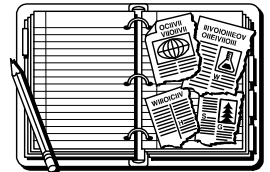
### ***How Should I Organize my Plan?***

Use the THREE categories below to create dividers or sections in your GT Plan:

- *Personal Health*
- *Community Connections*
- *Career and Life (includes Financial Plan)*

These ADDITIONAL (optional) categories may ALSO be used but are not necessary:

- *Employability Skills*
- *Teamwork Skills*
- *Academic Skills*
- *Personal Management Skills*
- *Extra-Curricular Activities*
- *Post-Secondary Planning*
- *Work/Volunteer Experience*
- *Miscellaneous*



## EVERYTHING COUNTS...REALLY!!

Everything that is important and that has meaning to you is material that can and should be used in your Grad Transition Plan. Talk to a Planning teacher or your school's GT leader to discuss this further.

### HINTS FOR SUCCESS

- START THIS NOW !!! (Do not hand in material at the last minute.)
- Follow any due dates you might be given.
- Keep your material organized.
- Store everything in the same spot all of the time.
- If in doubt about ANYTHING, ask your School Grad Transitions Leader (Don't know who that is? Ask at the office or in the counselling area).

## Graduation Transitions – Progress Report (SAMPLE)

*Students:*

*This **SAMPLE of a PROGRESS REPORT** will be used to track the completion of your Grad Transitions requirement. **All 13 components** (check boxes) **below** must be completed by the end of your Grade 12 year in order to earn the 4 Grad Transitions credits **REQUIRED FOR GRADUATION**.*

<b>PERSONAL HEALTH</b>	<b>REQUIREMENT MET</b>
<p>1. <b>150 MINUTES</b> per week of moderate to vigorous physical activity in each of: Grade 10 _____ Grade 11 _____ Grade 12 _____</p>	<p>(Teacher Initials Only)</p> <p><input type="checkbox"/> _____</p>
<p>2. <b>Long-term Personal Healthy Living Plan</b> that describes:</p> <p>a) Sound Nutritional Habits</p> <p>b) Regular Exercise Routines</p> <p>c) Emotional Health Management</p> <p>d) Positive Health Choices</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<b>COMMUNITY CONNECTIONS</b>	<b>REQUIREMENT MET</b>
<p>1. Participate in <b>30 Hours</b> of work experience and/or community service</p>	<p>(Teacher Initials Only)</p> <p><input type="checkbox"/> _____</p>
<p>2. <b>Reflect on Work/Community Experience:</b></p> <p>a) Describe the Duties Performed</p> <p>b) Describe the Employability/Life Skills Connections</p> <p>c) Describe the Benefits to the Community and to Self</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<b>CAREER AND LIFE (Grade 12 Preferable)</b>	<b>REQUIREMENT MET</b>
<p>1. <b>Develop a Comprehensive Transition Plan</b> that:</p> <p>a) Supports career, life and learning goals</p> <p>b) Reflects on the development of the attributes of a BC graduate</p> <p>c) Identifies and communicates the costs/funding sources associated with education, career, and life options after graduation</p>	<p>(Teacher Initials Only)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p>2. <b>Present</b> selected components of the Transition Plan to school and/or community members</p>	<p><input type="checkbox"/> _____</p>

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

**Signature:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# “REQUIREMENT MET” CHECKLIST - Keeping Track of Things

Components in Booklet Done = “Progress Report” requirements met = Gr 12 Graduation !!

<p>➤ = <b>COMPONENTS TO COMPLETE</b> The details for properly completing the components outlined below are described in detail in this booklet. (Read carefully!)</p>	<p>Check when Done (✓)</p>	<p><input type="checkbox"/> <b>“PROGRESS REPORT”</b> ALL 13 <u>requirements</u> below will be <u>met</u> once all components on left are considered “done”.</p>
<b>PERSONAL HEALTH</b>		
<p>➤ Engage in Physical Activities ➤ Fill in Daily Physical Activity Record ➤ Submit evidence with your record</p>	<p>i. ____ ii. ____ iii. ____</p>	<p><input type="checkbox"/> <b>1) 150 minutes per week</b> of moderate to vigorous physical activity in grades 10-12</p>
<p>➤ Complete Healthy Living Plan Assignment (all four sections)</p>	<p>i. ____</p>	<p><b>Long-term Personal Healthy Living Plan</b> that describes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>2a)</b> Sound Nutritional Habits</li> <li><input type="checkbox"/> <b>2b)</b> Regular Exercise Routines</li> <li><input type="checkbox"/> <b>2c)</b> Emotional Health Management</li> <li><input type="checkbox"/> <b>2d)</b> Positive Health Choices</li> </ul>
<b>COMMUNITY CONNECTIONS</b>		
<p>➤ <b>GREEN 30 hours</b> work or volunteer experience <b>FORM(s)</b> ➤ Submit evidence with green form(s) ➤ Complete up-to-date resume</p>	<p>i. ____ ii. ____ iii. ____</p>	<p><input type="checkbox"/> <b>1)</b> Participate in <b>30 Hours</b> of work experience and/or community service</p>
<p>➤ Complete #3 on page three of 30 hours work form as above (#3 = description of duties)</p>	<p>i. ____</p>	<p><b>Reflect on Work/Community Experience:</b> <input type="checkbox"/> <b>2a)</b> Describe the Duties Performed</p>
<p>➤ Complete #1 and #2 of “Employability Skills and Related Benefits Assignment”</p>	<p>i. ____</p>	<p><input type="checkbox"/> <b>2b)</b> Describe the Employability/Life Skills Connections</p>
<p>➤ Complete #3 and #4 of “Employability Skills and Related Benefits Assignment”</p>	<p>i. ____</p>	<p><input type="checkbox"/> <b>2c)</b> Describe the Benefits to the Community and to Self</p>
<b>CAREER AND LIFE</b>		
<p>➤ Collect a <b>VARIETY</b> of relevant and meaningful materials to demonstrate future career, life and learning goals. = ~60-70% of your GT Plan. (Use <b>“What to Collect”</b> and <b>“Attributes of a BC Graduate”</b> sheets in package to help you with this.) ➤ Provide reflective information for evidence ➤ Complete “Career Cruising Assignment” on-line, then print off and enclose ➤ Do “My Plans after High School Assignment” (only A, B or C as it applies to you).</p>	<p>i. ____ ii. ____ iii. ____ iv. ____</p>	<p><b>Develop a Comprehensive Transition Plan</b> that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1a)</b> Supports career, life and learning goals</li> <li><input type="checkbox"/> <b>1b)</b> Reflects on the development of the attributes of a BC graduate</li> </ul>
<p>➤ Complete Financial Plan budget sheet using accurate information</p>	<p>i. ____</p>	<p><input type="checkbox"/> <b>1c)</b> Identifies and communicates the costs/funding sources associated with education, career, and life options after graduation</p>
<p>➤ Take part in an exit interview, presentation (or similar) to present your Graduation Transition Plan as defined by your school.</p>	<p>i. ____</p>	<p><input type="checkbox"/> <b>2) Present</b> selected components of the Transition Plan to school and/or community members</p>

# Introductory Information (DUE DATES)



Keep TRACK of your DUE DATES on this page. Below are the items that need to be completed. When you are given your due dates, copy them next to the appropriate item listed.

## 1. Personal Health

Due Date:

- Daily Physical Activity (DPA) Forms + evidence
  - Term 1 (Linear/Semester)
  - Term 2 (Linear/Semester)
  - Term 3 (Linear/Semester)
  - Term 4 (Semester Only)
- Personal Healthy Living Plan Assignment

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## 2. Community Connections Section

- 30 hours Work/Volunteer Experience Form(s)  
(Must include evidence of experience)
- Up-to-date resume
- Employability Skills & Related Benefits Assignment

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## 3. Career and Life Section

- Develop Comprehensive Transition Plan
  - a variety of material (evidence + reflections)
  - this is ~60-70% of your GT Plan!!
- CareerCruising Assignment
- My Plans after High School Assignment
- Financial Plan Budget sheet

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## 4. Presentation (Career and Life)

- Presentation/Interview Information

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Interviewer: \_\_\_\_\_



# Personal Health



## Daily Physical Activity Record (150 Minutes per Week) + Evidence:

### Progress Report - PERSONAL HEALTH - Requirement #1

- 1) **150 MINUTES** per week of moderate to vigorous physical activity in each of: Grade 10 \_\_\_\_\_ Grade 11 \_\_\_\_\_ Grade 12 \_\_\_\_\_

Completing the expectations below will satisfy the above requirement found on your GT progress report:

- **ENGAGE IN 150 minutes per week of moderate to vigorous physical activity:**
  - This must be done in EACH OF grades 10-12 for the Grad Program.
  - This is one of the **mandatory requirements** for **Graduation Transitions**.
- **TRACKING your Daily Physical Activity (DPA):**
  - Each school will have a system (form) for you to track this.
  - Each term or semester, be sure to get your DPA signed off by your parent/guardian, and the person at your school who is supervising this.
  - Know who is in charge of doing this at your school.
  - **Obtain your DPA record-keeping document from your school's GT Leader, main office, or Planning**
- **Provide EVIDENCE of your Daily Physical Activity:**
  - Examples include photos, medals, certificates, pamphlets, letters, membership cards, tickets etc. (Some, not all, are necessary.)

### **SOME HELPFUL INFORMATION**

#### ***What is Considered to be ACCEPTABLE Activity?:***

- Your activities can be organized or done independently.
- They may occur at school, home or in the community.

#### ***REPORTING DPA on Report Cards:***

- This requirement is tracked throughout each of your high school years and is reported in June of each year as "requirement met" or "not met".
- *This final June result is based on the records you submit for each term or semester.*

# Personal Health



## Complete a Long-Term PERSONAL Healthy Living Plan:

### Progress Report - PERSONAL HEALTH - Requirements #2a, 2b, 2c, 2d

(Complete a) Long-term Personal Healthy Living Plan that describes:

- 2a) Sound Nutritional Habits
- 2b) Regular Exercise Routines
- 2c) Emotional Health Management
- 2d) Positive Health Choices

Completing the assignment below will satisfy the above four requirements found on your GT progress report:

➤ **COMPLETE the “Personal Healthy Living Plan ASSIGNMENT”**

- This is found on next page.
- Your responses must be word processed and be thorough and thoughtful.
- Each of the bolded headings (I-IV) on the assignment is followed by the corresponding progress report requirement that it satisfies. (Use these headings when typing up your assignment.)
- EXAMPLE:

**I Sound Nutritional Habits** (#2a on Progress Report)

This means that by satisfactorily doing the four questions **in this section**, you will get #2a checked off on your GT progress report.

***NOTE:*** As you transition out of high school toward your post-secondary plans, there will be constraints on your time, energy and finances. In order to transition successfully, it will be important to maintain good physical, nutritional and emotional health.

Also, as you develop your “**Personal Healthy Living Plan**” it should be **appropriate to YOUR abilities, lifestyle and this transitional phase of your life**. Again, to ensure that this requirement is met, describe in detail and be thoughtful with your responses to the questions outlined on the following assignment.

# Personal Healthy Living Plan Assignment



Type up your Healthy Living Plan using the FOUR HEADINGS below:

## I Sound Nutritional Habits (#2a on Progress Report)

1. In a log, track what you eat over the next three days (repeat the chart for each of the three days). Record how much you eat and when.

Date: _____	Food Eaten	How Much Eaten
Breakfast		
Lunch		
Dinner		
Snacks		

2. Go to the Canada's Food Guide site: [http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)

3. From the site above, click on “**Create MY Food Guide**” and on the next website page click “**Start building My Food Guide**”. Complete this, print it off and include it in the “Personal Health” section of your Transition Plan.

### Start building My Food Guide!



4. Take note of what Canada's Food Guide says is important to eat on a daily basis for maintaining good health. COMPARE your eating habits with the recommendations found in Canada's Food Guide. Based on what the food guide says, what menu changes, if any, would you make to the meals you ate over the three days you tracked and that you eat IN GENERAL? Why?

## II Regular Exercise Routines (#2b on Progress Report)

1. Explain what exercise routines you are currently involved in. How do these connect to the completion of your daily physical activity (DPA) requirement? (Are they the same ones...different...additional?)
2. What are some of the challenges you personally encounter as you develop or maintain a regular habit of exercising?
3. What benefits does a regular exercise provide you personally?

## III Emotional Health Management (#2c on Progress Report)

1. What does it mean to be emotionally healthy?
2. Visit the Canadian Mental Health website and read about stress. Take the stress test and record your score. [http://www.cmha.ca/bins/content\\_page.asp?cid=2-28&lang=1](http://www.cmha.ca/bins/content_page.asp?cid=2-28&lang=1)
3. How do you positively manage your emotions when you get uncomfortable with them? Give two real-life examples of this and describe any techniques/strategies you used to help you during these times.

## IV Positive Health Choices (#2d on Progress Report)

1. For EACH of the three headings above (I, II and III), describe one positive health change that you have made or intend to make (three changes in total). Explain why these changes are important to you.
2. Discuss TWO health areas for which you have chosen to make positive health choices (e.g. drugs/alcohol/tobacco consumption, sexual health, healthy relationships, injury prevention, risk management, road safety, work safety etc.). Explain why you have made these choices.

# Community Connections



## Participate in 30 Hours Work and/or Volunteer Experience

### Progress Report - COMMUNITY CONNECTIONS - Requirements #1, 2a

- 1) Participate in **30 Hours** of work experience and/or community service.
- Reflect on Work/Community Experience:**
  - 2a) Describe the Duties Performed

Completing the expectations below will satisfy the above two requirements found on your GT progress report:

- **COMPLETE a GREEN 30 hour Work/Volunteer Experience Form:**
  - One form must be done FOR EACH placement or activity you participate in.
  - Each must be THOROUGHLY completed and signed by all parties.  
(Note: Employers/supervisors complete the back of the first page.)
  - Include all green forms in your GT plan.
  - Forms are available through your school's GT Leader or Planning Teachers.  
You may complete your hours in any combination:
    - e.g. #1 - 20 hours work + 10 hours volunteer = 30 hours and two forms
    - e.g. #2 - 5 hours volunteer (#1) + 15 hours volunteer (#2) + 10 hours work = 30 hours and three forms
    - e.g. #3 - 30 hours volunteer = one form
- **Include EVIDENCE or Proof of your Experience in Your GT Plan:**
  - Examples should include some but not all of:
    - a pay stub,
    - letter of reference
    - letter verifying hours
    - a certificate
    - photo of working on the job etc.
- **SUBMIT an up-to-date RESUME (typed):**
  - This must be one that you could use today.
  - You may get information on how to write a resume from a teacher or from your GT Leader or from Richnet (see Intro Info on how to access).
- **DESCRIBE DUTIES ... :**
  - The **second page** of the GREEN Work Experience form asks you to “describe the duties” you did. By fully completing this question on the green form you will satisfy this “describe duties” performed requirement (#2a in box above).

# Community Connections



## Reflect on Work/Community Experience

### Progress Report - COMMUNITY CONNECTIONS - Requirements #2b, 2c

#### Reflect on work/Community Experience:

- 2b) Describe the Employability/Life Skills Connections
- 2c) Describe the Benefits to the Community and to Self

Completing the assignment described below will satisfy the above two requirements found on your GT progress report:

- **COMPLETE the “Employability Skills & Related Benefits Assignment”:**
    - This is found two pages from here.
    - Ensure that you are THOROUGH and thoughtful with your responses.
    - To complete #1 on the assignment, use the “Employability Skills 2000+ Chart” on the next page.
    - Use the BULLETED (not bolded) points found on the chart to fill out the table in question #1. If you prefer to not use a table, ensure you present your response in an organized manner.
    - To complete question #2, refer to your completed GREEN WORK/VOLUNTEER EXPERIENCE FORM.
- IMPORTANT:**
- #1 - 2 on the assignment satisfy 2b) above
  - #3 - 4 on the assignment satisfies 2c) above.



# Employability Skills 2000+ Chart

*Use the bulleted skills from each column to complete #1 on the assignment that follows.*  
The skills you need to enter, stay in, and progress in the world of work — whether you work on your own or as a part of a team — can also be applied and used beyond the workplace in a range of daily activities. \*

CATEGORY A Fundamental Skills	CATEGORY B Personal Management Skills	CATEGORY C Teamwork Skills
<p>The skills needed as a base for further development</p> <p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul>	<p>The personal skills, attitudes and behaviours that drive one's potential for growth</p> <p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p>The skills and attributes needed to contribute productively</p> <p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul> <p><b>* Excerpt from Employability Skills 2000+ Conference Board of Canada</b></p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></p>

## Employability Skills & Related Benefits Assignment

Consider your work and volunteer experiences since Grade 10. State and describe the various skills you have developed from having done these. **(Your responses must be typed.)**

1. Use the BULLETED (not bolded) skills on the Employability Skills 2000+ chart to identify and state three skills you have acquired and developed under categories A, B, and C (total – nine skills). As you list these, describe HOW and WHERE you developed EACH of these skills:

EMPLOYABILITY SKILL CATEGORY	Skill Acquired (from 2000+ chart)	What you Did to Acquire Skill	How/Where you Acquired This
CATEGORY A Fundamental Skills	1.		
	2.		
	3.		
CATEGORY B Personal Management Skills	1.		
	2.		
	3.		
CATEGORY C Teamwork Skills	1.		
	2.		
	3.		

2. Refer to the job duties listed on page 2 of your GREEN "Work/Volunteer Experience" form(s). Describe how these duties supported the development of the various skills you listed above. Be specific by describing situations that aided in the development of these skills.



3. Explain how these acquired experiences and skills have BENEFITED YOU and how might they be used in future experiences.

4. Explain how your work/volunteer experiences have BENEFITED or contributed to the greater COMMUNITY.

**DID YOU KNOW?...** When you start a new job, your employer must, by law, provide you with a **safety orientation BEFORE** you start your first shift. If this has not occurred, you are strongly encouraged to bring the Young Worker Safety Orientation Checklist into your workplace as a "conversation starter" with your employer. **YOUR SAFETY** must come **FIRST** as an employee. The orientation checklist is available from your school's Grad Transitions Leader AND is also on Richnet.

**ADD ANOTHER SKILL TO YOUR RESUME**

# Career and Life



## Develop a COMPREHENSIVE Transition Plan

### Progress Report - CAREER AND LIFE - Requirements #1a, 1b

Develop a Comprehensive Transition Plan that:

- 1a) Supports career, life and learning goals.
- 1b) Reflects on the development of the attributes of a BC graduate.

Completing ALL OF the expectations below will **SIMULTANEOUSLY SATISFY** the above two requirements found on your GT progress report:

**\*\*\*IMPORTANT: This section constitutes the BULK of your TRANSITION PLAN. COMPLETE VERY CAREFULLY!!!!!!\*\*\***

- **COLLECT EVIDENCE/MATERIAL that Demonstrates Who You Are:**
- **Select a variety of materials** for your transition plan that come from **several** sources, including school, community and home.
  - These should be relevant and meaningful to you.
  - They should demonstrate the skills you have acquired during your senior years (Gr 10-12) of high school.
  - Some of your evidence should also demonstrate the plans you are making to transition from high school (e.g. job/school applications, school program info)

### **RESOURCE IDEAS for Collecting the Above Evidence**

- a) **“What to Collect”** sheet (found two pages from here)
  - This lists ideas of the types of evidence to include in your GT Plan
  - Feel free to add others not found on this list
- b) **“Attributes of a BC Grad”** sheet (found three pages from here)
  - This lists the qualities/skills that a student is expected to have upon graduation. You are not expected to address every bullet on this “Attributes of a BC Graduate” page
  - This sheet is meant to only give you ideas of what to include as evidence. Example: For *“Can use and understand information technologies”*, you might include evidence that shows work on yearbook, a poster you created on the computer, work from a CADD class or something along this line.

Additional requirements for meeting 1a) and 1b) are continued on next page...

- **WRITING REFLECTIONS for my Evidence:**
- While FORMAL reflections are not needed (i.e. a page of details), you should explain the following for each activity/piece of evidence/picture etc. you collect:
    - a. *What did I do or participate in?*
    - b. *When did I do this?*
    - c. *Where did I do this?*
    - d. *With whom did I do this?*
    - e. *What are my thoughts about this activity? ... What did I learn? Do I value this? (Why/Why not) Is it something I will continue doing?*
  - NOTE: This information can be presented in point form. Some of it might even be incorporated into a heading or label.
  - **Do not write reflections for** the things labeled “assignment” in this package, your resume, or your green work/volunteer forms. (These are all identified by asterisks\*\* and are in *italics* in the Table of Contents.)
- **COMPLETE the “Career Cruising Assignment”**
- Complete this on-line by following the instructions found ahead.
  - When completed, print it off and include this in your GT binder.
  - Be prepared to respond to the results during your presentation or interview.
- **COMPLETE the “My Plans after High School Assignment”**
- This assignment is found ahead in this section.
  - Only answer ONE OF either A, B or C as it applies to you.

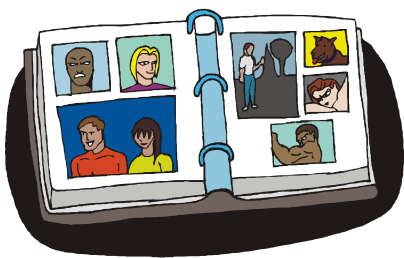
AGAIN, all of the above items indicated by a bulleted arrow must be completed in order for 1a) and 1b) under “Career and Life” to be checked as “requirement met”. Doing this will get both signed off simultaneously. One should never be signed off without the other.

# What to Collect – The Possibilities are Endless!

Use this list to assist you in collecting material for your Transition Plan. You do not have to collect all things on this list. These are ideas and you may have things not found here that apply.

**\*\*Always put a copy and not the original into your Transition Plan; keep the originals secure!**

- Pay stubs (black out your Social Insurance Number)
- Quiz/inventory results that relate to you
- Certificates



- Favourite assignments, essays, tests etc.
- Resume
- Cover letter
- Evidence of career research
- Material of interest collected from career fairs
- Financial plan material
- Health log (80 hours)
- Work/volunteer experience form(s) (30 hours)

+ ANYTHING ELSE THAT APPLIES TO YOU!!!!

- Meaningful assignments
- Report cards
- Projects (or a photo of it if its too large)
- Photos of activities you participate in
- Letters

## **THINK:**

“What do I like to do? What are my interests?”  
AND “How can I show others this part of me?”

- Reference letters
- Applications
- Acceptance letters
- Sports, music etc medals or awards
- Photos of you doing your favourite hobby
- Samples of your hobby (photo?)



# ATTRIBUTES OF A BC GRADUATE

- You DO NOT need to ADDRESS EVERY POINT BELOW. This is only meant to prompt you for more ideas to contribute to your Transition Plan. Any material you have already included in your Transition Plan will likely fit under one or more of the bulleted points. Simply use the points below to assist you in possibly (not necessarily) adding further material to your plan.

## **Intellectual Development: Have you included material that demonstrates that you:**

- are competent in reading, writing, mathematics, social studies and science, and have skills in problem-solving and decision-making
- can use and understand information technologies
- can communicate effectively with a range of audiences; (which includes the ability to access, synthesize and present information)
- have some knowledge of both a first and second language
- have an understanding of and some appreciation for artistic and aesthetic expression
- are able to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- believe in the importance of a lifelong commitment to continuous learning

## **Social Development: Have you included material that demonstrates that you:**

- are a socially responsible citizens who acts in caring and principled ways, respecting the diversity of all people and the rights of others who hold different ideas and beliefs
- know and understand that we need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- have developed the attitudes, knowledge and positive habits needed to be a healthy individual, responsible for your physical and emotional well-being
- have the attitudes and competencies needed to be a community contributor who takes the initiative to improve your own quality of life and that of others'

## **Career Development: Have you included material that demonstrates that you:**

- are a self-directed individual who displays initiative, sets priorities, establishes goals, and takes responsibility for pursuing those goals in an ever-changing society
- know and understand the range of career choices available to you, the prospects for success in those careers, and the actions required to pursue specific career paths
- are planning for, and working towards, career and life goals
- have skills required to work effectively and safely with others, and to succeed both as an individual and collaborative (team) worker

## Career-Cruising Assignment

- Go to [www.careercruising.com](http://www.careercruising.com) . Conduct a career match search using this site and print off the results of your search as outlined below.

### Locate your school and password below to access CareerCruising:

*Note: Steveston-London students use "london" for now.*

<b>Username:</b>	boyd	<b>Password:</b>	career	<b>Username:</b>	mcmath	<b>Password:</b>	career
	burnett		career		mcnair		marlin
	cambie		career		mcroberts		career
	london		career		palmer		career1
	macneill		ravens		richmond		book

Use the following to help you navigate CareerCruising. If you encounter any difficulties, see your school's Career Information Advisor.

1. From the Main screen, click on **EXPLORE CAREERS**, then click on **CAREER SELECTOR**.
2. Select your favourite **SCHOOL SUBJECTS** (preferably 2 to 3 choices).
3. Click on **OCCUPATION CLUSTERS**. Select 2 to 3 areas in which you would be interested in working.
4. Click on **EDUCATION**. Select the type(s) of education you have attained or plan to pursue.
5. Click on **CORE TASKS**. Be sure to read all 20 Core Tasks. Choose 3 to 5 tasks you would like to do regularly at work.
6. Click on **EARNINGS**. Select the minimum level of income you would like to make. (Remember that selecting high levels of income may eliminate many careers that you might otherwise find interesting.)
7. Click on **WORKING CONDITIONS**. Select working conditions you could NOT tolerate.
8. Now click on **VIEW RESULTS** to see careers that match your selections. (Note: If you receive zero matches, try selecting a lower **EARNINGS** level, or changing some of your other selections. Then click on **VIEW RESULTS** again.)
9. **Print up your list of career suggestions**. Simply select the Print option on your web browser.
10. Now you can browse through your list of career matches. To learn more about a career, simply click on it.
11. After browsing through the careers, select TWO that you are seriously interested in pursuing and PRINT OUT the information FOR BOTH. Be realistic; don't choose ones that clearly require more education/training than you have or think you might get in the future. **FOR BOTH career options, write down THREE REASONS explaining why it appeals to you AND outline the following for each:**

- Tasks people do on the job
- Education/training requirements
- Working conditions
- A sample career path
- Earnings

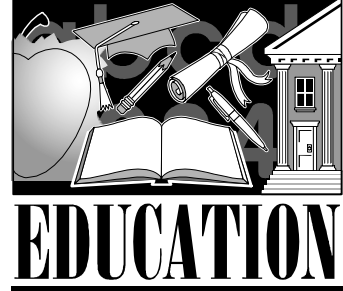


## My Plans After High School Assignment

➤ Thoroughly respond to the questions for either A, B or C that follow, whichever best matches your post-secondary plans:

### A. Attending Post-Secondary School

- What is your post-secondary school of choice AND why? (If more than one, list them in order with top preference first).
- Provide evidence of any research you conduct(ed) as you decide(d) what school to attend after high school.
- What are the entrance requirements of the program(s) you applied to? (list these)
- Provide copies of evidence that shows your application process such as letters sent to the school/applications/scholarship applications, acceptance letters etc.



OR

### B. Working after High School



- What fields of work are you interested in? Why?
- List the organizations you hope to apply to.
- Complete a copy of a job application (could be for the job you hope to have after high school or a recent one you've completed).
- Write (type) a cover letter for the type of position you plan to have after high school. For help with writing a cover letter, see your Grad Transitions Leader.

OR

### C. Travelling after High School

- What has influenced your decision to travel?
- Outline your travel plans (be as specific as possible). This might include maps, a timeline, pamphlets etc.
- List the travel requirements you will need (i.e. special travel equipment, clothing, medical insurance, travel/work visa, passport, inoculations etc.)



# Career and Life



## Develop a FINANCIAL PLAN

### Progress Report - CAREER AND LIFE - Requirement #1c

Develop a **Comprehensive Transition Plan** that:

- 1c) Identifies and communicates the costs/funding sources associated with education, career, and life options after graduation.

#### ➤ **COMPLETE the FINANCIAL PLAN Sheet**

- This financial plan budget sheet is found on the next page.
- For **YOUR BENEFIT**, use accurate information and numbers. Calculate your figures on a yearly basis (not monthly).
- Speak to your family to know what is financially being covered by them (include this as "family contributions"). The purpose of this exercise is for you and your family to know what to expect and plan for in the year after you graduate, so this conversation is important.
- Use the **websites below to assist you** in completing the financial plan budget sheet. If you have a similar sheet please check to see if you may use it as an alternate to determine your financial plans in your **FIRST YEAR AFTER** high school.



### Financial Planning Sites:

There are numerous sites to help you with your financial planning beyond high school. Below are a few to assist you. (Planning for this needs to take place **DURING** high school so that the plans can be put into place right after you graduate.) Other sites to explore are specific bank sites. They usually have sections to help students specifically.

"Money Matters" section of Education Planner  
<http://www.educationplanner.bc.ca/moneymatters.cfm>

"Post-Secondary Students" section of Achieve BC  
[www.achievebc.ca](http://www.achievebc.ca)

"Financial Planner" at CanLearn  
<http://www.canlearn.ca/>

"There's Something About Money" at Canadian Bankers Association  
[www.yourmoney.cba.ca](http://www.yourmoney.cba.ca)





# FINANCIAL PLAN – Funding My First Year after High School

**\*\*Calculate on an Annual (Yearly) Basis.\*\*** Once complete, put this into your Transition Plan.



## INCOME (Only list income you expect to have over a 12 month period)

Employment Earnings (after taxes) \_\_\_\_\_

Income from Investments \_\_\_\_\_

Family Contributions \_\_\_\_\_

Student Loans/Gifts etc. \_\_\_\_\_

Scholarships, Bursaries etc. \_\_\_\_\_

RESP or other \_\_\_\_\_

Other \_\_\_\_\_

**Total Income:** = \_\_\_\_\_ **A**

## EXPENSES (Only list those expected during first 12 months after high school.)

### Fixed

Savings Plan(s) \_\_\_\_\_

Housing (Rental/Residence etc.) \_\_\_\_\_

Car Payment(s) \_\_\_\_\_

Car Insurance \_\_\_\_\_

Other Loan Payments \_\_\_\_\_

Home/Contents Insurance \_\_\_\_\_

Utilities (gas, water, electricity) \_\_\_\_\_

Cable, (Cell) Phone, Internet etc. \_\_\_\_\_

Bank Fees \_\_\_\_\_

Other \_\_\_\_\_

### Variable

Groceries/Meal Plan \_\_\_\_\_

Snacks, Sodas, Coffee \_\_\_\_\_

Eating Out \_\_\_\_\_

Transportation (Gas, Oil, etc.) \_\_\_\_\_

Public Transportation (Bus, Cab etc.) \_\_\_\_\_

Long Distance Costs \_\_\_\_\_

Household (cleaning, furniture etc.) \_\_\_\_\_

Clothing/Laundry/Dry Cleaner \_\_\_\_\_ (cont'd above)

## (Variable) EXPENSES (continued)

Insurance (Travel, Health, Rental) \_\_\_\_\_

Travel (incl. trips to hometown) \_\_\_\_\_

Sports/Hobby/Gym/Lessons fees \_\_\_\_\_

Gifts (charities, birthdays, holidays) \_\_\_\_\_

Medical/Dental/Eye Care \_\_\_\_\_

Toiletries/Hair/Make-up/Nails \_\_\_\_\_

Computer & Accessories \_\_\_\_\_

Entertainment (movies, nights out, DVD rental) \_\_\_\_\_

Tuition fees (total annual) \_\_\_\_\_

Books, Supplies \_\_\_\_\_

Newspaper/Entertainment subscriptions \_\_\_\_\_

Tools, Equipment \_\_\_\_\_

Association Fees \_\_\_\_\_

Practicum/Apprenticeship Costs \_\_\_\_\_

Credit Card Payments \_\_\_\_\_

Pet Care \_\_\_\_\_

Other \_\_\_\_\_

**Total fixed and Variable Expenses** = \_\_\_\_\_ **B**

-----

**TOTAL INCOME (A)** \_\_\_\_\_ **A**

less **TOTAL EXPENSES (B)** \_\_\_\_\_ **B**

= **BUDGET DEFICIT (-) / SURPLUS (+)** \$ \_\_\_\_\_ **C**

If amount C is positive, CONGRATULATIONS! You're on the right track for your first year after high school. If it is negative, don't despair. Check out the websites provided for some helpful financial planning hints. You might want to adjust some of your spending priorities and behaviours. This could result in some big savings!

# Career and Life (Presentation)



## Progress Report - CAREER AND LIFE - Requirement #2

- 2) **Present** selected components of the Transition Plan to school and/or community members

Participating in a presentation/interview as explained below will satisfy the above requirement found on your GT progress report:

### ➤ PRESENTATION INFORMATION

- You will be told HOW and WHEN your final interview or presentation will occur by the Grad Transitions Leader and/or others at your school.
- The format will be outlined to you as well. This will vary from school to school and that is fine. Just be sure you FIND OUT this information well IN ADVANCE of this final activity.
- On the next page is a chart to help you prepare for your presentation. Use it in your planning so that this experience is enriching and rewarding for you.
- Some POSSIBLE questions to expect at your interview/presentation are also included. These are only suggestions and they may or may not be asked.  
(Check with your school.)
- Also, check with your school about acceptable presentation formats. Ideas MAY include a binder, PowerPoint, website etc.



#### FILL IN WHEN YOU KNOW:

My presentation/interview date is: \_\_\_\_\_

Time of presentation/interview: \_\_\_\_\_



## Transition Plan – Presentation Preparation for Students Richmond District #38 (Richmond)



Full Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ School: \_\_\_\_\_

Use the information and questions on this sheet to assist you in preparing for your Transition Plan interview/presentation:

<b>Presentation Requirements:</b>	<b>Guiding Questions to Aid in Presentation Preparation:</b>	<b>Student Preparation Notes:</b>
<p><b><i>Student demonstrates communication, organizational and presentation skills:</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have I selected material that is truly relevant to me and that demonstrates who I am and where I am headed after high school?</li> <li><input type="checkbox"/> Have I chosen material that I am comfortable sharing and am able to clearly describe?</li> <li><input type="checkbox"/> Am I prepared and organized for my presentation; do I know exactly what I plan to present and in what order?</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b><i>Student demonstrates responsibility and planning throughout the Grade 10-12 Transition Plan process:</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Am I able to explain the importance of healthy living and how I apply it to my own daily life?</li> <li><input type="checkbox"/> Have I determined the skills I acquired through any work/volunteer experiences I have had throughout grades 10-12?</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b><i>Student demonstrates meaningful reflection on material presented:</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Am I able to clearly define my short- and long-term goals in various areas of my life?</li> <li><input type="checkbox"/> Have I determined my own strengths, interests and attributes?</li> <li><input type="checkbox"/> What do I want my interviewer to learn about me by presenting my material?</li> <li><input type="checkbox"/> What connections have I made between my experiences throughout grades 10-12 and my future plans?</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# **POSSIBLE PRESENTATION/INTERVIEW QUESTIONS:**

## **Personal/Life Plans**

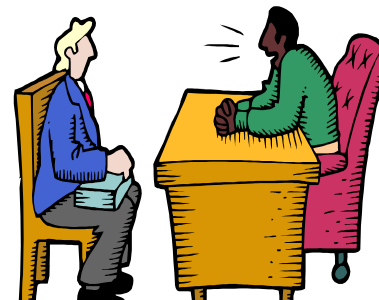
1. Tell me a little bit about yourself.
2. How do you spend your spare time? What are your hobbies?
3. In what school activities have you participated? Why? Which do you enjoy most?
4. What are your short/long-term personal goals? (e.g. travel, relationships, hobbies?)
5. What community groups have you been associated with? What drew you to that group?
6. What skills have you acquired over the past three years that you believe will help to support you with your future plans?

## **Education Plans**

1. What are your plans for furthering your education?
2. What are your short/long-term education goals?
3. What courses do you like the least...best? Why?
4. Why have you chosen to study this area?
5. How did you become interested in this area? Did any experiences in high school direct you toward this area?

## **Career Plans**

1. Where have you worked or volunteered during high school?
2. What did you like about working there?
3. Do you think you would like to pursue a career in this area?
4. What career area(s) are you interested in pursuing?
5. Why are you interested in this career area?
6. What are your short/long-term career goals?



## **Miscellaneous**

1. What accomplishment has given you the most satisfaction? Why?
2. Describe your most rewarding educational experience.
3. What major challenges have you encountered in high school and how did you deal with them? How will this learning help you for the future?
4. What do you see yourself doing five years from now?
5. Have you set out a plan to finance your post-secondary plans (e.g. education, travel, working etc.)?
6. You had to complete 80 hours of physical activity and a healthy living plan. Have these impacted your overall personal fitness goals/lifestyle outside of school? If yes, how so?
7. Describe the significance of your community service work/paid work to you and to the community.
8. How can the skills you acquired through high school apply to your future plans?