

Graduation Transitions

Graduation 2008

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Graduation Transitions Report

Student Name:
PEN:
Grade:
Advisor:
School:

<p>Personal Health</p> <p>Complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of 80 Hours of moderate and vigorous physical activity in addition to PE 10 <input type="checkbox"/> Write- Up <p style="text-align: right;">Personal Health Requirement Met <input type="checkbox"/></p>
<p>Community Connections</p> <p>Complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30 Hours of work experience paid or unpaid – Evidence required <input type="checkbox"/> Description of duties performed <input type="checkbox"/> Description of Employability Skills developed <input type="checkbox"/> Participate in a voluntary activity – Evidence required <input type="checkbox"/> Description of the activity <p style="text-align: right;">Community Connection Requirement Met <input type="checkbox"/></p>
<p>Career and Life</p> <p>Complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Profile including: resume, application forms, cover letter <input type="checkbox"/> Evidence of the “Attributes of a BC Graduate” <input type="checkbox"/> Financial Plan <input type="checkbox"/> Plan A & Plan B Report <input type="checkbox"/> Scholarship Application including references (<i>optional</i>) <input type="checkbox"/> Presentation <p style="text-align: right;">Career & Life Requirement Met <input type="checkbox"/></p>

Personal Health

Step 1 80 hours of Physical Activity

- Document at least 80 hours of regular (3 or 4 times a week) physical activity in addition to PE 10
- *Evidence* can include: activity log, memberships, photos, letters from coaches, report card reflecting PE 11/12, Superfit, Sports Specific, Dance etc.

Step 2 What activities do you enjoy?

- List your top 10 choices for physical activity.
- Give one positive and one negative aspect to each choice
 - Think: Costs, facilities, weather, participants, etc.
 - Make a chart like the one below
- How do you think you will keep fit in the future?
 - Write a paragraph explaining your plans.

ACTIVITY	POSITIVE	NEGATIVE
Snow boarding	Lots of exercise, social	Seasonal, expensive
Skate boarding	Fun, develop balance	Risk of injury,

Community Connections

Step 1 30 Hours of Work or Volunteer Experience

- Provide documentation of work/volunteer experience eg. letter, form or certificate signed by the employer, community person or agency/organization, pay slip, log book etc.

Step 2 Describe the Duties Performed

- Describe the procedures used in performing tasks
- Identify the tools and/or equipment used in performing tasks
- Describe how the tasks contribute to the development of employability or life skills
- Identify the Fundamental skills developed (Employability 2000 document)
- Identify the Self-Management Skills developed (Employability 2000 document)
- Explain how skills can be transferred to other situations

Step 3 Participate in a community service event or activity

- Provide documentation of participation in a community service activity or event eg. letter, form or certificate signed by the employer, community person or agency/organization, log book ***Note this is a Volunteer activity not as part of a class or paid work*

Step 4 Describe the Community Event or Activity

- Describe the tasks performed and the benefits to the community and student





Mission Public Schools

Employability Skills 2000+

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

FUNDAMENTAL SKILLS

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

TEAMWORK SKILLS

The skills and attributes needed to

contribute productively

You will be better prepared to add value to the outcomes of a task, project or team

when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve
- select and use appropriate tools and technology for a task or project

PERSONAL MANAGEMENT SKILLS

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Career & Life

Step 1 **Include relevant information from Planning 10 and any information gathered since**

- Include Career Research
- Job Search Skills
- Living On Your Own Project

Step 2 **Evidence of Growth**

- Include all materials collected for Portfolio 12
- This section gives the student the opportunity to showcase their particular passions and successes, whether it is in art, applied skills, music, sport and/or academic areas. **See Attributes of a BC Graduate (pg 19)**



Step 3 Complete transition activities that support career, life and learning goals

- Display completed examples of applications for work, post-secondary programs, training, volunteer programs, scholarship, bursaries or awards
- Present a written profile including: resume, cover letter, thank-you letter, letter of introduction, reference letter
- Participate in career-related activities outside the school setting (eg. work experience, job shadowing, job fairs, seminars, open-houses, workshops) and/or engage in ongoing career research and self-assessment eg Career Cruising

Participate in Career-related activities: work experience, job shadowing, job fairs, seminars, open-houses, workshops.

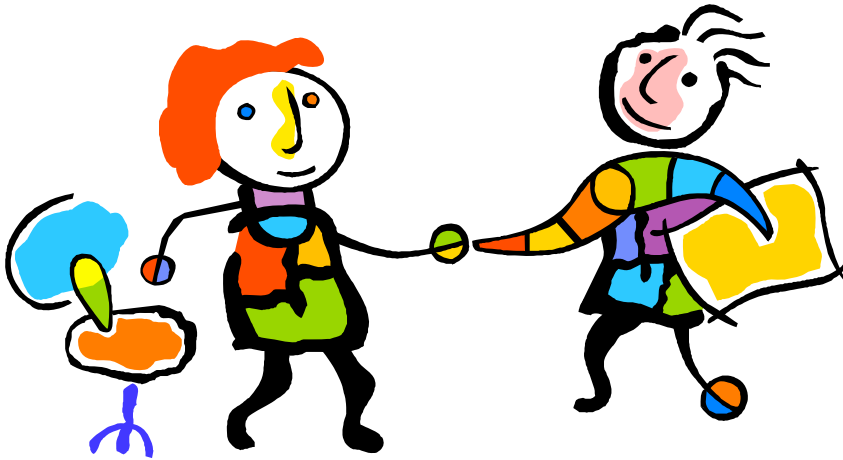
Record the activities that you have been involved in:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

Step 4 Complete Transition Plan

Step 5 Presentation

- Present Graduation Plan to members of the school and/or community





Goals for Graduation Year – Grade 12

1. State your short term goals for the next 12 months.

Personal:

Educational:

Career:

2. State your long term goals for the next 5 years.

Personal:

Educational:

Career:

3. Where will you go for support?

Parent _____ Friend _____ Teacher _____
Library _____ Career Centre _____ Counsellor _____
Other _____

*** Remember that there are a lot of supports available to you. ASK if you need help.

Career & Life Grade 12 Transition Plan

Post Secondary Checklist

The following is a checklist of things that would be worthwhile for you as a graduate. This is for your information; you *do not need to produce evidence* for your presentation.

Things I need to have before I graduate:

- Social Insurance Card
- Medical Health Plan/Care Card
- Copy of Birth Certificate
- Personal Banking (account in your own name)
- Financial Plan
- Summer employment application
- Filled a TD 1 Form (Tax Category Application)
- Passport (if you are intending on traveling outside of Canada)
- Arrangements to get your Passport to Education

Plans for the Future

This section is designed to assist you in your plans for the future. Yes there is a life after high school! You may want to travel, work or plan to attend University or College. You are not being evaluated on what your plans are....just that you have planned to do something. **It is important that you PLAN!**

Use the outline below to assist you in researching your choices for Post Secondary Institutions and creating your report. The information is important in assisting you in making informed decisions. Evidence of your research must be included in your report.

Not all plan A's work out so just in case have a Plan B. Please complete the process for both Plan A and B.

Plan A - Education

Post Secondary Institute: _____

Degree, Diploma or Certificate Program _____

Pre-requisites for Admission: _____

GPA required For Acceptance: _____

Complete Financial Plan.

Include a description of your life as you imagine it, including housing, transportation and lifestyle.

OR

PLAN A – OTHER work, travel

You must provide evidence that you have investigated your options. If you are traveling include your itinerary.

Complete Financial Plan.

Include a description of your life as you imagine it, including housing, transportation and lifestyle.

Plans for the Future

Not all plan A's work out so just in case have Plan B.
If you are not planning attending a post secondary institution, fill out *other*.

Plan B - Education

Post Secondary Institute: _____

Degree, Diploma or Certificate Program _____

Pre-requisites for Admission: _____

GPA required For Acceptance: _____

Complete Financial Plan.

Include a description of your life as you imagine it, including housing, transportation and lifestyle.

OR

PLAN B – OTHER work, travel

You must provide evidence that you have investigated your options. If you are traveling include your itinerary.

Complete Financial Plan.

Include a description of your life as you imagine it, including housing, transportation and lifestyle.

Use the Financial Planning sheet in this package to assist you. (Page 15)

Note:

ALL students must include the following in your Graduation Transition Plan:

- Updated Resume
- Sample of a Cover Letter
- Applications for work, school or scholarships (copies)
- Letters of Reference

Students applying for scholarships will also need to include the following:

- Application for Scholarships & Bursaries
- Autobiographical Essay
- Letters of Reference