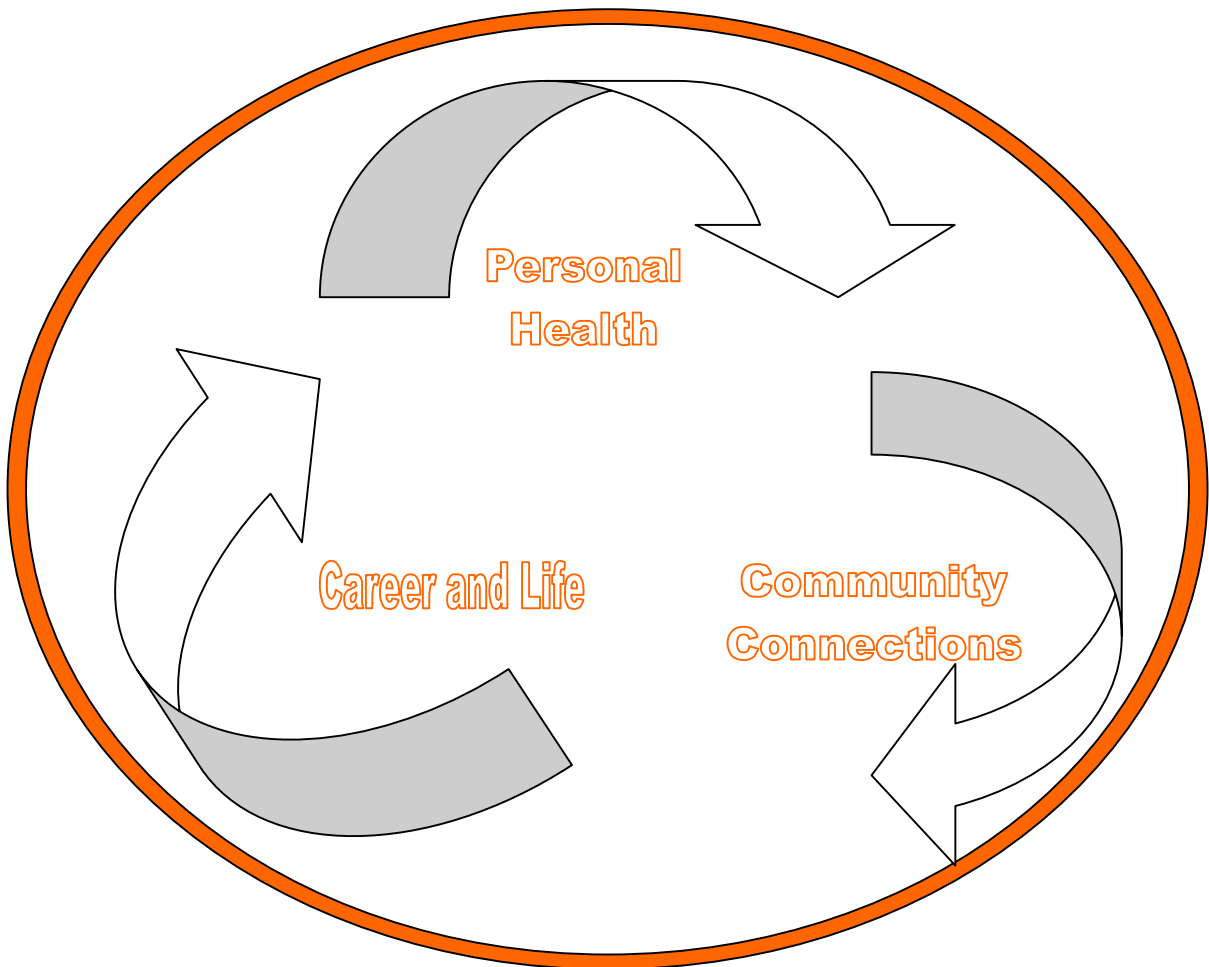


Graduation Transitions



- Graduation Transitions is a BC Ministry of Education's **mandatory requirement** to the Graduation Program.
- Students completing the Graduation Transitions will earn **4 credits** after completing all **3 components** of the Graduation Transitions
- The 3 components are **Personal Health, Community Connections, and Career and Life**
- Each component has 5 criteria questions.
- Students can access the criteria questions from their school's web page or from Graduation Transition Advisors.

Student Name: _____

Contents

Section 1: Discovering your personality, interests, strengths and skills.

Contents page

Graduation Transitions Checklist

It's all about You1
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Section 2: The 3 Component template sheets (15 Criteria in total)
Answer the questions fully in a format of your choosing.

Personal Health Criteria questions.....4

Community Connections Criteria questions.....5

Career and Life Criteria questions.....6

Section 3: Resources (supporting information)

Goal Setting7
Identifying Your Transferable Skills.....8
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Financial Plan template18
Balance sheet 19

Student Name: _____ Date Completed: _____

Graduation Transitions Checklist

Personal Health

		Requirement Met		
		Gr 10	Gr 11	Gr 12
Activity Record (150 Minutes per week)	- Criteria #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy Living Plan		<input checked="" type="checkbox"/>		
Exercise Routine		<input checked="" type="checkbox"/>		
Emotional Health		<input checked="" type="checkbox"/>		
Positive Health Decisions		<input checked="" type="checkbox"/>		

Community Connections

		Requirement Met		
		Can be met in Gr 10/11/12		
Work/volunteer experience Document (30 hours)	- Criteria #1.....	<input type="checkbox"/>		
Experience connection	- Criteria #2	<input type="checkbox"/>		
Identify Fundamental Skills	- Criteria #3	<input type="checkbox"/>		
Identify Self-management skills	- Criteria #4	<input type="checkbox"/>		
Experience work/volunteer & Community	- Criteria #5	<input type="checkbox"/>		

(Hint: you need to complete Criteria one before you can complete Criteria 2-5)

Career and Life

		Requirement Met	
		Gr 10	Gr 12
Career Exploration		<input checked="" type="checkbox"/>	
Transferable Skills		<input checked="" type="checkbox"/>	
Resume, Cover Letter	- Criteria #3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Financial Plan	- Criteria #4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sharing Career and Life plan Exit interview	- Criteria #5	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Post-Secondary Education

Have you applied to a post-secondary institution?

If yes, have you completed the online PSI form with Mrs. Smith?

Teachers' name and signature _____

- = Meet criteria on your own time, during appropriate grade level.
- = Criteria met through completion of Planning 10.

Note- Upon completion of this course students will receive a mark of RM (Requirements Met)

Its all about
YOU

Transition Plan

You = Personality + Interests + Strengths + Skills

Do you know what you want to do after grade 12?

Your transition plan will be about discovering who you are now, what your interests, skills and strengths are, what you need to learn and develop, discover what your goals will be and a plan to help you focus on them.

Think about your personality.

Think about the things **YOU** do now. A good starting point would be taking a look at **YOUR** interests.

Next **look** at linking **YOUR** interests to possible Career/Focus Areas

- **Business and Applied Business** **What careers match with your interests?**
- **Fine Arts, Design and Media**
- **Fitness and Recreation** www.workfutures.bc.ca
- **Health and Human Services** www.educationplanner.bc.ca
- **Liberal Arts and Humanities**
- **Science and Applied Science**
- **Tourism, Hospitality, and Food**
- **Trades and Technology**

Determine

- the level of education you will need for your choices if you are planning to
- attend post-secondary school
- what skills you have now that will help you enter the job market.
- have you received bursaries/scholarships/awards to help with the cost of continuing your education?

Everyone has strengths!

- what are yours?
- would your strengths enhance a particular career focus area?

Consider

- how you will pay for the goal you have set for yourself.
- whether you are going on to post secondary education/training or straight into the job market.
- consider how you will pay for your life expenses.
- create a budget or financial plan and understand that you will change this as your circumstances change.

Skills we all use skills that we've developed from both inside and outside of school.

- many of these skills are transferable.
- for more information on Transferable skills see the sheet included on the Graduation Transition site.
- also check out the Employability Skills 2000+ sheet.
- these skills are divided into Fundamental, Personal Management, and Teamwork Skills.
- what skills do you see listed here that you are already comfortable with and ones that you need to develop.

Balance Healthy Living

- eating, exercise and stress management all play a role in your maintaining optimum health.
- our health affects every other aspect of our lives.
- knowing how to make good decisions about your health is important.

With the information you have learned about You, your goals, skills, interests, and strengths.

- you can pull your graduation transition plan together, along with a resume, cover letter.
- keep updating your resume as you add more skills and qualifications.
- in your grade 12 year reflect back on the last three years, have your goals changed and have you adjusted to meet those changes.
- prepare for your interview/presentation from your discovery about you,
- share what about the past three years have been most valuable,
- what you have been most proud of, the best skills or accomplishments you have achieved,
- and the plans you have to continue learning.
- arrange to present your Graduation Transition plan to a school staff member.

There are 3 focus areas of the Graduation Transition.

- Community Connections, Personal Health, and Career and Life
 - Each focus area has 5 criteria.
 - Templates are available with the criteria questions.
 - There are template sheets with helpful information related to criteria questions available on the school website or check with your Graduation Transition Advisors.
-
- Template sheets are a guide you can use to answer the criteria for the 3 focus areas.
 - These sheets can be printed off and filled out or completed on line, or you can create your own template (Powerpoint, Journal, Binder of Evidence, Video Clip) for answering the criteria for each focus area

Personal Health

Graduation Transitions Documentation

Participate in and document a **minimum of 150 minutes a week** of regular physical activity .
Documentation may include a fitness journal, record of PE attendance, confirmation from coaches, instructors, parents/guardians, certificates, etc. as to the type of activity and # of minutes completed.
A weekly physical activity log is available on pages 13 – 17 of the GT booklet.

Develop a healthy living plan appropriate to your lifestyle that describes: Sound nutritional habits, regular exercise routines, emotional health management, positive health decisions.

Criteria #1

Activity record

Please provide a brief description of activity, amount of time, and verification from coach, instructor, parent/guardian, organizer.

For a physical activity log please see the Graduation Transition Resource section.

Community Connections

Graduation Transition Documentation

Participate in **at least 30 hours** of work or volunteer experience.

Criteria#1

Provide documentation of work/volunteer experience (e.g., letter, form or certificate signed by an employer, community person or agency/organization, pay slip, log book)

Criteria#2

Describe the duties and responsibilities you performed in your work/volunteer experience. Show how the experience connects with developing employability and life skills.

Criteria#3

Describe how you applied the four **fundamental skills** in your work experience or volunteer experience. see Employability Skills 2000+ resource sheet for information on what fundamental skills are. *(This sheet is included in the resource section of the Graduation Transition booklet. Page 10 of the booklet.*

Criteria#4

Describe five **personal-management skills** you used and developed in your work or volunteer experience. See *Employability Skills 2000+ resource sheet for information on Personal Management (Self-management skills) included in the resource section of the Graduation Transition booklet. Page 10 of this booklet.*

Criteria #5

Comment on how your volunteer experience or your work experience benefits you personally and/or your community?

Career and Life

Graduation Transition Documentation

Your transition plan is an exploration and documentation of your plans beyond your life as a secondary school student. You are responsible for planning and preparing your education, career, and life goals through Graduation Transitions. Who are you? What are your interest, strengths, skills?

Criteria#3

Create a resume and cover letter or a resume and completed copy of an application to a post-secondary institution that offers courses in your chosen field. **Or** a resume and include a completed employment application to a business you would like to be employed with. (Your application does not have to be mailed).

Criteria#4

Create a financial plan to support your chosen goal (e.g., education, training, traveling or working)
A Financial Plan template is available in Section 3 of Resource supporting information, pages 18 & 19 or you may create your own.

Criteria#5

You will share your Career and Life plan with one school staff member .
What education, training, and/or experience is required to achieve your goal?
What did you learn from this experience?
How will you continue to be a lifelong learner?

Goal Setting

Goals must be

SPECIFIC They tell exactly what you want to achieve.

MEASURABLE There are ways to know when you've reached them.

ATTAINABLE They could really happen.

PLANNED There are concrete step-by-step plans that can ensure they happen.

TIMED A time frame, including start and end points for each step, is included.

Goals can be short or long term. Achieving your goal will be influenced by all areas of your life (leisure, education, family, friends, work).

Identifying Your Transferable Skills

Transferable skills

The first step in identifying your strongest skills is to recognize all the experiences you have had which have allowed you to develop transferable skill.

What kinds of things did you do?

What did you enjoy?

What did you dislike?

What did you learn?

What were you successful at?

What did others think you were especially good at?

Transferable Skills

Transferable Skills are things you learn to do in one situation that can also be used in another, completely different situation.

Communication Skills

- Reading and writing clearly
- Listening carefully

Information Management Skills

- Locating, gathering, and organizing information (like computer skills)
- Accessing and applying knowledge from different disciplines (language, math, etc.)

Number Use

- Measuring, calculating, and recording data
- Making good estimates and verifying information

Problem-Solving Skills

- Seeking and evaluating the root cause and different points of view
- Being creative and innovate when exploring and implementing solutions

Positive Attitude and Behaviour

- Having positive self-esteem
- Demonstrating honesty, integrity, personal ethics and recognition of others

Responsibility

- Setting goals and being accountable for your actions
- Managing time, money and other resources

Adaptability

- Carrying out multiple tasks or projects
- Being open to change, learning from mistakes, and showing innovation

Lifelong learning

- Willing to continue to learn and grow throughout career

Teamwork Skills

- Willing to work with others or independently
- Respecting feelings and ideas of others
- Managing and resolving conflict

Project Completion

- Planning a project or task from start to finish, adapting plan when necessary
- Working toward success while monitoring and evaluating progress

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 part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development.	Personal Management Skills The personal skills, attitudes and behaviours that drive ones potential	Teamwork Skills The skills and attributes needed contribute productively
<p>You will be prepared to progress in the world of work when you can:</p> <p>Communicate</p> <ul style="list-style-type: none"> * read and understand information presented in a variety of forms (eg., words, graphs, charts, diagrams) * write and speak so others pay attention and understand * listen and ask question to understand and appreciate the points of view of others * share information using a range of information and communications technologies (e.g., voice, email, computers) * use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> * 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, language, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> * decide what needs to be measured or calculated * observe and record data using appropriate methods, tools and technology * make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> * 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 	<p>You will be able to offer yourself greater possibilities for achievement when you can :</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> * feel good about yourself and be confident * deal with people, problems and situations with honest, integrity and personal ethics * recognize your own and other people’s good efforts * take care of your personal health * show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> * 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 community <p>Be Adaptable</p> <ul style="list-style-type: none"> * 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 <p>Learn Continuously</p> <ul style="list-style-type: none"> * 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 <p>Work Safely</p> <ul style="list-style-type: none"> * be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>You will be better prepared to add value to the outcome of a task, project or team when you can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> * 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 <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> * 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 * select and use appropriate tools and technology for a task or project * adapt to changing requirements and information * continuously monitor the success of a project or task and identify ways to improve

Confirmation of Volunteer Hours

I would like to confirm that _____ has completed _____ hours of volunteer work within the community.

The specific tasks/responsibilities of this volunteer included:

Start date: _____ End date: _____

Performance comments (optional):

Volunteer coordinator/supervisor name: _____

Contact phone number or e-mail address: _____

Signature: _____

Confirmation of Work Experience

I would like to confirm that _____ has
completed _____ hours of work with _____.

Employer/Supervisor _____

Contact phone number or e-mail address _____

Signature _____

This form is optional, you may provide documentation of your work experience in another format
(eg. letter, form, pay slip, log)

September

Physical Activity Log

Student Name _____ Activity Log for Grade _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

October

Physical Activity Log

Student Name _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

November

Physical Activity Log

Student Name _____ Activity Log for Grade _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

December

Physical Activity Log

Student Name _____

Week 1 Activity(s) _____ Total minutes for the week _____

Week 2 Activity (s) _____ Total minutes for the week _____

Week 3 Activity (s) _____ Total minutes for the week _____

Week 4 Activity (s) _____ Total minutes for the week _____

Week 5 Activity (s) _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

January

Physical Activity Log

Student Name _____ Activity Log for Grade _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

February

Physical Activity Log

Student Name _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

March

Physical Activity Log

Student Name _____ Activity Log for Grade _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

April

Physical Activity Log

Student Name _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

May

Physical Activity Log

Student Name _____ Activity Log for Grade _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

June

Physical Activity Log

Student Name _____

Week 1 Activity _____ Total minutes for the week _____

Week 2 Activity _____ Total minutes for the week _____

Week 3 Activity _____ Total minutes for the week _____

Week 4 Activity _____ Total minutes for the week _____

Week 5 Activity _____ Total minutes for the week _____

(Week 1 and 5 are partial weeks when applicable)

Student Signature _____

Parent/guardian/coach/instructor/ teacher signature _____

Income

List the income you expect to have over the **12 month** period following High School
(Don't include Scholarships, loans, or gifts)

Income (estimate)	_____	1
Income from investments	_____	2
Ongoing support from family	_____	3
Total Income	_____	A (A = sum of 1 -3)

Expenses

List the expenses you expect to have for the **12 month** period after leaving high school.
Enter any amounts that will apply.

Fixed

Housing	_____	10
Car Payments	_____	11
Other Loan payments	_____	12
Utilities (gas, electricity, water)	_____	13
Communications (Cable, Phone, Cell)	_____	14
Other	_____	15

Insurance

Car payments	_____	16
Home or contents (if renting)	_____	17
Other (travel/medical)	_____	18
Total Fixed Expenses	_____	B (B = sum of 10-18)

Variable

Groceries (About \$200/month)	_____	20
Eating out	_____	21
Household (Cleaning, furniture)	_____	22
Computer & accessories	_____	23
Health Care (Dental, Glasses, drugs)	_____	24
Child care	_____	25
Pets	_____	26
Transportation (Car costs \$2000/year)	_____	27
Public Transportation (\$720/year)	_____	28
Clothing	_____	29
Personal Care (Toiletries, laundry)	_____	30
Recreation (movies, DVDs, clubs, etc.)	_____	31
Travel	_____	32
Gifts and Charitable Donations	_____	33
Tuition fees (\$4000-\$6000)/year)	_____	34
Books, supplies (\$500-\$1000/year)	_____	35
Other	_____	36
Total Variable Expenses	_____	C (C = sum of 20-36)

Total Expenses	_____	D (D = B+C)
-----------------------	-------	-------------

Balance Sheet – Will it work out?

Assets

List money you have saved, or money you expect to have when you leave High School, Either from your own jobs, or from your family. Enter any amounts that apply.

My Savings	_____	50
My Investments	_____	51
Scholarships	_____	52
Student Loans	_____	53
RESP in my name	_____	54
Contributions from family and friends	_____	55
Other	_____	56
My Total Assets	_____	E (E = sum of 50-56)

Debts

List any debts you will be responsible for

My credit card balances	_____	60
My student loans (the money I'll owe)	_____	61
My car loan	_____	62
Bank loans	_____	63
Debts to Family	_____	64
My Total Debts	_____	F (F = sum of 60-64)

My Net Worth _____ G (G = E – F)

Enter the information from the above calculations.

The year after school:

Income	_____	From A
Expenses	_____	From D
Difference	_____	H (H = A – D)

Will you have to use savings? _____

Complete all the fields that apply to you and see if your plan can work out.

Keep for your Transition Plan