

# Graduation Transitions Handbook for 2013/2014

Brooks Secondary School  
5400 Marine Avenue  
Powell River, BC, V8A 2L6  
Phone: 604-483-3171  
Fax: 604-483-3127

## Graduation Transitions 2013/2014

### PERSONAL HEALTH

- Demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being.

### COMMUNITY CONNECTIONS

- Demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers.

### CAREER AND LIFE

- Demonstrate the confidence and competency needed to be self-directed.



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

NOTE: The *Graduation Transitions Handbook* is also available online at the Brooks website:

<http://www.sd47.bc.ca/school/brooks/ProgramsServices/counselling/edcounselling/Pages/default.aspx>

# What Is Graduation Transitions?

**Graduation Transitions** is intended to prepare students for a successful transition to life after secondary school. In order to meet this goal, Graduation Transitions encourages students to:

- take ownership of their own health and learning
- examine and demonstrate connections between their learning and their future
- create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
- exhibit attributes of a model B.C. graduate

**Graduation Transitions** is an opportunity for students to reflect on their knowledge and abilities and plan for life after graduation by collecting evidence of their achievements in the following required areas:

Personal Health - Daily physical activity and a commitment to fitness and physical and emotional well-being are key to healthy living. In this component of Graduation Transitions, students develop the knowledge, attitudes, and habits needed to be healthy individuals by maintaining a personal health plan and participating in at least 150 minutes per week of moderate to vigorous physical activity in each of Grades 10, 11, and 12.

Community Connections - Life after graduation includes the world of work and community responsibilities. As part of Graduation Transitions, students gain employability skills through participation in at least 30 hours of work experience and/or community service.

Career and Life - Graduation Transitions Graduation Transitions requires students to explore personal and career goals during their secondary school years and create a plan for life after graduation. Transition planning is an ongoing process throughout the graduation program years and requires the completion of a transition plan, culminating in a final Grade 12 presentation.

# Attributes of a BC Graduate

During a year-long, province-wide consultation, thousands of BC citizens identified the following characteristics of the ideal BC graduate:

## **In their intellectual development, graduates should achieve:**

- competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
- the ability to use and understand information technologies
- the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes
  - knowledge of both a first and second language
  - an understanding and appreciation of artistic and aesthetic expression
- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

## **In their human and social development, graduates should achieve:**

- the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

## **In their career development, graduates should achieve:**

- the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society
- knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths
- experience in planning for, and working towards, career and life goals
- the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers

# Student Checklist

In order for Graduation Transitions to be considered complete, you must have the following items and documents:

## A. Personal Health

- 150 minutes per week of physical activity from Grade 10-12 (all year long)

- Personal fitness reflection

Use the official *Brooks Secondary Physical Activity* form

## B. Community Connections

- 30 hours of work and/or community service

- Employability Skills Reflection Note:

Use the official *Brooks Secondary Work Experience/Community Service* form

## C. Career and Life

- Current resume

- Current cover letter

- Transition Plan:**  
Evidence can include skills and interest inventories, strengths checklist, personality tests, school and career pamphlets, attendance at job and school fairs, workshops, print material from career and school websites, etc.

Note: You MUST fill out the forms from the Graduation Transitions Handbook (Transition Plan Questions, Career Research forms, and Post – Secondary School Research forms). You may include additional evidence.

- Financial plan/budget

- An application copy (school or work)

- Participation in Exit Interview





## Physical Activity Reflection

Explain how your activity/activities impact(s) your personal health and/or lifestyle choices. Reflect on what your lifestyle will be like (e.g., time or stress) and how this will affect your physical activities.

Describe your long-range plans for engaging in physical activities after graduation.

## Work Experience/Community Service

**Brooks Secondary School**  
5400 Marine Avenue  
Powell River, BC, V8A 2L6  
Phone: 604-483-3171  
Fax: 604-483-3127

Goal: Participate in at least 30 hours of work experience and/or community service.

### To be completed by the student:

Student Name: \_\_\_\_\_

Name of Volunteer/Work Organization: \_\_\_\_\_

Volunteer/Work Organization Phone Number: \_\_\_\_\_

Duration of Experience: From \_\_\_\_\_ To \_\_\_\_\_  
(month/day/year) (month/day/year)

Total Hours: \_\_\_\_\_

\*You may wish to include additional documentation: pay slip, log book, letter of reference or certificate.

Description of the duties, tasks, activities that you performed at the volunteer/work organization:

### To be completed by the supervisor/sponsor only.

I hereby verify that the above named student has acquired \_\_\_\_\_ hours of work experience and or community service under my supervision/sponsorship.

Supervisor's/Sponsor's Name: (print full name) \_\_\_\_\_

Supervisor's/Sponsor's Signature: \_\_\_\_\_

Telephone #: \_\_\_\_\_

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



## Employability Skills 2000+

**INSTRUCTIONS:** Check off the appropriate skills in each column to indicate the fundamental, personal management, and teamwork skills you demonstrated or acquired during your work experience and/or community service activity. Be prepared to discuss specific examples at your Exit Interview.

<p style="text-align: center;"><b><u>Fundamental Skills</u></b></p>	<p style="text-align: center;"><b><u>Personal Management Skills</u></b></p>	<p style="text-align: center;"><b><u>Teamwork Skills</u></b></p>
<p>The skills needed as a base for further development. You will be better prepared to progress in the world of work when you can:</p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li><input type="checkbox"/> Write and speak so others pay attention and understand</li> <li><input type="checkbox"/> Listen and ask questions to understand and appreciate the points of view of others</li> <li><input type="checkbox"/> Share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Locate, gather and organize information using appropriate technology and information systems</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Decide what needs to be measured or calculated</li> <li><input type="checkbox"/> Observe and record data using appropriate methods, tools and technology</li> <li><input type="checkbox"/> Make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess situations and identify problems</li> <li><input type="checkbox"/> Seek different points of view and evaluate them based on facts</li> <li><input type="checkbox"/> Recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li><input type="checkbox"/> Identify the root cause of a problem</li> <li><input type="checkbox"/> Be creative and innovative in exploring possible solutions</li> <li><input type="checkbox"/> Readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li><input type="checkbox"/> Evaluate solutions to make recommendations or decisions</li> <li><input type="checkbox"/> Implement solutions</li> <li><input type="checkbox"/> 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 You will be able to offer yourself greater possibilities for achievement when you can:</p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feel good about yourself and be confident</li> <li><input type="checkbox"/> Deal with people, problems and situations with honesty, integrity and personal ethics</li> <li><input type="checkbox"/> Recognize your own and other people's good efforts</li> <li><input type="checkbox"/> Take care of your personal health</li> <li><input type="checkbox"/> Show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set goals and priorities balancing work and personal life</li> <li><input type="checkbox"/> Plan and manage time, money and other resources to achieve goals</li> <li><input type="checkbox"/> Assess, weigh and manage risk</li> <li><input type="checkbox"/> Be accountable for your actions and the actions of your group</li> <li><input type="checkbox"/> Be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work independently or as a part of a team</li> <li><input type="checkbox"/> Carry out multiple tasks or projects</li> <li><input type="checkbox"/> Be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li><input type="checkbox"/> Be open and respond constructively to change</li> <li><input type="checkbox"/> Learn from your mistakes and accept feedback</li> <li><input type="checkbox"/> Cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be willing to continuously learn and grow</li> <li><input type="checkbox"/> Assess personal strengths and areas for development</li> <li><input type="checkbox"/> Set your own learning goals</li> <li><input type="checkbox"/> Identify and access learning sources and opportunities</li> <li><input type="checkbox"/> Plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 You will be better prepared to add value to the outcomes of a task, project or team when you can:</p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and work within the dynamics of a group</li> <li><input type="checkbox"/> Ensure that a team's purpose and objectives are clear</li> <li><input type="checkbox"/> Be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li><input type="checkbox"/> Recognize and respect people's diversity, individual differences and perspectives</li> <li><input type="checkbox"/> Accept and provide feedback in a constructive and considerate manner</li> <li><input type="checkbox"/> Contribute to a team by sharing information and expertise</li> <li><input type="checkbox"/> Lead or support when appropriate, motivating a group for high performance</li> <li><input type="checkbox"/> Understand the role of conflict in a group to reach solutions</li> <li><input type="checkbox"/> Manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li><input type="checkbox"/> Develop a plan, seek feedback, test, revise and implement</li> <li><input type="checkbox"/> Work to agreed quality standards and specifications</li> <li><input type="checkbox"/> Select and use appropriate tools and technology for a task or project</li> <li><input type="checkbox"/> Adapt to changing requirements and information</li> <li><input type="checkbox"/> Continuously monitor the success of a project or task and identify ways to improve</li> </ul> <p>Material adapted from:</p> <p><b>Employability Skills 2000+</b></p> <p><b>The Conference Board of Canada</b>            255 Smyth Road, Ottawa            ON K1H 8M7 Canada  <i>Tel.</i> (613) 526-3280  <i>Fax</i> (613) 526-4857  <i>Internet:</i>  <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></p>

# Resources for Career and School Research

Don't know where to start in your transition planning? Use this handout to give you ideas about where to find information about careers and schools.

## Self-assessment

Discovering which career is best for you can be a confusing and daunting task. Using self-assessment tests can help you discover career possibilities that you may be suited for based on your goals, personality, skills, strengths and interests. Use these websites as a place to start your self-assessment, and/or see your school counsellor for more information.

- [www.careercruising.com](http://www.careercruising.com) username: Brooks password: thunderbirds
- [www.buildacareer.ca](http://www.buildacareer.ca)
- [www.workbc.ca](http://www.workbc.ca)
- [www.destination2020.org](http://www.destination2020.org)

## Research

You probably still have a lot of the school and career research you did in Planning 10. Use that information as a starting point for further exploration. If you want to start over or have changed your mind about the schools and jobs you are interested in, you can use the following websites to get more information.



[www.careercruising.com](http://www.careercruising.com)

Career Cruising is an interactive website designed to help people find the right career, explore different career options, and plan future education and training. It includes interest (Career Matchmaker) and skills assessments, multimedia interviews, detailed occupational profiles and detailed school profiles and links.

[www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)

Education Planner offers a one stop-shop approach to finding clear and reliable information about post-secondary programs available in BC. You can search for programs by field of study, subject area, program length, credential granted or institution. Information about individual programs, admission requirements, tuition fees, start dates, and application deadlines can be found in this one place.



British Columbia  
Occupational Outlooks

[www.workfutures.bc.ca](http://www.workfutures.bc.ca)

Work Futures is a comprehensive website that gives detailed occupation profiles, including each occupational group's main duties, education and training, working conditions, employment prospects, related occupations, and related links.

## School and Job Fairs

If you have the opportunity, attend any school and job fairs in your area. Many colleges and universities offer prospective student tours and information sessions about their school and their specific programs. You can also gather information from the university/college visits that all Grade 12s participate in, which is a type of school fair. In addition, job fairs are continually advertised in many communities. You may be able to attend one.

## Workshops

Attend workshops whenever you get a chance. Brooks will be offering school based workshops on transition planning, so watch for those opportunities.

## Job Shadows

See Mr. Palm for work experience and job shadowing opportunities in our community.

# Joe Smith

Your name and address should appear at the top of your resume

111 Brooks Street  
Powell River, BC  
V8A 1Z2

604.111.2222  
jsmith@email.com

You will be judged on the name provided in your email address. Use an appropriate email address and keep the informal ones for your friends (i.e. DO NOT use crazygirl@email.com)

## Objective

To obtain a part time job with Safeway as a cashier.

## Skills and Qualifications

- Excellent written and oral communication skills.
- Work well with others team members.
- Proven ability to deal politely and effectively with customers.
- Good computer, math and basic accounting skills.

For individuals that have not had a lot of job experience, highlighting current skills is a good way to impress a potential employer

Always include your most recent work experience first. Be sure to include all relevant or related experience.

## Experience

06/06 - present      Coffee Beans      Powell River, BC  
Cashier/Server

- Take and prepare drink and food orders for customers.
- Use the cash register and debit and credit card machines for transactions.
- Maintain a clean prep area for food and beverages.
- Interact with customers and promote customer satisfaction.

July 2007      BC Disability Games      Powell River, BC  
Food Preparation

- Prepared and served meals for athletes on a daily basis.

Include volunteer experience in this section, or if you have performed a lot of volunteer work create a "Volunteer Experience" section to highlight these activities

07/05 - 09/05      The Greasy Spoon      Powell River, BC  
Dishwasher

- Clean and sort dishes in the kitchen.
- Maintain a clean kitchen area for food preparation (sweep, mop, disinfect, etc.).

## Education

09/05 - present      Brooks Secondary      Powell River, BC

- Currently a Grade 12 student.
- Principal's Honour Roll in Grade 10 and 11.

## Accomplishments and Certifications

- 2007-2008 Student Council
- NCCP Level 1 Soccer Coach (Theory, Technical, and Practical)

List additional courses and achievements you have acquired.

## Interests

- Play and referee youth soccer.
- Read science fiction.
- Travel and learn about different countries and cultures. I have been to Greece, Italy, Mexico, and Spain.

## References

Sally Nelson  
English Teacher  
604.123.4567

Steve Card  
Soccer Coach  
604.222.3333

Janice Pitch  
Personal Reference  
604.765.4321

Employers assume you will give them a list of contacts for references if asked, so this section can be omitted or write "Available upon request."

# Writing a Cover Letter

Once you know where you want to apply for a job you can create a cover letter for your resume. The purpose of the cover letter is to convince an employer that you are well suited for the job. Use a basic business letter format.

## Cover Letter Format Guidelines:

Joe Smith  
111 Brooks Street  
Powell River, BC  
V8A 1Z2  
jsmith@email.com

Use your own name, address, phone number and email address.

May 14, 2008

Use the current date

Jane Doe  
Cool Threads  
11 Main Street  
Powell River, BC  
V8A 1W1

The inside address is the recipient's address. Include a specific individual at the business (owner, manager, or person in charge of hiring). Call the business and get the exact name and title of the person.

### **Paragraph 1**

State your interest in the business and the job that you want. Include how you learned of the position and basic information about yourself.

Dear Ms. Jane Doe:

Avoid using "Dear Sir/Madam or To Whom it May Concern". Use the same name as the inside address.

I am interested in applying for the retail salesperson position at Cool Threads, which was recently advertised at the Brooks Secondary School Career Centre. I am very interested in this position and believe that my current skills and passion for clothing make me an excellent candidate for the job.

As a high school student, I have developed organizational and communication skills through my involvement in school sports and by coaching youth soccer. I enjoy working with others and interacting with people, as demonstrated by my numerous volunteer activities with Youth Advisory Council and the Brooks Student Council. Furthermore, I've taken several business courses, such as Business Computer Applications 11 and Accounting 11 which have given me the necessary business and math skills needed for working in retail. I have enclosed my resume with further details.

I would enjoy being a part of your store and am available for an interview at your convenience. You can contact me at 111-2222 or leave a message at 111-2223. I look forward to hearing from you.

Sincerely,

*(sign your name)*

### **Paragraph 3**

Request an interview and leave a number where you can be reached.

### **Paragraph 2**

Highlights your experiences and skills you can offer the business. Be specific. Refer them to your resume for further details.

Joe Smith

Be sure to sign your name in black pen between your closing and typed name. Leave about 5 blank lines in between.

# Transition Plan

Part of Graduation Transitions is preparing a comprehensive plan that indicates that you are prepared to successfully transition from secondary school. If you are unsure of where to start in your transition planning or have trouble answering the questions below, please refer to the “Resources for Career and School Research” on the previous page for ideas and information.

Please answer the following questions.

1. Describe some of the experiences that you have had during the last three years that you are proud of the most.

--

2. Describe your strengths and weaknesses. What areas are you strong in? In what areas would you like to grow?

STRENGTHS	WEAKNESSES

3. What short term goals do you have for next year? Please list at least three.

1.
2.
3.

4. What steps are you taking/have you taken to help you achieve these three short term goals?

5. Write your career goal(s) below. (EXAMPLE: *My career goal is to become a computer technician.*)

6. Why is this career goal a good choice for you? (EXAMPLE: *I value working inside; I can repair things; I like technical drawings and diagrams.*)

7. Describe how your work/school/volunteer experience has had an impact on your career preparation.  
EXAMPLE: *I attended Beyond Brooks workshops and learned that I can do co-op terms at Camosun College. I have now applied to Camosun because of this.*

8. What steps are you taking/have you taken to help you achieve your career goals? EXAMPLE: *I have completed WHIMIS, CPR Level C and Standard First Aid in order to apply for the nursing program. I am in the process of...*

9. What is your educational/personal backup plan in case your initial plans do not work out?

# Career Research—Career 1

**INSTRUCTIONS:** Using the websites on the “Resources for Career and School Research” page find information on one possible career that you are interested in learning more about.

Career Cruising ([www.careercruising.com](http://www.careercruising.com) username: Brooks password: thunderbirds) will give you all of the information needed below.

Occupational Title: \_\_\_\_\_

Brief Job Description:

Educational and/or Training Requirements:

Earnings:

Working Conditions:



Related Occupations:

Other:

Analysis:

After looking at this career in more detail, does it appeal to you? What about the career do you like/dislike?

## Career Research—Career 2

**INSTRUCTIONS:** Using the websites on the “Resources for Career and School Research” page find information on another possible career that you are interested in learning more about.

Career Cruising ([www.careercruising.com](http://www.careercruising.com) username: Brooks password: thunderbirds) will give you all of the information needed below.

Occupational Title: \_\_\_\_\_

Brief Job Description:

Educational and/or Training Requirements:

Earnings:

Working Conditions:

Related Occupations:

Other:

Analysis:

After looking at this career in more detail, does it appeal to you? What about the career do you like/dislike?

# Post-Secondary School Research

Use Career Cruising, Education Planner, and school websites to complete the following Program Comparison Chart. Choose two similar programs to research.

Examples: Bachelor of Science program at UBC and a Bachelor of Science program at VIU.  
 Bachelor of Journalism program at Carleton and a Journalism Certificate at Langara.

**Career Cruising:** [www.careercruising.com](http://www.careercruising.com) username: Brooks password: thunderbirds

**Education Planner:** [www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)

	Program 1	Program 2
Institution		
Program Name		
Location		
Length of program		
School Prerequisites		
Program Prerequisites		
Tuition		
Books and Supplies		
On campus housing? Cost?		
Co-op opportunities?		
Application Deadline		
Which program do you prefer? Why?		

# Budget

Complete **ONE** of the following budgets that most closely matches your plans for next year. For example, if you plan on working next year, please fill in the EMPLOYMENT budget only. If you feel uncomfortable using your current financial information, please prepare a “mock” (made up estimates) budget.

**(A) If you will be attending POST-SECONDARY fill out this budget:**

Income		Expenses	
Cash/Savings	\$	Tuition	\$
Part-time Earnings	\$	Books/Supplies	\$
Student Loan	\$	Telephone	\$
Awards/Scholarships	\$	Cable/Internet	\$
Income Assistance	\$	Food	\$
Funding from Parents	\$	Transportation	\$
Other Income	\$	Medical and Dental	\$
		Personal (clothing, hygiene)	\$
		Entertainment	\$
		Other	\$
<b>Total Income</b>	<b>\$</b>	<b>Total Expenses</b>	<b>\$</b>

**(B) If you will be EMPLOYED fill out this EMPLOYMENT (per month) budget:**

Income		Expenses	
Cash/Savings	\$	Housing (rent)	\$
Employment Earnings	\$	Utilities (electricity, water)	\$
Income Assistance	\$	Telephone	\$
Funding from Parents	\$	Cable/Internet	\$
Other Income	\$	Food	\$
		Transportation	\$
		Medical and Dental	\$
		Personal (clothing, hygiene)	\$
		Entertainment	\$
		Other	\$
<b>Total Income</b>	<b>\$</b>	<b>Total Expenses</b>	<b>\$</b>

(C) If you will be TRAVELLING fill out this TRAVEL budget:

Income		Expenses	
Cash/Savings	\$	Accommodations	\$
Work Abroad	\$	Transportation (to and from destination)	\$
Funding from Parents	\$	Transportation (while on trip)	\$
Other Income	\$	Food	\$
		Medical and Dental Insurance	\$
		Personal (clothing, hygiene)	\$
		Entertainment	\$
		Other	\$
<b>Total Income</b>	<b>\$</b>	<b>Total Expenses</b>	<b>\$</b>

# GRAD TRANSITIONS

Employment Application



APPLICANT INFORMATION			
Last Name	First	M.I.	Date
Street Address		Apartment/Unit #	
City	Prov	Postal Code	
Phone	E-mail Address		
Date Available		Desired Salary	
Position Applied for			
Are you a Canadian Citizen      YES <input type="checkbox"/> NO <input type="checkbox"/> If no, are you authorized to work in Canada.?    YES <input type="checkbox"/> NO <input type="checkbox"/>			
Have you ever worked for this company?    YES <input type="checkbox"/> NO <input type="checkbox"/> If so, when?			
Have you ever been convicted of a felony?    YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, explain			

EDUCATION				
High School		Address		
From	To	Did you graduate?	YES <input type="checkbox"/> NO <input type="checkbox"/>	Degree
College		Address		
From	To	Did you graduate?	YES <input type="checkbox"/> NO <input type="checkbox"/>	Degree
Other		Address		
From	To	Did you graduate?	YES <input type="checkbox"/> NO <input type="checkbox"/>	Degree

REFERENCES	
<i>Please list three references.</i>	
Full Name	Relationship
Company	Phone    (    )
Address	

Full Name		Relationship	
Company		Phone ( )	
Address			
Full Name		Relationship	
Company		Phone ( )	
Address			
<b>PREVIOUS EMPLOYMENT</b>			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary	\$	Ending Salary \$
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference? YES <input type="checkbox"/> NO <input type="checkbox"/>			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary	\$	Ending Salary \$
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference? YES <input type="checkbox"/> NO <input type="checkbox"/>			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary	\$	Ending Salary \$
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference? YES <input type="checkbox"/> NO <input type="checkbox"/>			
<b>DISCLAIMER AND SIGNATURE</b>			
I certify that my answers are true and complete to the best of my knowledge.			
Signature			Date



## Final Reflection

Having completed your Transition Plan, describe how you feel about your plans. Are you excited? Are you nervous? What worries you about the future? What do you look forward to? Explain.

Student Signature: \_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_

# Exit Interview

You must complete all of the requirements for Graduation Transitions (use the checklist provided in this handbook). Once you have completed all of the Graduation Transitions, you are ready to participate in an Exit Interview.

If you are an early grad (finished in January), please see your alpha counsellor to set up an Exit Interview. All other Grade 12 students will be given an appointment time on EXIT INTERVIEW DAY (Date: TBA). Do not miss your appointment!! You will present your documents and Transition Plan to an Exit Interview team member, which could be a teacher, counsellor, administrator, or school board member.

The Exit Interview is meant to mimic a job interview and you will be expected to answer many standard job interview questions. The interview should take approximately 15-20 minutes. See below for possible questions and interview tips.

## Interview Tips

## Possible Questions

1. Be prepared. Practice! Practice! Practice! Look at the possible questions and practice answers to each of them.
2. Be organized. Have all of your documents together and neatly organized.
3. Dress appropriately to your interview. Dress conservatively and comfortably.
4. Be punctual. Arrive early to your scheduled interview time.
5. Upon meeting your interviewer, greet him/her with a firm handshake.
6. Practice good poise. Keep your hands and feet still. Sit up straight. No chewing gum.
7. Look at the interviewer's face during your conversation. Maintain comfortable eye contact with him/her.
8. Speak clearly and project your voice in a confident manner.
9. Be enthusiastic and show this in your answers and body language.
10. Don't be afraid to pause before you answer to gather your thoughts; however, avoid long pauses.
11. Explain your answers succinctly. Do not use yes or no answers. Interviewers want to get to know you.

1. How would you describe yourself?
2. What are your greatest strengths?
3. What are your weaknesses?
4. What career are you thinking of pursuing after high school?
5. What influenced you to choose this career?
6. What do you think it takes to be successful in this career?
7. Do you have the skills/interests/personal characteristics/qualifications necessary for success in your chosen career?
8. What classes or subjects did you like best in school? Why?
9. How have you changed since Grade 9?
10. What challenges have you faced in school? How have you dealt with them?
11. What motivates you to put forth your greatest effort?
12. Have you found ways to make school/work easier or more rewarding? Explain.
13. Describe a situation where you adapted to a new and difficult situation.
14. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way or to follow your suggestion?
15. Describe an instance when you showed creativity in solving a problem.
16. Give an example of something you've done from either work or school that demonstrates your willingness to work hard.
17. Tell me about a time when your active listening skills really paid off for you.
18. Give an example of when you had to make an unpopular decision.
19. Describe a situation when you were able to have a positive influence on the actions of others.
20. Tell me about a time when you made a bad decision at work/volunteer activities. What would you do differently next time?
21. Describe a situation where you had a conflict with a co-worker or with a customer. Would you handle things differently next time?
22. Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle the situation?
23. What advice can you offer the Grade 9 students entering Brooks for the first time? Think about things that worked well for you or situations you would do differently.