

Graduation Transitions Handbook

Brooks Secondary School
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Graduation Transitions

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>

Graduation Transitions

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 personal fitness reflection
*Note: Use the official **Brooks Secondary Physical Activity** forms.*

B. Community Connections

- 30 hours of work and/or community service
- Employability skills reflection
*Note: Use the official **Brooks Secondary Work Experience/Community Service** forms.*

C. Career and Life

- Current resume
- Current cover letter
- Transition Plan
Evidence can include skills and interest inventories, strengths checklists, personality tests, school and career pamphlets, attendance at job and school fairs, workshops, print material from career and school websites, Research forms, and Post-secondary. You may include additional evidence.
*Note: You **must** fill out the forms from the **Graduation Transitions Handbook**(Transition Plan Questions, Career School Research forms)*
- Financial plan/budget
*Note: You **may** use one of the budgets from the **Graduation Transitions Handbook**.*
- Application copy (school or work)
- Participation in Exit Interview

Physical Activity Log

Goal: Engage in at least 150 minutes per week of regular physical activity.

To be completed by the student:

Student Name: _____ Grade: _____

Check off one of the following courses, and/or track your activity using the low below:

- | | | |
|--|--|--|
| <input type="checkbox"/> Dance 11 | <input type="checkbox"/> Personal Fitness 11 | <input type="checkbox"/> Physical Education 12 |
| <input type="checkbox"/> Dance 12 | <input type="checkbox"/> Personal Fitness 12 | <input type="checkbox"/> Principles of Soccer 11 |
| <input type="checkbox"/> Outdoor Recreation 11 | <input type="checkbox"/> Physical Education 11 | <input type="checkbox"/> Principles of Soccer 12 |

NOTE: If you have not taken school curriculum programs, please have your coach, instructor, or supervising adult sign below.

Supervising Adult's Signature: _____ Total Hours: _____

Date	Type of Exercise/Activity	Total Hours	Verification Signature
09/08 – 01/09	Dance 11	95 hours	see report card
May 30, 2009	Ultimate Frisbee	45 min.	<i>Mrs. Jane Doe</i> parent/guardian
12/08 – 03/09	High School Gymnastics Team -training 3 days a week (2 hours)	60 hours	<i>Jane Doe</i> parent/guardian

Sample Form

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

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.

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

Work Experience/Community Service cont...

To be completed by the student: Using the *Employability Skills 2000+* checklist from the previous page, explain some of the fundamental, personal management, and teamwork skills you acquired during your work experience and/or community service. Please provide specific examples.

Fundamental Skills

Personal Management Skills

Teamwork Skills

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 username: Brooks password: thunderbirds
- www.workinonet.bc.ca
- www.jobfutures.bc.ca
- 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

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.

The logo for Career Cruising, with "Career" in blue and "Cruising" in yellow.

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.

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.

The logo for Work Futures, with "Work Futures" in blue and "British Columbia Occupational Outlooks" in a smaller blue font below it.

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.

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. Describe some of the contributions that you have made to your school and/or community.

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

1.
2.
3.

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

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

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7. 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.*)

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8. 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.*

9. 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...*

10. 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 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 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 **username:** Brooks **password:** thunderbirds

Education Planner: 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) POST-SECONDARY

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	\$
Total Income	\$	Total Expenses	\$

(B) EMPLOYMENT (per month)

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	\$
Total Income	\$	Total Expenses	\$

(C) TRAVEL

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	\$
Total Income	\$	Total Expenses	\$

Sample Resume

Joe Smith

111 Brooks Street
Powell River, BC
V8A 1Z2

604.111.2222
jsmith@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.

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.

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)

- 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	Steve Card	Janice Pitch
English Teacher	Soccer Coach	Personal Reference
604.123.4567	604.222.3333	604.765.4321

Comment [ab1]: Your name and address should appear at the top of your resume.

Comment [ab2]: 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).

Comment [ab3]: For individuals that have not had a lot of job experience, highlighting current skills is a good way to impress a potential employer.

Comment [ab4]: Always include your most recent work experience first. Be sure to include all relevant or related experience.

Comment [ab5]: Use action verbs to describe your work duties and responsibilities. For example, use words like the following:

aided	filed	researched
analyzed	helped	sold
assembled	handled	started
cleaned	managed	trained
coached	ordered	tutored
edited	participated	used

Comment [ab6]: 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.

Comment [ab7]: List additional courses and achievements you have acquired.

Comment [ab8]: 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

May 14, 2008

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

Dear Ms. Jane Doe:

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)

Joe Smith

Comment [ab9]: Sender's Address: Use your own name, address, phone number and email address.

Comment [ab10]: Date: Use the current date.

Comment [ab11]: Inside Address: 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.

Comment [ab12]: Salutation: Avoid using "Dear Sir/Madam or To Whom it May Concern." Use the same name as the inside address.

Comment [ab13]: Paragraph One: State your interest in the business and the job that you want. Include how you learned of the position and basic information about yourself.

Comment [ab14]: Paragraph Two: Highlight your experiences and skills you can offer the business. Be specific. Refer them to your resume for further details.

Comment [ab15]: Paragraph Three: Request an interview and leave a number where you can be reached.

Comment [ab16]: Closing: Be sure to sign your name in black pen between your closing and typed name. Leave about 5 blank lines in between.

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

<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.
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