



Graduation Transitions Handbook

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

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:

www.sd47.bc.ca/counselling.html



Graduation Transitions

Student Checklist

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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 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.
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, etc.
- 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 Reflection

Explain how your activity/activities impact(s) your personal health and/or lifestyle choices. You should think about the lifestyle that you want to have and your own physical limitations.

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

Work Experience/Community Service

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

To be completed by the student:

Student Name: _____ Grade: _____

Name of Volunteer/Work Organization: _____ Contact Phone # _____

Name of Employer/Supervisor: _____ Signature of Employer/Supervisor: _____

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:

Refer to the *Employability Skills 2000+* document (summary below) and identify the fundamental, personal management and teamwork skills you have developed at this volunteer/work organization.

| FUNDAMENTAL | PERSONAL MANAGEMENT | TEAMWORK |
|--|---|---|
| <input type="checkbox"/> Communicate <input type="checkbox"/> Manage Information <input type="checkbox"/> Use Numbers <input type="checkbox"/> Think & Solve Problems | <input type="checkbox"/> Demonstrate Positive Attitudes & Behaviours <input type="checkbox"/> Be Responsible <input type="checkbox"/> Be Adaptable <input type="checkbox"/> Learn Continuously <input type="checkbox"/> Work Safely | <input type="checkbox"/> Work with Others <input type="checkbox"/> Participate in Projects & Tasks |

| Skill Acquired | Explanation |
|---------------------|-------------|
| Fundamental | |
| Personal Management | |
| Teamwork | |

Go to the following website for the entire *Employability Skills 2000+* list of skills:

<http://www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf>

Sample Resume

Joe Smith

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

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).

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

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:

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

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

Date: Use the current date.

May 14, 2008

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.

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

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

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.

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.

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.

Paragraph Two: Highlight your experiences and skills you can offer the business. Be specific. Refer them to your resume for 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.

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

Sincerely,

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

(*sign your name*)

Joe Smith

Transition Plan

Part of Graduation Transitions is preparing a comprehensive plan that indicates that you are prepared to successfully transition from secondary school.

Please answer the following questions and complete the following activities (career research, post-secondary school research, and budget). If you are unsure of where to start in your transition planning, please refer to the "Resources for Career and School Research" page for ideas.

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

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

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

4. Describe how your work/school/volunteer experience has had an impact on your career preparation.

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

6. Where do you hope to be in five years? Ten years? Describe what work place you hope to be in or education you may be pursuing.

7. What steps are you taking to help you achieve your goals?

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



Resources for Career and School Research

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

You are expected to develop a comprehensive plan that indicates that you are prepared to successfully transition from secondary school. Part of that plan includes showing evidence of career and school research which can include skills and interest inventories, strengths checklists, personality tests, school and career pamphlets, participation in job and school fairs, workshops, job shadows, research from career and school websites, etc. Use the information below to help start your search into these areas.

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.workinfontet.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.

CareerCruising 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
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.

Work Futures 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.
British Columbia Occupational Outlooks

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.

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.

Occupational Title: _____

Source(s) of Information: _____

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 a second possible career that you are interested in learning more about.

Occupational Title: _____

Source(s) of Information: _____

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.

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.

(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 | \$ |

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: _____

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. |
|---|---|

Resources

The following resources were invaluable for the creation of this document.

Butler, M. (1999). *Expanding Your Horizons*. 2nd ed. Toronto: McGraw-Hill Ryerson Ltd.

Career Cruising. Advisor's Guide: Career Cruising 2007. Anaca Technologies Ltd.

Conference Board of Canada. (2008). Employability Skills 2000+. Ottawa: Conference Board of Canada. Retrieved from http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

Ministry of Education. (2008). Program Guide for Graduation Transitions.

**A special thanks to all of the districts who also offered their own Graduation Transitions Handbooks for use by other districts at conferences and workshops.