



LA MATHESON SECONDARY SCHOOL  
GRADUATION TRANSITIONS PROGRAM  
GRADE 12 WORK BOOK  
2015-2016

STUDENT'S NAME \_\_\_\_\_

## Dear Grad of 2016:

Welcome Back! It's your graduation year, which means that you will be completing the Graduation Transitions program that you started in Grade 10 in order to graduate.

This booklet contains information about all of the requirements to complete the Graduation Transitions program. You will receive one booklet. If you lose your booklet, you are responsible for printing out the required handouts using the Grad Transitions website.

This booklet includes:

- An overview of the Graduation Transitions Program
- Information about Exit Interviews
- Transition Plan
- Financial Plan
- Attributes of a BC Graduate

I'm here to help you complete the necessary work and answer any questions that you may have. Throughout the year, we will be offering help during set times (lunch each Wednesday or after-school on Thursdays). Although you have until Exit Interview Day to complete your work, it's strongly recommended that you finish ahead of time. The option to complete the Exit Interview early is available and a great choice if second semester will be particularly busy for you.

Please stay up to date throughout the year via the Grad Transitions website and Twitter.

Website: [www.lamgradtransitions.weebly.com](http://www.lamgradtransitions.weebly.com)

Twitter:  @LAM\_GradTrans

**Mr. D. Deol**

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Twitter:  @mrdeol

For help, please visit me in the Career Centre or room D256

# CHECKLIST

## **Personal Health** - normally completed in Planning 10

- Declaration of Daily Physical Activity form - page 9
- 5 Day Eating Log - page 10
- Personal Health Reflection Questions - page 11

## **Community Connections**

- 30 Hours Work Experience or Volunteer Experience Activity Log - page 12
- Work or Volunteer Experience Reflections - pages 13 to 15

## **Career & Life**

- Cover Letter
- Resume
- Application (Job, Post-Secondary, or Scholarship)
  - Due January 15, 2016
- Transition Plan - page 4
- Financial Plan - page 5
- Attributes of a BC Graduate - pages 6 & 7
  
- Exit Interview** - page 8

- All of these documents are available for download on the GT website:

[www.lamgradtransitions.weebly.com](http://www.lamgradtransitions.weebly.com)

## GRADUATION TRANSITIONS PROGRAM OVERVIEW

To successfully complete the Graduation Transitions Program and receive the four-credits required for graduation in the province of British Columbia, the following must be completed:

### Personal Health

- Declaration of Daily Physical Activity - 150 minutes of Daily Physical Activity every week in Grades 10, 11 or 12 – page 9 of this booklet
- Personal Health Questions and Five Day Eating Log – pages 10 & 11  
*These handouts can also be found on the website or on the Career Centre GT bulletin board*

### Community Connections

- 30 hours of work or volunteer experience – please fill out the Work or Volunteer Experience log and provide supporting documentation (e.g. pay stub, letter) – page 12
- Complete the Work or Volunteer Experience Reflection questions – pages 13 to 15

### Career and Life

- Updated Resume
- Updated Cover Letter
- Application Form for post-secondary, a scholarship, or a job. Please print the confirmation email sent to you by the employer, post-secondary institution, or scholarship provider – due January 15, 2016
- Transition Plan – page 4
- Financial Plan – page 5
- Attributes of a BC Graduate Reflection Responses – pages 6 & 7
  
- Exit Interview – Tuesday, April 5, 2016 – page 8

**Students graduating at the end of first semester must complete all components and the interview by January 15, 2016.**

Students graduating in June must complete and submit their work by Exit Interview Day on Tuesday, April 5, 2016. Failure to complete your GT components and Exit Interview will result in a delayed graduation. Dinner-Dance Tickets will not be sold to you until all Grad Transitions assignments have been completed.

Do not wait until the last minute. You can complete the Exit Interview early at any time between December to March or on the set interview day of April 5, 2016.

## TRANSITION PLAN

For each aspect, write a specific and detailed goal that you wish to achieve after graduation.

<b>EDUCATION</b>	
<b>CAREER</b>	
<b>PERSONAL LIFE</b>	
<b>HEALTH</b>	

# FINANCIAL PLAN

- From your transition plan (page 4), pick a goal that will require some significant financial expenditure. Indicate the time frame you wish to achieve this goal.

<b>GOAL</b>	
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## Detailed Cost Breakdown

- List all the expenses and their amount related to achieve your goal. This will require you to do some research using the internet or by phoning community contacts.

Expense	Cost
<b>TOTAL COST</b>	\$

## Financing Goal

- Please discuss how you will pay to reach the goal identified above. What are some realistic sources of income that you plan on using to achieve your goal? How much from each source of income will you use towards your chosen goal?


## ATTRIBUTES OF A BC GRADUATE

### A. Intellectual Development, graduates should achieve:

1. competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
2. the ability to use and understand information technologies
3. 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
4. the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
5. an understanding of the importance of a lifelong commitment to continuous learning

### B. Human and Social Development, graduates should achieve:

6. 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
7. the knowledge and understanding to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
8. the attitudes, knowledge and positive habits to be healthy individuals, responsible for their physical and emotional well-being
9. the attitudes and competencies to be community contributors who take the initiative to improve their own and others' quality of life

### C. Career Development, graduates should achieve:

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

## ATTRIBUTES OF A BC GRADUATE – RESPONSES

Using the “Attributes of a BC Graduate” document from page 6 of this booklet, please choose one aspect of each of the three Attributes and write a response in the space provided.

**Intellectual Development:** Choose from #1 - 5. Write the number you have chosen # \_\_\_\_\_

*Describe how you have demonstrated competency in this aspect and provide specific examples to support your reasoning on the lines below. The more specific the example(s) you provide, the stronger your response will be.*

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**Human and Social Development:** Choose from # 6 - 9.  
Write the number you have chosen on this line # \_\_\_\_\_

*Describe how you have demonstrated competency in this aspect and provide specific examples to support your reasoning on the lines below. The more specific the example(s) you provide, the stronger your response will be.*

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**Career Development:** Choose from # 10 - 13. Write the number you have chosen # \_\_\_\_\_

*Describe how you have demonstrated competency in this aspect and provide specific examples to support your reasoning on the lines below. The more specific the example(s) you provide, the stronger your response will be.*

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# EXIT INTERVIEWS

Exit Interview Day: **Tuesday, April 5, 2016** (Library). Note: you can interview earlier if you have completed all components. First semester grads must interview by January 15, 2016.

- You will be assigned a time for your interview. This will be posted on the Grad Transitions website, on the GT Bulletin Board near the Career Centre, and outside the Library.
- Dress appropriately for the interview. Be well groomed and dress for a formal interview.  
**Males:** dress pants, collared shirt, dress shoes. A tie. No jeans or t-shirts.  
**Females:** conservative dress pants, dress or skirt/blouse.
- Remember: no gum, no cell phones, no I-Pods etc... should be in the interview area.
- When you arrive, sign-in, pick up your GT folder, and fill out the evaluation form.
- **Bring your completed GT work, along with an artifact.**

**Artifact** – something that represents who you are and where you are going in the future (a picture, souvenir, award, sketchbook etc...). This must be school appropriate.

## *The Interview Process*

The actual interview is approximately 10 minutes long. It is a student-led discussion. The content of the interview should be as follows:

**Introduction** – introduce yourself and shake the interviewer’s hand. Describe who you are, what you are proud of, your hobbies, family experiences, where you volunteer, etc. Let the interviewer get to know you.

**Discussion of a Personal Artifact** – discuss what you brought and the importance it has had on you and your growth. How has this artifact helped shape who you are; how is it significant in shaping your post-secondary future?

**Q & A** – The interviewer will ask you several questions, including:

- What are your plans for the future? - short and long-term
- What is your financial plan to help meet your goals?
- What are you doing to live a healthy lifestyle? Will that change in the future?
- What did you learn from your volunteer/work experience?
- What advice would you give to grade 8s who have just entered Matheson?
- How have you changed over the five years of high school?
- How have your plans and goals changed from grades 10 to 12?
- What are you most and least proud of during your time spent in high school?
- Please discuss an adult who has had an impact on your life.
- Please discuss the challenges you faced in high school. What did you learn from those challenges that will help you in the future?

○ *Interviewers may have other questions for you as well*

**Closure** – Please thank the interviewer and shake his/her hand. Next, place your completed Grad Transitions assignments (this booklet) in your folder and leave the GT folder with the interviewer.



# Grad Transitions

## Declaration of Daily Physical Activity

(150 minutes per week requirement – Grades 10 through 12)



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

Student # \_\_\_\_\_

PEN # \_\_\_\_\_

I have completed 150 minutes per week of physical activity from \_\_\_\_\_ (mm/dd/yy) to \_\_\_\_\_ (mm/dd/yy) and will continue to fulfill the requirements until graduation.

Student signature \_\_\_\_\_ Date \_\_\_\_\_



I, hereby, verify that \_\_\_\_\_ has met the DPA requirement as recorded in the dates above

Should my child fail to continue to meet the requirements after the above date and up to graduation, I will inform the school.

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

# FIVE DAY EATING LOG

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

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Breakfast</b>					
<b>Snack</b>					
<b>Lunch</b>					
<b>Snack</b>					
<b>Dinner</b>					
<b>Snack</b>					
<b>Water</b>					

*Keep track of your eating habits for five days*

## PERSONAL HEALTH REFLECTION QUESTIONS

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

1) Reflect on how your current physical activity (fitness plan) matches with your personal fitness goals, life style and/or your physical limitations.

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2) Keep track of your eating habits for five days (see tracking sheet) and analyze your diet with the Canada Food Guide. Are you eating healthy? Explain your eating habits now. Refer to [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide) for help.

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What can you do to improve your eating habits?

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3) List 5 healthy examples of stress-management techniques that you can use/have used to relieve stress and feel better (emotionally or physically better):

1	
2	
3	
4	
5	

4) What are some ways you plan on making positive health decisions in the future? (think about your physical, and emotional health. Examples could include yearly physical with your doctor, eating better, gym pass, participation on a sports team etc...)

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## Work or Volunteer Experience Activity Log

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

Goal: Complete 30 hours of work or volunteer experience during grades 10,11 or 12.

Date(s)	Description & Location of Activity	Hours	Supporting Documents (pay stub, letter)	Verification (Initials)

**Total  
Hours** \_\_\_\_\_

Parent or Supervisor: \_\_\_\_\_ (Please print name)

Parent or Supervisor: \_\_\_\_\_ (Signature)

## WORK OR VOLUNTEER EXPERIENCE REFLECTIONS

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

Employer/Volunteer Organization: \_\_\_\_\_

Take some time to reflect on the impressions and feelings you had on your work or volunteer experience – consider the people you met, the tasks you performed, and your working conditions

**Rate your Performance 1 to 4 ( 1 being weak / 4 being strong )**

### i. Fundamental Skills

**Rate yourself** on each of these skills and **give at least one example** of how you demonstrated them while on your work or volunteer experience.

*Communication* – Rating      1      2      3      4

Example: \_\_\_\_\_

\_\_\_\_\_

*Information Management* – Rating      1      2      3      4

Example: \_\_\_\_\_

\_\_\_\_\_

*Numeracy* – Rating      1      2      3      4

Example: (using math, measuring things, working with money etc...)

\_\_\_\_\_

\_\_\_\_\_

*Ability to Think and Solve Problems* – Rating      1      2      3      4

Example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Personal Management Skills

*Punctuality* – Rating 1 2 3 4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Responsibility* - Rating 1 2 3 4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Adaptability* – Rating 1 2 3 4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Grooming and Attire* – Rating 1 2 3 4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Continuous Learning* – Rating 1 2 3 4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Work Safety* – Rating 1 2 3 4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Teamwork Skills

*Respect* - Rating      1      2      3      4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Cooperation* - Rating      1      2      3      4

Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Summary:

A. What did you gain from this work or volunteer experience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. How did the community benefit from your work or volunteer experience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. How has your work or volunteer experience influenced your long-term career choice?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Overall rating of your work or volunteer experience

1  
POOR

2

3

4

5  
EXCELLENT