



# LADYSMITH SECONDARY SCHOOL

## Graduation Transitions Package



Student name: \_\_\_\_\_

### GRADUATION TRANSITION

All students in British Columbia who wish to graduate with a Dogwood Diploma must complete a 4-credit **Graduation Transition Standards** course. This course consists of the following three components:

#### Personal Health

*It is expected that students will:*

- Demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by:
  - Engaging, from Grade 10 to Grade 12, in at least 80 hours of moderate to vigorous physical activity in addition to PE10
  - Demonstrating understanding of Healthy Living in your GTS exit interview

#### Community Connections

*It is expected that students will:*

- Demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers, by:
  - Participating in at least 30 hours of work experience and/or community service
  - Reflecting on personal employment skills

#### Career and Life

*It is expected that students will:*

- Demonstrate the confidence and competency needed to be self-directed individuals, by:
  - Developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school,
  - Presenting selected components of their transition plan to members of the school and/or community
  - Independently completing the process for the PSI Selections form online

**You are responsible for completing your Graduation Transition Standards before December 15<sup>th</sup>, 2017 IF YOU ARE GRADUATING IN JANUARY and before March 16<sup>th</sup>, 2018 IF YOU ARE GRADUATING IN JUNE.**

#### Interview Dates

**Semester 1: Thursday January 18, 2018, 5:30pm – 8:30pm**

**Semester 2: Thursday April 26, 2018, 5:30pm – 8:30pm**

**More information regarding specific times will be communicated closer to the date.**

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

### GRADUATION TRANSITION CHECK SHEET

(**First**  is for student check and **Second**  is for teacher check)

PERSONAL HEALTH COMPLETE

- Completed Planning 10
- Completed Personal Health
- Completed Healthy Living Guidelines
  - Example of a daily menu
  - Plan to stay active after Graduation paragraph
  - Complete the stress test, and develop a coping card

COMMUNITY CONNECTIONS COMPLETE

- Completed Career Explorations 12
- Completed Community Connections form (omit if have CEX12)
- 30 Hours of work or volunteer experience (omit if have CEX 12)
- Reflections Questions complete (omit if have CEX 12)
- Self-Evaluation completed (Omit if have CEX 12)
- Pay stubs attached OR reference letter attached OR Employer evaluation form filled out and attached (omit if have CEX 12)

CAREER AND LIFE COMPLETE

Transition Plan

- General Transition Plan
- Employment Resume and Graduation Resume
- Budget

EXIT INTERVIEW COMPLETE

Supporting documentation for the above bullets should be collected, maintained, reviewed and updated by the student until completion of the Exit Interview process is complete

### Personal Health

Engage in at least **80 hours** of regular physical activity in addition to PE 10

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Document at least 80 hours of regular physical activity in addition to PE 10. Use **one** of the following methods to demonstrate that you have met this standard. Check which one applies to your Graduation Transitions.

**Option A** – Self-Directed Activity

- Create a log or journal to record your hours as you accumulate them. (or use the log on the back of this sheet) A supervising adult or parent must verify each activity. The activities could range from a half-hour run verified by a parent to 50 hours or more playing on a team verified by a coach.



**Option B** – Directed Activity

- Complete the Directed Activity form and have a coach or teacher verify that you have engaged in 80 or more hours under their supervision. Have this person complete the information here or attach a letter from them that includes their name, role (eg. Nanaimo Minor Baseball coach) and contact phone number. Record if you have taken PE 11 and/or PE 12 since these courses will account for all hours.





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### Personal Health: Option B – Directed Activity

Engage in at least **80 hours** of regular physical activity in addition to PE 10

This page verifies that you have completed at least 80 hours of Directed Physical activity. Have a coach or teacher verify that you have engaged in 80 or more hours under their supervision. Have this person complete the information here or attach documentation (letter, diploma, certificate, etc.) from them that includes their name, role (e.g. Nanaimo Minor Baseball coach) and contact phone number. Record if you have taken PE 11 and/or PE 12 since these courses will account for all 80 hours.

I verify that \_\_\_\_\_ has completed 80 or more hours of physical activity under my supervision.

DETAILS/DESCRIPTION OF ACTIVITY:

\_\_\_\_\_

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

Contact # \_\_\_\_\_ Signature: \_\_\_\_\_

#### STATEMENT OF COMPELTION OF PHYSICAL EDUCATION 11 OR 12:

- I completed Physical Education 11 at \_\_\_\_\_ during the \_\_\_\_\_ (year-year) school year.
- I completed Physical Education 12 at \_\_\_\_\_ during the \_\_\_\_\_ (year-year) school year.

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**HEALTHY LIVING GUIDELINE PLANS**

During your Graduation Transitions interview, you will be asked to discuss a plan for a healthy lifestyle.

**Please outline in writing a response to each of the four category below. Responses can be point form.**

**1. Sound nutritional habits**

- Provide an example of a daily menu that is healthy for you by comparing it with the Canada Food Guide recommendations
- <http://hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

<b>My Daily Menu</b>	<b>Canada Food Guide Recommendations</b>

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### 2. Regular exercise routines

- Discuss how you plan to stay physically active after graduation
- Document 150 minutes per week of moderate to vigorous physical activity starting in grade 10

My post-graduation activity plan includes:

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### 3. Emotional health management

- Outline a stress management plan – how you can cope with stressful times in your life. Use the Sample Coping Card on the next page to help you.

#### Helpful resources

- Link <http://www.helpguide.org/articles/stress/stress-management.htm>
- App Mindshift

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### HELATHY LIVING GUIDELINE PLANS (con't)

#### *Eating, Exercise & Stress Management*

#### **Your Personal Stress Strategy**

You learned about managing stress in Planning 10, and you can look at the non-scientific “How Stressed Are You” Quiz on the next page to check your stress level, and then look at some of the suggested ways of dealing with stress. How you manage your stress will be unique to you, but you should know:

- What are the three main things that cause my stress level to rise?
- What signs (actions) and symptoms (what happens to my body) do I exhibit when I am under stress?
- Name one thing you currently do to relieve stress. Is it a healthy alternative?
- What other ways of dealing with stress match your personality and skills?
- List three and give their good and bad sides
- Who can you talk to or where can you turn if you need help dealing with stress?

In conclusion, remember that some stress is normal and that not all stress is negative.

Things that cause stress:

**Positive:** birthdays, vacations or move to a new house, new boy/girlfriend

**Negative:** break-ups, fights, death, drugs and alcohol

Indications you may be over stressed (distressed)

**Signs:** biting your nails, screaming, slamming doors, throwing things, becoming silent, over-eating, sweaty palms

**Symptoms:** headaches, stomachaches, increased heart rate, shortness of breath, depression

#### Sample Coping Card

Causes of Stress:

- Conflict
- Overwhelmed at work / school

Signs and Symptoms:

- Pain in my chest
- Clenching my teeth

Ways to relieve stress:

- Exercise
- Meditation

Safe place to turn:

- Best friend

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### HEALTHY LIVING GUIDELINE PLANS

#### How stressed are you?

Check your total score on the list below:

Count any item that happened in the last 12 months:

<b>The Stress Event</b>	<b>Values</b>
Death of a Parent, Brother, Sister, Boy/Girlfriend	100
Divorce of your parents	65
Puberty	65
Pregnancy or causing pregnancy	65
Break-up with boy/girlfriend	60
Jail term or probation	60
Death of an extended family member	60
Serious personal injury or illness	45
Change in independence or responsibility	45
Any drug/alcohol use	45
Fired at work or expelled from school	45
Change in alcohol or drug use	45
Reconciliation with family, boy/girlfriend	40
Trouble at school	40
Serious health problem of a family member	40
Working while attending school	35
Working more than 40 hours per week	35
Change in frequency of dating	35
Gain of a new family member (baby born, parent remarries)	35
Change in work responsibilities	35
Death of a friend	30
Change in the number of arguments with family or friends	30
Sleep less than 8 hours per night	25
Trouble with the family or your boy/girlfriend	25
Outstanding personal achievement (awards, grades, etc.)	25
Parents start or stop working	20
Begin or end school	20
Change in living conditions (visitors in house, remodeling)	20
Change in personal habits (start or stop smoking, dieting)	20
Chronic allergies	20
Change in residence	20
Presently in pre-menstrual period	15
Change in religious activity	15
No money	10
Change in frequency of family gatherings	10
Vacation	10
Presently in the winter season of the year	10
Minor violation of the law	5

Your Total: \_\_\_\_\_

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### HEALTHY LIVING GUIDELINE PLANS (con't)

#### Some ways of dealing with stress:

- 1. Reset your body clock.**  
*Set yourself a reasonable wake-up time and bedtime. Stick to it. Allow up to 3 weeks to re-set your body clock. \*\*During the daytime get some exposure to natural light.*
- 2. Give yourself a break today.**  
*Repair and regenerate. Every morning prioritize a list of everything that needs to be done. Then cut the bottom half off the list.*
- 3. Lighten up your load of social engagements.** (Say “no” sometimes.)
- 4. Postpone a change in your living environment.**  
Change = Stress    Even good change adds stress
- 5. Avoid more than 20 hours per week at work while attending school full time.**  
**Avoid overtime (over 40 hours per week) when working full time.**
- 6. Keep blood sugar levels steady.**  
*Avoid the highs and lows caused by sugar, candy, caffeine and alcohol.  
\*\*Choose full grain cereal, pasta, bread and rice; they will provide a slow even release of sugar. Eating vegetables will increase the production of serotonin, a “happy” neurotransmitter.*
- 7. Allergies**  
*Avoid foods or any items that may trigger your allergies or make you hyperactive.*
- 8. Exercise**  
*This will give the nerve cells in the brain a chance to rest (stop worrying).*
- 9. Resist the use of drugs and tranquilizers.**  
*They may block out overstressed feelings short term but can do long term damage.*
- 10. Take breaks**  
*Take several 30-second breaks during the day to look out the window or stretch.*
- 11. Relaxation**  
*Meditate or practice relaxation techniques like Yoga.*
- 12. Connect with your family and friends.**
- 13. Reset your mind**  
*Choose music, art, reading, crafts, gardening, etc. – hobbies you enjoy.*

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### Community Connections

Engage in at least **30 hours** of work experience and/or community service

- If you have completed Career Explorations. (Skip this section and go to page 15)
- Signature of Career Exploration Teacher: \_\_\_\_\_

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

1. Document at least 30 hours of work experience **and/or** community service.

<input type="checkbox"/> Work: _____	Supervisor: _____
<input type="checkbox"/> Volunteer Activity: _____	Supervisor: _____
<input type="checkbox"/> Dates: _____	Total Hours: _____
<input type="checkbox"/> Pay Stubs	<input type="checkbox"/> Employer Letter or Evaluation Form

2. Describe the type of work done and the tasks or duties you performed

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3. Refer to the Employability Skills 2000+ on the back of this sheet and identify the fundamental, personal management and teamwork skills that you developed on your work experience and/or community service.

<i><b>Fundamental</b></i>	<i><b>Personal Management</b></i>	<i><b>Teamwork</b></i>
<input type="checkbox"/> <b>Communicate</b> <input type="checkbox"/> <b>Manage Information</b> <input type="checkbox"/> <b>Use Numbers</b> <input type="checkbox"/> <b>Think &amp; Solve Problems</b>	<input type="checkbox"/> <b>Demonstrate Positive Attitudes and Behaviour</b> <input type="checkbox"/> <b>Be Responsible</b> <input type="checkbox"/> <b>Be Adaptable</b> <input type="checkbox"/> <b>Learn Continuously</b> <input type="checkbox"/> <b>Work Safely</b>	<input type="checkbox"/> <b>Work with Others</b> <input type="checkbox"/> <b>Participate in Projects &amp; Tasks</b>

<i><b>Skill Acquired</b></i>	<i><b>Explain</b></i>
Fundamental:	
Personal Management:	
Teamwork:	

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### **REFLECTIONS QUESTIONS – All students MUST complete this section.**

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- A. What parts of this job are the most appealing to you? Why?
- B. What parts of this job are the least appealing to you? Why?
- C. What are some of the employment skills that you need to improve on and what will you do to improve.
- D. What are your career and educational plans after high school? How has working at this job influenced your career and life plans?

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**Student Self-Evaluation of Employability Skills**

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

Employers or Company Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Please check the appropriate column**

<b><i>Fundamental Skills</i></b>	<b>Strong</b>	<b>Good</b>	<b>Competent</b>	<b>Developing</b>	<b>N/A</b>
Listens to and/or reads and follows directions.					
Asks questions to understand expectations					
Demonstrates good written & verbal communication					
Competently uses tools and technology to manage numbers and make necessary calculations in the workplace					
Demonstrates problem solving skills					

<b><i>Personal Management Skills</i></b>	<b>Strong</b>	<b>Good</b>	<b>Competent</b>	<b>Developing</b>	<b>N/A</b>
Demonstrates self-confidence					
Deals with people, problems and situations with honesty, integrity and personal ethics					
Demonstrates interest, initiative and effort					
Demonstrates time management skills					
Is accountable for actions					
Works well on own					
Can carry out multiple tasks or projects					
Is innovative and resourceful; identifies alternative ways to achieve goals					
Accepts constructive criticism					
Learns from mistakes					
Can cope with uncertainty and adjust to new situations					
Identifies and accesses learning opportunities					
Demonstrates awareness of and respect for safety practices and procedures and works safely					

<b><i>Teamwork Skills</i></b>	<b>Strong</b>	<b>Good</b>	<b>Competent</b>	<b>Developing</b>	<b>N/A</b>
Works well with others (as part of a team)					
Demonstrates leadership skills					
Has demonstrated the ability to plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes					

Are there any areas that you think you need to improve on? Please explain and be ready to discuss with your Graduation Transition Interviewer.



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### Community Connections

### EMPLOYER EVALUATION OF EMPLOYABILITY SKILLS

*To be completed by your employer/supervisor.*

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

**Employer:** \_\_\_\_\_

**Business/Organization Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

**EMPLOYERS Assessment of the Student:** *Please ✓ appropriate column. N/A for Not Applicable.*

<b>Fundamental Skills</b>	Strong	Good	Competent	Developing	Never	N/A
Listens to and/or reads and follows directions.						
Asks questions to understand expectations						
Demonstrates good written & verbal communication						
Competently uses tools and technology to manage numbers and make necessary calculations in the workplace						
Demonstrates problem solving skills						

<b>Personal Management Skills</b>	Strong	Good	Competent	Developing	Never	N/A
Demonstrates self-confidence						
Deals with people, problems and situations with honesty, integrity and personal ethics						
Demonstrates interest, initiative and effort						
Demonstrates time management skills						
Is accountable for actions						
Works well on own						
Can carry out multiple tasks or projects						
Is innovative and resourceful; identifies alternative ways to achieve goals						
Accepts constructive criticism						
Learns from mistakes						
Can cope with uncertainty and adjust to new situations						
Identifies and accesses learning opportunities						
Demonstrates awareness of and respect for safety practices and procedures and works safely						

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<b>Teamwork Skills</b>	Strong	Good	Competent	Developing	Never	N/A
Works well with others (as part of a team)						
Demonstrates leadership skills						
Has demonstrated the ability to plan, design or carry out a project or task from start to finish with well defined objectives and outcomes						

**Assessment of Work Site Safety** – please check appropriate rows below. *N/A for Not Applicable.*

Yes	No	N/A	
			Student participated in a work place safety orientation and/or emergency training.
			Student takes care of and safely uses tools, machinery and/or equipment.
			Student knows how to report unsafe work or hazards in the workplace.
			Student is aware of first aid procedures and injury reporting procedure.
			Student respects rules regarding hazardous materials.
			Student wears required safety equipment.
			Student follows safe work procedures.

This student has completed *approximately* \_\_\_\_\_ hours of work at this place of employment.

Any additional comments:

Employer's Signature: \_\_\_\_\_

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

**Thank you for taking the time to complete this student evaluation**





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## CAREER AND LIFE

### 1. RESUME

Provide a current employment **resume** and a **cover letter** as part of your Transition Plan. You can use your current work resume as a starting point. Below are some useful links to help you with this section. Additional links can be found in the Grad Information – Resources section.

#### **Resume & Cover Letter Writing Help & Samples**

<http://www.youth.gc.ca/eng/topics/jobs/resume.shtml>

Resume Writing Help for students: <http://www.youth.gc.ca/eng/topics/jobs/cover.shtml>

Cover Letter information and step-by-step guide: [http://www.resume-help.org/free\\_resume\\_examples.htm](http://www.resume-help.org/free_resume_examples.htm)

Samples for different professions: <http://jobstar.org/tools/resume/samples.php>

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### RESUME GUIDE

*Below are some guidelines to help you in creating your employment resume.*

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Include your name, full address, email and phone number.

#### **Academic Achievements and Awards**

Include awards such as school and external awards or scholarships you have received.

#### **Athletic Involvement and Achievements**

This can include both school and community sports. Indicate if you were a captain, awards won, organizing events, coaching, refereeing, scorekeeping, team management, provincial/national team member, etc.



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### CAREER AND LIFE (cont'd)

#### **Visual and Performing Arts Involvement and Achievements**

Give details on involvement, awards, competitions and roles performed in arts such as music, dance, drama, visual arts and crafts.

#### **School Extracurricular Involvement**

Committees, student council, peer tutoring, debating, retreats, etc.

#### **Community Involvement**

(Outside school) Groups such as charitable organizations, youth groups, scouting/guiding, choir, hospital junior volunteers, etc.

#### **Conferences, Workshops, Enrichment Activities**

Examples include Encounters with Canada, leadership conferences, exchanges, university courses, etc.

#### **Work Experience**

Copy these items from your regular work resume.

#### **Skills and Competencies**

Include such skills as keyboarding, languages, first aid certification, lifeguarding, officiating, listening, writing, critical thinking, time management, leadership, etc. – skills you can demonstrate.

#### **References**

Include three or more individuals who are not family members who know you well enough that they could comment on your skills and personal characteristics. You need their name, phone number, and position in their job or community. Be sure you have asked their permission to use their name as a reference.

### FINANCIAL PLANNING

Financial budgeting is a challenge, but yet a critical component to your education and career life plan. The purpose of completing a budget is to start the conversations around the reality of what the true costs of living will be in the future. Research the numbers carefully. The more realistic your budget is, the more prepared you will be for life after graduation.



Complete a budget showing expenses for your first year out of high school. Knowing the costs then tells you how much you have to save per month or possibly borrow to achieve your personal goals. Use the format on the following page.

## LADYSMITH SECONDARY SCHOOL Graduation Transitions Package

MY BUDGET	INCOME	EXPENSES
<b>MONTHLY INCOME</b>		
Earnings (use net pay only)		
Savings		
Awards : Scholarships/bursaries		
Parent/guardian contribution		
Other		
<b>EDUCATION EXPENSES</b>		
Tuition		
Student Fees		
Books		
Supplies (Computer, notebooks, course material)		
<b>MONTH LIVING EXPENSES</b>		
Food (Consider how much per day x 30. Estimate \$300-500 per month)		
Rent/Room and Board		
Home contents insurance		
Utilities (heat, water, electricity, gas) *about 25% of rent		
Telephone		
Cell phone (\$30-\$100 per month) plus extra charges		
Cable		
Internet (at least \$45 per month)		
Furniture		
Household incidentals (Laundry soap, cleaning products, appliances)		
Transportation <ul style="list-style-type: none"> <li>• Public transit</li> <li>• Gas</li> <li>• Car maintenance/repairs</li> <li>• Cost to purchase car</li> </ul>		
Clothing		
Personal (toothpaste, soap, cosmetics, vitamins...)		
Entertainment and Recreation (movies, video games, books, sports equipment, eating out...)		
Health and Dental Insurance		
Travel/Vacations		
Gifts for birthdays/holidays/events		
Other...		
<b>MONTHLY TOTAL</b>		
<b>x 12 YEARLY TOTAL</b>		

<b>Total Yearly Income</b>	<b>-</b>	<b>Total Yearly Expenses</b>	<b>=</b>	<b>BALANCE</b>
_____	-	_____	=	_____

**Notes:**

Do you have a balanced budget, a surplus, or a deficit? Write down unavoidable expenses first. Taking a student loan should be the last resort. Note that you may be able to work about 15 hours a week part-time while attending university. Between school years, you will have at least 4 months you can work full-time to save up for your next school year.