

GRADUATION TRANSITIONS

TEACHER CHECKLIST

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1. **HEALTHY LIVING –**
2. **Physical Activity/Fitness**

Student should have completed their physical activity reflection. Ask the student to discuss the role physical activity plays in his/her life. Focus on the range of benefits of regular physical activity.

1. **Diet/ Nutrition**

A nutrition log that spans three consecutive days~ it is a chart/table where the student analyzes their nutritional habits.   
Discuss the analysis and their log. This is an opportunity to talk about the student’s nutritional intake/habits.

1. **Stress Management**

A great discussion piece! The students previously completed a worksheet that has them analyze their causes of stress. It would be interesting if you could ask them about their sources of stress and how they deal with these.

1. **21-Day Health Action Plan**

This is a completed 21-day journal of a personal **health** action plan. The intent is for the students to come up with a **health**-related goal (not an academic one) and to earnestly commit to achieving it. (Experts say it takes 1-2 weeks to break a habit and another week to reinforce a new one.)

1. **COMMUNITY CONNECTIONS**
2. **Evidence** of 30 hours of work or volunteer experience: paystubs or a letter or letters from employer(s) or volunteer coordinator(s). This is a great opportunity to talk about their work and/or volunteer experience.
3. **Employability Skills Checklist –**Student should save this as a reference for their future development of more sophisticated résumés.
4. **Reflection** of the student’s work experience, whether this is paid or volunteer. Talk to them about their transferable skills like reliability, trustworthiness, ability to set priorities, etc. and how they have developed as a more skilled person!
5. **TRANSITION PLAN** 
   1. In this, the **main section** of the interview, students are expected to answer the question: “**What will the first year of life after Centennial look like for you?**” Below are some guiding questions for you, the interviewer:
      1. What have you decided to do? (work,? travel? school? or a combination of any of these?)
      2. Why did you choose this option? What are your career goals?
      3. What is your back-up plan?
   2. Where is your **evidence of preparation** for this next step in your life journey?
      1. If you are working, where are you working now and where will you have full-time work after graduation? Then what? (Will your job be at entry-level job indefinitely or does the job provide for personal growth into a future career?)
      2. If you are traveling, provide evidence of where and how, and that your passport has been obtained. Follow the budget list and be ready to show your itinerary.
      3. If you are going to school, show evidence of applications and/ or acceptance to schools.
   3. **Budget form/ financial plan** is completed and shows all possible expenses and means of income. (The amount for each budget item is extended over the number of months, and student cannot state: ‘my parents are paying’) Talk to the student about the importance of budgeting!
   4. **Updated résumé** – This should show current accomplishments, courses, work and volunteer experience and all other activities and interests listed in reverse chronology.
6. **EXIT PRESENTATION**

* The presentation should be 15-20 minutes in length
* Presentations will take place in the library.
* This is a special event. Students should be dressing the part.
* Students will be presenting the following to their panel (you, and possibly another person).

**Please use the questions below as a guide and, if needed, encourage them to talk about these ideas.**

1. When you reflect on your high school years, of what do feel most **proud**? (Feel free to demonstrate or to bring in something to show if you like.)
2. What is your **best memory** or your most meaningful experience of your school years?
3. What do you wish you had **done differently** during your high school years?
4. What are you **most excited** about in your first year after Centennial?
5. What **advice** do you have for Grade 9 Centennial students?

TEACHERS:

* During the interview, please sign off each criterion as it is completed.
* When the student has completed all items of the Presentation, please sign and date below and then give this completed form to Shaun Rensen

Print name here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sign name here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What to do if not complete:

* Give the unsigned sheet to the student and remind him/her it is their responsibility to complete the sheet and their 4 credits as soon as possible. IF THE SHEET IS LOST, HE/SHE WILL HAVE TO START OVER.
* Advise the student he/she MUST see Mr. Rensen on their way out.