# Blue Devil ColourBlue Devil ColourGrad Transitions Package

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**Transition Plan Checklist**

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

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| **1. Personal Health (Pages 4-5)** | | **Complete**  **Yes/No** |
| * Two week meal plan is on a separate document   [Canada's Food Guide](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf) | Personal Health Two Week Meal Plan |  |
| * Healthy Living Plan links   [Physical Activity](https://www.canada.ca/en/public-health/services/publications/healthy-living/physical-activity-tips-youth-12-17-years.html)  [Health Management](http://mindcheck.ca/)  [Health Management (2)](http://www.heretohelp.bc.ca/) | Personal Health Healthy Living Plan Reflections |  |
| **2. Community Connections (Pages 6–10)** | |  |
| * Work /Volunteer Experience | Work /Volunteer Experience 30 hours |  |
| Work /Volunteer Experience Confirmation Form |  |
| Work /Volunteer Experience Employability Skills Checklist |  |
| Work /Volunteer Experience Reflection |  |
| 1. **Career and Life (Pages 11-15)** | |  |
| * The financial plan is on a separate document | Career and Life Resume |  |
| Career and Life Cover Letter |  |
| Career and Life Financial Plan |  |
| **4. Exit Interview/Presentation (Pages 16-17)** | |  |
| * You must do the interview after you have completed all other assignments | Graduation Transitions Exit Interview |  |
|  |  |

**Student Instruction Sheet**

**Included in this package are four sections that you must complete in order to achieve 4 credits for Graduation Transitions 12.**

You must complete sections 1, 2, and 3 before you are allowed to move on to section 4, which is the Graduation interview.

***You need to upload all documents to OneNote.***

1. **Personal Health**

* You are to complete a healthy living plan using four websites for information. You will explain your current eating/exercise habits and create goals for the future.
* You are also to complete the two week meal planner; this includes you tallying the costs of all food that needs to be purchased.

1. **Community Connections**

* You need to complete 30+ hours of a supervised volunteer or work experience
* You will collect appropriate documentation for your 30 hours [pay stub, reference letter from a supervising adult, or certificate of volunteer service]
* You must check off or highlight the skills you developed during your work/volunteer experience on the Employability Skills 2000+ list
* You will complete the worksheet entitled work/volunteer reflections

1. **Career and Life**

* A resume is required to help you apply for employment and/or post-secondary education; it should be updated for Grade 12. Please use the template as a guideline to complete your resume. You can use your own resume template, but it must include all facets from the template that is provided.
* A cover letter is used to introduce you to prospective employers or used as part of an application to a post-secondary institution. Please use the template as a guideline to complete your cover letter
* You are to create a personal monthly budget plan. You need to base your monthly budget anticipating that you are moving out on your own.

1. **Graduation Interview**

* After you have completed sections 1, 2 and 3 you have to arrange an interview with a teacher. Be prepared to show all evidence indicating/resembling all aspects of your “Grad Transitions” including highlights of your past, present and future.

\* If you require more clarification, you can contact Ms. Weeks at [mweeks@sd43.bc.ca](mailto:mweeks@sd43.bc.ca).

\*\*Keep organized! It would be a good idea to organize your sheets into a binder or a duo-tang if you are handing it in. You could also keep the sheets online and submit the information into OneNote.

 **Two Week Meal Planner**

*THE 2 WEEK MEAL PLANNER IS ON OUR* [*Grad Transitions*](https://www.sd43.bc.ca/school/charlesbest/ProgramsServices/gradtransitions/Pages/default.aspx) *WEBSITE*

***1. Meal planner*** *– Using our two week meal planner, you need to complete two weeks’ worth of daily meals.*

***2. Grocery list*** *– Using your meal planner, write down the foods you need for each week.*

***3. Go shopping*** *– Using the food on the grocery list, write down the price for all foods and have a final total for the two weeks.*

When you are “Menu Planning” makes sure you keep in mind [Canada's Food Guide](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)   
Below is a quick guideline when planning your meals for the week.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/gr_check_veg.gifEat at least one dark green and one orange vegetable each day.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/gr_check_veg.gifChoose vegetables and fruit with little or no added fat, sugar or salt.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/gr_check_veg.gifHave vegetables and fruit more often than juice.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/yl_check_gra.gifMake at least half of your grain products whole grain each day.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/yl_check_gra.gifChoose grain products that are lower in fat, sugar or salt.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/bl_check_mil.gifDrink skim, 1% or 2% milk each day. Drink fortified soy beverage if you do not drink milk.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/bl_check_mil.gifSelect lower fat milk alternatives.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/rd_check_mea.gifHave meat alternatives such as beans, lentils and tofu often.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/rd_check_mea.gifChoose at least two Food Guide Servings of fish each week.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/rd_check_mea.gifSelect lean meat and alternatives prepared with little or no added fat or salt.

**http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/pr_check_oth.gif**Include a small amount of unsaturated fat each day.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/pr_check_oth.gifSatisfy your thirst with water.

http://www.hc-sc.gc.ca/fn-an/images/hpfb-dgpsa/food-guide-aliment/dg_check_lim.gifLimit foods and beverages high in calories, fat, and sugar or salt.

 **Healthy Living Plan: 600-800 words)**

***Provide as much detail as possible in your responses to the questions below***

**Set a Personal Goal for Healthy Eating & Physical Activity (Use the links to complete questions** [**Canada's Food Guide**](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)[**Physical Activity**](https://www.canada.ca/en/public-health/services/publications/healthy-living/physical-activity-tips-youth-12-17-years.html) **)**

1. Describe your current eating habits and physical activities: (200-250 words)
   * *What are your current eating habits? Refer to the major food groups to describe what you normally consume on a daily basis (vegetables & fruit, grain products, milk & alternatives, meat & alternatives) - include coffee, junk food, water and pop.*
   * *Describe the regular and irregular physical activities in which you participate in – include walking to school, playing on a sports team, skiing or hiking on weekends.*

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1. Assess your current eating habits and physical activities, then set two personal goals: (200-250 words)

* *Identify how you could improve/maintain your diet and set a goal for healthier eating. Consider integrating super foods (those that are nutrient dense and those that have high disease-fighting qualities.)*
* *Identify how you could improve your physical activity and set a goal for increasing activity or improving your current training regimen.* *If you are already participating at an optimal level, identify how you will continue to maintain your current fitness levels after leaving high school.*

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**Healthy Living Plan: (600-800 words)**

***Provide as much detail as possible in your responses to the questions below***

**Set a Personal Goal for Emotional Health (Use the links to complete questions** [**Health Management**](http://mindcheck.ca/) **&** [**Health Management (2)**](http://www.heretohelp.bc.ca/)**)**

1. Describe how you normally react to stressors in your life. (200-250 words)
   * *You do not need to describe specific personal situations that give you stress – share what you feel comfortable.* *Perhaps you don’t sleep well when you have a lot of work to do, or you can’t eat before a competition. Maybe you get migraines when your boss gives you a lot of pressure.*

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1. Set a personal goal for handling stress and maintaining good personal relationships. (200-250 words)

* *What is a strategy that has worked in the past? Where can you access help? Do you know how to access help if you are feeling overwhelmed?*

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**Work/Volunteer Experience 30 hours**

*Please have Ms. Weeks/Mr. MacDonald sign this form digitally once it is completed.*

***For Community Connections, you must complete the following:***

* 30+ hours of a supervised volunteer or work experience
* Collect appropriate documentation for your 30 hours [pay stub, reference letter from a supervising adult, or certificate of volunteer service]
* Check off or highlight the skills you developed during your work/volunteer experience on the Employability Skills 2000+ list and complete the 5 minute quiz
* Worksheet entitled work/volunteer reflections

I completed my **30 Hours** in the following way:

🞎 I am/was employed at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization/Business Name

🞎 Photocopy of pay stubs attached

🞎 Confirmation Sheet Attached

Total Hours claimed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Hours

🞎 I volunteered with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization/Business Name

🞎 Verification forms attached (i.e. Certificate, Reference Letter)

🞎 Confirmation Sheet Attached

Total Hours Claimed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Hours

I verify that this student has completed his/her 30 hours of Work/Volunteer Experience required for graduation.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ms. Weeks’/Mr. Macdonald’s SignatureDate



**Work/Volunteer Experience Confirmation Form**

*Please have your employer/supervising adult complete this form*

I would like to confirm that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has completed \_\_\_\_\_ hours of service with

Student’s Full Name # hours

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

Organization/Business Name

The specific job or duty performed was: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The student gained the following skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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The experience was completed between the following dates: \_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_

M/D/Y M/D/Y

Name of employer/supervising adult: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact number of employer/supervising adult: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performance comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supervising Adult’s Signature Date

 Work/Volunteer Employability Skills Checklist

**On the chart below, place an “X” in the box or highlight the fundamental, personal management and teamwork skills that you**

**used or developed while in your work/volunteer experience. Summarize your results by answering the questions below.**

|  |  |  |
| --- | --- | --- |
| **Fundamental Skills** | **Personal Management Skills** | **Teamwork Skills** |
| **Communicate**  read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)  write and speak so others pay attention and understand  listen and ask questions to understand and appreciate the points of view of others  share information using a range of information and communications technologies (e.g., voice, e-mail, computers)  use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas  Manage Information  locate, gather and organize information using appropriate technology and information systems  access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities  **Use Numbers**  decide what needs to be measure or calculated  observe and record data using appropriate methods, tools and technology  make estimates and verify calculations  **Think & Solve Problems**  assess situations and identify problems  seek different points of view and evaluate them based on facts  recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem  identify the root cause of a problem  be creative and innovative in exploring possible solutions  readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions  evaluate solutions to make recommendations or decision  implement solutions  check to see if a solution works, and act on opportunities for improvement | **Demonstrate Positive Attitudes & Behaviours**  feel good about yourself and be confident  deal with people, problems and situations with honesty, integrity and personal ethics  recognize your own and other people’s good efforts  take care of your personal health  show interest, initiative and effort  Be Responsible  set goals and priorities balancing work and personal life  plan and manage time, money and other resources to achieve goals  assess, weigh and manage risk  be accountable for your actions and the actions of your group  be socially responsible and contribute to your community  **Be Adaptable**  work independently or as a part of a team  carry out multiple tasks or projects  be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done  be open and respond constructively to change  learn from your mistakes and accept feedback  cope with uncertainty  Learn Continuously  be willing to continuously learn and grow  assess personal strengths and areas for development  set your own learning goals  identify and access learning sources and opportunities  plan for an achieve your learning goals  Work Safely  be aware of personal and group health and safety practices and procedure, and act in accordance with these | **Work with Others**  understand and work within the dynamics of a group  ensure that a team’s purpose and objectives are clear  be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group  recognize and respect people’s diversity, individual differences and perspectives  accept and provide feedback in a constructive and considerate manner  contribute to a team by sharing information and expertise  lead or support when appropriate, motivating a group for high performance  understand the role of conflict in a group to reach solutions  manage and resolve conflict when appropriate  **Participate in Projects & Tasks**  plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes  develop a plan, seek feedback, test, revise and implement  work to agreed quality standards and specifications  select and use appropriate tools and technology for a task or project  adapt to changing requirements and information  continuously monitor the success of a project or task and identify ways to improve |

**Answer the following questions, these are common in interviews.**

|  |  |  |
| --- | --- | --- |
| **What are the skills you are confidently using?** | **What are the skills you are** less **confidently using?** | **What are skills you want to improve?** |



**Work/Volunteer Experience Reflection (500-650 words)**

**What did your work/volunteer experience consist of? Explain what duties you preformed and how this makes you ready for future work/volunteer experiences. (200-250 words)**

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

**What were some of the challenges/obstacles you encountered during your work/volunteer experience? Explain how you were able to cope or overcome them. If there were none, please explain what possible challenges/obstacles could have risen and how you would overcome them. (200-250 words)**

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**What were some of the highlights (positive aspects) that you really enjoyed during your work/volunteer experience? Explain how this has affected you and changed your outlook in the future. (200-250 words)**

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

**Resume Template**

**full name**

|  |  |
| --- | --- |
| Full mailing address | |
| Phone: number • cell: number • E-mail: appropriate address | |
| **Objective** | |
|  | *Type objective here… might want to have 2-3 well-constructed sentences. See other resume examples for some helpful insights.* |
| **Skills/QUALIFICATIONS** | |
|  | **Skill 1**   1. Details of the skill… *give examples that prove you really possess this skill… “show off”*   **Skill 2**   1. Details of the skill   **Skill 3**   1. Details of the skill |
| **Education** | |
|  | 20xx - present **Dr. Charles Best** **Secondary School** 604-461-5581 ⚫ Coquitlam, BC   1. Electives? Special courses (“Advanced”, “Enriched”, “Career Prep”…)?, Tutoring? 2. Awards? Grade Point Average (GPA)? 3. Clubs? Teams? Groups? 4. Volunteer Work? Leadership Roles? Other highlights?   20xx – 20xx **Middle School???** phone number ⚫ City, BC   1. Major highlights… this is more a general reflection of the 3 years at middle school |
| **Work experience** | |
|  | 20xx - 20xx **Company name** phone number ⚫ City, BC  Contact’s name, position   1. details of position… really emphasize all the skills, duties and responsibilities you had/have   20xx - 20xx **Company name** phone number ⚫ City, BC  Contact’s name, position   1. details of position… really emphasize all the skills, duties and responsibilities you had/have |
| **AWARDS, CERTIFICATES & OTHER RECOGNITION** | |
|  | **Award** ⚫ Year What you did to get the award if it is not self-evident  **HSBC Bursary** ⚫ 2013 Given to the top 30 basketball players (out of 200+ players in the tournament) who demonstrate leadership, sportsmanship, athleticism and community service. The $1,500 award must be used to further education in a post-secondary institution |
| **Languages** | |
|  | Only mention if you have more than English… also mention if you can speak, write and or read the language. Words like “fluent” or “basic understanding” also help in describing your proficiency of the language. |
| **Volunteer experience** | |
|  | If you have volunteered for something once or twice, then put it in this section. For example, “Terry Fox Run” or “S.P.C.A. Dog Walking”. If you have done volunteering on a continuous basis, say like “Helping at the Local Hospital”, for a number of years/months, then I might suggest putting this in the Work Experience section and indicate the pay as “Volunteer”… delete this part… it is for your use only  20xx - 20xx **Company name** phone number ⚫ City, BC  Contact’s name, position   1. details of position… really emphasize all the skills, duties and responsibilities you had/have |
| **Extracurricular activities, hobbies & interests** | |
|  | Enter information… good to have a couple that are “group” based and some that are “individual” based. List information that you think would be helpful in a job… transferable skills can be from outside interests to jobs too you know! |
| **References** | |
|  | I suggest you include 3 good references from a variety of sources: work experience, volunteer, teacher, counselor, family friend, church. Do not include your friend and/or immediate family members.  **Mr. Last** ⚫ *GT and Science* Phone and/or Email contact information  **Full name** ⚫ *Company, position* Phone and/or Email contact information  **Full name** ⚫ *Company, position*  Phone and/or Email contact information |

**Cover Letter Example**

Dave Jones

2525 Como Lake Ave **< Write your name and address**

Coquitlam, B.C.

V3R-3R8

604-461-5581

October 31st, 2015.  **<Write Today’s Date**

No Frills

Coquitlam, B.C. **<Name and address of company**

Rob Lederer, **<write the name of the person or persons position**

**you are trying to send this to. Be Specific**

I am writing in response to your job posting for the cashier position, posted on [www.monster.ca](http://www.monster.ca). **Explain why you are writing to this specific position**

I have previously worked in retail at numerous clothing stores. My duties included handling cash, sorting inventory and helping customers. I am very knowledgeable about fashion and fashion designers. **Explain why you would be good for the position**

I believe I would be an asset to your company. Please feel free to contact me at the above number or by email at [dj@sd43.bc.ca](mailto:dj@sd43.bc.ca). Thank you for your time and consideration.

**Summarize and say thank you to company for their consideration.**

Sincerely,

**Your hand written signature**

Dave Jones

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FINANCIAL PLAN IS ON WEBSITE IN AN ATTACHMENT

Here is the link

[Grad Transitions](https://www.sd43.bc.ca/school/charlesbest/ProgramsServices/gradtransitions/Pages/default.aspx)

 **Graduation Transitions Exit Interview General Outline**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The interview will be centered on the following three questions:

1. *When you arrived at Charles Best in grade nine, what were your plans after graduation?*

**(Talk about your past and how it shaped your current self)**

1. *Currently, what is your plan for the first year after graduation? What has changed or not changed from grade nine?*

(**Talk about your present situation and your current plans for the immediate future)**

1. *Where do you see yourself five and ten years from now?*

**(Talk about your future plans *both personally and professionally*)**

**Sample Questions**

1. **Career Goals:**

- What are your career goals? (1 or 2 areas of interest)

2. **Education/Work Experience Goals:**

- What are your plans for the year after graduation? (Work, travel, or school)

- What are your plans for the summer, and/or long range plans?

- Any Post-secondary plans? Where? What program?

- Do you know how to accomplish this goal?

- How many years this goal will take to achieve?

3. **Rationale:**

- Why did you choose this path? (Skills, interests, aptitudes, values)

**4. Experience:**

- What valuable experiences have you gained through extra-curricular activities, work, and volunteering?

5. **Challenges/Financial Plan:**

- What are your financial resources? (Savings, family, loans, scholarship)

- What are your academic achievement challenges for you?

- Personal situation – special circumstances (family, travel, health)

**6. Support Network/Recommendations:**

- Do you have a support network? (How will you handle your stress level?)

**7. Have you applied for work or school yet?**

**8. Do you have a back up plan if things don’t work out?**

**9. Any questions or concerns that you have?**



**Interview Advice**

All grade 12 students must participate in an EXIT INTERVIEW.  This will be an interview style presentation involving the student, and at least one teacher or one community member.  Exit Interviews last approximately 15 minutes.

**Here's what past staff and community members have suggested to students who are preparing their Exit Interview:**

"Dress appropriately for an interview.  This isn't the time for a hat or toque. Do not chew gum!"

"Relax and enjoy - it is an opportunity to show us who you are!"

“Be prepared to talk about your future."

"Make eye contact! Greet teacher/community member and say thank you at the end."

"Dress sharp!  Treat this like an interview for a job you really want!"

"PRACTICE your presentation before you come.  Use your binder as a guide, but don't be dependent on it."

"Be proud of your accomplishments!  Be confident!  Don't underestimate yourself!"

"Don't be nervous.  All interviewers were once students themselves - some still are!"

"Come well prepared! Pictures are GREAT!"

**Presentation Planner**

|  |  |
| --- | --- |
| My Presentation: | Use these questions to **plan** your Presentation. What you present will be based on YOU, but you should be able to say ‘yes’ to all of the statements below if you are prepared! |
| Evidence Presented | Do I have any certificates, awards, photos, applications, memberships etc. that I can show as evidence? Have at least one piece of evidence, but bringing more shows that you are prepared. |
| Criteria 1 - Evidence  Demonstrates thoughtful selection of evidence. | What is there about my evidence that I am most proud of? How does my evidence show who I am? Have I chosen evidence that I am comfortable sharing? |
| Criteria 2 - Effort  Demonstrates effort, initiative, and commitment. | How much time and energy have I put into preparing for my presentation? How do I feel about my presentation? How much have I practiced? What kind of feedback from peers, parents, and teachers have I incorporated into my presentation? |
| Criteria 3 – Reflection on History  Demonstrates meaningful reflection on activities & evidence presented. | What are the personal connections that my evidence represents? How can I explain the reasons for my choices? What do I want to communicate in my presentation? How do I want my audience to respond to my presentation? What part of ‘me’ do I want to talk about? |
| Criteria 4 - Goals  Demonstrates thought put into evaluating future goals. | What I have learned from completing my Grad Transitions? Can I describe my plans for the future? Have I considered a variety of options, or am I sure of what I want to do and how to get there? Do I have a Plan B? |
| Criteria 5 - Clarity  Demonstrates clarity in formulating and presenting future life choices. | Has my Grad Transitions prepared me to make appropriate choices about employment, post-secondary education, career and life choices? Can I talk about my skills and abilities clearly so others can understand what my goals are? |