

NANAIMO DISTRICT SECONDARY SCHOOL

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 9th , 2016 IF YOU ARE GRADUATING IN JANUARY and before March 16th , 2017 IF YOU ARE GRADUATING IN JUNE.
You will be given an interview date and time for your exit interview**

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 (see pages 3-5)
- Completed Healthy Living Guidelines (See pages 6-9)
 - Example of a daily menu (See page 6)
 - Plan to stay active after Graduation paragraph (See Page 6)
 - Complete the stress test, and develop a coping card (See Page 6)
 - Positive Health Choices paragraph (See Page 6)

COMMUNITY CONNECTIONS COMPLETE

- Completed Career Explorations 12 (see Page 10)
- Completed Community Connections form (See Page 10) (omit if have CEX12)
- 30 Hours of work or volunteer experience (See Page 10) (omit if have CEX 12)
- Reflections Questions complete (See Page 11) (omit if have CEX 12)
- Self-Evaluation completed (See Page 12) (Omit if have CEX 12)
- Pay stubs attached OR reference letter attached OR Employer evaluation form filled out and attached (See Pages 13-14) (omit if have CEX 12)

CAREER AND LIFE COMPLETE
Transition Plan

- General Transition Plan (See page 15)
- Employment Resume and Graduation Resume (See Pages 15-17)
- Budget (see Page 18)
- Exit interview Questions (See pages 19-21)
- Online Post-Secondary Institutions (PSI) selections form
 - See directions on white sheet to complete PSI

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

NANAIMO DISTRICT SECONDARY SCHOOL GRADUATION TRANSITION

Personal Health

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

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) Each activity must be verified by a supervising adult or parent. 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.

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

Personal Health: Option A – Self-Directed Activity
Engage in at least *80 hours* of regular physical activity in addition to PE 10

Name: _____ Date: _____

Date	Description of Physical Activity	Hours	Verification or Supporting Document

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

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 (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 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.

NANAIMO DISTRICT SECONDARY SCHOOL GRADUATION TRANSITION

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>

2. Regular exercise routines

- In a paragraph 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

3. Emotional health management

- Outline a stress management plan – how you can cope with stressful times in your life (see example coping card on page 7 and possible ways of dealing with stress on page 9)

Helpful resources

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

4. Positive health choices

In a paragraph, indicate you have thought about some of the issues facing youth and how you can make positive choices in your life. If you, a friend or a loved one experienced one of these complex issues below, what supports would you access to make positive choices for you or others.

Alcohol & Drugs
Body Image
Depression
Disease
Family Issues
HIV,
Medication

Mental Health
Sexuality & Relationships
Smoking
Sun Safety
Risky Behaviours
AIDS & STDs
Violence & Abuse

HEALTHY 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, stomach aches, 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

NANAIMO DISTRICT SECONDARY SCHOOL GRADUATION TRANSITION

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:

The Stress Event	Values
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: _____

A high score means you may need to look at coping strategies. See next page for examples.

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

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 several 30-second breaks during the day to look out the window or stretch.
11. Meditate or practice relaxation techniques like Yoga or Tai-Chi
12. Hug your family and friends
13. Reset your mind
Choose music, art, reading, crafts, gardening, etc. – hobbies you enjoy.

NANAIMO DISTRICT SECONDARY SCHOOL GRADUATION TRANSITION

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

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>Fundamental</i>	<i>Personal Management</i>	<i>Teamwork</i>
<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 and Behaviour <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

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

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

REFLECTIONS QUESTIONS – This section MUST be completed by all students.

- 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 impacted your career and life plans?

Student Self-Evaluation of Employability Skills

Student Name: _____ Student #: _____ Grade: _____

Employers or Company Name: _____

Supervisor's Name: _____ Phone Number: _____

Please check the appropriate column

<i>Fundamental Skills</i>	Strong	Good	Competent	Developing	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					

<i>Personal Management Skills</i>	Strong	Good	Competent	Developing	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					

<i>Teamwork Skills</i>	Strong	Good	Competent	Developing	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					

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

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION
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.*

<i>Fundamental Skills</i>	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						

<i>Personal Management Skills</i>	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						

Teamwork Skills	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

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

CAREER AND LIFE

1. GENERAL TRANSITION PLAN

Outline some of the options that you have considered related to career, educational and personal goals.

- What type of career do you hope to attain after finishing your secondary or post-secondary training?

- What is your backup plan in case your initial plans don't work out?

2. RESUME

Provide a current employment resume and a graduation resume as part of your Transition Plan. A format is attached. You can use your current work resume as a starting point. The graduation resume is a listing of all your experience and knowledge assets. It is longer than a regular work resume. (See Pages 16-17)

3. FINANCIAL PLANS:

Complete a budget (see Page 18) showing expenses for your first year out of high school. For example, this could be the cost of a long trip you want to take, details of the costs of going to university, or an estimate of what it will cost you to live on your own. Knowing the costs then tells you how much you have to save per month or possibly borrow to achieve your personal goals. See the format attached in this booklet.

GRADUATION RESUME for

Include full address, email, phone number

Notes: This is meant as an organizer for you that can be used for various applications and help us to get to know you.

1. Brainstorm and write down or key into a word processor relevant data for each of the following headings. Include an activity description, position held (or credential obtained), and start/end dates. Go back as far as grade ten.
2. After making your lists, group items together (i.e. put all “Dance” activities together, then put in order of most recent first).
3. Eliminate ones that are just “padding”, and/or make a plan to put more effort and time into those activities. Anything you put in your various applications may be used as a basis for interview questions – so you need to be prepared to discuss the extent of your involvement.

Career and Educational Plans

Short term plans over approximately one year after high school; long term plans more than five years after high school (post-secondary credential you are planning and where you see yourself working in the long run).

1. Short Term

- Post-Secondary Studies
- GAP Year / Volunteer Year
- Travel
- Direct entry to Work

2. Long Term

Academic Achievements

Include awards such as honour roll or principal’s list, math or writing competitions, GPS, advance placement courses, 90% achieved on a government exam, etc.

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.

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.

NANAIMO DISTRICT SECONDARY SCHOOL GRADUATION TRANSITION

CAREER AND LIFE (cont'd)

School Extracurricular Involvement

Committees, student council, peer tutoring, debating, retreats, etc. List them into the following categories:

- Participant
- Leadership
- Initiatives taken

Community Involvement

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

- Participant
- Leadership
- Volunteer Service

Conferences, Workshops, Enrichment Activities

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

Interests

Activities you like to do in your leisure time – reading, chess, music, carpentry, raising animals, swimming, camping, sports, motocross racing, etc. Add a bit of detail about each, i.e. Carpentry – helped renovate grandparents' house in the summer of 2004.

Personal Characteristics – What makes you, You!

Words that describe your virtues – such as optimistic, positive attitude, genuine, confident, determined, willing, polite, sets high standards, adept learner, honest, reliable, responsible, good work ethic, adaptable, creative, innovative, sense of humour, high energy, etc.

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.

BUDGET FOR FIRST YEAR AFTER GRADUATION

INCOME		EXPENSES	
	\$		\$
Employment Earnings		Tuition <i>(if attending post-secondary)</i>	
Savings Account		Books and Supplies <i>(if attending post-secondary)</i>	
Awards/Scholarships		Rent	____ X ____ Months = _____
Funding from Parents		Telephone	
Other Income		Food	
Student Loan		Transportation	
		Medical and Dental	
		Entertainment	
		Other	
Total Income		Total Expenses	
	\$ _____		\$ _____

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.

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

EXIT INTERVIEW QUESTIONS

1. What is your greatest accomplishment(s) so far?
2. What are your best personal attributes?
3. What is one area that you would like to improve the most and why?
4. What kinds of awards, special credentials, or certification did you earn while at secondary school?

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

EXIT INTERVIEW QUESTIONS (con't)

5 Please present proof that you are eligible to graduate (Graduation Verification Diploma).

6. Tell me about your plans for next year:

- What
- Where
- When
- How
- Costs (use NDSS Budget sheet)
- How did you raise this money?

7. What is your back-up plan in case the plans above don't happen? Please provide complete details as listed above.

- What
- Where
- When
- How
- Costs (use NDSS guidelines)
- How did you raise this money?

8. Where do you see yourself in:

- 5 years
- 10 years
- 15 years

**NANAIMO DISTRICT SECONDARY SCHOOL
GRADUATION TRANSITION**

EXIT INTERVIEW QUESTIONS (con't)

9 What is one positive thing that you would like to be remembered for during your time at NDSS?

10. If you could change one aspect of school life, what would it be?

11. How do you plan to be responsible for your health as a young adult?