

FULL NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_ HOME ROOM \_\_\_\_\_

# GRADUATION TRANSITIONS 12 (GT12)

Welcome to your graduation year! This two-section booklet will help you complete Graduation Transitions 12 (GT12), which is a required set of explorations and documents designed to help you plan for life after secondary school.

This cover page is for your reference and for tracking your section submissions.



## THE THREE COMPONENTS OF GRADUATION TRANSITIONS 12 (GT12):

1. **Personal health** - What do you know about, think about, do about your health? How are you keeping track of your own well-being?
2. **Community connections** - What skills do you have for working safely, cooperatively and effectively with others?
3. **Career and life** - How well do you know yourself, and how can you connect yourself to education, training, and work, after you finish secondary school?

## BUILDING ON WHAT YOU ALREADY KNOW

You will extend, through reflective checklists, career research, a trial post-secondary application, and summaries of work and exercise, what you have already learned in Planning 10 and might have experienced in career courses, school service, and athletics. You are the subject and you are the expert!

## OTHER RESOURCES

Use the web sites provided with the activity pages. Do research independently on computer or in the library. Speak to family, friends, school staff, work place and community contacts. Exercise imagination and self-reflection.

## ASSESSMENT

Your completed assignments will be graded as:

- 1 = Not Yet Within Expectations
- 2 = Meets Expectations
- 3 = Exceeds Expectations

Work should be neat and legible. Use blue or black pen. Do rough drafts in pencil or on scrap paper. Printing is usually easier to read than handwriting.

**CHECKLIST OF SECTIONS**

1. \_\_\_\_\_ Completed pages 6-16 Due date: *2016 DECEMBER 02*
2. \_\_\_\_\_ Completed pages 1-4 Due date: *2017 March 03*







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# GRADUATION TRANSITIONS 12 (GT12)



ASSIGNMENTS IN THIS SECTION ARE DUE ON 2016 DECEMBER 02.

## CHECKLIST OF CONTENTS

## MARKER'S COMMENTS

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## PERSONAL EDUCATION NUMBER

The BC Ministry of Education identifies each student with a nine-digit Personal Education Number (known as PEN). It appears on many of your official documents, including report cards, transcripts and government exam registers. Write your PEN here: \_ \_ \_ \_ \_ .

## STUDENT SECURE WEB ACCOUNT

Set up, or revisit, your Ministry of Education Student Secure Web (SSW) account to check your government exam results and unofficial transcripts (of all Graduation Program marks), and to complete the Post-Secondary Selections Form (next task). Your PEN (see above), a password (record it somewhere, or, if forgotten, follow directions re retrieval), and a personal e-mail address are needed. Go to

<http://www.bced.gov.bc.ca/exams> and then “Student Secure Web” and follow the various links.

## POST-SECONDARY SELECTIONS FORM

*Completion of the PSI Selections Form authorizes the Ministry of Education to send your preliminary transcript information electronically in mid-March to BC (more than 25 colleges, institutes, universities, including VCC, BCIT, Langara, UBC, etc.) and Ontario (to OUAC, the Ontario University Application Centre) electronic (meaning set up to receive electronic files) post-secondary institutions (PSIs), interim grades to electronic BC PSIs (and to Ontario, to OUAC) in May, and your final transcripts to electronic PSIs in BC, and beyond, at the end of July. This is a pre-application activity. **NOTE: Many PSIs require that you complete this form before or during the application process, to avoid delays in accessing your transcripts.***

1. Access the online form by logging into your Student Secure Web (SSW) account.
2. Click the menu option “Post-Secondary Institutions Selections”.
3. Then click “Select PSIs”.
  - a) Section 1 allows you to select all BC Electronic PSIs and/or OUAC.
  - b) In addition, you may make a total of 6 more selections from Sections 2 & 3.
4. Click “Next” and then, on final page, “Confirm”.
5. Print confirmation results and attach to this sheet.

## APPLYBC

*“ApplyBC is a centralized, online service used to apply for admission to universities, colleges and institutes in British Columbia. You must create an ApplyBC account to apply. This account allows you to: 1. apply to an institution, 2. finish an incomplete application, 3. apply to additional institutions in BC.”*

For this GT12 task, follow steps 1 - 5 below to create an ApplyBC account and attach proof. NOTE: if you already have an ApplyBC account, go straight to step 5 (print confirmation and attach).

1. Go to <https://applybc.ca>
2. Choose an institution by clicking on the icon.
3. Select “Start an application” on the next page, then “Create an Account”.
4. Complete all the asterisked (\*) boxes and click “Create ApplyBC Account” box at bottom of page.
5. A confirmation e-mail will be sent to your e-mail account within a few minutes. Print it and staple it to this page.

NOTE: To use this service for applications, continue through the subsequent pages. *“Your Personal Information, Contact Information and Academic History are saved to make additional applications easier. For questions about application status, transcripts and supporting documents, or changes to a submitted application, please contact the admissions office of the institution you’ve applied to.”*

6. Save your work at any time and return to it to revise, add, etc., before submitting (or not, depending on your post-secondary plans). *“Your application is submitted after you complete the Pay and Submit page.”*

## GOAL-SETTING

1. Review goal-setting steps by using the following exercise to make a plan for a reasonable schoolwork goal. Keep in mind a marker will be reading your work, and edit accordingly. **Staple your completed plan to this page. Go to: [kidshealth.org/teen/misc/making\\_a\\_change\\_module.html](http://kidshealth.org/teen/misc/making_a_change_module.html).**
2. Complete this table (below) regarding your short- and long-term goals.

**SHORT TERM GOALS - NOTES**

Less than two years

(Work? Post-secondary education training? Skills upgrading? Travel? Other?)

**NOTES**

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**LONG TERM GOALS - NOTES**

More than two years

(Career? Financial goals? Life or experiences? Relocating? Other?)

**NOTES**

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**SHORT TERM GOALS**

List your goals with a possible timeline.

Goal 1 \_\_\_\_\_

By this date: \_\_\_\_\_

Goal 2 \_\_\_\_\_

By this date: \_\_\_\_\_

Goal 3 \_\_\_\_\_

By this date: \_\_\_\_\_

**LONG TERM GOALS**

List your goals with a possible timeline.

Goal 1 \_\_\_\_\_

By this date: \_\_\_\_\_

Goal 2 \_\_\_\_\_

By this date: \_\_\_\_\_

Goal 3 \_\_\_\_\_

By this date: \_\_\_\_\_

NEED HELP? <http://topachievement.com/goalsetting.html>

# PERSONALITY & WORLD VIEW

## PERSONALITY TYPE

1. Complete the Jung Typology Test (based on work done by psychologist Carl Jung) at <http://humanmetrics.com> (72 yes/no questions, followed by "Submit" button). Copy out the four-letter personality code and the words the letters stand for: \_\_ \_\_ \_\_ \_\_: \_\_\_\_\_
2. Enter <http://www.personalitypage.com/????.html>. Instead of the ????, type in the four-letter code from #1 above, in CAPITAL LETTERS, no spaces.
3. Read the description of your personality type (as derived from step 1 above). How does it match how you might describe yourself? How does it differ from how you might describe yourself?

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## VALUES

Think of some words that describe personal qualities or standards, e.g. honesty, clarity, energy, self-awareness, humour, etc. List what you most value in yourself. In others. In your relationships.

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## PERSONAL PHILOSOPHY/WORLD VIEW

Think about the following: What do you find exciting about each day? What does success mean to you? What makes you want to try, even after failing? What do you recognize as "same as me" in others? Do you seek that or do you seek difference? What is your usual frame of mind? Our beliefs and thoughts and approaches to the world, how we make sense of our lives, can sometimes be summarized in one sentence. Design a personal philosophy statement that might fit you at this time in your life. For example, "Wherever you go, there you are" reflects the belief that simply changing places is not enough to bring about personal transformation.

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# EDUCATION & PRACTICAL TRAINING

Explore ONE of your long-term career goals, using the Career Cruising tool ([www.careercruising.com](http://www.careercruising.com), user name: Britannia, password: bruins) or Education Planner ([www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)). Answer the following questions.

Name of career goal you are researching: \_\_\_\_\_

1. What further studies, practical training, and/or on-the-job experience are needed for you to achieve the career goal you are researching?

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2. What institutions (universities, colleges, trades schools, job sites) provide this further education?

Name of first institution: \_\_\_\_\_ Location: \_\_\_\_\_

Name of second institution: \_\_\_\_\_ Location: \_\_\_\_\_

3. Choose ONE of the above institutions where you might continue your studies to prepare for the career you are researching. Describe:

a. Name of the program

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b. Application deadline

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c. Total estimated cost of the program (tuition, materials)

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d. Length of the program

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e. Entrance/admission requirements (courses, skills, experience)

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f. Credential(s) you will obtain from this program (degree, diploma, certificate, etc.)

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4. How does this program at this institution match your interests, lifestyle and skills?

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# SCHOOL, WORK & COMMUNITY EXPERIENCES

1. List the courses you have taken in grades 10, 11 and 12 that have helped you prepare to reach your goals.

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2. Choose ONE of the above courses and describe what you learned.

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3. What other positive activities have you been involved in at school (e.g. extracurricular activities, intra-mural athletics, projects, field studies, friends, team sports, etc.)?

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4. Discuss the workplace, volunteer or community experiences that have helped you, or will help you, achieve your goals.

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# CHALLENGES & RESOURCES

1. List some challenges you might meet as you work to achieve your goals:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
2. How might you overcome these challenges?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
3. What are some supportive resources that you can use in pursuing your goals (e.g. family, teachers, employers, documents, web sites, etc.)?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

# RESUME & REFERENCE LETTER

1. Refresh your resume. Need help?  
<http://www.youth.gc.ca/eng/topics/jobs/resume.shtml>  
<http://www.collegegrad.com/resume/resumemaker.shtml>  
[http://resume-help.org/free\\_resume\\_examples.htm](http://resume-help.org/free_resume_examples.htm)

Staple the updated resume to this page.

# FINANCIAL PLAN & BUDGET

Fill in the sheet below to show how you might manage your expenses for the NEXT YEAR. Remember, to avoid debt, your INCOME must be greater than your EXPENSES. Also, student loans have to be paid back. Be as realistic as possible.

MONTHLY

ANNUAL  
(Sept. to Sept.)

<b>INCOME</b>		
Job # 1	\$	\$
Job # 2	\$	\$
Other (gifts, scholarships, loans, etc)	\$	\$
<b>TOTAL INCOME</b>	<b>\$\$</b>	<b>\$\$</b>
<b>EXPENSES</b>		
<b>Fixed expenses</b>		
Savings	\$	\$
Rent	\$	\$
Car insurance	\$	\$
Car payment	\$	\$
Other	\$	\$
<b>Flexible expenses</b>		
Food	\$	\$
Utilities (phone, electricity, etc)	\$	\$
Transportation	\$	\$
Bus fare	\$	\$
Gas and oil	\$	\$
Parking, tolls	\$	\$
Repairs	\$	\$
Others	\$	\$
<b>Other</b>		
Clothing	\$	\$
Entertainment	\$	\$
Personal items	\$	\$
Medical	\$	\$
Household items	\$	\$
Tuition/school/training expenses	\$	\$
Other (e.g. trade tools)	\$	\$
<b>TOTAL EXPENSES</b>	<b>\$\$</b>	<b>\$\$</b>

# HEALTHY FOOD CHOICES

Complete the My Food Guide activity (about 7 minutes) at this address:

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php>

Save and print the result. Write your FULL NAME on it, fold it and staple to this page, under the above heading.

## CONNECTION TO BC GRADUATE ATTRIBUTES

As part of your English or Communications course, you will compose a short in-class description (minimum 150 words) about how your achievements have helped you develop one of the attributes of a BC graduate. The list of attributes, from the Ministry of Education Graduation Transitions Program guide, has been excerpted on the next page (p.14). Make two copies of your composition. Give one to your teacher (for marks). Staple the second one to this page for your GT12 marker.

## ATTRIBUTES OF A BC GRADUATE

"During a year-long, province-wide consultation, thousands of BC citizens identified the following characteristics of the ideal BC graduate:

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In their intellectual development, graduates should achieve:

- competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
- the ability to use and understand information technologies
- 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

- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

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In their human and social development, graduates should achieve:

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

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In their career development, graduates should achieve:

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

Excerpt from [www.bced.gov.bc.ca/graduation](http://www.bced.gov.bc.ca/graduation).