

Template Capstone Project

Career Exploration

This Capstone project allows you to demonstrate your learning and achievement by exploring a career area you are considering entering after secondary school.

This document outlines the basic steps of a project that meets the general criteria, but there is room to make it your own! Consult with your teacher as well as your learning partners (see below) to help you design and complete a project that works best for you.

This package will go over *some* of the same information as the big Capstone Guide to make sure you know what steps you need to take, but fear not! It will be tailored to your specific topic.

Major Project Guidelines

The project must reflect on how the experience positively affects your personal, educational, and/or career goals. In addition, the project must:

1. Include a **formal proposal** that outlines your project intentions.
2. Involve learning partners, including a **mentor** who has knowledge of and experience in the career field. This mentor must be approved by the CLC teacher. While immediate family members cannot be mentors, they may help you connect with possible mentors. Your CLC teacher can also help find you a mentor if you're stuck.
In addition to your mentor, you may have multiple learning partners that help you with your project. These include but are not limited to:
 - ⇒ LST teachers
 - ⇒ Counselors & Youth Care Workers
 - ⇒ Parents & other family members
 - ⇒ Community elders
 - ⇒ Other people with relevant knowledge and experience about your topic
3. Include **reflection** on your journey: your baseline knowledge, what you learned, and your challenges along the way. To do this, you must hand in a weekly check-in, attend periodic conferences, and write a major reflection that is due at the end of the project.
4. Include **research** that is then **applied** in real life. Push the boundaries of your knowledge and skills; new learning is required!
5. Demonstrate **growth** in the Core Competencies.
6. Result in a **product** to show your audience.
7. Be **presented multiple times to audiences** composed of teachers, classmates, schoolmates, community members, and/or others connected to you or the project. These presentations are usually to 2-5 people at a time.

Process: Connect & Collaborate

No matter which topic you choose to pursue, you may struggle to figure out how to break it down into steps. That's where the **Connect and Collaborate processes** comes in. This process is tailored to your style of project, and has broken it down into a set of basic steps, although there is much room for you to be creative and original.

Description

Students work closely with a mentor who has professional and/or personal expertise in a related career field. This process is characterized by guided learning in the real world, including observation, conversation, and real-world practice. Where possible, the student and mentor should meet in person in order to encourage relationship-building and to gain deeper student understanding. The student may also have other learning partners who provide additional insight into the topic area, arranged either by the student or the mentor.

1. *Identify area(s) for growth and develop a relationship with learning partner(s).*
 - Student identifies a career area of interest.
 - Student connects with someone with experience and/or expertise in the career area (their mentor) to shadow and learn from their knowledge and practice. This person could be an Elder, community member, industry/business professional, etc. Student and/or mentor could arrange for other learning partners to be involved, also.
 - Student and mentor co-develop a plan of action, including the experiential learning that will take place: when, where, how, etc. This can include job shadowing, work experience, interviewing, etc.

2. *Observe and question*
 - Student watches the learning partner(s) with the intent to develop a deeper understanding of the career area.
 - Student reflects on what is observed, and considers how this applies to their post-secondary education and career options.
 - Student generate questions and dialogues about what is observed with the learning partner(s).

3. *Experience and apply*
 - Student tries real-world practices under the guidance of the learning partner(s). If this cannot be done on a job site, it can be done as practice (e.g. as a portfolio piece).
 - Student seeks descriptive feedback and applies it to their learning.
 - Along the way, student documents attempts at, and applications of, learning.
 - Student reflects on personal growth (e.g. through journal, photo album, or other way).

4. *Communicate*
 - Student reflects on, and shares growth in, what they've learned, new skills they've developed, and how to apply them to their preferred future plans for post-graduation.

Timeline

For any long-term project, maintaining a good pace is both important and challenging. Follow this timeline to make sure you are on-track with your project, so that you will be successful upon completion. Adjustments may be made, according to the teacher's discretion.

	Week	Check-In Questions to Answer (hand in to the teacher)	What You Should Be Doing This Week
Phase One: Develop a Plan	1 Fri Mar 6	Describe at least 2 career areas you are interested in. Why? What interests you about them? What challenges might you face in pursuing them? Do you have any personal experience or knowledge about them? Are you leaning towards one more than the other?	Thinking about career areas you would like to investigate over the next few months. Try to narrow it down to 2 choices, hopefully ones you can find mentors for.
	2 Fri Mar 13	Do you have, or know of, possible mentors to help you? Other than finish your Proposal, what will you do over Spring Break to further your progress? (Tip: a good start is to talk with anyone you know personally who has experience in these career areas, to see if that helps narrow down your choices.) Since you may not get feedback on this check-in before proposals are due, talk directly with your teacher if you have burning questions.	Can you narrow your topic down to 1 career area? One way to do this is to starting looking to secure a mentor. Sometimes they are hard to find, so that might make the decision for you. Start your Formal Proposal. There are several parts to complete: → Mentor Proposal → Student Form → Home Form → Personalized Rubric
Spring Break			Finish your Proposal!
Phase Two: Deep Dive (Research & Experience)	3 Fri Apr 3	Formal Proposal (& Mentor Proposal) due Monday, March 30 REMEMBER: Your formal Proposal & Mentor Proposal are due! Submit as soon as possible - early if you have it done. The Mentor Proposal requires to already have a Mentor secured - not just a name, but actually confirming with that person that they agree to be your official Mentor. What is the official wording of your topic? (as a question!) How will you record notes on research, sources, and your progress? What steps have you made in communicating with your mentor, and	If you haven't already, start doing your research. www.myblueprint.ca has excellent career information to get you started. Take notes on everything! Use a tool like www.citethisforme.com to help organize your sources. Library workshops on research will help you find more sources. Over the next month, continue to research both primary and secondary sources. → <i>Primary</i> : "directly from the source" like people who are currently employed in that career area, and university programs that are training people to be employed in that career area. Just be careful to

Phase Two: Deep Dive (Research & Experience)		coordinating an experience? What will this experience be? For example: will you be interviewing them at their work or outside of their work time? Will you be able to job shadow them, and if so, when? Will you be actively volunteering or working somewhere?	remember that everyone has their own bias! → <i>Secondary</i> : these are sources who have done the research for you but who do not have the first-hand knowledge themselves. Make sure to check the relevancy and accuracy of their reporting.
	4 Fri Apr 10	What sources have you identified so far? How are you ensuring to collect a breadth & depth of reliable information? What information have you collected so far? Include a screenshot of your research so far.	In these weeks, we will not have any time in class to work on Capstone. All the work will be done on your own time. Depending on when your experience is scheduled to happen, you should spend a couple hours a week continuing your research. Research can be a combination of online research and talking to people who have knowledge about this career field. Questions you should be looking to answer should include:
	5 Fri Apr 17	Does there seem to be a wide variety of reliable sources for info on your topic? If not, how can your project add to the information that is available to others? If yes, how are you selecting from all the available sources?	→ What are different job positions in this career field? Which ones appeal to me the most?
	6 Fri Apr 24	What do you have planned for your experience? How will this experience help you create a product? How much time may be required for the experience portion of the project? Is there any required training or orientation involved? Do you have any schedule limitations to work around? Do you have any ideas yet for your product?	→ What qualifications, training, etc. are needed to get into this career field? How about for specific positions? Is further education needed to advance? Are there programs nearby I can take for this career field, or would I have to move away from home? → What challenges might I face in this field? In certain positions I'm interested in? → What benefits, including but not limited to pay, might I get? → What are some of the surprising things I'm learning about this career area? → What is the job outlook like for this career field, and for the specific positions I'm interested in? → What is the turnover rate like? (For example, how long does the average person stay in this career?) What information is there about overall job satisfaction? → If my life circumstances change, to what other career areas can I transfer the skills I would have learned here? → What else am I learning that I should consider when deciding whether or not to pursue this career area?

Phase Two: Deep Dive (Research & Experience)			→ The biggest question of all: after learning everything I can, does this look like the career area for me? Have I narrowed down my options to a few possible positions to aim for?
	7 Fri May 1	If you haven't already, begin to construct your bibliography. Include a screenshot/copy of it. How is your experience going? Are you getting enough out of it? What could you do to make it even better? How are you documenting your experience and your reflections about it?	You guessed it – time to start wrapping up your research soon! Start building your bibliography (using www.citethisforme.com or similar) and seeing if you have enough reliable sources. Remember, you need at least 5 reliable, published sources as well as your mentor. If you don't have enough yet, keep researching.
	8 Fri May 8	How is your experience going now? What product are you creating? Be specific and include evidence of its progress (photos, video, etc.). What needs to be done to finish it? How will you do that?	If you haven't finished your experience yet, start thinking about wrapping it up soon, too. Schedule your last interview/job shadow/volunteer shift/etc. Start to organize all your documents and artifacts. If you haven't already, start planning what your product (the "show" of your "show'n'tell" presentation) will be.
Phase Three: Synthesize	9 Fri May 15	Is your product done? If not, outline the exact steps still needed (including dates/times for each step). How will you incorporate your product into your presentation? What are the important things to include in your presentation? Consider what is important to <i>you</i> , as well as what is important to the <i>audience</i> (contextual information, an engaging demo, etc.). Will you be able to include everything in your presentation? If not, how will you include it in this project? (Hint: remember, there's a written portion to hand in as well as the presentation.)	At this point, your research should be DONE. You should be able to finish your bibliography and put it aside, ready to hand in. Your experience should be done – or verrrry close. You should be working on (or done) making your product. It's time to plan your presentation! Start by making an outline of what you want to talk about, and getting a trifold.
	10 Fri May 22	Do you want to clarify or double-check anything before the due date? Do you predict any hurdles to the finish line? What are you doing to prevent or clear them?	This week, turn your outline into a speech. Practice it out loud and time it – is it close to 8-10 minutes? Were you able to work in natural references to your product and possibly other pieces of evidence? If not, time for some editing. Also, if you requests for your teacher about the presentation – now is the time to talk to them.
	11 Fri May 29	What is your presentation outline? Include a screenshot/copy of it. Do you have any special requests for your presentation (be sure to explain why)?	This is the last full week to get ready! There may be some rehearsals in class, so make sure you're practicing on your own time, as well. Get your product and trifold ready.

Phase Four: Present	12	<i>All written & supporting work due: Thursday, June 4</i>	<p>Keep practicing your full speech!</p> <p>Start thinking about how you could cut it down to 5 minutes for your conference (if needed).</p> <p>Finish your trifold, and any other last-minute pieces.</p> <p>Confirm your presentation and conferences times.</p>
	13	<i>Capstone Fair: Monday, June 8 & Tuesday, June 9</i>	<p>Don't be late! BE EARLY.</p> <p>Bring everything you need.</p> <p>Breathe. You've got this. 😊</p>
	14	<i>Capstone Conferences: Wednesday, June 10 – Wednesday, June 24</i>	<p>This is the good part! Celebrate with your teacher all you've done. Once your conference is done, you've completed CLC!</p>