PART 2: CAPSTONE PROJECT

Everyone has a story.... You have a story. You are on a journey. You were born, you are growing up, and you will have an exciting future. **Life is an adventure** and you are on the journey as a **LIFELONG LEARNER.** The Capstone Project is an opportunity to reflect on your educational journey/ your careers journey.

On your EDUCATION JOURNEY, you have a PAST, PRESENT, FUTURE

Watch the video and add BEATS of your life on the chart below (think volunteering/ clubs/ major life events, etc.) Story spine - YouTube

EDUCATION JOURNEY

PAST	PRESENT	FUTURE
(what done)	(doing now/ identity)	(where going?)

CAPSTONE DEFINED

What is Capstone?

Capstone is a culminating project that showcases students' learning and abilities. Students use innovation, cross-curricular knowledge, and creative and critical thinking skills in an area of **INTEREST** connected to your **future career goals/ academic plans**. It should be **future-oriented** and **student-driven.** (It is a great opportunity to create a portfolio needed for post-secondary, such as art or design portfolio, business plan or proposal, etc.)

Students will gain **transferable skills** and will develop the **core competencies** throughout the process. These include: *Communication, Collaboration, Critical and Reflective thinking, Creative Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility, Social Awareness and Responsibility.*

The project is as much about **the PROCESS** as much as about **FINAL PRODUCT.** (Recording the process, organization, and meeting mini deadlines are vital.)

Your teacher will be your **MENTOR** through the process. They will guide you on your journey by providing frequent feedback. (It is your responsibility to seek help from the mentor; this project is **student-driven**).

CAPSTONE COMPONENTS

There are **SIX ELEMENTS to Capstone:**

1) **Preparation** – the student brainstorms ideas and decides on one of the three strands (Research Paper/Scientific Experiment Capstone; teaching/event; Production Capstone)
2) **Proposal** – the student will take the mentor-approved idea and create a formal proposal; timeline; list of experts they will enlist for help
3) **Process** – Throughout the process (of working on the project), the student will submit progress reports – with tangible evidence of progress (ie/ research notes, photos, etc.)
4) **Product** – the finished product is handed in!
5) **Presentation** – students create a 5-7 minute presentation discussing the what, why and how of the journey; an interviewer will
then interview the student for 5-7 minutes about the project
6) **Paper** – the 2-3 page paper reflects on the journey/ and analyses career plan

Your **MENTOR** – teacher – will help you along the process.

EXAMPLES OF PROJECTS:

STRAND: Research Paper/ Scientific Experiment Capstone:

In this strand, students will either develop an inquiry question or scientific hypothesis to explore in a 12 page research paper. Students will either collect and analyze data/ experiment or will rely on previously published research in order to write the paper. (Papers must be 12pt font, double spaces, MLA or APA).

Examples for Research Paper:

- What foods affect concentration, mood, health:
- Can technology in the classroom lead to higher grades for all learners?

Examples for Scientific/ Experiment Capstone:

- Do geese populations negatively impact the water quality of Surrey?
- Are essential oils effective cleaning agents?

STRAND: Teaching/ Event Capstone

For this strand, students research, create, and plan an event or execute a learning opportunity. Ideas include running a 45 – 60 minute lesson, a series of YouTube videos (5 or 6 x 10 minutes), Instagram (2-3 posts per week for 8 weeks)

Examples of Event Capstone:

- Fundraising for a cause (if a member of a global issues club)
- Organizing and running Grad Spirit week (if on grad council)

Examples of Teaching Capstone:

- Youtube tutorials on how to play the guitar
- Instagram account teaching how to speak Portuguese

STRAND: Production Capstone

Students will spend forty hours – minimum – to develop, design and build a tangible object or product. The product should go BEYOND what you are already doing in class, but it should build upon what you've learned in class – such as research skills, welding techniques, etc.

Examples for Production Capstone:

- Create a computer application or game
- Create a business brand and product

SOME OTHER EXAMPLES – students have done before:

- Writing and recording an original song – writing the sheet music/ recording several parts – vocals, guitar, drums, etc.
- Composing a play and recording it. Adding costuming, background design.
- Build a coffee table/ kayak, etc.
- Create an animation flipbook about anxiety or another mental health issue
- Creating a BBQ rotisserie stand (welding)
- Create a kids' book about going to the dentist
- Creating an art exhibition of original pieces of art
- Doing a research paper on the affects of sugar on concentration / health
- Create a robot
- Create a business proposal for a new enterprise

SOME projects YOU MAY NOT DO:

- Create a computer
- Reports
- Workout plans or nutrition guides

STEP FIVE: PRESENTATION

Regardless of what your final project looks like, you must do **a FINAL five-seven-minute presentation,** about your entire project including aspects such as what you learned, why you chose this topic and how it connects to your future career. The mentor or interviewees will · watch your presentation, and then will **interview you,** the student, for five to seven minutes discussing your journey.

Things to talk about in the presentation:

- Have an introduction and conclusion
- Explain your goal, the process, and the final product (include what worked and what didn't work; part of learning is making mistakes and making a second plan).
- Connect this project to the CORE COMPETENCIES – listed in this package
- What did you learn about yourself through this journey? (What are your strengths and areas of needed growth?)
- Include visuals/ or the product to showcase
- If you did a teaching tool/ videos – showing these videos shouldn't take up more than 90 seconds of your overall presentation. (Remember, this is a chance to discuss the project, *not just* show the project).

Presentation DON'TS:

- A powerpoint IS NOT a final project
- Don't just read notes
- Don't leave this till last minute...

Presentation DOS:

- Be professional!
- Be relaxed!
- PREPARE ahead of time!!

STEP SIX: FINAL RESEARCH PAPER (ESSAY)

The final assignment is to submit a PAPER which reflects upon your educational journey so far, and also reflects upon where you will be going. It is to be 2-3 pages long, double spaced. (You may choose to write separate paragraphs to answer the questions below if you prefer – such as for ELL students, etc.)

Here are the required questions you must answer in the research paper:

1) Reflect upon the CORE COMPETENCIES. Consider in which aspects of your Capstone project you were strong, needed to grow, or grew in several of the core competencies. (Give examples of these).
2) Reflect upon the CORE COMPETENCIES you've been developing in specific classes over the years. Give specific examples.
3) Explain the CORE COMPETENCIES you will need post-graduation in your future career. (Remember career means your academic plans, job plans, future personal plans – such as having kids and getting married/ being in a relationship etc.) Give examples.
4) Write about your CAREER plans – getting a job, going into a trade, going to college/ university. Make sure to list two or three potential schools you will be applying to OR two or three potential job paths you might take. Also, make sure to mention the pre-requisite courses you have needed for this pursuit OR if your Capstone/ other portfolio is required (ie/ art portfolio for art school; chemistry 12 needed to go into a B. Sc. degree). [Use MYBLUEPRINT to help you do research for this question; or, go to: https://qecareereducation.ca/career-exploration.html (Click on the CAREER PICTURE INFOGRAPHIC to link to the excel sheet).

The CORE COMPETENCIES

Communication – acquiring and presenting information (oral and written), public speaking, media literacy, visually organizing and portraying ideas
Collaboration – working with others, including mentors
Critical and Reflective Thinking – making judgments, considering value, reflecting, questioning, designing
Creative Thinking – generating and developing ideas, creating something novel
Positive Personal and Cultural Identity – self-regulation, self-advocating, perseverance, stress management
Personal Awareness and Responsibility – identifying strengths and weaknesses, considering cultural contexts, time management
Social Awareness and Responsibility – building relationships, considering the environment, valuing diversity, resolving problems

CORE COMPETENCIES

C **Communication**
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T **Creative Thinking**
1. Novelty and value
2. Generating ideas
3. Developing ideas

T **Critical Thinking**
1. Analyze and critique
2. Question and investigate
3. Develop and design

PS **Positive Personal & Cultural Identity**
1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS **Personal Awareness & Responsibility**
1. Self-determination
2. Self-regulation
3. Well-being

PS **Social Responsibility**
1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships