Career-Life Connections 12

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

This is your coursework package for Career-Life Connections 12, which is one of the requirements for graduation. ***Please bring this package with you to all your individual meetings.***

**First Semester Assignments:**

Details of these assignments are provided in the booklet and on our website

**Due at first in-person meeting in Semester 1:**

1. **Examine and explore personal development and well-being strategies:**

Choose **one** of the following:

* [Budget for work](#_vxyqo1200297) (pg 5)
  + [Budget for travel](#_x4b0avdsv2za) (pg 6)
* [Budget for post-secondary](#_kq8zsc21p415) (pg 7)

1. **Examine and explore personal development and well-being strategies:**

Choose **one** of the following:

* [Create a wellness plan for grade 12](#_7ysfn76dujig) (pg 8)
* [Scholarship assignment](#_gmbdx0m253zd) (pg 8)
  + [Exploration of financial supports for Indigenous students](#_xy1i0zj9qn15) (pg 9)

1. **Demonstrate a professional persona with respectful and safe interactions**

Choose **one** of the following:

* + [Cover Letter](#_dxoaaw3plyix): use checklist in this booklet; attach your draft and good copy (pg 10)
  + [Resume](#_5yhd4ewzx5gn): use checklist in this booklet; attach your draft and good copy (pg 10)
  + [Resignation letter](#_dgngkrvdn66k): attach your draft and good copy (pg 11)
  + [Social media audit](#_v26t0hhsxni9) (pg 12)
  + [Safety certification reflection](#_yb83l3pmtuqp) (pg 13)

1. **Demonstrate a professional persona with respectful and safe interactions**

Choose **an additional** assignment from the following:

* + [Cover Letter](#_dxoaaw3plyix): use checklist in this booklet; attach your draft and good copy (pg 10)
  + [Resume](#_5yhd4ewzx5gn): use checklist in this booklet; attach your draft and good copy (pg 10)
  + [Resignation letter](#_dgngkrvdn66k): attach your draft and good copy (pg 11)
  + [Social media audit](#_v26t0hhsxni9) (pg 12)
  + [Safety certification reflection](#_yb83l3pmtuqp) (pg 13)

**Due at second in-person meeting in Semester one:**

1. **Explore future options for ongoing learning and development**

Choose **one** of the following:

* [Job Search](#_i9rsj3cnhlkt) (pg 14)
* [Post-secondary options research](#_tztrwjo98jf) (pg 16)

1. **Explore future options for ongoing learning and development**

Choose **one** of the following:

* + [Create a BCeID account](#_bcl4lpnpx7sc) at Mr. Hale’s workshop and provide a screenshot (pg 17)
  + [Attend apprenticeship presentation](#_swhmkplmg6ss) and complete a reflection (pg 17)
  + [Tour any post-secondary institution](#_1fap3ox52qr2) (in person or virtual) and complete a reflection (pg 18)
  + [Career Interview](#_txhedjad5vbp): connect with someone in a career you are interested in and interview them about that career (provide evidence of the interview) (pg 19)
  + [Connect with the Indigenous department](#_ej7dl4kww64) at a school you are interested in attending and complete a reflection (pg 20)
  + [Attend the PCSS post-secondary info night](#_x2t0jln4dyl) on October 4 and complete a reflection (pg 21)
  + [Attend any post-secondary institution info presentation](#_tqi59gcfk8j) hosted at PCSS and complete a reflection (pg 22)

1. **Interact with personal and community networks:**

* [Networking/community connections assignment](#_jl89f2kkoxgh) (pg 23)

1. **Interact with personal and community networks:**

* [Capstone Mentorship assignment](#_i7x1mc1hzfhm) (pg 25)

1. **Track, reflect and share achievements**

* Provide evidence of 30 hours of volunteer/work experience (pay stub, work log, etc.)

**Capstone Project:**

*To be completed before spring break, and presented during April & May (presentations to be scheduled during second semester).*

* Project and Mentor Selection (part of first semester assignments)
* Mentor Permission Form (part of first semester assignments)
* Journal: Prompts and sample included in this booklet
* Project: Expect to spend approx. 30 hours working on your Capstone
* Presentation: Rubric attached

**Individual Meetings: *Two in first semester, one in second semester***

*Planning and goals will be ongoing through all three meetings.*

* Assessing assignments together
* Discussing future plans
* Capstone Project planning

***Visit our class website for a version of this booklet you can type into, and further resources:*** [***http://msjennygeorge.weebly.com***](http://msjennygeorge.weebly.com/)

**Assignment rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Emerging*** | ***Developing*** | ***Proficient*** | ***Extending*** |
| Has not yet provided evidence of the standard assessed | Assignment shares some basic details, could use some further development  May appear rushed or partially incomplete | Assignment shows a good understanding of the standard being assessed.  It’s clear that the student has invested thought and time in sharing their experiences and perspectives | Assignment demonstrates an excellent understanding of the standard being assessed.  Provides a wealth of detail and specifics. The student has demonstrated thoughtful reflection and personal connections. |

**Section 1: Examine and explore personal development and well-being strategies**

Choose **one** of the following:

* [Budget for work](#_vxyqo1200297)
  + [Budget for travel](#_x4b0avdsv2za)
* [Budget for post-secondary](#_kq8zsc21p415)

# Budget/Financial Plan

Managing your income and expenses is a **vital** part of life after high school. Once you are responsible for your own bills and living expenses, you will have to figure out what your priorities are and how to find a work-life balance that meets your own personal needs and wants. *This is a perfect opportunity to have a conversation with the grownups in your life about what kind of expectations and funds are coming in the future.* Are you expected to pay rent if you’re working? Will your First Nation be contributing to post secondary tuition costs? Is your cell phone going to be your responsibility?

Complete a budget table that shows how you will finance your plan for the future. **Show both income and expenses!** You can use either of the provided samples (just one is fine) or make a different budget that fits your plans/needs.

Planning to go to **school**? Include: grants, scholarships, RESP, tuition, books, travel

Planning to **work**? Include: wage, rent, living expenses

Planning to **travel**? Include: work before travel, flights, accommodation, rough itinerary

**Calculating Income and Expenses**

***Income*:** Hourly Wage X Number of Hours per Week X 4 Weeks = Monthly Income

**Example:** $16 X 40h X 4wk = $2560/month

\*\*This does not calculate taxes or other deductions that come off your paycheques. This varies widely depending on your income and the type of work you do, but can be as much as about 30% of your income.\*\*

***Expenses***

Monthly Income X Suggested Percentage = Estimated Expense Amount

**Example:** $2560 X 0.3 = $768 (approximate amount you can afford to spend on rent)

**\*\*You must make sure you balance your budget - your expenses can’t be more than your income! Adjust your budget and make cuts where you have to!\*\***

# Budget for Work/Living

|  |  |
| --- | --- |
| ***Monthly Income*** | |
| Wages  (Hourly Rate X 40h X 4 wks) |  |
| Other Regular Income |  |
| ***Total Income (1)*** |  |

|  |  |
| --- | --- |
| ***Monthly Expenses*** | |
| Rent (30%) |  |
| Utilities (5%) |  |
| Food (15%) |  |
| Transportation (15%) |  |
| Entertainment (10%) |  |
| Savings (25%) |  |
| ***Total Expenses (2)*** |  |

|  |  |
| --- | --- |
| ***Total Income (1)*** |  |
| ***Total Expenses (2)*** | **-** |
| ***Result (Extra Savings OR Debt)*** | **=** |

# Budget for travel

(Include a rough itinerary with destination, length of stay, planned activities)

|  |  |
| --- | --- |
| ***Savings*** | |
| Wages  (Hourly Rate X 40h X number of weeks saving for) |  |
| Any other previous savings |  |
| ***Total savings for travel (1)*** |  |

|  |  |
| --- | --- |
| ***Travel Expenses*** | |
| Airline tickets |  |
| Accommodation x number of days |  |
| Transportation (bus/car/train etc) |  |
| Food - breakfasts x number of days |  |
| Food - lunch x number of days |  |
| Food- dinner x number of days |  |
| Sightseeing budget x number of days |  |
| ***Total Expenses (2)*** |  |

|  |  |
| --- | --- |
| ***Total Savings (1)*** |  |
| ***Total Expenses (2)*** | **-** |
| ***Result (Extra Savings OR Debt)*** | **=** |

# Budget: full year post-secondary

|  |  |
| --- | --- |
| ***Income*** | |
| Yukon Grant |  |
| Yukon Excellence Award | + |
| Savings | + |
| Part-Time Work Income | + |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | + |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | + |
| *Income Subtotal (1)* | = |

| ***Expenses: School*** | |
| --- | --- |
| Tuition (full time) |  |
| Books | + |
| School Fees | + |
| Student Union Dues | + |
| *School Subtotal (2)* | = |

|  |  |
| --- | --- |
| ***Expenses: Cost of Living*** | |
| Monthly Estimate | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ X 10 Months = |
| Travel | + |
| *Cost of Living Subtotal (3)* | = |

|  |  |
| --- | --- |
| ***Income Subtotal (1)*** |  |
| ***School Subtotal (2)*** | - |
| ***Cost of Living Subtotal (3)*** | - |
| ***Result* (Savings OR Debt)** | = |

**Section 2: Examine and explore personal development and well-being strategies**

Choose **one** of the following:

* [Create a wellness plan for grade 12](#_7ysfn76dujig)
* [Scholarship assignment](#_gmbdx0m253zd)
  + [Exploration of financial supports for Indigenous students](#_xy1i0zj9qn15)

# Wellness plan assignment

Your grade 12 year may be a busy one. For this assignment, you can create a wellness plan that demonstrates how you will achieve balance in your life.

This could look like:

* Creating and using a calendar or app to keep track of your assignments/projects/activities
* Making a medicine wheel and setting goals for optimizing balance
* Identifying stressors and planning ways to reduce/manage them
* Setting a wellness-related goal (like cultivating a hobby, reducing screen time, specific physical activity) and monitoring and reflecting on your progress
* Targeting procrastination and
* If you have another idea, please run it by me first

# Scholarship assignment

Scholarships are available for many students. If you are considering post-secondary of any kind, you can apply for scholarships and grants to help with your costs.

You can choose to:

* Apply to any scholarship you are eligible or interested in and provide a copy of your application.
* Or, if you don’t have a specific scholarship to apply for yet, choose one of the following essay topics and write a 500-word essay to a scholarship committee. You can then adapt this essay for future applications
  + Describe how your motivation, leadership and communication skills have connected with your community efforts.
  + Discuss how your interest in your post-secondary field or major developed. Describe any experience (such as volunteer work or internships) in the field. What have you gained from this involvement?
  + Describe an adult who had (or has) a major influence on your life.
  + Describe a time when you faced a challenge or made a mistake and carried on. What happened, and did you learn from the experience?
  + Describe your most relevant community service, volunteer activity and/or leadership role. What did you learn from this experience, and how will it benefit you in your chosen career path?

Please see our CLC12 website for some scholarship links and suggestions.

# Exploration of financial supports for Indigenous students

If you are Indigenous, you may have access to funding sources through your First Nation or Indigenous community. For this assignment, you can connect with and document/summarize the information that you find out about any financial support you may be able to receive.

This could look like:

* Talking with or emailing an education support worker
* Research through your community website
* Attending any informational opportunities
* Contact your First Nation for information

**Section 3 & 4: Demonstrate a professional persona with respectful and safe interactions**

Choose **two** of the following:

* Cover Letter: use checklist in this booklet; attach your draft and good copy
* Resume: use checklist in this booklet; attach your draft and good copy
* Resignation letter: attach your draft and good copy
* Social media audit
* Safety certification reflection

If you already have a resume and/or cover letter, you don’t have to start from scratch, just update - but it has to meet the assignment criteria. Feel free to use the templates on the class website as guides or as your foundations, but make sure you adjust the details as they apply to you.

# Cover letter checklist

* Same full contact information as your resume (Name, mailing address, phone number, and email address)
* Match your resume (use the coordinating template!)
* Name of the person doing the hiring (if possible!!)
* Which job you are applying for
* Briefly introduce yourself
* Explain why you would be a good choice to hire and what you would bring to the position/company (knowledge, skills - related to the job posting!)
* Thank the employer and suggest meeting for an interview
* Sincerely,

Signature

Full Name

* Name of Proofreader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Draft attached
* Good copy attached

# Resume checklist

* Same full contact information as your cover letter (Name, mailing address, phone number, and email address)
* Match your cover letter (use the coordinating template!)
* Sections to Include
  + Education
  + Work & Volunteer Experience (put them together in one section if you don’t have a lot of experience yet)
  + Skills
* Name of Proofreader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Draft attached
* Good copy attached

# How to quit a job

When you decide you are going to leave your job, there are some responsibilities you have as an employee. There are also some steps you can take to leave things on good terms with your employer and co-workers. This is a good idea, because they can become references for you!!

* Write down the reason(s) you are leaving so you are clear for yourself, and can answer clearly if you are asked.
* Write a resignation letter!
* Hand in your resignation letter well before you expect to stop working at this job. The number of weeks of notice you are required to provide depends on how long you have been at the job. You may not necessarily have to work that whole time, but you are legally required to provide notice based on your length of employment, or they can legally hold back your pay.
* Ask your supervisor if there is anything you can do to help train/transition the person replacing you. You don’t have to do this, but your employer (and co-workers) will be happier to be your reference if you make it easier for them.
* Update your resume and cover letter to include the job you’re leaving!

# Writing a resignation letter

This letter should look as professional as your cover letter. You do **not** have to explain why you are leaving in the letter, but it’s definitely okay to have a conversation with your supervisor.

* Same full contact information as your resume (Name, mailing address, phone number, and email address)
* Professional appearance (it should be typed and organized)
* Include the **date** you are handing in the letter (this is your official “two week” marker, so it’s very important that this is on your letter)
* Professional writing
* Be **clear** that you are writing a letter to resign your position
* Thank the employer for the opportunity to be part of their company/organization
* Sincerely,

Signature

Full Name

# Social media audit

Google Search: “Your Name” (the quotations tells Google to keep those terms together), and any names you use on social media

1. Go to google.ca and type your name in quotations (“First Last”) in the search bar.
2. Review the results.
3. Answer the following questions:

How many results did you get?

What was the first result?

How many social media platforms came up? (Instagram, Facebook, Soundcloud, YouTube, etc.)

What was the oldest result you could find?

What result surprised you the most? Why?

Which result might be an issue for a potential employer? Why?

# Safety certification reflection

Make a list of the safety certifications you currently hold and the date of achievement and expiration (if applicable).

What certifications may be useful for the career you are interested in?

How and when are these certifications offered?

What is the cost of these certifications?

What are your future plans for further certifications?

**Section 5: Explore future options for ongoing learning and development**

Choose **one** of the following:

* Job Search: Complete the questions in this booklet
* Post-secondary options research

# Job search

Think of the next job you want to apply for. Maybe it’s your first job. Maybe you want to move up the ladder at your current place of work. Maybe you’re moving to a new place and need a job while you go to school.

***What’s the next job for you?***

Find a job posting!

**\*You can use this job posting to customize your resume and cover letter.\***

Try these websites:

* Yukon Work Futures: <http://yukonworkfutures.gov.yk.ca/>
* Government of Yukon: <https://yukon.ca/en/employment>
* Yukon Work Information Network: <https://www.yuwin.ca/>
* Government of Canada Job Bank: <https://www.jobbank.gc.ca/home>

|  |  |
| --- | --- |
| Job Title |  |
| Company |  |
| City |  |
| Source  (Where you found this job posting) |  |
| Why You Want  This Job |  |

Answer the following questions as though you were being interviewed for this job! If you would prefer to answer these verbally, we can do them at our next individual appointment.

**\*Take your time and really think about your answers. Be descriptive. You can use these answers to prepare yourself for real job interviews!\***

In your own words, describe the job you are being interviewed for.

Why would you be a good fit for this job?

What do you know about this company/organization?

Imagine it’s five years from now. What does your life look like? (School, job, family…)

Describe a situation where you were dealing with conflict. How did you handle it? If you could go back, what would you do differently?

What is a question you have for me (the person interviewing you for this job)?

# Post-Secondary Options Research

Research two post-secondary programs you are interested in finding out more about, and complete the chart. There is a copy of this on our website if you prefer typing.

|  |  |  |
| --- | --- | --- |
| **Program:** | **#1** | **#2** |
| **Prerequisites** |  |  |
| **Program Content** |  |  |
| **Length of Program** |  |  |
| **Cost of Program (list each separately, including tuition, books, room and board)** |  |  |
| **Location of Institution** |  |  |
| **Exit Credentials or Qualifications** |  |  |

**Section 6: Explore future options for ongoing learning and development**

Choose **one** of the following:

* + Create an Education Planner account (for applying to BC post-secondary institutions) and provide a screenshot
  + Attend apprenticeship presentation and complete reflection
  + Tour any post-secondary institution (in person or virtual) and complete reflection
  + Connect with someone in a career you are interested in and interview them about that career (provide documentation of the interview)
  + Connect with the Indigenous department at a school you are interested in attending and complete a reflection

# Create a BCeID account

If you are considering applying for admission to BC universities, colleges and institutes, you will need a BCeID account. Attend Mr. Hale’s BCeID workshop at lunch on October 11, and create your BCeID and student transcript account. When you have completed your account, take a screenshot (or printout) to share with Ms. George.

The website to create this account is: <https://www.bceid.ca/>

# Attend apprenticeship presentation and complete reflection

Apprenticeship Yukon will come and do a presentation at our school on a date to be determined. For this assignment option, attend the presentation and complete the following reflection questions:

The reason I attended the presentation is:

Something new I learned is:

How does the apprenticeship program in the Yukon work?

If someone needed more information about apprenticeship, how would they find it?

I’m interested in finding out more about:

# Tour any post-secondary institution (in person or virtual) and complete reflection

Institution I am touring:

I went in person / virtually (circle one)

Date I toured:

1. What was your initial impression of the school you visited?

2. What did you like best about your experience?

3. What did you like least about your experience?

4. What surprised you most about what you observed, heard, did, or learned?

5. If you wanted to attend the school you visited, what might you do to prepare in the next year?

6. From your perspective (your interests and goals) identify aspects of the visit that were:

Positive:

Negative:

7. Did the visit influence your school and/or career choice/goals? How?

# Connect with someone in a career you are interested in and interview them about that career (provide documentation of the interview)

You come up with the questions and the way of documenting the interview. You’ll then share this information in our meeting.

# Connect with the Indigenous department at a school you are interested in attending and complete this reflection

School I contacted:

Name of person I connected with and their role/position:

Information they shared with me:

Things I can follow up with:

Further questions I have:

If I went to this school, I would find this department useful for:

# Attend the PCSS post-secondary info night on October 4 and complete a reflection

On October 4 there is a post-secondary information night at the school. Attend the presentation, and complete the following reflection:

Provide a summary of the event:

New information I learned:

Further questions I have:

My next steps are:

# Attend any post-secondary institution info presentation hosted at PCSS and complete a reflection

Date and time I attended:

Name of the institution:

Name of the visiting presenter and their contact information:

New information I learned:

Further questions I have:

My next steps are

**Section 7: Interact with personal and community networks**

# Networking/community connections assignment

For this assignment, you will be attending a networking event or experience of your choice. Networking doesn’t need to be a formal affair, it’s about cultivating some sort of productive relationship for your employment, educational, or personal development goals.

There are lots of options for you to get out there and network, and although it may feel a little awkward, and perhaps even a little scary, it will be a great start to developing this essential skill. Listed below are some options to choose from in the community (just call or email them to ask about attending their next meeting).

* Business that you’re interested in
* Connect with an elder or knowledge-keeper
* Community event
* Participate in a ceremony or cultural event
* Volunteer organizations
* Help out at an event
* Animal shelter
* Toastmasters
* Rotary club
* Career Fair
* Find someone you respect in the community and interview them

Networking reflection:

**Please take a picture or provide evidence of your networking event/experience. You can show this to Ms. George in your meeting.**

Organization or networking event/experience I chose:

Date I did my networking event/experience:

I chose this organization/experience because:

A description of the experience:

I learned:

I’d like to know more about:

My next steps are:

What organizations or people might be helpful to connect with in the future?

**Section 8: Interact with personal and community networks**

# Capstone Mentorship assignment

***What is a Mentor?***

A mentor is an adult that you trust, a person that can provide support and guidance as you are going through the process of completing your Capstone Project. It is preferable that your mentor has knowledge in your area of interest.

Using the criteria below, list potential mentors that you have in your life and that fit each description. **A mentor is NOT the same thing as a peer.** A peer is someone who is around your age and may be a classmate or friend. A mentor is more experienced. A mentor often has a different perspective than you do. A mentor uses their wisdom and experience to make suggestions, to guide you and to help you achieve your goals.

Write down the names of potential mentors in your life who might fit these descriptions. Is there anyone who appears in your chart more than once? Ask one or more of these people to be your mentor(s).

|  |  |
| --- | --- |
| **A good listener**  Attentive, perceptive, unbiased, and diplomatic. | **Accessible and available**  Willing to spend time with you on a regular basis. |
| **A character builder**  Gives you an honest assessment of your  strengths and weaknesses, helps you gain confidence, believes in you. | **A role model**  Demonstrates ethical behaviour, honesty,  responsibility, is good at what they do, committed to success. |

**Mentor & Parent/Guardian Permission Form**

**\*\*Please have each person sign this document and share it with Ms. George\*\***

**Mentor Agreement**

*I agree to serve as a mentor for the duration of this project. During this period, I will provide information and experiences that would assist the mentee in completion of the project requirements. However, as a volunteer mentor, I also understand that I will not be held responsible or liable for the outcome of the project.*

|  |  |
| --- | --- |
| Name of Mentor  (print first and last name) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Relationship to Student | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I agree to be this student’s mentor (check one) | * Yes * No |
| Contact Email | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Phone | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Mentor Signature | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date Signed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| ***Parent(s)/Guardian(s) Permission*** | |
| Parent/Guardian Name (print first & last name) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Relationship to Student | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I approve the Mentor my child has selected | * Yes * No |
| Contact Email | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Phone | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Signature | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date Signed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Capstone Project

Your Capstone Project can be thought of as a “passion project” and is unique to you and your interests. While each project will be different, there are some elements that you must include.

* Mentor: Permission form to be completed
* Journal: Ongoing evidence of planning and reflection
* Project/Product: The actual work you are doing as your Capstone
* Presentation: Sharing of your journal, process, and product with your mentor, teacher and others of your choice. This will be in April/May of 2024.

**Capstone Styles: What Can My Capstone Look Like?**

Your Capstone Project can be presented in many different ways or styles. What form is yours going to take? What will your final project look like? This will depend on what you decide to do, and is your chance to be creative!!

These styles are suggestions, and once you have chosen a project you will receive more details on the steps you should follow to support your success. If your idea doesn’t seem to fit with one of these styles, just ask and we can figure it out!

**Research Capstone:**

Write an academic research paper in a subject area you are interested in. Do you love reading and writing? This style is ideal for students who are curious about a specific area of study and would like to have the opportunity to further explore, research, and gain knowledge. A research paper is NOT a report.

Examples

* Develop an inquiry question that you can test, then run an experiment and present the findings!
* Develop a point of view on an academic topic and collect ‘evidence’ to support your argument. Don’t forget, this style of writing is most effective when you consider and refute the ‘other’ side.

**Event Capstone:**

Research, create and host your own event. Planned events should connect with your topic of interest and should provide opportunity for other students, teachers, parents, and community members to participate. This is an ideal style for students who are interested in event planning, management, networking, raising awareness, and social activism.

Examples

* Special awareness day
* Fundraiser
* Sporting event

**Entrepreneurial Capstone**

Start a new business initiative - build and execute an idea from the ground up. Your approach to this style can be cross-curricular, experiential, and community-based.

Examples

* Tutoring or babysitting service
* Spring Break camp for kids
* A product that people can use

**Project Capstone:**

Create a tangible object. A Project Capstone can relate to a possible career choice, it can be an extension of prior knowledge, an opportunity to attempt new learning, or a way to help construct something that you feel will benefit your community. Students that choose this Capstone should expect to complete a minimum of 25 hours working to develop, design, and create/build the physical product.

Examples

* Build/rebuild/refurbish something: Car engine, greenhouse, beehive…
* Create something: Regalia for First Nations grad, a play, a choreographed performance, a piece of art…

**Service Capstone:**

Research an issue of interest that is affecting the community and develop and implement a solution. Students will devote a minimum of 25 hours outside of school to a community or service project. This time is separate from your 30 hours of Work/Volunteer Experience required for graduation. Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your local community can benefit from your service.

Examples

* Community clean-up effort
* Reading buddy program at an elementary school
* Breakfast program, homework club, etc. at our school

**Capstone Project Examples from Grads of 2022:**

* Skidoo rebuild
* Murals
* Research paper on a topic of interest (menstrual leave, comparative religious mythologies, etc.)
* Greenhouse construction
* Hunting/trapping skill development portfolio
* Learning an instrument
* Cookbook
* Coaching skill development portfolio
* Fitness skill development & coaching portfolio
* First Nations Graduation Regalia project & portfolio
* Learning to code
* Personal journey - artistic, cultural, emotional, injury, etc.
* Dirt bike rebuild on a budget
* Woodworking project
* Ethical and decolonized makeup study
* Welding project
* Documentary on a topic of interest
* Time capsule podcast
* Pandemic reflection artwork
* Equestrian skill development portfolio
* Dog agility training
* Bookbinding
* School yearbook
* Naloxone treatment research and peer training seminars
* Small business development (jewelry, deodorant, screen printing, etc.)
* Gender identity research project
* Demystifying the stock market
* Driving anxiety resource website
* Longboard art project
* Truck/car/camper rebuild
* Aerial videography
* Elite athlete preparation and progress
* Sealskin mukluks
* Volunteer firefighting mentoring and recruitment
* Snowmobile maintenance and safe operations manual
* Glacier hiking preparedness
* Sustainable northern farming and gardening

**Your Capstone Journal**

Once you decide what format, or style, your Capstone will have, it will be time to get started! You will need to keep a record of your ideas/progress/experiences from start to finish. How will you track this? It could be a sketchbook, a diary, a digital journal, blog, or a combination.

**You must include written or audio/visual reflections along the way. Here are some prompts for you to include:**

* What questions do you have?
* What discoveries are you making?
* What difficulties are you having?
* What is your next step?

**How and where will you record your Capstone process?**

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**How can your teachers and/or mentor best support you as you work on this project?**

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**\*\*We will be discussing your answers at our individual meetings. The more you can describe here, the more effective our meetings will be!\*\***

**Capstone Journal - Progress Log Template**

*\*\*You can use this format or record your journal in another way, but make sure you are* ***regularly*** *tracking your progress, challenges, and next steps. Your journal is worth 25% of your Capstone mark and is the evidence of all your hard work.\*\**

|  |
| --- |
| **Date:** |
| **Description of progress/recent activities:** |
|  |
| **Current challenges:** |
|  |
| **Questions and who could you ask for help?:** |
|  |
| **Next steps:** |
|  |

**Capstone Project Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Extending*** | ***Proficient*** | ***Developing*** | ***Emerging*** |
| ***Summary of Inquiry Exploration***    *Track, reflect and share achievements* | Presentation provides excellent, specific, defined, carefully chosen details that fully explain creative exploration. | Presentation provides good details that explain the creative exploration but it is clear that more exploration was possible. | Presentation provides some details that help explain the creative exploration but it is clear that the exploration was only on a basic level. | Presentation does not provide adequate details. It is clear that the exploration was only at the most basic of levels. |
| ***Arrangement of Content Information***  *Track, reflect and share achievements* | Presentation is thorough and arranged logically to add interest and clarity. Project purpose is fully understood. | Presentation is generally thorough and arranged in a logical sequence. Project purpose is fully understood. | Presentation of information is somewhat organized, and overall project purpose is fairly clear. | Presentation of information is unclear and it is hard to understand the purpose of the project. |
| ***Overall Preparation of Presentation***  *Demonstrate a professional persona* | Fully prepared presentation with clear, excellent effort. Appears to have been thoroughly practiced. | Prepared presentation with a some obvious effort. Appears to have been practiced at least a few times. | Averagely prepared presentation. It is clear that it has only been minimally practiced, if at all. | Poorly prepared presentation where it is clear that little real effort or practice has been put in. |
| ***Visual Aids & Media (Slideshow, Pictures, Video, Examples, etc.)***    *Demonstrate a professional persona* | Creative use of Visual Aids thoughtfully chosen to enhance communication and understanding. | Visual Aids are appropriate for intended meaning and help understanding. | Visual Aids meet basic expectations but do not really help with understanding. | Visual Aids are lacking, missing, or even occasionally interfere with communication. |
| ***Oral Language Skills***  *Demonstrate a professional persona* | Individual speaks clearly, purposefully, persuasively, and makes excellent eye contact if/when appropriate. | Individual generally speaks clearly, but with perhaps some minor hesitations or issues. | Individual meets most of the basic Oral Language requirements. | Individual does not meet the basic Oral Language requirements. |
|  | ***Extending*** | ***Proficient*** | ***Developing*** | ***Emerging*** |
| ***Journal as a Planning Tool***  *Explore future options for ongoing learning and development* | Journal includes detailed entries from each step of the process and shows significant evidence of planning for the next and future steps. | Journal includes entries from each step of the process and shows evidence of planning for the next and future steps. | Journal includes entries from some steps of the process and shows some evidence of planning for future steps. | Journal includes entries from just a few steps and shows little to no planning for future steps. |
| ***Journal as a Reflection Tool***  *Examine and explore personal development and well-being strategies* | Journal includes detailed anecdotes/ examples of learning experiences, including successes, failures, and evidence of growth. | Journal includes examples of learning experiences, including successes, failures and some evidence of growth. | Journal includes examples of a few learning experiences but does not provide details about successes, failures, and/or evidence of growth. | Journal includes few examples of learning experiences and does not provide examples of successes, failures, or evidence of growth. |
| ***Mentorship Connections***  *Interact with personal and community networks* | Evidence of strong connections with a mentor or others who supported this project | Some connections with a mentor or others who supported this project | Brief connection with others to support this project | No connections with others evident |
| ***How will you contribute to making the world a better place, through one of your specific passions or areas of interest?***  *Interact with personal and community networks* | Project clearly and insightfully shows a detailed and effective contribution to society through full immersion of student passion. | Project clearly shows contribution to society through a good immersion of student passion but may lack insightfulness or specific details. | Project shows some contribution to society through some immersion of student passion. | Project shows little to no contribution to society. Project details little to no concept of student passions. |