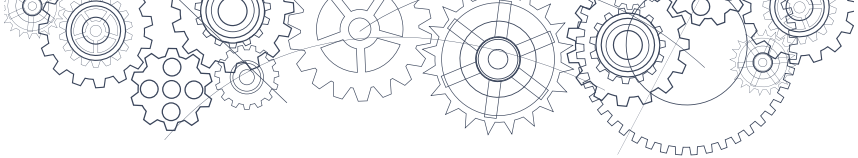


- 
- Investigate and report
  - Personal story
  - Service learning

Following these general process descriptions, specific student illustrations of each structure are provided for further elaboration.

## Capstone – Connect and Collaborate

This capstone option, which focuses on connecting and collaborating, is an opportunity for students to work closely with a learning partner who has professional and/or personal expertise in a field related to the project. This option is characterized by guided experiential learning, including observation, dialogue, and practice, plus opportunities for application. Where possible, the student and learning partner should meet in person in order to encourage relationship building and to gain deeper understanding.

### Process

#### *Identify growth area and develop relationship*

- Self-identify an area of interest with potential for personal growth
- Connect with a community member with experience and/or expertise in the growth area (e.g., family member, Elder, community member, industry/business professional, etc.) to shadow and share their knowledge and practice
- Co-develop plan of action in growth area

#### *Observe and question*

- Watch practices with intent to develop a deeper understanding of applied knowledge
- Reflect on practices and personal applications
- Generate questions and dialogue about observations and thoughts behind processes

#### *Experience and apply*

- Try practices under the guidance of the community member
- Seek and apply descriptive feedback about growth area
- Document applications of learning
- Reflect on personal growth (e.g., through journal, photo album and captions, etc.)

#### *Communicate*

- Reflect on and share growth in new practices and competencies; reflect on how to apply them to preferred future plans for post-graduation



## Capstone – Create and Build

For students who choose to create and build a product for their capstone, applied design is a useful process to explore. This process is characterized by the development of an understanding of the people for whom students are designing products and can be useful in grappling with challenges and/or functionality that require creative ideas and hands-on approaches.

### Process

#### *Understand and define the context*

- Begin with a challenge and/or functionality and the intended user(s) in mind (this will better inform how the applied design process unfolds)
- Enhance understanding of community needs by engaging in empathetic observation, including communication with potential users to explore their needs and wants; practice active listening
- Contemplate the intended purpose of the product and the perspectives of potential users to envision a user-friendly product that addresses the identified challenge or functionality
- Identify the success criteria for the product and its design process, as well as any constraints to account for, such as budget, available materials, community impact, and environmental care

#### *Ideate, prototype, and test*

- Experiment and explore possibilities, taking creative risks in generating ideas and adding to others' ideas in ways that enhance them
- Screen ideas against the success criteria and constraints; maintain an open mind about potentially viable ideas throughout the design process
- Research sources of inspiration and information to develop a design plan that includes key stages and resources
- Create prototypes, making changes to tools, materials, and procedures as needed; document iterations of prototyping
- Seek feedback from identified sources (for example, from a field expert) and communicate with potential users about design ideas and prototype(s); apply the feedback and new information to enhance the design

#### *Make and share*

- Use appropriate tools, technologies, and materials to make the product
- Share progress while creating to enable ongoing feedback and to adapt the design as needed
- Be mindful of unintended negative environmental impacts and use materials in ways that minimize waste
- Decide how and with whom to share and/or promote the product
- Evaluate the success of the product design, explaining how it reflects the criteria and addresses the challenge and/or functionality
- Reflect on the creating and making process, building and elaborating on what worked well and what might be done differently next time
- Reflect on newly acquired competencies and skills and how they can be applied in other contexts



## Capstone – Create and Express

This capstone option provides students with a creative mode to convey their learning, interests, passions, or talents. Messages, feelings, and emotions can be expressed through original actions, words, images, music, talents, and so forth. Creation and expression can take many forms and include sharing creative work with an appropriate audience.

### Process

#### *Inspiration and ideation*

- Reflect on personal experiences and skills to brainstorm potential ideas
- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Identify a driving question and develop a vision to connect to a theme

#### *Design*

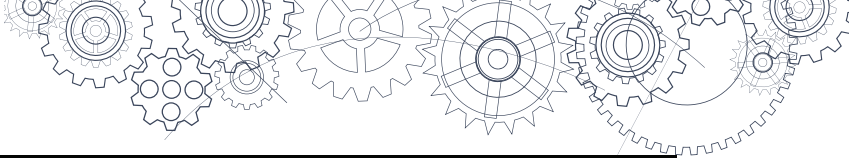
- Identify and research relevant elements, contexts, and/or criteria for the project
- Draft preliminary plans (e.g., storyboard, outline, sketch, etc.), considering intended audience and various modes or platforms for presentation/presenting creative work
- Identify appropriate tools, technologies, materials, and processes, and establish a time frame for creation
- Maintain an open mind about potentially viable ideas and flexibility to respond to changes as needed

#### *Create*

- Create and refine work/performance
- Receive and apply constructive feedback to further refine and revise
- Use self-reflection and awareness to refine according to intended theme

#### *Communicate*

- Arrange showcase/performance (e.g., space, materials, equipment, promotional materials)
- Present to/perform for an audience and seek feedback related to the theme and the intent
- Self-reflect throughout the creating and expressing process, building and elaborating on what worked well and what might be done differently next time
- Reflect on and share growth in new skills and competencies and consider how to apply them to preferred future plans for post-graduation



## Capstone – Innovation and Entrepreneurship

The focus of this capstone option is to create and experience the start of a new business initiative. Students will conceptualize a product and/or service that is original to them and may incorporate active job shadowing/internship. This is ideal for students who are enthusiastic about following a personal passion, are self-motivated, desire the experience of working independently, want to meet new people and network with other entrepreneurs and professionals, and wish to help people use products and services that improve their lives. Students may choose to design and create their own personal brand by becoming an expert and learning the ropes of an industry through first-hand experience.

### Process

#### Conceptualize

- Identify areas of interest, personal passions, and enjoyment, and brainstorm types of business ideas that connect to personal interest
- Take creative risks in generating ideas and add to others' ideas in ways that enhance them, maintaining an open mind about potentially viable ideas
- Taking the viewpoint of the potential customer, consider the what, why, who, and how
- Enhance understanding of community needs by engaging in empathetic observation, including communication with potential users to explore their needs and wants
- Determine whether the business will include a service and/or product

#### Analyze

- Gather and evaluate information through market research on the business service/product concept (e.g., conduct user surveys and test marketing, consider risk management/liability, etc.) to determine the needs of potential customers
- Identify the potential costs (materials, resources, venues, equipment, labour, insurance, etc.)

#### Design

- Create a plan that includes business elements such as timelines, costs and pricing, promotion, and distribution
- Share progress throughout this process to enable ongoing feedback and improvements

#### Apply

- Elaborate how to implement the business plan and apply if feasible
- Critically reflect on the entrepreneurial processes, and identify challenges/define new goals for future business ventures
- Reflect on and share growth in new skills and competencies and consider how to apply them to preferred future plans for post-graduation



## Capstone – Investigate and Report

This capstone option is an opportunity to build research and communications knowledge and competencies through an active exploration of a meaningful question, problem, desired career path, or issue. Following an inquiry process, students can employ disciplinary thinking to develop important skills, such as formulating driving questions, planning inquiries, gathering and analyzing information, and communicating findings.

### Process

#### *Formulate an inquiry question to investigate*

- Develop an essential question that addresses curiosity about a topic or issue of personal, local, or global interest

#### *Plan and investigate*

- Plan, select, and use appropriate investigation strategies (e.g., academic research, fieldwork study, observation methods, interviewing an expert, etc.) to collect reliable information and data
- Assess risks and address ethical, cultural, and/or environmental issues associated with proposed strategies
- Apply the concepts of validity and accuracy

#### *Analyze and interpret collected information and data*

- Seek, analyze, and describe patterns, trends, connections, and/or cause-and-effect relationships
- Construct visual support(s) (e.g., tables, graphs, models, diagrams) to efficiently communicate information
- Use background knowledge and new understandings to draw conclusions that are consistent with evidence

#### *Evaluate and conclude*

- Describe what worked well and identify specific ways to improve future investigations (e.g., evaluate validity, limitations, and claims; draw conclusions about possible reasons for results; identify new questions to investigate)
- Communicate social, ethical, and/or environmental implications and contributions from the investigation and other research
- Reflect on the inquiry process and results (e.g., identify surface assumptions, identify bias in work and/or in primary and secondary sources, share personal learning and growth, examine the iterative nature of the process)

#### *Report and communicate*

- Report on findings, ideas, information, and implications of the investigation (e.g. formal report, science fair, oral presentation, website, video, etc.)
- Share key personal learnings related to the investigation processes and to personal development as an inquirer



## Capstone – Personal Story

This capstone highlights and explores a personal story, giving students an opportunity to reflect on and share a meaningful life-changing event/experience (e.g., mental health, recovery, immigration, etc.). The autobiographical process is narrated from the student author's perspective.

### Process

#### *Identify purpose and intent*

- Students should contemplate a memorable event and/or significant learning experience that challenged and shaped them to be who they are today
- Consider the following questions:
  - Why and how did the event or learning experience change who they are and/or their outlook?
  - With whom would they like to share their story and why?
  - What is the motivation/inspiration for sharing their story and what is the overall message they wish to communicate to their audience?

#### *Plan and design*

- Create a storyboard combining the ideas and resources that have been gathered, and that maps out alternative versions of the vision
- Determine how the story can be organized in a way that is most meaningful and that best communicates the message to be conveyed
- Organize story events and photos and/or images according to the major stages/progression/transformation to be illustrated
- Determine the best way to tell the story (e.g., visual/oral/written expression, voiceover, text, music, digital tools, other effects or a combination)
- Consider ways to connect the progression/transformation/stages/sections. For example:
  - How might visual/oral/written expression and/or voiceover and/or text be used to tell the story?
  - What will the design/layout look like?
  - Will other effects, such as music be included?
  - How might digital tools be used to tell the story?
- Ensure the story is engaging for the intended audience, as well as focused, organized, and concise

#### *Create and review*

- Consider which individuals to approach to review and provide feedback on the personal story, drawing on individuals from multiple areas in the students' lives
- Keeping an open mind, incorporate relevant feedback and suggestions as needed

#### *Present*

- Share story with an audience
- Reflect on the story work and thinking throughout the preparation and presenting process, elaborating on new competencies and skills learned, and the personal impact of the capstone process; reflect on how to apply them to preferred future plans for post-graduation



## Capstone – Service Learning

This capstone is for students who want to contribute to the community, learn leadership skills, and motivate others to make a difference in their school and/or community. It is also aimed at students who want to broaden or develop leadership traits such as commitment, accountability, initiative, resilience, and empathy by planning, organizing, and leading events that enable them to experience the value of community involvement while inspiring and motivating others to act. Students explore the different roles of a team when working toward a common goal and demonstrate a willingness and enthusiasm to actively participate in service experiences.

### Process

#### *Understand and interpret context*

- Identify a community to contribute to, and work with community members to generate ideas and identify an issue/need
- Observe the community closely and with empathy to gather ethical, social, cultural, and/or environmental context
- Wonder and ask questions, determine gaps, and clarify priorities that will inform and shape vision

#### *Plan and apply*

- Formulate plans for a solution/change; determine a process (an approach with strategies), resources required, and a method to organize the information; describe intended outcomes
- Identify intended impact and possible unintended negative consequences, and consider different viewpoints and perspectives
- Build on prior knowledge, consider social and cultural implications and limiting factors, and generate possibilities and alternatives
- Consult with community and refine the plan based on feedback provided
- Reflect on and monitor the plan and processes

#### *Implement*

- Activate the plan using strategies, intended processes, and resources to effect change
- Monitor the plan, maintaining an open mind and the flexibility to be responsive and adjust as needed

#### *Analyze and evaluate*

- Communicate with, and seek feedback from, participating community members
- Critically evaluate the impact of the service (Was the intended outcome achieved? How were the community members affected?)
- Explain how the process contributed to the individual, family, community, and/or environment
- Recognize community needs for sustainability, and recommend further support required/follow-up procedures

#### *Communicate*

- Decide on how and with whom to share the service experience, impacts, and key learnings (e.g., video, display, concept map, testimonials from community members, pamphlets, etc.)
- Critically reflect on the processes, experiences, impacts, and personal growth