

# Student Capstone Proposal Packet

**RICHMOND**  
SCHOOL DISTRICT NO. 38

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## What is a Capstone Project?

The Capstone is a personal inquiry project that provides you with an opportunity to wonder, explore, learn and showcase something you are truly interested in, or passionate about. It is an occasion to think critically while digging into interesting creative possibilities.

This is a chance for you to design your own learning, to get acquainted with some strategies for self-directed discovery, and to develop and strengthen skills and character traits.

The Capstone has been designed to support your learning journey and future plans, thus, selecting a topic/skill to learn more about should connect with something you plan on pursuing after you graduate from high school.

Everything you will need to be successful, can be found here, along with support from your CLC teacher, and adults in your household who can act as your mentors.

View the following video, to see options for the Capstone project.

<https://www.youtube.com/watch?v=yBs2Vb5Hf54>

View the following video, to see an example of self-directed learning. Consider the 'Individual Endeavor' section, as you view. The Capstone Project is a simplified version of that.

<https://vimeo.com/60919251>

View the following for examples of Capstone Projects.

<https://www.youtube.com/watch?v=7CM8AYjj1Ss>

<https://www.youtube.com/watch?v=xHrQ5-D4dkk&t=585s>

### **Components of the Capstone Project:**

In order to meet requirements for this, 2 credit-personal inquiry project, the following items must be included for assessment.

- Capstone Proposal (*Capstone Exploration* with: topic, essential question, selection of the Capstone Type with aligned inquiry process to be followed, connection to future plans, and action plan to move forward)
- Check-Ins with teacher and Application of Feedback
- Artefacts/Products of Learning
- Showcase

## Capstone Proposal

Before you embark on your inquiry learning and documenting journey, you will need to run your ideas by your CLC teacher, so he/she can support you. Below is the proposal form to be completed.

First, narrow down a **topic** of choice, by completing the *Capstone Exploration* section, found below. Refer to the sample provided and the **Capstone Types** to assist you. Each Capstone Type is accompanied by an inquiry process (steps) you can use to move forward in your learning journey. You will be asked to record/document your learning at each stage, along with a reflection of what you have learned about yourself through the process.

The Capstone Types, are suggestions. You are not limited to these options, if you can present an alternative type and learning plan to your CLC teacher.

Remember to select a Capstone type that is conducive (works with) to what you can realistically accomplish. You want to be able to follow through with each stage of the Capstone Inquiry Process.

After selecting a Capstone Type, construct an **Inquiry Question**. An inquiry question, is an **essential question** that is open-ended and something you find interesting to dig into.

“Questions give voice to our passions, our uncertainties, and our curiosity. When we bravely release a question into the air, we are vulnerable, open and ready to learn (Murdoch, 2015).

Characteristics of Inquiry/Essential Questions:

- Open-ended – cannot be answered with a yes/no response; no right/wrong answer
- Have to think, investigate, and try something to answer the question
- The question might lead to more questions
- Shouldn't be able to find the answer by *Googling*.

Possible Question Starters: Combine one term from the first column with one term in the second column.

Who	is/are
What	did/does
Why	can/could
Where	would/should
How	will
When	might

Examples of Inquiry Questions:

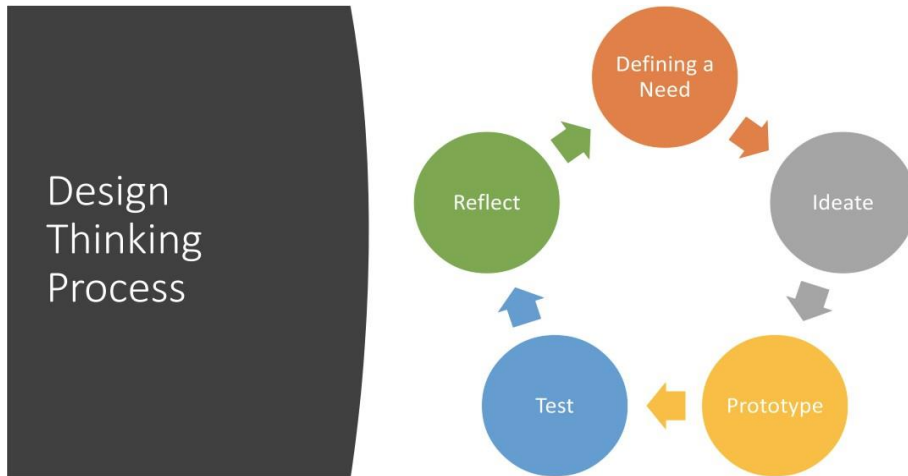
- How can I create and sell something at a profit, so I can contribute to my favourite charity?
- How can my artwork promote wellbeing?
- How can we attract more native birds and animals to our school garden?
- How have the recipes of my ancestral family impacted who I am?
- How can I build a model of an energy efficient vehicle?
- What is the relationship between the number of hours an adolescent spends using social media platforms and the number of hours of sleep?
- How can I express my identity though storytelling?

# Capstone Types

## Capstone – Create and Build

Do you like the idea of inventing new things, and coming up with ideas to solve problems? That is called Applied Design, and it might be the choice for you. You'll need to think about how to design a product knowing who your target user is, and why you are creating it for them.

### PROCESS



### Determining a Need

- Identify a need/problem you might be able to build something to solve
  - Who are the people you are considering? What is the need/problem? How will you know you have solved the problem, or met the need?

### Idea

- Find out what has already been done to solve this need. Get inspiration from previous designs.
- Brainstorm as many of your own ideas as you can, attempting to produce as many solutions as possible. Incorporate some of your research findings in your ideas. Select one idea to explore.
- Create a design (drawing/flowchart/etc.) for a prototype. It should illustrate what the prototype will look like, before you build it.
- Consider what you might require to build a prototype of your design (materials, tools, equipment, procedures) that might be required.

### Prototype

- Build the prototype of your product.
- Get feedback from adults to provide you with direction about how to improve your design to meet the needs/problem.

### Test

- Have a user test your prototype, if possible. Get feedback from the user to determine how you might make adjustments to your design.

### Reflect

- Reflect on the creating and making process, building and elaborating on what worked well and what might be done differently next time.

## Capstone – Connect and Collaborate

Do like to work collaboratively with others? Is there a person you know whose expertise or wisdom you would like to learn from? Then the Connect and Collaborate option might be for you. You'll work with someone else who will guide you as you learn through the experience of talking with and observing them, in a relationship that gives you deeper understanding in a chosen area of interest.

### PROCESS

#### Identify a growth area and develop a relationship

- Identify an area of interest that you would like to grow in or learn more about. Who do you know that might be able to help you grow in this area? Ideally, it would be a person with expertise in the field, an elder, a community member or professional who can share their expertise.
- Co-develop a plan for growth

#### Observe and question

- Watch the community member in action. What knowledge do they have, and how do they apply it? Reflect on their practices and methods. Speak with them and ask them questions about what they do, how they do it, and why.

#### Experience and apply

- Under the guidance of the community member, apply the practices you have observed and discussed. Seek your mentor's feedback, and apply it to improve your practice. Document the process, including reflections in journal form or other means such as photo presentation or video.

#### Communicate

- Share your growth in your chosen area of competency. How has this process benefitted you? How might you apply this growth to future work or life endeavors?

## Capstone – Create and Express

Creation and expression can take many forms and include sharing creative work with an appropriate audience. You can express messages, feelings, and emotions through original actions, words, images, music, dance, talents, and so forth.

### PROCESS

#### Inspiration and Ideation

- Inspiration can come from so many sources. What excites you in this field? Who's work do you follow? What are some of your past experiences in this field?
- Note your personal skills and identify those you wish to develop.
- Brainstorm a theme/ idea you want to convey in your form of expression, and generate a first draft of ideas.

#### Design

- What are some design elements you should include in your project? Why?
- Who will your audience be?
- How will you present your work?
- Draft some initial plans (e.g., storyboard, outline, sketch, etc.).
- What materials will you use?
- What process will you use?

#### Create

- Create and refine your work/performance
- Receive and apply constructive feedback to further refine and revise

#### Communicate

- Arrange/video showcase/performance
- Present/Video performance
- Seek feedback related to the intended theme of the piece

#### Reflect

- Reflect on process, building and elaborating on what worked well and what might be done differently next time, and on the development of your skills and competencies. Consider how you might apply them to future plans.



## Capstone – Service Learning

Do you want to contribute to the community, or motivate others to make a difference in their school/community? This might be the project most suited for you, if you want to develop or broaden leadership traits such as: commitment, accountability, initiative, resilience, and empathy. You might plan and organize an event that enables people to connect over a certain cause.

### PROCESS

#### Understand the Setting (Context)

- Identify a community to contribute to
- Observe the community closely and with empathy to gather ethical, social, cultural, and/or environmental context
- When possible, work with community members to identify an issue/need, and to generate ideas
- Identify what impact you/your event is intending to have.

#### 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**
- Consider different viewpoints and implications on community members, in order to generate possible alterations to your plan
- Consult with community and refine the plan, based on feedback provided

#### Implement

- Determine if it is possible to implement the event at this time, given current situations affecting your community. If it is not possible, explain why and what your next steps might be to bring about the change you intended.
- If it is possible, activate the plan using the strategies, intended processes, and resources to effect change
- Monitor how things are going, while maintaining an open mind. Try to be flexible and responsive (react quickly and positively) and adjust, as needed.

#### Communicate

- Decide 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.

## Capstone – Investigate and Report

Are you interested in building research skills? Do you enjoy experimenting with ideas? With this Capstone, you will come up with a meaningful question/problem/desired career path/issue to investigate, gather information through research, interpret and analyze the information, and communicate what you find out.

### PROCESS

#### Design an essential (inquiry) question

- Develop an inquiry question that connects to something you are curious about. It can be a topic, or a personal/local/global issue you are interested in learning more about and want to create some change around.

#### Plan and Investigate

- Select and plan an investigation strategy. For example, will you conduct academic research, fieldwork study, or interview an expert to collect reliable information and data?
- Formulate sound supporting study questions (devoid of bias and misleading information)?
- Conduct the study and collect and record data.

#### Analyze and Interpret Collected Information and Data

- Represent data in the form of a graph/table/model/diagram
- Analyze data by looking for patterns, trends, and connections in the data
- Receive and apply constructive feedback to further refine and revise
- Draw conclusions based on research, understandings, and findings.

#### Evaluate

- 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)
- Identify limiting factors that might have affected results.

#### Report and Communicate

- Report on findings, ideas, information, and implications of the investigation (e.g. formal report, science fair, oral presentation, website, video, etc.)

## Capstone – Personal Story

Have you had a meaningful life-changing event/experience (e.g., mental health, recovery, immigration, etc.) that you would like to write about? If so, the Connect and Collaborate option could be a great choice. In this Capstone project you, the student author, narrate your own autobiographical experience.

### PROCESS

#### Identify purpose and intent

- Think of a memorable event and/or significant learning experience that challenged and shaped you to be who you are today.
- Why and how did the event or learning experience change who you are and/or your outlook? With whom would you like to share this story and why? What is the motivation/inspiration for sharing your story and what is the overall message you wish to communicate to your audience?

#### Plan and design

- Decide how the story can be organized in a way that is most meaningful and that best communicates the message to be conveyed
- Decide on 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 best tell your story. 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

- Who can you approach to review and provide feedback on your personal story? Draw on individuals from multiple areas in your life, incorporating relevant feedback and suggestions as needed.

#### Present

- Share your story with an audience
- Reflect on your 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.

# SAMPLE

## CAPSTONE EXPLORATION

Name: Annie

**Exploring your passions/interests:** (sample provided to help you.)

*List 3 things you are passionate about or are interested in and explain why. Rate each according to the criteria, to help you decide which might be a good choice for your Capstone Project. Then, write the name of the Capstone Type that might connect to further exploration of your passion/interest.*

Passion/ Interest	Why it is important to me	Criteria	Rating (1=low to 5=high)	Total Score	Capstone Type
refinishing furniture	<ul style="list-style-type: none"> <li>• new skill (I love learning)</li> <li>• I get to work with my hands</li> <li>• I like seeing how products are transforming</li> <li>• satisfying because you can see your progress</li> <li>• let's me be creative and get out of my head</li> </ul>	<input type="checkbox"/> <b>long-lasting</b> (have had this passion/interest for 3+ years)	1 2 3 4 5	12	Create and Build
		<input type="checkbox"/> <b>broad or deep impact</b> (influences many areas of my life—social, personal, academic, work <b>OR</b> influences one area of my life in a deep way)	1 2 3 4 5		
		<input type="checkbox"/> <b>potential for lifelong exploration</b> (I can see myself pursuing this after graduation)	1 2 3 4 5		
		<input type="checkbox"/> <b>meaningful</b> (brings joy/satisfaction; allows me to express my true self/nature; I get in the 'flow' when I do this)	1 2 3 4 5		
Working with students with special needs	<ul style="list-style-type: none"> <li>• feels good to make a connection with another</li> <li>• I'm comfortable being around others who can't speak or move easily</li> <li>• my communication &amp; interpersonal skills are challenged</li> <li>• allows me to problem solve &amp; be creative</li> <li>• I can see beyond the disability to the person</li> </ul>	<input type="checkbox"/> <b>long-lasting</b>	1 2 3 4 5	19	Connect and Collaborate
		<input type="checkbox"/> <b>broad or deep impact</b>	1 2 3 4 5		
		<input type="checkbox"/> <b>potential for life-long exploration</b>	1 2 3 4 5		
		<input type="checkbox"/> <b>meaningful</b>	1 2 3 4 5		
camping	<ul style="list-style-type: none"> <li>• love the outdoors &amp; connecting with nature• healthy interest</li> <li>• social—I camp with family &amp; friends</li> <li>• I'm curious about the natural world &amp; its interdependence</li> <li>• I marvel at nature's beauty &amp; strength</li> <li>• I feel at peace when I'm surrounded by nature</li> </ul>	<input type="checkbox"/> <b>long-lasting</b>	1 2 3 4 5	15	Personal Story
		<input type="checkbox"/> <b>broad or deep impact</b>	1 2 3 4 5		
		<input type="checkbox"/> <b>potential for life-long exploration</b>	1 2 3 4 5		
		<input type="checkbox"/> <b>meaningful</b>	1 2 3 4 5		

# CAPSTONE PROPOSAL

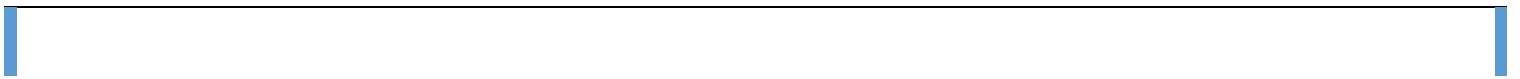
## CAPSTONE EXPLORATION

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

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Passion/ Interest	Why it is important to me	Criteria	Rating (1=low to 5=high)	Total Score	Capstone Type
		<input type="checkbox"/> <b>long-lasting</b> (have had this passion/interest for 3+ years)	1 2 3 4 5 <span style="margin-left: 100px;">○</span>		
		<input type="checkbox"/> <b>broad or deep impact</b> (influences many areas of my life—social, personal, academic, work OR influences one area of my life in a deep way)	1 2 3 4 5 <span style="margin-left: 100px;">○</span>		
		<input type="checkbox"/> <b>potential for lifelong exploration</b> (I can see myself pursuing this after graduation)	1 2 3 4 5	○	
		<input type="checkbox"/> <b>meaningful</b> (brings joy/satisfaction; allows me to express my true self/nature; I get in the 'flow' when I do this)	1 2 3 4 5	○	
		<input type="checkbox"/> <b>long-lasting</b>	1 2 3 4 5	○	
		<input type="checkbox"/> <b>broad or deep impact</b>	1 2 3 4 5	○	
		<input type="checkbox"/> <b>potential for life-long exploration</b>	1 2 3 4 5	○	
		<input type="checkbox"/> <b>meaningful</b>	1 2 3 4 5	○	
		<input type="checkbox"/> <b>long-lasting</b>	1 2 3 4 5	○	
		<input type="checkbox"/> <b>broad or deep impact</b>	1 2 3 4 5 <span style="margin-left: 100px;">○</span>		
		<input type="checkbox"/> <b>potential for life-long exploration</b>	1 2 3 4 5	○	
		<input type="checkbox"/> <b>meaningful</b>	1 2 3 4 5	○	



My **topic** (top choice) is \_\_\_\_\_ because \_\_\_\_\_

The **Capstone Type** I selected is \_\_\_\_\_ because \_\_\_\_\_

How does your passion/interest, connect to your future life, or educational/career goals?

What connections can you make between your passion and what you have learned (are learning) in high school? AND/OR, how has your passion impacted your success as a student or your approach to learning?

The **essential question** that will guide my learning is...

**Create an Action Plan**

Now that you have a topic, develop a learning plan. Refer to the Inquiry process outlined in the Capstone Type, you selected. For most of the Capstone Types, the first step in the process will be to research what is already known about your topic. You might draw upon the following resources to begin: *find an article, read a book, watch a video, listen to a podcast, interview an expert, etc..* The last step will be to rehearse for the Showcase. Fill in the chart below, to indicate your action plan.

<b>Action Steps</b> List the steps in the Capstone Inquiry process linked to your Capstone Type	<b>Timeline</b> When will it be done? Day/Time	<b>Resources</b> What do you have? What do you need? Who might you learn from?	<b>Potential Barriers</b> What gets in the way of your success? How can you be proactive?	<b>Completed</b> Use a ✓ to mark finished steps	<b>Documentation of Evidence of Learning Completed</b> Use a ✓ to mark finished steps	<b>Reflection Completed</b> Use a ✓ to mark finished steps
Step 1:						
Step 2:						
Step 3:						
Step 4:						
Step 5:						





