

## STUDENT DEEPENS HER KNOWLEDGE AND PRACTICAL SKILLS IN HER COMMUNITY'S TRADITIONAL CUISINE



### Self-assessment and critical analysis

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Throughout her exploration of possible career paths in Career-Life Education (CLE), Career-Life Connections (CLC), and the *self-assessment and critical analysis* component of her capstone preparation (see pages 15–21 in the Career Education 10-12 Guide for more information about the components of capstone), the student expressed an interest in deepening her knowledge of and practical skills in the cuisine of her First Nations heritage. In considering her preferred options for post-graduation, she shared how important it was to her to learn more about the preparation of the traditional specialty dishes of her community.



### Process and representation

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Learning focus: Deepening personal knowledge of and practical skills in her community's traditional cuisine under guidance of an expert advisor

Learning artifact: Personal cookbook

### Context

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The student was inspired by her grandmother's expertise in their community's culinary traditions and her own enjoyment with learning through Food Studies coursework. She was also working on other related learning activities, including her FOODSAFE certificates.

Additionally, the student identified that her preferred learning approach would include partnering with her grandmother and developing practical knowledge through hands-on cooking experiences under her guidance. The *connect and collaborate* process was selected as a good fit for this learning preference. The student asked her grandmother to be her community advisor in this process, and the grandmother agreed to share this knowledge and help her granddaughter deepen her understanding of the relationship between their traditional food and culture.

As a means to record her learning, and as a post-graduation resource for her future reference, the student decided to create a personal cookbook. In consultation with her grandmother and teacher, they agreed that the choice of recipes would be the student's with input from her grandmother's expert advice, and the cookbook would reflect the key traditional foods the student associated with her family, culture, and heritage. Although the cookbook's main purpose was as a personal resource, the student planned to share the recipes with her family and with her school community.



## Connections

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### **Curricular or domain connections**

Career Education – Analyzing internal and external factors to inform personal career-life choices for post-graduation; Assessing personal transferable skills, and identifying strengths and those skills that require further refinement; Collaborating with teacher-mentor and community advisor; Cultivating community relationships to support plans for post-graduation; Reflecting on learning experiences and personal development in the Core Competencies; Preparing for next steps in personal lifelong learning journey

Food Studies – Creating food products, working collaboratively and individually, and making changes as needed; Identifying and using appropriate tools, technologies, materials, and processes; Learning First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and preservation, and ways of celebrating

Social Studies – Developing understanding of the connections between the past, present, and future and the people and traditions that shape the development and evolution of communities, especially one's own

### **Community connections**

School community

Local First Nations community

### **Connections to First Peoples Principles of Learning**

*Learning involves generational roles and responsibilities:* Teaching and learning is the responsibility of all members of a community; Valuing, learning from, and applying her grandmother's expertise

*Learning involves recognizing the consequences of one's actions:* Focusing on reflective and critical thinking to help learners understand the natural consequences of their actions

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:* Appreciating the traditional knowledge that her grandmother shared with her, treating it with the respect it deserves, and focusing with intent on healthy living principles for herself and others; What is learned by the individual is also of benefit to family and to the community

### **Core Competencies connections**

Communicating – Connecting and engaging with others; Acquiring and presenting information

Collaborating – Supporting group interactions

Critical and Reflective Thinking – Questioning and investigating; Designing and developing; Reflecting and assessing

Positive Personal and Cultural Identity – Understanding relationships and cultural contexts; Recognizing personal values and choices

Personal Awareness and Responsibility – Well-being

Social Awareness and Responsibility – Contributing to community and caring for the environment; Building relationships; Valuing diversity



## **Connect and collaborate process**

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

The student lived with extended family, including her grandmother, so they were able to readily co-plan many learning opportunities, including both informal and formal cooking experiences. These included meal planning, grocery shopping, food preparation, cooking, serving, and eating practices. They planned learning opportunities for a two-month period, ensuring that the student would gradually take on more responsibilities as she developed increased independence with her skills and added to her repertoire of recipes. Other family members would also provide constructive feedback about her cooking practices and the resulting meals.

### **Observe and question**

The student conducted some research on her own first, both online and by interviewing members of her community, to determine what recipes she might want to learn and what skills she would need to develop. In conversations with her grandmother and CLC teacher-mentor, the student decided on three learning goals: deepening understanding of the food and culinary traditions of her family; applying the related practical skills to her own tastes and lifestyle; and thinking about how to use this newly learned culinary knowledge to help others better understand herself, her family, and her culture. She co-developed the following questions to focus her observations and notes:

- What traditional foods and meals should be included in her recipe book to reflect her own tastes and nutritional needs, and to accurately represent her culture?
- What constraints and challenges would need to be accounted for (e.g., financial constraints to purchase ingredients and equipment for when she moved away from home)?
- How can traditional recipes be adapted for various reasons, such as lack of specialized ingredients and specific dietary needs?
- What role would personal preferences and the impact of one's current diet have on exploring new foods (e.g., the student preferred her food to be less spicy than did her grandmother)?
- What possible consequences might result from her actions during this process, and how could they be prevented or mitigated? For example:
  - What precautions should she take to prevent damage of her grandmother's tools and equipment?
  - How could she address repairing relationships if she inadvertently insulted someone by a negative reaction to a food with which she was unfamiliar?
  - In creating a recipe book that others may follow, how should she address topics like allergies and food poisoning, and differences in understanding due to cultural dissonance?

The student then began to observe and assist her grandmother throughout cooking preparation and serving activities. They discussed traditional food ingredients and recipes, as well as their significance to the family and to broader community traditions. The student kept notes about interesting points and new learnings, adding these to the appendix of her cookbook and using them as reminders to share learning progress with her peers during the CLC class's ongoing small group discussions about their capstone.



## **Experience and apply**

Eventually her grandmother took on more of an assistant role in the cooking process, while continuing to help the student refine her skills and recipe notes. The student collected information about, and recorded different attempts at refining, each recipe, including notes on adaptations and substitutions.

The student began to curate recipes based on her personal preferences, her plans for the cookbook design, and feedback from taste testers. The student also examined published cookbooks, blogs, and social media as a means of researching how to create a cookbook. This research included the art of food photography, how to format recipes, graphic design, and book organization. In addition, she evaluated different food sources and ingredient variety in order to make ethical, culturally sensitive, and environmentally conscious decisions.

The student created a scrapbook-style cookbook that included six recipes with a variety of ingredients and processes, photos of the processes and end results, and blurbs that highlighted some of the cultural protocols and contexts associated with the selected recipes.

## **Communicate**

The student shared the cookbook and some sample recipes to taste during her oral presentation on what she learned about her culture and heritage, and about traditional cuisine, in her CLC class. She invited her grandmother to the presentation, which included a video of them cooking together.

In her presentation and reflective writing notes, the student expressed how this learning brought her closer to both her grandmother and their shared culture and heritage.

## **Teaching and mentoring tips**

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- The CLC teacher-mentor worked with her school's Aboriginal Support Worker to ensure cultural sensitivity and respect through appropriate protocols when connecting with the student's grandmother and community.
- The teacher-mentor met with the student, her grandmother, and the Aboriginal Support Worker to discuss learning expectations and feedback guidelines before beginning the process.
- Regular check-in conversations with her teacher-mentor during CLC classes about her cooking experiences and progress helped the student to monitor and manage her learning tasks and time throughout.

## **Additional resources**

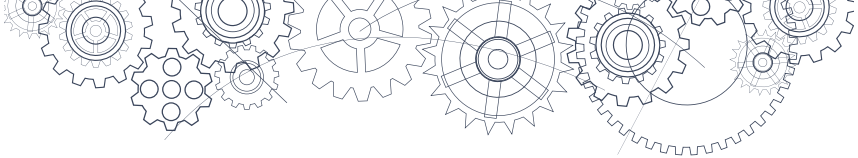
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- [Canada's Food Guide for First Nations, Inuit, and Métis](#)
- [FOODSAFE](#)

## **Formative assessment**

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- During their regular check-in conversations, the student shared her notes about her learning and insights with her teacher-mentor. The teacher-mentor used these opportunities to monitor the student's progress and to make suggestions for next steps as needed.

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- The student's grandmother was a primary source for formative conversations in this process, providing background information, intervening to support, and advising throughout. The conversation between the grandmother, student, teacher-mentor, and Aboriginal Support Worker about the student's learning goals and ways to support her helped them focus before beginning the learning.
  - Regular small group discussions with her peers in CLC class about their capstone learning gave the student a means to reflect on her learning as well as to ask for ideas and support. The student reciprocated for her peers as well, using the questions and feedback suggestions provided by their teacher-mentor to guide the formative conversations in a constructive and strengths-based manner.
  - To ensure the quality of her cookbook, the student asked family members to cook its recipes, testing the clarity and accuracy of the instructions. She adjusted some recipes based on their feedback.



## **Showcase and celebrate**

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To continue her community's tradition of passing on knowledge and culture to others, the student decided to publish some of the recipes in the school's newsletter and to cook a meal with her grandmother for audience members as part of her capstone presentation. The student shared her plans to pursue a career in community law enforcement, explained how her future of healthy living would include cooking for herself and connecting with others through relationship and culture, and concluded that she could apply these transferable skills to both her personal and professional lives post-graduation.

## STUDENT EXPANDS HIS AWARENESS AND EXPERIENCE OF TEACHING PROFESSION THROUGH JOB SHADOWING



### Self-assessment and critical analysis

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Throughout his volunteer and work experiences, and the *self-assessment and critical analysis* component of his capstone preparation in Career-Life Connections (CLC) (see pages 15–21 in the Career Education 10-12 Guide for more information about the components of capstone), the student expressed his interest in working with children and pursuing a career in teaching. He felt that he could expand his awareness of what the profession is really like by observing learning in an elementary classroom and tapping into the thinking of a practicing teacher. The student hoped to try teaching a few lessons with students as well.



### Process and representation

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Learning focus: Expanding awareness and experience of the teaching profession under guidance of an expert practitioner

Learning artifact: Learning journey blog

#### Context

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The student enjoyed working with children, including as a babysitter and sports coach, and was wondering if he should pursue a career in education. Considering how he hoped to expand his knowledge and skills, the student decided to seek a job shadowing opportunity and follow the *connect and collaborate* process in doing so. He had kept in touch with some of his elementary school teachers, and his elementary school was a short distance away, so he was readily able to arrange a job shadowing partnership.

#### Connections

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##### **Curricular or domain connections**

Career Education – Analyzing internal and external factors to inform personal career-life choices for post-graduation; Assessing personal transferable skills, and identifying strengths and those skills that require further refinement; Collaborating with teacher-mentor and community advisor; Cultivating community relationships to support plans for post-graduation; Reflecting on learning experiences and personal development in the Core Competencies; Preparing for next steps in personal lifelong learning journey

Child Development and Caregiving 12 – Theories of child development, including cultural influences; Stages of child development from birth to age 12; Role of play in human development and learning; Legal responsibilities of caregivers and educators





## **Community connections**

Neighbourhood elementary school

Teachers' professional community

## **Connections to First Peoples Principles of Learning**

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:* The uniqueness of each learner is valued and appreciated; Each person is unique and there are many different ways that learning occurs; Valuing learning, supporting younger members of the community, and building relationships through education

*Learning involves patience and time:* Learning is most effective when it occurs in a setting where the learning can be applied in an authentic context, and over time

## **Core Competencies connections**

Communicating – Connecting and engaging with others; Acquiring and presenting information

Collaborating – Working collectively; Supporting group interactions

Critical and Reflective Thinking – Analyzing and critiquing; Questioning and investigating; Designing and developing; Reflecting and assessing

Personal Awareness and Responsibility – Self-regulating; Well-being

Social Awareness and Responsibility – Contributing to community and caring for the environment; Building relationships

## **Connect and collaborate process**

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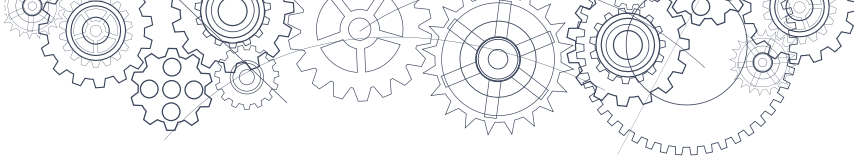
### **Identify growth area and develop relationship**

Initially the student visited some of the teachers at his former elementary school to observe learning in the classroom and ask questions before starting his job shadowing experience. He then made arrangements to collaborate with one of the teachers and to visit her classroom on a regular basis over six weeks, during the CLC block of time in his secondary schedule.

With his elementary teacher agreeing to be his advisor, the student developed a plan to observe learning in the classroom and to record notes and questions for their later discussions. Eventually the student would begin to assist in some whole class lessons and support students in small group learning activities. The culminating goal was for the student to design at least one learning activity and teach the class by the end of the job shadowing period, under the guidance of his advisor. In addition, he and his CLC teacher-mentor agreed that the student would document his learning journey throughout the six-week period according to the co-designed personalized rubric (see “Formative assessment” section below), using district guidelines to maintain student privacy and safety.

### **Observe and question**

The student was an active observer, taking notes on what he noticed and devising questions to ask the advisor and/or other staff, and/or to research using information provided in resources



that his advisor had recommended he read (e.g., *Early Learning Framework* and *The Primary Program*).

In addition to the classroom visits, the student arranged times to meet with his elementary advisor outside class to debrief and ask questions. These conversations were also an opportunity to refine plans and next steps for observing, supporting, and collaborating in the classroom.

### **Experience and apply**

The student created a blog to document his learning journey and share with his CLC teacher-mentor and peers, being careful to abide by the district's internet use and privacy protocols. For example, the student's photos and descriptions from the classroom avoided student faces, names, and other identifiers. His posts were a combination of reflections on what he observed and experienced, questions arising from what he noticed and was confused about, and research and interview notes about teaching and learning practices, rather than notes about the elementary students themselves.

As he became more comfortable and confident in the classroom, the student became more active and took on more responsibilities for classroom-student learning. For example, he tutored individual students who were struggling with particular tasks and led small group learning activities. Throughout, he checked in regularly with his advisor for suggestions and feedback.

The student began to use some techniques he had learned through coaching experiences as well, testing their effectiveness with elementary students in a classroom environment, and described on his blog what seemed to be working and what he was learning about teacher-student interactions.

In collaboration with his advisor, the student developed a lesson plan for an integrated science and art learning activity related to the class's current learning theme. He taught it during his last visit to the elementary classroom, recorded what he noticed about the students' learning and reactions, and posted these insights to his blog with an accompanying self-assessment of his Core Competency development.

### **Communicate**

Upon completion of the job shadowing experience, the student spent time polishing his blog so that, in addition to his original posts, it included:

- reflections on how he applied theories of learning, information about learners, and ideas to successfully engage and support the young students
- images of the work the students created as a result of their learning throughout the lesson (with parental permissions in place)
- a video of his self-reflection on learning and Core Competency development from the entire experience
- his research notes about how students learn, including a bibliography
- comments on what he would change about his practices in the future and why
- a description of how he now envisages his future career in teaching after this experiential learning opportunity





## Teaching and mentoring tips

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- Whenever considering a job shadowing opportunity beyond the school campus, it is important to ensure student safety and adhere to district protocols. Check your local district policies and procedures. See also Appendix B on page 101 for important considerations when students are working or volunteering offsite.
- It is important to communicate with parents about visitors in the classroom. The student prepared a letter of introduction to parents with the support of his advisor, explaining who he was, why he was in the classroom, and what he hoped to learn and accomplish with their children. Additionally, the principal introduced the student to the school community with a picture and brief biography so that everyone knew who he was and why he was helping throughout the school.
- As with all volunteers in the school, follow district safety protocols. In this case, the student needed to get a criminal record check before he began observing in the classroom. This activity was also part of his learning about the seriousness of his role and responsibilities as a co-supervisor of young children.
- It is a significant shift in perspective from being a “student” to becoming a “teacher” in the classroom. In this case, the elementary principal addressed this challenge proactively, providing the student with an orientation to the professional and safety expectations of adults working with young children, and offering to answer his questions and uncertainties as they arose.
- Students may not know what level of students and/or which subjects they might want to explore in teacher job shadowing experiences. Having time to observe informally in different classrooms before starting helped this student identify which teacher and class he hoped to work with.
- Students interested in early childhood education specifically may wish to volunteer and/or job shadow in a local StrongStart Centre or daycare program. Students interested in secondary education may wish to tutor peers, support small group work in areas of their learning strengths, run workshops for peers in an area of passion, and/or co-teach with an advisor in their own school community.

## Additional resources

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- Schools are a wealth of human resource expertise in education! Students can interview principals/vice principals, counsellors, youth workers, parents, district staff, and/or others in the school to learn more about a variety of teaching and learning roles and responsibilities in the school community.
- [\*Early Learning Framework\*](#)
- [\*The Primary Program: A Framework for Teaching\*](#)



## Formative assessment

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In CLC, the teacher-mentor shared the general required criteria for the capstone components with the whole class. (See page 45 for the general capstone rubric provided to all students.)

Once this student had selected the connect and collaborate process with a focus on teaching and job shadowing, he developed a personalized assessment rubric, detailing specific criteria more relevant to his situation. He and his teacher-mentor negotiated some points until they both agreed on all criteria. They then used the personalized rubric as a reference to co-monitor learning progress throughout the six-week period, and to evaluate his work together for a final capstone *process and representation* mark. In this way, assessment and evaluation processes were collaborative, formative, and transparent.



## Showcase and celebrate

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The student presented his learning journey at the school's Capstone Fair in the gym to a small audience of CLC classmates and some Career-Life Education students, so they could get a sense of what capstone might look like for them the next year. The oral presentation length was 10 minutes, included visual aids, and was presented twice to different groups of peers.

As part of the presentation, the student pointed to his blog as the main demonstration for his learning journey into a future career in teaching. By sharing highlights from his blog, he was better able to present without needing to constantly look at his notes. For example, the student shared his revelation about how much patience is needed to work well with some students and how he was developing his ability to monitor his own emotions and responses so that he could better engage with these students. Additionally, he shared how personally motivating it was to give back to his local learning community. The student also planned to use the blog as part of the application process to post-secondary education programs for the following year.

A week later, the student presented about his learning journey again, this time in the less formal setting of his CLC classroom to a small group of three or four classmates and his teacher-mentor. This group provided feedback in learning areas he had predetermined for input.

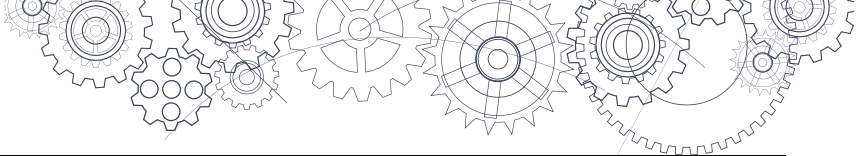


## General Capstone *Process and Representation* Rubric Guide

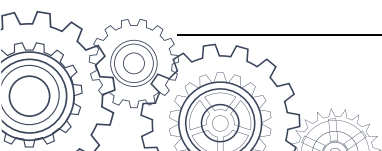
The general criteria required for the capstone *process and representation* component are listed below. These refer to demonstrations of learning by all students, regardless of the process and topic(s) selected. In their own capstone proposals, students should explain what specific steps they will take and milestones they plan to accomplish as they work through the selected process for this component.

**Note:**

- Suggested ways to personalize the capstone are provided; however, students may propose any other criteria relevant to the proposal as well.
- All final personalized criteria must be agreed upon by both the student and the Career-Life Connections (CLC) teacher-mentor.
- Personalized statements will help students design the steps of this capstone component. They will be referenced throughout check-in conversations about learning progress with the CLC teacher-mentor and will inform the capstone evaluation.
- Once the capstone process is underway, students may revise (in consultation with their teacher-mentor) criteria to reflect changes in plans as needed.

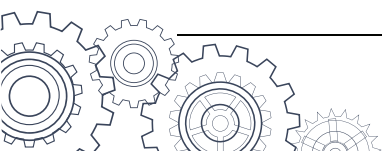


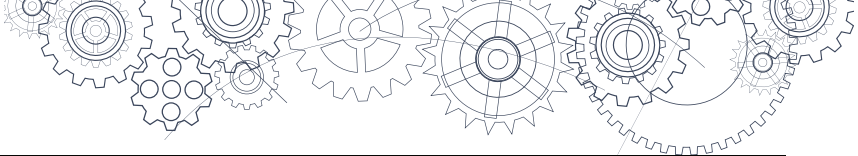
Sections	General Criteria	Planning and organization notes and tips
<b>Proposal</b>	<p>Proposal is handed in on time with all sections completed.</p> <p>I described multiple connections between at least two of my personal, educational, and/or career goals for post-graduation and the selected process and topic(s).</p> <p>My proposal identified the appropriate process used to pursue my capstone <i>process and representation</i> (either one of the suggested processes or an alternative and approved process specifically tailored to my capstone).</p>	<ul style="list-style-type: none"> <li>✓ My proposal will be completed and handed in by ____ (date).</li> <li>✓ Format for my proposal: paper-based/digital/video/other?: _____.</li> <li>✓ My proposal will have extra detail in the area of ____ to better explain _____.</li> <li>✓ I will know I'm ready to move from research/information gathering to experiential learning when _____.</li> <li>✓ I will collect these kinds of artifacts/evidence throughout my project to illustrate my progress and learning: _____.</li> <li>✓ I will collect and organize my learning artifacts/evidence throughout the process in this way: _____.</li> <li>✓ Other ideas specific to my proposal:</li> </ul>
<b>Learning Partnerships</b>	<p>I found a learning partner or community advisor with relevant knowledge and/or experience to connect with about my learning.</p> <p>I communicated regularly with my CLC teacher-mentor to provide updates on my progress, successes, and areas where I need further support.</p> <p>I demonstrated communication and collaboration skills when working with others, such as:</p> <ul style="list-style-type: none"> <li>⇒ Active listening</li> <li>⇒ Responding in a timely manner</li> <li>⇒ Speaking/writing clearly and with appropriate vocabulary and respectful language</li> <li>⇒ Asking and answering questions</li> <li>⇒ Asking for help and offering to help</li> <li>⇒ Collecting and organizing information (including messages)</li> </ul> <p>I submitted a constructive learning partner/community advisor report at the end of the process.</p> <p>I participated as a member of my learning community by sharing my learnings through conferencing with, and presenting to, my peers.</p>	<ul style="list-style-type: none"> <li>✓ I will hand in my learning partner/community advisor proposal by _____.</li> <li>✓ I am looking for a learning partner/community advisor with these attributes, experiences, and/or skills: _____.</li> <li>✓ I will connect with my learning partner/community advisor in these ways: _____.</li> <li>✓ In order to do well, I have talked with my learning partner/community advisor about the following expectations and plans, and I will follow through on these to reach my learning goals: _____.</li> <li>✓ In addition, I will include the following people as resources to support my learning (e.g., Library Learning Commons teacher, guidance counsellor, family member, and/or educator with relevant knowledge, etc.): _____.</li> <li>✓ I will communicate regularly with my CLC teacher-mentor about my progress in these ways: _____.</li> <li>✓ To keep track of information and messages from my learning partner/community advisor, as well as the questions and insights that they prompt, I will _____.</li> <li>✓ If I experience challenges working with a learning partner/community advisor, I will try these strategies: _____.</li> <li>✓ In addition to sharing my learnings through conferencing with, and presenting to, peers, I will _____ to give back to my learning community and/or other communities.</li> <li>✓ Other ideas:</li> </ul>





Sections	General Criteria	Planning and organization notes and tips
<b>Research</b>	<p>I consulted multiple relevant and reliable sources.</p> <p>I synthesized information from multiple sources to create personal meaning and understanding.</p> <p>I engaged ethically with information, demonstrating academic honesty and intellectual integrity.</p> <p>My bibliography lists all major sources, is formatted properly, and includes relevant annotations.</p> <p>I handed in all my research notes, including any recordings of interviews, screenshots of messages, etc.</p> <p>I consistently applied information literacy skills to accomplish learning, such as:</p> <ul style="list-style-type: none"> <li>⇒ Knowing when information is required</li> <li>⇒ Knowing how to develop an inquiry question</li> <li>⇒ Knowing how to find information</li> <li>⇒ Critically examining sources of information</li> <li>⇒ Selecting the best sources of information</li> <li>⇒ Organizing and using information</li> </ul>	<ul style="list-style-type: none"> <li>✓ My topic is phrased as the following inquiry question, encouraging deeper and meaningful exploration: _____.</li> <li>✓ My topic(s) include these relevant subtopics, each allowing for interesting exploration that will support my main inquiry: _____.</li> <li>✓ I will consult these primary sources and other sources to gain a well-rounded understanding of the topic: _____.</li> <li>✓ I will use _____ to take and organize notes with integrity, reducing the possibility of accidental plagiarism and increasing the possibility of making insightful connections between pieces of information.</li> <li>✓ I will _____ to document interviews conducted for research.</li> <li>✓ I will _____ to document online messaging conducted for research.</li> <li>✓ I will _____ to document survey/poll results conducted for research.</li> <li>✓ My bibliography will be in MLA/APA/Chicago/other format: _____ because _____.</li> <li>✓ My bibliography will include annotations about _____ for each source (e.g., relevancy, accuracy, timeliness, source credibility, etc.).</li> <li>✓ Other ideas:</li> </ul>
<b>Learning Artifacts and Evidence</b>	<p>I collected artifacts that relate to, and are evidence of, my learning throughout.</p> <p>I organized and shared a selection of these items as part of my representation, presentation, and reflection.</p>	<ul style="list-style-type: none"> <li>✓ I plan to collect these kinds of artifacts/evidence of my learning journey: _____.</li> <li>✓ I will keep my artifacts/evidence organized by _____.</li> <li>✓ I will share artifacts and/or pieces of evidence in my presentation to help illustrate the progression of my learning by _____.</li> <li>✓ I will share all artifacts/evidence with my CLC teacher-mentor by _____.</li> <li>✓ If I cannot physically bring in an artifact or piece of evidence, I will _____ to document and share its place in my learning journey.</li> <li>✓ Other ideas:</li> </ul>
<b>Representation</b>	<p>My representation was made wholly or mostly by me, and acknowledges sources of information and/or inspiration as part of its development.</p> <p>My representation is a direct application of what I learned during the course of this process.</p>	<ul style="list-style-type: none"> <li>✓ I will select a representation format that highlights my capstone and learning progress in relevant ways: _____.</li> <li>✓ My representation will be a(n) _____ because _____.</li> <li>✓ I will get help creating my representation from _____ because _____.</li> <li>✓ My representation will be developed by following these steps: _____.</li> </ul>





Sections	General Criteria	Planning and organization notes and tips
<b>Representation</b> (continued)	<p>My representation is the result of my commitment to and passion for my topic(s) and choice(s).</p> <p>My representation showcases many of the skills and the knowledge I have developed during the course of this process.</p> <p>My representation supports my presentation and engages the audience.</p>	<ul style="list-style-type: none"> <li>✓ I will document the creation and evolution of my representation by _____.</li> <li>✓ My representation will be incorporated into my presentation by _____.</li> <li>✓ If I cannot bring in my actual representation because it is too large, too heavy, too fragile, etc., I will bring in _____ as a stand-in representation.</li> <li>✓ Other ideas:</li> </ul>
<b>Reflection</b>	<p>I addressed my questions clearly to explain the work that went into my capstone process as well as my thoughts and feelings about that work.</p> <p>I discussed my personal growth as well as academic and/or career-related growth that came from doing this project.</p> <p>I made clear connections between my project and growth in the Core Competencies.</p> <p>I used terminology and vocabulary relevant to my topic and my project.</p>	<ul style="list-style-type: none"> <li>✓ I will hand in my reflections by: _____.</li> <li>✓ My reflections will be recorded in the following format: paper-based/digital/video/other? _____.</li> <li>✓ I will focus on documenting my growth and progress in these initially identified Core Competencies, as they relate most strongly to my focus for this learning journey and my plans for post-graduation: _____. I will review and revise this list throughout my capstone process, as needed.</li> <li>✓ Other ideas:</li> </ul>
<b>Presentation</b>	<p>I dressed appropriately for my presentation, in either formal business attire or clothing appropriate to my learning focus and/or topic(s).</p> <p>My presentation clearly connected my capstone process to my personal, academic, and/or career goals.</p> <p>My presentation explained my personal growth during the course of the process as well as major learnings.</p> <p>I encouraged audience engagement.</p> <p>I communicated clearly with the audience.</p> <p>⇒ Appropriate volume and pace</p> <p>⇒ Appropriate tone for the learning focus and/or topic(s) and for the presentation setting</p> <p>⇒ Consistent, appropriate eye contact</p> <p>⇒ Confident posture and body language</p> <p>⇒ Effective use of aids to support presentation (e.g. visual aids, speech notes)</p> <p>⇒ Appropriate terminology used with context or explanation</p>	<ul style="list-style-type: none"> <li>✓ I will dress in _____ for my presentation because _____.</li> <li>✓ My presentation will include these sections and/or key points: _____.</li> <li>✓ My presentation will include a speech/slideshow/video/activity/other?: _____.</li> <li>✓ I will encourage audience engagement by _____.</li> <li>✓ To prepare for presenting, I will: _____.</li> <li>✓ Other ideas:</li> </ul>

