

STUDENT DEVELOPS TRANSFERABLE SKILLS IN SUPPORT OF PREFERRED CAREER PATHWAY



Self-assessment and critical analysis

Throughout many conversations in Career-Life Education (CLE) and 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 shared her enjoyment as a volunteer at the local SPCA and her hopes to pursue post-secondary studies in veterinary medicine. The student also needed to earn extra money in order to pay for her studies, and she discussed with her teacher-mentor an idea she had for a business.



Process and representation

Learning focus: Developing transferable skills in support of her preferred career pathway

Area focus: Setting up a pet-sitting business

Context

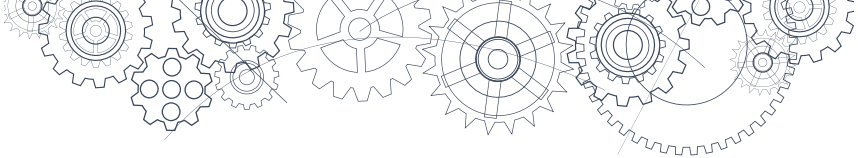
The student attended school in a small rural town and had been volunteering at a local SPCA for eight months. As an animal lover and advocate for humane treatment of animals, her volunteer work became a passion, and she was promoted quickly from cleaning cages and play areas to feeding and grooming. In addition, the student had received training on how to give medication, intravenous fluids, and some injections, and had just been offered a paid position as the weekend assistant manager for the SPCA. While she was grateful for the part-time opportunity, she knew that she would need to earn and save even more money to support her post-graduation goal to study veterinary medicine. At the SPCA, she had taken many calls from people looking for someone to look after their pet while on vacation, and she felt that this service would be a good business for both her educational goal and her financial needs. As such, she decided to follow the *innovation and entrepreneurship* process to develop this small business.

Connections



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; Reflecting on learning experiences and personal development in the Core Competencies; Preparing for next steps in personal lifelong learning journey



Entrepreneurship – Recognizing entrepreneurship opportunities, market analysis, learning about components of starting a small business, interpersonal skills to promote services and interact with clients

Information and Communications Technology – Website development planning tools; Advantages/disadvantages of websites and content management systems; Technical and symbolic elements that can be used to create representations influenced by point of view, story, genre, and values

Community connections

School community
Local neighbourhood
Animal owner community
Non-profit organizations

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: Creating a business to serve a community need as well as a personal need and interest, which in turn supports the well-being of pets and their owners

Learning is holistic, reflexive, reflective, experiential, and relational: Connecting to community through volunteer experiences, the student is learning experientially

Core Competencies connections

Communicating – Connecting and engaging with others

Creative Thinking – Creating and innovating; Evaluating and developing

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

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

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

Innovation and entrepreneurship process

Conceptualize

In recognizing a community need, the student connected her passion for animals to the development of an animal care service business. In surveying neighbourhood pet owners, the student found out that pet owners typically needed a range of services to support them while on vacation or away from the house for extended periods. Drawing from these suggestions, the student brainstormed various ideas for specific activities she could offer, such as drop-in pet-sitting services at the pet owner's home, extended supervision of the pet in her own backyard, and walking the pet to the local park for exercise and to play with toys. In discussion with her parents, she weighed the different options.



Analyze

The student began by conducting market research, including:

- Making calls to local veterinary offices and researching online any possible competing businesses to identify and consider overlaps of service, determine competitive fees, and get ideas for advertising
- Conducting surveys via SurveyMonkey and through Facebook and Instagram, as well as canvassing the local neighbourhood and veterinary offices, asking about when and how often people were seeking pet-sitting services
- In analyzing the data collected, the student found out that most people wanted either twice-daily visits for regular activities like feeding and/or providing medications, or full-service in-home care. In addition, the student recognized that while she had no overhead costs for a building and its maintenance, she would need to pay for a website presence, business cards, related vehicle costs, and a business licence.

Design

Finally, in consultation with her family, the student decided to provide drop-in care in the morning and evening at the pets' homes, as well as a daily walk and play time. In addition, her parents agreed to let her be a live-in pet-sitter for those families that they knew well.

To develop her business plan, with ongoing input and feedback from her SPCA colleagues and her Media Design teacher, the student:

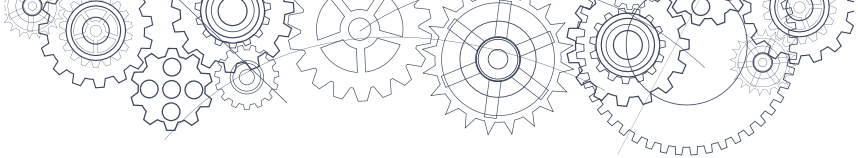
- Collaborated with a friend to come up with a name for her business
- Designed and ordered business cards that she could leave at pet stores and veterinary offices
- Purchased a domain name and created a website dedicated to her services
- Set prices for her services
- Developed a plan to gather testimonials from the SPCA staff and new clients and include them on her website over time
- Developed and paid for an ad in the local paper
- Shared her website link through various social media platforms
- Created and posted flyers at school and around the neighbourhood

Apply

After making some minor adjustments to address feedback she received from her SPCA colleagues, such as a recommendation to increase her pricing, the student officially launched her small business.

Teaching and mentoring tips

- Student safety needs will have to be addressed in capstone activities that are not supervised at the school. In this case, parent involvement was key.
- Ensure that Ministry and district policies and procedures for volunteering and working beyond the school community are followed. See more details in Appendix B on page 101.

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- Share with students that most places require volunteers to obtain a criminal record check before they may be permitted to participate.
 - Remind students that they might want to include information about their business and its related learnings in post-secondary scholarship applications and in their own portfolio development that can support many of their post-graduation plans.

Additional resources

- [Volunteering at the SPCA](#)
- [Information regarding criminal record checks](#)
- Collaborating with other teachers in the school can help students access specialized expertise in support of their capstone. In this case, the student's Media Design teacher provided ideas and feedback about her website design.

Formative assessment

- In their CLC class, students are required to write a proposal, including specific stipulations for student safety, and have the proposal signed by parents. In this way, students, teacher-mentors, and parents are all informed about students' capstone plans, including milestones and timelines, to encourage student success.
- Throughout the process, the student wrote entries reflecting on her progress in a journal that she shared regularly with the CLC teacher-mentor.
- Approaching the end of the process, the student worked with peers in small groups to share progress, challenges, and successes. She received peer feedback and suggestions to help improve and move forward to completion.
- Afterward, the student chose to write a reflection paper to synthesize her learning, Core Competency development, challenges, successes, final outcome, and next steps that would apply to her plans for post-graduation.



Showcase and celebrate

The school holds an annual Capstone Fair, inviting students from Grades 9 to 12, school staff, district staff, parents, and community members to attend. Students prepare displays to synthesize their learning journey and post-graduation plans, and the audience is encouraged to ask students questions. In this case, the student felt that her capstone *process and representation* experience was a significant achievement related to her learning and post-graduation goals, so she chose to make it the focal point of her display, sharing her business plan, website, business cards, and photos of her work with clients (pets and owners – with their permission).

STUDENT BUILDS ON SOCIAL, LEADERSHIP, AND ATHLETIC STRENGTHS TO DEVELOP AS A COACH



Self-assessment and critical analysis

Throughout 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, who excelled in soccer and other athletics, and was determined to play for a soccer team during her post-secondary studies, hoped to connect her capstone to her love of the game. She had also expressed the need to earn funds toward post-secondary tuition the following year. Her Career-Life Connections (CLC) teacher-mentor suggested that the student might want to think about how to combine these two goals through the *innovation and entrepreneurship* capstone process choice.



Process and representation

Learning focus: Building on social, leadership, and athletic strengths to develop as a coach

Area focus: Creating and leading a specialized sport camp to earn needed funds

Context

The student was deeply passionate about playing soccer and had already begun preparing herself for scouting and tryout opportunities at the post-secondary level. The student had always been athletic and had played on many community sports teams, including soccer, while growing up in a suburban community. She decided to build on this strength and pursue new learning as a coach to address her need to earn funds in a way that she enjoyed.

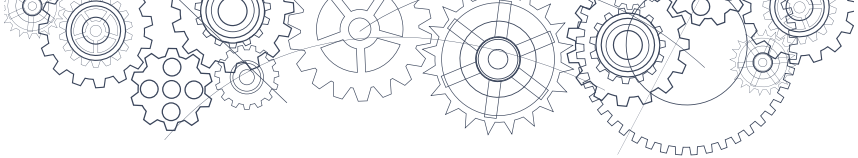
Although the local community offered regular soccer camps for kids, the student noticed that there were no specialty camps, and she wondered if she should try to run a goalie soccer camp. She was already working part-time at the grocery store but was hoping to earn extra money for post-secondary studies while doing work connected to what she loved

Connections



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; Reflecting on learning experiences and personal development in the Core Competencies; Preparing for next steps in personal lifelong learning journey



Entrepreneurship – Assessing entrepreneurship opportunities and market analysis, learning about components of starting a small business, interpersonal skills to promote services and interact with clients

Physical and Health Education – Demonstrating competencies and problem-solving strategies required for physical activities and recreation leadership, refining strategies to effectively participate in physical activities, demonstrating safe and appropriate participation in physical activities

Community connections

School communities
Neighbourhood
Local soccer association
Sports and recreation community

Connections to First Peoples Principles of Learning

Learning ultimately supports the well-being of the self, the family, and the community: Although the student struggled academically, she recognized that diverse learning styles meant that her learning might be more effective through experiential opportunities, and through athletic pursuits where she was acknowledged for her special gifts

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): The student was learning experientially through her soccer camps for children

Core Competencies connections

Communicating – Connecting and engaging with others

Creative Thinking – Creating and innovating; Evaluating and developing

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

Positive Personal and Cultural Identity – Identifying personal strengths and abilities

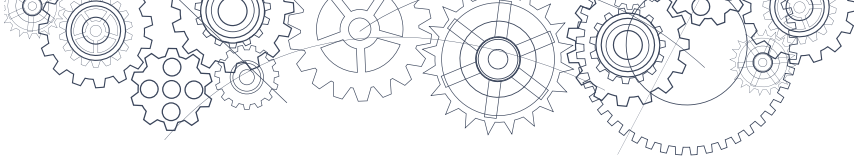
Personal Awareness and Responsibility – Self-advocating; Well-being

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

Innovation and entrepreneurship process

Conceptualize

The student identified a need for a specialty sport camp for kids in her community. She brainstormed possible ways to create a camp, such as how to run it independently or whether it would be preferable to find a local soccer association to support the endeavour and offer her services to run it through them. She also explored whether it should take place indoors or outdoors, possible locations and facility costs, and whether it should take place after school, in the evenings, or during the summer.



There were several other questions she was unsure about and needed to research further:

- Was there enough interest among children in the community to create a camp solely for goalies?
- As she did not have funds to rent a field, where could she hold a camp?
- Where could she find assistance with advertising, communications, and other administrative logistics?

Analyze

The student conducted service and market research, including:

- Interviewing a coach and a teacher to find out more about how to facilitate learning, skills development, and sportsmanship
- Reviewing learning activity resources recommended by the coach and teacher to inform her own camp activity plans
- Getting school district permission and then surveying parents in the local elementary school communities to gauge their interest, deciding to move forward if she received enough positive responses
- Meeting with the local soccer association to find out if it would be interested in her idea of holding a goalie camp simultaneously with the association's regular soccer camp
- Researching similar camps offered to determine what type of fee she should charge
- Recognizing that if she offered the camp outdoors, she would likely have fewer overhead costs and might save money by eliminating building rental and maintenance costs

Design

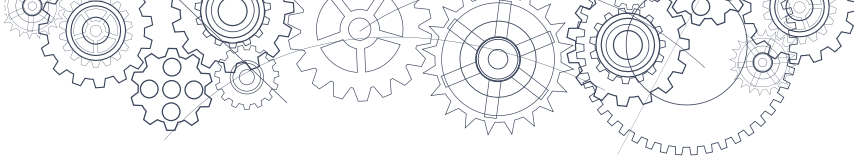
The student received significant interest from parents and decided to proceed with her business plan. In addition, the soccer association agreed to support her camp, enabling her to piggyback on its advertising and administration services. Using the soccer association's scheduling system, the student coordinated and uploaded her camp days, times, and fees.

The student reconnected with parents who had emailed her with their interest. She shared that the camp was moving forward and let them know the details. To encourage participation, she designed, printed, and placed advertising posters at the local schools, in the recreation centre, in community businesses where families are often found (e.g., grocery stores), and on various social media platforms.

The student gathered needed equipment by approaching the district and high schools, asking for donations and loans. She then began to design fun skills-building activities for the camp. Recognizing the important role that interpersonal and leadership skills played in becoming a successful coach, the student approached her own coach to ask for tips and resources to support her learning.

Apply

The student led one session of her camp with a cohort of 15 students, aged 8 to 12 years. To support her development as a coach and facilitator, she asked one of the association coaches to observe some of her lessons and give her feedback.



After the camp, the student emailed participants' parents, asking them to fill out a feedback form, and requested permission to use some of their comments as testimonials to advertise her next camp. She used some of the feedback, along with pictures and videos of her work with the children, in her university applications and to introduce herself to university soccer team coaches (while being sure to adhere to district protocols regarding child safety and the sharing of images).

Teaching and mentoring tips

- In capstone processes like this one, ensure that students adhere to district policies for working with youth, including getting a criminal record check.
- There are many ways to provide students with valuable feedback. In this case, the student was appreciative that hers came primarily from discussions rather than in written form.
- Community connections can be very supportive of student capstones. It was because of help and resources received from community partners that this student was able to follow through on her business venture.

Additional resources

- School staffs and resources across the district
- Community sports associations and recreation facilities
- YouTube videos about skills development (e.g., breaking down goalie skills)
- Articles about teaching youth sport skills

Formative assessment

- The student used input and feedback from the association coach's observations and the parent surveys to determine what worked well and what she would try differently at her next camp.
- The student completed a reflection based on her experiences throughout the process and on the feedback provided, identifying her strengths, development in the Core Competencies, areas of growth, and learning goals for the future.



Showcase and celebrate

- At the school, students present their learning journey and plans for post-graduation to a panel of teachers and two community members. The student included highlights from her capstone experience, along with learning successes and challenges across the secondary years, and her plans for next steps for post-secondary studies and athletics.
- In addition, the school district held a district-wide career education fair, inviting students, staff, and community members. The graduating students were grouped according to capstone themes, and each student hosted a kiosk to showcase and celebrate their learning.