2019 CAPSTONE PRESENTATIONS  
HOW TO PREPARE – WITH DETAILS!



# Capstone Presentation: Thursday, April 18th at Moscrop Secondary School.

# 5th period of the day from 2:00 – 3:00 pm (it is a 5-period day).

Classroom assignments will be posted closer to the date. (On FB, Moscrop web, outside room 313, on Office 365)

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|  | **Fill out the quick survey to let Mrs. Dato know what you need for your presentation.**  **(deadline: Apr 11)-🡪 STRICT DEADLINE!!! Link:** <http://tinyurl.com/CapstoneTech2019>  **Login username: yourstudent#@edu.burnabyschools.ca Password: your school computer pswrd** |
| BEFORE | Know your interview room & order; head straight to your Presentation classroom at the bell. (be dressed and ready to go). (locations: check the posters around school, the online schedule or with Mrs. Dato in room 313.) |
|  | Invite your mentor, parent, coach and/or family members to be there to celebrate with you. They must arrive for 2:00pm sharp to the room number you provide them and ideally will stay until the end (3:00pm.) |
|  | Plan your wardrobe for the day; dress appropriately for a professional interview: clean & ironed. No jeans! (Business casual or better) See the Moscrop website for outfit examples. Remember to shower that morning, do your hair and clean your nails! |
|  | Bring your **Resume & Most Updated Action Log & Mentor Guide**. Ensure that the resumé is up-to-date and that **you have edited it according to the edits & suggestions given by Mrs. Dato.**  **\*\*DO NOT BRING A RESUME WITH MARKINGS ON IT!\*\*** 😞  Ensure your name is on your Action Log and hand these documents **to the lead teacher** in your classroom. |
|  | Your interview will be about **10 minutes** long; PLAN a 5-7 min. presentation (do not exceed 7 minutes, as you will be cut off). Be prepared for a 3-5 min. questioning period afterwards.  Thoroughly practice and prepare your presentation beforehand. Time it. Get constructive feedback before the actual interview.  (You may assist yourself by bringing notes, cue cards, a cheat sheet as reminders only – you should not have to read off them) |
|  | Your presentation must include the **use of visual aides: Prezi, Piktochart, PowerPoint, Trifold Board, or flip chart etc**. HAVE BACK UP IF USING TECHNOLOGY! Save presentation on a USB, save online/offline for access etc. (Try to think of PowerPoint as a last resort – be creative! Think outside the box!) |
|  | Your Capstone presentation should **showcase your final representation (a final product of some kind)**. For example, if your goal was to learn an instrument, perhaps your final product is a video or audio recording of you performing a piece, or, if possible, you can play the instrument live during your presentation! **See Moscrop website for more examples.** |
| DURING  (see below for details) | 1st half of your presentation: Present WHO YOU ARE, what background & experiences have contributed to shaping who you are, what you are proud of (showcase 1 thing that demonstrates this – show your evidence), discuss your options for post-graduation including what future career areas you are exploring, as well as your vision for the first year after high school (in detail!) *See below for Detailed Interview Sequence* |
|  | 2nd half of presentation: Synthesize your Capstone journey & learning. Show your Capstone final representation. Reflect on the whole process, the skills demonstrated, and being a life-long learner. |

**Preparing for your presentation:**

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| **Arrive to your designated classroom immediately after period 8. Be dressed and ready to start by the 2:00pm bell.** | | |
|  | **Immediately test your technology out. Do you need internet access? Does the sound work? Do imbedded links and videos play properly?** | Right away |
| **Your role as an**  **audience member:** | Choose a seat in the classroom and be ready to observe your classmates’ presentations. (the order of presentations will be provided beforehand). You have 2 roles: Audience Member, & Presenter.  Your job during peer presentations:  Show **respect** – it is difficult and nerve racking to stand up in front of people and talk about yourself. Showing **kindness, compassion and empathy** will result in others showing the same respect to you.  Observe your classmate’s presentation style – **be ready to** **give feedback** in the form of constructive criticism. (2 stars and a wish forms will be provided)  **Do not** practice your own presentation during this time, or fidget through notes or a computer – give each presenter your undivided attention, **sit up tall and smile**! It helps to look at a crowd of smiling faces!  Remember that presentations can be very personal. Respect the sometimes confidential nature of presentations. Show kindness and compassion for people’s differences. This includes your behavior AFTER the presentations have completed, and is important to how you speak to others about what you’ve observed. **Always remember to speak about people respectfully** in all contexts – including behind their back, on social media or directly to them.  **Encourage** your classmates, especially if they have difficulties – this is a learning opportunity for everyone, and your encouragement can go a long way.  **Provide simple and constructive feedback** on the form that will be provided to you, and hand that over to the classroom teacher to collect at the end of each presentation. |  |
| **Your role as presenter:** | When it is your turn:  Hand your Resumé and Action Log to the lead teacher to collect before you begin your presentation. (Staple these together) |  |
| **Parts of your presentation** | Quietly set up your presentation – you will have 5 minutes to do so as the others evaluate the previous presentation. [If applicable: connect to the Infocus Projector, open any video or internet links you will need, insert and open files from flash drive, set up posters etc.].  If you are feeling nervous, try taking 3 slow, deep breaths before starting.  When you are ready to begin - Command your audience’s attention by gaining eye contact, standing up straight and tall, and smiling – this will indicate that you are ready. You may also say something like “Thank you for your attention, I am now ready to begin”. Wait until everyone is quiet and focused – do not try speaking over others’ chatter. |  |
| **Part 1** | Begin - Make a short **introduction** of yourself. Where you come from (your “story”)? Talk about interests/strengths/hobbies. What has your graduation year been like? How have you changed? What significant experiences (in life) have contributed to shaping who you are? What challenges have you faced? Still face? Overcome? How? What have they taught you? Don’t just give facts, tell us *how* these experiences shaped you and what you’ve learned from them – **tell a story!** Show pictures / visuals, if possible. | 1  minute |

***Detailed* Interview Sequence / What to expect from beginning to end, on the day of:**

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| **Part 2** | What are you proud of? - Showcase 1 piece of evidence or an artefact that demonstrates what you’re proud of/passionate about, or that represents something you’ve accomplished or that is important to you. Talk about what it is, where it came from / how it was created, why it’s important to you, and what skills it shows you have. \*\*it’s always better to bring the ‘thing’ rather than show a picture, however, if bringing it is impossible, a picture will do!\*\* (Ideas are given below, and more examples from the past are on the Moscrop website) | 1 minute |
|  | **Ideas of what to show/demonstrate:**  **\*** bringingor showing a picture ofa **personal momento** can be a way to talk about a particular experience that was powerful for you, that helped shape who you are, or helped you understand yourself better, or that allows you to talk about someone that has influenced you, and is an important part of who you are. It can represent a skill, hobby, heritage reference and more…  *(Examples of Personal Momentos: A souvenir, photograph, video, trophy, piece of clothing that represents an accomplishment or something you belong to, instrument, skateboard, guitar, basketball, your grandma’s scarf, anything representing your skills, talents, passions, etc.)*  **\*** something that represents your **academic/school-related accomplishments or something you’ve created** can allow you to show how proud you are of a particular achievement/creation, how hard you work, a particular strength in a particular area, how you managed to create growth and overcome a challenge academically, or how you apply your talents and skills to create something.  *(Examples: A piece of writing, a transformative book you’ve read, school project, report cards that represent success or growth, art piece, music composition, the electrical circuit or robot you built, scholarship, certificate, etc.)*  **\*** something that represents your **future goals** can be a way to talk about how proud you are of planned pathway – whether it be work, school, volunteer or travel.  *(Examples: A post-secondary resource that has been guiding you, an artefact from your choice of career, a picture, book or resource, your University acceptance letter, your application, portfolio, etc.)* | I am proud of: |
| **Part 3** | Transition into talking about your Post-Graduation goals and plans-  You may choose to link the skills identified in part 2 to your post graduation goals and plans as a way to transition smoothly. **Refer to your Transition Plan to help you with Part 3, making changes as necessary.** Talk about your future goals and plans.  What are your education / work / volunteer / career goals?  What careers or career areas have caught your interest so far? Why? **Going to School?:** What Post-Secondary schools have you applied to? Been accepted to? Hope to attend? What program(s)?  **Taking a GAP period?:** What are you hoping to accomplish & how? What are your hopes for your GAP period? Do you think you’ll go back to school after? Explain your choices.  Talk about plans for next year: Tell us about what you see yourself doing next year. Give us all the details. \*Some will go directly to post-secondary, some will work, volunteer or travel – some will do all! Be proud of your unique plans and tell us **why they work for you**!\* | 1  minute |
| **Part 4** | Transition into talking about your Capstone journey Explain your original goal and question. What inspired you to choose this question?  Did your goal change over time? Why? (It’s OK if it did! Just be able to articulate WHY it did!)  What did you do to explore your goal/question? Show **examples and proof** of what you did, where possible, by referring to the documentation that you kept along the way. In other words, you will demonstrate these stages by showing parts of the notebooks, journals, pictures, videos, audio, blogs or portfolios etc. **Show us how your Capstone developed over time.**  **What did you accomplish in this journey? What did you learn?**  What were the challenges & how did you overcome them?  The purpose here is to demonstrate where you started, how you progressed, and the final state of your goal/question. (It’s OK if you didn’t fully meet your goal, just make sure you are able to identify what the challenges were. Is there something you could improve on in future? Any obstacles that you must learn to overcome? Any skills or personal qualities you need to develop?). | 3-4 minutes  (for the rest) |

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| **Part 4a** | Present and explain your final Capstone ‘representation’-  (See the Presentation Workshop Youtube video or PowerPoint posted on the Moscrop website for examples of what your **final representation** could be). You may choose to show it at any point during the Capstone portion of the presentation (beginning / middle / or end). **The final representation will represent the learning and growth experienced through your Capstone.** |  |
| **Part 4b** | Reflect on the whole Capstone process & the following-  Goal setting ability, planning, adapting, what you may have learned about yourself personally, your abilities, and your ability to face & possibly overcome challenges. What new goals will you now set for yourself? Reflect on your ability to be self-motivated. What worked well for you? What didn’t? **Explain what life-long learning means to YOU.** How has this experience taught you to be a life-long learner? How will you continue to be a life-long learner? \*think genuinely!\* | “Life-long learning is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons” |
|  | After your presentation:  **Thank** your audience for their attention and ask if there are any questions.  Answer the Interviewer’s questions; listen to the question, ask for clarification if you don’t understand and **respond thoughtfully**. (see question examples on the Moscrop web) | 3 minutes |
|  | The lead teacher will stop your presentation at the 7 minute mark, and close the question portion of the presentation at the 10 minute mark.  **Thank** your audience once again, disconnect and close down presentation, and have a seat in order to watch the next presentation. Relax! You did it! Enjoy the others! | At the end |
|  | Once all presentations are finished, you will be dismissed by the classroom teacher.  Please remember to take all your belongings with you as you leave. We will review your evaluations and return them to you within a few weeks.  *CONGRATULATIONS! A major milestone has been completed!* |  |

When you are done your presentation you should feel like your audience was left with a really good idea of who you are and where you are headed. This is not about making up fake goals to present yourself in some ideal light, it is about YOUR unique strengths and struggles as well as YOUR plan to explore your unique path that will lead to your personal future.



Criteria for Assessment : See the “Graduation Transitions – Capstone Assessment Rubric” (***found*** ***on the Moscrop Website***) to plan for the day with the criteria in mind.

MAKE THIS PRESENTATION ABOUT YOU! SHINE AND BE PROUD!