



SCHOOL DISTRICT NO. 91 (NECHAKO LAKES)

**CAPSTONE
PRESENTATION**

Outline	Use these questions to plan your presentation	Checklist
<p>Introduction:</p> <p>Who am I? (approx. 1 minute)</p>	<ul style="list-style-type: none"> ➤ Introduce yourself to the panel (shake hands and make eye contact). ➤ Talk about your personal interests and goals. ➤ Tell the panel what you are going to talk about (your three areas/evidence). 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your unique traits and accomplishments.
<p>Present evidence and discuss your skills:</p> <p>What have I accomplished? (approx. 6-8 minutes)</p>	<ul style="list-style-type: none"> ➤ Evidence No. 1: (repeat process for each evidence) <p>Introduce the evidence.</p> <ul style="list-style-type: none"> • Why did you choose this evidence? • How does the evidence show who you are as an individual? • What have you learned from this experience? <ul style="list-style-type: none"> • What skills have you gained? • How will these skills be important to your future? • How does this link to the Attributes of an "Educated Citizen"? (Refer to the handout) <ul style="list-style-type: none"> ➤ Evidence No. 2 (repeat above process) ➤ Evidence No. 3 (repeat above process) 	<ul style="list-style-type: none"> <input type="checkbox"/> Select three pieces of evidence <input type="checkbox"/> Are you comfortable showing the evidence? <input type="checkbox"/> Choose a presentation format. <input type="checkbox"/> Practice using format and answering questions. <input type="checkbox"/> Incorporate feedback from peers/parents/teachers.
<p>Conclusion:</p> <p>Where am I going? (approx. 6-8 minutes)</p>	<ul style="list-style-type: none"> ➤ Your Transition Plan: <ul style="list-style-type: none"> • How have you matured/learned/developed and changed since <i>Grade 10</i>? • What are your strengths? • What are areas you need to continue to develop and how might you develop these areas? • What are your education and/or career plans? • How are you going to achieve these goals? • Discuss your plan to maintain your mental/physical health. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Transition Plan

Be prepared to answer the following questions if the information has not been discussed during your presentation:

1. Why did you bring these pieces of evidence to share with us today?
2. Which skill(s) have you acquired from this piece of evidence?
3. How does this piece of evidence reflect those skills?
4. How has your Transition Plan assisted you in planning for your future?
5. What are your short-term and long-term goals?
6. What are you planning to do next year?
 - a. How does this relate to your career plans?
7. Do you plan to go on to post-secondary education or a work/career path?
 - a. Have you researched your intended pathway?
 - b. Why do you want to do this?
 - c. What was the deciding factor? Who has influenced you positively or negatively in your choices?
8. What is your back-up plan if things don't work out?
9. What do your greatest strength? What do you need to "work on"?
10. What do you value?
11. What has been the most significant event in your high school life that has impacted your philosophy and your future plans?
12. What is your physical fitness goal?
13. In your high school experience, is there something that you wished you would have done? Any regrets or things you would have done differently? What are they?
14. Is there something that the school was unable to offer in which you would have liked to participate? If so, what was it?



It does not matter how you get there,
as long as you finish the race.

The attributes of an Educated Citizen

The Educated Citizen



- Thoughtful, able to learn and think critically, and who can communicate information from a broad knowledge base.
- Creative, flexible, self-motivated and who have a positive self-image.
- Capable of making independent decisions.
- Skilled and who can contribute to society generally including the world of work.
- Productive, who gain satisfaction through achievement and who strive for physical well-being.
- Cooperative, principled, and respectful of others regardless of differences.
- Aware of the rights and prepared to exercise the responsibilities of an individual with the family, the community, Canada and the world.