**CTF Checklist for Developing a Challenge**

CTF supports the use of challenges. Challenges allow students to

* plan, create, appraise and communicate responses to real-world problems, issues or topics
* explore skills, knowledge and technologies associated with the Career and Technology Studies occupational areas

Challenges should be organized around a question, be linked to at least two occupational areas and address the CTF learning outcomes. Responses to a challenge can take the form of a product, performance or service. Challenges connect the community with the school to create authentic learning experiences. While a challenge should be authentic, it may also be simulated.

Using a challenge approach to create learning experiences involves addressing a number of questions. Planning a challenge is a process that evolves with experience. Not all challenges will address all questions equally or completely. Use the checklist as a guide to help inform the depth and breadth of the challenge being planned.

CTF [planning templates](https://education.alberta.ca/career-and-technology-foundations/program-supports/?searchMode=3) are available to support the planning of challenges, although teachers are not required to use these templates. However, the templates may be useful in the planning and development of a CTF challenge.

| **Considerations** | **Achieved** | **In Progress** | **Not Yet** | **Thoughts, Comments or Evidence** |
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| **1. Authentic** * The challenge reflects what students would experience with real-world problems, issues or topics.
* Students work towards creating real-life products, performances of services.
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| **2. Engages students*** The challenge makes students want to seek understanding and knowledge.
* Students develop and apply the skills required to create real-life products, performances or services.
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| **3. Rigorous learning*** The challenge provides students with opportunities to explore and develop occupational area skills, knowledge and technologies found beyond the school environment.
* Students question, make connections and become academically involved as they create real-life products, performances or services linked to at least two [occupational areas](https://education.alberta.ca/media/3114910/ctf-occupational-areas-and-possible-occupations-final.pdf).
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| **4. Organized around a question*** The challenge focuses on a question that allows students to plan, create, appraise and communicate responses to real-world problems, issues or topics.
* The challenge question requires students to think, inquire, question and engage in uncovering the depth and breadth of the challenge.
* The challenge scenario supports the intent of the challenge.
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| **5. Community connection*** The challenge provides opportunities for students to engage with people and groups outside of the classroom and the school to develop their products, performances or services.
* Students have the opportunity to present products, services or performances to an audience beyond the classroom.
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| **Considerations** | **Achieved** | **In Progress** | **Not Yet** | **Thoughts, Comments or Evidence** |
| **6. Voice and choice*** The challenge provides students with a voice in how they approach the challenge.
* The challenge provides choices as students work to create real-life products, performances or services.
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| **7. Feedback and revision encouraged*** The challenge provides opportunities for students to receive and provide feedback regarding the quality of their work.
* Students have opportunities to revise work based on feedback.
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| **8. Competencies enable students to learn, work and live*** The challenge supports students in building competencies that are outlined in the Ministerial Order on Student Learning.
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| **9. Inclusive*** The challenge anticipates, values and supports diversity and learner differences.
* The challenge supports opportunities to include various perspectives and experiences such as those of the First Nations, Métis and Inuit or Francophone.
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| **Considerations** | **Achieved** | **In Progress** | **Not Yet** | **Thoughts, Comments or Evidence** |
| **10. Equity and diversity*** Diverse groups and individuals, regardless of age, race, ethnicity, religion/spirituality, colour, gender, gender identity, gender expression, physical disability, mental disability, family status, social/economic, or sexual orientation, or any other factor(s), feel included and have equal opportunities to contribute.
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