

Working with Your Community: A Guide for Educators

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Getting Started

Supporting students with the development of life and career skills belongs in every classroom. By bringing the community into the school and placing students in the community as part of their studies, we are able to connect student learning to the world outside for our elementary, junior high, and senior high school students. Community-Based Learning (CBL) provides students with learning opportunities within the classroom as well as in the community and, with thoughtful planning, can become a part of student learning across the curriculum.

Start by considering inviting the community to your classroom. There are numerous ways to do this including hosting guest speakers, organizing career fairs, and actively engaging students through career-exploration activities. Learning experiences like these help to prepare students for taking a step into the real world.

The community outside of school has much to offer. Students benefit from the expertise, talent, and resources of community-based service organizations, agencies, business, industry, citizen groups, entrepreneurs, and families. Field trips, job shadowing, mentoring, service learning, short-term placements, and volunteering are all examples of CBL activities. Except for those with minimum age requirements, most of these activities are possible in any classroom. These experiences also help students develop skills described in the Conference Board of Canada's *Employability Skills 2000+* (Appendix 11A) and Human Resources and Skills Development Canada's *Essential Skills Profiles* (Appendix 11B).

Working with Your Community is intended to provide classroom teachers with activities and resources to support students as they investigate life and career skills through awareness, preparation, and exploration. It also provides guidance for teachers on how to build and sustain partnerships within the community. As you work with this resource, you will notice many references to *Community-Based Learning: A Resource for Schools*: (Nova Scotia Department of Education and Early Childhood Development 2013) This is the "go-to" guide for all teachers as it is the foundation document for planning successful CBL activities. It can be found online in the curriculum cart at www.ednet.ns.ca/educators.shtml.

Community-Based Learning Policy

Community-Based Learning Policy (Appendix 1) is the foundation document for planning successful CBL activities. The policy defines eligibility for the various Community-Based Learning programs and clarifies responsibilities for all participants. Be certain to follow the CBL Policy and all related school board policies for each activity that you plan.

Still have a few questions in relation to the CBL Policy? Each school board throughout Nova Scotia has a Community-Based Learning Consultant. Please feel free to contact your Board's CBL Consultant with any inquiries.

Now that you have an understanding of the policy under your belt, it's time to consider safety.

Safety Is Job Number One: Building a Culture of Safety

Student safety is always paramount. It is a requirement that a risk assessment be completed for CBL activities whenever students participate in independent community based-learning activities and they are not under the supervision or care of a family member or authorized school board personnel. The risk assessment process is intended to support all individuals involved in the activity ensuring that safe procedures and practices are clear, understood, and followed.

Every teacher wants their students to be safe. Risk assessment tools for schools to use can be found in *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2014).

Anytime that you plan a CBL activity, include a safety focus and embed related safety practices and requirements (including emergency procedures) in your classroom instruction prior to the experience. Appendix 2 provides you with a Project Risk Assessment Checklist to assist with the planning and risk assessment of the project. (For further information, visit the School Insurance Program (SIP) website www.sip.ca. SIP can provide assistance and guidance on risk-management issues. You can contact them at mail@sip.ca.)

Community-Based Learning Activities

The charts below provide a brief overview of CBL activities as well as ideas to share with community partners about what their involvement might be. For further details on these activities, refer to *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013) or contact your CBL Consultant. Be certain to follow the *CBL Policy* and all related school board policies for each activity.

Short-Term CBL Activities (May be incorporated into any credit course.)		
Required: Preparation and reflection for each activity.		
Activity	Description	Role of Community Partner
<ul style="list-style-type: none"> ▪ Guest speaker ▪ Worksite tours ▪ Career Fair ▪ Competitions (e.g., Skills Canada Nova Scotia), ▪ Simulations (e.g., Junior Achievement) 	<ul style="list-style-type: none"> ▪ Activities that allow students to explore life and career opportunities. 	<ul style="list-style-type: none"> ▪ Provide a safe and positive experience. ▪ Conduct a workplace tour. ▪ Be a guest speaker at school (see Appendix 6: Speaker Guidelines—Tips and Techniques). ▪ Host a career fair booth. ▪ Provide support as a mentor for competitions, simulations, etc.
<ul style="list-style-type: none"> ▪ Job Shadowing (one-half to 1 day; maximum 8 hours) 	<ul style="list-style-type: none"> ▪ Student participates in a one-on-one observation of a worker at their place of employment. ▪ See Personal Development and Career Education in the Curriculum Cart at https://sapps.ednet.ns.ca. 	<ul style="list-style-type: none"> ▪ Assist with matching the student with an employee. ▪ Share the story of the workplace with the student including how it operates and your career pathway. Encourage lots of conversation.
<ul style="list-style-type: none"> ▪ Short-term Placements (5–25 hours volunteering work experience) 	<ul style="list-style-type: none"> ▪ Planned community and work learning experiences that provide students with a short-term career exploration activity. 	<ul style="list-style-type: none"> ▪ Work with the school to help plan the short-term placement, and then communicate with the school as required. ▪ Provide a safe and positive environment that includes providing instruction to students regarding safety in the workplace. ▪ In collaboration with the teacher, provide guidance and supervision of students.

Short-Term CBL Activities (May be incorporated into any credit course.)		
Required: Preparation and reflection for each activity.		
Activity	Activity	Activity
<ul style="list-style-type: none"> Service Learning 	<ul style="list-style-type: none"> Service learning connects meaningful community-service experiences with learning, personal growth, and citizenship responsibilities. 	<ul style="list-style-type: none"> Help students learn more about the agency they will be helping so that they can design a project that serves an authentic need. Ensure that the site is safe. Work with students to establish clear goals and objectives for the project. In collaboration with the teacher, provide guidance and support to students.

Long-Term Activities		
Required: Risk assessment*, preparation and ongoing reflection for each activity		
Activity	Description	Employer Participation
<ul style="list-style-type: none"> Co-operative Education (one-half or one full credit) 	<ul style="list-style-type: none"> A planned learning/career exploration experience with a community placement. 25-hour in-school component. 50 hours for a half credit. 100 hours for a full credit. 	<ul style="list-style-type: none"> Ensure the safety of students in their placement. Support the development of workplace skills, including job-specific skills and team work, personal management skills, and communication skills. Supervise students appropriately. Communicate with teachers and complete student assessments.
<ul style="list-style-type: none"> Youth Apprenticeship Program 	<ul style="list-style-type: none"> A high school co-operative education program that provides exposure or experience in the skilled trades. Students work under the instruction of a certified journeyman in the Youth Apprenticeship program. Students can receive credit toward high school graduation and are also eligible to receive apprenticeship credit leading to future apprenticeship certification. 	<ul style="list-style-type: none"> As a journeyman, supervise a student in a co-operative education placement in a designated trade. Ensure the safety of students in their placement. Support the development of workplace skills, including job-specific skills and team work, personal management skills, and communication skills. Complete student assessments, including documentation of apprenticeable hours. Communicate with the student's teacher.

* Forms for Risk Assessment can be found in *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013) and in the Appendix.

School-Based Career Exploration

There are many ways to support the development of life and career skills in the classroom. We'll take a closer look at several of these in the following pages. To make the most of the learning experiences, consider the before, during, and after activities you can work on collaboratively with other teachers. Making cross-curricular connections part of the organization process supports students with developing a better understanding of how various school subjects relate to one another and to life in the real world.

Guest Speakers

Bringing the community to the classroom is a great way to engage students in career exploration. Career exploration is about exposing students to options and includes the pathways students are most interested in and those that they are less familiar with. Having employers or professionals share information about their careers can often set the stage for further learning.

Finding career speakers may be easier than you think. Start by asking your own school staff if they know anyone and don't forget to include the co-operative education teacher if you are teaching in a high school. Co-operative education teachers often have numerous community contacts and may be able to support you with your search. Families are also a good source for speakers as they may volunteer themselves or connect you with an employer in the community. A parent/community letter that you send home with students is a quick way to gather information about who in the community is interested in being a speaker (Appendix 5). As you begin to make these connections, you may want to start a database for yourself (or the school) of potential presenters as other teachers may be interested in accessing this resource.

If you are still not connecting with the range of speakers that you need, consider contacting the following:

- Organizations that can provide you with a list of speakers (e.g., Scientists and Innovators in the Schools (SITS) is an educational program that provides students with experiences and opportunities to explore sciences and learn about careers. SITS facilitates visits and activities by volunteer scientists, engineers, and technologists to schools)
- Industry Sector Councils
- Colleges and Universities
- Yellow Pages (An excellent source of information)
- Websites

After connecting with a community host, it is important to start to build a good relationship with them. Begin by providing the basic information they will need for their presentation (location, size of group, grade level, etc.) and support them with ideas about how to engage students. Keep in mind that this is an opportunity to motivate students and encourage their interest about the career options and opportunities available to them. Tips and techniques to share with speakers can be found in Appendix 6.

This is also a time for students to prepare for the speaker and for you to develop your pre-, during, and post-activities. Student preparation and reflection are essential for all community-based learning activities, including career presentations. (See Appendix 7 for activity ideas.)

Several schools have used the above approach to provide a guest speaker series. For example, in one school, staff shared the responsibility for bringing in speakers who supported both curriculum and career exploration (e.g. English Language Arts—journalist, HR rep, or skilled trades) to the school each month. Students were encouraged to sign up for a speaker/topic that interested them.

Career Fairs

Career fairs introduce students to opportunities that are available to them in the community including a variety of post-secondary education choices and career options. By being inclusive of diverse organizations, such as post-secondary institutions, businesses, community agencies, industry, and government, students are able to explore their own interests and other areas they may have not yet considered. Having good conversations with community members helps students gain a better sense of how to set the direction of their educational pathway.

Planning and preparation are key to a successful event. Let's get started by going through the process one step at a time.

Step One: Go Team Go!

As the saying goes, many hands make light work and this applies to the organization of a career fair. Start by inviting school staff to become members of this working group and

- create a to-do list for your team
- assign responsibilities (scheduling, budgeting, organizing community partners, communication)
- schedule regular team meetings (Encourage team member to provide regular electronic updates to the committee.)

During your first meeting determine

- who the intended audience is; what are their grades and age levels?
- what the interests of the students are that should be met (career exploration, workshops, etc.) and survey students to be certain you are addressing their needs and wishes
- what time of year this event should take place (consider time for teachers to get to know their students, how much planning time is needed, conflicts with other opportunities or commitments in and outside of the school, weather, school board calendar, PD, etc.)
- when the best time would be for community partners (priority and consideration should be given here)
- what venues you will have access to (what types of opportunities will it support—static booths, interactive with simulators, parking, electrical, wifi, etc.)
- if you need funding and if so what the source of funding will be (think about your costs: facility, transportation, set-up, tables/ chairs, food, thank-you gifts, printing, other)
- what the cross-curricular links are that can be made, including the roles that students will have with the organization of the event (promotion, budgeting, technical support, researching organizations, etc.)

- what the pre-, during, and post-activities will be

Step Two: The Early Bird Gets the Worm

Working with your team,

- develop your timeline
- create a contact list of potential partners
- contact the partners early (Use a “save the date” notice to ensure that partners know to keep that date free.)

Sample Timeline

6 months prior to event	<ul style="list-style-type: none"> ▪ Confirm the location (determine electrical, wifi, etc.). ▪ Get quotes for set up (tables, chairs, etc.). ▪ Plan handouts/giveaways for students.
3 months prior to event	<ul style="list-style-type: none"> ▪ Send out registration forms to partners with a due date—6 weeks prior to event (see Appendix 8: Letter to Exhibitors). ▪ Create a student leadership group. Determine how they can take on a leadership role. ▪ Solicit or obtain quotes and order items for student bags (bags/pens/pencils). ▪ Connect with local universities/colleges. Do they have students who can be support staff on the day of the event or be part of the planning process?
2 months prior to event	<ul style="list-style-type: none"> ▪ Send a reminder to the partners. ▪ Reminder teachers about field trip forms if the location is off-site, media release forms, and lesson planning, including pre-, during, and post-activities.
6 weeks prior to event	<ul style="list-style-type: none"> ▪ Create the program. ▪ Plan for food and partner gifts as a thank-you. ▪ Create a list of responsibilities for students.
5 weeks prior to event	<ul style="list-style-type: none"> ▪ Create a database of responses and partner needs. ▪ Create a floor map (will require constant revision). ▪ Review the budget (ongoing).
4 weeks prior to event	<ul style="list-style-type: none"> ▪ Send out invitations to people other than students (board members/staff, local politicians).
1–3 weeks prior to event	<ul style="list-style-type: none"> ▪ Continuation of tasks previously identified. Send the program to print one week before as well as the map of the location of the displays. ▪ Create larger wall maps for exhibitors and those working the event. ▪ Put together information packets for each of the partners. The packets should contain a schedule, a map of the set-up, location of the hospitality room, and name badges. ▪ Meet with students and others to review roles/responsibilities. ▪ Assign group leaders. ▪ Revisit site to ensure electrical, wifi, and layout work. ▪ Plan for set-up the day before (evening or that morning depending upon the availability of your site).
Day before/ Day of the event	<ul style="list-style-type: none"> • Set-up and Go! • Have student volunteers ready to assist community partners as they arrive and throughout the day and to greet and guide students.

You know your students and you know how important active engagement is to the learning process. Share this insight with community partners. Encourage partners to engage students through interactive activities when students visit their display. It may be helpful to provide some examples of how this can be done, as being interactive moves beyond a question/answer approach and examples are very helpful.

Community Partner	Interactive Activity
Mason	Laying patio stones in a decorative pattern.
Carpenter	A small woodworking project (key holder).
University/college	Using a blue screen to learn about interactive motion graphics.
Hotel	Chef working with students to create a simple appetizer.
Construction company	Assembling scaffolding and demonstrating safety techniques.
Automotive industry	Automotive painting simulators.
Law enforcement	Setting up a variety of police vehicles in the parking lot that shows the range of work being done.
Health professions	Taking blood pressure and recording vitals.

Step Three: It's All about the Learning

- Preparation is a key to success, and students will get the most benefit from the career fair with preparation.
- Develop the activities for students to complete while attending the event.
- Provide options for student reflections (Appendix 7: Community-Based Learning Activity Options).

Step Four: The End Is in Sight

- Partner appreciation: Be certain to let your community partners know how much their participation was appreciated. One idea is to frame individual pictures of the booths with both students and exhibitors present with a written thank you. Partners often appreciate having something they can display in their workplace.
- Develop an evaluation for students to complete.
- Debrief with your team following the event (Next year is right around the corner).

Career Days

Career Days are a condensed version of the more traditional Career Fair. They are smaller in size and easier to organize, lending themselves to the potential for being scheduled several times throughout the school year. Each career day can take on a specific industry focus and can be done in partnership, for example, with a Sector Council. Career Days can be as short as the school's lunch time with set-up in the hallways, around the cafeteria, or in a multipurpose room. One option is a "speed career exploration approach" that allows students time during the school day to have a five-minute chat with each representative to learn more about their workplace.

Career Connections in the Classroom

Arts Education

Career exploration is a great link for the arts, particularly in a technological world. Guest speakers who work in the fine- and digital-art worlds are a good starting point. Exploring the professions that connect to the different aspects of film and video production is an easy classroom entry point. Films can also be about particular careers that people are interested in exploring. “A day in the life” series could be a great way to get students researching and working in the community. There are also many interdisciplinary links that can be made. Try linking the Film and Video or Multimedia classes with the Co-op class to create a video about their co-op experiences.

The drama classroom is also a great place for career exploration. Encourage students to create monologues or plays that reference authentic career-related information. Students can recreate work scenes or deliver monologues from the perspective of someone in a field of work that holds an interest for them.

In the music classroom, students can be asked to recreate the sounds they may hear in the career they are interested in. These sounds can be used as the basis of a musical composition. For example, the student who is interested in construction listens to sounds that are made on a construction site, then puts these sounds to music.

Students in dance class can be asked to think about the movements integral to a chosen field. They may then recreate these movements in a dance format.

The newly revised Arts Entrepreneurship 11 course (formerly Cultural Industries 11) presents amazing opportunities for young artist entrepreneurs. Arts Entrepreneurship 11 focuses on project-based and portfolio learning, as well as 21st-century skills, including critical thinking, risk-taking, communication, innovation, and collaboration. Students of Arts Entrepreneurship 11 will develop a sense of their own creative potential as they actively participate in this dynamic, exploratory opportunity for engagement in an entrepreneurial experience in the cultural sector.

Students in all of the above-named courses might prepare and present an Arts for Life Fair. This would be designed to increase students’ awareness of jobs that are available in the arts industry, the nature of those jobs, and of the role of arts organizations in the life of the community. The fair would also provide students with opportunities to speak with local arts industry people and those involved in community arts organizations. For guidelines on how to proceed with such a project, teachers might find the suggestions in the curriculum document *Band Instruments 7–9: Module 8* to be helpful.

English Language Arts

Career links in the English Language Arts classroom can begin with references to the jobs of authors, journalists, actors, and screenwriters. Career content of films, books, and other texts can also be a good starting point for exploring jobs as well as making links between characters in text and real-life jobs. Students can also

- complete “self” activities (interests inventories, etc.)

- access local individuals who are actors, writers, filmmakers, journalists, and screenwriters who work behind the scenes in theatrical or television productions, etc.
- attend a local theatre and connect the performance to those pieces that contribute to the success of the production behind the scenes (set design, costumes, writing, technology, etc.)
- rewrite a scene in a book or play from the perspective of someone working in any of the roles described above
- discuss and show examples of how writing and speaking styles and mechanics influence job attainment and retention
- role play informal communication situations to learn how to conduct themselves in the workplace in a variety of situations
- create a cover letter and resumé for one of the characters in a text or write about a job interview based on the character

Interdisciplinary Projects

Interdisciplinary projects allow teachers from multiple subjects to come together around a topic or theme. Interdisciplinary, inquiry-based learning focuses on big ideas, powerful questions, and the opportunity to engage in authentic, inquiry-based learning that results in strengthening critical thinking, problem-solving, communication, and collaboration skills. Why not bring career education into an interdisciplinary project? As a team, choose a big idea that connects English language arts, social studies, science, mathematics, Active Healthy Living and arts education together—maybe it is about economic growth in Nova Scotia or ways people live around the world. Make curriculum connections and integrate real-world jobs into the work that students will do. Guest speakers and field trips can help to bring relevancy to the project.

Mathematics

Career exploration provides a great way to answer the question, How will I use this mathematics in real life? It will also help students understand that the level of mathematical reasoning, application, and problem solving required in the workplace continues to grow and evolve. A simple way to integrate career education is to put real-world applications and careers into word problems and examples. Giving students project-based assignments that apply to real-world scenarios (construction and design, science and technology, finance and accounting, stock markets, and yard sales) is another great way to connect outcomes to real-world applications. Invite students to participate in the planning, implementation, and record keeping of a fund-raising event within the school or community. Guest speakers, including actuaries; accountants; carpenters; computer programmers who create video games, movies, and animations; engineers; entrepreneurs; financial planners; landscapers; nurses; plumbers; and scientists, also make for great career connections and highlight the explicit need for mathematics in all careers.

Working on financial skills? Why not provide each student with a career and a scenario about the life someone in that career is living (housing, budgets, family, monthly expenses, savings, mortgages, investments) and have them explore the financial reality and potential that exists in that field. Choose some careers that require a strong foundation in mathematics and others that do not in order to highlight the earning potential for mathematics-related careers. This learning opportunity provides students with a way to explore numbers in a meaningful context and to motivate students to study and learn mathematics. Be sure to include careers that require different kinds of mathematics, including

geometry and measurement, statistics, numbers, and finance. This will help students understand that different pathways in high school mathematics lead to a variety of possible careers.

Science

In science, specific curriculum outcomes address Science, Technology, Society, and the Environment (STSE), Skills, and Knowledge. Science, Technology, Engineering, and Mathematics (STEM) is embedded throughout all curricula. There are multiple opportunities for career explorations, from science primary–12, within each grade. Career awareness should be addressed throughout the school year, in a variety of ways.

Examples of career awareness include linking science investigations to the community and careers involved. Traditional and non-traditional careers should be identified. Science curriculum has many portals for career exploration. As an example, students studying the quality of water at a local lake also explored the impact of their findings on the community and included possible careers that would be involved in maintaining the quality of the water. Consider infusing career awareness throughout the school year. One way to do this is to add questions or explorations to discussions and assignments. Questions to discuss may include, What are the applications of this knowledge in a job? What are the careers of people who are involved in this area?

Science field trips naturally lend themselves to opportunities to discuss career options. Science showcases of students work may include careers. A Community Science Night may be planned for parents and students to attend.

The following resources may be helpful. Scientists and Innovators in the Schools (<http://atlanticsciencelinks.dal.ca>) provides volunteers in a variety of scientific fields to present to schools. Curiosity and Curiocite (www.explorecuriosity.ca and www.explorecuriocite.ca) address careers, action projects, articles, and a variety of resources. Careers are connected to all areas. Techsploration (<http://techsploration.ca>) has interviews with females who work in the sciences, trades, and technology occupations. AgAwareness (AgEducation, Nova Scotia Department of Agriculture, <http://novascotia.ca/agri/programs-and-services/educational-resources/ag-awareness>) provides some programs for students and teachers that focus on careers. Project-based science encourages mentors and NSYES (<http://sciencefairinfo.ns.ca>) will be helpful for students to connect with various occupations.

Skilled Trades

By its very nature, skilled trades education links directly to the community. Direct ties to plumbers, automotive service technicians, electricians, and other skilled tradespeople are laced throughout the school-based courses Skilled Trades 10, Construction Trades 11, and Transportation Trades 11. Outcomes in each course require students to “identify the work of [tradespersons] and the roles and responsibilities of people working in those trades.”

The community comes into Skilled Trades 10 as students are required to invite active tradespeople into the Skilled Trades Centre to present to the class their trades, the working conditions, civic responsibilities, and nuances inherent in their trade.

During Skilled Trades 12 Co-op, students go out into the community and work directly under the supervision of a skilled-trades professional. This learning is invaluable and brings clarity and relevance to

the work that had previously been done in school. This integration of school/community and student/tradesperson can be one more solid relationship in a student's road to life-long learning. It also affects the community as the tradesperson not only contributes to a person's learning but also gains an appreciation of the work and effort of which our students are capable.

Social Studies

Social studies curriculum lends itself to many opportunities for career awareness. The key skills for social studies are critical inquiry, communication, and participation—key skills for the 21st-century global economy and workplace. As an example, for the last two years students at one high school have worked on the Habitat for Humanity build site. This work was planned during the same semester the students were enrolled in a Global Geography course. The project aligned with several of the outcomes in the course involving issues around urban growth and the ability of individuals/groups to lead change.

In addition to guest speakers, field trips, and service learning projects, careers can be explored in a local and global context in the following areas:

- **History and Geography:** Use careers as a lens to compare the nature of careers over time, looking not only at the work itself but at the demographics of those working, salaries, and education levels. This investigation can be done within one geographic region (i.e., Nova Scotia) or in a comparative context looking at a particular career. Students can compare occupations in different countries; look at the value of learning different languages and determine competencies and skills that help people become globally marketable.
- **Economics and Business:** Explore workforce trends, salaries, inflation, supply and demand, and connections to employment and skills needed in different careers.
- **Sociology and PDR:** Discuss issues of access to careers over time (considering issues of race, sexuality, gender)

Technology Education

Service learning is a natural fit for technology education courses. Students can use the design process to solve technological problems within their school community and in the community at large. Seniors' homes is an example that provides opportunities for design problem solving.

For instance, people with mobility challenges always need implements within their space to expand their reach or to make using their limited space more comfortable. With appropriate permissions, students can visit a seniors' home and identify needs, work as teams to create a solution to the design challenge, and construct the solution during lab time at school. A true application of the design process is one that allows for real-life feedback. Service learning provides exactly that. Students can modify designs to best suit the needs of the individual or group being addressed. Other opportunities to build solutions to problems arise in many places within the community. A local private business may require storage and display solutions or outdoor furniture that suits a specific need. Communications technology students can design and print T-shirts and/or promotional material for a non-profit or public service event. Web design is also a great application for service learning with non-profit organizations.

Career exploration is a significant part of the technology education curriculum. Learning that involves using real-world materials, tools, and processes that students will experience in a variety of careers is a

large part of daily activities in technology education labs and classrooms. Career learning not only prepares students for choices in post-secondary education, but also for the types of activities they enjoy doing to help them choose careers accordingly.

TED Talks

TED talks (can be accessed on YouTube) are a great way to make classroom connections to careers. TED talks can be shown in virtually all subject areas. In addition to making connections to content, teachers can highlight the profession of the speaker. Most speakers are experts in their fields of study, and this provides an entry point into thinking about careers associated with the subject being taught.

Recognizing Community Partners

Our community partners give freely of their time, knowledge, and expertise in their efforts to support schools. It is important that we take the time to recognize their contributions to student learning. There are many ways to do this, including

- thank-you letters
- certificates
- recognition on the school website, through Twitter, PA announcements, or newsletters
- student-created videos, artwork, or brochures
- Community Partners Wall of Fame (Designate a bulletin board in a visible area of the school to recognize partners. Create a display using snapshots and notes.)
- hosting a thank-you reception at the school

Field Trips

Looking for a way to spark students’ interest in careers and expand their knowledge and understanding of what opportunities are available to them? It’s time to take a trip into the community. What better way for students to learn about career pathways than through exposure to organizations, businesses, and industries?

With thoughtful planning, field trips can offer unique ways for students to explore the outside world. The following are key considerations that will help you to create a meaningful learning experience.

- Ensure that the field trip complies with your board’s guidelines and policies and that you have completed all required paperwork.
- Safety first. Connect with someone at the facility beforehand to identify potential safety issues. You may also want to visit the location to establish a relationship with staff at the site, and to clarify the purpose of the trip.
- Connect with other subject teachers. Field trips provide the opportunity to make many cross-curricular connections, and networking with other teachers will help to capitalize this learning experience for students. By making these connections part of the field-trip activity, students are able to develop a better understanding of how various subjects relate to one another in the real world and bring that experience back to the classroom. To make the most of your field trip, consider what activities you may work on with other teachers before, during, and after the field trip.
- As a team, develop your pre-, during, and post-field trip activities.
- If there are any available seats on the bus, consider including other students who would benefit from the trip.

Field-Trip Activities/Suggestions

Pre-	During	Post-
<ul style="list-style-type: none"> ▪ Research field-trip site prior to the visit. ▪ Create a list of questions to answer before returning to the classroom. ▪ Small-group work: Each group focuses on a “person of interest” and creates five or more questions to ask. Students present the answers they discovered to the class following the trip. ▪ Explore safety awareness and expectations for behaviour. ▪ Role play how to engage in conversation. 	<ul style="list-style-type: none"> ▪ Create a Scavenger Hunt. ▪ Conduct interviews. ▪ Explore safety awareness. ▪ Questions (The teacher can also model asking questions / how to engage others in conversation.) ▪ Collect photos/videos to document the trip. 	<ul style="list-style-type: none"> ▪ Debrief the trip. Support students in connecting field-trip experiences with other life and curriculum experiences. ▪ Provide students with time to reflect about this experience through a variety of demonstration options. (Appendix 7: Community-Based Learning Activity Options) ▪ Write thank-you letters, certificates, or cards for field-trip hosts. ▪ Make presentations to other classes or set up displays in the school. ▪ Conduct post-trip research to consolidate and add to what students have learned. ▪ Add artifacts, including photographs, from students’ field trips to their Life/work portfolio.

Pre-	During	Post-
<ul style="list-style-type: none"> Discuss worksite etiquette. 		

Organizations, businesses, and industries can often offer students exposure to a wide range of careers. To take full advantage of a field trip, it is helpful to think beyond the obvious. For example, a trip to the local hospital can provide students with the opportunity to learn about health professions as well as the trades, office management, social workers, accountants, public relations, and a host of others. Possible field trips include

- colleges and universities
- museums
- food banks
- industries
- historic parks
- walking tours of downtown areas or business parks
- recreation centres
- wilderness sites
- farm tours
- military bases

Another way to visit locations is through virtual field trips. The impact of innovations in information technology and the use of the Internet provides students with the opportunity to tour virtual workplaces. Pre-, during, and post-activities help to make the virtual field trip a meaningful experience.

Virtual Field Trips Suggestions

Teachers	Students
<ul style="list-style-type: none"> Introduce students to the appropriate etiquette for initiating online contacts and networking. Discuss the appropriate use of evolving communications technology. Review the precautions necessary for online safety, including the precautions required to ensure online security of personal information and identity. Invite guest speakers to share ideas about their online work. Provide media articles and create case studies about online business and commerce. 	<ul style="list-style-type: none"> Complete career research projects. Role play online protocol, language, and etiquette. Develop a presentation (e.g., brochure, bulletin board, website) outlining online safety issues. Introduce, thank, and show appreciation to guest speakers and community hosts. Contribute to class discussions.

Refer to *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013) for further information on field trips.

Service Learning

Service? Learning? How do these two concepts fit together and what does it look like in the classroom? Service learning is a structured learning experience integrating curriculum with active service opportunities in the community so that service experiences are directly connected to learning outcomes and in-school learning. It is also about matching students' skills and talents with authentic community needs, teaching them how they can make meaningful community contributions in a personally relevant way. Service learning is often thought of as an aspect of active citizenship. Active citizenship is about taking an active role in the improvement of communities.

As an example, let's take a look at service learning in action in a social studies class.

- Students in the class were reading through an online newspaper when they came across an article describing the plight of homeless youth in their city. A lively conversation followed that resulted in the class deciding that they wanted to know more. Through research that included inviting guest speakers to talk about issues of poverty, a virtual meeting with a local advocate for homeless youth, and a field trip to a housing project, students identified a specific need and determined how they could help to address it.

Youth at the housing project were in need of clothing that reflected their age group as most clothing donations they received were from older households. The students organized a clothing drive, and also decided to raise awareness within the school by creating a very moving video. They organized a "necessities drive" (toiletries, etc.) and then decided to explore international issues of poverty. Throughout this experience, students were able to tap their respective skills and talents (organization, video production, research, etc.), work in a group, and identify ways that they could impact change in the community.

What makes the learning so effective for students is that meaningful community service is incorporated with instruction and reflection. The ultimate goal of a service learning project is to enhance the learning environment with a real-life application, building community in a positive, real, and meaningful context for the students while addressing an authentic issue. Ideally, students will experience a wide range of cross-curricular outcomes through targeted projects, providing an exposure and immediate access to integrated career education opportunities.

It may be helpful to look at service learning as having five stages.

Stage	Process
Investigation	A two-part process that begins by identifying personal interests, skills, and talents that will be applied during service learning and moves on to identifying and authenticating a community need to address.
Preparation and planning	During this step, the classroom curriculum comes to life as students learn the content and skills that get them ready for the next stage.
Action	Can be direct (face-to-face and hands-on) service or indirect action and research.
Reflection	An essential ongoing process that increases personalization, connections, and insights.

Stage	Process
Demonstration	Students formalize what they know, how they learned, what they have contributed, and communicate it to a public audience (e.g., families, other students, the community at large, or public officials).

Teachers can support students throughout their exploration of service learning by

- inviting guest speakers to talk about various needs in their community
- providing examples of service-learning ideas and projects that students could undertake and leading students in brainstorming service-learning ideas and projects for whole-class or small-group completion
- establishing guidelines and ground rules to support a positive, productive process for planning, developing, and completing a service-learning idea or project, including having a safety focus
- collaborating with colleagues to support an interdisciplinary approach to a service-learning idea or project
- taking students on field trips to explore sources related to service learning opportunities
- facilitating class discussion to create a timeline, schedule, or plan for completion of the proposed service learning ideas or projects
- embedding student reflection in all stages of their project

A teacher checklist for service learning is available in the Appendix 9: Service Learning Checklist, and you can refer to *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013) for further information on service learning.

Volunteering

Service learning and volunteering are closely related. Like service learning, volunteering provides students with the opportunity to support a local or global need, but unlike service learning, it does not require a specific connection to the curriculum.

Volunteering helps to develop employability skills and promotes personal growth by building strong and productive relationships with community agencies. Teachers can support student interests' in volunteering by assisting with

- developing students' understanding of and appreciation for the community and its potential
- generating ideas for class and individual volunteer activities and projects
- applying their personal management and teamwork skills
- maintaining a log of volunteer hours and experiences and selecting artifacts to document their volunteer experiences for inclusion in their Life/work portfolio
- developing a plan and timeline of the expectations for their volunteer commitment
- understanding safety in a volunteer placement

Creating Community Partnerships through Shared Community-Based Learning Activities

There are tremendous benefits to viewing our community as an extension of the classroom. However, as we look more and more to the community to provide opportunities for our students', organizations may end up being approached by several teachers and schools, resulting in multiple requests. One way that we can work with our partners to build ongoing relationships is to establish a process for the placement of students and common CBL activities. (For more information on shared placements and Co-operative Education see Appendix 10: Shared Co-operative Education Placements)

Teachers involved with the organization of CBL activities often work closely together in a professional, positive spirit of co-operation. Shared CBL activities start with an individual teacher volunteering to co-ordinate all aspects of the activity beginning with building a relationship with the community host. *The Business of Mentoring: An Employer's Guide* (Nova Scotia Department of Education and Early Childhood Development 2013) is an excellent resource to share with potential partners. The guide provides information about the range of opportunities that exist for an employer's involvement, from class visits to work placements, and provides many helpful "how-to" tips.

Shared CBL activities can include field trips, certifications, guest speakers, and opportunities that involve students in a workshop-type setting; meeting with a community partner once a week for a period of several weeks. The volunteer teacher facilitates this process by organizing the activity for other teachers and other schools, if applicable. An example of this is a four-week culinary workshop. One school may offer to host the workshop and open it to participants from other schools. Both the organizing teacher and the students' teachers have responsibilities as outlined below.

Responsibilities

Teacher Organizing the Shared Activity	Students' Teachers
<ul style="list-style-type: none"> ▪ Communicating with the community partner and with teachers. ▪ Scheduling and planning the sessions. ▪ Organizing appropriate student supervision. 	<ul style="list-style-type: none"> ▪ Selecting students and completion of all necessary forms. ▪ Preparing students for the workshop. ▪ Ensuring students are aware of the session dates, dress requirements, any advance preparation, and transportation. ▪ Supporting student engagement and completion of activities. ▪ Communicating with the organizing teacher re issues/concerns/questions. ▪ Student evaluation/debriefing.

Resources and Websites for Teachers

Core Responsibilities

- **Our “go-to” guide:** *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013) (www.ednet.ns.ca)
- **Insurance:** School Insurance Program provides administration, risk management, loss control, risk financing, and claims management services to all schools and school boards in the province. (www.sip.ca)

Teaching Workplace Health and Safety

Every year in Nova Scotia hundreds of young teen workers are hurt at work. Many of these injuries are serious, some are life-altering, and all of them are preventable. As young people enter the workplace for the first time, their health and safety can be directly influenced by the messages and information they receive in their classrooms. Along with available curriculum, the following resources have been designed to directly support teaching about workplace health, safety and injury prevention.

Internet

Workplace Health and Safety, Nova Scotia Virtual School

- *Workplace Health & Safety 10–12* is a teacher Moodle that supports the outcomes of career exploration, career development, co-operative education, and several other grades 10–12 courses. It includes a number of classroom activities and resources.
- *HL9: Health and Safety* is a teacher-resource Moodle designed specifically for the health and safety module of Healthy Living 9. It is also well-suited for many grade 10 courses.
- *Safe@MyJob* is a workplace health and safety quiz for students that results in a completion certificate. It matches grades 10–12 health and safety curriculum content and outcomes.

Free Online Training

- *LifeSmart* was designed by St. John Ambulance and the Nova Scotia Department of Education. It blends online and classroom-based training for students to achieve full certificates in Emergency First Aid and WHMIS. Both courses are free to grades 10–12 students, and are available in both French and English. (www.getlifsmart.ca)
- *The Nova Scotia Construction Safety Association* (NSCSA) is one of Nova Scotia’s safety associations, and a strong advocate for the presence of workplace health and safety information in the public school system. To access NSCSA’s youth programs, call or visit their website. (www.nscsa.org)

Safety and Insurance

- Workers’ Compensation Board of Nova Scotia (www.wcb.ns.ca)
- Nova Scotia’s Workplace Safety and Insurance Agency (www.worksafeforlife.ca)

- Learning Resources and Technology (LRT), Nova Scotia Department of Education and Early Childhood Development (<http://lrt.ednet.ns.ca>)
- School Insurance Program provides administration, risk management, loss control, risk financing, and claims management services to all schools and school boards in the province. (www.sip.ca)

For more information about teaching workplace health and safety, please contact your school board's Community-Based Learning Consultant.

Career Exploration

- *Future Seekers* was created for Nova Scotia public school students. The site has tools to help youth develop a career plan, including tools that can help students to identify skills and interests, learn about occupations and workplaces, and find out what education and experience is required to set some goals. (<http://futureseekers.ca>)
- *Career Cruising* is an Internet-based career exploration and planning tool that can be used by students to explore career options and develop a career plan. The site provides many things, including assessment tools to help identify career interests, multimedia interviews, career profiles, post-secondary and apprenticeship information, and a resumé builder. To access the Career Cruising website, students need a user name and password. Students in grades 7–12 have access to this site. (<http://public.careercruising.com>)
- *Pathways to Success: Jobs People Do* has been designed for students of all ages who are identifying career choices that interest them and are interested in finding out the appropriate academic requirements needed for a career in that chosen field. Nova Scotia schools have a provincial license for grades 7–12. Each school has their own username and password; teachers, students, and families have access to the site both at school and from home. (<http://jobspeopledo.com>)
- *LifeWork Portfolio* will assist when you are working with students to develop a portfolio. The resources on this site can be used to help students create an online portfolio. Schools arrange to use the online service and students create an account to gain access to their own secure storage space where they can store and display their work. These resources are useful even if students are not developing their portfolio's electronically. (<http://lifework.ednet.ns.ca>)
- *Careers Nova Scotia* is a one-stop source for career planning and labour market information. Students can search for information on wages, education/training requirements, job prospects, and employers. They can compare multiple occupations using the Compare Occupations feature and can also access information about career planning, job search tools, post-secondary education and training options, and Nova Scotia's labour market. (careers.novascotia.ca)
- *My Co-op: The Guide to Cooperative Education Success* (Thomson and Grigoriadis 2013) is a complete guide to the delivery of a cooperative education credit. It will help prepare students for their co-op experience and provide the support and key information needed during a student's community placement. *My Co-op* also is a supportive resource for all students in career planning. The outcomes of a wide variety of career related courses are supported using this resource. (<http://emp.ca/nsmycoop>)
- *Youth Apprenticeship - WorkIt* contains information, in multiple formats, for families, youth, employers, and educators including personality quizzes for the trades, educator resources with ideas and examples of projects that can be undertaken to provide exposure to careers in the trades, trade profiles, videos, and helpful links. Youth Apprenticeship provides students employed in the trades during high school with the opportunity to have their experience and hours count toward a future apprenticeship program. (www.workitns.ca)

- *Nova Scotia Apprenticeship Agency* includes a complete description of each of the 66 designated trades (including the 12 compulsory certified trades) in Nova Scotia, videos about apprenticeship and careers in the trades, contact information for the training officers in Nova Scotia, as well as all of the details on how to get started as an apprentice. (www.nsapprenticeship.ca)

Other useful sites

- Conference Board of Canada. *Employability Skills 2000+* (English and French) (www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx)
- Human Resources and Skills Development Canada. *Essential Skills Profiles* (www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml)
- Human Resources and Skills Development Canada. *Labour Market Information* (www.hrsdc.gc.ca/eng/jobs/lmi)
- Service Canada (www.servicecanada.gc.ca)
- Statistics Canada (www.statcan.gc.ca)

Competitions, Certifications, and Programs

- *Skills Canada*: Nova Scotia is a not-for-profit organization that provides opportunities for Nova Scotia youth to explore skilled trades and technologies, discover their passions, and strive for excellence through a range of programs made possible by partnerships with industry, government, and education. In addition to its signature event, the Nova Scotia Skills Competition, Skills Canada: Nova Scotia delivers skills presentations, youth projects, and career showcases. (<http://skillsns.ca>)
- *Super Host* is a one-day workshop delivered to students by tourism industry communication/customer service personnel. The program can be delivered at the school, and there is a per student fee. Students are able to receive a certification and gain skills required to excel at customer service, a skill set beneficial to many career pathways. (www.tourismhrc.com)
- *LifeSmart* was designed by Saint John Ambulance and the Nova Scotia Department of Education. It blends online and classroom-based training for students to achieve full certificates in emergency first aid and WHMIS. Both courses are free to grades 10–12 students and are available in both French and English. (www.getlifsmart.ca)
- *Food Hygiene (Handlers) Course* provides teachers and students with information about safe food handling practices. There is a cost, and the course can result in a food safety training certificate. (<http://novascotia.ca/agri/programs-and-services/food-protection/food-hygiene-course>)

Community Support

Consider the age of your students along with their interests and what opportunities are available within the community to support these (babysitting courses, reserves, lifeguard training). There may be organizations willing to work with the school, who currently offer programs to students or have resources available on their websites. As an example, check out the following:

- *Junior Achievement Nova Scotia* is a Canadian youth business education program. (<http://jacan.org>)
- *Centre for Entrepreneurship Education and Development* (CEED) offers a variety of hands-on workshops that promote entrepreneurial skills throughout Nova Scotia. (<http://ceed.ca>)
- *Techsploration* provides young women from grades 9–12 with opportunities to explore science, trades and technology occupations. The site has a series of “Women in Action” videos that

demonstrate females in in-demand science, trade, and technology careers.
(<http://techsploration.ca>)

- *View Finders* provides a series of year-round activities and programs to young people across the Atlantic provinces. (www.atlanticfilm.com/category/affa-topics/view-finders)

Appendices

Appendix 1: Community-Based Learning Policy
Appendix 2: Project Planning Checklist.....
Appendix 3: Strategies for Risk Assessment for Independent Student-Learning Activities
Appendix 4: Risk Assessment for Independent Student-Learning Activities
in the Community.....
Appendix 5: Sample Letter to Families / Community Partners for Participation in
Community-Based Learning Events.....
Appendix 6: Speaker Guidelines—Tips and Techniques.....
Appendix 7: Community-Based Learning Activity Options
Appendix 8: Sample Letter to Career Fair Exhibitors.....
Appendix 9: Service Learning Checklist
Appendix 10: Shared Co-operative Education Placements
Appendix 11A: Employability Skills 2000+
Appendix 11B: Essential Skills

Appendix 1: Community-Based Learning Policy

(See separate file .)

Appendix 2: Project Planning Checklist

(See separate file.)

Appendix 3: Strategies for Risk Assessment for Independent Student-Learning Activities

- Review the *Community-Based Learning Policy* (Nova Scotia Department of Education and Early Childhood Development 2013) to identify when an assessment may or may not be required.
- Start early. Have conversations at your school and in Professional Learning Communities (PLCs) to identify possible activities or events that your students may be engaged in. Share information with parents at curriculum night or other early school events.
- Take a team approach. Class sizes and number of students involved will vary from school to school. By involving guidance counsellors, homeroom teachers, and other school staff you are raising awareness around the learning opportunities for your students and promoting a culture of safety in the community.
- Are multiple students visiting the same community host? “One” conversation with the community host will support the experience for that school year. (Telephone and email are acceptable forms of communication).
- Does your school have co-op students placed with the community host? If so, connect with the co-op teacher to determine whether a pre-placement assessment has already been done.
- Are students ready for an independent community based-learning experience? Have they achieved the safety outcomes in Healthy Living 9?
- Connect with colleagues such as guidance counsellors and teachers at other schools or your school board’s Community-Based Learning Consultant to discuss what has worked well in this process.
- Teachers do not always visit the site for the risk assessment. Emails, phone calls, and students passing the risk assessment along to the community host and having it returned and reviewed by the teacher prior to the placement are acceptable.

Risk Assessment Requirements: What and When?*

Student is with a family member	Student is with a school board employee	Independent learning activity
<ul style="list-style-type: none"> ▪ Permission slip ▪ School board transportation policy forms 	<ul style="list-style-type: none"> ▪ Permission slip ▪ School board transportation policy forms ▪ School board field trip forms 	<ul style="list-style-type: none"> ▪ Permission slip ▪ School board transportation policy forms ▪ Risk Assessment form

Examples of Independent Learning Activities:

- Field trips
- Job shadow
- Mentoring
- Service learning
- Short-term placements
- Volunteering

*Board policies and forms may vary; all forms related to transporting students or taking students on field trips are required.

Appendix 4: Risk Assessment for Independent Student-Learning Activities in the Community

(See separate file.)

Appendix 5: Sample Letter to Families / Community Partners for Participation in Community-Based Learning Events

Our community holds many treasures for our students and has much to offer to them both inside and outside of the classroom. This year, we are planning a variety of community-based learning activities and are inviting you to participate by sharing your talents, interests, and careers with students. The following list shows the available options. Please indicate how you would like to become involved by checking the boxes.

- Career talk
- Host a field trip
- Provide a virtual tour of my workplace
- Be a career fair exhibitor
- Arrange job shadowing opportunities at my place of employment
- Work with students on a service learning project
- Mentor a small group of interested students
- Provide an interactive workshop (cooking, gardening, etc.)
- Suggest other resource people and organizations in my interest area(s)
- Other _____

Name: _____

Place of business: _____

Telephone: _____ (business) _____ (home)

Email: _____

Thank-you! We will follow-up once we hear back.

Please note: School board policy may require a background / criminal record check and child abuse registry.

Appendix 6: Speaker Guidelines—Tips and Techniques

As a speaker, you will be invited by a school to make a presentation to students about your career journey. This is a time to excite and motivate young people about the career options and opportunities available to them.

Goals

The purpose of your presentation is to

- introduce students to your career
- increases students' career awareness and encourage personal goals
- provide students with a road map of how to achieve their personal goals
- provide a role model that supports their own personal and financial successes

What to Expect

During your session, you will interact with a group of students and act as a role model for them. You will most likely be invited to address students by a classroom teacher. However, some high school students and parents may be planning speaking opportunities and contact you directly.

Each school has specific needs, and it is important that you discuss these with the person who has invited you. Your audience will change, as will your message, depending on the size of the group, the ages of the students, their particular interests, and the format of the presentation.

Guidelines

The following are some guidelines for you to prepare for your session with a school.

1. How to Structure Your Presentation
2. Question and Answer Session
3. Tips and Techniques
 - Before the presentation
 - During the presentation
 - After the presentation
4. Checklist
5. Information from the school

1. HOW TO STRUCTURE YOUR PRESENTATION

The following are some guidelines on how to structure your presentation. The actual information you use will depend on the size and age of your audience.

- Personal Background
 - Tell students what careers you were interested in at their age.
 - Tell them about your career aspirations as an adult.
 - Discuss how your choices evolved.
- Your Organization
 - Tell students what your organization does/makes/provides.

- Tell them where they may come across your organization.
- Discuss who the customers/clients are.
- Tell them the number and types of careers that are there.
- Your Career
 - Talk about what your position entails.
 - Discuss the variety of things that you do.
 - Discuss what you love about your work.
 - Discuss what could be perceived as drawbacks, such as long hours or weekend work.
 - Talk about any obstacles that you had to overcome.
 - Discuss any barriers students might face and how they might deal with them.
- Your Education
 - Discuss “what I did at your age.”
 - Talk about subjects you liked in school.
 - Talk about the importance of mathematics and technology.
 - Tie in different subjects, such as English language arts, to help with writing reports and communication in general.
 - Discuss the importance of volunteering, an active lifestyle, and group programs that demonstrate student’s interests in team work and the community.
 - Tell students about your diplomas, degrees, and courses taken after high school.
- Your Journey
 - Tell students how you ended up doing what you are doing.
 - Let them know who influenced you most.
 - Tell them how you got your first/current positions.
 - Discuss other options open to you now.

2. QUESTION AND ANSWER SESSION

- Be prepared for personal questions.
 - How much money do you make? (Tell students about entry-level salaries, opportunities for growth.)
 - How much vacation time do you have?
 - Are you married? Do you have children?
- Be prepared to deal with inappropriate behaviour.
 - Most students want to be at presentations, but occasionally students’ behaviour can be a concern. Here are some tips to help handle inappropriate behaviour:
 - > Seek the assistance of the teacher.
 - > Ask the student to volunteer his/her own experiences or help you with the presentation
 - > Diffuse the situation by saying, “We’ll discuss that at break if there is time.”
 - > Ask the student politely to leave.
- What to take.
 - Take work props with you, such as samples of your products. Get teacher permission beforehand. (Remember safety first.)
 - Take all the tools that you need for your presentation, such as technology, handouts, etc. Check with the teacher to see if he or she has the equipment that you require.
 - Take trinkets with you to hand out to students, such as stickers, pens, slinkies, stress balls, etc. It is best not to give these out until the end of your presentation.

3. TIPS AND TECHNIQUES

Before the Presentation

Tips	Techniques
Decide on your presentation goals.	<ul style="list-style-type: none"> ▪ Determine what your main message will be to the students. ▪ Establish how students can benefit from your presentation. ▪ Decide how you can benefit from visiting the school.
Know your audience.	<ul style="list-style-type: none"> ▪ Ask the school for details about the students (age, group, interests, etc). Please refer to the list of questions for schools.
Be prepared to be flexible and have fun.	<ul style="list-style-type: none"> ▪ Let the audience guide you in terms of their interests.
Determine your time and travel commitments.	<ul style="list-style-type: none"> ▪ Establish what days, times, and how often you can commit to addressing students.

During the Presentation

Tips	Techniques
Break the ice. Get students involved.	<ul style="list-style-type: none"> ▪ Ask students what they think you do. ▪ Ask them if they know anyone else in your field or profession.
Establish a comfort level.	<ul style="list-style-type: none"> ▪ Involve the students (e.g., role playing).
Make a presentation relevant to the audience.	<ul style="list-style-type: none"> ▪ Use real-life situations.
Use simple direct language. Avoid jargon and highly technical terms.	<ul style="list-style-type: none"> ▪ Personalize your presentation with anecdotes and stories.
Appreciate diversity of groups (different ages, languages, cultures).	<ul style="list-style-type: none"> ▪ Encourage students to move around, do an activity, or act out a scenario.
Be flexible. The students will guide you regarding their interests.	<ul style="list-style-type: none"> ▪ Ask for questions during your presentation, not at the end.

After the Presentation

Tips	Techniques
Obtain feedback from the school.	Ask teachers/students how useful the session was.
Ask your colleagues to become involved.	Share your experience with colleagues.

4. CHECKLIST

- Do you know the ages and size of the group?
- Are you clear on the message you want to give students?
- Are you clear on the teacher's requirements for the presentation?
- Is your presentation interactive?
- Does it include
 - questions and answers
 - what influenced your career choice
 - the relevance of school subjects to your position
 - a road map of how you got to your position
- Do you have items to hand out to students or products to demonstrate
- Do you know how long your session will last?
- Do you have the right tools and equipment to make your presentation?
- Do you have an evaluation form for students or the teacher to complete after the session?
- Are you ready to be flexible and have fun?

5. INFORMATION FROM THE SCHOOL

Ask your contact to provide the following information before your visit.

Name of school	Ages
Address	Grades
Phone numbers	Format—classroom, breakout, forum
Email address	Purpose of career information
Time, date, and length of presentation	Specific focus for students

Location of presentation	Other educators to be present
Size of group	Other speakers to be present

Source: The Learning Partnership. n.d. *Career Education Resource*. (www.thelearningpartnership.ca).
Used with permission.

Appendix 7: Community-Based Learning Activity Options

This appendix can be used for preparation, reflection, and/or presentation. Consider technology-based and/or paper versions.

Choice Board

			Suggested Technology
Maintain a memory scrapbook.	Create an annotated timeline with snapshots that include your thoughts throughout your experience.	Design a model related to the CBL experience. Present your model and learnings.	<ul style="list-style-type: none"> ▪ TimeLiner XE ▪ Comic Life ▪ Inspiration ▪ Word ▪ OpenOffice ▪ Powerpoint ▪ Keynote ▪ Photo Story 3
Journals / diary / Four Corners. (See prompts and Four Corners on page 40.)	Create a Wordle (www.wordle.net) of the most important words related to your learning and discuss the relevance of each.	Gather artifacts. Discuss how they are significant to your learning and learning goals.	<ul style="list-style-type: none"> ▪ Wordle ▪ Word ▪ OpenOffice ▪ Moodle ▪ Journals
Design a website to reflect your learning, including links to highlight the important aspects of your learning.	Create a checklist of your specific learning goals and update it over time with notes, photos, etc., to highlight your learning throughout the activity.	Complete a learning-styles inventory at the beginning of the activity and again at the end. Highlight your learning style and multiple intelligences. Describe what you have learned about yourself through this experience and how you might use this knowledge in your future learning.	<ul style="list-style-type: none"> ▪ Moodle ▪ Drupal
Create an annotated video. Describe the learning and experiences captured in the video as they relate to your learning goals.	Design a storyboard that shows the “day in the life of” experience with thought bubbles as well as narration of what took place.	Design a marketing presentation for other students. Be sure to include all of the important things they will need to know about this experience and be prepared to answer questions.	<ul style="list-style-type: none"> ▪ Windows Movie Maker ▪ iMovie ▪ Photo Story 3 ▪ Comic Life ▪ Powerpoint ▪ Keynote ▪ Pages

			Suggested Technology
Use a mind map (more detailed than just a web) to show connections and ideas. Colours, images, links, and shapes can all help convey the message.	Comic Life is a free program that most schools already have loaded on computers. Use clip art, imported pictures from your own camera, scanned images, etc., as a means to reflect.	Dramatize your experience through role playing or skits.	<ul style="list-style-type: none"> ▪ Inspiration ▪ Comic Life
Create a newsletter that reflects your experience.	Write lyrics for music or a song that captures the experience. Alternatively, use a computer program that generates music to help with this form of expression.	Represent your experience through art (mural, drawings, painting, graffiti, sculpture).	<ul style="list-style-type: none"> ▪ Word ▪ OpenOffice ▪ Pages ▪ Comic Life
Provide feedback about your experience through your senses. What did you see, hear, smell, taste, and touch?	Write interview questions for a classmate about their experience. Interview your classmate and share what you found out.	Create a writing piece or image prior to beginning the CBL activity and then afterwards. The piece could include your thoughts on the people, objects, your feelings, the subject matter, and what you will be doing. Compare the two.	<ul style="list-style-type: none"> ▪ Moodle—discussion forum ▪ Word ▪ OpenOffice ▪ Powerpoint ▪ Keynote ▪ Windows Movie Maker ▪ iMovie ▪ Audacity

Four Corners

Post one of the following signs in each corner of the classroom: strongly agree, agree, disagree, and strongly disagree. Place a sign with the word neutral on it in the middle of the room. Have students answer reflective questions by going to the corner of the room that best represents their feelings/experiences. Discuss.

Prompts for discussion, learning log or journal entries, and written responses may include the following:

BEGINNING

1. What do you expect to happen in this activity?
2. What assumptions do you have about yourself in this activity?
3. What assumptions do you have about those who you will be meeting?
4. How do you expect to feel?
5. Why is this activity important to you and/or your community?

DURING

1. Tell the story of what happened during the activity.
2. What is surprising?

3. What is happening for other people participating?
4. What are you learning?
5. What ideas do you have?
6. What questions can you ask?
7. In reflection, what was important about today? What would you change for next time?

AFTER

1. What have you learned about yourself and about working with others and the community?
2. Did your assumptions change over time?
3. What contribution did you make?
4. What did you like about this experience? What did you not like?
5. What new questions do you now have as a result of your experience?
6. What is something that you learned that you will never forget?
7. What knowledge, skills, and/or understandings did you gain that you can apply to other areas of your learning?

Opening phrases might include

- Today I ...
- A suggestion I have is ...
- One thought I had today was ...
- I was encouraged to ...
- I did not want to ...
- One thing I tried that didn't work was ...
- One safety question I should ask is ...
- The most important part of my day was ...
- One thing I would like to know more about is ...
- One teamwork skill I used today was ...
- I wish I had ...

Appendix 8: Sample Letter to Career Fair Exhibitors

[Insert school information here]	Checklist
<p>[Name of school] will be hosting a career fair on [date] at [location include address]. This one-day event will bring together community partners to help support and inform students as they explore the opportunities that lie ahead.</p>	<p>Included</p>
<p>We welcome you as an exhibitor and thank you for agreeing to participate in this event. To assist you with a smooth set-up, we ask that you refer to the information on the right and complete the applicable sections below to help us best identify and meet your needs. Please return this form via fax (see above) or email by [date] to [contact person including contact information].</p>	<input type="checkbox"/> 10' × 10' exhibition
<ul style="list-style-type: none"> ▪ Exhibition booths must be event-ready by [time], [date] ▪ Parking is available; please make note of drop-off zones for buses when you arrive. 	<input type="checkbox"/> space (1)
<p>Please identify services you may require:</p>	<input type="checkbox"/> skirted 6-ft. table
<input type="checkbox"/> Electrical outlets (quantity ____)	<input type="checkbox"/> 2 chairs
<input type="checkbox"/> Tables (quantity ____)	<input type="checkbox"/> power supply
<input type="checkbox"/> Internet access	<input type="checkbox"/> listing on website
<p>Other: _____</p>	<input type="checkbox"/> program, career
<p>(Exhibitors are responsible for bringing extension cords and power bars that may be required at their booth.)</p>	<p>fair handouts and email blasts</p>
<input type="checkbox"/> Exhibitor Badges (quantity ____)	<input type="checkbox"/> ID tags
<p>What specific information/description about your company or organization would you like included in our program?</p>	<input type="checkbox"/> water / assorted
<p>_____</p> <p>_____</p>	<input type="checkbox"/> snacks
	<input type="checkbox"/> light lunch
	<input type="checkbox"/> hospitality room
	<p>Scheduled Hours: 9:30 a.m.–3:00 p.m.</p>
	<p>Set-up Time: 7:30 a.m.–9:00 a.m.</p>
	<p>For inquiries, please contact:</p>

Appendix 9: Service Learning Checklist

(Based on the five stages of service learning by Cathryn Berger Kaye, 2010)

Stage 1: Investigation

- Discuss the meaning of service learning.
- Determine student interests, skills, and talents.
- Brainstorm needs within the community. (Community can be defined as the school community or the community in a larger context.)
- Invite guest speakers to talk about various needs in the community.
- With students, choose service-learning projects keeping in mind the scope, resources, and budget.
- Have students research the community need they have decided to explore.
- To do:
 - Identify the curriculum outcomes and in-school learning that will take place, including the ongoing reflective activities.
 - Determine cross-curricular connections. Collaborate with colleagues to support an interdisciplinary approach.
 - Complete the project-planning checklist (Appendix 2) including the risk-management assessment.

Stage 2: Preparation and Planning

- Define the purpose or goal of the service-learning project.
- Communicate with families: letters/emails sent home describing the activity and roles and expectations of students.
- Explore the expertise required to complete the project (partnerships and community/school support) and begin collaboration.
- Work with students to create a timeline with checklists and action plans.
- Determine student roles and responsibilities including possible teams, grouping of students, and roles of student teams (safety team, documentation team, etc.). Outline expectations of the full team and each individual member of the student teams (include safety teams, documentation team, etc.).
- Plan field trips, interviews, guest speakers, etc.
- Provide opportunities/options for student reflection.

Stage 3: Action

- Work with partners to provide a safe learning environment for students.
- Ensure students understand the action plan, goals, and their roles and responsibilities.
- Assist students with putting the plan into action.
- Provide support as students adapt to unexpected changes to the plan.
- Monitor and support student management of time.
- Monitor and support team members' interaction.
- Have students document their learning (written, artifacts, photos, video, etc.).
- Provide opportunities/options for student reflection.

Stage 4: Reflection

(See Appendix 7: Community-Based Learning Activity Options.)

- Model reflective behaviours.
- Structure opportunities for students to reflect on what they have learned, how they have learned, and how they have benefited from the experience.
- Have students compare their understandings at the beginning of the project to what they have come to know and understand through this experience.
- Engage students in reflective discussions.
- Relate the service-learning experience to course work, life, and career planning.
- Have students evaluate their experience.

Stage 5: Demonstration

- Present the completed project to peers, families, and/or the community (displays, artwork, photography, performances, newsletters, websites, videos, etc.)

Appendix 10: Shared Co-operative Education Placements

Examples of potential community partners for shared placements include government, hospitals, hotels, major industries, seniors' complex, police, universities, and even your local school board. The shared placement lead teacher and the schools' co-operative education teachers each have responsibilities. The following chart provides an overview of these responsibilities. (Remember you must *always* refer to the *Community-Based Learning Policy* when planning any shared placements.)

Shared Placement Lead Teacher	Co-operative Education Teachers
<ul style="list-style-type: none"> ▪ Organization of placement; initial point of contact. ▪ Communication/liaison with community partner. ▪ Communication/ liaison with teachers. ▪ Identification of students from various schools (balanced). ▪ Scheduling/planning of sessions (where applicable). ▪ Attend opening session (and other). ▪ Address issues/concerns (the go-to person for all participants; host, teachers, students). ▪ Signing of agreements/documents when necessary. 	<ul style="list-style-type: none"> ▪ Selection of students—it is essential, as with any placement, that this is the proper fit for the student. ▪ Prepare students for placement expectations (ongoing). ▪ Ensure student is aware of session dates, dress requirements, advance preparation, and has transportation. ▪ Attend opening session. ▪ Supporting student engagement and completion of activities. ▪ Communication with lead teacher regarding issues/concerns/questions. ▪ Completion of required forms and processes; student supervision. ▪ Commit to attend sessions to support lead teacher. ▪ Student evaluation/debriefing.

The structure of the shared placement may have similarities and differences from partner to partner. It is important for schools to be flexible with the design and delivery of a shared placement as the community partner works with the lead teacher to accommodate students. The following chart provides an overview to demonstrate this similarity.

Community Partner 1	Community Partner 2
Year-long placement beginning in October, ending in May.	Semestered placements.
Orientation day prior to start of placements.	Orientation day prior to start of placement.
Mid-term review of student progress.	Begin in October; completed in January. Begin in March; completed in June.
Students attend once per week for one-half day.	Students attend once per week (full days).
Students rotate departments/areas after five weeks for a variety of experiences	Students have the same mentor throughout the placement.
Forms are signed by the main contact at the site; student evaluation is completed by a mentor.	Forms are signed by the main contact at the site; student evaluation is completed by the individual mentor.

Appendix 11 A: Employability Skills 2000+

[Reprinted with permission] Brochure 2000 E/F (Ottawa: The Conference Board of Canada, 2000)

(See separate file.)

Appendix 11 B: Essential Skills—The Foundation for Success

Industry Training Partnerships (2007) defines the essential skills for the workplace in Manitoba as “the reading, writing, numeracy, communication, teamwork, thinking, learning, and computer skills required to successfully perform in the workplace and to maximize the use of other types of training.”

Employees at all levels must be able to

- read and understand a range of texts, from written work orders to online and print-based technical and policy documents
- use complicated workplace documents including technical manuals, blueprints, and health and safety regulations
- fill out and compose forms, work orders, and reports
- clearly speak and carefully listen in one-on-one and group settings
- know when and how to use numbers accurately, whether measuring, converting imperial measurements to metric, or developing budgets and reports
- navigate through print and online sources to find information specific to a task
- think through workplace problems and challenges
- work as a team, whether on the plant floor or in a company or union meeting
- keep learning and adapting to changes such as introducing International Organization for Standardization (ISO) requirements and new technology

Source: Industry Training Partnerships, Manitoba Competitiveness, Training and Trade. “Essential Skills—The Foundation for Success.” (www.gov.mb.ca/tce/itp/fact_sheets/essential.pdf). Accessed: March 19, 2007.

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