

# CAREER

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## President's Report May 2009



The most recent item in our realm of responsibilities was the implementation of the new Middle Years Career Education curriculum. We hope you have had success with it and we look forward to further networking in the new school year.

Our professional development can be enhanced by involvement with SCWEA. Remember our SCWEA website as an information location for resources, news and conference information. We look forward to our fall conference in Saskatoon with SIASST being our hosting facility. Thank you to our conference planners and we hope to see a large number of members attend. Extend an invitation to people involved in Career Development who are not currently members. Finally, I would like to encourage members to consider a position on the executive. This is a tremendous opportunity for networking and professional development.

Enjoy the balance of the school year and see you at Conference 2009!

Sincerely,

Val Laing  
SCWEA President

## From the Editors

As we move into spring and summer our thoughts always proceed to fall preparation. To be honest, the weather represents more of that reality. Anyway, ... we have lots of new curriculums to peruse on the beach. We hope this edition of *Career Connections* will provide you with ideas that will assist you with your planning. Most certainly our conference, *Access Your Allies*, will have an abundance of resources relating to the new Career Education Curriculum. Check it out on October 1 and 2, 2009 in Saskatoon by registering at: [ssc.stf.sk.ca/index.html](http://ssc.stf.sk.ca/index.html)

Enjoy your summer!

Sincerely,  
Cynthia Wright-Fulton  
& Kerri Beuker

CONNECTIONS



# SCWEA Executive 2008-2009

## **Val Laing President**

Val Laing began her teaching career in Dinsmore, Saskatchewan, mainly in Home Economics. She later moved to Maidstone and expanded her teaching experience into the middle years, core subjects, and special education. It was here that she met her husband, Les, from Cut Knife. A year later they married and Val continued her job in Maidstone. Their first daughter was born and Val took one year off to stay home with their new baby. Val went back to a part-time job in Maidstone for a year. Next she accepted a teaching position in Cut Knife which meant she was closer to her family, home, and farm. The years followed with two more daughters and an increasingly busy farm with cattle and crop enterprises.



Val has been involved with Career and Work Exploration since 1988 upon joining the Wilkie School Division. The program was enhanced with some federal money at the division level and Val well remembers some of her first great resources coming from Newfoundland. Val has seen the division amalgamate twice, the first time to become Landswest, and most recently to become Living Sky. Many changes have occurred, yet one solid anchor has been the Career and Work Exploration program in Cut Knife. It was in 1998 that Val proposed a mandatory Career and Work Exploration Course at the Grade 10 level to the staff and local board of Cut Knife. The proposal was well received and as a result Val has taught over 200 Career and Work Exploration students. Career and Work Exploration, as well as Home Economics, are two of Val's passions.

Val was approached to take on the job of the president of SCWEA one year ago. The main drive behind accepting the job was a strong desire to see

SCWEA more viable. In addition, Val's aim is to see Career and Work Exploration gain a higher profile in high schools across Saskatchewan.

## **Lori Carter Vice President**

Employed with the Saskatoon Public School Board, career education continues to be Lori's passion. Lori has enjoyed her past four years with the SCWEA board and looks forward to more. She enjoyed working with Marlene on the 2007-2008 SCWEA calendar and hopes there will be another. Lori feels what the future holds for the career field is endless with all the interesting initiatives and career driven allies within Saskatchewan.



Outside of school and work, Lori enjoys her husband, Dan, her daughters Jacee, who is almost 8, and Dannee, who is 2.

## **Shelley Hosaluk Past- President**

Shelley is a Ph. D. student/researcher in Educational Administration at the University of Saskatchewan. In addition to the PLAR Workers in Transition project with the Centre for Education and Work in Winnipeg, Shelley was a regional portfolio deliverer for the *Essential Skills Portfolio for Youth Kit* with the Saskatchewan Native Theatre Company based in Saskatoon, and has most recently worked as regional coordinator for the Workplace Assessment of Informal Learning (WILM) research project. She produced the DVD, *The Power of Portfolio: Tool for Transition*, distributed through Media Group and the Ministry of Education. Shelley sits on the Government of Saskatchewan's Provincial RPL Coordinating Group and serves the



Saskatchewan Teachers' Federation in the role of Past-President for the Saskatchewan Career and Work Educators' Association. She has presented at conferences for the Career Development Association of Alberta, the Canadian Association of Prior Learning and Assessment (CAPLA) and RESOLVE (Research and Education for Solutions to Violence and Abuse). Shelley obtained her Master's degree in International Educational Leadership (Career Education) from San Diego State University and holds a B.Ed in Secondary Education from the University of Saskatchewan. Her research interests include transition and the recognition of formal and informal learning in secondary, post-secondary and workplace contexts, professional portfolio development, youth career exploration, applied learning, and innovative assessment practices.

## **Kerri Beuker Director**

Kerri grew up in Fort Qu'Appelle and attended the University of Regina where she earned her B.A. and B. Ed. Degrees. Kerri has since worked for the North East School Division at Melfort and Unit Comprehensive Collegiate (MUCC) in Melfort. After teaching ten years in middle school, Kerri took on the position of Academic Services Coordinator for MUCC in 2001. Along with these duties, she teaches Commercial Cooking and Home Economics and oversees the Learning Resources Center.



Kerri attended her first SCWEA conference this fall and is excited to be a director on the Executive. She is looking forward to working with the executive as their enthusiasm and passion for this special subject council fuels her own. She will be working with Cynthia Wright-

Fulton on the SCWEA newsletter because they are from "the same neck of the woods."

Kerri lives in Melfort with her husband Allan, and two young daughters, Lexi and Sofi. In her spare time she loves being with friends and enjoys cooking, entertaining and Saskatchewan Roughrider football.

**Corinne Cobbe  
Treasurer**



Corinne is presently employed with Prairie South School Division #210 at Mortlach School in Mortlach, Saskatchewan. Mortlach is 43 kms west of Moose Jaw, Saskatchewan. She is in her 20th year of teaching. She has been the Career Work Exploration School Co-ordinator at Mortlach for the past three years. Corinne also teaches English Language Arts (9-12), Social Studies, and some health. Besides her work, Corinne loves to golf in the summer and curl in the winter.

Corinne lives in Mortlach with her husband Bob. This is her second year as a Director and has taken on the role of Secretary-Treasurer of SCWEA. Corinne is also helping out with *Career Connections*, the SCWEA newsletter.

**Marlene Flaman Dunn  
Director**



Marlene Flaman Dunn grew up in a farm family of 10 children, in Southey, Saskatchewan, and attended the University of Saskatchewan where she earned her B.S.P.E. and B.Ed. degrees. Marlene has since spent the past 23 years of her teaching career in three different Saskatoon high schools, her first four years at Bedford Road Collegiate, 12 years at Aden Bowman, and the last seven at Evan Hardy. Her primary area of teaching has been physical education, with over two decades of coaching both volleyball and track and field.

In the past few years at Evan Hardy, Marlene took over the Career and Work Education classes and has spent countless hours developing the "Academic Placement" Program there, which offers academic students a choice of numerous excellent 10-week academic placements at the University of Saskatchewan. Marlene is now in her second year as Program Leader in the Career and Work Education Office for the Saskatoon Public School Division. While she continues to miss the daily interaction with her students and athletes, Marlene is excited about nurturing existing CWE programs as well as pursuing new avenues of career development in Saskatoon schools.

Marlene is married to Ken and they have three boys, Jordan (21), Justin (18), and Mitchell (15) who keep them "on the run" with football, basketball and baseball practices and games. In 1997-1998, the Dunn family moved to San Diego, CA, where Marlene completed a Master's degree in Educational Leadership. It was a wonderful experience for the whole family! When the Duns aren't in the gym, on the football field, or at the ball park, they enjoy camping "all over North America", skiing and snowboarding in the mountains, and holidays spent with their "extended family".

**Jill Konkin  
Director**



Jill Konkin is in her 22nd year of teaching. After spending a couple of years teaching grades 7-12 in Kerrobert, she traveled abroad and then studied for a term at Laval University. She returned to Saskatoon and taught at Aden Bowman, Evan Hardy and Walter Murray finally settling into Mount Royal for nine years where she coached basketball, track and field, soccer and was involved in the Voyageur Club. The last 10 years have been back at Walter Murray where she has coached soccer and track and field. Although her primary area of teaching over the years has been

Physical Education her teaching areas this year include Career Exploration 10/20, Psychology 30, Life Transitions 20, Ethical Living 9, Physical Education 9, Wellness and Career Facilitation.

This past year Jill and her husband, together with their two children ages six and eleven, took advantage of a deferred leave from teaching to explore Fiji and Australia. It was a great adventure. Upon her return home she worked briefly at a part time job with one of the goals being to see what it is like to be back working at an entry-level position alongside some of her students. It was an interesting experience and she can now relate personally with some of the issues involved with students starting out in the workforce.

She has enjoyed teaching the Career and Work Education classes intermittently over the last ten years. She views it very much like coaching in terms of the relationships that are developed between students, teachers and employers. She sees it as coaching at the next level. Taking the skills developed and identified into the workplace and community. It is such a thrill to see the students succeed at their work placements, building self-confidence one task at a time.

Over the next decade, Jill would like to become more informed about the training and career opportunities available to students. With the high demand for quality trained employees, Jill hopes to work with teachers in other departments to make curriculum career relevant for the students and work on enhancing employability skills.

She is looking forward to her next step in her career path as a director of SCWEA and the sharing of knowledge and experience with so many great teachers and career counsellors throughout the province.

**Vanessa Lewis  
Director**



Vanessa Lewis is the Career Development Consultant for Sun West School Division and this is her second year as a member of the SCWEA executive. She has very much enjoyed the beginnings of her professional relationship with SCWEA executive members. She views the executive as a knowledgeable, passionate, and enthusiastic bunch. The diverse backgrounds and unique experiences of the executive members enrich discussions and bring a wealth of ideas forward when planning the direction of the organization in order to serve its membership.

Vanessa's life is representative of the Life/Career Development Model as it has involved continual learning and change. She believes all of life's experiences and relationships shape our direction, help us deal with change, and enable us to develop the skills necessary to continue to move forward on life's journey.

Vanessa resides in Elrose with her husband, Brian, and two young and energetic boys – Layne and Cole. Much to her surprise, she is enjoying being a hockey mom and is certainly the boys' biggest fan! She finds much enjoyment in special family "moments" and is trying

very hard to savour the moments amidst a busy lifestyle.

Vanessa views her involvement with SCWEA as an opportunity to stay up-to-date on provincial initiatives and to network with a group of dedicated people in the area of career development. She is excited about becoming involved in planning for the annual conference scheduled for the fall of 2009.

**Jacky Lothian  
Director**



Jacky is currently employed with Prairie South School Division as a Career Development Consultant.

For the past 20 years she has worked in schools as a teacher, administrator and division coordinator.

Jacky lives in Avonlea with her husband Brent and two children, Breanne and Austin. Their favorite past-time is spending time at their cabin located at White Bear Lake where they enjoy water sports, tennis, and golf.

Jacky was excited to be the co-chair of SCWEA's annual conference, "Focusing on the Journey" at the Moose Jaw Temple Gardens Spa on October 25 and 26, 2007. She enjoys her involvement with SCWEA as she continues to work with a passionate and talented executive.

**Jason Steinley  
Director**



Jason is currently employed with the Chinook School Division as a Career Education Counsellor, serving schools southeast of Swift Current. Prior to this position he was the principal of Neville School for two years. Previous teaching positions have taken Jason across the province to Cumberland House, La Loche, Turleford and Kamsack. This year he also taught a class in the Educational Assistant program at Great Plains College.

Jason lives in Swift Current with his wife Deb and three children Nadine (8), Nicole (6) and Jared (4). He enjoys hockey, golf, ball, home renovations and camping with his family.

**Cynthia Wright-Fulton  
Director**



Cynthia Wright-Fulton is presently employed with the North East School Division 200 at Tisdale Middle and Secondary School in Tisdale. She was born and raised in Saskatoon and attended the University of Saskatchewan receiving a B.Ed./86 and P.G.D./94. Cynthia is currently an Academic Counsellor and teaches Career Work Exploration 10/20 and A30, B30. This year Cynthia is co-editor of *Career Connections*, the SCWEA newsletter. She enjoys her work with the executive and is looking forward to this exciting new position as editor.

Cynthia lives with her husband Jack, son Mackenzie and dog Chuba, just south of Tisdale on 40 acres of land. Much of her time is spent watching her son Mackenzie in the hockey rink and in many school gymnasiums. She enjoys her own personal spare time outside, at the pool and in the gym.

**Visit our website!**

**[ssc.stf.sk.ca/scwea](http://ssc.stf.sk.ca/scwea)**



# CAPS, COPS, COPES Presentation – SCWEA Conference – North Battleford 2007-2008

**Presented by: Leanne Merkowsky**

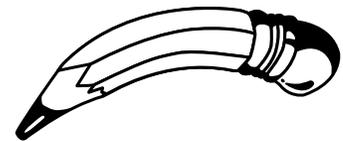
**Submitted by: Jana Clark and Talie Chupik, Career Development Teachers – Sun West School Division**

The CAPS, COPS, COPES system is an assessment tool designed to measure student interests (COPS), abilities (CAPS), and values (COPES). It is a relatively simple system to administer to students and the results are extremely useful in conversing with students about life/career development plans.

The CAPS, COPS, COPES presentation was very well done. The instructor did

a concise job of teaching us how to instruct our students in using the CAPS, COPS, COPES system. We learned by simply doing – a hands on approach! It was a great way for teachers who are new to a guidance position to learn what it was about and how to administer it. It was also a wonderful refresher course for those who have given the assessments before. There were several questions asked of the instructor regarding how

the program would work in their specific school, what timelines to use to administer them, and how to give feedback to students. The instructor did an excellent job of answering questions and of implementing the program in a tight timeline.



## Middle Years Curriculum

The new Middle Years Curriculum (MYC) is here! As one of the first “new style”, this slim built document will take up little room on your shelf. It is said that the new curriculum allows for flexibility. Its’ style stresses that it is the skills students learn that are of importance, not how much curriculum is covered.

The Ministry of Education has adopted the *Blueprint for Life/Work Designs* as the scope and sequence for the integration of career development competencies into all curricula (p.5). If you haven’t heard of the *Blueprint for Life*, it would be worth looking into as it is not going to disappear.

The province continues to provide for 50 minutes/week or 30 hours per year of career guidance. The MYC can be found online at: [www.education.gov.sk.ca/curr-rscs](http://www.education.gov.sk.ca/curr-rscs). Sample lessons, a resource list and assessment and evaluation suggestions and criteria are also located there.

The MYC presents three broad areas of learning.

1. Building Life Long Learners
2. Building a sense of Self
3. Community and Building Engaged Citizens.

Further stated in the curriculum are the Cross-Curricular Competencies which are “*four interrelated areas containing understanding, values, skills, and processes which are considered important for learning in all areas of study*” (p.3). These competencies are said to reflect the Common Essential Learnings. Therefore, these competencies fit well into other subject areas. The four interrelated areas of competencies are:

1. Developing Thinking
2. Developing Identity and Independence
3. Developing Literacies
4. Developing Social Responsibilities

Inquiry learning is strongly presented in the MYC. As stated on page 9, “Inquiry focuses on the development

of questions to initiate and guide the learning process. These questions are formulated by teachers and students to motivate inquiries into topics, problems, and issues related to curriculum contents and outcomes.”

As you can see, sitting down with this curriculum is necessary. Collaborating with colleagues highly recommended. Not to fear, many of the great “things” we are doing now fit well into the new “outcomes and indicators”. We may, however, be inspired to look at things from a different point of view.

During this session delivered by Hazel Lorenz, a wealth of knowledge and talent in the field of Career Education, we were provided with a few creative lessons for grade 6-9 students. Perhaps Hazel will present these again, along with the lesson on “What the Heck is Inquiry” at our 2009 conference in Saskatoon on October 1st and 2nd.

# The West Coast Influencer Tour

## Canadian Forces Base – Esquimalt, British Columbia October 14-18, 2008

written and submitted by Kerri Beuker

The Canadian Forces provides people of influence the opportunity to tour Canadian Forces bases to learn about their educational and employment opportunities. The Canadian Navy hosted 40 career counselors from western Canada at the Esquimalt base outside of Victoria, British Columbia October 14-18, 2008. We were treated to excellent hospitality, collegial networking and an abundance of valuable career information.

The four day visit was broken down into smaller tours of the various base divisions. On Day 1, the group toured the Combat Systems and Marine Systems training facility. Here cadets learn everything they need to know about combat weapons aboard the ship and the marine systems that keep it afloat. The demonstration of the ship's gun, the C-Whiz, leaves no question that the Navy's fleet is used primarily for defense.

Day 2 had us visiting the Communication School and touring the Damage Control School. At Damage Control, cadets are trained in procedures necessary for flood and fire aboard ship. State of the art fire and flood control facilities are

invaluable during this training. We were allowed access into the fire training facility where we experienced a fire up close. We then headed outside to the helicopter pad. The shell of a helicopter was set ablaze and then the fire spread because of fuel leaks. Normally at this stage, cadets are running into the fire to rescue the two human-like dummies trapped inside and put out the blaze. This simulation was incredible and some of us had pink skin to prove it!

Leaving Damage Control we took the path along the ocean to the Fleet Diving Unit. This area of the base houses the "rock stars" of the Navy...

the Clearance Divers. These men and women engage in an intense 15 day training program and few reach graduation. Those who do graduate are then invited to participate in the year long program that, upon completion, qualifies them as a Navy Clearance Diver. The extreme physical



Damage control (below) and damage control heli pad (left)



Fleet diving unit



High speed maneuvers (above)



Hercules visit on the day sail (right)



At the controls (below)



and psychological demands of this job were evident on the faces of the cadets that we saw on day 13 of their initial training. After a year of this training regime there is no doubt that these divers are among the best in the world.

On day 3 the group toured the Naval Officer Training Centre. Officers learn to maneuver the ship using the Bridge Simulator. This technology

can modify seas, wind, landscapes, ports, other ships and scenarios creating "the real thing" training.

The Fleet Maintenance Facility is the infrastructure that keeps the Navy's fleet afloat. This division is a partnership between the Navy and the Ministry of Defense where civilians work alongside Armed Forces members. Numerous trades people are needed to develop, manufacture, install and repair any part of the ship. Thousands of people are employed to maintain such a facility.

The highlight of the trip was the day sail aboard the HMCS Regina.

We were given full access to all decks and saw the culmination of all the divisions we toured on the 400' warship. Once sailing on the Strait of Juan de Fuca, we experienced the full capability of the vessel when the Commander took us through "maneuvers". This ship is capable of doing a figure 8 in two lengths, travel at its full speed, stop and go full throttle in reverse in approximately 3 lengths and, in true Canadian fashion, the Commander performed a "hockey stop" for the finale. We inexperienced sailors merely held on for dear life. It was an absolute rush!

The magnitude of such an experience can only be that ... experienced. Get in touch with a recruiter in your area and apply for the West Coast Influencer tour. You will not be disappointed. Your students will benefit from what you've learned and it's a trip you will never forget.



View from the base (above)



HMCS sleeping quarters (right)



HMCS Regina – outside (above) and inside (left)



Fleet maintenance facility – plumbing (above) and metalwork (left)



# SCWEA Awards

Each year SCWEA recognizes individuals who have made outstanding contributions in the areas of Career/Work Education in Saskatchewan. We would love to have suggestions from our membership. If you know of someone worthy of this recognition, please contact Val Laing with your suggestions.

The following awards are presented each year at the Annual General Meeting:

The **Award of Excellence** is presented to the SCWEA member who has made the most outstanding contribution to the development and

promotion of Career/Work Education in Saskatchewan.

**Friends of Career/Work Education Award** is presented to non-educators who have assisted in the development and promotion of Career/Work Education in Saskatchewan. A maximum of three awards may be presented annually.

**Recognition of Service Award** is presented to members who have made recent and present contributions to Career/Work Education in Saskatchewan. A maximum of three awards will be presented annually.



## SCWEA CONFERENCE 2009

October 1<sup>st</sup> - 2<sup>nd</sup>, 2009  
SASKATOON



**ACCESS YOUR ALLIES!**

*Presented by:*  
Saskatchewan Career and Work Education Association

### *Features:*

#### *Dynamic Keynote Speaker:*

**Kristen Cumming, Career Practitioner from Career InSight**  
*Innovative Ideas*

*Wide Variety of Breakout Sessions*

*Opportunities to Network and Share with Colleagues from across the Province*

*Middle Years and Secondary Content*

**Great Food   Wine and Cheese Social (Share Evening)   Silent Auction**

**Conference Hotels:**  
Hilton Garden Inn  
Holiday Inn Express

**Conference Venue:**  
SIAPT - Kelsey Campus

*Keep checking the SCWEA website for details:*

<http://ssc.stf.sk.ca/scwea/index.html>

**BRING AN ALLY and you will be entered to win a fabulous prize!**



# President, Val Laing Does Work Placement in Mexico

I would like to share some of my stories from the opportunity I had while in Mexico for two weeks in February.

La Casa de Los NiZos is a terrific work site for any Career and Work Exploration teacher. A Work placement in Mexico became my focus in my search for options after retiring from teaching in a Saskatchewan high school. Research indicates the importance of having a plan for retirement. I believe retirement means a change in occupation. My motivation to pursue my latest adventure came from my love of teaching, desire to travel, and the hope to find a winter occupation in a warmer climate.

La Casa de Los NiZos is a private learning center in Lo de Marcos, Mexico. I began my search using the Internet. I searched for volunteer work + teaching English + north of Puerto Vallarta, Mexico. My search drew me to La Casa de Los NiZos, a private learning center in Lo de Marcos, Mexico. The information on La Casa's homepage hooked me: I clicked on "How can I help?" and the following appeared. "Items we need on an ongoing basis: materials, computer equipment, English Instructors, professional and journeymen, adults." I e-mailed the contact.

Within two hours I received the reply, "Thank you for your e-mail and interest in La Casa de Los NiZos. We would love to have your help here in February. Most of our kids range in age from 6 to 16. What are your Spanish skills? We have a kitchen at La Casa and the kids like to cook and prepare and share food. Your experience in Home Economics would be perfect.

The kids are also very interested in English classes. Many of our English groups are led by volunteers who speak very little Spanish. We could use supplies for the kitchen - cake pans, baking tools, and kitchen utensils. We can use books in Spanish at various levels as we are encouraging the kids to read for pleasure. We are trying to acquire lap top computers for research and fun." I can be an internet skeptic, yet this reply from Patti affirmed the legitimacy of the site and the obvious need of the children and the learning center.

3:30 and some stay as late as 6:00 pm. They can read or do homework in the library, play games, work on the computer, do crafts, artwork or cook. Patti suggested I start with a brownie mix and this seemed simple enough, but could I read the instructions? With lots of charades and body language, I got through my first lesson in the kitchen.

In the two weeks I was there, we made fruit pizza, apple crisp, oatmeal cookies, chocolate chip cookies, Mexican torte muffins, chocolate chip muffins, cheese biscuits, cinnamon biscuits, and play dough. I tried to select recipes that were simple and those which made use of their plentiful supply of fruit, chocolate, cinnamon and delicious cheese.

The highlight came on the last day after I requested instruction on tortilla making. Trina, a local teacher, intended to teach me tortilla making. Trina had a medical appointment so we asked the children, "Who can make tortillas?" Little Marta had turned nine the day before and she put up her hand. Marta could barely see the top of the counter,



My luggage contained mainly school supplies, kitchen tools, equipment and two lap tops. My first day at La Casa was initially overwhelming. The children were speed speaking Spanish, and the teachers knew little English. Patti and Dave Martinez, the co-founders of the learning center, speak English and were exceptionally welcoming.

I rapidly began to find my place with the children. The children come to the center at



could she really make tortillas? We invited her to begin preparation. She reached for a pot and poured in corn and wheat flour.

I realized I needed to mentally note the quantities she was using just in case she knew what she was doing. She scurried to obtain water in a plastic drinking glass and added it to the mixture. She used her petite hands to mix and when the texture felt "right", she squeezed a golf ball sized portion of dough into the tortilla press, cooked it on the grill

and it became a perfect tortilla. She made this procedure look so simple; surely I could remember everything she did and produce its duplicate in my own kitchen. Wrong! I have tried twice and still have a long way to go to achieve the quality tortilla that little Marta so skillfully prepared without a recipe or anyone giving her direction. There are so many more stories to tell; like Rubi, the sixteen year old who is afraid of working at the stove or working with knives, or Sergave who was a street kid until he found La Casa.

My challenge was working with different ingredients and equipment, preparing food in high humidity and the collectivio or transportation system. The experience was terrific. I became enriched with a teaching experience in another country where English was not the first language. I was able to communicate through food preparation and develop a two way exchange of language and recipes. I made friends very quickly and feel an attachment to the children, teachers and co-founders of La Casa de Los Ninos in Lo De Marcos, Mexico.

## Valuable Lesson Plans

written and submitted by Lori Carter

When you go to a session delivered by Hazel Lorenz you're going to get your money's worth. Hazel presented the Middle Years' Curriculum at fall conference and shared lesson ideas - her own or those originated by others. We all know that begging, borrowing and stealing is best when it comes to lesson planning. Please consider using them in your CWE classes.

1. **Glossary of terms** – Have three words and their definition in mind. Place each word on the front of its own recipe card. On the back of one of the cards, place a definition from one of the words but not the definition that matches the word on the front. Repeat this process until you have a class set. Shuffle cards and hand them out to your class who will now attempt to find their matching word and definition. In the end you should have a few groups of three standing together with their cards.
2. **Job? Occupation? Career?** – This lesson can accompany your definition delivery of job, occupation and career. Put examples of a job, an occupation

and a career on individual recipe cards. Repeat this process until you have enough cards for a small group task. The task will now be to organize the cards into one of the 3 categories as per the name of the activity. This will hopefully spark some discussion amongst the group.

3. **Treasure Chest** – Place numerous objects in a case of some sort. Object examples: cards, compass, stapler, light bulb, polysporin box, a pen etc. Partners choose one item from the case. Their job is to list the number of occupations it takes to create the item from conception to sale. When frustration has set in, ask students to join another pair and share. There are now groups of 4. Using the item which has the longest list already generated, the group adds to this. A winner may be declared by the length of the list.
4. **Inukshuk Lesson** – Ask students to think of important people in their life. Their list may be inspired by mentioning: parents, coaches, teachers, pastor, role

model etc. Now, ask them to think what qualities these people have that make them special. These qualities may be placed on the rocks that make up the inukshuk. This activity leads us to a "personal qualities" lesson that can be difficult for kids. The qualities that we often admire in others are the qualities we possess ourselves. The inukshuk is then a reflection of who we are. To take it a little further, students can think about how they themselves possess these qualities and note examples.

A few tidbits to consider....

1. When using "Career Cruising" with younger students use it only to get them thinking about what occupations are out there – have them find the weirdest occupation, the funniest, the most bazaar, the silliest, etc.
2. Use COPS, CAPS and COPES tests to help kids recognize they HAVE potential and skill – these tests can be self concept builders for students. To research these interest, values and aptitude tests, visit <http://career-lifeskills.com>

## SCWEA EXECUTIVE

### VAL LAING, PRESIDENT

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# SCWEA Membership Form

The following information will be used to contact members for renewal and membership drive purposes, to send out newsletters, to be included on the membership directory and to forward conference and professional development opportunities information.

\_\_\_\_\_  
First Name Initial Last Name

Address (choose either your home or work address for preferred mailing):

\_\_\_\_\_  
Street City/Town Province Postal Code

\_\_\_\_\_  
Phone Fax Email

Teaching Certificate Number: \_\_\_\_\_  
(to verify STF membership for the purpose of determining grants)

I would prefer to receive *Career Connections*  
 by email or  by Canada Postal Service.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SCWEA Membership Fees are:  
Regular Members: \$25.00  
Students: \$15.00  
Institutional: \$25.00  
Corporate: \$100.00

Please make cheques payable to the Saskatchewan Career and Work Education Association. Submit membership form to:

Lori Carter, SCWEA  
1711 Shannon Crescent  
Saskatoon SK S7H 2T8

Office: 652-4381  
Fax: 652-4597



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