

CAREER CONNECTIONS

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Career Connections is published by the Saskatchewan Career Work Education Association twice a year. The newsletter is designed and printed at the Saskatchewan Teachers' Federation. Articles and letters should be sent to: Cynthia Wright-Fulton, Co-Editor
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President's Report

Welcome spring. Welcome sunshine. Isn't it great to be surrounded by bright green and to come home from work and still have daylight? In our town, once the winter tires are taken off, the streets come alive with people of all ages walking, jogging, roller-blading and biking. It is such an uplifting sight.

"Come see the forest through the trees" with us on October 6-8 at Elk Ridge Resort. This is a new location for us and we are looking forward to experiencing their remarkable boreal scenery along with their first-rate facilities. Our conference committee is busy preparing for this conference which will undoubtedly be memorable, informative and fun.

Our executive has also been working on a couple of initiatives, one being a new logo. This logo is both stunning and snazzy and depicts our Saskatchewan roots along with the High 5 Career Messages. The unveiling of this logo will occur at our conference. This is one more reason to come to Elk Ridge.

Want another reason to come? Well, we are in the process of ordering conference participant bags. These are guaranteed to be attractive and useful. We will also be displaying our new, and I believe, first banner.

On that note, I would like to extend a sincere thank you to our executive members for their hard work and dedication. I haven't acknowledged each person for his/her contributions in fear that I would leave someone out but I appreciate their commitment in making SCWEA a valuable resource for you. From this awesome newsletter to e-news to the handling of finances to conference planning to special projects, this group can't be beat.

In closing, on behalf of the SCWEA executive, I would like to thank you, our members, for your continued support. We welcome your suggestions and look forward to your company at Elk Ridge.

Have a wonderfully sunny summer holiday!

Jacky



SCWEA Executive 2009-10



Jacky Lothian
President

Presently, Jacky Lothian is happily employed as a Career Development Consultant for Prairie South School Division.

For the past 20 years she has worked in schools as an administrator, teacher and division coordinator. Jacky's dedication and passion towards Career and Work Education first began when she taught her first CWEX class in 2000 and witnessed the invaluable experiences provided to her students.

Jacky lives in Avonlea with her family. Their favourite past-time is spending time at White Bear Lake where they enjoy water sports and golfing.

As Jacky enters her new position as president, she can't help but be excited as she knows she is working with Saskatchewan's finest. An eventful year awaits us with such a dedicated, talented and enthusiastic executive.



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 eight, and Dannee, who is two.



Val Laing
Past 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.



Margaret Anderson
Director

Margaret grew up in Rosthern, Saskatchewan, and attended the University of Saskatchewan where she earned her Bachelor of Education Degree. She began teaching in Hudson Bay, Saskatchewan in 1979 and is presently in her 30th year of teaching. She spent the first 18 years of her career at Stewart Hawke School in Hudson Bay where she mainly taught grade 6. She then moved to Hudson Bay Composite High School where the majority of her teaching time has been spent in the area of English Language Arts. She also teaches Career Guidance 9 and has been the school's career counsellor for the past 11 years.

Margaret attended the Saskatchewan Career and Work Education Conferences in 2007 and 2009, and found both events to be very valuable learning experiences. Therefore, she was excited to become involved with SCWEA and has just begun her first year as a director. She looks forward to assisting with the planning of the 2010 conference. She is also excited to be working with colleagues who share a passion for career education from across the province.

Margaret lives in Hudson Bay with her husband Brian. Their two

children are presently attending post secondary education in Saskatoon. Eric (22) is completing his Combined Kinesiology/Education degree, and Kelsey (19) is in her second year of nursing. Outside of work and school, Margaret and her husband enjoy spending time with family and friends, and relaxing at their cottage at Fishing Lake.



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. She 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/Career Services Coordinator for MUCC in 2001. Along with these duties she teaches English, Commercial Cooking and Home Economics.

Kerri is serving her second term as a director of SCWEA and editor of the newsletter and is a member of the planning committee for Conference 2010.

She is looking forward to working with the executive as their enthusiasm and passion for this special subject council fuels her own.

Kerri lives in Melfort with her husband Allan, and two daughters, Lexi (8) and Sofi (4).



Corinne Cobbe
Treasurer

Corinne Cobbe is presently employed with the Prairie South School Division #210 at Mortlach School in Mortlach, Saskatchewan. Mortlach is 43 kms west of Moose Jaw on the Trans

Canada highway. She has taught at Mortlach since 1989. Corinne has been the CWEX teacher at Mortlach for several years. Her teaching assignment changed this year. She will be doing Student Support Services and Senior English Language Arts. Besides work, Corinne enjoys golfing and attending Rider games.

Corinne lives in Mortlach with her husband Bob. She has been treasurer for SCWEA for three years.



Marlene Flaman Dunn
Director

Marlene Flaman Dunn grew up in a farm family of 10 children, in Southey, SK, and attended the University of Saskatchewan where she earned her B.S.P.E and B.Ed. degrees. Marlene then spent the first 25 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 seven at Evan Hardy. Her primary area of teaching was Physical Education, with over two decades of coaching both volleyball and track and field. For the 1997-98 school year, the Dunn family moved to San Diego, CA, where Marlene completed a Master's degree in Educational Leadership – it was also a fabulous experience for the whole family! In her final three years at Evan Hardy, Marlene took over the Career and Work Education 10/20/30 classes, became their Career Facilitator, and spent countless hours developing the "Academic Research/Work Placement Program" there, which offered academic students a choice of numerous excellent 10-week academic placements at the University of Saskatchewan. In 2005, Marlene left the gymnasium and the classroom to accept the position of Program Leader for Career and Work Education for Saskatoon Public Schools and is now in her fourth year of serving the

teachers and students of her Division in this role. Marlene continues to be passionate about nurturing existing CWE programs, particularly expanding the Academic Research/Work Placement Program, as well as providing a leadership and/or support role for new career development initiatives in Saskatoon schools such as delivering the new Middle Years (Grade 9) Curriculum, and the cutting-edge FuturePaths program. Marlene sits on the Board of Directors and the Operations Committees for the SIEC, and was proud to be on the Planning Committee for the 2009 SCWEA Conference in Saskatoon.

Marlene is married to Ken and they have three boys, Jordan (24), Justin (21), and Mitchell (18), who are suddenly grown up and now busy pursuing career paths of their own! For family fun, the Dunns travel together every chance they get, and recently enjoyed an unforgettable trip together to Thailand in December 2008. They look forward to their annual trek to the mountains this winter for another week or two of skiing/snowboarding, and to spending holidays with their rather large "extended family"!



Jill Konkin
Director

Jill Konkin has been employed by the Saskatoon School Board for the past 20 years.

She has taught in four Saskatoon high schools and is presently teaching at Walter Murray Collegiate. This year Jill will be teaching Psychology 30, Life Transitions 30, Career Exploration 20/30, Academic Placement (CWE30B) and is the Career Facilitator at Walter Murray.

Jill has a physical education background and has coached a number of school sports teams over the years and continues to enjoy this aspect of her job. She is married and has two

busy children ages eight and 13.

Jill has enjoyed her membership and involvement in SCWEA and the professional development and personal growth opportunities that it has provided.



Vanessa Lewis
Director (Secretary)

Vanessa Lewis is the Career Development Consultant for Sun West School

Division and has been working in the area of Career Development for approximately eight years. This year, she accepted the nomination to take on the role of Secretary for the special subject council and is excited about this new responsibility.

Vanessa very much enjoys her professional relationship with SCWEA executive members and was especially thankful for the opportunity to work with three of her allies, Lori Carter, Jill Konkin, and Marlene Flaman Dunn, in planning and organizing the recent "Access Your Allies" SCWEA Conference 2009 in Saskatoon.

Vanessa resides in Elrose with her husband and two young and energetic boys. This year, she even took up one of their interests and is learning the sport of archery. So far it is proving to be a wonderful family oriented activity as well as a form of stress relief.

Vanessa enjoys working with the SCWEA Executive as they are such an energetic and passionate bunch. She 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 looks forward to a new year of involvement with this special subject council.



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.



Peter Turner
Director

Peter Turner is the Career Practitioner at St. Mary High School in Prince Albert. In addition to assisting

students with their career aspirations, Peter also teaches Wildlife Management at the 10/20/30 levels. This present school year is Peter's fifth year with St. Mary High School, the school where he also graduated. In previous

years Peter has also taught such subjects as Physical Education, Native Studies, and History.

Peter lives in Prince Albert, where he grew up, with his wife Shelly and their two children Eve(4) and Marco(1). There is also a wiener-dog in the picture whose name is Cal.

Peter sees Prince Albert as the ideal setting for his passions, that include hunting and fishing, and hopes to instill the values associated with those activities in his children and students.



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.

SCWEA Membership

Got a friend or two who want to join SCWEA? See page 24 for details.

From the Editors

Cynthia Wright-Fulton
and Kerri Beuker

Norm Amundson, a career development guru, views an intelligent career as: a combination of knowledge, planning and action blended with awareness of the mind, body and spirit.

Norm appeared at the Contact Conference 2010 in Saskatoon April 27 and 28. As one of the most influential career development advocates, Norm has done extensive work in the area of career counseling. He challenges us to help clients to examine their careers from the end result ... much like backward planning. By thinking about what kind of job you want, where you want to work, or the solution to a problem, one must imagine themselves in that space and then determine the steps they took to get there. This becomes a more positive, solution-based approach rather than the usual negative, problem-focused approach to change.

Focusing on "how" and not "why" to change, one can intelligently direct the course of their future.

Create a career rather than manage it!

(P.S. Learn how at the RE: Connect Conference at Elk Ridge Resort October 6-8, 2010)

Workplace Safety Videos

Scan the internet to find 10 Workplace Safety Videos ... no longer than 5 minutes each.

You may use: www.youtube.com,
<http://worksafesask.ca/Safe%20Sask>

<http://www.mysafework.com/videos/>
or other available websites.

20 marks

Review 10 videos and for each provide:

- The title
- The link
- A brief overview ... jot notes

5 marks

Choose one of the videos you think would be best to show a 15 or 16 year old going to work for the first time. Explain your choice.

5 marks

Choose a video that you think would be ideal for providing a wake up call for an adult who has been working for some time ... a reminder of the dangers. Explain your choice.

20 marks

Write a summary for a video that you would create for a new worker.

- How would you set it up?
- What main points would you try to make?
- What type of elements would you include in the video ... gore, reality, familiarity, common teenage workplaces, values, crushed hope?

PART A:

WorkSafe Saskatchewan - Forklift

<http://www.youtube.com/watch?v=rbhW0QYkvs8>

- Shows someone on a forklift, about to accidentally hit someone on a ladder.

- "Even one workplace injury is too many" is the theme of the video.

WorkSafe Saskatchewan –
Health Care

<http://www.youtube.com/watch?v=912lENKkFPU>

- Shows a doctor slipping on the floor during an emergency surgery.
- The doctor is holding something as she slips and falls.
- As a result of the distraction, the patient being treated in the emergency dies.

WSIB – Workplace Safety –
Shop Girl

<http://www.youtube.com/watch?v=F86HwCpuu1I>

- A retail worker is on a ladder hanging up a sign when she falls off.
- She talks about the responsibilities of the employer ensuring workplace safety, after she has been injured (gore is an element to project the message).
- "There are really no accidents" is the theme because prevention is the key.

Prevent-it.ca

<http://www.youtube.com/watch?v=noFCekWiUGE>

- A sous-chef talks about her satisfying life (about to be promoted to head chef and being engaged).
- The chef is holding a pot of boiling water and slips, burning her entire body.
- Before the chef falls, she speaks of her "future" accident.

WSIB – Workplace Safety Ad – The Family Man

<http://www.youtube.com/watch?v=1wUNUAIN8Fs>

- A man talks about working overtime to earn enough money to take his family on a nice vacation.
- He speaks of his imminent death.
- He also speaks of how his employers should have placed workplace safety standards (proper harnesses, and how he should be secured without worry).
- There is a fire explosion and he falls off a building, having not been harnessed properly.

Prevent-it.ca – Electricity

<http://www.youtube.com/watch?v=mQLYsyNS9D4>

- The setting is a funeral of a man who died in an electricity workplace accident, and this is introduced by his employer at the funeral.
- The dead man wakes up from his coffin, burnt from the electric shock (gore is an element to project the message), and speaks of how his employer should have set better workplace safety standards.

WSIB – Workplace Safety – Factory

<http://www.youtube.com/watch?v=NJ8zztbaQ0>

- A factory worker in a forklift accidently backed up into a large shelf of heavy weight; as a result, the heavy materials fell on him.
- The injured man (gore is used to project the message) speaks to his employer of how the company should have taken better measures to ensure workplace safety and how he should have been more focused on his task (blaming himself as well).

Workplace Safety in NS – Story of a Nail

<http://www.youtube.com/watch?v=ZtlxpvF59oI>

- the approach taken in this commercial is of a simple, childlike story tale of a nail that is dangerously projecting out of the side of a cart
- the narrator speaks of how companies should ensure that workplace hazards are noted
- somebody accidentally injured his head with the sharp nail

Workplace Safety Video – A Story of a Bucket

<http://www.youtube.com/watch?v=w4Eokxz8v3o>

- the approach taken in this commercial is of a simple, childlike story tale of a bucket that is in the middle of a hallway
- nobody has taken notice of the bucket, which is causing a hazardous environment in the workplace
- the narrator speaks of how people should be more aware of creating a safer workplace
- somebody walking who was holding a large load did not see the bucket and tripped over it

Workplace Safety in NS – Story of a Ladder

<http://www.youtube.com/watch?v=iIQEbwLGA14>

- the approach taken in this commercial is of a simple, childlike story tale of a ladder that used to be in good working order, but has now deteriorated
- somebody using the ladder fell off of it, since it was old and not strong anymore
- the narrator speaks of how companies should be checking equipment for the appropriate safety measures

PART B:

I would show the video Prevent-it.ca to a teenager who plans to work for the first time. My reasoning is due to the fact that the video showcases a young adult who speaks of a satisfying life as she has

an engagement and a promotion in her job as a chef – this can relate to teenagers as many possess dreams and ambitions that they would like to achieve in their lives.

Also, this video uses gore and shock as an element since the young adult was holding a pot of boiling water and slipped on the floor of a kitchen. The incident was unexpected and shocking; the gore and the screaming created a realistic essence to the video, induced by fear, which caused a very lasting impression. I believe that this video will ingrain into the minds of teenagers to be aware of the potentiality of accidents in the workplace, and how to prevent them.

PART C:

I would show the video WSIB – Workplace Safety Ad – The Family Man to adults who have been working for a long period of time as a reminder of the dangers of the workplace environment due to several reasons. The man in the video speaks of working overtime in order to provide his family an opportunity to enjoy a family vacation – this element may cause adults to relate to this situation with their own work/family circumstances, and to sympathize with him, causing an emotional response. Also, the man speaks of his imminent death; that his family will receive a call in the near future about a workplace accident he will encounter, which again strikes an emotional response within adults. Adults who have been working for several years may have a lasting impression from this video since it taps into the image of family, hence, the “family man”.

PART D:

If I were to create a video about workplace safety for first-time workers, I would desire to target teenagers, especially since they are unaware and uninformed about the

potential of hazards and danger in the workplace. The video would entail a teenage girl who is working a first job at a fast food restaurant, and she speaks of her ambitions and dreams as she is about to graduate from high school. She will encounter a workplace accident as she slips into a tank of grease in the kitchen, while making fries. The emotional element will be used to create sympathy for her as she is young with a future, but her life was shortened because she was not careful and the equipment she used was unsafe. The fault lies in the hands of the new employee as well as the employer, a concept that has

been illustrated in some of the videos that I have viewed.

Target audience: Teenagers (working for the first time)

Setting: Fast food restaurant

Character: Teenage girl, about to graduate from high school with dreams and ambitions

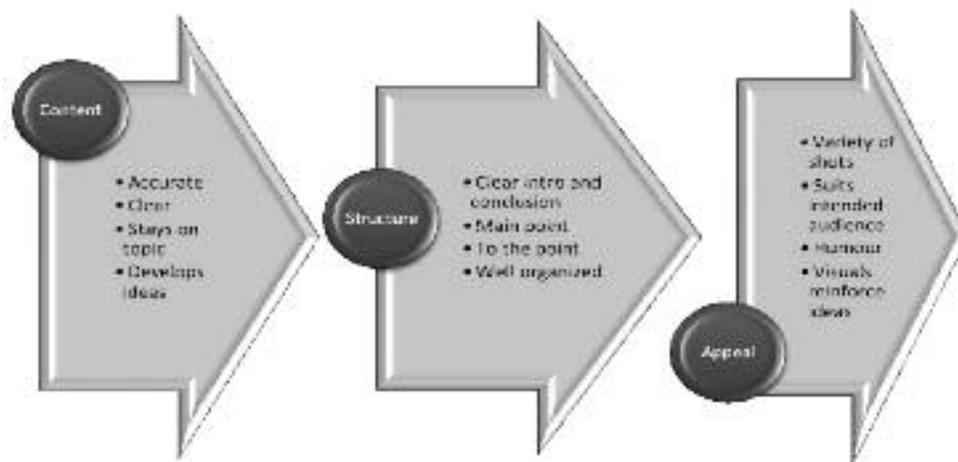
Themes: Workplace prevention and having awareness of surroundings and procedures; ensuring that teenagers take the initiative to be properly trained and not solely trust their employers without questioning them first if something suggestive is encountered.

Elements:

- Usage of reality/realism – I would use a situation that can relate to teenagers; to create a personal connection.
- I would not use the element of gore because teenagers typically would not take it seriously and shift the intended theme of the video into a humorous perspective.
- I would strive to create a sense that the situation in the video is realistic but I would not fully reveal a graphic nature in the video; only a suggestion of it, in hopes of creating a realistic emotional response.

How to Find a Good Video

When you recommend a video about a topic, you are showing that you understand the information, know what is the most important, and can tell how well the video communicates it. Here are some characteristics that you are looking for.



When you find your good video, type a short document to your teacher with the following information:

1. Name of the video
2. Who made the video
3. Link to the video
4. What topic this video is about
5. How you can tell it is a good video for this topic (remember to include examples to prove you are right).

The Be Real Online Game

Based on information provided by the National Life/Work Centre on the Be Real website

Submitted by Margaret Anderson

If you are like me, and use *The Be Real Game* with students, then I am sure you are as excited as I am to learn of the launch of the new Be Real Online version. The Be Real Digital was piloted nationally in October-December 2009. Following the pilot, the developers of the program used suggestions offered by piloting students and teachers to enhance the game, and this new and improved version went live on April 2nd.

In discussions with Lana Bauer who is on the advisory committee for the resource and the Coordinator for Career Development Education for Greater Saskatoon Catholic Schools, I learned that the renewal of the high school program has combined the *Be Real* and *The Get Real* series, to create one resource for the secondary level with the earlier versions being phased out.

If you are not familiar with *The Be Real Game*, the National Life/Work Centre explains that what makes this game so special is the fact that it “let’s students ‘walk a mile’ in the skin of an adult character 10-15 years older than them. They not only see, but experience through role-playing what the future might hold for them.” This experience unfolds as students are guided through the first unit of the game where they try on unique adult characters, and “learn about and experience diverse, changing work and life roles, make lifestyle choices, budget time and money, and deal with career transitions.” Students are able to choose the roles they want to play from 120 possible Job Profiles, which span a variety of industry sectors and career clusters. Teachers familiar with the original version,



which only had 80 profiles to choose from, will appreciate the increased options available to their students. Unit 1 consists of approximately eight hours of core programming, plus an additional three-four hours of recommended sessions.

In Unit 2, the student “returns from the future, steps out of character, and the journey becomes personal.” Students examine the role they played and the roles played by their peers, and make decisions about what they liked and disliked. Armed with this information, they research possible career and learning pathways and choose what they would consider as their “Dream Role” and then assemble a “Job Search Kit,” which will help them achieve this dream. Unit 2 also consists of eight hours of core programming, and two-four hours of additional recommended sessions.

Teachers familiar with the original program will notice a number of ways that the new game differs from it. The increased role profile choice is certainly one difference, and the move from three units to two is another. The Be Real Website outlines five highlights of the new game, and these are listed below:

1. The Be Real Game 2.0 Digital Edition is web-based and accessible 24/7 by teachers and students from any computer.
2. Where the technology is not available in the classroom, the program can be delivered in offline, hard-copy format.
3. Detailed lesson plans are included, and new assessment tools and rubrics have been added for facilitators.
4. *My Zone* is available to students anytime with engaging interactive activities that complement in-class work, such as *My Lifestyle Choices*, *My Life/Work Balance*, *My Monthly Budget* and *My Career Path*.
5. This program enhances the effectiveness of any career information and planning system, resource or curriculum, and is an ideal prelude to work experience or co-op education placements

Other changes, which make the new digital version superior, are the fact that the 11-career management competencies of the Blueprint for Life/Work Designs are integrated into all sessions, the financial literacy components have been expanded, and environmental awareness and healthy living are now important themes in the program.

After studying the information made available by the National Life/Work Organization on the Be Real Online

Game, I was intrigued and immediately signed up for the 14-day free trial. I was very impressed after scanning the revised program. The program's new look complete with appealing design and graphics is sure to grab students' interest. The Program-at-a-glance feature allows facilitators to navigate the program quickly and easily, and if there are parts, which require printing that capability is conveniently at one's fingertips. Perhaps, one of the best components of the new game is the Be Real Student Journal, which is incorporated into each session.

When complete, the journal becomes a personal Portfolio.

There is no doubt that developers of the Be Real Digital have taken something great and made it even better. "It is a resource that teaches students how to develop and inform their dreams of the future work and lifestyle they want. It shows them that if they become actively engaged, right now, they can create and enjoy the future of their dreams." Further, this program is an excellent complement to existing career information and planning resources and curriculum. Believe me, it is worth your time to

sign up for the 14-day free trial at <http://www.berealgameonline.ca/registration/Registration.aspx>. By doing so, you can get a feel for what this program has to offer.

You may also want to register for **RE: Connect**, the upcoming Saskatchewan Career and Work Educator Conference on October 6-8 at Elk Ridge Resort, where Lana Bauer will be providing a workshop on the Be Real Online Game, the next generation secondary/post secondary program in The Real Game Series.

Saskatoon Public Schools: Academic Research/Work Placement Program

Written and submitted by Marlene Flaman Dunn

To address the experiential learning needs of highly academic students within Saskatoon Public Schools, our Division is proud to be in its sixth year of offering the Academic Research/Work Placement Program as part of their Career and Work Education 30 (CWE 30) course. This single-credit course is available to Grade 12 students from an academic stream, particularly in the sciences and math, and/or those with a specialized skill. The Academic Research/Work Placement Program provides bright, highly motivated, independent learners with practical, research/work experience in a wide variety of academically challenging 10-week research placements at the University of Saskatchewan. Currently available at Evan Hardy Collegiate, Walter Murray Collegiate, Bedford Road Collegiate, and Marion Graham Collegiate, this program is now expanding to include all the other Saskatoon collegiates as well. The instructional in-school compo-

nent, which includes such things as more advanced interest, aptitude and skills inventories, WHMIS and Occupational Health and Safety training, Labour Standards, resume writing, extensive career research, and the development and presentation of a professional career portfolio, is then complemented by the 10-week Academic Research/ Work Placement at the U of S or other academic off-campus sites. Students must successfully pass through an application, interview and selection process prior to acceptance into this Program.

Evan Hardy Collegiate was the first SPS high school to offer academic research/work placements, and their first partner in this program was Agriculture and Agri-Food Canada, located on the University of Saskatchewan campus. The SPS Career and Work Education Office has since established many more diverse and exciting research

opportunities for students at the U of S, in the following areas:

- College of Veterinary Medicine (Department of Biomedical Sciences)
- College of Pharmacy and Nutrition
- College of Medicine (Dept. of Anatomy and Cell Biology, Dept. of Neuropsychiatry, Department of Pathology, Department of Biochemistry, Department of Microbiology & Immunology)
- College of Engineering (Civil, Mechanical, Chemical, Geological, Electrical & Computer)
- College of Kinesiology (& Physiotherapy)
- Edwards School of Business & the Wilson Center for Entrepreneurial Excellence
- College of Law
- College of Arts and Science (Department of Music and Fine Art, Dept. of Geography, Dept. of Biology, Dept. of Chemistry, Dept.

of Geological Sciences, Dept. of Engineering Physics, Dept. of Anthropology and Religious Studies, Dept. of English, and the Dept. of Psychology),

- CLS Synchrotron
- VIDO
- Environment Canada

Academic Work Placements in the areas of archaeology, architecture, environmental studies, accounting, law, media studies, and computer applications are also available within the Saskatoon business community at off-campus sites.

Each year we have been successful at bringing new academic partners on board to participate in this exciting and rewarding program. We are thrilled to welcome another new partner this year, the Plant Biotechnology Institute (National Research Council), also located at the U of S. Because of the cutting-edge research and diversity of the plant research being conducted at BPI, we look forward to exploring and expanding the new opportunities for our academic students there!

Through these Academic Research/Work Placements, our students

have the opportunity to work alongside professors, grad students and, in many cases, nationally and internationally-renowned scientists and researchers. Because of the extremely positive experiences that our students have at their placements, most of them decide to remain in Saskatchewan to attend the U of S, (in spite of having many lucrative offers to go elsewhere!) and are also now in a much better position to decide which area of study they would like to pursue after they complete Grade 12.

We were extremely proud to receive an announcement several years ago from Dr. Jane Alcorn at the College of Pharmacy and Nutrition, to inform us that Kyle Wilby, one of our Academic Placement students from four years ago and now a senior student in that college, has been recognized as an author of a research paper that was written during Kyle's academic placement, where he assisted one of Dr. Alcorn's grad students with his research. Kyle is being recognized for his significant contributions to this research; his first publication is entitled "Validation of a HPLC method for the determination of p-nitrophenol hydroxylase

activity in rat hepatic microsomes", and will appear shortly in the Journal of Chromatography B. Dr. Alcorn, an avid supporter of this program, also writes:

Kyle Wilby (Evan Hardy Collegiate student) was the first high school student to pass through my laboratory. I have had a number since. In my experience I have found that the (CWE) Work Ed. program provides students with an invaluable opportunity and, for some, an indication of their future career aspirations (ie. Kyle Wilby). I commend the Saskatoon Public School Division for offering this program to their students. I certainly enjoy the opportunity to work with these enthusiastic young 'researchers'.

As the SPS's Academic Research/Work Placement Program continues to expand to include other Saskatoon collegiates and as more partnerships at the U of S and within the Saskatoon community are established and nurtured, we look forward to many more of these wonderful "success stories"!

Facebook and LinkedIn

Facebook and LinkedIn see up to 33% of all Internet traffic and are the most common sites used by employers to find, research, and evaluate employees. Students should know that anything posted on these sites can live forever.

Using online resources for the purpose of seeking employment requires you to be "professionally personal" so post, say, and do things that will make an employer more likely to hire you ... not less likely. An online profile needs to be treated as an extended resume and written job interview.

Extended Transitions: Supporting Former Students with Their Career Transitions

Written and submitted by Marlene Flaman Dunn

"A community's prosperity is the sum of the prosperity of each and every citizen. When a person can't find or loses a job, the negative effects ripple through the community, as when a stone is thrown into a pond. The corollary also holds. When one person gains employment, the positive effects ripple through the entire community." Phil Jarvis

The Extended Transitions Program arose from a specific need: a need to assist former students who were struggling with their career paths. Some of these students left school early. Some had graduated. Some had disabilities. Some faced barriers. All needed support. When these students left the school system, they left a relatively organized system of service and became solely responsible for finding resources. Extended Transitions was created to help these vulnerable youth.

Simply put, Extended Transitions is a program that provides individualized career transitioning support to former students between the ages of 16 and 21. It provides a missing link between the school system, post-secondary institutions and employment programs.

This innovative program initially obtained its roots through a grant from the Ministry of Education in 2007. This grant enabled Prairie South to hire a facilitator, Heather Gobbett.

The first step was to find the clients. Initially Heather's potential client list is obtained through referrals from school-based professionals, parents and self-referrals. A spreadsheet was created, then we



advanced to using a web-based application and now we are Heather contacts the youth recommended and their guardians, explains the program and offers her services. Most of these young people respond positively to her offer and almost all guardians are delighted to receive some assistance.

Essentially Heather acts as a case manager for these clients. She meets with each participant to learn about their strengths, talents, passions and to discover potential barriers. Heather uses a variety of resources with her clientele. She uses the web-based Career Cruising and TypeFocus programs to discover their strengths, identify possible career choices and to explore educational and training options. She also refers to the BluePrint for Life/Work Designs and the 40

Developmental Assets. Together with each client's supportive network, Heather connects these youth with the appropriate resources whether that be employment programs, available jobs or educational opportunities. An action plan is created and ongoing support is provided. Even when a client is enrolled in a training program, ongoing monitoring continues. Through continued communication and team meetings, the action plan is reviewed and adjusted accordingly.

Probably the best reflection of this program would be gleaned through the clients and their parents:

"The Extended Transitions Program has really helped me think about what I want ... which has helped me understand who I am." Client

"Finally someone has put their words to footwork and did their best to find out what is out there to help these kids not fall in the crack and be a statistic; giving them a chance to be the best they can be in their own way." Parent

"The Extended Transitions Program introduced me to options that I didn't even know existed before." Client

Commendable to Prairie South is the fact that this school division is taking responsibility for youth who no longer fall under their mandate. They are giving their former students a clear message that their caring doesn't end when a student leaves the doorsteps of the school. As Lori Meyer, Superintendent of Student Services noted, "We want to ensure that our families and our students understand that they are important to us."

e-Journalism Learning Opportunity

submitted by Vanessa Lewis

Recently, I had the opportunity to attend the National Congress on Rural Education in Canada with a number of e-Journalism students and teacher advisors with the purpose of documenting the events of Congress. What an adventure!

Background:

This year, the Sun West School Division (SWSD) submitted a proposal to attend the National Congress of Rural Education on March 28, 29, and 30 with the purpose of having students (with support from teachers) document the events of the conference and showcase them to conference delegates using various technologies. Being the SWSD spans such a wide geographic area made this endeavour a unique educational opportunity as our team consisted of students and teachers from around our division. Traditionally, schools have submitted proposals to bring an 'in-school' group of e-Journalism students to document the events of Congress. In our case, we created a team of students/teachers based on an expression of interest. The fact that we did not all know one another created some challenges but also unique opportunities. Being that we had only one in-person planning day in which to get to know each other in terms of our interests and strengths in relation to this project, we had to find other ways to communicate between our February in-person meeting and the March Congress. Thanks to distance technology tools such as email, wiki, etc., we were able to stay connected during the preparation process.

Learning Outcomes:

As e-Journalists we will:

- Get to know one another (including our interests and

strengths) in relation to this e-Journalism experience.

- Communicate with one another via various distance tools (wiki and email) between February and Congress in order to stay connected over great distances.
- Develop a blog to document conference highlights.
- Attend the National Congress on Rural Education in Canada on March 28, 29, 30 and work as a team of e-journalists to:
 - Produce 3 Newsletters (Monday a.m., Monday Noon, Tuesday a.m.) to circulate to conference participants. The newsletter will include content which will help generate interest in the blog.
 - Develop a minimum of two multi-media presentations to showcase to participants of Congress. (Monday a.m., Tuesday a.m., Close?) The multi-media presentations will highlight Congress events using a variety (minimum of 5) internet-based tools. (Such as wordle, poll daddy, voice thread, one true media, bubbl-us, etc.) The presentations will also be designed to encourage conference participants to visit the blog.
 - Reflect on our e-journalism experience and the use of technology.

Wiki and Blog:

To plan and prepare for this e-Journalism opportunity, both a pre-planning wiki and a Congress Blog were created and maintained.

- Wiki: See pre-planning wiki at:
 - <http://rural-ed-e-journalism.wikispaces.com>
- Blog: See Rural Education Blog (completed works) at:
 - <http://ruraled2010.edublogs.org>

Thoughts and Reflections:

Overall, I feel we accomplished our learning goals. It was amazing to see the students at work during this e-Journalism experience. They were involved in investigative reporting in which they generated ideas for articles and interviewed congress participants in order to develop their stories and answer their questions. The students worked as a team to meet the newsletter and multi-media requirements and exceeded expectations.

Using technological tools added excitement and interest to this project. We found we all knew a little bit about the functions of various internet tools and were able to share our knowledge with the team in order to accomplish our learning goals. Focusing on one another's strengths proved to be very beneficial. A highlight was when the e-journalism students introduced the blog to the audience. To do this, they introduced themselves using their video clip bio (which was also on the blog) then went on to speak to the crowd about the ease of using a particular web 2.0 tool in documenting congress highlights. Audience participants commented that they learned a lot from this group of e-Journalism students not only about congress events but also about how to use technology as a tool.

This was a unique inquiry-based learning opportunity. It would have been extremely difficult to gain this kind of real-world experience in a typical classroom environment. From a career development perspective, students were engaged in their learning as they had a solid interest in the experience. In addition, they were able to focus on their strengths, develop friendships, improve skills, and investigate an area of interest in a safe and supportive environment. I truly believe this e-Journalism opportunity was an authentic learning experience for all!

The Value of Career and Work Explorations

Career and Work Explorations (CWEX) provides unique opportunities for students to experience and explore the world of work. A major component of this course is the work placement in which students choose career placements that interest them and then work in an environment that closely matches that interest. Avonlea Grade 11 & 12 students are presently completing their work placement hours and were asked to comment on their experiences. Their insightfulness reminds us of the countless benefits provided through this program.

Moria, a grade 11 student, is interested in pursuing a career as a veterinarian. Her comment accentuates the unique experiences CWEX provides unlike any we could provide in a classroom. When asked to describe her most memorable experience, she said "it's hard to pick one because everyday I've gone there I have only loved it more! My favorite day would probably have to be the last day I was there because it was so busy! I got to take away a dead animal (that was sad), I observed another c-section. I tube fed a calf. I got to put my arm into the rumen (second stomach) of a cow and I felt it contract onto my hand. I also got to feel the inside of an infected naval on a calf after helping the vet (Tiffany) toss the calf and hog tie it down. After that I got to watch two horses get their teeth filed and I got to help hold the horses while they were getting it done. It was so neat! I also learned how to x-ray and develop the x-ray of a calf with a broken leg."

According to Kirsten, an aspiring nurse, the best part of her experience is that she is learning what it would be like to be a nurse. "I have learned so much about what nurses do which has made a great influence towards



my future goals. My first work placement was a great experience because of the many things that I got to experience. My most memorable experience is when I got to see open heart surgery. The surgeons were kind enough to tell me exactly what was going on at any point in time and they were very happy to answer any questions that I had. It was definitely an experience of a life time and I will never forget it."

As Layton states, "The best thing about CWEX is that as a student you can gain so much valuable information as to what you want to do for a career. It provides you with a good idea of whether or not you want to pursue a career in the field you are working in." Layton works in an engineering department and soon discovered that "a desk job is not for me. I can't stand sitting at a desk all day looking at diagrams and maps. It is not for me at all." Layton's comment reminds us that

discovering that a certain work environment is a not a good fit for you is just as beneficial as discovering it is.

Nathan also works with an engineering firm. Unlike Layton, his experience has confirmed his chosen career path and he has enrolled into the faculty of engineering at the U of S. Nathan's most memorable experience was "when my boss showed me the 1 million dollar machine they designed for the potash mines for putting anchors into the roofs of the tunnels to help support them to decrease the amount of tunnels that are collapsing."

Shawn, who works in an Information Technology department, highlights how students are able to improve their knowledge and skills in real-life settings. His experiences include when he "went to the police station and installed new switches and routers, UPS, and servers, and transferred files." He

also made mention of the teamwork skills he used. "Ryan (supervisor) and I both worked on the DotNetNuke server. We didn't know much about it, so we worked together on it and made it work."

The personal growth our students make is invaluable. While working in the hospital, Paige was given the opportunity to observe eye surgeries. "I didn't know if I'd be comfortable or be able to handle watching it but after seeing it firsthand it gave me the confidence that this is something I could handle."

When Mike was asked what he learned about the "world of work", he said that it is a lot tougher than he actually thought it would be. He learned "that you always need to make sure you pay attention when you are given a task and make sure you know what you are doing before you start. I had to change the way I was shucking the oats and I had to change how I did it so that I was doing it right." Mike is working in an agriculture laboratory.

Dallas has gained transferrable skills from his experience. "While working with AutoCad I had some maps to finish before we could go on with the project. I stayed later than I was supposed to so I made sure we could go ahead with the project." Dallas also has gained an understanding of the networking in corporations. "In the office every project they do is a team effort. The papers are passed from one engineer to the next making sure that they all make revisions to each other's work."

Sammi's comment emphasizes the value of mentorship at her placement with a multi-cultural organization. "To me, the best thing about CWEX would be that I get to work with people who are just coming into the country. I get to help them try to learn to read and write. They have even taught me words from their own country and

told me stories about what it was like when they were there. It's nice to work with people who have the patience to help a grown adult learn new things, and to be so patient and kind about it."

One of my favorite comments comes from Moria when she describes her enthusiastic teacher. "The best thing about CWEX is the individual attention and care that each person gets. It's nice having someone in your corner trying to help you along in trying to focus your interests into a career. Even though there are 20 people in the class you work hard to make sure everyone succeeds and you celebrate with us when we do

succeed. It's great having that support." Kudos to our CWEX teachers.

The positive experiences are endless. This is due to the numerous people working to ensure this program's success. Directors and superintendents value and support the program. Teachers and the administrators ensure students are prepared and well monitored. Employers welcome students and introduce them to various learning opportunities. And of course, enthusiastic and keen students, along with these team members create the most excellent CWEX experiences.



Young Worker Readiness Certificate of Completion

Did you know that there are new laws for 14 and 15 year old workers in Saskatchewan?

Beginning March 31, 2010, all 14 and 15 year old workers in Saskatchewan need a **Young Worker Readiness Certificate of Completion (YWRCC)** to be able to work. Young workers can go to the Young Worker Readiness Certificate Course page at the Ministry of Advanced Education, Employment and Labour website (<http://www.aeel.gov.sk.ca/ywrc>) to download and read the 3 modules of the YWRCC Workbook and Self-study Guide.

Once they have reviewed the material they can take the YWRCC test online. Once they pass the course they are then able to print their Certificate of Completion. They must provide a copy of their Certificate to their employer and keep the original in their own files. If they lose their Certificate they will need to retake the test.

Employers hiring 14 or 15 year must have and keep on file:

- Proof of their youth worker's age.
- Written consent allowing the youth to work from a parent or guardian.
- A copy of the Young Worker Readiness Certificate of Completion.

A few other rules pertain to young workers. They cannot work:

- after 10 PM on the evening before a school day
- before classes begin on a school day
- more than 16 hours during a school week

During school holidays or on extended breaks these young workers

can work the same hours as other employees.

There are some **exceptions** to these rules including:

- family businesses employing only immediate family
- self employed
- traditional farming operations
- babysitters
- newspaper carriers

It is important to note that all the occupational health and safety rules also apply to young workers.

Most importantly our young people must understand that they have rights but they also have **responsibilities**. Hopefully by completing the Young Worker Readiness Certificate Course our

young people will be prepared for the world of work.

Note: Some teachers might chose to download a few copies of the YRCC modules and place them in their classroom or school library for students to access and study before challenging the exam. Many students do not have regular access to a computer or prefer to study from a paper copy rather than on line. Teachers may also choose to integrate some of the information from this course into their regular career education classes and have the students complete the exam as a means of accessing their student's understanding of the material. The material in the modules is great for all workers not just those under 16!

Other helpful publications include:

Guide for New Workers
guide-for-new-workers.pdf (1.6 MB)

Guide for New Workers – Erratum (Minimum Age of Employment)
guide-for-new-workers-erratum.pdf (30.6 KB)

Minimum Age of Employment Toolkit
minimum-age-employment-toolkit.pdf (415.5 KB)

Minimum Age of Employment Toolkit – Age Matters
minimum-age-employment-toolkit-age-matters.pdf (212.7 KB)

Minimum Age of Employment Toolkit – Young Worker Readiness Certificate Course (YWRCC)
minimum-age-employment-toolkit-young-worker-readiness-certificate.pdf (134 KB)

Minimum Age of Employment Toolkit – Information for Fourteen and Fifteen Year Old Workers
minimum-age-employment-toolkit-fourteen-and-fifteen-year-old-workers.pdf (201 KB)

Labour Standards Interactive Quiz
labour-standards-interactive-quiz.pps (1.3 MB)

Labour Standards – Tips for Young Workers
labour-standards-tips-for-young-workers.pdf (312.2 KB)

OHS Interactive Quiz
ohs-interactive-quiz.pps (2.4 MB)

OHS – Tips For Young Workers
ohs-tips-for-young-workers.pdf (605.7 KB)

Ready for Work Program Brochure
rfw-brochure-2008.pdf (506.3 KB)

Ready for Work Q-Card
Questions to ask your employer.
ready-for-work-q-card.pdf (348.6 KB)

Young Worker Readiness Certificate Course Poster for Young Workers
young-worker-poster.pdf (182.2 KB)

Career Development Website – PursueOnline.com

Submitted by Christa Lapointe (christa.lapointe@htcsd.ca)

Introduction

Holy Trinity and Prince Albert Catholic School Divisions shared a vision to create a website that could be used by students, parents, teachers and the community to promote career development in Saskatchewan. Our website, pursueonline.com, is the result of that vision.

The purpose of this site is to assist Saskatchewan's youth and their parents/guardians to learn about career planning, the steps to career development and to connect them with critical information that will help students with transitions. The website will highlight some of the unique opportunities Saskatchewan has to offer our young people so they can pursue their passion right here in our province.

We want students to become self-motivated individuals who make intentional and informed decisions about their career pathways. As they pursue their dreams, it is our hope that they will be guided by God and key support people in their lives.

The website in time will have both a Holy Trinity Catholic School Division (HTCSD) page and a Prince Albert Catholic page. From the HTCSD there are five important categories that make up the site. They are:

Student

Introduction, Career Planning, Education and Training, Employment, Finances, Scholarships, Youth Opportunities, First nations and Métis

Parent

Introduction, Important Links, and PA Parent Handbook called Career Planning with Teens (excellent resource)

School & Community

Introduction, Vanier Information, Learning Resources, Community Agencies, Alumni, Acknowledgements

Teachers

Introduction and History of Career Development, Resources, Lesson Plans, Entrepreneurship, Career Sites, First Nations and Métis, and School Divisions Career Education Sites

Calendar

Calendar of Local and Provincial Career Events, Daily announcements

There will also be an opportunity for interested individuals to sign up for a quarterly e-newsletter. The newsletter will consist of scholarships, important dates, youth opportunities, hot trends and much more. The goal is to increase communication with parents as well as students who are already being reached through the school and career cruising emails.

<http://pursueonline.com>



The Guerilla Job Search System

David Perry and Kevin Donlin

Submitted by: Lori Carter

I had the privilege of hearing David Perry and Kevin Donlin at the Contact Conference in Saskatoon. Who are they you may ask? They are the authors of *The Guerilla Job Search System*. They delivered five unconventional ways of getting a job.

The first method involves sending your résumé and cover letter inside a coffee cup which is then inside a box. Who doesn't like presents? When this box is opened the hiring manager will most likely be interested as to what is inside the cup. If you have sent this by FedEx, you will know exactly when your parcel has arrived at its destination. With a prepared script in case you get voice mail, call within 1 hour of this time and ask the hiring manager if they have received your package. This starts a conversation which is exactly what anyone looking for a job wants – a conversation with the person who is hiring. Be prepared to be interviewed on the phone immediately. If this does not happen invite the hiring manager for coffee. After all, he/she does have a cup.

The second method requires writing down your goals. If you're looking for a job, understand exactly what type of job you want using a specific job title and a specific salary. Speaking in the present tense, write your goal down on a recipe card and carry it with you. Say it over to yourself three times per day. Positive repetitive talk wins!

The third method is the "Trojan Thank You Card". You know that

little envelop you get which contains a thank you note or an invitation to a party? Well, fold your résumé and cover letter up to fit into one of these envelopes. It is sure to be opened because who wouldn't want a party invitation! A follow up phone call would be appropriate and may be necessary.

The fourth method is all about making sure the employer reads your résumé. Kevin expressed his disinterest in email as it is too easy to delete items using this method. If you are asked to email your résumé, he suggested that you also send a hard copy by mail. Calling to verify that your résumé has been received is advised. Faxing a résumé seemed to be their favorite method. The use of FedEx was also suggested because if you think about receiving a FedEx package you always think it is

something important and open it right away.

The fifth method is "The Guerilla Chain Email". List 10-20 employers you would like to work for as well as target job titles. Create a short email asking for contact information of people who work for these companies you just listed. Ask in the email for other employers who may have related jobs. Also ask your contacts to forward your email to 10 people they know who may be able to help. In your chain letter include: a bit about yourself, your email (not your cell phone number), anything that might help others make a connection to you like the university you attended or employers you worked for. Expect results!

More of David and Kevin's interesting ideas can be found on the web at: www.gm4jh.com.

You need to know...

You do one of the most important jobs in the country!!

Gallup set out to find the one thing that links people globally and found out that "what the whole world wants is a good job". A satisfying career is vital to one's health and happiness ... We are in the business of helping people be happy.

Is there anything more important than that!?!?

7 Ways to get Hired Fast

David Perry and Kevin Donlin

Submitted by: Lori Carter

David Perry and Kevin Donlin delivered a second session at the Contact Conference titled, "7 Ways to Get Hired Fast".

The first point made was to know exactly what job you are looking for. If you don't know the exact job title you are looking for then focus on your top three skills. To help you with determining an exact job title, search Monster or Workopolis. Plug in three skills like: writing + training + German to determine if there are job titles that match this search. Not only are job titles discovered when searching, but often employers too. Next, make a list of 10 employers: three you most admire, three past competitors and three past clients. You now have a list of contacts and a clear job title.

Another successful method of getting hired is to start "Extreme" networking. Contacting recent employees of a business you want to work for may be the best inside information you can find. Often you can find the "recently departed" by googling the company name + résumé. When calling for information, ask who the past employee specifically worked for, what department that specific employer ran, and about the company itself. You can learn a lot about what the hiring manager is looking for if you listen to why the past employee is no longer working for the company.

Third, and one of my personal favorites, is 'let other people sell you'. Include a testimony from a past employer on your résumé and/or cover letter. On the résumé the testimony can be placed under the objective and on the cover letter it can be a P.S. Have you ever know anyone NOT to read a P.S.?



A fourth suggestion is to restructure your résumé. Create a margin on the left side of your résumé. Here, paste coloured logos of past employers or personal achievements that the reader can relate to. Logos attract attention and can possibly create a connection between you and the person hiring.

The creative cover letter is the next idea. Be sure to personalize the letter. Call and ask for the name of the hiring personnel. David explained that calling at noon often results in great success because this is when the lunch time fill in secretary is working and wants nothing more than to get you off the phone. S/he will get the answer you need as soon as possible. Dropping a name can also be helpful even if it is just the noon hour secretary that you just spoke with. Changing "I" to "You" may also have more of an impact. For example, "You will benefit from my 10 years experience..." The P.S. on the cover

letter may include something like, "Call today to learn how I saved \$97,455 for my employer in 2008. This is powerful and it promotes curiosity."

Social networks may also be used as many employers no longer advertise. They will use: Google, LinkedIn, Twitter and Facebook to find what they are looking for as well as to check out your profile. Kevin cautioned against the social media. He suggested you use it with a clear goal in mind: getting hired. Your profile must reflect the person someone would want to hire.

Starting work before you get hired is another way to be hired fast. Approach the interview as your first day of work. Research the company and the job you want. At the interview, prove that you can do the job for which you are interviewing.

Check out MyNewJobHunt.com to learn more.

National Defense – Bold Eagle

www.army.forces.gc.ca/boldeagle

Submitted by Cynthia Wright-Fulton

I had a fabulous opportunity this fall to attend an educational opportunity that provided an overview of the application process to the Canadian Forces, as well as information on the Bold Eagle program.

Bold Eagle is a partnership between the Department of National Defense, First Nations and Aboriginal organizations from Western Canada. The inclusion of Aboriginal cultural activities is a key component to the success of Bold Eagle.

Bold Eagle consists of two parts: A four day Culture Camp followed by a military recruit training course.

The Culture Camp

The Culture Camp is conducted by Elders of different First Nations and Aboriginal groups, and focuses on common spiritual beliefs. The Camp is designed to be beneficial to youth from all backgrounds, and ease the transition from civilian to military lifestyles.

Military Recruit Training

Recruits are enrolled in the Canadian Forces at the start of their training. The course is the standard Army Reserve Basic Military Qualification. It is taught by military personnel.

Subjects include General Military Knowledge, Weapons Handling, Navigation, First Aid, Drill, and Survival skills.

Application Process

Successful applicants will train in Wainwright, Alberta during the months of July and August. Space is limited so you must apply before April 30.

What is provided?

- Transportation to and from Camp Wainwright
- Military clothing and required equipment
- Meals and Accommodations
- You are paid at the standard rate for a Private recruit, earning over \$3,500 for the summer

Applicants must:

- Be 16 years of age, have completed grade 10 or equivalent
- Require parental or legal guardian consent if under 18
- Be a member of a recognized Aboriginal group in Canada
- Be a Canadian Citizen
- Be physically fit



Visit our website!

ssc.stf.sk.ca/scwea





Itinerary

Wednesday, October 6, 2010

- 7:00-9:00 Registration
- 9:00 Social at the Golf Club

Thursday, October 7, 2010

- 8:45-9:30 Registration and Breakfast
- 9:30-10:45 Welcome and Keynote – Hamilton Greenwood - Earthsongs: Lessons from Mother Earth on Sustainability and Education
- 11:00-12:00 Breakout #1
 - 2+2 Years – Resource Management Careers
 - Portfolios
 - Middle Level Career Education
 - Apprenticeship & Youth Apprenticeship
- 12:00-1:15 Lunch and Displays
- 1:15-2:15 Breakout #2
 - Landscape and Wildlife Photography:
 - The City-Financial Literacy
 - SIGA – Aboriginal Employment Opportunities
 - Ready for Work
- 2:15-2:30 Break and Displays

- 2:30-3:30 Breakout #3
- Online Career and Work Education Resources
 - Positive Transitions & Post Secondary Success for Students with Disabilities
 - The City-Financial Literacy
 - Ready for Work

6:00 Cocktails

6:30-8:00 Banquet and Awards

8:30 Entertainment

Friday, October 8, 2010

8:00-9:45 AGM and Breakfast

- 9:45-10:45 Breakout #4
- Liability & Work Placement
 - Career Work Unit Plans Online
 - Bold Eagle – Cultural Camp & Military Training
 - Youth Worker Certificate

10:45-11:00 Break and Displays –
Silent Auction Closes

- 11:00-12:00 Breakout #5
- Your Future Your Way – A Career Planning Guide
 - Working with Alternate Education Students in Work Placements
 - Transitions Grades 9-10
 - Panel – Saskatchewan Mining Association

12:00-1:00 Lunch

- 1:00 Breakout #6
- Yoga
 - Be Real Online Game Bring Your Own Laptop
 - Career Cruising: New Features Update Bring Your Own Laptop
- Tours
- Prince Albert National Park – Boundary Bog
 - SIAST Woodland Campus

Conference Hotels

Elk Ridge Resort

1-800-510-1824

www.elkridgeresort.com

Hawood Inn

1-877-441-5544

www.hawood.com

Saskatchewan Career Work Education
Association Conference Committee:

Kerri Beuker

Cynthia Wright-Fulton

Peter Turner

Margaret Anderson

Come see the forest through the trees

Conference Registration

October 6-8, 2010

Name: _____

Address: _____

City/Town: _____ Postal Code: _____

Phone: _____ Fax: _____

Email: _____

Registration includes SCWEA membership and meals

Early Early Bird Fee – June 21 – \$235.00

Your name will be entered in a draw for a \$50.00 gift certificate for a spa treatment at Salacia Spa, Elk Ridge Resort.

Early Bird – September 10 – \$235.00

Conference Fee – \$250.00

One-day Conference Fee – \$175.00

Cheques payable to SCWEA

Registration to: **Kerri Beuker**
Box 99
Melfort, SK S0E 1A0
beuker.kerri@nesd.ca
(306) 752-2891



RE: Connect

at the SCWEA Conference 2010

Come see the forest through the trees



at Elk Ridge Resort

October 6-8, 2010

Conference Hotels:

<i>Elk Ridge Resort</i>	<i>Hawood Inn</i>
<i>1.800.510.1824</i>	<i>1.877.441.5544</i>
<i>www.elkridgeresort.com</i>	<i>www.hawood.com</i>

For more information, contact
Cynthia at 306.873.2352
wright-fulton.cynthia@nesd.ca

- June 21: Early Bird Registration Deadline**
- October 6: Registration 7 pm - 9 pm**
Social 9 pm
- October 7: Registration 8 am - 9 am**
Keynote & Sessions 9:45am - 3:30 pm
Cocktails/Banquet/Social 6 pm
- October 8: Conference and Tours 8 am - 3:30 pm**

All meals are included with registration

Keynote Speaker

Hamilton Greenwood -
Earthsongs: Lessons from Mother Earth
on Sustainability and Education

Tours

Boundary Bog - Prince Albert National Park
SIAST Woodland Campus

Sessions Include:

- Yoga
- Portfolios
- Laughter Yoga
- Ready for Work
- Transitions Grades 9-10
- Young Worker Certificate
- Career Work Units Online
- Liability and Work Placement
- Middle Level Career Education
- Landscape and Wildlife Photography
- Apprenticeship & Youth Apprenticeship
- Career Development Plan Grades 9-12
- Panel - Saskatchewan Mining Association
- 2+2 Years - Resource Management Careers
- SIGA - Aboriginal Employment Opportunities
- Be Real Online Game *Bring Your Own Laptop*
- Online Career and Work Education Resources
- Bold Eagle - Cultural Camp and Military Training
- Your Future Your Way - A Career Planning Guide
- Working with Alternate Education Students in Work Placements
- Career Cruising: New Features Update *Bring Your Own Laptop*
- Positive Transitions & Post Secondary Success for Students with Disabilities

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

Street	City/Town	Province	Postal Code
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Phone	Fax	Email
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Teacher's 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:

Marlene Flaman Dunn – Saskatoon Public Schools,
 Career and Work Education Office
 820 – 9th Avenue North
 Saskatoon SK S7K 2A2

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 Fax: 657-3959

Visit Our Website!

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