



# Community-Based Learning

A RESOURCE FOR SCHOOLS





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Community-Based Learning: A Resource for Schools

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# Overview

*Community-Based Learning: A Resource for Schools* is intended to support schools, school boards, and community partners in implementing and enhancing community-based learning programs.

## Rationale

Community-based learning programs encourage the expansion of learning opportunities for elementary, junior high, and senior high school students by bringing the community into the school and by placing students in the community as part of their studies. Community-based learning is a partnership involving the student, family, school, and community, with each partner sharing the responsibility for the student's learning experience (Nova Scotia Department of Education 2013).

Students benefit from the expertise, talent, and resources of community-based service agencies, business, citizen groups, entrepreneurs, families, industry, and organizations. They gain opportunities to apply and enhance, in real-life contexts, knowledge, skills, and attitudes acquired through their work in school.

Community-based learning enhances students' personal development, their sense of belonging to their community, and their understanding of community roles and responsibilities. Community-based experiences also help students develop skills described in the Conference Board of Canada's *Employability Skills 2000+* (2000), including fundamental, personal management, and teamwork skills; specific career, occupation, and job skills; and labour market knowledge and understanding.

## Goals

The central goals of community-based learning are to

- provide opportunities for students' personal growth
- foster, promote, and develop student self-esteem and confidence
- enhance students' development as citizens who actively participate in and contribute positively to their local communities
- help prepare students for the opportunities, responsibilities, and experiences of adult and working life

Thoughtfully planned community-based learning experiences and carefully selected community and work placements can help students to

- acquire the knowledge, skills, and attitudes required in today's society
- make informed decisions about their education and career plans
- build a foundation for successful transitions to their roles as adults in the community and the workplace
- facilitate the development of the essential graduation learning outcomes and the principles of learning (Nova Scotia Department of Education 2012a)

## Key Definitions

### Apprenticeship

Apprenticeship is a paid training program in which an apprentice, or person learning a trade, both learns on the job, while being supervised by a certified journeyperson, and takes technical in-class or online training approximately five to eight weeks a year. The apprentice is paid 40 to 90 percent of the journeyperson rate during training. This wage increases after the successful completion of each level of training.

In most designated trades the term of apprenticeship is three to four years, depending on the required number of on-the-job training hours. After completing all components of the technical and practical training and showing proficiency in the skills related to the trade, apprentices are eligible to write the certification exam. Successful completion of this exam leads to certification as a journeyperson in a trade and receipt of a Certificate of Qualification. In many of the designated trades, a Red Seal endorsement will also be issued, allowing for greater mobility across Canada.

There are several training paths to apprenticeship, including direct entry, pre-apprenticeship, and youth apprenticeship. Each path leads to certification in a trade; however, the time of entry is different. Which path is best suited for a person depends on his or her needs and readiness to commit to a career. More information about apprenticeship can be obtained at <http://nsapprenticeship.ca>.



## Co-operative Education

Co-operative education courses are half-credit courses (50 hours of placement time) or full-credit courses (100 hours of placement time). Prior to any co-operative education community placement, students must have completed the 25-hour co-operative education in-school component.

Co-operative education credits are achieved by completing one of the following:

- co-operative education courses characterized by learning outcomes directly related to work experience, *Employability Skills 2000+* (Conference Board of Canada 2012), and skills specific to a particular career, OR
- the Skilled Trades 12 Co-operative Education course which requires placement in a designated trade with a certified journey person and requires successful completion of Skilled Trades 10 and a grade 11 skilled trades sector course (Nova Scotia Department of Labour and Advanced Education 2012b)

## Job Shadow

A job shadow is a one-day community-based learning experience for junior and senior high school students. A job shadow is usually developed by individual schools and teachers. Some programs developed by the community, such as Take Our Kids to Work, offer additional opportunities for job shadowing.

## Mentoring

Mentoring involves a community host offering advice and guidance based on his or her personal experience. Mentoring can be a formal system where the mentor and the student meet on a regular basis to discuss career development, or it can be a more informal process that involves conversations on various subjects as they relate to career development.

Youth need adult mentors in their lives—someone to provide support, encouragement, and well-placed reflections when a teachable moment is at hand. Family, friends, and community agencies play a valuable role in the mentorship process.

## Service Learning

Service learning is a structured learning experience that integrates curriculum with active voluntary service opportunities in the community so that service experiences are directly connected to curriculum outcomes and in-school learning. Service learning fosters students' personal and social development through active participation in thoughtfully organized service experiences that meet identified community needs. Service-learning activities are intended to benefit both the students and the service recipients.

Service-learning projects must have clear educational goals that require the application of concepts, content, and skills from the academic disciplines and that involve students in constructing their own knowledge.

Through service learning, students use or develop critical thinking and communication skills to solve problems and overcome obstacles along the way. By trusting students with the freedom to design and lead their own projects, educators empower them to be a positive force within their own communities. For young people, learning to serve others can instill compassion and understanding of social responsibility.

## Short-Term Placements

Short-term placements are community and work learning experiences, typically of 5 to 25 hours, designed as an integral part of a public school program or approved locally developed course. Short-term placements include

- community and work placements or virtual placements
- working with a mentor

## Trades

**Skilled trade** is the skilled practice of a practical occupation. There are over 200 skilled trades in Canada.

**Designated trade** is a trade designated by the Minister of Labour and Advanced Education as defined in the *Apprenticeship and Trades Qualifications Act*, 2003, c.1, s.1. (Nova Scotia). There are 63 designated trades.

**Compulsory trade** is a trade in which practitioners are required by law to be certified or working toward certification as an apprentice or youth apprentice.

Refer to the Apprenticeship Training Division section of the Nova Scotia Department of Labour and Advanced Education website, <http://novascotia.ca/lae>, for descriptions of designated and compulsory trades.

## Volunteering

Volunteering is a strategy to develop employability skills and promote personal growth by giving of oneself without any intended personal gain, and building strong and productive relationships with community agencies.

## Youth Apprenticeship

Youth apprenticeship is a proven method for expanding young people's knowledge and experience in trade-related careers. It's open to youth from the ages of 16–19, inclusive, who are currently employed in one of Nova Scotia's designated trades. Youth apprentices gain a head start in the apprenticeship training system through on-the-job training and accumulation of work experience. They are paid by the employer, learn under the mentorship of a certified journeyperson, and develop valuable working relationships for future employment opportunities.

Youth apprenticeship allows young people to gain credit for their work-related hours and commit to a training path at a younger age, while continuing to go to school. Students who complete a co-operative education work placement in a designated trade may also receive up to 100 hours, per credit, toward their apprenticeship training. To receive credit, a student must first register as a youth apprentice and then have his or her co-operative education employer write a letter indicating the type of work the student performed and the number of hours worked. To be eligible for credit, all work must have been completed in a designated trade and under the supervision of a certified journeyperson. A maximum of five unpaid co-operative education work placements will be reviewed for apprenticeship credit.

Youth apprenticeship allows for dual credit and advanced standing in the post-secondary apprenticeship program after graduation from high school, creating a smoother transition from school to work. Resources pertaining to youth apprenticeship are available for youth, families, educators, and employers on the Department of Labour and Advanced Education's *Workit* website at <http://workitns.ca>.



# Learning in the Community

## Opportunities

Public school programs include a number of opportunities to supplement classroom instruction with community-based learning, such as

- shared initiatives with community agencies and organizations
- field trips to community sites—local businesses, industries, organizations, cultural and recreational facilities
- entrepreneurship-related projects conducted in the community
- community economic development projects
- projects that include advice or feedback from a mentor in the community
- job shadowing
- work placements
- co-operative education courses

It is important that school staff work to establish mutually beneficial relationships with organizations, businesses, and industries in the community and to identify related benefits and opportunities. Staff can also work with families and other community supports to develop opportunities for learning in the community.

## Elementary Program

The elementary program includes opportunities in a number of curriculum areas for teacher-supervised field trips and other community-based learning experiences. Entrepreneurship education at this level, for example, encourages students to see possibilities for entrepreneurship and enterprise in their communities. The health education program engages students in practising citizenship and exploring the

heritage of cultural groups within their communities. For further information, see *Health Education: Grades 4–6* (Nova Scotia Department of Education 2003).

## Junior High Program

Junior high students need opportunities for active involvement with the world outside the school. *Engaging Employers in Youth Career Mentorship* (Otite 2011) offers a number of strategies for establishing and strengthening school-community partnerships. See also *The Business of Mentoring: An Employer's Guide* (Nova Scotia Department of Education and Early Childhood Development 2013).

In addition to job-shadowing experiences and short-term community and work placements available for eligible students, the junior high program offers many other opportunities for students to extend their learning beyond the classroom.

The healthy living curriculum's LifeWork Building strand requires students to understand the process of career planning and to demonstrate an understanding of citizenship, volunteerism, and service learning. The healthy living curriculum guides offer a number of suggestions for community-based experiences related to these outcomes.

The *Nova Scotia Student LifeWork Portfolio* (Nova Scotia Department of Education 2005) offers another means to this understanding. Students are expected to begin developing a LifeWork Portfolio in grade 7. With a direct focus on documenting their achievement in all areas, students need opportunities to acquire experience in a broad range of community and work settings.

Social Studies 9 includes community economic development (CED) curriculum. *Atlantic Canada Social Studies Curriculum: Community Economic Development* (Nova Scotia Department of Education 2000) provides a range of suggestions for the active engagement of students in community initiatives and includes detailed information on community resources.

Entrepreneurship education in the junior high program provides opportunities for students to extend and apply their skills through experiential learning in the community. The teaching resource *Connections: Learning through Entrepreneurship across the Curriculum* (Atlantic Provinces Education Foundation and Atlantic Canada Opportunities Agency 1998) provides specific activities and strategies for incorporating such learning into the curriculum.

Exploratory options involving community-based learning experiences may be provided to extend the curriculum and provide enrichment opportunities for young adolescents. Community-based exploratory activities capitalize on students' interests and provide opportunities for community members to share their expertise and passions. For further information, see Exploratory Options on page 13.

The Take Our Kids to Work program, a one-day event, gives grade 9 students an opportunity to glance into the world of work, make connections between classroom

and community and work experiences, think about their futures, and consider related education and career pathways. *Take Our Kids to Work: Workplace Guide* (The Learning Partnership 2009) includes a range of activities to help students prepare for and reflect on their community or workplace visit.

## Senior High Program

The senior high program should include significant opportunities for students to enhance and apply *Employability Skills 2000+* (Conference Board of Canada 2012), to explore a range of career options, and to clarify their strengths and interests through active learning in the community. (See Appendix D: *Employability Skills 2000+* Brochure.)

To perceive the curriculum as relevant to their plans for future life outside the classroom, students need to see the linkages among the curriculum, their own lives and communities, and opportunities open to them in provincial, national, and global contexts. Exposure to varied community-based learning experiences will highlight this relevance. Students need to view the knowledge, skills, and attitudes developed through the curriculum as practical and valuable preparation for specific post-secondary destinations, for meaningful participation in the community and the workplace, and for the complex demands of adult life.

To move into adulthood, well balanced, confident in their potential, and cognizant of community standards and values, students need the active support and involvement of people in that community.

It is critical, therefore, that senior high schools develop strategies for building strong and productive relationships with community agencies, organizations, employers, and mentors as partners in the education of senior high students, and that administrators and teachers maximize opportunities for all students to include a range of community-based learning experiences in their high school programs.

All senior high school courses offer potential opportunities for related job-shadowing experiences and for short-term community and work placements that allow students to develop, apply, or extend the knowledge, skills, and attitudes described in the designated curriculum outcomes.

The senior high program also includes several career-related courses that enable students to explore careers and industry sectors, and that afford increased opportunities for learning in the community or for undertaking projects with linkages to the community or workplace. These courses include:

- Agriculture/Agrifood 11
- Business Management 12
- Business Technology 11
- Business Technology 12
- Canadian Families 12
- Career Development 10
- Career Development 11
- Child Studies 11

- Community-Based Learning 10
- Computer Programming 12
- Construction Trades 11
- Cultural Industries 11
- Design 11
- Electrotechnologies 11
- family studies courses
- Film and Video Production 12
- Food Science 12
- Food Studies / Hospitality 12
- Geomatics 12
- Health and Human Services 12
- Housing and Design 12
- LifeWork Transitions 10
- Multimedia 12
- skilled trades courses
- Technical Reading and Writing 11
- Textile Technology 12
- Tourism 11
- Tourism 12
- Transportation Trades 11
- Workplace Health and Safety 11

Curriculum guides for these courses elaborate on these opportunities and provide explicit suggestions for incorporating community-based experiences in course delivery.

Independent study credits, available in grades 11 and 12, allow students to initiate and develop full-credit and half-credit courses tailored to their learning needs and interests. Community-based experiences and activities may be included in the learning and assessment plan required for independent study.

## Policy and Guidelines

All teachers involved in any aspect of community-based learning and whose students are going out to the community for learning experiences are required to follow the policy directives and guidelines as described in the *Community-Based Learning Policy* (Nova Scotia Department of Education 2013) located in Appendix A. The following are additional general guidelines for the provision of community-based learning experiences, such as field trips and projects conducted in the community during school hours.

- Community-based learning experiences should show a clear connection to the prescribed curriculum and be designed to enable students to achieve specific curriculum outcomes.
- The teacher should assess student learning from the experience in relation to the specific curriculum outcomes identified for the experience.
- The teacher should provide a clear rationale for the use of instructional time for such experiences.
- The teacher should ensure that time allocated to the experience is used effectively.



- The teacher should plan all learning experiences to include a specific safety focus and embed related safety practices and requirements, including emergency procedures, in classroom instruction prior to the experience.
- The teacher should plan all learning experiences to be inclusive, ensuring that all students have equitable opportunities to benefit from the experience and that arrangements are made to accommodate students' special needs.
- The teacher should consider the abilities, experiences, interests, and values students bring to the community site and to the learning experience.
- The teacher should schedule community-based learning experiences to complement preceding and subsequent classroom learning experiences.
- Students should have a role, not only in participating in the activity, but also in making decisions about its development. Students should be involved in leadership roles in all phases of the project.
- The teacher should work with students to develop appreciation practices and procedures that establish positive and durable community relationships.



# Exploratory Options

Exploratory options offer possibilities for a range of community-based learning experiences that extend the curriculum and provide enrichment opportunities for young adolescents. Community-based exploratory activities capitalize on students' interests and provide opportunities for community members to share their expertise and passions. Learning experiences may include

- undertaking activities with mentors or community organizations
- exploring a range of perspectives by interviewing community members or inviting guest speakers to the school or classroom
- going on field trips
- planning and implementing entrepreneurship-related projects
- participating in community-based events

In planning and designing community-based exploratory activities, teachers and students can work together to

- identify learning needs and interests
- identify related community resources that students can draw on to support and enhance their learning
- clarify the purpose of the activity in terms of intended learning outcomes
- plan, implement, and reflect on the activity

It is important that teachers

- provide a clear rationale for the use of instructional time for exploratory activities in the wider community
- ensure that time allocated to community-based exploratory activities is used effectively
- structure opportunities for students to reflect on what they have learned, how they have learned, and how they have benefited from the experience

## Field Trips

It is important that administrators and teachers work to establish mutually beneficial relationships with organizations, businesses, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips, teachers should

- visit the location beforehand to identify potential safety issues, establish a relationship with personnel, and clarify the purpose of the field trip
- work with students to articulate clear expectations for learning during the field trip
- schedule field trips to complement preceding and subsequent classroom learning
- ensure that the field trip complies with school board guidelines and policies
- establish practices and procedures that promote positive and ongoing community relationships and reflect the *Community-Based Learning Policy* (Nova Scotia Department of Education 2013)

# Co-operative Education

Co-operative education involves a planned experience for which a credit or half-credit is earned. This experience offers significant opportunities for learning in a workplace/ community setting to enable students to acquire skills in a career, occupation, or job.

Co-operative education offers students an opportunity to understand the changing workplace—the knowledge, skills, and attitudes required for success; the choices available to them; and how these choices relate to their skills, abilities, interests, and personalities. Co-operative education is developmental, experiential, and purposeful—students integrate educational interests, personal interests, and values with career exploration, personal growth, planning, and development.

Prior to undertaking a work placement, students, in a minimum 25-hour in-school module, complete self-assessment activities, set goals, create action plans, and focus on the attainment of individual, personal, educational, and career plans. They learn about workplace health and safety and employer and employee responsibilities. Students begin to prepare educational and career plans with the community host, the teacher, families, and friends. Students research careers based on the plans they develop (Nova Scotia Department of Education and Early Childhood Development 2013).

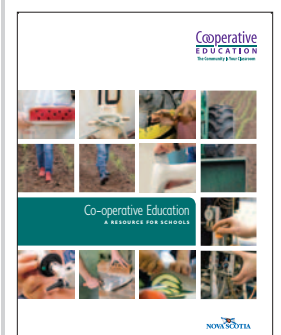
## Rationale

Co-operative education helps students gain awareness and knowledge of career preparation, planning, and exploration. Co-operative education prepares students to engage in employment and enables them to appreciate the skills, knowledge, and attitudes they currently possess; the skills, knowledge, and attitudes employers seek; and helps them to identify and develop the key skills, knowledge, and attitudes necessary to a successful transition from school to the world of work or further study.

Through co-operative education, students have opportunities to learn or to apply their learning in authentic settings for real purposes. Students have opportunities to experience the realities of the community or workplace and the labour market, while

For more information about Cooperative Education, visit [www.ednet.ns.ca/coop](http://www.ednet.ns.ca/coop).

*Cooperative Education: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development, 2013).



affirming or reconsidering their potential career choices. Students acquire transferable skills and a means of documenting them in their portfolios.

To participate in a co-operative education community-based placement, a student must be 16 years of age and be socially ready for the independent nature of community placements. The decision on whether the student participates is the responsibility of the school. Risk management and due diligence must be practised when making all decisions about putting a student in a co-operative education placement.

## Goals

The goals of co-operative education are to assist students in

- making informed decisions about their education and career plans
- acquiring relevant knowledge and skills required in today’s society
- practising adult roles within a supportive learning environment
- making successful transitions from school to post-secondary destinations

## Organization and Delivery

Co-operative education provides students with opportunities to focus on fields of study related to specific courses in their high school program, or to specific careers.

Co-operative education credits are achieved by completing one of the following:

- co-operative education courses characterized by learning outcomes directly related to work experience, *Employability Skills 2000+* (Conference Board of Canada 2012), and skills specific to a particular career, OR
- the Skilled Trades 12 Co-operative Education course which requires placement in a designated trade with a certified journeyman and requires successful completion of Skilled Trades 10 and a grade 11 skilled trades sector course (Nova Scotia Department of Labour and Advanced Education 2012b)

Co-operative education courses may be offered at grades 10, 11, and 12 as academic, advanced, open, or graduation-type full-credit or half-credit courses. The following table specifies the minimum time requirements for in-school and community placement course components:

Credit	In-School	Community Placement
Half	25 hours (minimum)	55 hours (minimum)
Full	25 hours (minimum)	100 hours (minimum)

## Summer Co-operative Education

Certain careers are best explored during the summer months, and there are many employers who could provide placement opportunities at this time of year. Many students may not be able to complete a community-based placement during the regular school year because of age restrictions, heightened academic responsibilities, and extracurricular commitments. Summer co-operative education programs help these students.

Where summer co-operative education programs are offered, school boards must establish guidelines for their implementation and delivery. The requirements for on-site teacher contact, the delivery of the in-school component (minimum 25 hours), and the community placement component (minimum 100 hours) are the same as for those programs offered during the school year.





# Community Placements

## Apprenticeship, Co-operative Education, Job Shadowing, Mentoring, Service Learning, and Short-Term Placements

Short-term community placements provide learning experiences directly connected to the learning outcomes of a course. Short-term community placements are typically 5–25 hours in length and require risk assessment and preparation and post-placement reflection as key elements in maximizing the benefits of the learning experiences they provide. Community placements require the prior approval of the principal, the written permission of the student's parent or guardian, and a risk management assessment to determine appropriateness of the workplace for the student (Nova Scotia Department of Education 2013).

### Benefits to Students

Community placements are intended to assist students in

- gaining first-hand experience in the community
- making connections between the curriculum, post-secondary planning, and the realities of the world beyond school
- exploring careers that will suit their interests and abilities and expand their awareness of the range of options available to them
- making successful transitions from high school to post-secondary education or training and to participation in the community and the workplace
- developing an understanding of, and commitment to, civic and social responsibility

A community placement provides an alternative learning context enabling students to work toward achievement of curriculum outcomes. Placements in the community or workplace foster students' development through active participation in thoughtfully organized learning experiences that help to prepare them for the opportunities, responsibilities, and experiences of adult and working life.

## Organization and Delivery

Teachers, in collaboration with families, determine the suitability of student placements. Placements require students to be 16 years of age unless they are under the supervision of authorized board personnel, such as school administrator, teacher, teacher assistant, or family member. Community placements are predominantly available as part of the senior high program, but are also available at the junior high level. All *Community-Based Learning Policy* (Department of Education 2013) requirements must be followed.

## Tasks

Tasks to be completed by teachers before the community placement include the following:

- Thoroughly review the *Community-Based Learning Policy* (see Appendix A).
- Contact the potential community host.
- Communicate with families and complete applicable documentation.
- Comply with school board transportation policy and procedures and complete any required documentation (see Transportation on page 29).
- Confirm placement details such as times, expectations, supervision, transportation, and lunch arrangements.
- Notify other teachers of the planned absence and make arrangements for completion of assignments.

Tasks to be completed by students after the community placement include the following:

- Reflect on the experience through writing and other forms of representation, discuss with peers, and conference with the teacher, as required.
- Prepare and present reports as required.
- Include applicable materials for portfolios.
- Send the community host a thank-you letter within 10 days of the placement.

## School Records

A complete and accurate record of each community placement should be kept by the school. School records include

- parent/guardian consent forms
- community/workplace host consent forms
- an outline of expected learning outcomes
- an outline of the expectations of the community host
- correspondence between the school and the community or workplace host

## Assessment

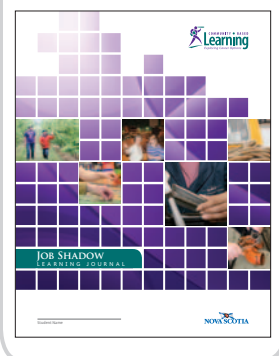
Students' learning should be assessed in relation to the curriculum outcomes defined for the course, learning outcomes specific to the placement, and students' reflection on their experience. If marks are assigned to a placement, the community or workplace host's evaluation of the student's learning must be part of the student's mark, although the final mark is the teacher's responsibility.

It is important that students be given opportunities and encouragement to assess their own learning from community and work placement experiences. Prompts for discussion, learning log or journal entries, and more formal written reflection may include the following:

- What did you like about this placement? What did you not like?
- What did you learn?
- What knowledge, skills, and attitudes did the placement require?
- Were you surprised by any aspect of the placement experience?
- What questions do you now have as a result of your experience?
- What did you learn about yourself?
- What other kind of placement might interest you?
- Would you like to do that kind of job? Why or why not?

Assessment can also reflect the expectations of the host. For example, students can contribute to the development of a checklist or rating scale that they, the teacher, or the host could use to assess what knowledge, skills, and attitudes the students demonstrated during or as a result of the placement.

A *Job-Shadow Learning Journal* (Nova Scotia Department of Education and Early Childhood Development 2013) is available to support students in recording and reflecting upon their job-shadow experiences. Teachers may wish to have students use a learning journal throughout their job-shadow, or provide students with specific activities. The *Job-Shadow Learning Journal* is available for download at [www.EDnet.ns.ca](http://www.EDnet.ns.ca).



## Roles and Responsibilities

### School Board

The school board

- ensures that guidelines concerning all related curriculum and procedures are followed
- develops policies and procedures to support the initiation, implementation, and management of community placements
- ensures that adequate safety measures and insurance policies are in place for students

### Teacher

The teacher

- articulates learning outcomes for short-term placement experiences
- ensures that the short-term placement experiences are developmentally appropriate
- obtains the consent of the family and the community host
- communicates to the host about appropriate student behaviour and procedures
- provides appropriate instruction prior to the placement
- provides structures and opportunities for students to reflect on their learning during and following the placement
- ensures that complete and accurate records are kept regarding the placement

### Community Host

The community host

- collaborates with the school in planning for the placement
- communicates with the school as required
- in collaboration with the teacher, provides direct guidance and supervision of the student
- provides a safe and positive environment for the placement
- in collaboration with the teacher, provides instruction to the student regarding safety practices and procedures related to the placement experience

## The Student

### The student

- adheres to the rules, regulations, and policies of the placement site and the school
- attends the placement site as arranged
- informs the teacher of any issues or concerns arising from the placement
- completes assignments and follow-up as required



# Workplace Health and Safety

**Information to Students:** Students involved in any community-based-learning placement opportunity should receive instruction on health and safety in the workplace. To ensure the physical safety and personal well-being of students, teachers must ensure that students are able to demonstrate the following prior to any community placement:

- identify hazards and controls in the workplace and recognize the primary causes of injury to young workers
- describe standard guidelines and procedures for reducing risk and injury in the workplace
- apply hazard-recognition, risk-management, and effective communication skills in simulated situations
- list factors that contribute to making workplaces physically and emotionally safe

**Students with Special Needs:** Teachers and community hosts must ensure that all students with special needs are thoroughly familiar with, and able to implement, all the safety precautions that may be required at their community placement. They must also ensure that any necessary workplace accommodations be made to ensure students' safety.

**Communicating Concerns:** If a teacher becomes aware of a health and safety hazard at any time during the community-based learning experience, the teacher must discuss the hazardous situation with their principal and the community host. The hazardous situation must be resolved before any student can return to that placement.

**Responsibilities:**

- School Board: School board staff should be aware of their responsibilities and potential liability in terms of students' health and safety.
- School Personnel: Any teachers and non-teaching personnel responsible for securing and supervising placements must assess the health and safety environment of the potential placements and recommend only those placements that are appropriate. The "Co-operative Education Pre-placement Assessment" form should be completed for students participating in the Co-op program, and when required, the "Risk Assessment for Independent Student-Learning Activities in the Community" form should be completed for students participating in the community-based-learning program.
- Community Host: The potential community host must be willing to provide teachers with any safety information regarding worksite hazards to which students may be exposed.



# Insurance

## School Insurance Program (SIP)

Public schools in Nova Scotia are insured through the Nova Scotia School Insurance Exchange, which is informally known as the School Insurance Program, or SIP. SIP provides administration, risk management, loss control, risk financing, and claims management services to all schools and school boards in the province. Their staff can be contacted at [mail@sip.ca](mailto:mail@sip.ca) or 1-855-480-2170.

Most full-time students enrolled in Nova Scotian public schools are automatically insured through the School Insurance Program. The plan covers accidents while the student is on school premises, at a workplace or other community placement for education purposes, or participating in a school activity, including travel directly to and from the school, placement, or activity. There are limitations under SIP policies for students travelling on water or in the air. Schools must refer each situation to SIP to determine whether adequate coverage is in place or whether extra coverage will have to be purchased.

Teachers must complete the Risk Assessment for Independent Student Learning Activities in the Community form prior to placement commencement. Students are covered under student accident insurance while on a community-based learning experience. The student's community host should be contacted in order to indicate the coverage that students have while on the community-based experience (see Sample Letter on the next page). If a host requires a certificate of insurance showing that the school board has commercial general liability insurance, SIP will provide it. To request a certificate, please go to the SIP website at [www.sip.ca](http://www.sip.ca). SIP will send it directly to the community host.

The *Risk Assessment for Independent Student Learning Activities in the Community* form can be found in Appendix C and accessed online at [www.ednet.ns.ca](http://www.ednet.ns.ca).

## Sample Letter

### **Re: Insurance Coverage for Community-Based Placements**

This letter is to certify that students of the [*Name of School Board*] participating in community-based learning placements are covered by the Commercial General Liability Policy of the school board during the current academic year. A certificate of insurance as proof of this coverage can be provided upon request.

While participating in community-based learning placements, [*Name of School Board*] students are covered by a student accident insurance plan. For further information, contact the School Insurance Program at [www.sip.ca](http://www.sip.ca) or 1-855-480-2170.

I trust that this letter satisfies any questions you have concerning insurance matters. Thank you for contributing to the education of our students.

## Eligibility

All full-time elementary, junior, and senior high public school students and attendees at school board day-care centres in the province of Nova Scotia who are covered under a Canadian federal or provincial health and hospitalization insurance plan are eligible.

Please note: Universities, private schools, private day-care centres, community colleges, foreign students, and apprenticeship programs are not eligible under this plan.

## Coverage

The Student Accident Basic Plan covers all eligible students, is entirely paid for by the School Insurance Program, and covers accidents while the student is

- in a school building or on school premises during the time the student is required to be there by reason of attendance on any regular school day, professional development day, or summer school day; or
- attending or participating in a school activity approved and supervised by an authority of the institution or an appointee; or
- travelling directly to or from an approved school activity with other students as a group, provided such group is, at the time, under the supervision of an authority of the institution or an appointee; or
- travelling directly to or from his or her residence and buildings or premises of the institution for the purpose of attending a regular school day or professional development day or summer school day, or for the purpose of attending an activity such as described in the second bullet above; or
- travelling directly to or from his or her residence or building or premises of a school to work experience locations; or

- participating in a community-based learning program, including any trips undertaken as part of the program and travelling directly to and from his or her residence or buildings or premises of an institution of the Policyholder to such place required by the program.

Families, teachers, and host employers are welcome to view the student accident policy, including coverages and benefits, at [www.sip.ca](http://www.sip.ca).

## Risk Management Recommendations

The Department of Education and Early Childhood Development in partnership with the School Insurance Program and the Workers Compensation Board of Nova Scotia are committed to working with school boards to develop a culture of safety in all public schools. All teachers and students entering community settings in any form of community-based learning are expected to comply with the directives and guidelines of the *Community-Based Learning Policy* (Nova Scotia Department of Education 2013) (see Appendix A). If a student is entering a community setting for a community-based learning activity without the direct supervision of authorized board personnel such as a school administrator, teacher or teacher assistant, or family member, schools are responsible for performing a risk assessment of the venue. In accordance with the *Student Records Policy*, these assessments must be kept by the school for a minimum of six (6) years for insurance purposes (Nova Scotia Department of Education 2006). The safety of the student is paramount. Risk assessment prior to any independent community-based learning opportunity is a critical part of ensuring the safety of students.

When planning a community-based learning experience for students, teachers should consider the following:

- Placements can expose students to high risk of personal injury. Risk management consideration should be given to all placements, especially areas such as
  - law enforcement patrols (e.g., riding with or accompanying police officers on patrol duty)
  - emergency response patrols (e.g., riding with ambulance, fire, or rescue teams)
  - ground or air crew members of any aircraft
  - activities involving the handling of hazardous materials or chemicals
  - medical labs where there may be exposure to infectious diseases such as hepatitis, AIDS (HIV), or other hazardous materials or chemicals
  - activities that place students in dangerous environments with extreme noise, pollution, chemical reactions, animals, or the use of dangerous equipment
  - any work that may expose a student to high voltage or electric shock
  - any work on boats, vessels, etc., if the student is a non-swimmer

- Students on co-operative education or other community-based placements are not permitted to operate licensed employer vehicles. All inquiries about vehicle operation by a student should be directed to SIP.
- Employers are responsible for supervising and training students, both for the protection of the students and for the protection of the employer.
- All students participating in courses with community-based learning experiences must have in-school orientation to prepare them for the placement site.
- Safety-related concerns reported by students should be reported immediately.
- Teachers must communicate risk-assessment findings to families.

### Risk Management Best Practices

- Ensure that all applicable forms are completed prior to placement commencement.
- In case of an accident, ensure that appropriate forms are completed.
- Keep copies of all records pertaining to the placement in a file for a minimum of six years (Nova Scotia Department of Education 2006).
- Communicate placement risk to families.
- SIP can provide assistance and guidance on risk management issues.

### Accidents

If an accident occurs during an off-site activity, the teacher in charge must contact SIP immediately and complete a School Insurance Program Incident Report online at [www.sip.ca](http://www.sip.ca).

# Transportation

The transportation of all students to and from extra- and co-curricular activities is regulated by the Nova Scotia Utility and Review Board. School boards must comply with the *Motor Carrier Act* (Nova Scotia 1989) regarding transportation of students. Questions on this subject can be directed to the school board transportation contact and/or the school board Community-Based Learning consultant. The School Insurance Program fulfills the requirements of the school board's obligations under the *Motor Carrier Act*, as long as all the regulations are followed.



# Information Access and Privacy

Federal and provincial legislation protects the rights of individuals with respect to the collection, use, and disclosure of their personal information. School boards are subject to the provincial *Freedom of Information and Protection of Privacy Act* (Nova Scotia 1993), and private sector employers may be subject to the federal *Personal Information Protection and Electronic Documents Act* (Canada, Department of Justice 2000).

The *Education Act* (Nova Scotia 1995–1996) and the *Student Records Policy* (Nova Scotia Department of Education 2006) provide that schools establish student records, that the records be kept securely, and that access or disclosure is possible only under certain conditions.

Personal information is defined in the *Freedom of Information and Protection of Privacy Act* as “recorded information about an identifiable individual.” This includes the individual’s name, address, and telephone number; race or ethnic origin; sex, sexual orientation, and family status; an identifying number, symbol, or other particular assigned to the individual; and information about the individual’s educational, financial, criminal, and employment history.

Schools should be cautious about responding, verbally or in writing, to requests from employers and community agencies for personal information about students. Principals and school staff should be familiar with the provisions of the *Student Records Policy*, particularly in the area of disclosure. Questions about disclosure of personal information should be directed to the school board’s information access and privacy contact.

Students on work placement might be required to keep confidential certain personal information or business information held by the employer. Students must follow any confidentiality policies in the workplace, and may be required by the employer to sign a confidentiality agreement.

The *Student Records Policy* is available at [www.ednet.ns.ca](http://www.ednet.ns.ca).





# Assessing and Evaluating Student Learning

## Strategies

Assessment strategies should provide the ongoing feedback students need to improve their learning and performance. Assessment strategies and tasks might include the following:

- anecdotal records
- checklists
- conferences
- interviews
- observations
- performance assessments
- portfolios
- questionnaires
- rating scales
- reflective writing
- rubric
- self-assessment
- seminars
- simulations
- student journals or logbooks
- surveys
- teacher journals or logbooks
- work samples
- written assignments
- visual displays and presentations of student placements

## Practices

Assessment practices should actively engage students in the assessment and evaluation of their learning. Students need to ask questions such as What have I learned? What can I do now that I couldn't do before? What do I need to learn next? Students need opportunities to reflect on their experiences, their progress toward learning outcomes, and their goals for future learning. Such opportunities could be provided as part of the assessment process during and after the community-based experience.

Students can

- keep a daily log
- engage in reflective discussion on their community-based experiences
- relate community-based experiences to course work
- relate community-based experiences to life and career planning
- evaluate their community-based experience
- reflect on ways in which they can apply their experience to further in-school and community-based learning
- update their LifeWork Portfolios

Assessment practices should reflect the complexity of the learning outcomes and the learning contexts of related tasks. Fair and equitable assessment practices accommodate students' diverse learning styles, needs, and experiences and take into consideration the social and cultural contexts of student learning.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- focus on what students can do rather than on what they cannot yet do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe student's progress toward learning outcomes
- help them make decisions about revising, supporting, or extending learning experiences
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning

Teachers have a special responsibility to explain accurately what progress students are making in their learning and to respond to student and parent inquiries.

## Evaluation

Evaluation procedures for community-based learning experiences will vary according to the kind of community placement and should be clearly communicated to students, the community host, and families. Criteria for evaluating student performance should be directly related and proportionate to the program's learning outcomes.

# LifeWork Portfolio



The LifeWork Portfolio is a purposeful selection of items that students gather throughout their years in secondary school. The LifeWork Portfolio serves as a guiding link connecting a student's experiences to the world of lifelong learning and work. Starting in grade 7, the portfolio provides a chronological record of a student's personal growth and achievement as he or she plans, develops, and documents pathways to a successful career.

The LifeWork Portfolio will provide students with opportunities to

- use items for a variety of purposes, such as applying for a community work placement, seeking admission to an educational institution, or seeking employment
- involve families and mentors, guidance counsellors, classroom teachers, and administrators, as well as others who provide support to students
- use their portfolios as a focus for conferences with peers, families, teachers, and others to showcase their achievements and reflect on their educational and career plans
- select, format, and present aspects of their abilities and growth

Because of the developmental and individual nature of the portfolio, the content will vary to best meet the immediate educational and career planning needs of the student. The content should be selected and organized within a framework of goals. Goals must be identified by the student and reviewed/revised periodically. Helpful frameworks for identifying goals include the Conference Board of Canada's *Employability Skills 2000+* Brochure and Human Resources and Skills Development Canada's "Essential Skills Profiles" (2012), as well as the Essential Graduation Learnings as stated in *Public School Programs 2011–12, Draft* (Nova Scotia Department of Education 2012b).

A LifeWork Portfolio must include a resumé and may include documentation (artifacts) of the student's

- |   |                            |
|---|----------------------------|
| • career explorations   | • hobbies                  |
| • career-related projects   | • interests                |
| • certifications/credentials  | • job-shadow experiences   |
| • computer literacy skills  | • service to the community |
| • co-operative education experiences  | • sports                   |
| • education   | • volunteer experience     |
| • employability skills, such as<br>fundamental personal management<br>and teamwork skills | • work experience          |

## The Portfolio Process

Note: See also *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005) and the LifeWork Portfolio website [www.lifework.EDnet.ns.ca](http://www.lifework.EDnet.ns.ca).

Student activities centred on the LifeWork Portfolio should allow time for all of the processes involved in portfolio development, namely

- planning
- archiving
- reflecting
- connecting
- presenting

# Appendices






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## Community-Based Learning Policy

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### 1. POLICY STATEMENT

Community-based learning places students with community hosts/employers to explore career interests, discover the skills required for success in the workplace, and recognize the connections between their school-based learning and community/workplace.

Community-based learning includes co-operative education courses, job shadowing, job twinning, mentoring, service learning, short-term placements, and volunteering. This policy is intended to define eligibility for the various community-based learning programs and to clarify responsibilities for all participants.

### 2. DEFINITIONS

**community-based component**—The portion of the co-operative education course that includes the out-of-school experiential learning opportunity.

**community-based learning**—Career exploration opportunities that the community provides to students through experiential learning programs.

**community host**—The person in the workplace or community organization who works with the teacher to plan the experiential learning for the student and who monitors the student during the placement.

**consent**—Written informed consent provided in advance by a family member or guardian for students under the age of 19 or by students themselves if 19 years of age or over.

**co-operative education**—A planned learning experience requiring a long-term community/workplace placement for which a high school student receives a credit or half-credit.

**department**—Nova Scotia Department of Education.

**experiential learning**—Learning acquired wholly or in part through practical experiences.

**family**—Parent or parents, or other family members or guardians acting in place of parents, such as grandparents, aunts, uncles, or adult siblings.

**in-school component of co-operative education**—The portion of the co-operative education course that includes the pre-placement orientation outcomes and the reflective learning outcomes.

**internship**—A placement opportunity within the co-operative education program for students who have already completed at least one co-op experience. It is provided to students who have a clear career focus and who wish to develop specific skills related to that career. Student interns may receive pay for their work.

**job shadowing**—Spending a brief period of time (eight hours, for example) observing an employee in his or her workplace.

**job twinning**—Two students connecting for the purpose of sharing the same experiential learning opportunity in the workplace/community.

**learning agreement**—A document—completed by student, family, community host, and teacher as agent for the school board—that outlines the responsibilities of each partner in the placement.

**learning plan**—A document developed by the student with the assistance of the teacher and community host, that includes details of the student’s self-assessment done prior to the placement and articulates the learning outcomes the student achieves during the community-based component.

**locally developed course**—A credit course developed at the school board level to meet specific local needs not served by department-authorized courses, characterized by grade-appropriate learning outcomes and assessment strategies, and approved by the department for implementation.

**mentoring**—A mentor, such as an employer, employee, or member of a community organization, offering advice and guidance to a student, based on personal experience.

**pre-apprentice**—A student who participates in a high school co-op program intended to provide exposure or experience in the skilled trades, and who is registered as a pre-apprentice with Apprenticeship Training.

**placement assessment**—A required review of the safety aspects of the student’s assignment for a co-op placement.

**risk assessment**—A required review of the safety aspects of a student’s community-based learning experience.

**service learning**—A structured learning experience integrating curriculum with active voluntary service opportunities in the community so that service experiences are directly connected to learning outcomes and in-school learning.



**short-term placements**—Students spending 5–25 hours learning in a workplace or as a volunteer with a community organization.

**student**—Any student enrolled in any Nova Scotia public school program.

**volunteering**—Working as volunteers in community organizations or workplaces as part of a service learning program.

**youth apprentice**—A youth aged 16–19 years employed in a designated trade and working under the instruction of a certified journey person in the youth apprenticeship program, for which the youth can receive credit toward high school graduation.

### 3. POLICY OBJECTIVES

The objectives of this policy are to

- define responsibilities for community-based learning programs
- designate who is responsible for
  - preparing students for the community-based component of their program
  - providing consent for student participation
  - monitoring students at each stage of their community-based program
- define program components and requirements
- differentiate between compulsory and optional procedures of community-based learning programs

### 4. APPLICATION

This policy applies to all students attending a public school in Nova Scotia and all teachers, school administrators, and school board personnel responsible for Community-Based Learning program delivery.

### 5. POLICY DIRECTIVES

#### Co-operative Education

- A student must be at least 16 years old and have met placement readiness requirements as established by the Department of Education and defined in *Co-operative Education: A Resource for Schools* (Nova Scotia Department of Education 2013) before entering the community-based component of a co-operative education course.
- Students may take co-operative education courses in grades 10, 11, and 12 as either full credits or half credits, each of which may be counted as an elective to fulfill graduation requirements.
- Prior to entering the community-based placement, students must successfully complete the in-school component of co-operative education, a minimum 25-hour module preparing students for their placement. Students are not required to repeat this module if they enrol in subsequent co-operative education courses.

- Students participating in a co-operative education course must complete an application form that indicates how they will be transported to and from their community placement. Application does not guarantee acceptance into the course.
- A co-operative education half-credit course must include a community-based component of a minimum of 50 hours, for a total of 75 hours. A full-credit course must include a 100-hour community-based component, for a total of 125 hours.
- Students must complete a learning agreement prior to commencement of the community-based learning component of a co-operative education course.
- Prior to the commencement of the community-based component of a co-operative education course, the teacher must complete a placement assessment of the proposed student workplace.
- Students must submit to their co-operative education teacher a log form indicating the hours of placement. The form must indicate tasks the student performed, changes to the student's learning plan, and the signature of the community host verifying the student's participation.
- A co-operative education course is jointly supervised by the teacher and the community host. The teacher must, at a minimum, make one site contact every 25 hours of placement, with a minimum of two site visits for the entire placement.
- A student must have a learning plan developed by the student in conjunction with the co-operative education teacher and community host.
- Community-based learning experiences must include student reflection on the learning and related documents, such as the journals, logs, and portfolios that students must maintain while participating.
- Students may undertake the community-based component of a co-operative education course during or after school hours, on weekends, and during vacations, in accordance with school board and school policies.
- Students are not paid for any part of the community-based component of a co-operative education course unless they are registered in pre-apprentice or youth apprenticeship programs, or unless the teacher/school identifies their placement as an internship.
- Students may perform tasks of a compulsory certified trade only when they are under the direct supervision of a certified journey person. Students are directly supervised when the journey person is on site and readily available.
- Students must immediately report injuries if they occur while participating in a community-based placement. Injuries are reported to the community host and the co-operative education teacher. The teacher then completes the appropriate insurance reports.
- A student's final grade for the co-operative education course is based on the achievement of the identified learning outcomes. While the community host's evaluation must contribute to the student's grade, the final grade is the supervising teacher's responsibility.

- A co-operative education course has the status of a locally developed course. The principal or school board staff must approve co-operative education courses in accordance with school board policy.

### **Field Trips**

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- Teachers planning field trips must contact the trip destination prior to the trip to
  - establish a relationship with the community host
  - communicate the purposes of the trip
  - identify potential safety issues
- Teachers must ensure that the field trip complies with their school board’s guidelines and policies.

### **Job Shadowing**

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- Students aged 13 years and younger must be accompanied by a teacher or family member and the community host.
- The informed consent of families is required prior to commencement of the placement. Schools are responsible for communicating the details of the job shadow to families and community hosts.
- Pre-planning and reflective writing are required components of all job shadows.

### **Mentoring**

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- All forms of mentoring must be approved by the teacher and the student’s family.
- Teachers must ensure that mentors comply with school board guidelines and policies.

### **Service Learning**

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- Service learning experiences must be directly connected to public school program learning outcomes and in-school learning.
- Pre-planning and reflective writing are required for service learning experiences.

### **Short-Term Work/Community Placements**

- A risk assessment of a community setting is required when a student is not under the direct supervision of authorized board personnel, such as a school administrator, teacher, teacher assistant, or a family member.
- A student must be at least 16 years old to participate in short-term work/community placements.
- Short-term work/community placements are 5–25 hours in length.
- Pre-placement planning and post-placement reflection are required.
- The approval of the principal and the informed consent of families are required prior to the commencement of placements. Schools are responsible for communicating the details of placements to families and community hosts.

## **6. POLICY GUIDELINES**

- Students whose applications for co-operative education courses were not approved should be given the reasons.
- All students applying for co-operative education courses should be interviewed. Information on the application form will be used during the interview process.
- Students may enrol in and receive credit for an indefinite number of co-operative education courses.

## **7. ACCOUNTABILITY**

The **Department of Education** is responsible for

- developing the policy, in consultation with school boards
- communicating the policy to all school boards
- developing and maintaining the resources supporting the community-based learning programs

**School boards** are responsible for

- communicating the policy to schools
- monitoring and ensuring compliance with this policy
- providing schools with department documents supporting the program

**Schools** are responsible for

- following the directives and guidelines of the policy in the implementation of community-based programs

**Teachers** are responsible for

- providing students with clear procedures and timelines, depending on the particular community-based learning program
- maintaining communications with students, families, and community hosts/employers
- fulfilling roles and responsibilities as outlined in the directives and guidelines of this policy

**Students** are responsible for

- completing any forms or other documentation necessary for specific community-based learning programs they enter into, as designated in the directives and guidelines of this policy
- conducting themselves in their placements according to school board and school codes of conduct

**Families** are responsible for

- becoming informed about community-based learning programs and the risks associated with community settings
- completing any forms or other documentation necessary for specific community-based learning programs

**Community hosts/employers** are responsible for

- maintaining appropriate supervision of students during their placements
- ensuring the safety of students in their placements
- completing the required assessments of students during and following their placements
- communicating with the teacher as required by the specific community-based learning program or as deemed necessary if issues should arise regarding the placement

## 8. MONITORING

- The Deputy Minister of Education is responsible for monitoring overall compliance with this policy.
- The Superintendent of each school board is responsible for monitoring compliance with this policy.
- The Principal of each school is responsible for compliance with this policy.
- The Department of Education, through the Coordinator of Community-Based Learning, shall monitor this policy, working with school board community-based learning consultants. This responsibility includes evaluating the suitability and effectiveness of this policy and ensuring that the policy is formally reviewed biennially.

## 9. REFERENCES

Nova Scotia Department of Education. 2013. *Community-Based Learning: A Resource for Schools*. Halifax, NS: Province of Nova Scotia.

———. 2013. *Co-operative Education: A Resource for Schools*. Halifax, NS: Province of Nova Scotia.

**Enquiries:** For further information regarding this policy or to obtain reference documents, contact the Coordinator, Community-Based Learning, English Program Services, Department of Education, at (902) 424-3953.



## Community-Based Learning Fact Sheet

Experience	Description	Key Requirements
Career Exploration Activities	<p>Activities that allow students to explore career opportunities through worksite tours, career conferences or competitions (e.g., Skills Canada), simulation activities (e.g., Junior Achievement), or contact with a career mentor</p> <p>May be incorporated into any credit course</p>	<p>Preparation for every activity, including review of learning expectations, activity protocols, and workplace health and safety</p> <p>Opportunity for students to reflect on the activity</p> <p>Completed field trip form and transportation agreement</p>
Job Shadowing ½ to 1 day (Max 8 hrs)	<p>One-on-one <b>observation</b> of a worker at a place of employment</p> <p>May be incorporated into any credit course</p>	<p>Teacher or family selection of an appropriate placement in a safe work environment</p> <p>Preparation for the placement, including review of learning expectations, activity protocols, workplace health and Safety and placement assessment</p> <p>Opportunity for students to reflect on the experience</p> <p>Completed field trip form and transportation agreement</p>
Job Twinning Up to 1 day (8 hrs)	<p>One-on-one <b>observation</b> of a cooperative education student at his or her placement</p> <p>May be incorporated into any credit course</p>	<p>Pairing of a student with a cooperative education student</p> <p>Preparation for the placement, including review of learning expectations, activity protocols, and workplace health and safety</p> <p>Opportunity for students to reflect on the experience</p> <p>Completed field trip form and transportation agreement</p>
Service Learning	<p>A planned service learning experience with a community placement</p>	<p>Risk assessment</p> <p>Opportunity for students to reflect on their learning</p> <p>Monitoring of students at placement</p>
Short-Term Placements 5 to 25 hours Volunteering Work Experience	<p>A planned learning opportunity that provides students with a relatively short-term career exploration opportunity</p> <p>May be incorporated into any credit course</p>	<p>Risk assessment</p> <p>Pre-placement instruction addressing job-readiness skills, placement expectations, and workplace health and safety</p> <p>Monitoring of student's work at actual or virtual site at least once during the experience</p>
Co-operative Education ½ or Full Credit	<p>A planned learning / career exploration experience with a community placement</p> <p>25 Hour In-School Component</p> <p>50 hours for a half credit</p> <p>100 hours for a full credit</p>	<p>Risk assessment</p> <p>Age appropriate</p> <p>Completion of the 25 Hour In-School Component of Co-operative Education</p> <p>Opportunity for students to reflect on their learning</p> <p>Monitoring of students at placement</p>



# Risk Assessment

## For Independent Student-Learning Activities in the Community

This risk assessment is to be completed before students participate in independent community-based learning activities, and is kept on file for a period of six years from the completion of the placement as per the *Education Act* and *Government Records Act*.

Student: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Placement: from 

D	D	M	M	Y	Y	Y	Y

 to 

D	D	M	M	Y	Y	Y	Y

Placement Site: \_\_\_\_\_ Host Name: \_\_\_\_\_

Host Telephone: \_\_\_\_\_ Host Email: \_\_\_\_\_

General function/work of placement site, and expected student activity while there:

--

Has the teacher delivered introductory health and safety information to the student?  Yes  No

<b>The following must be answered by a supervisor at the student's placement site.</b>	
<i>Will the student work with or be exposed to the following?</i>	
Hazardous materials (e.g., chemical, biological) or WHMIS-controlled substances	<input type="checkbox"/> Yes <input type="checkbox"/> No
Typical office functions: prolonged sitting, standing, keyboarding, telephone use, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Patients/persons/children/youth requiring health services or day-programs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Animals, insects, poisonous or irritant plants	<input type="checkbox"/> Yes <input type="checkbox"/> No
Working with the public: stores, office settings, hospitality, community events, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Working alone: retail, tutoring youth/adults, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
General physical labour: lifting, moving, transporting materials	<input type="checkbox"/> Yes <input type="checkbox"/> No
Environmental extremes: hot, cold, dust, dirt in air, exposure to noise, hard terrain	<input type="checkbox"/> Yes <input type="checkbox"/> No
Working at height: interior or exterior	<input type="checkbox"/> Yes <input type="checkbox"/> No
Moving vehicles, mobile equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No
Power machinery/tools, and/or non-powered hand tools, including kitchen tools	<input type="checkbox"/> Yes <input type="checkbox"/> No
Environments requiring specialized supervision: e.g., bodies of water, confined spaces, working around firearms/explosives. Check with your board's community-based learning consultant.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Handling money: community events, store settings, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement site's health and safety measures for the student:

List clothing appropriate to the worksite and any required protective clothing (e.g., jeans, long sleeves) and footwear (e.g., steel toe footwear, sneakers).

List what the student may not wear at the placement.

**Orientation:** Placement sites are expected to provide an orientation that includes a walk-through of work area and exits, how to respond in an emergency (e.g., fire, security), how to access first aid, how to use telephone system, etc.

Date of placement site's orientation for student(s): 

D	D	M	M	Y	Y	Y	Y

 (typically the first day of placement)

**Acknowledgements (print and sign name)**

Risk assessment completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Teacher or designate approved by school)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Completing the Risk Assessment for Independent Student-Learning Activities in the Community

The following information is intended to help guide the risk assessment process between the teacher and the placement site. Placement sites must be able to describe protective measures to support student health and safety. Key protective measures should include site orientation, safe-work training, use of safe-work procedures and appropriate safety measures, as well as proper supervision. To assess specialized environments, please contact your school board's community-based learning consultant for assistance.

The Acknowledgements section is required for completion of the risk assessment. If a teacher, student, or parent/guardian will not sign the form, the placement must not proceed.

### Risk Assessment Considerations

**Animals, insects, poisonous or irritant plants:** This may include indoor or outdoor work at farms, vet clinics, animal shelters, greenhouses, and laboratories. Safety measures to be expected are training, safe work procedure, proper supervision, appropriate protective clothing, PPE where required, emergency response, etc.

**Environmental extremes:** This may be indoor or outdoor work with regular or heavy exposures to hot, cold, dust, dirt in air, noise, and work on hard terrain. Safety measures to be expected are training, safe work procedure, supervision, proper protective clothing and personal safety equipment, access to potable water and rest areas, etc.

**General physical labour:** Work can include the lifting, moving, and transporting of materials. Almost all types of work have some component of general physical labour. Safety to be expected are include safe lift and move training and work procedures, assistive tools or equipment, proper supervision, etc.

**Handling money:** Handling money always has potential for risk and loss. The placement site must be very clear about the circumstances under which the student may handle money and must provide proper supervision to the student.

**Hazardous materials:** Hazardous materials and WHMIS-controlled substances are found in all workplaces. Safety measures to be expected are proper supervision of the student, some WHMIS training, availability of personal protective equipment (PPE) (e.g., gloves, mask, goggles), etc.

**Moving vehicles, mobile equipment:** This can include cars, trucks, propane-powered scissor lifts, and order pickers. Safety measures to be expected are proper supervision, permission and safety training for controlled access and use, establishment of restricted areas in the placement site, etc.

**Office functions:** Typical hazards include prolonged or awkward postures and repetitive actions. Safety measures to be expected are orientation to the site, safe work process (e.g., getting up and stretching), workspaces and chairs that are appropriate and safe for the student, etc.

**Patients/persons in health services or day-programs:** This may include work with persons (of any age) receiving physical, emotional, or mental health care in hospitals, nursing homes, group homes, child care, adult day programs, and private home-care services. Safety measures to be expected are training, close supervision, emergency response, appropriate PPE, etc.

**Power machinery/tools, non-powered hand tools:** Work can be with or around powered equipment, machines, and hand tools, or non-powered equipment and hand tools (e.g., kitchen implements/knives, hammers, shears). Safety measures to be expected are proper training, safe work procedures and proper supervision during use, restricted access, etc.

**Specialized environments:** Specialized environments can include working on or around bodies of water, in confined spaces, around firearms or explosives, with infectious, poisonous, or toxic substances, around radioactive materials, and in or around high-voltage settings. Contact your school board's community-based learning consultant for assistance.

**Working alone:** Solitary work may include one-on-one tutoring youth/adults, and door-to-door surveying. Safety measures to be expected are hazard awareness learning, safe set-up of work areas (e.g., access to easy exit), a dependable communication system (e.g., regular check-in by phone), safe work rules for engaging with clients, etc.

**Working at height:** This includes work occurring more than three metres off the surface of the ground or body of water, indoors or outdoors. Safety measures to be expected are stated adherence to Nova Scotia's Fall Protection Regulations, proper training and supervision, a clear statement of any at-height work that the student is not permitted to do, etc.

**Working with the public:** This may include work at stores, offices, hotels, restaurants, libraries, community events, and conferences. Safety measures to be expected are some form of hazard awareness training, safe work procedure, proper supervision by the placement site personnel, etc.

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EMPLOYABILITY SKILLS 2000+

# Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as part of a team

**Employability Skills 2000+ are the employability skills, attitudes, and behaviours you need to participate and progress in today’s dynamic world of work.**

The Conference Board invites and encourages students, teachers, parents, employers, labour, community leaders, and governments to use *Employability Skills 2000+* as a framework for dialogue and action. Understanding and applying these skills will help you enter, stay in, and progress in the world of work.

## Apply Your Employability Skills at Work

*Employability Skills 2000+* are the critical skills you need in the workplace—whether you are self-employed or working for others. *Employability Skills 2000+* include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

## Apply Your Employability Skills Elsewhere in Your Life

*Employability Skills 2000+* can also be applied beyond the workplace in your daily and personal activities.

## Develop Your Employability Skills

You can develop your *Employability Skills 2000+* at home, at school, at work, and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business, and industry can all play a part in helping you build these skills.



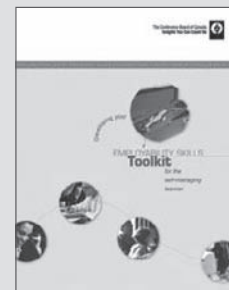
## LOOKING FOR WAYS TO IMPROVE YOUR OWN EMPLOYABILITY SKILLS?

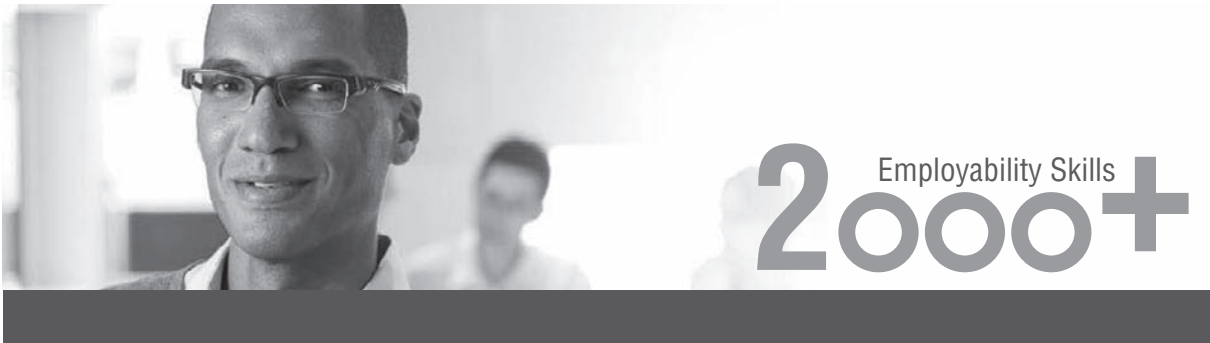
The *Employability Skills* Toolkit for the Self-Managing Learner Can Help You! The *Employability Skills* Toolkit is a suite of practical tools designed to help you:

- know yourself and get feedback;
- identify and reflect on your skills;
- plan skills development activities;
- implement your development plans and practise your skills; and
- document and market your skills for best success.

For more information on the *Toolkit* or how to work with the Conference Board to produce a customized version of the *Toolkit*, visit the Conference Board’s website.

[www.conferenceboard.ca/topics/education](http://www.conferenceboard.ca/topics/education)





## Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.



### Fundamental Skills

The skills needed as a basis for further development

You will be better prepared to progress in the world of work when you can:

#### COMMUNICATE

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

#### MANAGE INFORMATION

- locate, gather, and organize information using appropriate technology and information systems
- access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

#### USE NUMBERS

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools, and technology
- make estimates and verify calculations

#### THINK AND SOLVE PROBLEMS

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement



## Personal Management Skills

The personal skills, attitudes, and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

### DEMONSTRATE POSITIVE ATTITUDES AND BEHAVIOURS

- feel good about yourself and be confident
- deal with people, problems, and situations with honesty, integrity, and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative, and effort

### BE RESPONSIBLE

- set goals and priorities balancing work and personal life
- plan and manage time, money, and other resources to achieve goals
- assess, weigh, and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

### BE ADAPTABLE

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

### LEARN CONTINUOUSLY

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

### WORK SAFELY

- be aware of personal and group health and safety practices and procedures, and act in accordance with them



## Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project, or team when you can:

### WORK WITH OTHERS

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- recognize and respect people's diversity, individual differences, and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

### PARTICIPATE IN PROJECTS AND TASKS

- plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise, and implement
- work to agreed-upon quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

## Founding Partners

Employability Skills 2000+ was developed by members of The Conference Board of Canada's Employability Skills Forum and the Business and Education Forum on Science, Technology and Mathematics.

AIESEC Canada Inc.	CORCAN—Correctional Service Canada	Peel District School Board—Ontario
Alberta Human Resources and Employment	Crain-Drummond Inc.	Royal Bank of Canada
Alberta Learning	Dufferin-Peel Catholic District School Board—Ontario	Saskatchewan Institute of Applied Science and Technology
Association of Colleges of Applied Arts and Technology of Ontario	Durham District School Board—Ontario	Seneca College of Applied Arts and Technology
Association of Canadian Community Colleges	Elza Seregelyi and Associates, Inc.	Shad International
Automotive Parts Manufacturers' Association	Hewlett-Packard (Canada) Ltd.	Skills Canada—Ontario
Bank of Montreal	Human Resources Development Canada	Southwest Regional School Board— Nova Scotia
Bow Valley College	Imperial Oil Limited	Statistics Canada
British Columbia Centre for Applied Academics	Imperial Oil National Centre for Mathematics, Science and Technology Education	Syncrude Canada Ltd.
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Canadian Microelectronics Corporation	Let's Talk Science	York University
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Conseil des écoles catholiques de langue française du Centre-Est — Ontario	Mount Royal College	
	New Brunswick Department of Education	
	Nortel Networks	
	Ontario Ministry of Education	
	Ottawa Centre for Research and Innovation	
	Peace River South—School District No. 59—British Columbia	

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## The Journal

All students are required to maintain a record of observations and tasks they perform during their community placements. For students engaged in short-term community placements, this is a daily requirement. Such records will enable them to focus on fundamental, personal management, and teamwork skills. Opening phrases might include the following:

- Today I ...
- One thought I had today was ...
- One task that I completed today ...
- My teacher said be adaptable. My on-the-job response today was ...
- Today I planned to ... but ...
- One teamwork skill I used today ...
- Today I enjoyed ...
- I was asked to ...
- A suggestion I have is ...
- My contact asked me why I ...
- When I went to the interview ...
- Meeting my community host ...
- One role I would like to know more about is ...
- To prepare for the interview, I ...
- My community host is busy, but I need to know ... so I asked ...
- Employees learn continuously on this job, and an example is ...
- I was encouraged to ...
- I did not want to ...
- One thing I tried that didn't work was ...
- One safety question I should ask is ...
- The most important part of my day was ...
- I now know that safety is a concern on this job ...
- I consider my community placement a success ...
- The frustrations/difficulties/problems I ...
- To overcome these frustrations/difficulties/problems, I ...
- I tried to ...
- I wish I had ...
- If I enrol in another course with a community-based component, I will ...
- To learn more about this career, I will ...
- After my community placement, I will change my resumé by ...

A journal permits students to chart their progress by writing about and responding to their community placement. Students rereading their journal entries may understand changes in their perspectives, career plans, and selected fields of study. The journal is used during reflective learning classes.

## *Employability Skills 2000+* Carousel Activity

Learning carousels permit students to begin learning about a new topic by exploring what they already know about it. The following carousel reflects *Employability 2000+*, however carousels can be adapted for a range of topics.

1. Write the following headings on three separate pieces of chart paper:  
**Fundamental Skills, Personal Management Skills, and Teamwork Skills**
2. Under each skill heading, create two columns with the following headings:  
**Looks Like** and **Sounds Like**
3. Have students move from chart to chart to record their ideas about each skill group and to read what other students wrote. They should not spend too long at each chart.
4. To debrief, either give students a copy of the *Employability Skills 2000+* and ask them to compare it to what is on each chart, or do the same activity as a whole-class discussion.
5. Ask each student to write an exit slip at the end of class, stating two or three things about the skills that they did not know before completing the activity.



## *Employability Skills 2000+* Student Reflection

During an interview, you may expect an employer to evaluate your skills in these areas. The following questions are samples that may be asked in each of the skill categories and sub-categories.

### Communicate

- Communication is essential to work effectively with others. How can your supervisor establish effective communications to help you in this position?
- With which communication technologies are you most familiar? Which do you believe is the most useful in this position you are seeking?
- When is oral communication preferable to written communication?

### Manage Information

- Research skills permit you to locate, gather, and organize information. Describe how you manage information.
- Apply information in your learning plan to this position. How did you develop the information in your plan?

### Use Numbers

- In this position, when might you make measurements and calculations?
- Tell us about setting up a record to maintain data. How should the data be developed?

### Think and Solve Problems

- Are you analytical? If a problem develops on the job, how would you assess the situation?
- Use five words to describe yourself. Select one of the words to indicate a situation where the description applies.
- Tell us about using science, technology, and mathematics in your thinking to gain and share knowledge, solve a problem, and make a decision.
- There are four possible solutions to a problem. Indicate your method of evaluating the solutions to make a decision and recommendation.
- You have made your decision. How will you implement it?

### Demonstrate Positive Attitudes and Behaviours

- How confident are you that you have the skills to successfully perform the duties of this position?
- Think of a confrontation you had with a person with more authority. Who was wrong in the situation? Why, and what was the resolution?

### Be Responsible

- Do you consider yourself a risk-taker?
- Is there a community volunteer activity of which you are most proud? Why?

### Be Adaptable

- Describe a situation where your creativity led to a constructive solution to a problem.
- Your work has been criticized. How would you respond?
- Your current project is over-budget and behind schedule. You waited to start this project and did not realize parameters changed. How will you adjust?

### Learn Continuously

- Tell us about your personal strengths and areas where you consider you need to improve.
- What is one of your learning goals?

### Work Safely

- What is WHMIS? Why is it necessary in this position?
- How will knowledge of occupational health and safety be of benefit to you on this job?
- What are typical causes of accidents? Suggest potential accidents that could occur in the position you are applying to enter. What steps can you take to minimize your risk?

### Work with Others

- Use an example of teamwork to illustrate how you have provided feedback in a constructive and considerate manner.
- Teams form to work toward a goal. Working together requires listening to the opinions and contributions of others. How have you demonstrated respect for an openness to the thoughts, opinions, and contributions of others in a team?

- Teams respond to motivation. Providing leadership where appropriate and support when necessary may motivate a team to higher performance. As a member of a team, how have you demonstrated leadership and support?
- What qualities do you have that make you an effective team member?
- Teams may be successful or unsuccessful. What characterizes an unsuccessful team? What are the dynamics of a successful team?
- Conflict needs to be lessened. What would you do to manage and resolve conflict?

### Participate in Projects and Tasks

- What experience have you had in planning, designing, or carrying out a project?
- You have been given an assignment. The assignment requires you to plan the project from start to finish with well-defined objectives and outcomes. What will you do to ensure success?
- You want your team to become more productive. What steps will you take to assure the team is working productively?
- You have designed a student learning plan. What will you do to assure the agreed standards and specifications of your plan are met?
- Co-operative education requires a period of reflective learning. Tell us your opinion of this form of monitoring and feedback. Are there other ways to develop the same information?

<b><i>Employability Skills 2000+</i> Student Checklist</b>	<b>Don't Have</b>	<b>Working on It</b>	<b>Making Progress</b>	<b>Got It!</b>
<b>Fundamental Skills</b>				
<b>Communicate</b>				
• Read, write, and speak effectively.				
• Listen and ask good questions.				
• Use technology for communication.				
• Use technological terms for explanations.				
<b>Manage Information</b>				
• Find, analyze, and use information effectively.				
<b>Use Numbers</b>				
• Know how to measure and estimate.				
• Record data properly.				
<b>Think and Solve Problems</b>				
• Identify problems and their causes and solutions.				
• Evaluate solutions to make decisions.				
• Try out solutions and make improvements to them.				
<b>Personal Management Skills</b>				
<b>Demonstrate Positive Attitudes and Behaviours</b>				
• Show confidence, honesty, and ethics.				
• Be respectful of others.				
• Take care of your health.				
<b>Be Responsible</b>				
• Show life management skills.				
• Be accountable and socially responsible.				
<b>Be Adaptable</b>				
• Work independently.				
• Be open to change and innovative.				
• Learn from mistakes.				
<b>Learn Continuously</b>				
<b>Work Safely</b>				
<b>Teamwork Skills</b>				
<b>Work with Others</b>				
• Work well in a team.				
• Be flexible and respectful.				
• Manage conflict appropriately.				
<b>Participate in Projects and Tasks</b>				
• Develop work plans and carry out projects.				
• Work to an agreed-upon standard of quality.				
• Monitor success and accept feedback.				

<b>Work-Related Values Inventory</b>			
<b>It is important for me to ...</b>	<b>Most Important</b>	<b>Somewhat Important</b>	<b>Least Important</b>
make my own decisions			
accomplish things with my hands			
have time for myself			
be able to travel or live in other parts of the country or world			
make enough money to live well			
use my mind and solve problems			
have a chance to take the lead			
be not too far from my hometown			
help other people			
help the environment			
work toward social change and improvement			
be creative			
have a variety of tasks			
be physically active and engaged			
have as much job security as possible			
meet and influence new people			
have the respect of family, friends, and the community			
have companionship on the job			
learn new skills and knowledge			
have adventure and excitement			
develop my artistic talents			
be independent and work alone without too much supervision			
Others:			

# Career Action Plan

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Career Goal: \_\_\_\_\_

Goals	Challenges	Resources I Have Now	Resources I Will Need
Short-term goals			
One-year goals			
Three-year goals			
Long-term goals			

## The Information Interview

The best way to find out what a type of work is really like—its ups and downs and advantages and disadvantages—is to talk to someone who is doing it. The following notes can help you prepare for an information interview.

**Get ready.** Make up a sheet for recording information. Leave room for notes. You may want to include the following:

- Name of contact
- Name of business
- Address
- Phone number
- Date of interview
- What exactly do you do? What is a typical workday like?
- Do you feel pressured in your work?
- About how many hours do you work per week?
- Do you travel?
- How long have you been doing this work?
- How or why did you get into this type of work, originally?
- What education, training, and experience did you need to start?
- What skills are you developing as you go along?
- What kind of personality would be best suited for this type of work?
- What do you like best about your work?
- What do you like the least?
- Given your skills and experience, are there related types of work you could pursue if you wanted to?
- Is your field growing? Changing?
- What is the best way to find work in this field?
- Could you recommend other people I could talk to?

**Make contact.** Find someone to interview who is working in the field you are interested in. Search the Internet for local companies, look at the employers list in the Labour Market Information section of [careers.novascotia.ca](http://careers.novascotia.ca), or ask your network of friends and allies.

Don't be shy! Most people are happy to talk to someone interested in their field of work. Often, the hardest part is picking up the phone. To help build your confidence, write yourself a script. For example:

*Hello, my name is ... I am taking a high school course on careers, and I've been asked to research an occupation I'm interested in. I chose the occupation ... Is there someone in your company who would be willing to answer a few questions? (Or—Would you be willing ...?) I don't think it would take more than about 10 or 15 minutes. We could do it over the phone or I could meet with you if you would prefer.*

**Conduct the interview.** Make notes on your recording sheet. Ask questions about anything you don't understand. At the end, thank the person you interviewed.

**Follow up.** Write a thank-you letter to the person you interviewed.



# Community-Based Learning Assignment

In addition to the final evaluation from your community placement, you must choose a project from one of the following options to complete your community-based learning experience.

## Option A

You are to prepare a visual presentation/display and an oral presentation about your experience.

### Part 1: Community Placement Visual Display

The specific outcome for this project is a visual display that depicts your community placement experience. By looking at your visual, a person would be able to tell where you did your community-based learning placement, the name and type of career/community activity explored, your position while at the site, and the types of tasks you performed.

#### **Required Elements**

- name of business, company, or organization
- description of the business, company, or organization
- type of work/activity that is done at the site
- whether it is a service-based, manufacturing, or production workplace
- whether it is a government (municipal, provincial, federal) or private sector business or organization
- your job title/role
- list of your job duties
- visuals of the workplace (e.g., personal pictures, brochures)

### Part 2: Oral Presentation

Present the information about your visual display and comment on the following:

- what you found most interesting and challenging
- the knowledge and skills you have gained
- the ways in which your attitudes have changed based on your experience
- the conclusions you have drawn about the working world or larger community from your experience
- how your community-based learning placement helped you

## Option B

You are to prepare a reflective essay based on your experience.

### **Guidelines for the Reflective Essay**

- Reflect on your experience by reviewing materials you have received during the course.
- Describe in your essay how you have benefited from your community-based learning experience. What have you learned about yourself, the career you were exploring, and your expectations of the work world?
- Did the community-based learning experience meet the expectations you had at the beginning of the semester? What was the best part? What was the worst part? How can the program be improved? Would you do it again?
- Did the community-based learning experience help with your educational and career plan? If yes, please outline your educational and career goals and the process you have chosen to attain these goals. If no, what community-based learning experience might help you with this process?
- You should address the above points in your essay and then continue with any additional comments.
- Your essay should be a minimum of 600 words.

# Service Learning and Volunteering

## What does service learning mean?

- refers to a way of teaching, combining curriculum with providing service to the community
- supports learning from experience
- creates a connection to civic responsibility
- students learn and develop through active participation in an organized experience
- students benefit from structured reflection linked to curriculum and a service experience

## What does it mean to volunteer?

- giving of oneself without any intended personal gain
- donating one's time to support others or a cause
- just wanting to help make a community better
- engagement in activities where the emphasis is on a service provided and a recipient

## How are the two connected?

Service learning is a combination of learning objectives and a service experience, whereas volunteering does not require a specific connection to the curriculum or formal plan initiated and supported at the classroom level. Service learning and volunteering are closely related; service learning requires a volunteer commitment by students to fulfill the objective of the experience.

# Service-Learning Project Outline

## **Step One: Introducing Service Learning**

- Meet with the agency.
- Discuss what would be needed.
- Be sure there is enough challenging, valuable, and necessary work for everyone to do.
- Ensure that goals and objectives for the project have been clearly defined and agreed on by all parties.
- Ensure that the placement site is safe.
- Have students learn more about the agency they will be helping.

## **Step Two: Building an Effective Team**

- Establish ground rules.
- Outline topics to be discussed.
- Establish different roles needed.
- Outline expectations of the team and each individual member.

## **Step Three: Planning the Project**

- Define the purpose of the service-learning project.
- Define the product that will be designed.
- Break the project down into tasks.
- Create a timeline; include checklists and action plans.

## **Step Four: Implementing the Plan**

- Make sure all students know the action plan and goals.
- Monitor student management of time.
- Monitor team members' interaction.
- Students are recording information about their experiences.

## **Step Five: Finishing the Project**

- Present the completed project.
- Have students reflect on the service-learning project as a whole.

# Post-Service-Learning Student Reflection

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Service Learning Location: \_\_\_\_\_

Identify the skills that you have learned or have improved on through this experience.

<input type="checkbox"/> accepts responsibility	<input type="checkbox"/> listens to others
<input type="checkbox"/> assembles construct	<input type="checkbox"/> meets deadline
<input type="checkbox"/> creates a plan	<input type="checkbox"/> observes and inspects for problems
<input type="checkbox"/> delegates responsibility	<input type="checkbox"/> operates tools
<input type="checkbox"/> follows a plan	<input type="checkbox"/> repairs problems
<input type="checkbox"/> helps others	<input type="checkbox"/> solves problems
<input type="checkbox"/> increases work efficiency	<input type="checkbox"/> works well in a group
<input type="checkbox"/> leads a group	<input type="checkbox"/> works with the public

List other skills you have gained through this project.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Reflect on your service-learning project.

# Pre-/Post-Volunteerism Student-Reflection

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Service Learning Location: \_\_\_\_\_

1. List six reasons why you should volunteer.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. What are four attributes of the best volunteer experiences?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. What does volunteering mean to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What do we get in return for giving our time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Log of Volunteer Hours

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date	Number of Hours	Location/Agency	Description of Volunteer Experiences	Supervisor Signature

# Job-Shadow Assessment Summary

<p>Student Name: _____ Date: _____</p> <p>Job Shadow Location: _____</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Job-shadow arrangements and permission slip handed in</li><li><input type="checkbox"/> Other teachers told and work requested</li><li><input type="checkbox"/> Pre-job-shadow questions handed in the day before job shadow</li><li><input type="checkbox"/> Post-job-shadow activity handed in the Monday following the job shadow</li><li><input type="checkbox"/> LifeWork Portfolio updated to show new job-shadow experience</li><li><input type="checkbox"/> Thank-you note sent</li></ul>
<p>Student Name: _____ Date: _____</p> <p>Job Shadow Location: _____</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Job-shadow arrangements and permission slip handed in</li><li><input type="checkbox"/> Other teachers told and work requested</li><li><input type="checkbox"/> Pre-job-shadow questions handed in the day before job shadow</li><li><input type="checkbox"/> Post-job-shadow activity handed in the Monday following the job shadow</li><li><input type="checkbox"/> LifeWork Portfolio updated to show new job-shadow experience</li><li><input type="checkbox"/> Thank-you note sent</li></ul>
<p>Student Name: _____ Date: _____</p> <p>Job Shadow Location: _____</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Job-shadow arrangements and permission slip handed in</li><li><input type="checkbox"/> Other teachers told and work requested</li><li><input type="checkbox"/> Pre-job-shadow questions handed in the day before job shadow</li><li><input type="checkbox"/> Post-job-shadow activity handed in the Monday following the job shadow</li><li><input type="checkbox"/> LifeWork Portfolio updated to show new job-shadow experience</li><li><input type="checkbox"/> Thank-you note sent</li></ul>



# Job-Shadow Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Job Shadow Location: \_\_\_\_\_

	0–1	2	3	4	5	Score
<b>Quality of Responses</b>	Incomplete, unclear, and showing little effort	General in nature; incomplete	Meets basic expectations; observations could have been stronger	Most responses full and complete, showing good connections and observations	Full and complete; perceptive, making very good connections and observations	
<b>Spelling, Grammar, and Presentation</b>	Sloppy presentations of work, with little effort on the part of the student in completing the booklet	A number of errors, with some effort in meeting expectations	Some errors; student showed effort in meeting expectations	Few errors; student showed good effort in meeting expectations	Very good attention paid to requirements; minimal errors	
<b>Understanding of Job-Shadow Experiences</b>	Student showed minimal commitment and effort in making this a learning experience	Student showed inconsistent commitment and effort in making this a learning experience	Student showed some commitment and effort in making this a learning experience	Student showed good commitment and effort in making this a strong learning experience	Student showed excellent commitment and effort in making this a strong learning experience	
<b>Participation/Completion of Job-Shadow Expectations</b>	Student did not meet expectations set out in timeline; minimal awareness of workplace behaviours; did not do advance preparation	Some timeline criteria met; showed beginning understanding of workplace behaviours; advance preparation requires improvement	Met most timeline criteria; showed some understanding of positive workplace behaviours, with some advance preparation	Met timeline criteria; showed very good understanding of positive workplace behaviours, with some advanced preparation	Fulfilled timeline criteria; showed very good understanding of positive workplace behaviours, with advanced preparation	
<b>Total</b>						/20

Comments:

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## Classroom Observation Rubric

The following is a list of suggested behaviours teachers can assess informally.

	Well Done	Acceptable	Needs Work
Displays a positive attitude			
Asks appropriate questions			
Volunteers answers			
Willingly accesses suggested resources			
Arrives to class on time			
Shows interest in own career planning			
Works independently			
Works well with other students			
Offers constructive criticism or suggestions			

## Topic/Issue Reflection Rubric

Journal responses and reflections will, for the most part, be focused by questions or topics generated by the teacher. Length should not be a criterion for assessment. A response that is too brief will not address the topic effectively when assessed using the criteria in the following matrix.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic/Issue: \_\_\_\_\_

Criteria	Well Done!	Acceptable	Needs Work
1. Content of response adequately covers the topic.			
2. Response probes issues in depth.			
3. Response raises questions about the issue.			
4. Response shows insightful thinking about the issue.			
5. Response attempts to resolve issues or answer questions.			
6. Response shows engagement with the topic or issue.			

Note: teachers may also wish to assess journal reflections on writing style and attention to matters of correctness; however, the primary assessment focus should be on content.

# Writing Rubric

Written artifacts include reports, research papers, web pages, and any written component of other assessment activities. While there are many assessment tools available, the following general guidelines will provide a place for teachers to start when instructing students about the criteria that will be used to assess written products.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic/Issue: \_\_\_\_\_

Criteria	Well Done!	Acceptable	Needs Work
<b>Content</b>			
theme, main idea, or topic is clearly defined			
points supporting theme are clearly articulated and logically sequenced			
argument/discussion makes sense and is supported by outside authorities			
<b>Structure</b>			
paper has an identifiable beginning, middle, and conclusion			
attention is paid to proper paragraphing			
transition words/phrases mark movement from one idea to the next			
<b>Language Usage</b>			
sentence structure is varied (for example, complex with simple sentences)			
vocabulary choices are appropriate			
attention is paid to proper grammar			
attention is paid to matters of correctness (spelling, punctuation, capitalization)			
<b>Format (depending on type of writing)</b>			
sources are properly cited			
a reference/bibliography page is included and properly formatted			
an appropriate title is used			
<b>Overall Impression</b>			
attention to matters of format, as well as content			
overall quality of the product, as well as its usefulness in adding to class understanding of the subject matter			

# Oral Presentation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Content			
Presentation	Well Done	Acceptable	Needs Work
Covers the topic at an appropriate depth			
Has a good beginning and conclusion			
Is logically arranged and easy to understand			
Uses correct grammar and pronunciation			
Delivery			
Presenter	Well Done	Acceptable	Needs Work
Is audible			
Enunciates clearly and slowly enough to be understood			
Makes eye contact			
Uses good posture			
Uses visual supports (artifacts, posters, slide show) properly			
Does not read notes or overheads			
Is clearly engaged with the material			
<b>Comments:</b>			

## Visual Media Rubric

The following rubric can be used to assess a variety of visual media, such as posters, collages, pamphlets, web pages, and slide shows where a visual component is present as well as, or instead of, print.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Criteria	Well Done	Acceptable	Needs Work
1. Overall appearance is tidy, neat: <ul style="list-style-type: none"> <li>– clutter is minimal</li> <li>– decoration does not detract from the purpose of the visual</li> </ul>			
2. Overall message is clear and the theme and presentation make an impact on the viewer.			
3. Text (if present) is appropriately arranged with pictorial elements.			
4. Text (if present) is neat, clearly legible, and appropriately sized.			
5. The medium used (e.g., computer software, pencil, paint) shows command of technique.			
6. Attention to detail is evident.			
7. Colour is used appropriately to engage the viewer.			

# Video Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Criteria	Well Done!	Acceptable	Needs Work
<b>Planning</b>			
storyboard defines the direction of the plot			
order of scenes shows careful consideration			
assemblage of props shows thought			
<b>Plot</b>			
storyline is clear			
introduction clearly defines the direction of the video			
conclusion sums up the point of the video			
<b>Narration/Dialogue</b>			
spoken language is clear and audible			
narration (if used) clarifies plot and adds interest			
dialogue and its delivery suit the plot			
<b>Camera Work</b>			
camera is steady, does not swing about or wobble			
transitions are carefully planned and carried out			
zooms in and out are smoothly done			
<b>Overall Impression</b>			
video makes a statement about the topic			
video makes a contribution to the body of information about the topic			

# Role-Play Rubric

This rubric can be used for groups or individuals.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Skill	1	2	3	4
<b>Preparation</b>	Clearly not prepared	Some preparation evident (sketchy scripts, haphazard sequencing); needs more rehearsal	Preparation evident, although more rehearsal required; script shows some imagination	Shows evidence of a significant amount of work and rehearsal; highly imaginative
<b>Content</b>	Too brief and lacking in detail to make its point or doesn't make a point	Brief, but contains enough detail to make a simple point	Adequate material to make a simple point or argument	Contains a lot of material and makes several points or a complex point or argument
<b>Delivery</b>	Halting, unrehearsed; dependent on inadequate notes; props inadequate or not handled well; no commitment to topic	Some attention to pacing; over-dependent on notes; props need more practice for comfortable presentation; some interest in topic evident	Mostly well paced, although sometimes less so; props are mostly handled well; interest in and commitment to topic is evident	Well paced, flows smoothly; not dependent on notes; supported by props; shows keen interest in and commitment to the topic
<b>Group work</b>	Not a cohesive group; one or two members responsible for all the preparation; not attentive to one another	Several members working well together, but not the whole group; perhaps several agendas at work	Mostly supportive of one another, although not all members equally so; sometimes not attentive to other members of group	Very supportive and encouraging of one another and attentive to the part played by other team members
<b>Language usage</b>	Speech is unclear, mumbled, or too rapid; no evidence of thought put into language choices	Speech is sometimes clear, sometimes mumbled or too rapid; some thought put into language choices in script	Speech is mostly clear and easy to understand, although occasionally not loud enough; script shows attention to language choices	Speech is clear, slow, and loud enough for class comprehension; language choices add significantly to the presentation



# Group Activities Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Criteria	Accomplished	Developing	Beginning	Not Evident
<b>Communication Skills</b>	Always makes eye contact; listens attentively; asks appropriate questions	Sometimes makes eye contact; listens and asks questions	Seldom makes eye contact or listens when others are speaking; seldom asks questions	Never makes eye contact; doesn't listen or contribute to conversation
Example: How to improve:				
<b>Positive Attitudes and Behaviour</b>	Always helpful; shows interest and initiative, gets the whole group going; respectful	Sometimes helpful; usually shows interest and initiative, gets the whole group going; respectful	Seldom helpful; sometimes shows interest and initiative, gets the whole group going; respectful	Never helpful; rarely shows interest and initiative, gets the whole group going; respectful
Example: How to improve:				
<b>Teamwork</b>	Always works well with others; is able to lead and keep rest of group on task	Works well with others; becoming a leader and making progress at keeping the group on task	Can work in a group and follow directions but doesn't like to lead	Prefers to be given a task and complete it individually
Example: How to improve:				
<b>Participation in Projects and Tasks</b>	Always on time, works until project is finished; has pride in final product	Reliable and works consistently on project to ensure project gets finished	Reliable, but finds it difficult to stay on task	Unreliable and frequently off task
Example: How to improve:				

Criteria	Accomplished	Developing	Beginning	Not Evident
<b>Proactive</b>	Always looking at the full picture, making sure group is on the right path and always having something to work on	Able to think ahead about the project and will ask what to do next	Just completes tasks assigned and waits to be told what to do	Needs to be asked to get to work on an assigned task
Example: How to improve:				
<b>Adapt and Problem Solve</b>	Able to be creative and think outside of the box in order to solve problems	Will get involved once the problem has a possible solution	Unable to help with the problem solving; waits for others to do it	Gets frustrated by the problem and responds negatively to the project
Example: How to improve:				
<b>Work Safely</b>	Always recognizes the importance of the safety of self and others and follows all proper safety guidelines	Always follows safety guidelines once made aware of them	Has to be reminded about necessary safety precautions	Behaves in an unsafe manner for self and others
Example: How to improve:				

Additional Comments:

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# Group Discussion Participation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Criteria	Very Good	Acceptable	Needs Work
Listened attentively to other speakers			
Did not interrupt other speakers			
Acknowledged and showed respect for differences of opinion			
Used non-confrontational tone and language			
Made a contribution to the discussion			
Stayed on topic			
Body language respected all participants			
Gave and accepted criticism appropriately			
<b>Comments:</b>			

# Group Performance Self-Assessment

Activity: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Names of Group Members: \_\_\_\_\_

Circle the appropriate numbers to indicate how you thought you performed. Be honest!  
 This is intended to help you develop your teamwork skills.

Rank as follows:

- 1 = I need to work a lot harder.
- 2 = My performance was only fair.
- 3 = I gave an okay performance.
- 4 = I did pretty good work.
- 5 = This was one of my best performances.

I participated in the group's activity.	1	2	3	4	5
I listened attentively when others were speaking.	1	2	3	4	5
I offered appropriate input to the discussion.	1	2	3	4	5
I stayed on task.	1	2	3	4	5
I was polite to my fellow group members.	1	2	3	4	5
I made positive comments about others' contributions.	1	2	3	4	5
I did not dominate the discussion.	1	2	3	4	5
<b>Total</b>	/35				

In what areas did you shine? \_\_\_\_\_

In what areas do you need to improve? \_\_\_\_\_

What steps will you take to become a better group member? \_\_\_\_\_

# Student Group Performance Assessment

Activity: \_\_\_\_\_ Date: \_\_\_\_\_

Names of Group Members: \_\_\_\_\_

Complete the following form by circling the appropriate numbers to indicate how you thought your group performed. Then discuss your ratings with other group members. Be honest! This is intended to help you develop your teamwork skills.

Rank as follows:

1 = Needs a lot of work

2 = Fair performance

3 = Okay performance

4 = Pretty good work as a group

5 = We were fantastic!

All members participated in the group's activity.	1	2	3	4	5
Group members listened attentively when others were speaking.	1	2	3	4	5
Every group member offered input to the discussion.	1	2	3	4	5
Group members stayed on task.	1	2	3	4	5
Group members were polite to one another.	1	2	3	4	5
No one put down anyone else's contribution.	1	2	3	4	5
No one dominated the discussion.	1	2	3	4	5
<b>Total</b>	/35				

In what areas did your group shine? \_\_\_\_\_

In what areas does your group need to improve? \_\_\_\_\_

What steps will your group take to become a better working group? \_\_\_\_\_

## Carousel Activities

Learning carousels permit students to begin learning about a new topic by exploring what they already know about it. Sheets of chart paper are located around the room.

Each sheet has a comment, topic, or question related to the study subject written on it for students to consider as they move around the room (hence carousel), usually in small groups,

- discussing what they understand about what's written on the chart paper
- agreeing on comments or points to write on the charts
- adding only ideas that have not already been expressed

When all of the groups have visited each chart, teachers can lead a discussion about the added content in order to

- reiterate important ideas
- dispel incorrect information

# Community Host Service-Learning/ Volunteer Survey

Community Host Name: \_\_\_\_\_ Date: \_\_\_\_\_

Partnerships in the community are essential to supporting student learning and understanding of responsible citizenship. Thank you for taking a few minutes of your time to give us valuable feedback on this experience. The responses to each statement are on a scale of 1–5 with 1 representing “not observed” and 5 representing “exceeded expectations.”

The student(s) were present and participating as arranged.	1	2	3	4	5
The student(s) demonstrated responsible and respectful behaviour during this project.	1	2	3	4	5
The student(s) completed project tasks in a timely manner.	1	2	3	4	5
The student(s) demonstrated creativity and good problem-solving skills.	1	2	3	4	5
The student(s) demonstrated good judgment in conducting themselves safely during this experience.	1	2	3	4	5

Additional comments including suggestions for future opportunities:

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