



CRSP

Canadian Restructured School Plan
Le Projet D'une École Canadienne Restructurée

The Skills Presentation

CRSP is a project of the



Canadian Vocational Association
Association canadienne de la formation professionnelle

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Why study the topic?

*You stop by a car dealership; you are looking for a new car.
You ask your travel agent for information on a trip of a lifetime.
You're out buying stereo equipment and want to get all the
information you can on the latest models.*

In all of these cases, a salesperson will make a presentation, telling you all about the features and benefits of the product or service. They will probably give you a brochure with lots of information and they'll be there to answer any questions you have. Ultimately they want to make sure the customer is satisfied *and they want to make the sale!*

Whatever your situation happens to be at this time--whether you are still in high school and thinking about joining the labour market eventually or are already in the world of work and are looking for a better job--you will find yourself in the position of the salesperson some day soon, but the product will be **YOU** and you will be selling yourself to a potential employer! It shouldn't be that tough a job. After all, you know the product better than anyone!

Ultimately, you are going to have to answer the employer's question:

Why should I hire you?

It is important, then, for you to develop a strong presentation of your skills to potential employers or other appropriate audiences. Your skills presentation should demonstrate the following:

- Your Knowledge
- Your Skills
- Your Attitudes
- Your Experiences
- Your Abilities
- Your Interests
- Your Values

What do I need to know before I begin?

Before you can present your skills, you need to document them. A good way to do this is by developing an Employability Skills Portfolio. Employability skills are skills, attitudes and behaviours that employers look for in new recruits and develop in their current employees through training. In the workplace, as in school, these skills are used in varying combinations, depending on the nature of the job. An Employability Skills Portfolio serves as the basis for gathering documentation of your employability skills.

Many institutions (schools, colleges, universities, and employment agencies) provide courses on the development of portfolios. But you can also develop a portfolio on your own. A good portfolio needs to include the following items:

- Résumé
- Covering Letter
- Employment Application
- Employment History Sheets
- Volunteer/Community Involvement
- Education and Career Plans
- Certificates/Credentials
- Letters of Recommendation
- Transcripts/Report Cards
- Skills Assessment Forms
- Samples of Your Best Work

Your portfolio allows you to record all the important aspects of your knowledge, skills, and relevant experience. Improving and keeping track of these skills is an ongoing project--you will improve and refine these skills throughout your career. You should therefore update your portfolio regularly throughout your career.

What will I know and be able to do when I have completed the guide?

You will be ready to take on the world! You will have a keen sense of your strengths and abilities and of the weaknesses that require

attention. You will know how to present your assets convincingly to potential employers.

What resources are available to help me?

A very good starting point is the Employability Skills Profile developed by the Conference Board of Canada. The Board surveyed employers from all sectors of the economy, asking them: “What are the critical skills required of the Canadian work force?” The results, which are found in the Employability Skills Profile, fall into three main categories:

- Academic Skills
- Personal Management Skills
- Teamwork Skills

Consult this document, which is included in the appendix at the end of this learner guide. The guide will provide ways in which you can demonstrate your achievements in these skill categories.

Employability Skills Internet Sites

You may find many Internet sites quite helpful. You can begin by checking out the sites given below. They may help you to identify your marketable skills.

National Graduate Register Career Site: This site reviews employability skills including an assessment and plan for developing these skills through eight modules.

Address: http://ngr.schoolnet.ca/sites/career_c/student/help.html

1. Employability Skills: Why Are They Important?
2. More About the Changing World of Work
3. Overview of Employability Skills
4. Employability Skills: Assessing Yourself
5. Developing Academic Skills
6. Developing Personal Management Skills
7. Developing Teamwork Skills
8. Your Plan for Developing Employability Skills

National Graduate Register Career Centre: This contains some of the best career resources available with an emphasis on Canadian content.

Address: http://ngr.schoolnet.ca/sites/eng_career/career.htm

1. Self-Assessment
2. Career Research & Preparation
3. Making Employer Contact
4. Canadian Universities' and Colleges' Career Counselling Web Pages
5. Starting Your Own Business
6. Labour Market Information
7. Miscellaneous Information
8. Other Guides

University of Waterloo's Electronic Career Development Manual:

This is an electronic copy of the University of Waterloo's career development manual--an excellent guidance tool. The manual directs students through the stages of career development, from self-assessment to getting the job. Students are prompted with a series of questions and are given space to respond directly on the screen. This gives students the opportunity to reflect on who they are and where they want to go in life.

Address: <http://www.adm.uwaterloo.ca:80/infocecs/CRC/manual-home.html>

The Career Planning Process: This site contains activities in five main areas.

Address:

<http://www.cba.bgsu.edu/class/webclass/nagye/career/process.html>

Self Assessment:

- Learning interests, abilities, skills, and work values
- Listing accomplishments
- Understanding physical and psychological needs
- Assessing aspirations and motivation level
- Deciphering personal traits and characteristics

Academic /Career Options:

- Learning academic and career entrance requirements
- Learning related majors and careers to one's interests
- Investigating education and training required
- Learning skills and experience required
- Planning academic and career alternatives
- Learning job market trends

Relevant/Practical Experience:

- Learning about the types of related, practical experience available in your areas of interest
- Testing new skills and trying diverse experiences
- Deciding the type of organization in which to volunteer or work
- Assessing likes and dislikes of work values, skills, work environments, responsibilities, etc.
- Assessing if additional/different course work or skills are needed for your targeted career goals

Job Search/School Preparation:

- Learning how to prepare a résumé and covering letters and complete employment applications
- Learning and implementing job search strategies
- Learning and practising interviewing skills
- Researching graduate programs and financial aid packages

Career Change:

- Gain understanding of strengths/weaknesses
- Develop new skills
- Understand and practise establishing short and long term goals
- Develop/enhance networking and communication skills with people in areas of interest
- Practise risk-taking

How may I meet the expectations of the guide?

By designing and making a thoughtful and effective 15-minute presentation that highlights your knowledge and skills.

When should my work be done?

Each learner will require a different amount of time, depending on his/her experience making presentations and the quality of the skills profile. Take all the time you need to prepare a strong presentation. Remember that your future could depend on how good you make it!

How will I demonstrate I have met the expectations?

You will make your 15-minute presentation to an appropriate panel and answer questions from the panel immediately following the presentation. The panel will evaluate your skills on the basis of what you present.

If you are a high-school student, the three- to five-member panel will include staff members, a businessperson, a parent, and a student.

If you are not in a formal school situation, you will need to recruit a suitable panel. Remember that the purpose of the panel is to help you to refine your presentation. Choose people who are experienced and knowledgeable: employers, personnel managers, members of a job-finding club, etc.

The panel will want you to demonstrate that you are:

- an effective communicator
- a critical thinker
- a quality producer
- a collaborative worker
- a self-directed planner
- a responsible citizen

Each member of the panel will complete an evaluation form. A couple of prototype forms are included on the following pages. The panel will review the evaluations with you.

The Skills Presentation – Presentation Evaluation Form

Student	Evaluator
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Item	Needs Improvement 1	Below Expectations 2	Meets Expectations 3	Exceeds Expectations 4	Score
Eye Contact	Eye contact not made.	Eye contact made sometimes.	Eye contact made.	Eye contact made with body language.	
Effective Communication	Clear communication is not evident.	Clear communication is minimal.	Enunciates clearly.	Enunciates clearly and uses effective body language.	
Enthusiasm	Enthusiasm and interest for project are not displayed.	Enthusiasm and interest for project are minimal.	Displays enthusiasm and interest for project.	Exceptional enthusiasm and interest are displayed throughout.	
Effective Depth, Breadth, and Substance	Quality of project is less than minimal.	Quality of project is minimal and isn't fully developed.	Quality of project content is satisfactory.	Quality of project is outstanding and well developed.	
Reflection	Project progress is not evident.	Project progress is evident but not complete.	Ideas are presented in a clear, logical format.	Ideas are presented in a concise, logical format.	

Comments	Mark

What activities do I need to do?

Activity 1: Preparing an Outline for Your Presentation

Create an outline for your presentation. Your outline should include the following information:

- A description of your academic, personal management, and teamwork skills.
- A summary of your educational achievements (high-school subjects, post-secondary studies).
- A review of your work history emphasizing duties and skills acquired.
- A summary of extra-curricular, community and volunteer experiences you have had.
- A review of your career-planning activities (if you are still a student).
- A discussion of your plans for further education and other future plans.

A well-planned presentation needs to include an introduction, a body or main idea, and a conclusion.

Begin by planning your introduction. Your introduction should:

- grab your audience's attention,
- make the topic clear, and
- take no more than 60 seconds.

Next, plan the main body of your presentation. Follow these guidelines:

- Be careful to support your statements with evidence from assignments, relevant experience, or any activities in which you have participated either at school or outside of school.
- Be sure to select topics or projects with enough substance to speak about at length.

Finally, plan your conclusion. A good conclusion does the following:

- restates the topic and theme and
- lasts no longer than 30 seconds.

Here are some other guidelines:

- Because this is a presentation and *not* an interview, you are in control of the presentation and need to prepare for it accordingly.
- You will present information about your interests, skills, abilities, school/community activities, and future plans. Your employability skills portfolio should contain many ideas that will help you to prepare your presentation. Consider telling how you will accomplish your goals and why you feel you will be successful.
- Describe one or more of your “Best Work Samples”: projects, papers, etc., from the samples in your portfolio.

Activity 2: Adding Visual Support

You should include visuals or samples in your presentation. You should also consider using technology in your presentation. This will make your presentation more attractive and interesting to your audience.

Activity 3: Practise Your Presentation

Practise your presentation on your own or in front of others who will give you useful feedback.

Keeping in mind all the feedback you have received, make a final version of your presentation.

Activity 4: Preparing for the Question Period

During the question and answer period, panelists may ask a variety of questions. You should be prepared to answer briefly and clearly. If you are in high school, these are the sorts of questions you may be asked:

- If you had the power to make changes, how would you improve your school?
- If you could start your high school years over, what would you do differently?
- When you worked in a group, what qualities and skills did you contribute to the group's success?
- Which courses will be most helpful to you in the future?
- Describe a major problem you encountered in the past four years. How did you resolve it?
- What sports/community activities will you get involved in after you finish high school?
- If you had two extra hours a day, how would you spend them?

If you are no longer in school, the questions you are asked will vary. Here are some possibilities:

- What have you learned during the past four years?
- What are your most important work experiences?
- What are your most valuable skills in a particular type of business?
- What is your most relevant ability?

You can remove a lot of the fear associated with the question and answer period by anticipating the kinds of questions you will be asked.

Activity 5: Make Your Presentation

Here are some guidelines for preparing yourself to make the presentation.

Preparing Yourself for the Skills Presentation

As with all interviews you **must dress in a businesslike manner.**

Clothing:

- Be sure your clothes are neat, clean and pressed and that you have a polished, businesslike appearance.
- Males require a suit or sport coat with dress slacks, dress shirt, tie, dark socks, dress shoes.
- Females require a suit, dress or dress slacks or skirt with a blouse, jacket, nylons and dress shoes.

Body Language:

- Handshake and Introductions: Upon entering the interview room, walk to the panel's table and give a firm handshake to each member and introduce yourself. Be sure to smile!!
- Posture. Stand tall and proud. You have the right to be proud--you have accomplished a great deal. Sit straight, yet relaxed to show confidence.
- Expression. Smile to show friendliness.
- Eye Contact. Look up and face your panel. Scan the panel as you talk to include each person in your presentation. Eye contact is extremely important. Remember that this is a friendly audience. Your peers and your judges are pulling for you. Communicate with your eyes as well as your voice.

- Gestures. Use hand gestures for emphasis when appropriate. However, too many gestures could distract from your presentation.

Voice Control:

- Volume. Talk loud enough for everyone to hear.
- Pitch and Rate. Vary your pitch (high and low) and your speed to add variety. Avoid talking in a monotone. Be sure to speak slowly to be understood.
- Articulation. Speak loudly and clearly; do not mumble. Practise difficult words so you do not stumble over them.
- Emphasis. Be enthusiastic about what you are saying and emphasize important ideas.

Make your presentation to the panel. Remember: Try to relax! The panel understands the importance of your presentation. The members of the panel will support and cheer you on during the presentation-- they want you to make a successful presentation.

Where do I go from here?

As the old saying goes, practice makes perfect . . . The more experience you have making presentations to small and large groups of people, the easier it becomes. Whenever possible, practise speaking out in group situations.

This learner guide is just the beginning in your lifelong journey in self-discovery. Knowing who you are and what skills you have will help you to define your career goals. Get into the practice of periodically reviewing your skills portfolio by refining and updating it as new skills are acquired and new life and career goals are set.

The Skills Presentation

APPENDIX: Why Should I Hire You?

The following pages contain guidelines on how to create an employability skills portfolio as well as other useful information on the preparation of a personal skills profile. Much of the information was obtained from other sources. Please see the Acknowledgments listed on the very last page.

WHY SHOULD I HIRE YOU?

Knowledge

Skills

Attitudes

Experience

Abilities

Values

Interests

Employability Skills Portfolio

Portfolio Contents:

- Ö *Résumé*
- Ö *Covering Letter*
- Ö *Employment Application*
- Ö *Employment History Sheets*
- Ö *Volunteer/Community Involvement*
- Ö *Education and Career Planning Information*
- Ö *Certificates/Credentials*
- Ö *Letter of Recommendation*
- Ö *Transcripts/Report Cards*
- Ö *Skills Assessment Forms*
- Ö *Samples of Best Work*

Conference Board of Canada
EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

ACADEMIC SKILLS	PERSONAL MANAGEMENT SKILLS	TEAMWORK SKILLS
Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.	The combination of skills, attitudes, and behaviours required to get, keep and progress on a job and to achieve the best results.	Those skills needed to work with others on a job and to achieve the best results.
<i>Canadian employers need a person who can:</i>	<i>Canadian employers need a person who can demonstrate:</i>	<i>Canadian employers need a person who can:</i>
<p>COMMUNICATE</p> <ul style="list-style-type: none"> • Understand and speak the language in which business is conducted • Listen to understand and learn • Read, comprehend and use written materials including graphs, charts and displays • Write effectively in the languages in which business is conducted <p>THINK</p> <ul style="list-style-type: none"> • Think critically and act logically to evaluate situations, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use technology, instruments, tools and information systems effectively • Access and apply specialized knowledge from various fields (skilled trades, technology, physical sciences, arts, and social sciences) <p>LEARN</p> <p>Continue to learn for life</p>	<p>POSITIVE ATTITUDES AND BEHAVIOURS</p> <ul style="list-style-type: none"> • Self-esteem and confidence • Honesty, integrity and personal ethics • A positive attitude towards learning, growth and personal health • Initiative, energy and persistence to get the job done <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money and other resources to achieve goals • Accountability for actions taken <p>ADAPTABILITY</p> <ul style="list-style-type: none"> • A positive attitude towards change • Recognition of and respect for people’s diversity and individual differences • The ability to identify and suggest new ideas to get the job done—creatively 	<p>WORK WITH OTHERS</p> <ul style="list-style-type: none"> • Understand and contribute to the organization’s goals • Understand and work within the culture of the group • Plan and make decisions with others and support the outcomes • Respect the thoughts and opinions of others in the group • Exercise “give and take” to achieve group results • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance

The Skills Most Sought by Recruiters in Small and Medium Sized Organizations
A Report on Employability Skills

by: British Columbia Ministry of Education, Skills and Training

Article provided by: Suzanne McFadyen, Systems Coordinator - UBC Career Services

For more information, please visit <http://www.careers.ubc.ca>

1. Knowing the business. Act with "common sense" in the work context. This means acting in a way that is sensitive to customer expectations and needs, dealing effectively with customers; talking and writing in a way that is relevant to the organization through knowledge of the business and its activities; identifying with the company.
2. Exploiting information technology. Learn new uses of information technology.
3. Behaving appropriately. Act ethically and with integrity; be productive, cooperative, accountable, responsible, flexible and positive (especially about change).
4. Speaking and Listening. Receive, comprehend and interpret complex instructions; talk with, provide to and seek and clarify information from co-workers, customers, clients and those in authority, in person and by telephone.
5. Writing. Write clearly, concisely and to the point, consistently conforming to grammatical conventions and using correct spelling.
6. Maintaining personal standards. Be concerned with personal well-being; maintain standards of hygiene and dress which conform with an organization's expectations.
7. Handling Numbers. Extract and record numerical data and carry out calculations with high levels of accuracy, involving addition, subtraction, multiplication, division and the use of percentages.
8. Responding to problems. Be alert to what is happening around one and be able to identify, investigate, evaluate and report (concisely and with clarity) orally and in writing, potential and actual problems.
9. Continually learning. Take responsibility for own learning, learn through working with others, from manuals and from mistakes.

10. Planning. Manage the use of time; master, plan and undertake a number of activities which are interrelated or overlap in time.
11. Working in teams. Work within and contribute to the effectiveness of a team, respecting differences; take responsibility and be willing to make decisions.
12. Using equipment. Set up and operate equipment that can require selection from options or different settings.
13. Reading. Read to extract information and to interpret instructions from short notes and prose.

THE SKILLS PRESENTATION

Skills can be obtained through education, employment, volunteer work, hobbies and interests or extracurricular activities. You already have many transferable skills which can be used in any occupation. Speaking, listening, greeting people, writing, meeting deadlines, operating expensive equipment—cars, computers—developing a sense of humour, and maintaining a budget are examples of learned skills. Each individual has strengths in particular areas as well as room for improvement. Your Graduate Skills Presentation should demonstrate your skills in the following areas:

Skill Area	Rating	Demonstration
Writing		
Speaking		
Reading		
Mathematics		
Science		
Technology		
Information Management		
Research/Investigation		
Personal Management		
Planning		
Problem Solving		
Decision Making		
Responsibility		
Critical Thinking		
Organization		
Flexibility		
Conflict Resolution		
Initiative		
Career Development		
Teamwork/Team Building		
Leadership		
Responsiveness		
Contributing		
Interpersonal		
Human Relations		
Membership		
Financial Management		
Ethics and Tolerance		
Career Development		
Personal Development		

ACADEMIC SKILLS

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.

Canadian employers need a person who can:

COMMUNICATE	<i>Skill Level</i>	<i>Demonstration</i>
Understand and speak the language in which business is conducted		
Listen to understand and learn		
Read, comprehend and use written materials including graphs, charts and displays		
Write effectively in the languages in which business is conducted		

THINK

Think critically and act logically to evaluate situations, solve problems and make decisions		
Understand and solve problems involving mathematics and use the results		
Use technology, instruments, tools, and information systems effectively		
Access and apply specialized knowledge from various fields (skilled trades, technology, physical sciences, arts and social sciences)		

LEARN

Continue to learn for life		
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PERSONAL MANAGEMENT SKILLS

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results.

Canadian employers need a person who can demonstrate:

POSITIVE ATTITUDES AND BEHAVIOURS	<i>Skill Level</i>	<i>Demonstration</i>
Self-esteem and confidence		
Honesty, integrity and personal ethics		
A positive attitude towards learning, growth and personal health		
Initiative, energy and persistence to get the job done		

RESPONSIBILITY

The ability to set goals and priorities in work and personal life		
The ability to plan and manage time, money and other resources to achieve goals		
Accountability for actions taken		

ADAPTABILITY

A positive attitude towards change		
Recognition of and respect for people's diversity and individual differences		
The ability to identify and suggest new ideas to get the job done—creatively		

TEAMWORK SKILLS

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need a person who can:

WORK WITH OTHERS	<i>Skill Level</i>	<i>Demonstration</i>
Understand and contribute to the organization's goals		
Understand and work within the culture of the group		
Plan and make decisions with others and support the outcomes		
Respect the thoughts and opinions of others in the group		
Exercise "give and take" to achieve group results		
Seek a team approach as appropriate		
Lead when appropriate, mobilizing the group for high performance		

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- Alberta Education: “Creating Career Skills Portfolios”
- British Columbia Ministry of Education, Skills and Training: “A Report of Employability Skills”
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- Central Alberta Technology Preparation Program
- Central Park East Secondary School, New York, New York
- Colorado State Department of Education: Colorado’s Guaranteed Graduate Process
- Concord-Carlisle High School, Concord, Massachusetts
- Conference Board of Canada – “Employability Skills Profile”
- Michigan Department of Education: Office of Technical Education and Evaluation
- Mission Bay High School, San Diego, California
- San Diego Unified School District
- Scripps Ranch High School, Scripps Ranch, California
- South Medford High School, Medford, Oregon

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Southern Victoria High School
St. Stephen High School
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