



RESILIENT RURAL GIRL WORKSHOP

FACILITATOR'S GUIDE

Developed as part of the Rural Resilient Girls team:
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Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada



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Introduction

In Nova Scotia's rural context, girls often face genuine and constant gender-influenced barriers. We know from previous research that social supports, identification with a strong cultural community, and opportunities for leadership and engagement in girls-specific programs all help build resilience. We define resilience in as a blend of varied capacities that support girls to come back from hard times, keep themselves going, and take up opportunities. Our conversations with a broad range of community participants (see map) generated N.S. specific data that followed the efforts of communities as they uncovered pathways – the people, programs and services – that launch and sustain girls on a positive life trajectory. Across the diverse array of positive action, we observed or were told about, there were some common elements of success -assets we have named Metaresources that serve to strengthen a foundation for growth and development of youth – especially girls.

The first is a commitment to place- and concurrently often a refusal to leave. Place-based programs recognized that where you are mattered to who you are and where you are going in your future. In some instances, transportation heroics were achieved to resist centralized supports and to ensure authentic participation by girls. Related to place is ethnocultural identity, simply put by one community member as “the culture and the pride of being part of a group.” Whether you are part of the African N.S. community, Mi'kmaq, Acadian, newcomers to Canada or historic European settlers, our diverse histories contribute to how we view the world and particularly inform gender roles.

Community members linked both identity and place to the need for intergenerational engagement where girls can get “right in the thick of things” in terms of influence from elders and the opportunity to take on leadership roles. Lastly, related to activating the previous three resources for resilience, community members (program leaders, education and health professionals, parents and more) spoke of how the necessity of shared space, funding and other collaborative efforts created community interdependence. The interdependence of programs and services meant a more informed public and a clear communication of purpose. We were thankful for the dialogue, as one community participant noted “the stories are at the root of what ties it all together”.

M. Lynn Aylward, Acadia University

Sample Agenda for One Day Workshop Session of all Modules

10:00- 10:50 Introductions, Gender & Resilience

10:50-11:00 BREAK

11:00-12:00 What Matters to Me?

12:00- 12:45 : LUNCH

12:45- 1:45 What are My Possible Futures?

1:45- 1:55: BREAK

1:55-2:50 How Will I Get There?/Who Can Help Me?

2:50-3:15 Recap /Share/ Take-Aways/Evaluation

Module 1-Gender and Resilience?

Duration: 1 hour 15 minutes

Background

The workshop is foundationally grounded in a strengths-based approach to engaging girls in gender-informed aspirational thinking around their pathways. As part of the initial beginning to understanding their contexts this module will provide participants with recent data from a Nova Scotia perspective, orient participants with important terminology used throughout the modules and have participants engage in conversations regarding their personal experiences with gender and resilience.

Introductions

- Provide your personal and professional narrative

Aspiration Line for C.V

Purpose

Participants will complete a one-page graphic C.V. using an online template highlight their current understandings of their skills, experiences and passions/hobbies.

Approximate Time: 10 minutes

Materials

- [CV Sheet](#)

Directions:

- 1) Begin by posing the question “Who are you and where do you want to go in life?”
- 2) Facilitate a brief conversation regarding aspirations, goals and futures. With a focus on how each of these elements are linked to together.
- 3) Distribute the CV template sheets and provide participants with ten minutes to complete the form.
- 4) Request that participants keep the forms for later in the day.

Presentation

Gender and Resilience (Nova Scotia information)-approximate time 20 minutes

- Video Links:
 - Embedded in PowerPoint (image of ball on hill slide)
<https://youtu.be/vDGmG01ZDRQ>
 - Resilience 101 <http://bmrc-irmu.info.yorku.ca/2017/11/resilience-101-fall-2017/>

Metaresources (Image slide for each)

- ***Commitment to place:*** Recognizing that *where* you are matters to *who* you are and where you are going in your future.



- ***Ethnocultural Identity***: Simply put by one community member as “the culture and the pride of being part of a group.”
- ***Intergenerational Engagement***: The influence from elders and the opportunity to take on leadership roles with those younger.
- ***Community Interdependence***: The necessity of shared space, funding and membership that creates cooperation and support.

Chat Jars

Purpose

Participants will gain an understanding of the meta-resource themes (Commitment to Place, Ethnocultural Identity, Intergenerational Engagement and Community Interdependence) and their impact on their own personal experiences and journeys.

Approximate Time: 40 minutes

Materials

- Two sets of 4 chat jar centres (8 jars)
- [Thematic \(colour coded\) questions for each theme](#)
- Consider spacing to ensure adequate space for each group to have room to facilitate circle conversations and acoustics that allow for all voices to be heard.

Setting the Stage for the Activity

Establish with the group a clear understanding of the definitions of metaresources for rural resilience across the four categories.

What is a metaresource for rural resilience?

- They are common strategies to respond to challenges experienced in rural school, life and work and these challenges are compounded by known gender barriers for girls.

What are the metaresource themes we will discuss?

- Commitment to Place
 - Where you are matters to who you are
- Ethnocultural Identity
 - Mean the culture and pride of being part of a group
- Intergenerational Engagement
 - Influences of elders combined with opportunities to take on leadership roles enable participation throughout the lifespan
- Community Interdependence
 - How resources in one community work cooperatively and are supportive of each other to ensure clear purposes in activating features and resources of the three other themes.

Activity

- 1) Create 8 Chat Jar Centres within your space (one chat jar per theme should be available for groups of up to 8 participants)
- 2) Provide the following instructions for within the chat session:
 - a. At each location you will have a jar filled with question prompts

- b. Each participant will have a turn to pull a question prompt and respond.
 - c. Others may share based their thoughts the prompt evoked.
- 3) When the time goes, have participants rotate to another different colour jar. Repeat this pattern until four jar rotations have occurred.

Wrap Up (10 minutes)

- 1) Return to the large group setting and continue PowerPoint reviewing the concept of resilience

Module 2-What Matters to Me?

Duration: 1 hour 15 minutes

Background

The workshop is foundationally grounded in a strengths-based approach to engaging girls in gender-informed aspirational thinking around their pathways. As part of the process of understanding their contexts this module will provide participants with opportunities to engage in conversations and activities regarding their future aspirations and current values.

Listography Activity

Purpose

Participants will brainstorm lists of wishes and plans for the future in a small group setting.

Approximate Time: 15 minutes

Materials

- Module 2 PowerPoint
- List of [Listography prompts](#) for each participant
- [Paper](#) for each participant to develop 2 or 3 lists

Setting the Stage for the Activity:

- 1) Using the PowerPoint slides provided explore what people use lists for, place emphasis on how lists have had a dismal history of must do's and have to's, but that they can also be used to for positive, happy and hopeful things.
 - Things to keep track of for happy reflections when you need a boost
 - Wishes for the future
 - Intentions for the present
 - Provide the connection of how modern lists are often found on Pinterest (like the slide image) so can be both text or visual
- 2) Ask the participants for suggestions of what they would like to keep a list of?

Activity

- 1) Distribute the listography prompts handout and review the instructions on the PowerPoint slide (Listography How to).
- 2) In group discussion pose the following questions for conversation (10 minutes)
 - a. With others at your table consider the "listography possibilities" provided.
 - b. Which one's appeal to you the most?
 - c. Is there variety in your choices or are they similar?
 - d. What might be some list-making options that you have overlooked?
- 3) Return the focus of the small groups back to the larger group and direct each participant to take 15 minutes and pick 3 or 4 list topics that inspire them the most and individually develop lists for those possibilities.

Value Auction

Purpose

Participants will engage in a fun activity to begin to explore what values are important to them.

Approximate Time: 45 minutes

Materials

- [List of Values](#) for Participants sheet (one per participant)
- Pen or pencil (per participant)
- [Play money](#) (organized in bundles of \$1000 per participant)

Setting the Stage for the Activity

- 1) Discuss the concept of an auction.
- 2) Distribute the list of values that will be available for auction and Invite participants to review the list of items up at auction and make stars beside the values they would like to possess and then write the amount they would be willing to pay from their \$1000 for the item.
- 3) Provide each participant with the \$1000 in play money.

Activity

Approximately 20 minutes

- 1) Conduct the auction.
 - a. The first item is “Looking good. Who will start the bidding at 500?”. Conduct the auction like a real auctioneer in a lively and spirited fashion. Use humour to keep participants engaged and to keep the bidding moving. Increase the minimum bids when you feel things are moving too slowly.
- 2) After each winning bin, have participants record how much the item went for at auction.
- 3) Continue until each item is sold.
- 4) Using the discussion guide embedded in the PowerPoint (Values Auction Discussion), facilitate a conversation regarding the auction.

Wrap Up

Approximately 20 minutes

Materials

- Envelopes with [all values individually](#) cut on stripes of paper
- Tape
- Blank value organization chart

Instructions:

- 1) Provide each participant with an envelope containing 20 strips of paper with values we just auctioned.
- 2) Have participants select 10 values and organize these from most to least important to them. Remind participants that they can have only one top value.
- 3) Have participants tape their final value organization on their handout provided.

The Value Auction has been taken, with adaptations, from:

<https://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1178?task=view>

Module 3: What are my Possible Futures?

Duration: 1 hour

Background

As part of supporting participants in understanding links between their current lived experiences and future aspirations this module is designed to provide an opportunity for self-assessment of their current skills.

Visualization

Purpose

Participants will create a picture of their life in 2023 (adjust as needed for seven-ten years in the future)

Approximate Time: 15 minutes

Materials

- Paper
- Pens/pencils

Activity:

- 1) Begin by describing to participants the expectations for the activity.
 - a. Everyone will sit with their eyes closed
 - b. No talking during the visualization
 - c. Dream as big as you wish, and think about as many details as possible

Script:

- 1) Ask participants to close their eyes and picture a relaxing scene and remain quiet for a few moments.
Pause
- 2) Ask participants to “Now imagine your life as you would like to be in six years from now when you are grown up and out of school”
Pause
- 3) “Now, it is morning and you have just awakened. What do you see? Where do you live?”
Pause
- 4) “Now you go to your closet to get dressed. What do you see in your closet? What do you choose to wear today?”
Pause
- 5) Now you are eating breakfast. What do you see?
Pause
- 6) You are now ready to start your day. Do you leave for work? Where do you go? How do you get there?
Pause
- 7) Who do you see in your workplace? What are they doing?
Pause
- 8) What are your feelings about the work you are doing?
Pause

- 9) It is now lunchtime. What are you doing? How long do you take for lunch? Who do you eat with?
Pause
- 10) You are now at work and it is close to the end of the day. What are you doing? What time is it?
Pause
- 11) Where are you going now that work is finished? How do you feel about the day?
Pause
- 12) Now let's take a few minutes to review the day. What were you most important thoughts and ideas during this dream?

Wrap-Up

Self-Reflection responses to the following questions

- 1) What were my most important feelings about this day?
- 2) What type of work did I chose for myself? Why?
- 3) Did I work with people, ideas, or things?
- 4) Did I use interests/hobbies/skills that I am developing now?
- 5) Did I work for someone else, or was I in charge of the business?
- 6) Was I satisfied with the job I chose? Why or why not?

After providing a few minutes for reflection encourage the participants to partner and discuss their visualization experience.

Guiding questions for conversation

- 1) Were they happy with this life?
- 2) How many skills or aptitudes have they already started to develop for this life?
- 3) What did they learn about themselves in this activity?

Identifying Skills Inventory

Purpose

In partners, participants will prepare for a local job application scenario by generating a list of things they have done recently and the corresponding skills.

Approximate Time: 25 minutes

Materials

- Paper

Activity:

- 1) Provide the following instructions:
 - a. First you will create a list of things you have recently done and a list of corresponding skills you have, that made you able to complete these tasks
 - b. Provide an example like mowing lawns (skills: knowledge of lawn care equipment and use, work independently, provide customer service)
- 2) Divide the group into partners.
- 3) Circulate and support participants as they generate skills to match their experiences.

Wrap Up

- Reassemble as a larger group and briefly discuss previous experiences and skills demonstrated by these.

Future Jobs Scavenger Hunt

Purpose

Using online job banks, youth services, government websites and other online resources, participants explore possible areas of work including salaries, schooling needed and places to seek more information.

Approximate Time: 20 minutes

Materials

- Internet access, digital device
- [Career Scavenger Hunt](#) worksheet
- Prize

Activity

- 1) Provide the following instructions:
 - a. In small groups you will use a variety of websites provided on the career scavenger hunt worksheet to respond to the questions.
 - b. When you complete the scavenger hunt yell “Rural Girls Rock!”
 - c. There will be a prize for the first group that completes the scavenger hunt.
- 2) Divide the group into small groups.
- 3) Distribute necessary supplies and circulate to help support participants as they navigate the technology to find the responses.

Wrap-Up

- 1) Bring the groups together once all groups have completed the activity.
- 2) Facilitate a conversation regarding the electronic resources explored and how these may help the participants in exploring their possible futures.

Module 4: Who Can Help? How Do I Get There?

Duration: 2 hours

Background

This workshop is foundationally grounded in a strengths-based approach to engaging girls in gender-informed aspirational thinking around their pathways. As part of the process this module seeks to provide participants with skills and strategies to map out and reflect upon both their previous experiences and future possibilities.

No One Does it on Their Own

Purpose

In small groups participants will identify all the jobs and people/resources needed by 3 well-known, diverse and local (if possible) “women of influence” that resulted in her getting where she is today.

Approximate Time: 30 minutes

Materials

- Access to internet to search for images to match names selected from the group (if you choose)
- It is recommend you prepare the names and images of three current girls that are successful and have a presence in the participants lives
- Chart paper/markers

Setting the Stage for the Activity

Approximately 3 minutes

- 1) Using the PowerPoint slides provided pose the question “Who are you and where do you want to go in life?”. Provide participants with a few moments to self-reflect on what that means.

Activity

Approximately 20 minutes

Directions:

- 1) Share with the group that no one arrives at a point in the future without the support and influence of others along with resources.
- 2) Facilitate a brainstorming session of girls that the group identifies as successful and that they admire. You may choose to google images and have participants share the identified successful person’s story.
- 3) Provide the following oral instructions “In small groups you will have an opportunity to discuss how these three women of influence got to where they are. I want you to think about all the jobs and the people/resources related to how they got there. Please

- record some of your key thoughts on the chart paper to help with our conversation later”
- 4) Divide the group into small groups of 3 or 4 participants. Circulate through the groups as they discuss the three women of influence. Encourage the groups to record key jobs, people and resources they believe were important.
 - 5) Provide 10 minutes to facilitate a brief conversation regarding each woman of influence and how they got to where they are.

Success Circle

Purpose

Participants are provided an opportunity to identify their present support network and identify people that they may want to recruit to their team.

Approximate Time: 30 minutes

Materials

- Graphic organizer-[Success Circle](#)
- Pencils/ Pens

Activity

Approximately 20 minutes

- 1) Using the sample Success Circle on the PowerPoint slide, briefly describe how there are many layers of support for each person and that this graphic provides a way for them to take stock of who they have and who they may need for their future success.
- 2) Draw on examples provided by participants during the No One Does it on their Own activity to highlight the various levels and categories of supports.
- 3) Distribute the Success Circle worksheet
- 4) Circulate and provide support as needed.

C.V.

Purpose

Participants are provided time to reflect on the learnings from the various modules and consider their goals/dreams, skills, experiences, passions and hobbies after going through the sessions.

Approximate Time: 25 minutes

Materials

- [C.V. worksheet](#)
- Pens/pencils

Setting the Stage

- 1) Remind students that during module 1 they created a C.V. of their skills, experiences and passions/hobbies. Explain that during this activity we will revisit these initial thoughts and expand on our C.V.

- 2) Repose the question “Who are you and where do you want to go in life?”, provide the participants with a few moments to reflect.
- 3) Invite participants to look at their first C.V. along with all the activities they have participated in during the modules as they as the begin to complete their new C.V.

Activity

- 1) Provide 15 minutes for participants to complete their updated C.V..

Letter to My Near Future Self

Purpose

To provide participants with an opportunity to give themselves advice, affirmation and reminders of their goals and dreams for their positive possible futures.

Approximate Time: 30 minutes

Materials

- Letter paper
- Pens/pencils
- Envelopes

Activity

- 1) Pose the question “What does your near future self-need to hear from you?”
- 2) Review the statements on the PowerPoint slide of potential writing prompts for the letter. Encourage participants to use these to help guide their letters to themselves.
- 3) Let participants know these letters will be mailed out in about six months.
- 4) Provide participants with time to complete these letters. During the writing time circulate and provide assistance as needed.

Appendix A

Website Resources for Youth

Employment Rights in Nova Scotia

<https://novascotia.ca/lae/employmentrights/>

Careers Nova Scotia – Youth

<https://careers.novascotia.ca/youth-and-students>

Careers Nova Scotia – Explore Careers

<https://explorecareers.novascotia.ca/>

Government of Canada Services for Youth

<https://www.canada.ca/en/services/youth.html>

Government of Canada Youth and Student Employment

<https://www.canada.ca/en/services/jobs/opportunities/student.html>

Government of Canada National Occupational Classification Resources and Tools

<http://noc.esdc.gc.ca/English/home.aspx>

Government of Canada Job Bank

<http://www.jobbank.gc.ca/home-eng.do?lang=eng>

Government of Canada Job Bank – Explore Careers

<http://www.jobbank.gc.ca/explorecareers.do>

Activities and Extensions

Action Evaluation Collaborative – Storyboard activity

<http://actionevaluation.org/wp-content/uploads/Storyboard-Activity1.pdf>

National Collaborative on Workforce and Disability - Career Exploration Activity

<http://www.newd-youth.info/wp-content/uploads/2018/02/Guideposts-Lesson-1.pdf>

National Collaborative on Workforce and Disability – No One Does it On Their Own Activity

<http://www.newd-youth.info/wp-content/uploads/2018/02/Guideposts-Lesson-29.pdf>

British Columbia Ministry of Education – Career/Life Transitions Resource Guide

http://www.bced.gov.bc.ca/specialed/docs/moe_clt_resource_rb0144.pdf

Appendix B
Printable Material to Support Activities

Chat Jars

Commitment to Place

Where do I want to live when I grow up?	What choices do I have for employment in my community?
What kind of a place would I like to live in when I am older?	What is possible for me if I stay in my community?
How can my community help me build a good future?	What would I be giving up if I left my community?
Do my future plans include the community I live in now?	What is something others would say is special about where I live?
What does living in _____ mean to me?	How do I decide whether to stay in my community or leave to build my future?
What are the advantages of living where I currently live (my community)?	What are the challenges associated with living where I currently live (my community)?

Community Interdependence

What are some clubs and organisations in my community?	What resources do we have in my community (healthcare, policing, band council?)
What would be a time when people in my community cooperated to make something happen?	What goes on at my school that isn't about school, who else uses the space and what do they do?
Who depends on you and in what way?	What's a place in my community where everyone feels welcome?
Some of the skills/attitudes/talents that I have to contribute to my community are _____.	What does cooperation look like in my community?
Where are young people welcome and valued where I live?	

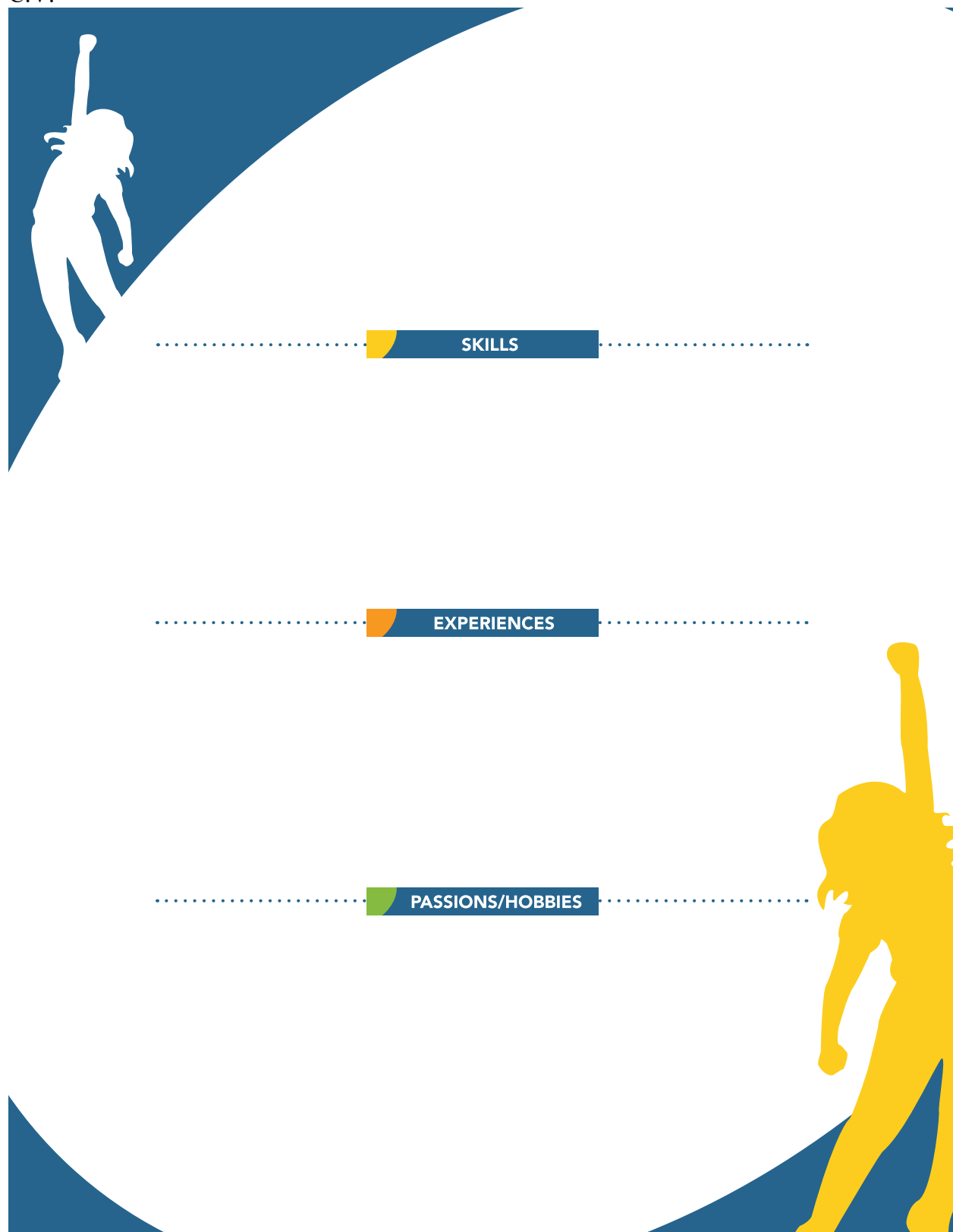
Commitment to Identity

What make me who I am?	What roles do I want my parents and grandparents to play in my future?
What spiritual traditions have my family/community given me?	How is my heritage important to me?
What role will my culture play in my future plans?	How has my culture prepared me for my future?
What cultural practices happen in my community (examples: hunting, story-telling, ceremonies, dance, music)?	What questions do I have about my culture/heritage?
What is one cultural experience that I can draw on as a positive memory?	What cultural resources are available to me?

Intergenerational Engagement

Who do I know who's the age of my parents and what do they do for work?	Who are some older people I know who have interesting hobbies?
What skills do the seniors I know have?	Who are the older people I spend time with and what do we do together?
Who in my community has lived in other places and can tell me about why they choose to live here?	If I could pick one elderly person from my community to know better, it would be _____ because _____s/he _____.
Who are some older people I know who messed up and then turned it around?	What's the most fun thing I ever did with someone older (parent's age or older)?
What is there for little kids in my community?	Where do people of lots of different ages gather in my community?
Something I could teach a younger girl is _____.....	Who is a 'go to' person in my community and what makes them that sort of person?
If I were advising 10 year old girls in my community, I would tell them _____...	One thing older people in the community need to know that's great about people like me is _____.....

C.V.



Value Auction List









List of Values to Bid On

Values	Winning Bid	I Would Have Bid
Being physically strong		
Completing my education		
Having a child when I'm old enough to be a good parent		
Finding a career that I really like		
Being a trustworthy friend		
Living according to my religious beliefs		
Finding the right person to love		
Living according to the traditions of my culture		
Making a lot of money		
Looking good		
Having the respect of my peers		
Becoming famous		
Completing my education		
Having lots of possessions		
Feeling safe		
Being courageous		
Being beautiful		
Being a trustworthy friend		
Being healthy		
Traveling around the world		

Auction Money

 <p>\$20</p> <p><i>(valid only for Value Auction)</i></p>	 <p>\$20</p> <p><i>(valid only for Value Auction)</i></p>
 <p>\$20</p> <p><i>(valid only for Value Auction)</i></p>	 <p>\$20</p> <p><i>(valid only for Value Auction)</i></p>
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 <p>\$20</p> <p><i>(valid only for Value Auction)</i></p>	 <p>\$20</p> <p><i>(valid only for Value Auction)</i></p>

 <p>\$50 <i>(valid only for Value Auction)</i></p>	 <p>\$50 <i>(valid only for Value Auction)</i></p>
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 <p>\$100 <i>(valid only for Value Auction)</i></p>	 <p>\$100 <i>(valid only for Value Auction)</i></p>

Ranking Values

Looking good

Living according to my religious beliefs

Being physically strong

Being healthy

Doing something special for my family

Completing my education

Feeling safe

Making a lot of money

Having a child when I'm old enough to be a good parent

Finding the right person to love

Being beautiful or handsome

Being a trustworthy friend

Finding a career that I really like

Becoming famous

Traveling around the world

Having lots of possessions

Being courageous

Living according to the traditions of my culture

Having the respect of my peers

Listography Ideas

Where Will You Go? What Will You Do? Listography Possibilities...

Food you'd like to try

Fictional places you'd like to visit

Looks you'd like to try

Things you'd like people to admire you for in the future

Characters in books you'd like to meet

Characters in films you'd like to play

Adventures you'd like to have

Things to explore online

Stuff you'd like to quit doing

Questions about your future you'd like answered

Brave things you hope you to do

Things you'd like friends to respect in you

New things you want to try next year

New crafts you'd like to learn

Dream room descriptions

Places in the southern hemisphere you'd like to visit

People you want to know 10 years from now

Nail colours you want to try

Things to collect

Causes you'd like to help with

Things you want to save money for

Amends you want to make

Hobbies you wish were legit

Habits you'd like to have

People you'd like to see again

A distant place you'd like to walk to

Pets you'd like to have

Songs you'd like to play if you were a musician

Themes for dream parties or family celebrations

Beaches you want to visit

Listography Lists

List of:

List of:

List of:

List of:

Where Will You Go? What Will You Do? Listography Possibilities...

Food you'd like to try

Fictional places you'd like to visit

Looks you'd like to try

Things you'd like people to admire you for in the future

Characters in books you'd like to meet

Characters in films you'd like to play

Adventures you'd like to have

Things to explore online

Stuff you'd like to quit doing

Questions about your future you'd like answered

Brave things you hope you to do

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Habits you'd like to have

People you'd like to see again

A distant place you'd like to walk to

Pets you'd like to have

Songs you'd like to play if you were a musician

Themes for dream parties or family celebrations

Beaches you want to visit

Scavenger Hunt

Resources

Careers Nova Scotia – Explore Careers

<https://explorecareers.novascotia.ca/>

Employment Rights in Nova Scotia

<https://novascotia.ca/lae/employmentrights/>

Government of Canada Job Bank

<http://www.jobbank.gc.ca/home-eng.do?lang=eng>

Government of Canada Youth and Student Employment

<https://www.canada.ca/en/services/jobs/opportunities/student.html>

Government of Canada National Occupational Classification Resources and Tools

<http://noc.esdc.gc.ca/English/home.aspx>



1. Go to the website Careers Nova Scotia and click on the link that allows you to explore careers. From here, find information about being an optometrist. List two job duties contained in the information provided by this site.

2. Go to the Employment Rights page (NS). What is the current minimum wage?

3. Go to the Government of Canada's Job Bank page. How many jobs are there for carpenters in Yarmouth (and surrounding area)?

4. Go to the Government of Canada's Youth and Student Employment Page. The Youth Employment Strategy assists young Canadians prepare and find employment. What is the age range of eligibility?

5. Go to the Government of Canada National Occupational Classification Resources and Tools page. Go to the 2016 version. Find the job titles for the following codes:
 - a. 4032
 - b. 3112
 - c. 0621

6. Use the Government of Canada's job bank website to look for job postings for 'administrative assistant in Halifax'. Choose one posting and find the following information:
 - a. Rate of pay
 - b. Educational requirement
 - c. Experience required

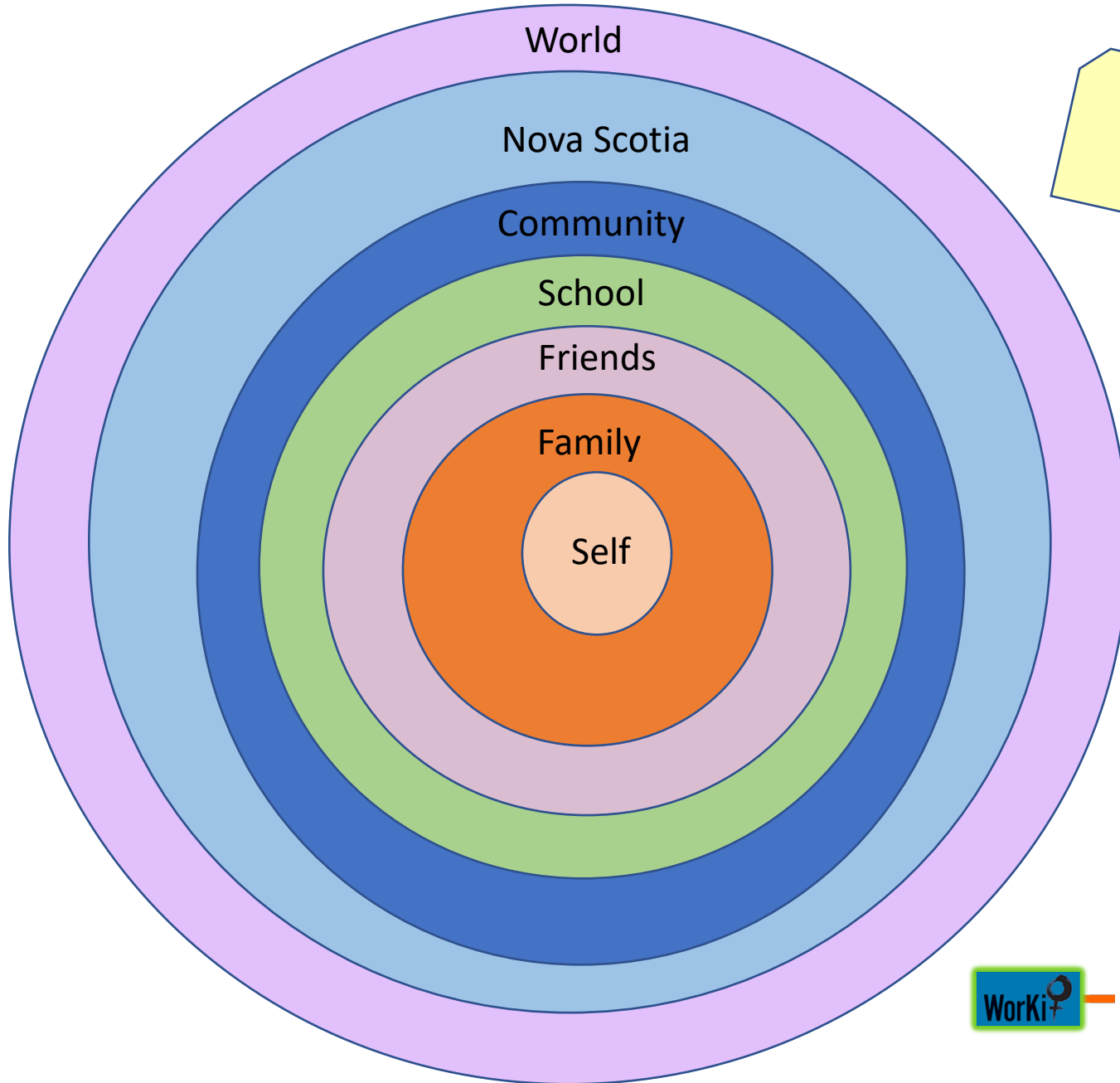
When you have found all of the items listed above, yell 'Rural Girls Rock!'. The first team to finish wins a prize.



Module 3 CV

Success Circle

Your Success Circle



- What do I know already?
- Who can help?
- Who knows stuff?
- Who can I contact?





C.V.

SKILLS

Sample text

EXPERIENCES

Sample text

PASSIONS/HOBBIES

Sample text

