



“Keeping it Real”

By Gale Harild, YRDSB Administrator: Community-Based Education

Inquiry, contextualization, differentiation, robust and authentic...these are the buzz words used in education today. They represent a shift from teacher-centered classrooms to teacher-directed, student-centered learning environments.

As we move from an era of information scarcity to information surplus, the ability for individuals to think critically and apply those processes in new and different ways is an essential part of the skill sets needed by our future workforce and community members. To develop these skill sets in our students, they require opportunities to “play” and “explore” with the knowledge in authentic and real spaces. They must learn to critically examine the knowledge they acquire in order to better reflect upon, assess, and more importantly explore new ways in which to apply it.

A relatively new educational program for Grade 11 and 12 students is the **Specialist High Skills Major (SHSM)**. Required experiential components of this program are: a) contextualized learning activities embedded in the curriculum expectations; b) opportunities to “reach ahead” and experience / explore the curriculum in authentic applications; and c) job shadowing, work experience and cooperative education programs which extend the learning in the classroom to the real world applications at the workplace. SHSM provides students with the learning environment, to not only develop their critical thinking skills, but to gain a better sense of their own interests, skills and aptitudes as measured against these authentic learning opportunities.

To find out more about SHSM programming, visit:
<http://www.edu.gov.on.ca/morestudentsuccess/SHSM.asp>.

Interested in getting involved with Cooperative Education programming, visit:
<http://www.edu.gov.on.ca/morestudentsuccess/coop.html>.

To register your organization, as a learning opportunity for our youth, visit either the Learning Partnership [Employer Registry](#) or the [YRDSB Employer Registry](#) site.

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2010/2011 Outstanding Co-op Students



Alexander Mackenzie HS

Sadaf Wida
Shawne Ziv

Aurora HS

Catherine Dawe
Michael Smith

Bayview SS

Joey Lee
Tiffany Lee

Bill Crothers SS

Ashley Papadamou
Kai St. Kitts

Bur Oak SS

Peachy Lin
Konika Nirmalanathan

Dr. G. W. Williams SS

Emily Hunter
Courtney Jackson

Dr. John M. Denison SS

Heidi Milne
Leah Stover

Emily Carr SS

Jenna Bertuzzo
Arun Nithianantha

Huron Heights SS

Caeleigh Kinch
Jenna Nolson

Keswick HS

Bradley Davies
Courtney Hall

King City SS

Maria Kostakis
Kassandra Plukov

Langstaff SS

Adam El-Masri
Diana Lara

Maple HS

Priya Chaudhari
Gurtek Saini

Markham District HS

Dawn Hoskins
David Um

Markville SS

Jasmine Morrell-Bellai
Kim Tan

Middlefield CI

Jennifer Chandrabose
June Yu

Milliken Mills HS

Rachael Russell
Iris Yang

Newmarket HS

Jim Yao

Pierre Elliott Trudeau HS

Brittney Rogers
Qoqo Wang

Richmond Green SS

Monica Chau
Sean Fong

Richmond Hill HS

David Koffman
Melodie Tam

Sir William Mulock SS

Heather Clark
Whitney Luckasavitch

Stephen Lewis SS

Emma Munits

Stouffville District SS

Emily Clarkson
Laura Simpson

Sutton District HS

Amy Clark

Thornhill SS

Michelle Polster
Lindsey Wasserman

Thornlea SS

Melissa Banh
Cara Leung

Unionville HS

Leandra Greenfield
Doris Zhu

Vaughan SS

Sayjon Ariyaratnam
Adam Kruger

Westmount CI

Stacey Polakow
Shannon Tapiero

Woodbridge College

Leena Muzaffar
Gagandeep Samra

JOB TWINNING - Milliken Mills High School Co-op students

On May 25, 2011, Ms. Sullivan's ELL-ALEP students ventured out of the school to Job Twin Milliken Mills H.S. Co-op students at various locations. Most of Ms. Sullivan's students had newly arrived to Canada and this experiential learning activity was a highlight! Mary Liu, an Accelerated OYAP student, provided mentorship and guided Xun and Shang through a half day as assistant cooks in a busy, fast-paced kitchen at the **Sheraton Parkway Hotel**.

Here is how Xun describes the experience:

"Job Twin Day helps students learn skills from a real job and make decisions for future careers. Wednesday, May 25, 2011 is Xun's Job Twin Day. Xun arrives at the Sheraton Parkway Hotel and goes to Human Resources to be interviewed by the Chef. The hotel starts to get busy and the Chef lets Co-op student, Mary Liu, observe and assist Xun. Mary Liu, Accelerated OYAP student, makes cakes and Italian noodles. After that, Mary Liu takes Xun to the cafeteria for lunch. Xun goes back to the kitchen and says thank you to the Chefs, and then Xun goes home. Although Job Twin Day was only three hours, Xun is still tired for he has never been in a hotel kitchen."



Xun Jiang, Mary Liu, Shang Kao ,
Job Twin Day - Sheraton Parkway Hotel



STUDENT VOICES

By Jesse Cook, Co-op Student, Markham District High School

I am confident in my decision to pursue journalism as a career, primarily as a result of my involvement in the Cooperative Education program.

As a teenager I am often asked what I plan to do when I grow up. Initially, my answer was never consistent. As grade eleven came to an end, I realized just how significant course selection for my senior year would be. In the midst of my deliberation a friend of mine suggested I consider Cooperative Education, a program that allows students to attain hands-on experience in the field of their choice while simultaneously earning high school credits. I thought it was a terrific idea so I applied. I was accepted into the program and was fortunate enough to receive a journalism placement with a local newspaper, **The Markham Economist & Sun**.



My very first day on the job, after a quick tour of the workplace and getting set up at a computer, the editor said to me, "I will e-mail your first assignment. Try to have it done as soon as possible." I had been provided with a few details regarding an upcoming community event and was asked to summarize them in the format of a brief article. I anxiously awaited the publication. As soon as the newspaper delivery boy dropped off a paper, I excitedly flipped through the pages to find my work. It had been so thoroughly edited that hardly a sentence was my own. Rather than feeling discouraged, I viewed it as a challenge. I analyzed the modifications that had been made to my original article, and studied the style and structure of pieces written by other writers. The next assignment I completed was published almost identical to my original version.

Beyond the notable improvement in my writing abilities, my experience as a Co-op student has provided me with many other benefits. I feel like I truly came to understand the dynamics of working in a newsroom environment: onerous, demanding and highly rewarding! There is nothing quite like seeing your work published and knowing that others will read, reflect upon and form opinions pertaining to what you have said. I have gained so much in my time as a Co-op student. I learned how to properly conduct interviews and gather information, research effectively, edit my own work as well as the work of others and I was even able to attend and report on an actual investigation.

When it came time to apply to universities, I had already developed a strong portfolio. I was accepted to every journalism program I applied to, and I look forward to attending Carleton University in the upcoming school year. I am confident in my decision to pursue journalism as a career, primarily as a result of my involvement in the Cooperative Education program. Working for **The Markham Economist & Sun** provided me with the practical experience I needed to prepare me as an aspiring journalist, and reassured me that I made the right choice.



Pharmacist Assistant

By Gurtek Singh Saini, Co-op Student, Maple H.S.

One of the main skills I have developed through my Cooperative Education placement is communication skills. During my time at **Shoppers Drug Mart** I have refined my ability to communicate with customers both through the phone and in person.

Another skill that I learned was the ability to pay attention to detail. Throughout my Co-op placement I had to measure quantities of liquids accurately as well as make sure that I entered prescriptions and counted pills with 100% accuracy.

Cooperative Education was a wonderful experience. It has taught me many skills that are important in life as well as in the workplace. This unique program allows students to combine their schoolwork as well as apply their knowledge in a workplace setting. Furthermore, the "in-school" portion of this course was very useful.



We prepared résumés, reference sheets and also even researched our career of interest. Additionally, this experience will allow students to make connections with professionals and in turn be able to develop references for future jobs.

Overall, I would recommend this course for all high school students as it is a great way to gain more work experience and make you more employable.

Reflecting on a... Teaching Assistant Co-op Placement

By Michelle Polster, Co-op Student, Thornhill S.S.

Looking retrospectively at my progress in the Leadership course this semester, I have realized that the changes within me are monumental. This class has had a great impact on my academic career.

I have a new found respect for the teaching profession. After shadowing Mr. Zinman [Teacher at Thornhill Secondary School], I noticed the amount of extra knowledge that goes into teaching a course like history, beyond being well-versed in the course texts.

I became more organized in daily school work. Being a **Teaching Assistant (TA) at Thornhill S.S.** meant I was accountable not only to myself, but to Mr. Zinman and the students in the class. I stayed on top of due dates and deadlines. I learned time management skills - how to make sure that I was ready with a plan and relevant resources on time, without forgetting my other commitments and classes.

Part of being a TA was being creative, developing assignments that extended beyond research and form writing. The most fun I had was with the Athens vs. Sparta debates. I got to develop an idea that allowed the students to think laterally and explore new ways of presenting information. I got to be creative in my use of charts and a plotline for the activity.

Finally, I developed patience - a true life skill. I noticed my growth in that I am able to cope with and even enjoy the quirkiness of others.

This semester was a period of extreme growth and happiness for me. It is without any reservations that I would recommend this course to my peers and with gratitude and pride that I conclude a productive term.



STUDENT VOICES

Name:	Jennifer Chandrabose, Co-op Student
School:	Middlefield C.I.
Placement: (Career Area)	Scarborough Hospital - Birchmount Campus (Nursing)

Brief company description:

The **Scarborough Hospital - Birchmount Campus** was originally known as the Scarborough Grace Hospital before 1999 when the Salvation Army owned it. In 1999 both the Scarborough Grace and Scarborough General Hospitals merged and began to work as a team. The Scarborough Hospital's vision is to be recognized as Canada's leader in providing the best health care for a global community.

Description of my responsibilities:

- filing documents;
- taking apart charts when a patient has been discharged or transferred; and
- answering the phone and taking messages.

What I have learned:

Throughout my experience in Co-op, I've improved my essential skills - mainly communication skills, but also document use, and computer use. I also learned what a pharmacist, social worker, and occupational therapist does on a daily basis. In our in-class sessions I learned how to write an accurate cover letter, how to improve on my résumé, how to write thank-you letters, and in general how to prepare for interviews.

My favourite experiences at work:

Every day at work was a new experience and each day was worthwhile. The nurses, doctors, and other co-workers helped me fit into the environment and helped answer all the questions and concerns I had. Going to the hospital and working with everyone was one thing that I looked forward to every day. Co-op was anything but boring!

How Co-op has helped me:

Going to the hospital and working with nurses has actually helped me choose what pathway that I would enjoy to continue in. The nurses and my supervisor all explained to me what it takes to become a nurse and everyone was so encouraging. If I hadn't taken Co-op I wouldn't have gotten the experience that I needed to help me choose what I want to do after high school.

Advice to future Co-op students:

In my opinion, I think that Co-op is by far the most useful course in high school to help you decide what you would like to go into. Overall, I loved Co-op and it helped me a lot. I hope that everyone enjoys the opportunity just as I did!



Name:	June Yu, Co-op Student
School:	Middlefield C.I.
Placement: (Career Area)	North York General Hospital (Nursing)

Brief company description:

Over the course of this semester, I had the pleasure of working at **North York General Hospital - Child and Teen Unit** as a Cooperative Education student. This hospital is divided into three different sites: Branson Site and Urgent Care Centre, Seniors' Health Centre, and the General Site, which was where I worked. What makes North York General Hospital unique from others is the fact that it is one of Canada's leading community teaching hospitals.

Description of my responsibilities:

- restocked medical supplies at nursing stations;
- created activity kits for children in isolation;
- performed personal patient rounds, where I would visit patient rooms and casually converse with patients and families;
- disinfected toys; and
- kept patients' company and entertained while parents were away.

What I have learned:

Over the past four months at North York General Hospital, I've learned a lot about the nursing profession through exposure and communication with the nursing staff. I also had the opportunity to learn how to perform a common task that registered nurses are responsible for, such as taking patients' vital signs. I took great interest in some of the conditions and diseases that were diagnosed in my unit: Prader-Willi Syndrome, Anorexia Nervosa, and Gastroenteritis.

My favourite experiences at work:

I am a huge fan of babies, especially newborns! My favourite and most memorable experience was the time I spent at the NICU (Neonatal Intensive Care Unit). Aside from cuddling and playing with the little newborns, I also learned that they require meticulous care because they are all at very vulnerable stages.

How Co-op has helped me:

Although I have not come to the conclusion of entering the RN profession; nonetheless, this experience has helped me grow so much in terms of my communication skills and knowledge of group dynamics. Overall, I believe that Cooperative Education is a great opportunity to learn more about yourself and your interests.

Advice to future Co-op students:

- Make the best first impression at your placement;
- Do not be afraid to be yourself; and
- Take initiative and ask questions - it shows your employer that you are interested and enthusiastic about your placement.



STUDENT VOICES

**By Sadaf Wida, Co-op Student,
Alexander Mackenzie H.S.**

The past few months of Cooperative Education, working as a Child and Youth Worker Assistant at Roselawn Public School, has really helped me in many different ways.

Cooperative Education has enhanced my learning. It has given me a real life experience where I am learning while gaining knowledge and experience about my career. This way of learning has helped me a lot because I am a hands-on person and I learn better this way. I have also become more patient with teens and kids. I have learned to take a minute to always hear both sides of the story before proceeding to the next level of support.

This experience has enhanced my career prospects. I have gained experience of workplace expectations and I am more mature about handling problem situations. I have become more positive about my career and I am very excited to be a full time Child and Youth Worker in the future.

The best part of my Co-op program was the fact that I was combining my school work with an actual workplace. I am basically doing something I love and getting marks for it! It is truly a great experience and everyone should try it because it really helps students get a better understanding of their career.



Sadaf and her supervisor

**By Melissa Banh, Co-op Student,
Thornlea S.S.**

I would first of all like to thank Thornlea Secondary School for giving me the Cooperative Education award. I am truly honoured to receive this award. For my grade 11 and 12 years, I have taken two Cooperative Education placements. My first was at **Magen Boys Entertainment** for Event Planning, and the second one was at the **Sheraton Parkway Hotel** for the Catering Coordinator's Assistant.

My two placements were very different; Magen Boys Entertainment was a very outgoing and casual environment while the Sheraton Parkway Hotel had a very professional atmosphere. Both placements have taught me a lot about the need for organizational and communication skills and the importance of attitude and the role it plays in the working world and in life. Attitude is a word that is always discussed in our classes. Attitude forms the first impression and imprint in a person's mind about you. No matter what obstacle life throws at you, your attitude towards the situation will always be important.

I have learned a lot from both placements and I will always cherish and be thankful for the opportunity given to me by Cooperative Education.



PLACEMENT SUPERVISOR RECOMMENDATIONS

**Gagandeep Samra, Co-op Student,
Woodbridge College**



I am writing this letter to provide a recommendation for Gagandeep Samra for any position working with children. She was a high school Cooperative Education student in my JK/SK Kindergarten classroom [Woodbridge P.S.] from January 2011-June 2011.

Gagandeep is patient, kind-hearted and firm when dealing with students. Without encouragement, she steps in and assists students with difficulties, whether it is academic, behaviour or a social concern. She willingly takes on any task assigned from teaching children and reading with them to organizational, preparation and marking tasks. She consistently demonstrates professionalism in regards to taking initiative and responsibility towards her placement. In addition, she planned and taught several lessons in both language and art, meeting curriculum expectations and designed a bulletin board to showcase the students' writing. These activities allowed Gagandeep to display her strength of understanding how children learn and her creative artistic abilities. I strongly recommend Gagandeep continue working and teaching children.

**Suzie Dorval,
Kindergarten Teacher, Woodbridge P.S.**

**Leena Muzaffar, Co-op Student,
Woodbridge College**

Leena Muzaffar worked at our dealership in the Accounting Department [Pine View Auto Sales] as a Co-op student. Her primary responsibility was working with Accounting staff performing various clerical duties.

During her time with us, we found her to be a very punctual and reliable individual, who followed instruction and adapted to our working environment quickly.

Leena is very organized and dedicated to her job. Her honesty and loyalty are unquestionable; she would be a definite asset to whatever company she represented.

If I may be of further assistance, please do not hesitate to contact the undersigned.

**Anna De Santis,
Secretary Treasurer,
Pine View Auto Sales - Leasing Ltd.**



Dual Credit Accelerated Ontario Youth Apprenticeship Program (OYAP)

Accelerated OYAP programs combine the Co-op experience with instruction at the college/training institute. It is offered in semester two and is open to students in their graduating year.

www.yrdsb.edu.on.ca/oyap <http://www.oyap.com>

Christopher Lopez, OYAP Student at Sir William Mulock S.S. receives OYAP Scholarship



Christopher Lopez was the worthy recipient of the OYAP scholarship award at Sir William Mulock Secondary School in June 2011. During his two **Cooperative Education placements with ToolBox Auto in Newmarket**, and his experience in the **Accelerated Program at Centennial College**, Chris was always enthusiastic and eager to learn all he could about Automotive Technology. Chris was always an ambassador for the school and represented himself and the program well wherever he went. Currently Chris is continuing his Automotive Apprenticeship with ToolBox Auto.

The Accelerated OYAP Program is celebrating its 8th year!

The Accelerated OYAP program has experienced an incredible number of changes and growth in the last decade. In its infancy, the program started with five students in the Carpentry trade earning their Level I Apprenticeship certification. Today, we are proud to announce that the program assists over seventy students a year to achieve their apprenticeship certification in seven trades!

The Accelerated OYAP program continues to provide numerous apprenticeship certification opportunities for our students exploring a career in Automotive Service Technician, Carpentry, Child Development Practitioner, Cook, Electrical, Plumbing and Refrigeration and Air. Over the past two years, the Accelerated OYAP program (with the exception of Carpentry) has also become a Dual Credit program. All Apprentices continue to earn 3-4 credits through their Cooperative Education program and the opportunity to earn 1-2 Dual Credits towards their OSSD (with the exception of Carpentry).

Our Accelerated OYAP apprentices share their experiences and insight into the benefits of the program:

"My job skills have improved in many ways throughout the course such as: punctuality, troubleshooting and negotiating skills. I enjoyed meeting new people and learning new useful skills towards my electrical apprenticeship." [Electrical Accelerated OYAP, Humber College]

"This program has changed many aspects of my life. I never liked work or school and now I am determined to learn. I have improved my math skills and understanding. The program has helped shape me to be more responsible in and out of the workplace. I am also more aware of safety conditions in the workplace and I am much more organized."

[Carpentry Accelerated OYAP, Carpenters' Local Union 27]



International Co-op Education (ICE)

Preparing for success in Ecuador at the ICE Retreat

By ICE 2012 students: Maggie Edwards (Aurora H.S.) and Talia MacMull (Vaughan S.S.)

On the morning of September 16th, all of the 2011-2012 International Co-op to Ecuador (ICE) students gathered together at Jackson's Point Conference Centre, for a two day retreat. Upon arrival, the excitement in the air was tangible as we were about to meet the fifteen others who had been given the privilege of going to Ecuador, people that would become each other's family, support network and best of friends.

We started with a series of ICE breakers that helped us feel more comfortable with each other and then moved to the 'Electric Fence', a team problem solving activity in which each member of the ICE team had to get over a two-meter high rope using only a plank of wood, and the mental and physical strengths of the team. Many of us initially felt fearful as we were hoisted above our newly acquainted teammates, with no option but to trust one another. Yet with much effort and thinking, we successfully completed the task!

At supper we shared a meal with only Spanish conversation permitted. At times it was most frustrating not to be able to ask your friend to simply pass the juice. Some students chose not to speak while many others resorted to charades. This simulation clearly demonstrated how skills such as perseverance, creativity and improvisation will be needed while in Ecuador in order to make situations manageable.

That evening, three of last year's ICE alumni led a Q & A session. Hearing unscripted, unfiltered information from the perspective of those in our age group made the trip seem so real. ICE 2011 alumni Priya Gill of Markville S.S. stated, "For me, ICE and my experience in Ecuador is something that I think about everyday and has meant so very much to me. A year ago as a student at the ICE retreat, I remembered how scared and excited I was to be part of this program, and how much the alumni's stories inspired me. To be able to provide the same motivation, support and advice to new ICE candidates that previous alumni did for me, brought the experience full circle."



Priya Gill at her elementary school English teaching placement

ICE alumni and Dr. John M. Denison S.S. student Toni Valenti added, "I hope sharing my own triumphs and my own mistakes will inspire others to create the most positive ICE experience they possibly can!"



Journal writing in the forest... Talia (above) Maggie (right)

The next morning after breakfast, we headed into a nearby forest where we were left to write a journal in solitude, accompanied only by our own thoughts, a pen and some paper. The isolation we felt for this brief period will be similar to our Ecuador experience of immersion in a foreign world, separated from our friends, families and one another.



Over the electric fence

The journal writing in solitude helped us truly reflect upon our individual hopes and fears about the coming months of the ICE program. Later, we discussed our journals in small groups and brainstormed strategies to address our concerns and realize our hopes. By the end, our list did not look like an intimidating monster, but simply speed bumps we will inevitably have to overcome but now feel more equipped to handle.

In sum, the retreat provided a look into what we will experience in Ecuador. There is no doubt in our minds that ICE will not be easy, but then it was never meant to be. By challenging us while having fun, we grow as individuals and gain extremely valuable life experience that will build résumés and open doors to educational and employment opportunities in our future.

Are you up for the ICE challenge?
See www.yrdsb.edu.on.ca/ice - Ecuador

'The History of Me' This "Morning Report" story was posted through an on-line news service on the Ontario Long-Term Care Association (OLTCA) website, www.oltca.com.

Cathy Polera (Resident Services Coordinator at Elginwood Long-Term Care Home) is a long time Co-op supervisor and the two featured students are Fatema Kara and Pegah Khorassani from Richmond Green Secondary School.

'The History of Me': a project engaging youth with long-term care residents - Students interview residents and tell their stories through unique, framed posters. Tuesday April 26, 2011 - By Kristian Partington:

A bridge between community youth and residents at **Elginwood Long-Term Care Home in Richmond Hill** is being built through a project Resident Services Coordinator Cathy Polera calls 'The History of Me'. Years ago she heard of long-term care homes putting residents' histories on posters outside their rooms to give staff a better understanding of the people they support. This year, Polera decided to venture along those same lines with the help of two high school students who came to the home in February on a school placement.

Like many students who've come to Elginwood, the young ladies were reluctant to get involved at first, not knowing what to expect or how to react to elderly residents they didn't know.

"I've always had students work with me but they're always very apprehensive and really uncomfortable," says Polera. "They've never worked in long-term care or been around a lot of elderly people." As a means to break the students out of their shells and open them up to the true personalities of the residents, Polera introduced the idea of the girls interviewing residents and developing posters based on the information they gathered. "I thought it would make them feel a lot more comfortable and give them a different perspective," she says.

The results far exceeded her expectations. "I can't explain how it just turned their whole attitude around," she says. "They were so enthusiastic, the boards are beautiful and the girls are so involved and so dedicated." And the residents are benefitting from the opportunity to share memories of their younger lives; their families, their teenage years, the passions that carried them to golden years.

The students have permission to call residents' families in search of pictures, and Polera is excited by the girls' artistic talents, which they use to create unique portraits of each resident they speak with. What started as a project engaging a few residents has expanded to reach more than 30 people living at the Revera Inc. home - the students have said they'd like to profile every resident if time would permit. Based on the success of this year's pilot, Polera says she fully intends to continue with students on future placements.



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