



## NANCY BARR

Teacher, Brevoort Park School  
GITC Project Team Member



### QUICK FACTS

Nancy Barr is a teacher at the Brevoort Park School, in the Grade 4/5 classroom. Nancy has a passion for the connections that can be made between curriculum and real life, in particular natural resources. Ms. Barr is an integral part of the Girls In The Classroom pilot project team, and has contributed to the success of the program by match-making with pilot classrooms and teachers, advising on lesson plans and supporting the direction of the project.

**School:** Brevoort Park

**Lesson Plans:** Simple Machines & Mining  
Geoscience & GIS at the NE Swale  
On-going support of various classroom interactions

**Target Mine Cycle:** Discover, Plan, Mine, Reclaim

**Interactions with Grade Levels:** 4 to 8

### Q&A WITH NANCY

**Why did you want to be a part of the “Girls in the Classroom – Unearthing Career Opportunities in Mining” project?**

It all started with me inviting a geologist into the classroom to share her knowledge. I am a big believer in having experts from the community come in and share their authentic knowledge and connect to student learning. After that first interaction, working with Deb developing ideas on how to connect learning to opportunity became possible. The idea that we can ‘show’ girls what is available from female models of success is a fantastic way to engage and excite students about opportunities. Mining plays such a pivotal role in our Saskatchewan landscape. We need to showcase the options and engage in the excitement that mining can hold!

**From your perspective, what was the most meaningful information that has been shared with the students participating in the events you have had a hand in creating?**

The meaning I am trying to create with the classroom is that we can connect to so many aspects of mining through ALL the education disciplines. I want student to know that it affects them not only in a geological/rock based way, but ideas including financial, political, social, ecological and reconciliation practices also. This interdependence is needed for future research and development ideas in industry as well as forward thinking to protect our environment. It will be a big job and we need people who are excited for the challenge.

**How does the project benefit the various stakeholders (teachers, students, industry reps/company and industry as a whole)?**

Teachers – project thinking engages students and includes the integration of ideas and curriculum connections. It relates to students by including hands-on and authentic thinking opportunities that are proven to obtaining deeper metacognitive levels and engage the learners in a more sustained and exciting manner.

Students – they get to interact on a deeper more relatable manner. They will connect and engage with the learning and retain the thinking through these connections and interactions. They will also get an authentic way of learning from experts and relating to them on a personal level.

Industry and companies – not only are you allowing your staff to build community, but you are actually making them reflect on their jobs/careers. By having them come to interact with students, they must look at their job and practices and relay this is a positive engaging way to students. They typically become excited to tell the students about their career and the opportunities they have. It allows them to see firsthand the future of their industry and inspire a spark of interest in the upcoming learners.

That connection to craft and mentorship is a perfect way to give back to the community. Not through money, but through time, positive interactions, and enlightenment about the industry through the professionals!