



CANADIAN SCHOOL
Counsellor[®]
MAGAZINE

Talk vs. Texting

The digital dilemma

Parler vs texter

Le dilemme du numérique

Q&A

With the Giant Warrior

Jeff Bearden

Putting Down New Roots

Refugee Youth And Resettlement Issues

S'enraciner ailleurs

La réinstallation complexe des jeunes réfugiés

McMASTER Faculty of **ENGINEERING**



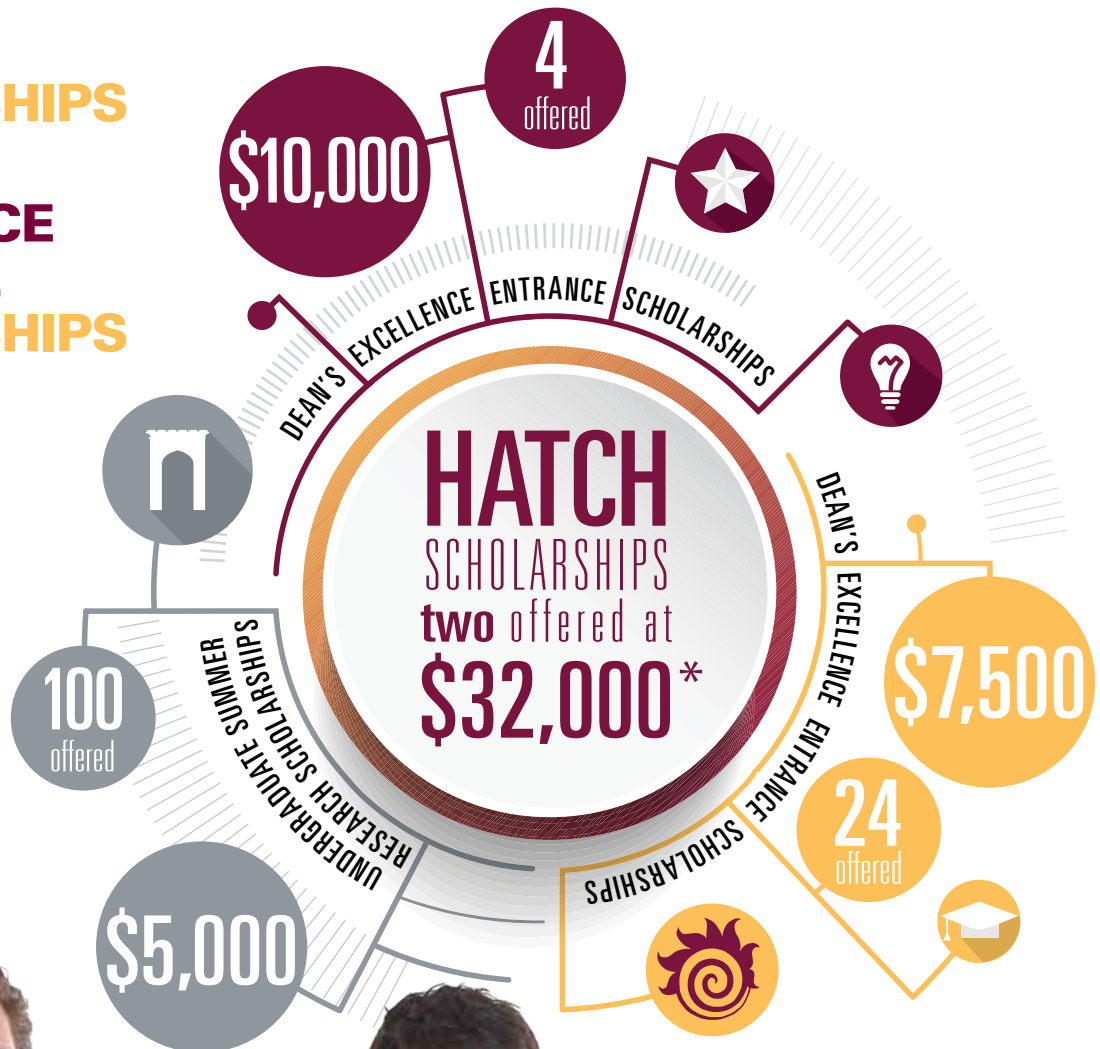
We are one of the world's top 100 universities and we are *changing the world*.

HATCH **SCHOLARSHIPS** **DEAN'S** **EXCELLENCE** **ENTRANCE** **SCHOLARSHIPS**

UNDERGRADUATE **STUDENT** **SUMMER** **RESEARCH** **AWARDS**

Full-time positions for the summer of 2017.

We invite applications from incoming McMaster Engineering undergraduate students who want to be mentored by the best engineering researchers and teachers... and who want to change the world.



**Entering Engineering I,
Comp Sci I, or B.Tech. I
as of Sept 2016**

Eligibility average \geq 95%

**+ strong leadership experience
and community contributions**

*One (1) of two scholarships at \$32,000 for an
Aboriginal Student (\$8,000 per year over 4 years)

www.eng.mcmaster.ca/future

#ThinkEngineering



DEADLINE DATE FOR APPLICATION: APRIL 5, 2016



WE ARE

**ACTION,
ADVENTURE,
AND HOT,
HOT STUFF!**

Get connected to industry professionals, gain hands-on experience and start your path to a career with the School of Hospitality, Recreation & Tourism. Learn in our state-of-the-art facilities comprised of the most advanced technology and equipment. Get international exposure and expand your learning horizons with our study abroad opportunities.

humber.ca/hospitality



Direct-entry programs in International Medicine and Biomedical Science for Canadian high school students

- 6-year program in International Medicine, including two years of US clinical rotations.
- 3-year BSc program in Biomedical Science, with option for accelerated progression to Graduate Medicine program.
- Opportunities to learn from clinical practice at one of the UK's busiest hospitals.
- Pathway to residency and medical practice in North America.
- Canadian financial aid and scholarships available.
- Application deadline: March 31 2016 (Medicine), May 31 2016 (Biomedical Science).



namerica@sgul.ac.uk



+1-888-299-9889



For more information,
please contact:
www.intohigher.com/sgul

INTO®ST GEORGE'S, UNIVERSITY OF LONDON



FOR EDITORIAL INQUIRIES:
tshirliff@marketzone.ca

FOR ADVERTISING INFORMATION:
dbilley@marketzone.ca or 1-888-634-5556, ext. 103

FOR SUBSCRIPTION INQUIRIES
AND MAILING UPDATES:
production@marketzone.ca

PUBLISHER: Trevor Shirliff

CREATIVE DIRECTOR: Jessica Wolfe

PRODUCTION COORDINATOR: Ann Krawchuk

ADVERTISING SALES: Donna Billey, Hailey Farkas,
Shirley Goray, Trevor Shirliff

CONTRIBUTING WRITERS: Sean Dolan, Lisa Gareau, Shirley
McClay, Laurie Nealin, Doreen Pendracs, Amanda Thomas,
Alison Zenisek

FRENCH TRANSLATION: La Boîte à mots

COVER IMAGE: ©iStock/Joel Carillet

Main Feature

28 **Welcome Home!**
Challenges for refugee youth in assimilating into Canadian society

Bienvenue chez vous!
Pour les jeunes réfugiés, l'intégration à la société canadienne
est un parcours parsemé d'embûches.

Also In This Issue

18 **Talk vs Text**
Growing up in a digital world
Parler vs texter
Grandir dans un monde numérique

22 **We Are What We Eat, Sleep, and Exert**
The effects daylight, diet, exercise and sleep have on student performance.

25 **Money Smarts**
Avoiding the post-secondary debt albatross

START HERE. FINISH HERE. ——— keyano.ca

EARN YOUR Bachelor's DEGREE
WITHOUT LEAVING FORT MCMURRAY

Environmental Science
MOUNT ROYAL UNIVERSITY 1910

Nursing
UNIVERSITY OF ALBERTA

Business Administration
NAIT

Education
UNIVERSITY OF ALBERTA

Keyano COLLEGE



UWINDSOR

YOU 2.0 Get Ready for the Future

Discover a world-class university.
Where borders are bridged and nations meet.
Where the student experience always comes first.
Start the journey of a lifetime at the University of Windsor.
Challenge yourself. Learn. Create. Grow. Succeed. Enjoy.



University
of Windsor

www.uwindsor.ca

Canadian School Counsellor
CSC-Q0116 - SPRING 2016

Canadian School Counsellor magazine is published quarterly as a source of information for Canadian high school guidance counsellors. All rights reserved. Reproduction in whole or in part without written permission is prohibited. The opinions expressed herein are not necessarily those of the publisher. The publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited, the publisher is not liable for any damages due to editing, changes, cancellations errors or omissions. All corrections should be directed to the publisher. All work submitted for publication is assumed to be the providers' original work and the publisher accepts no liability as a result of publishing such works. Canadian School Counsellor magazine is a nationally registered trade-mark, unauthorized use of it is prohibited. Canadian School Counsellor magazine is printed using state-of-the-art sustainable printing procedures on recycled paper. We welcome your comments and editorial suggestions.



177 McDermot Avenue, Suite 200
Winnipeg, Manitoba, Canada
R3B 0S1
Tel: 1-888-634-5556
Fax: (204) 515-1185
Email: production@marketzone.ca
marketzone.ca

**RETURN UNDELIVERABLE
CANADIAN ADDRESSES TO:**
Circulation Department
177 McDermot Avenue, Suite 200
Winnipeg, Manitoba R3B 0S1
Canadian Publications Mail
Agreement
#41622023

Departments

09 Across Canada

37 Jeff Bearden
The Giant Warrior and his
positive message to students

40 Counsellor's Crossword

42 Advertiser's Index

41 Last Period
A Place on the Way



17 Counsellor's
Corner

Let's Not Muddy the Waters



34 Career
Opportunity

Horticultural Careers

STUDENTS RISE

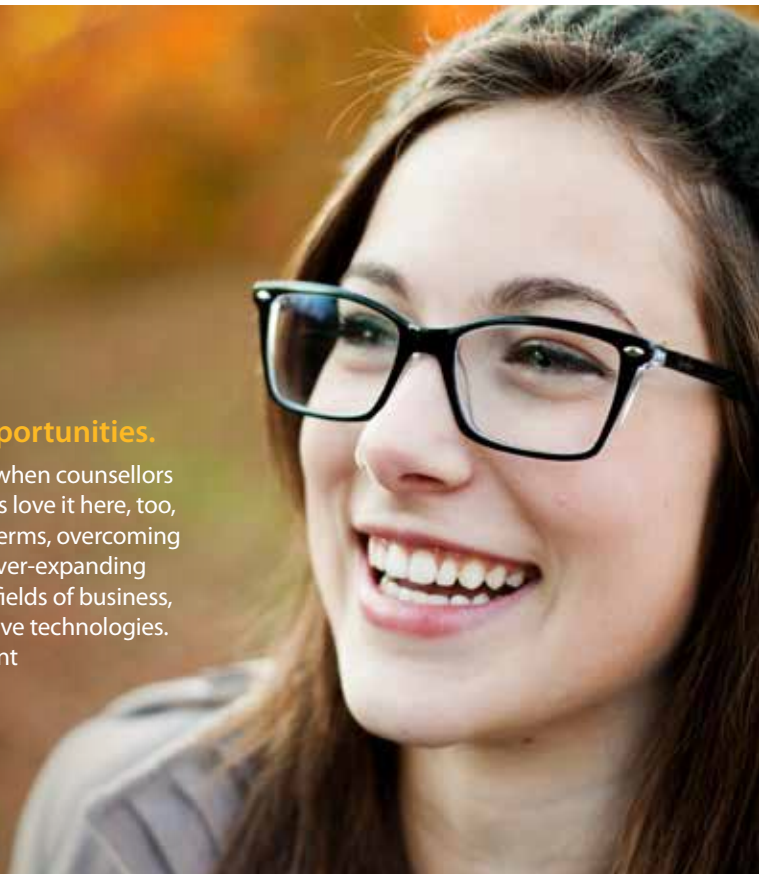
WITH BOW VALLEY COLLEGE

New campus. New programs. New opportunities.

"Wow." That's the overwhelming response we get when counsellors tour our new campus, completed in 2013. Students love it here, too, because they get an excellent education on their terms, overcoming any barriers to success. They can choose from an ever-expanding list of career Certificates and Diplomas in the vital fields of business, health care, justice, community services, and creative technologies. And they will be in demand – 93% find employment in their fields within six months of graduation.

Visit bowvalleycollege.ca

BOW VALLEY
COLLEGE





Stefanie Del Gobbo

Brock graduate
BA English Language
and Literature ('09)
BEd ('10)

High school teacher and
literacy web app developer

From campus to career path

Stefanie Del Gobbo is passionate about literacy. This graduate from Brock University's Faculty of Education loves books. But the high school students she teaches say streaming movies and online gaming are more fun.

To show them that reading can be just as enjoyable, Stefanie devised the free 2Titles.com web app. Her app identifies books for young people based on their likes and interests, and has received rave reviews.

"The unique Brock experience and approach gave me a realm of inspiration that I strive to pass on in every classroom I enter," says Stefanie, "Brock encouraged me to be a creative and critical thinker."

Choose your path to a fulfilling career from one of Brock University's undergraduate and graduate programs in Education, Applied Health Sciences, Humanities, Social Sciences, Business, and Math and Science.

Learn more at discover.brocku.ca

Brock University Child and Youth Studies Department Launches First PhD Program in Canada

Courtesy of Brock Press

By Nicholas Blasiak

The Department of Child and Youth Studies (CHYS) at Brock University recently received approval for the very first CHYS PhD program in Canada.

It has been a large-scale effort over four years between the CHYS department, Neil McCartney, the Vice President Academic, Thomas Dunk, the Dean of Social Sciences, Michael Plyley, the Dean of Graduate studies, and their affiliated offices.

The Child and Youth Studies doctoral program consists of either a traditional four-year doctoral program or an accelerated program whereby a student enters the Master's program, completes a year of study, and then directly enters the doctoral program without completing a Master's thesis. This latter path is intended for exceptionally applied students with lots of field experience who are not likely to need the length of time that is usually required to develop a traditional academic publication portfolio.

The course structure for the doctoral program includes: one of either advanced quantitative or qualitative methods, three advanced topics courses drawn from developmental, exceptionalities, and sociocultural departmental banks, a transdisciplinary proseminar for the first two years of the program, and a flexible comprehensive structure. This flexibility allows students the freedom to select and complete two of the following options: traditional testing; teaching; research project; or community/work placement. Students are also expected to complete a research thesis.

"Our flexible program content is designed to reflect our department's

multidisciplinary roots, to meet the needs of students from different disciplines, and to enhance the marketability of our graduates in both academic and non-academic job markets," said Dawn Zinga, the Chair of the CHYS Department.

The uniqueness of this PhD program is due to its focus on transdisciplinarity, which is defined as the practice of crossing many disciplinary boundaries to create a holistic approach. Dr. Tony Volk, a champion of the CHYS PhD program who spearheaded its development, likens the educational goals of the program to that of a tradesperson.

"It's valuable to know how to swing a hammer, but that's just one component of building a house. We're aiming to allow students to use all the tools available to them and translate that in a business or academic environment," said Volk.

Zinga and Volk both anticipate that graduates will likely pursue a career in academics while other graduates can potentially make careers outside of

academia via various public, NGO and private employment opportunities. The focus of the program is to give students the ability to chart their own course and pursue their interests with a broad background to support those pursuits.

The doctoral program in CHYS will begin its inaugural year in Sept. 2016 which will see a cohort of approximately four to six students in total. Student applicants need an 80 per cent minimum average and successful completion of an MA program in the social sciences. Academics are the strongest consideration but Dr. Zinga also indicated that student involvement in activities and charities could show depth and diversity that would give students a competitive edge in the application process.

Tuition fees are approved by the Brock University Board of Trustees, in accordance with the tuition policy set by the Ministry of Training, Colleges and Universities. Therefore, tuition is assessed per term at differentiated rates.

EXECUTIVE CERTIFICATE IN CONFLICT MANAGEMENT

Earn your certificate in under one year. The following courses comprise the Executive Certificate:

- Dealing With Difficult People - 3 days
- Alternative Dispute Resolution - 4 days
- Advanced Alternative Dispute Resolution - 4 days
- Applied Alternative Dispute Resolution - 4 days
- Online Difficult Conversations - 4 hours
- Online Negotiation - 6 hours

Visit sfhgroup.com for workshop dates and locations.



Windsor Law
University of Windsor

1.800.318.9741



sfhgroup.com



contact@adr.ca



"Brock has been on the cutting edge of child and youth studies since the field's inception in the 90's, so this continues our leadership in CHYS. This program demonstrates that Brock is an adaptive institution which promotes first class research. Other universities have been relatively slow to take leadership in this area of child and youth studies," said Volk.

Other institutions which offer PhD's in CHYS suffer from small faculties which hinders their ability to teach using transdisciplinarity as a methodology. However, Brock boasts 20 faculty members in their CHYS department. Students will have access to a wealth of experience through multiple disciplines. This advantage will allow the department

to offer guest speakers from across the academic spectrum, including health services and leaders from NGOs.

"In fact, one of the most significant challenges in developing this program was trying to make sure all the areas were covered in the department."

In fact, one of the most significant challenges in developing this program was trying to make sure all the areas were covered in the department. The committee responsible for designing the program had to balance between drawing from such drastically different

perspectives like critical feminist theory to evolutionary biology to deliver content ranging from UN rights of children to learning disabilities.

The implementation of this program will have far reaching effects and will benefit undergraduates and Masters students in the CHYS department. "We feel this program offers a compliment to our undergraduate and Masters programs. It will create opportunities with more experienced TA's, mentors for undergraduate and masters students, and demonstrate to students a sustainable pathway all the way up to the PhD level. It will establish a culture of leadership and excellence for all students to expand their horizons," claimed Dr. Volk. ✦ CSC

Waterford Valley High wants to reduce stigma, bring awareness to mental health issues

Courtesy CBC News

Students Tara Foley, Ava Proventure and Liam O'Keefe were joined by guidance counsellor Allison Kirkland for an interview on CBC Radio's St. John's Morning Show. Foley, Proventure and O'Keefe, who are members of the school's mental health club, told host Anthony Germain the club's mission is to raise awareness about mental health, and to reduce the stigma that surrounds the illness. The club also holds fundraisers to help fund different projects at the school.

By utilizing therapy dogs and yoga, the club hopes to help reduce a student's stress level by focusing on positive coping strategies and techniques. "Anxiety and depression are definitely the two that we see the most," said Allison Kirkland, who is one of the school's two guidance counsellors. "We have a lot of students that are finding it even difficult to come into school. They have such school anxiety and school refusal," she said.



FANSHAWE

At Fanshawe, we believe every student has a story worth sharing. We help students craft theirs by providing a launch pad for passion, the instruments to discover and the understanding to make it a reality. Their story is our story.

YOUR STORY™

fanshawec.ca

Ideas Live in Community... Discover CMU



Arts • Science • Business • Music

Find your place

CMU | CANADIAN MENNONITE UNIVERSITY cmu.ca

"The nature of society today has changed, and students don't necessarily have those inner [coping] strategies. And it gets worse, and worse — and then it ends up at a level where they can't function."

'Education eliminates ignorance'

Liam O'Keefe said mental health issues such as depression are so often misunderstood. "It's chemical, it's an illness, like any other illness," he said. "For me, education eliminates ignorance.

It would be great to shed some light on those mental health issues that aren't really seen much of. Borderline personality disorder; and OCD (obsessive-compulsive disorder) has horrible stigma around it."

Kirkland said that Newfoundland and Labrador is the only province in the country where school counsellors are responsible for conducting psycho-educational assessment. "That's for learning disabilities, specific learning disorders, intellectual disabilities. We're the ones that are

conducting those assessments, whereas in every other province, specialists are the assessors," she said.

'We need more counsellors'

Tara Foley understands Kirkland's massive workload, adding that it's critical to get education about mental health into school curriculum. "Their jobs are super important. Having two people in a building for 800 is absolutely crazy," she said. "We need more counsellors. There's absolutely no education about mental health in the school system."

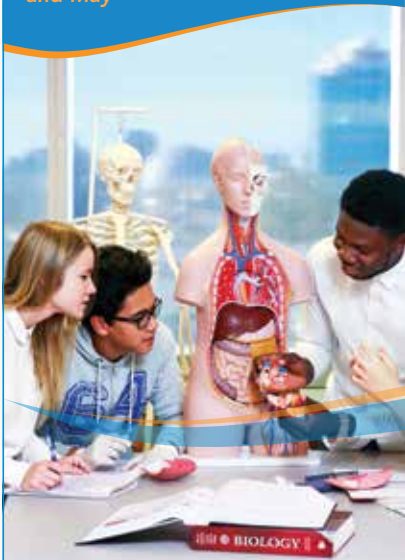
Ava Proventure said she respects that the school's guidance counsellors are not judgemental. "Often times she's like an impartial person, being there, and not judging," she said. "And helpful to tons of students who don't get a chance to talk to someone, because there's just simply not enough counsellors."


Impact of long wait times

Kirkland said when a referral is made for a student, wait times can be lengthy. "On the eastern part of the province, say if I were to make a referral for a counsellor or a psychologist, it could be upward of six to eight weeks," she said. "If it's for a psychiatrist, we are hearing that it is between a year and a half to two years. If the student is struggling with anxiety, depression, schizophrenia, and has to maintain an appropriate school day — we are the ones the student sees in between those appointments."

Kirkland said the Newfoundland and Labrador Counsellors' & Psychologists' Association, a special interest group with the NLTA, has been lobbying to have the number of counsellors increased in the province's schools. "Right now we have a ratio of one to 500. Twenty years ago, there was a report on education done that they recommended that it was one to every 250 students," said Kirkland. "So we are very strong in campaigning that we certainly need more counsellors in the school. My day tends to deal with the students that are in the most crisis. So that leaves very little to no time at all to do the preventative work." ❖ CSC

APPLY NOW FOR SEMESTERS
beginning September, January and May





Columbia College

— Established 1936 —

- First & second year university programs for transfer to the University of British Columbia, Simon Fraser University, University of Victoria and other major Canadian universities
- Associate of Arts (General, Economics, Business Administration, or Mass Communication)
- Associate of Science (General, Computer Science, or Mathematics)
- University Foundation programs (Grade 11 & 12)
- English for Academic Purposes (ESL)
- Accredited CELPIP Preparation Programs (ACPP)

For further information contact

Admissions Office, **COLUMBIA COLLEGE**
438 Terminal Avenue, Vancouver
British Columbia V6A 0C1 Canada
Tel: 604-683-8360 Fax: 604-682-7191
Email: admin@columbiacollege.ca
Web: www.columbiacollege.ca



TRUE MEDICINE

TRUE. SGU's US and Canadian students achieved a 97% first-time pass rate on the USMLE I in 2014, surpassing students from US and Canadian schools 5 years in a row.

TRUE. SGU has a network of over 13,000 graduate physicians—including over 1,000 Canadians—who have impacted health care worldwide.

TRUE. SGU is the #1 provider of doctors into first-year US residencies for the past 5 years combined, including over 830 US residencies in 2015.*

St. George's University, located on the tip of the True Blue peninsula in Grenada, is committed to the belief that One Health, One Medicine is the portal to a comprehensive medical education. Since 1977, more than 13,000 School of Medicine graduates have gone on to successful careers in medicine and public health. Find your true calling. sgu.edu/md | **800.899.6337**



St. George's University

THINK BEYOND

Grenada, West Indies

* According to published information as of April 2015.

STUDENTS CAN DIVE INTO MEDICAL EDUCATION THIS SUMMER at the St. George's University Med/Vet Summer Leadership Academy

The logo for the Med/Vet Summer Leadership Academy, featuring a caduceus (a staff with two snakes) and the text 'MED VET SUMMER LEADERSHIP ACADEMY' in a stylized font.

MED VET
SUMMER LEADERSHIP ACADEMY

HIGH SCHOOL SESSION

June 22–July 1, 2016

COLLEGE SESSION

June 6–June 17, 2016

Have your students ever wondered what medical school or veterinary medical school would be like? St. George's University's two-week Med/Vet Summer Leadership Academy gives students a unique opportunity to get an inside view of their future career as a doctor or veterinarian.

To learn more about SGU and the Summer Leadership Academy, visit sgu.edu/summeracademy.

UNIVERSITY
of GUELPH

College of
**Business +
Economics**

CHANGING LIVES
IMPROVING LIFE



WE ARE **CHANGING**
THE **BUSINESS** WORLD

Come join us.

Business +
Leaders for a Sustainable World.

www.uoguelph.ca/business

**Ottawa's Notre Dame
High School turns
to indigenous tradition
to resolve conflict**

**Notre Dame High School's
'restorative practices room'
open to all students and
teachers**

Courtesy CBC News

An Ottawa high school has created a new space to help students resolve conflicts and connect with indigenous culture and traditions such as smudging.

Notre Dame High School, under the Ottawa Catholic School Board, opened its new "restorative practices room" recently with a special ceremony involving local elders, students, teachers and school officials. Native studies teacher Alanna Trines and guidance counsellor Kate McGarrity-Fournier helped create the space, which features a circle for discussions, indigenous learning resources and traditional medicines like sage and sweetgrass for smudge ceremonies.

"Its origins are in First Nations community circles, where people would come together and share their voice and concerns and be respected," said McGarrity-Fournier. "If



Certificate, Diploma and Degree programming in Northern Manitoba.

Campus locations in Thompson and The Pas. Twelve Regional Centres throughout Northern Manitoba.

www.ucn.ca



there's a specific conflict in the school, we will be able to refer to this room specifically for restorative practices conflict resolution," added Trines. "We'll be able to have any student that's involved in a conflict sit in a circle, and we'll be able to resolve that conflict in a restorative practices type of way."

Former principal Bonnie Campbell came up with the idea for the room, which will be open to all of Notre Dame's staff and 750 students as a gathering space, or even to hold classes. Trines plans to use it regularly for her students, where they'll smudge a few times a week, a practice she's been doing with her classes in recent years. "I just hope that everyone is going to be comfortable to access this space openly, because I don't want anyone to be shy," said Trines. "If anyone wants to come in, have a class in here, or if a student feels like they just want some quiet time in this space."

"What we hope for the room is that it will build relationships, create a more inclusive environment at Notre Dame, and a place where people feel their voice can be heard and shared and respected," added McGarrity-Fournier. 

CONNECT | to flexible learning and support.



Giving students the options they need. Helping teachers with curriculum resources.

www.adlc.ca 1-866-774-5333

ADLC Alberta Distance Learning Centre



YOU WILL MATTER HERE

You are important. You are not a number.
You are a unique set of dreams and aspirations.

You matter at VIU.

We want you to succeed and we have created a university where that is possible. Caring professors, accessible services, research opportunities and a classroom experience where you will be seen and heard.

Find this, and more at VIU.
Matter here viu.ca



VANCOUVER ISLAND
UNIVERSITY

Bully backlash: Guidance counsellor says aggressor needs help too

Guidance counsellor says bullies need help too

Courtesy CBC News


Boyd Perry, president of the Newfoundland and Labrador Counsellors' and Psychologists' Association, says the person who made the now infamous 'ugliest girls' poll needs help too. The poll had people across the country

sympathizing with Lynelle Cantwell and the other Holy Trinity High School students who were victimized by the online list.

"It's easy to jump on the bandwagon and say they're simply mean or they're nasty people and there's no point and they should just be punished"

"It's easy to jump on the bandwagon and say they're simply mean or they're nasty people and there's no point and they should just be punished" said Perry, "these behaviours don't come out of the blue, unfortunately, if we

just leave it at that we're just going to see the same behaviours repeated" he added. Perry is also an English School District guidance counsellor, who works at Holy Heart of Mary High in St. John's.

He says it's the school board's policy to ensure both parties — the bully and the bullied — receive the same type of assistance. He believes if aggressors are given the opportunity to talk it out, there's a better chance they'll correct cruel actions in the future. "The person who is engaged in this type of behaviour they're, you know, they're not there by accident. They too need the same types of supports and guidance that the person that's suffering through this will require." 



You:

- ✓ Love math
- ✓ Like solving complex problems
- ✓ Are looking forward to being able to drive

An actuary:

- ✓ Loves math
- ✓ Is an expert who uses complex math to manage risk
- ✓ Helps determine your car insurance premiums

Actuaries turn numbers into knowledge.

Check out our Become an Actuary webcast: www.cia-ica.ca/BecomeAnActuary

Visionnez notre webémission Devenez un actuaire : www.cia-ica.ca/DevenezUnActuaire

Consistently rated as one of the top three careers in North America, a career as an actuary will be both challenging and rewarding. To learn more, visit cia-ica.ca/BecomeAnActuary



LET'S NOT MUDDY THE WATERS

By: Sean Dolan

When the majestic river GUIDANCE flows freely, it is a thing of beauty. The water runs as cool and clear as a mountain spring. It moves at just the right pace – splashing against the riverbank, working in harmony with the surrounding ecosystem. But every once in a while something (or someone) comes along and stirs up the sediment of the riverbed and muddies the waters.

Sure I'm resorting to a lame analogy, but if I put my ideas together properly, you should see where I am going. The river GUIDANCE needs guardianship. It needs people to monitor its banks so that it can handle whatever gets thrown its way. In a perfect world, the river can handle the rushing waters of a strong storm or a winter thaw. What the guardians really need to watch out for are forces that intentionally (or unintentionally) disturb the river and turn it into a sea of muck.

Okay, let's stop being so abstract. What I am talking about is covered in any Guidance qualification course. It's about setting appropriate and effective professional boundaries. A properly functioning Guidance Department distinguishes between the responsibilities that belong to counsellors and the responsibilities that belong to administrators and teachers.

Let's start with school administrators. Guidance counsellors have to be mindful of working in partnership with the school administration while consciously avoiding tasks that should be performed by a principal or a vice principal. For example, it is easy for a counsellor to get caught up in cases like bullying and victimization – mainly because counsellors are among the first

to hear about these situations when they occur. Counsellors tend to have a natural inclination to want to put a stop to the mistreatment of one person by another. However, when guidance counsellors become the frontline investigators – interviewing students and gathering information that will be used for disciplinary purposes – this is a huge problem. Suddenly they have taken on the role of an administrator. The funny thing is that, more often than not, guidance counsellors assume these roles without being asked – which means they are muddying their own waters.

Teachers muddy the river GUIDANCE when they do two things: when they refer students to counsellors in an effort to address classroom management problems and when they expect counsellors to be the first point of contact with parents. In terms of classroom management, counsellors need to be direct with teachers when it comes to their role – that is to provide support for those who need it. If a student is acting up in class, has poor attendance, or isn't doing their homework, teachers need to address the situation with the student and their parents. If the behavior doesn't improve, they need to refer the student to the appropriate administrator. In the meantime, a counsellor can be brought in at any time to provide support – to try to get to the root of what is going on with the

kid. However, a counsellor should never be used to build a case against a student or to dole out punishment. Once again, a strong guidance counsellor knows when to hand a case back to a teacher if they feel they are being brought in to do something that isn't supportive of the student.

Counsellors should also make a point of asking teachers if they have made contact with parents – even if teachers hate this! Sometimes a teacher will refer a student to Guidance and expect the counsellor to call the parent on their behalf – the equivalent of getting the counsellor to do their job for them. Counsellors thrive on partnership and respect. When someone in the partnership doesn't do their share, the relationship becomes fractured. If a teacher isn't honouring the partnership, the counsellor needs to set them straight with a line like, "Okay, you call the parent and I'll have a chat with the student."

In the end, I want the river Guidance to flow smoothly. As one of the guardians of the river, I strive to help the sediment stay in place at the bottom of the riverbed by keeping elements that disturb the river's flow at bay. While it is impossible to keep the river from ever getting muddy, it is possible to help it to stay pretty clear most of the time. ♣ csc

» BIO



Sean Dolan taught for 20 years before moving into Guidance and Career Education six years ago. He is currently working as a high school guidance counsellor at St. Marcellinus Secondary School in Mississauga, Ontario.



TALK VS TEXTING

By Par Laurie Nealin

The Digital Dilemma

Young people are always on their phones. But, mostly, they're not talking to anyone. At least not in the way most Boomers would define talking. They're texting and posting to social media accounts. They're not having conversations. Or are they?

Kids born after 2001 were born into the digital world that adults created. These "digital natives" have embraced that culture. That's not surprising really, given it's the only one they know. So, is that a good thing? Or, as some people fear, is this generation being driven to digital distraction at the expense of traditional communication and interpersonal skills? We asked a linguist and a psychologist to weigh in on those questions.

To text is to chat

Heather Lotherington is a professor of multilingual education at York University in Toronto. She maintains that kids are still talking, but they're talking through another medium -- their smartphones, as well as face to face. "Reading and writing, listening and speaking don't make sense in a digital environment, but digital media have stretched our channels of communication. It's not face-to-face communication, but it is personal," Lotherington says.

She compares texting to chatting -- what neighbours did over the back fence 40 years ago. Technically, that is called phatic communication -- communication for the purpose of sharing human contact. "Texting has chat formulation," Lotherington explains. "It's very brief comment. Mostly, it's social or 'Can you pick up bread?'"

"You don't have the face-to-face human contact with digital mediation, but you do have the equivalent of verbal communication which is mostly chat." Because people's lives are so busy these days, Lotherington says there is very little time left to meet up and talk in person, especially in big cities. "The time crunch is perhaps even more responsible for some of this [digital communication] than we realize," she notes.

The dramatic change in communication - the move from talking face-to-face to communicating online, Lotherington describes as a social switch.

Les jeunes passent leur temps sur leur téléphone. Mais la plupart du temps, ils ne parlent à personne. Du moins pas au sens où les boomers définiraient le verbe « parler ». Ils textent et s'expriment sur les médias sociaux. Ils ne conversent pas. Mais est-ce bien le cas?

Les enfants nés après 2001 ont grandi dans le monde numérique que les adultes ont créé. Ces « enfants du numérique » ont adopté la culture numérique. Et ce n'est pas vraiment étonnant puisqu'ils n'en connaissent pas d'autres. Est-ce une bonne chose? Ou peut-être, comme certains le craignent, sommes-nous en présence d'une génération poussée vers la distraction numérique au détriment de la communication traditionnelle et de la sociabilité? Nous avons demandé l'avis d'une linguiste et d'une psychologue.

texter, c'est bavarder

Heather Lotherington est professeure d'éducation multilingue à l'Université York de Toronto. Elle prétend que les jeunes se parlent quand même, mais qu'ils le font par un autre moyen – leur téléphone intelligent – ainsi que face à face. « Lire et écrire, écouter et parler sont des activités qui ne font pas de sens dans un environnement numérique, mais les médias électroniques sont venus prolonger nos canaux de communication. Ce n'est pas comme la communication face à face, mais ça reste personnel », explique Mme Lotherington.

Elle compare les textos au bavardage auquel les voisins se livraient chacun de son côté de la clôture il y a 40 ans. À proprement parler, c'est ce qu'on appelle de la « communication phatique » : une forme de communication qui sert à maintenir le contact humain.

« Les textos s'apparentent au bavardage, observe Mme Lotherington. Ce sont des communications très brèves à caractère plutôt social ou utilitaire. On n'est peut-être pas en présence de son interlocuteur quand on communique par des moyens électroniques, mais on a quand même l'équivalent d'une communication verbale, qui relève essentiellement du bavardage. »

Les gens sont tellement occupés de nos jours, souligne Mme Lotherington, qu'il leur reste très peu de temps pour se rencontrer et se parler en personne, surtout lorsqu'ils habitent dans une grande ville. « Ce manque de temps, souligne-t-elle, contribue peut-être plus qu'on

Parler vs texter

Le dilemme du numérique

Don't blame the kids

She suggests it's not fair to blame kids for doing things differently when it's just a sign of the times. Like many people in education, she is trying to work with the digital world in an advantageous way. "At some point, you have to sit up and take notice that your generation ain't the only one. You can't be a Luddite and say that's no good, because that doesn't help anybody. You have to look at it creatively and say 'how can we work with these new ways of reading and writing to maximize cognitive development and cognitive sharing?'"

"Rather than comparing it to the way things were when I grew up, the real problem is figuring out how we bring those things together," says Lotherington, a member of the Boomer generation. Still, she does have some concerns about where this is all headed.

"Lotherington also fears losing the fine art of conversation given that children born into the digital age will not know the time when long conversation was common."

Because texting and social media are characterized by abbreviated, pointed communication, Lotherington's big worry is that the long read -- like the novel -- will eventually disappear. "You really don't want this mammoth human accomplishment to [disappear] into the sands of time, because it's really very important," she says.

Lotherington also fears losing the fine art of conversation given that children born into the digital age will not know the time when long conversation was common.

Balancing act

Dr. Suzanne B. Phillips is a psychologist and author in New York. She contends that we don't really know if growing up in a digital world will be a benefit or a detriment, but emphasizes the importance of balancing online time with real-life interaction. That goes for adults as well as kids.

le croit à l'engouement pour les communications électroniques. » À son avis, cette transition abrupte de la communication face à face à la communication en ligne marque un « changement social ».

signe des temps

Pour Mme Lotherington, les temps ont changé et il ne faudrait pas reprocher aux enfants de faire les choses différemment. Comme beaucoup de ses collègues en éducation, elle cherche des façons avantageuses de fonctionner avec le numérique. « À un moment donné, vous devez relever la tête et prendre conscience que votre génération n'est pas seule au monde. Ça ne sert à rien de se révolter et de prétendre que tout cela n'a rien de bon. Il faut plutôt miser sur la créativité et se demander comment mettre ces nouvelles façons de lire et d'écrire au service du développement cognitif et du partage cognitif. »

« Je ne m'arrête pas à faire des comparaisons avec ce que j'ai connu dans mon jeune âge, observe Mme Lotherington, qui fait partie de la génération des baby-boomers. Le vrai défi, c'est de comprendre ce qui est en train de se passer. » N'empêche qu'elle s'inquiète un peu de ce que tout cela pourrait provoquer.

"Mme Lotherington craint aussi que l'art de la conversation se perde puisque les enfants du numérique n'auront pas connu l'époque où la longue conversation était pratique courante."

Sa grande crainte, c'est que les textos et les médias sociaux, parce qu'ils habituent les gens à des communications succinctes et directes, finissent par entraîner la disparition des textes longs, comme les romans. « Il ne faut surtout pas que cette immense œuvre humaine tombe dans l'oubli, car son importance est considérable », ajoute-t-elle.

Mme Lotherington craint aussi que l'art de la conversation se perde puisque les enfants du numérique n'auront pas connu l'époque où la longue conversation était pratique courante.

trouver l'équilibre

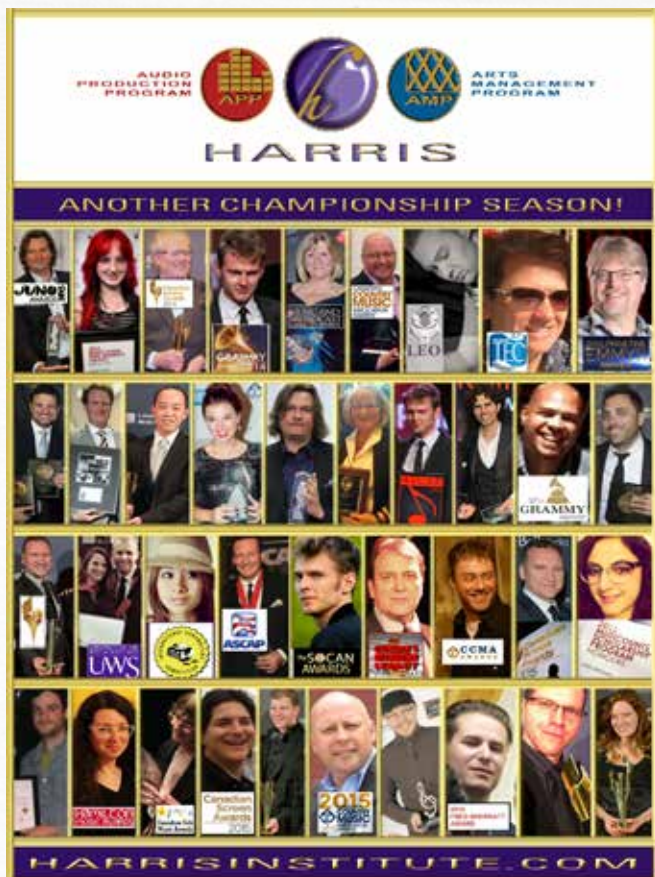
Suzanne B. Phillips est psychologue et auteure à New York. À son avis, il est difficile de dire si les enfants du numérique gagneront ou perdront au

Phillips notes that in times past, kids' social interaction with their friends might have involved hanging out on the corner together, but now they socialize on their smartphones in their own bedrooms using various digital forums. "Kids also really do make traditional phone calls, particularly to their very best friends," she adds.

“Schools provide the perfect opportunities for face-to-face communication and developing interpersonal skills, she notes. “In the here and now, you hear the tone, see the body language, and that is only possible in person.”

Phillips has found that kids who feel ostracized and become involved in text-fighting, sexting, and other digital communication extremes are often kids who aren't involved in non-digital activities with other people. She believes it's vital for kids to have a real place to go where they put away the phone and interact with people -- playing in the band, running track, rehearsing lines for a play or raising funds for a good cause. "We never needed extra activities more than we do now. Otherwise, kids get siphoned into the cyber-world where, with boredom, comes the need for more and more sensation," Phillips says.

Schools provide the perfect opportunities for face-to-face communication and developing interpersonal skills, she notes. "In the here and now, you hear the tone, see the body language, and that is only possible in person."



change. Ce qu'il faut, insiste-t-elle, c'est répartir son temps équitablement entre Internet et la vraie vie. Et cela vaut autant pour les adultes que pour les enfants.

Auparavant, observe-t-elle, les enfants se réunissaient peut-être au coin des rues pour socialiser entre amis, mais de nos jours, ils le font avec leur téléphone intelligent, dans leur chambre à coucher et sur diverses plates-formes numériques. « Les enfants utilisent quand même aussi le bon vieux téléphone, surtout pour parler avec leurs meilleurs amis », ajoute-t-elle.

Mme Phillips constate que les enfants qui se sentent rejetés et qui se livrent à des activités nuisibles dans l'espace numérique (guerres de textos, sextage, etc.) sont souvent des enfants qui ne sont pas engagés socialement avec d'autres personnes en dehors de l'espace numérique. À son avis, il est essentiel que les enfants aient de vraies activités qui les font interagir avec d'autres personnes sans téléphone : jouer dans un groupe de musique, faire de l'athlétisme, répéter une pièce de théâtre, amasser des fonds pour une bonne cause, etc.

« On a besoin plus que jamais d'avoir de telles activités. Autrement, les jeunes se font aspirer par le cyberspace où, à force de s'ennuyer, ils finissent par rechercher des stimulations de plus en plus fortes », prétend Mme Phillips, en soulignant que l'école est un excellent endroit pour avoir des échanges face à face et développer sa sociabilité. « Dans la vraie vie, on entend le ton de la voix, on voit le langage corporel, et cela n'est possible qu'en présence de son interlocuteur. »

quand s'inquiéter

Mme Phillips met en garde contre l'usage immodéré du téléphone intelligent chez les ados. « Les parents ont effectivement raison de s'inquiéter lorsque tout l'univers de leur enfant tient sur un téléphone, lorsque l'enfant se cache dans son téléphone et se coupe du monde extérieur, et lorsqu'il cesse de nouer des relations avec d'autres enfants ou les membres de sa famille. Il doit y avoir un équilibre entre le temps passé à vivre en communauté et le temps passé seul dans le cyberspace. » Le numérique crée un effet de dépendance du fait de son omniprésence et de la stimulation neuropsychologique qu'il procure. Il agit directement sur la zone du plaisir du cerveau.

« Le bip qui signale l'arrivée d'un message est pris au sens de "Je suis important. J'ai reçu un autre message", quel que soit le contenu dudit message. Ils ne peuvent s'empêcher d'aller voir le message », constate Mme Phillips.

La pression sociale exercée sur les ados est telle que s'ils ne répondent pas immédiatement à un message, ils craindront que l'ami qui le leur a envoyé cesse d'être leur ami. Tout peut créer une dépendance, rappelle Mme Phillips, et entraîner des effets nocifs dans toutes les sphères de la vie : santé, relations, école, travail, etc.

Afin de se prémunir contre de telles éventualités, les ados ont intérêt à avoir d'autres activités physiques et créatives qui leur permettront de rencontrer des amis, de s'en faire de nouveaux, de développer de nouvelles habiletés et de rehausser leur estime de soi. ♣ CSC

When to worry

Phillips warns that use in moderation is critical when it comes to teens and their smartphones. "Parents do have reason to worry if their child's world is condensed into a phone, if they are hiding in their phone to the exclusion of what's going on around them, and if the child stops being able to relate in person to other kids or their family.

"There has to be a balance between collective communal living and alone digital time." Digital communication can be addictive because it's so available and neuro-physiologically exciting. Its functions hit the pleasure centres of the brain. "The ping that signals there is a message [translates into] 'I am important. I got another message,' no matter what the message is. They cannot stand not to look at the message," Phillips says.

With teens tied to peer group approval, not immediately answering a message can trigger anxiety and fear that the friend who sent it will stop being a friend. Anything can become an addiction, Phillips points out, bringing with it negative consequences at every level -- in health and relationships, at school and work.

Having other physical and creative activities to participate in helps protect teens from such scenarios by enabling them to meet up with friends and make new ones, while learning new skills and boosting their self-esteem. ♣csc

Western University Offers Unique Opportunities for Indigenous Students



Indigenous Services is committed to supporting you in reaching your highest potential.

Our Services & Programs:

- Access Transition Opportunities program for students applying to certain faculties
- Academic and Personal Counselling;
- Visiting Elders and ongoing cultural programming;
- Peer Mentoring and leadership opportunities;
- Indigenous Student Groups;
- Student Work Opportunities including work-study and summer positions.



Western
UNIVERSITY • CANADA

indigenous.uwo.ca

Searching for a Career? Choose Payroll

A career in payroll can be very rewarding and becoming a Payroll Compliance Practitioner (PCP) will ensure you have the compliance knowledge and payroll skills needed for success.

- Employers look for this certification when hiring and consistently pay a higher salary to those who have achieved it (*Flays Canada Payroll Salary Guide*).
- PCP Certification requires taking four key courses and one year of payroll-related work experience.
- Courses are available online and at universities and colleges across Canada.

Certification is the smart choice to elevate your payroll career. The Canadian Payroll Association can guide you on your path.



For more information visit payroll.ca

Certification

IT PAYS TO KNOW

"Having my PCP certification has given me greater confidence in my job. With the wealth of knowledge I obtained through the PCP program, I can answer questions quickly and accurately."

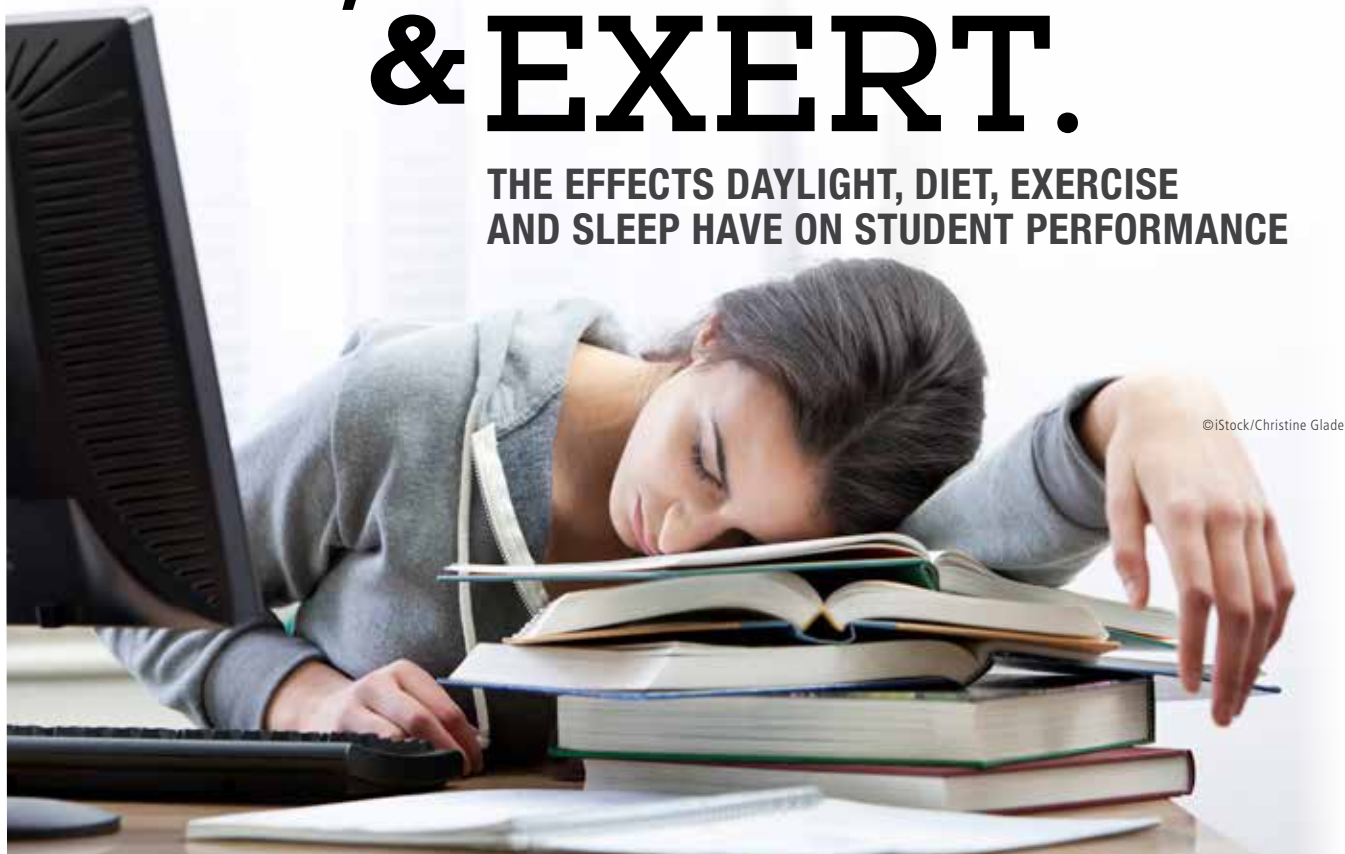
Nadine Harrison, PCP
Payroll Administrator



WE ARE WHAT WE EAT, SLEEP & EXERT.

By: Shirley McClay

THE EFFECTS DAYLIGHT, DIET, EXERCISE AND SLEEP HAVE ON STUDENT PERFORMANCE



©iStock/Christine Glade

A late night with a big plate of pizza, chips, a bag of candy, and huge glasses of pop has brought temporary pleasure to many of us. But the pleasure is usually tempered by headaches, nausea, brain fog, and sleepiness. The next morning, we adults get up and go to our jobs feeling blah and disgusted with our binges. We sit in dark rooms lit with fluorescent lights and drink coffee all day to wake up. When work is done, we go home and plop on the couch in front of the television with another plate of artery blocking and diabetes inducing food. We stay up late and do it all over again. And we watch our kids do the same.

But... for them it can effect the course of their entire lives. Their bodies are growing and forming. Hormones are trying to find the appropriate levels. Their brains are attempting to absorb and assimilate massive amounts of information, which they are tested on to determine their future potential and analyze possible career choices. How they see themselves and their peers can build or destroy their confidence and hope in the future.

So how can we help make their experiences of every day clearer, easier, more positive, and packed with the greatest potential?

This time of year can be tough for many different reasons, not the least of which is the weather. Part of living so far north is the long, dark days of winter. Seasonal Affective Disorder (SAD) is a potential issue

for many. Symptoms of SAD may include depression, fatigue, excessive sleep, carb cravings, mood changes, disinterest, lack of motivation, difficulty concentrating, withdrawal from people and activities, etc. Certain people may be more susceptible depending on many factors. Females are most likely to suffer from it.

“Experts think that two specific chemicals in the brain, melatonin and serotonin may be involved in SAD. These two chemicals help regulate a person’s sleep-wake cycles, energy, and mood. Shorter days and longer hours of darkness in fall and winter may cause increased levels of melatonin and decreased levels of serotonin, creating the biological conditions for depression.

Melatonin is linked to sleep. The body produces it in greater quantities when it’s dark or when days are shorter. This increased production of melatonin can cause a person to feel sleepy and lethargic.

With serotonin, it’s the reverse — serotonin production goes up when a person is exposed to sunlight, so it’s likely that a person will have lower levels of serotonin during the winter when the days are shorter. Low levels of serotonin are associated with depression, whereas increasing the availability of serotonin helps to combat depression.”¹

Getting outside in the sunlight can help... open shades and curtains, let the sun shine in!

Another option is Light Therapy... also called phototherapy. This involves special lights that a person can use for a few minutes every day throughout the shortened hours of sunlight (or extended hours spent indoors) to simulate daylight. This should be done under the supervision of a physician.

Aerobic exercise can boost serotonin levels as well. In fact, exercise, or lack of it, can have a seriously negative impact on many areas for teens. As well as the psychological dangers, they are being set up for possible future health risks and physical weaknesses.

"The Centers for Disease Control and Prevention recommend children 6 to 17 years get at least one hour of exercise every day. Most of this should be aerobic activity that gets their heart rate up, such as walking, running, biking or playing soccer. Your teen should engage in muscle strengthening activities three days a week. This includes resistance training with bands or weights, activities such as gymnastics or sit-ups and push-ups. It is important for teens to strengthen their bones through weight-bearing activities. The CDC recommends teens participate in bone strengthening activities at least three times a week, such as running, jump rope and basketball."²

The above article referenced also points out the benefits that exercise can have in the areas of physical and mental health as well as grade performance.

Another issue that has similar symptoms to SAD is poor diet. What are the students eating everyday? Providing healthy lunches is one way to assist your students, but training teens to eat wisely and explaining why it is important and how a poor diet can affect them is crucial. So many see "healthy diet" simply as a way to be thin and to fit in with peers. They have no idea the food they are consuming is affecting their emotions, energy, and ability to concentrate. Sometimes giving them simple meal ideas they can make for themselves will be necessary. Many teens aren't getting the support from family members to choose healthy food. There are numerous websites online to source ideas and some that share success stories which may provide some inspiring ideas. How teens eat can affect health for their entire life.³

"Most people know that eating too much dessert and processed food can contribute to physical health problems like obesity and type 2 diabetes. Far less attention has been given to the impact of a high-sugar diet on mental health, though numerous studies have shown the deleterious effects a sweet tooth can have on mood, learning and quality of life. In addition to inflating waistlines, sugar and other sweeteners, including high fructose corn syrup, honey, molasses and maple syrup, may contribute to a number of mental health problems:"(including depression, addiction, anxiety, as well as compromised learning and memory.)⁴

An emphasis on adequate water consumption is vital. Dehydration can cause headaches and confusion, which can certainly affect learning capacity.

HELP OUR WELDING STUDENTS

Have surplus equipment, material or supplies? Donate it to local secondary schools in need through our new online repository. Visit cwa-foundation.org/donations for more information.



Your Surplus → Online Repository → Secondary Schools in need



Scan here to see the repository

Charitable Registration Number: 83634 0539 RR0001


cwa-foundation.org | 1.800.844.6790

cwafoundation




EDUCATION THAT WORKS FOR WELDERS

Are you teaching welding?
Welding is a high demand trade with a bright future. To help the next generation of Canadian welders the CWA Foundation will provide the CWB Institute's new national Acorn High School Welder Program, free to any publicly funded high school in Canada. For more information and application details contact the CWA Foundation.



Scan here for more information on Acorn

cwa-foundation.org | 1.800.844.6790



» We Are What We Eat, Sleep, & Exert

"If you're not actively focusing on hydrating throughout the day, there's a good chance you could be at least somewhat dehydrated, which could be negatively affecting your energy, vitality and immunity — as well as your appearance. Experiment with drinking more water throughout the day. You may observe an almost immediate difference in your well-being, and even if you don't, establishing good hydration habits now will do many good things for your cellular health over the long haul."⁵

Not getting enough sleep or having sleep difficulties can:

- Limit your ability to learn, listen, concentrate and solve problems. You may even forget important information like names, numbers, your homework or a date with a special person in your life;
- Make you more prone to pimples. Lack of sleep can contribute to acne and other skin problems;
- Lead to aggressive or inappropriate behavior such as yelling at your friends or being impatient with your teachers or family members;
- Cause you to eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain;
- Heighten the effects of alcohol and possibly increase use of caffeine and nicotine; and
- Contribute to illness, not using equipment safely or driving drowsy⁶

Weather, diet, and sleep. While each of these factors is individually important, you can see how they work together to help or hinder... each affecting the others. Be proactive to give every student the best opportunity to excel! ♣csc

Applying for post-secondary programs in Alberta?

> www.applyalberta.ca

Apply online to one or more of Alberta's public post-secondary institutions at www.applyalberta.ca

applyalberta
Alberta Post-Secondary Application System

» REFERENCES / RESOURCES

- ¹ http://kidshealth.org/teen/your_mind/mental_health/sad.html#
- ² <http://everydaylife.globalpost.com/effects-exercise-teens-12907.html>
- ³ <http://www.cdc.gov/healthyouth/mih/index.htm>
- ⁴ <https://www.psychologytoday.com/blog/where-science-meets-the-steps/201309/4-ways-sugar-could-be-harming-your-mental-health>
- ⁵ <http://www.care2.com/greenliving/8-common-myths-about-dehydration.html>
- ⁶ <http://sleepfoundation.org/sleep-topics/teens-and-sleep>

GET THE FACTS!

Spread the **word** not the **disease**

HPVinfo.ca • SexAndU.ca

THE SOCIETY OF OBSTETRICIANS AND GYNAECOLOGISTS OF CANADA

MONEY SMARTS



©iStock/zimmytw

HOW STUDENTS CAN REIN IN POST-SECONDARY DEBT

By: Laurie Nealin

There are some pretty scary statistics out there when it comes to post-secondary student debt. According to a 2012 BMO survey, more than half of post-secondary students in Canada expect to graduate some \$20,000 in debt. Another 20 per cent estimate they will owe \$40,000-plus.

But financial experts believe students can beat those odds if they boost their financial literacy, develop a plan and do some dogged detective work to find scholarships and bursaries that often go begging.

"The focus should be on graduating from post-secondary with minimal or even no debt whatsoever, and figuring out how to do that," says Scott Hannah, CEO of the Credit Counselling Society, a non-profit agency with offices in Ontario and across Western Canada. (*Similar credit counselling services are also available through non-profit agencies in Quebec and Atlantic Canada.)

"High school students today are not graduating with the skill sets needed to make responsible financial decisions. The school of hard knocks is a very tough teacher and if you don't learn through guidance in school or at home, young adults end up going through tough experiences," Hannah says.

Kurt Rosentreter, a chartered accountant and certified financial planner, agrees, saying most

teenagers have zero financial literacy when it comes to debt, credit and the financial system and would benefit by getting more information at school.

Traditionally, high school counsellors have played a role in helping students tap into money available from scholarships, bursaries, grants and loans. Hannah and Rosentreter recommend that educators and parents also consider the other side of the equation -- helping teens learn how to manage the money going out.

Control spending

Rosentreter says financial education is crucial to prepare teens to make financial decisions independently rather than continuing to rely on their parents' advice.

"As students step out on their own, they need to know how to control their spending. They will face more expenses than ever before. The need for budgeting and understanding the expenditure side of life takes on new importance," he stresses.

Counsellors could interest students in tracking how they spend money by suggesting they download an app designed for that purpose.

"That's a good habit to get into whether you're 16, 26, 46 or 66," says Rosentreter, a financial advisor with Manulife Securities in Toronto.

"A life skill is understanding how you spend money and knowing that it's not a bottomless pit. [Educators] could be very synergistic coordinating with what parents are already doing."



educationusacanada.ca



Education
USA

@EdUSACanada

Debt albatross

With interest rates at historical lows, people generally have not been motivated to save, Hannah points out. They are instead taking on debt. Today, the main reasons people find themselves in financial difficulty are overuse of credit, having no spending plan and minimal savings.

“Students make mistakes with student loan money because they don’t have a budget and never learned how to manage money effectively. They end up running out of money before the term is up.

“They also don’t really get the impact of having to pay back the loan until they graduate and realize how big a chunk that takes out of their income for the seven to 10 years that could take.”

Rosentreter says students must truly understand the danger of credit including how minimum payments and interest works for credit cards.

“Kids take on debt and to them it looks like free money, There’s no understanding what you’re actually signing up for. That

can be really dangerous. When you couple that with student loan debt and a line of credit to pay tuition, young people can find themselves underwater very quickly.

“Five years later when school is done and they’re \$70,000 in debt, only then do they appreciate that this is going to be really hard to pay off. Guidance counsellors can really help give them an understanding of debt choices and limits so they are not saddled with crippling debt when they come out,” Rosentreter adds. He notes that such discussions should be in partnership with parents since they are commonly in the financial driver seat at the outset of the post-secondary journey.

Strategize

One strategy to minimize student indebtedness is choosing to live at home for some or all of the years of post-secondary study, Hannah says. When a student moves away, their housing and travel expenses can easily eat up their student loan.

“One strategy to minimize student indebtedness is choosing to live at home for some or all of the years of post-secondary study”

Even if a parent cannot contribute direct funding to schooling costs, they could continue to offer free room and board. That’s a huge savings for the student, Hannah notes.

Another important consideration is determining whether the ultimate payback of attending a program away from home is actually worth the additional cost and possible debtload.

Financial planning and saving for post-secondary education should start years before high school graduation. Estimating the future annual costs allows parents and the child to consider how much money the student should be saving from their own resources -- from a part-time job, birthday money and other gifts.



You do more when you go to **St. Mary's University.**
You grow with us!

Discover St. Mary's high-quality liberal arts, science and education programs. See how dynamic, small-sized classes - where you engage with professors and peers - inspire you to grow in mind, body and spirit.



14500 Bannister Road S.E. Calgary, AB T2X 1Z4

Learn more
info@stmu.ca
403.531.9130

St. Mary's University

stmarysuniversity

StMarysUC

stmu.ca



TAKE THE CHALLENGE

Are you ready to join the Air Georgian adventure?

We offer a wide variety of career opportunities in a dynamic, challenging environment. We are always looking for talented, enthusiastic and driven individuals to join our growing organization.



Learn more at: www.ClearedForTakeoff.ca

“Financial planning and saving for post-secondary education should start years before high school graduation.”

Rosentreter advocates goal-based planning. With a 16-year-old, he would focus on two things.

The first is putting money aside for lifestyle spending and post-secondary education and understanding how that mixes with money the student has coming in, and use of credit. Second is the expense side -- planning, tracking, limiting, prioritizing expenses.

“Part of that education is teaching the difference between a want and a goal. For adults, the want could be the big screen TV, but I’ve got to retire someday.

“That’s just as applicable to a 16-year-old, a very valuable lesson that a counsellor can really help with because I’m not sure parents do that very well,” Rosentreter says.

Still, not all post-secondary student debt is bad, says Hannah, provided that the student has a clearly identified educational goal, knows how much debt they will take on and how they will manage it afterwards.

Free money

As for the detective work, Hannah notes that a lot of money is left on the table when it comes to scholarships, bursaries and grants. Students should know this and that many financial awards aren’t based on academic performance alone.

He recommends students invest a week or two in researching and applying for various awards available from post-secondary institutions, from their or their parents’ employers and from ethno-cultural, arts and sports organizations with which they have a connection.

“You may earn yourself one or two thousand dollars because you took the time to apply when others didn’t,” Hannah says.

“It’s free money. That’s a key thing that counsellors should emphasize with students.”

Hannah concludes, “Financially literacy -- a good understanding of financial concepts and making money decisions -- is every bit as important as reading, writing and arithmetic. These are life skills that serve you well, not only in university but for the rest of your life.”

Learn more at: [Mymoneycoach.ca](http://www.mymoneycoach.ca)
(<http://www.mymoneycoach.ca/>)

Financial institutions are also an excellent source of resources and speakers on the topic. ♣csc

Money Skills for Students

- Have a game plan and a budget.
- Earn money and be smart with it.
- Start saving sooner rather than later.
- Research and apply for grants, bursaries and scholarships.
- Know that a credit card is not cash. It’s debt.
- Understand the difference between a want and a need.
- Embrace delayed gratification.



 **Crandall**
University

Exceptional faculty,
Favourable 13:1
student-to-professor ratio,
Quality academic
programs
*(including two new graduate
degree programs)*

**Atlantic Canada’s leading
Liberal Arts University devoted
to the Christian faith.**

1-888-968-6228 | crandallu.ca



Putting Down New Roots

Refugee Youth and
Resettlement Issues

S'enraciner ailleurs

La réinstallation
complexe des
jeunes réfugiés

By/Par Alison Zenisek

Imagine. You step off an airplane after an incomprehensibly long journey feeling alienated and alone. Immediately you are hit with a gust of icy wind and snow, chilling you in clothing meant for another continent, far away. In the airport everyone is speaking a language you barely understand. Knowing stares follow you to the baggage carousel. With your fragmented family you gather up your few belongings. Strangers step forward to greet you. You are finally in a country you will someday call home. But not yet; this will take years. For now all you want to do is rest and recover from the bombings, losses, broken lives, and horrific memories. For now food and shelter is enough. You are unaware of the challenges before you and that is just as well. Resilience, tenacity, and courage will be your best friends on this journey which will require you to assimilate the new language, culture, and world view that will forever mark you as a Canadian.

Imaginez. Vous descendez de l'avion après un périple interminable et vous vous sentez étranger et seul. Vous êtes aussitôt frappé par une bourrasque de neige qui vous glace dans vos vêtements mieux adaptés à une contrée lointaine. Dans l'aéroport, tout le monde parle une langue que vous comprenez à peine. Des regards inquisiteurs vous suivent jusqu'au carrousel à bagages. Avec votre famille fragmentée, vous récupérez vos menues possessions. Des étrangers viennent vous accueillir. Vous voilà enfin dans un pays que vous considérez un jour comme le vôtre. Mais pas tout de suite; cela prendra des années. Pour l'instant, vous n'avez d'autre envie que de vous reposer et de vous remettre des bombardements, des pertes, des vies brisées et des souvenirs horribles qui vous hantent. Pour l'instant, il vous suffit d'avoir un toit et de quoi manger. Vous ne réalisez pas les difficultés qui vous attendent et c'est très bien comme

Syria's civil war is the worst humanitarian crisis of our time. There are 4.3 million Syrian refugees as of December 2015. Half the country's pre-war population, more than 11 million people have been killed or forced to leave their homes. Bombings have destroyed infrastructure and horrific human rights violations are common. Basic needs like food and medical care is sparse. With winter approaching the lives of these refugees are made even more difficult. According to Amnesty International, the UN humanitarian appeal for Syrian refugees is just 40% funded, yet these people are in urgent need of assistance. The result is hunger and suffering on a massive scale. Children and youth are some of the most vulnerable to these harsh vicissitudes. The new Liberal government in Canada has promised to settle 25,000 refugees.

In schools across our country, guidance counsellors and teachers are wondering and waiting and to see how many Syrian youth will become a part of their school communities. Many of these educators have some experience with welcoming students from other lands and cultures, but some do not. Learning to cope with youth who have not yet mastered the language and who are traumatized from living in war torn regions will challenge them in unexpected ways. Like the youth they are welcoming, they will also need support and resources from all levels of government. If that support is not available they are at risk for burnout and compassion fatigue.

Helping a refugee youth adapt to Canada depends enormously on the quality of their welcome. Studies show that having at least one safe, strong attachment as well as supportive friends and teachers goes a long way to facilitate a student's successful integration into the school and community. Enrolling the refugee youth in their school as soon as possible is important to their overall adjustment. Providing these students with laptops on which to do their homework and even cell phones can help them feel competent and connected with their peers. These teens have been going through the usual developmental stages as any other teen, but under extremely stressful conditions in Syria and in refugee camps. They long to fit in and know the latest music and television shows, something most Canadian teens take for granted.

Although it is natural for educators to concentrate on language skills, and knowing how to communicate in English is foundational to students' adjustment, many of these refugees come with other pressing needs. Families may not have had adequate nutrition for varying amounts of time. There is food scarcity in war-torn Syria, and in many refugee camps. Canadian food is unfamiliar to these new arrivals as well and they are often financially compromised and therefore unable to purchase fresh meat and produce. Many families arrive in Canada with mental and physical health issues. Youth coming out of active war zones often suffer from post-traumatic stress that can arise months or even years after they arrive in Canada. These issues are exacerbated by the fact that the Syrian youth are facing this enormous adjustment to a new culture, new school, but with few or no friends. Youth workers and educators successfully use the healing and connecting power of

ça. La résilience, la ténacité et le courage seront vos meilleurs alliés dans cette aventure qui vous obligera à apprendre une nouvelle langue, une nouvelle culture et une nouvelle vision du monde qui vous identifieront à jamais comme Canadien.

La guerre civile en Syrie est la pire crise humanitaire de notre temps. On dénombrait 4,3 millions de réfugiés syriens en décembre 2015. La moitié des 22 millions d'habitants que comptait le pays avant la guerre ont été tués ou forcés de quitter leur foyer. Les infrastructures croulent sous les bombardements et les droits de la personne font l'objet de violations horribles au quotidien. Les gens peuvent difficilement subvenir à leurs besoins essentiels; la nourriture et les soins médicaux sont rares. Bientôt ce sera l'hiver, et la situation de ces réfugiés ne fera qu'empirer. Malgré l'aide urgente dont ces gens-là ont besoin, Amnesty internationale rappelle que l'appel humanitaire des Nations Unies pour les réfugiés syriens n'est financé qu'à 40 %. À cause de cela, la faim et la souffrance frappent les gens par milliers. Les enfants et les adolescents sont particulièrement vulnérables à cette cruauté du destin. Le nouveau gouvernement libéral du Canada a promis d'accueillir 25 000 réfugiés.

Un peu partout au Canada, des conseillers d'orientation et des enseignants attendent de voir combien de jeunes Syriens feront bientôt partie de leur communauté scolaire. Certains de ces éducateurs ont l'habitude d'accueillir des élèves d'autres pays et cultures, mais pour d'autres, ce sera une expérience tout à fait nouvelle. Ils devront apprendre à travailler avec des élèves qui ne maîtrisent pas encore la langue et qui portent en eux les séquelles de la guerre, avec toutes les surprises que cela peut comporter. Comme les jeunes qu'ils accueilleront, ces éducateurs auront besoin de soutien et de ressources venant de tous les ordres de gouvernement, sans quoi ils risquent l'épuisement professionnel et l'usure de compassion.

Bien accueillir les jeunes réfugiés est un excellent moyen de les aider à s'adapter au Canada. Des études montrent que les élèves s'intègrent beaucoup plus facilement dans leur milieu scolaire et social lorsqu'ils ont au moins un bon point d'ancrage ainsi que des amis et des enseignants qui les soutiennent. Il est important, pour leur adaptation, que les jeunes réfugiés commencent à fréquenter leur école le plus tôt possible. Il est bon aussi de leur fournir des ordinateurs portables pour faire leurs devoirs et même des téléphones cellulaires pour qu'ils ne se sentent pas en reste vis-à-vis de leurs pairs. Ces ados sont passés par les mêmes stades de développement que tous les autres jeunes de leur âge, mais dans des conditions extrêmement stressantes en Syrie et dans des camps de réfugiés. Ils veulent s'intégrer et connaître les artistes et les émissions télé à la mode; pour la plupart des ados canadiens, cela va de soi.

Pour s'adapter, ils devront nécessairement savoir communiquer en français ou en anglais, et c'est là-dessus que les enseignants concentreront naturellement leurs efforts. Cela dit, les réfugiés ont souvent d'autres besoins urgents à leur arrivée. Certaines familles sont peut-être privées d'une alimentation convenable depuis un certain temps. On mange difficilement à sa faim un pays en guerre et dans de nombreux camps de réfugiés. Nos habitudes alimentaires sont étrangères à ces nouveaux arrivants, qui n'ont pas toujours les moyens

art, music, drama, and sports in these young lives. Teachers and guidance counsellors must expect and be prepared to respond when students disclose their trauma in words, art, and other creative forms.

In Windsor, Ontario teens are facing these challenges with the help of the New Canadian Centre of Excellence's youth resource centre. It offers after school support for refugee youth, aged 13-24 and has welcomed more than 25 Syrian youth this year. Abdullah Hussein, a youth worker at the Centre, had this to say about the adjustment process: "Finding friends is a major issue, they come to a new country and there are no friends and they are alone." Hussein has seen these youth arrive at the Centre and find friends that speak their language, and this becomes an invaluable part of their adjustment. Often times it is these very friends that help newcomers with translation and speed up the process of learning English. Youth workers at the Centre also help students with homework and decode school and bus systems for them.

When the Shahed Alhaik arrived in Windsor, she remembers her surprise at the sight of snow, but that was not her most memorable impression. "The first thing I felt, as soon as we landed in Canada, I felt safety and I'm not scared anymore." In July of 2012, the Alhaik family fled on foot from the Syrian border town of Daraa to Jordan. Shahed spoke of her journey to Canada, "We had to run away from death. It was very dangerous when [we] left because of the border—there was bombing

d'acheter de la viande et des fruits et légumes. Plusieurs familles qui arrivent au Canada ont des problèmes de santé physique et mentale. Les jeunes qui arrivent d'une zone de guerre souffrent souvent d'un stress post-traumatique qui peut se manifester des mois, voire des années après leur arrivée au Canada. Pour les jeunes Syriens, ce gigantesque effort d'adaptation à un nouvel environnement culturel et scolaire s'avère d'autant plus difficile qu'ils n'ont souvent pas d'amis sur qui compter. Les travailleurs et les éducateurs qui interviennent auprès de ces jeunes n'hésitent pas à recourir à l'art, à la musique, au théâtre et au sport pour faciliter leur intégration et les réconcilier avec eux-mêmes. Les enseignants et les conseillers d'orientation doivent savoir quoi faire lorsque des élèves révèlent leur traumatisme à travers une quelconque forme de création, comme l'art ou les mots.

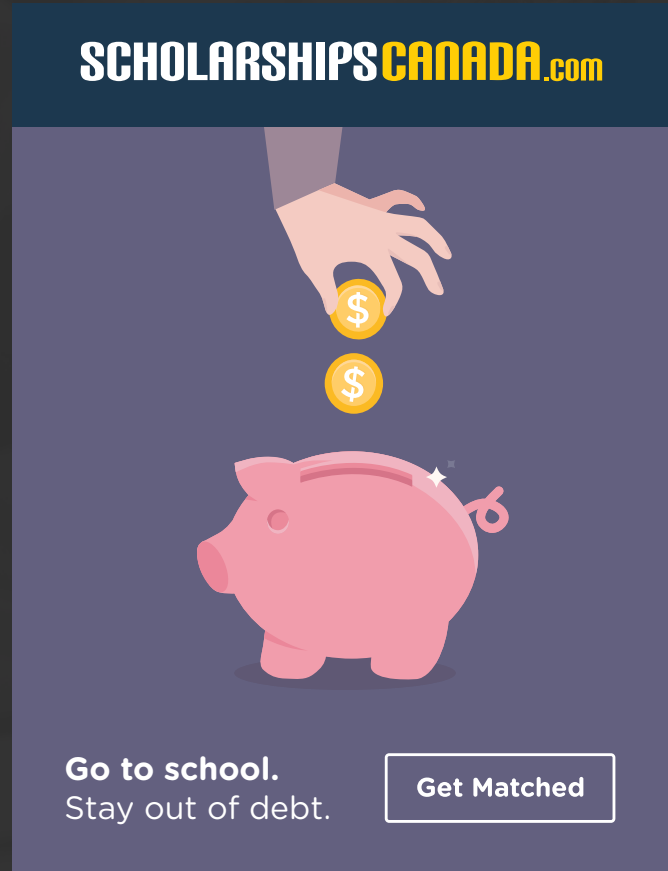
À Windsor (Ontario), le centre jeunesse du New Canadian Centre of Excellence aide les jeunes à surmonter ces difficultés. Il offre du soutien aux jeunes réfugiés de 13 à 24 ans en dehors des heures d'école et accueille plus de 25 jeunes Syriens cette année. Abdullah Hussein est l'un des intervenants jeunesse du centre. « Trouver des amis est crucial; explique-t-il à propos du processus d'adaptation. Ils débarquent dans un nouveau pays où ils n'ont pas d'amis et ils sont seuls. » Les jeunes qui arrivent au Canada et qui se font des amis qui parlent leur langue ont beaucoup plus de facilité à s'adapter, observe-t-il. Souvent, ce sont ces mêmes amis qui servent de traducteurs aux nouveaux arrivants et qui leur permettent d'apprendre le français ou l'anglais plus rapidement. Les intervenants jeunesse du centre aident aussi les élèves à faire leurs devoirs et à s'y retrouver dans le système scolaire et le transport en commun.



Be ready for the bilingual job market!
APPLY TODAY!

ICI POUR TOI!
COLLEGEBOREAL.CA

Sophie Vigna, diplômée du programme Technologie en radiation médicale – Juin 2015



SCHOLARSHIPS CANADA.com

Go to school. Stay out of debt.

Get Matched

throughout the way—and people were running after [us].” Her younger brother, Abdulmajid had this to say about his new country, “In Canada, we feel like we are all one person, nobody is being treated based on their culture. We are all being treated as human beings.”

“Schools do reflect a community’s values and these values are not always positive, but schools can also be a place where values and attitudes are shaped.”

Unfortunately, that is not the reception all Syrian youth experience upon their arrival in Canada. According to University of Winnipeg Professor Jan Stewart, students are already spreading prejudice against Syrian refugees on social media in a large school division in Winnipeg. Stewart is an education professor and researcher on educating refugee children. She asserts that racism is always just under the surface and that this latest news coming out of the school division is nothing new. After conducting extensive research in Winnipeg schools in 2007, she found that “racism and discrimination were the most common theme that teachers and principals brought up.” Schools do reflect a community’s values and these values are not always positive, but schools can also be a place where values and attitudes are shaped. It is important to see this new wave of refugee youth as individuals with individual traits and needs. A stereotypical view of any group is not constructive.

Shahed Alhaik ne s’attendait pas à voir de la neige en arrivant à Windsor, mais ce n’est pas ce qui l’a marquée le plus. « Quand nous avons atterri au Canada, je me suis tout de suite sentie en sécurité et je n’ai plus peur maintenant. » En juillet 2012, la famille Alhaik a fui à pied la ville frontalière de Daraa en Syrie pour traverser en Jordanie. « Nous avons fui la mort, raconte Shahed à propos du périple qui l’a menée jusqu’au Canada. C’était très dangereux le jour de notre départ à cause de la frontière; les bombes tombaient partout et on nous pourchassait. » Son frère cadet, Abdulmajid, est heureux d’être ici : « Au Canada, on sent que tout le monde est égal; il n’y a pas de discrimination culturelle. Nous sommes tous traités comme des êtres humains. »

Malheureusement, les jeunes Syriens ne connaissent pas tous un sort aussi heureux en arrivant au Canada. Jan Stewart, professeure à l’Université de Winnipeg, rapporte que les élèves d’une grande division scolaire de Winnipeg répandent déjà des médisances sur les médias sociaux à propos des réfugiés syriens. Mme Stewart est professeure d’éducation; ses travaux de recherche portent sur l’éducation des enfants réfugiés. Elle prétend que le racisme est toujours latent et que cette nouvelle venant de la division scolaire n’a rien d’étonnant. Les recherches approfondies qu’elle a menées dans des écoles de Winnipeg en 2007 ont révélé que « le racisme et la discrimination étaient les problèmes les plus souvent mentionnés par les enseignants et les directions scolaires ». Il est vrai que les valeurs d’une collectivité se reflètent dans ses écoles et que ces valeurs ne sont pas toujours positives. Mais les écoles peuvent aussi servir à influencer ces valeurs et ces attitudes. Il

Event and Venue Management | Audio | Film and Television | Entertainment Management



**WORK HARD
PLAY HARD**

PROFESSIONAL CAREER TRAINING SINCE 1979

Fall, Winter, Spring and Summer Start-ups

 **INSTITUT
TREBAS
INSTITUTE**

(416) 966-3066 | trebas.com | At Dundas West
Subway

Successful resettlement can be divided into four personal stages. Knowledge of these stages can help professionals to locate youth in their progression. Stage one is often a time filled with happiness and fascination. This stage occurs shortly before or after the teen arrives in Canada and is full confidence and optimism. Stage two is when a student can feel disappointed, frustrated, and confused and this generally takes place during their first six months. Here it helps to encourage youth to embrace their culture of origin, but also actively participate in Canadian society, and more specifically in their school community. Stage three is marked by gradual adjustment, integration, and recovery. Friends are made and the youth feels more confident in his new environment. By stage four the student understands how things are done in Canada, feels comfortable, has made lasting friends, and is involved in the school community.

“According to University of Winnipeg Professor Jan Stewart, students are already spreading prejudice against Syrian refugees on social media in a large school division in Winnipeg.”

Schools can act as a central information source for refugee families. How schools cope with this sudden influx of refugee youth remains to be seen. These new arrivals will bring with them the confusion of their upheaval, startling gaps in education, and deep wounds and loneliness. What lie before educators will be

est important de considérer les jeunes qui font partie de cette nouvelle vague de réfugiés comme des individus ayant chacun leurs caractéristiques et leurs besoins propres. Stéréotyper un groupe ne donne jamais rien de bon.

On peut décomposer le processus de réinstallation en quatre étapes. La connaissance de ce processus aidera les professionnels à situer les jeunes dans leur progression. La première étape se caractérise par la joie et la fascination. Elle survient peu avant ou après l'arrivée en sol canadien, quand l'optimisme et la confiance règnent chez l'ado. La deuxième étape est marquée par la déception, la frustration et la confusion; elle survient généralement dans les six premiers mois. À ce stade-ci, il est bon d'encourager l'ado à embrasser sa culture d'origine, mais aussi à participer activement à la société canadienne, et plus particulièrement à la vie de l'école. La troisième étape se caractérise par l'adaptation graduelle, l'intégration et le rétablissement. C'est ici que l'ado se fait des amis et commence à se sentir plus en confiance dans son nouvel environnement. À la quatrième étape, l'élève comprend comment les choses se passent au Canada, se sent à l'aise, a développé des amitiés durables et participe à la vie scolaire.

Les écoles peuvent tenir lieu de point central d'information pour les familles de réfugiés. Reste à voir comment elles feront face à l'afflux soudain de jeunes réfugiés, qui nous arriveront avec des retards d'apprentissage considérables, bouleversés par ce qu'ils sont en train de vivre et souffrant de blessures et d'une solitude profondes. Ce qui attend les éducateurs est à la fois un défi et

Simon-Pierre
Diplômé 2004
Environnement forestier

J'AI CRÉÉ MON ENTREPRISE...
J'aime

grâce à une formation qui m'a bien préparé.
J'aime

LA CITÉ
LE COLLÈGE D'ARTS APPLIQUÉS
ET DE TECHNOLOGIE

25
ANS
D'EXCELLENCE

COM-15-006d

both a challenge and a privilege. Successfully welcoming these war weary youth into our Canadian family will be both as short and long term project. Refugees have often lived for years in countries with unstable infrastructure which means that many of these children may not even had the chance to consistently attend school and learn basic skills in their own language. This will present an additional challenge to educators on the front line of helping with their adjustment. For high school students, they must complete in four years what Canadian students have 13 years to finish.

According to David Johnston, the Governor General of Canada, the integration of Syrian refugees is the latest chapter in the continuing experiment we call Canada. At its heart it is an experiment in building an inclusive society of opportunity for diverse peoples. "Perhaps the bigger challenge we face is the long-term project of positioning our new Syrian-Canadian friends for success in their new country." He believes that our national character which is inclusive and mixed is strong as a result. History teaches us that politically and economically inclusive societies have thrived while exclusive and extractive societies crumble. Johnston believes that the influx and integration of Syrian refugees is an opportunity to be that smart, caring, and inclusive society. Why? Johnston ends his thoughts with these words, "Because it is both the right and the smart thing to do. Now together, let's imagine how." ✦ csc

un privilège. Bien accueillir ces jeunes épuisés par la guerre dans notre famille canadienne sera un projet à court et à long terme. Ayant souvent vécu plusieurs années dans des pays dépourvus d'infrastructures stables, les enfants réfugiés n'ont pas toujours eu la possibilité de fréquenter l'école régulièrement et de recevoir une éducation de base dans leur propre langue. Voilà un défi de plus pour les éducateurs qui seront appelés à faciliter l'adaptation de ces élèves. Un élève du secondaire devra parvenir en quatre ans au même point qu'un élève canadien après 13 ans.

Pour David Johnston, gouverneur général du Canada, l'intégration des réfugiés syriens ouvre un nouveau chapitre de cette expérience sans fin qu'est le Canada. Et l'objectif visé par cette expérience est de développer une société inclusive où chacun peut se réaliser, quelles que soient ses origines. « Notre grand défi, peut-être, sera à terme d'outiller nos nouveaux amis syro-canadiens pour réussir dans leur pays d'adoption. » L'ouverture et la diversité, prétend-il, font partie de notre identité nationale et la renforcent. L'histoire nous enseigne que les sociétés ouvertes politiquement et économiquement savent prospérer alors que les sociétés fermées et exclusives finissent par périr. L'afflux et l'intégration des réfugiés syriens, estime M. Johnston, nous permettent justement de nous poser comme une société sage, bienveillante et inclusive. Pourquoi? « Parce que c'est à la fois juste et sage, conclut-il. Voyons maintenant comment nous nous y prenons. » ✦ csc



Thérapie Respiratoire

Lier notre passion pour la technologie aux soins de santé empreints de compassion

Respiratory Therapy

*A passion for technology
...compassionate patient care*



College and Association
of Respiratory Therapists
of Alberta

www.carta.ca



CANADIAN SOCIETY OF RESPIRATORY THERAPISTS
SOCIÉTÉ CANADIENNE DES THÉRAPEUTES RESPIRATOIRES

www.csrt.com

A Career in Horticultural WHERE ART AND SCIENCE COLLIDE

By Doreen Pendgracs

Students who love to get their hands dirty, see things grow, have a flair for design, foster creativity, and interact with other creative spirits are perfect candidates for a career in horticulture. Horticultural studies can take the student in various directions including plant care, landscape design, and other related fields that celebrate nature and our planet's biodiversity. Teaching, management, and regulatory roles are also jobs that may result from horticultural training.

There are currently 34 colleges and universities across the country that offer various horticultural programs: a dozen universities offer degrees in Horticulture or Plant Sciences, and 22 secondary educational institutions offer diploma or certificate programs in horticulture, giving students a lot of choice in how and where they wish to pursue their career in horticulture.

“Horticultural studies can take the student in various directions including plant care, landscape design, and other related fields that celebrate nature and our planet’s biodiversity.”

“We had a student (Brooke) who wasn’t sure what she wanted to do after high school,” says Gary Jones, co-chair of the School of Horticulture at Kwantlen Polytechnic University in British Columbia. “She enrolled in the Horticultural ACE-It Program offered via the Abbotsford School District, and did so well at it that she returned to Kwantlen to successfully complete three levels of horticultural training.”

Via its various campus and field locations, Kwantlen gives students numerous choices in where and how they wish to obtain their horticultural training including three specializations in their diploma program, 11 citations (each requiring a minimum of 15 credits), and two different degree programs. From this extensive list of variables, Kwantlen is responsible for a significant portion of horticulture graduates in the province of BC.

Diversity unlike that seen in other careers

Horticulture indeed offers a diverse number of options in the type of training the student can obtain, and the career path that follows. “A career in horticulture offers you diversity unlike that seen in other careers,” says Grant Wood, assistant professor Department of Plant Sciences, College of Agriculture and Bioresources,

University of Saskatchewan in Saskatoon. “The student gets to choose if he/she wants to be a research scientist, plant nursery manager, landscape designer, manager of an outdoor recreational facility, or an environmental science teacher. That means getting to choose the kind of environment you will work in, whether you want to work locally or abroad, and if you prefer to work with people and/or plants. Horticulture really is diverse and exciting and offers a lot of options.”

Always something new

A career in horticulture is great for students looking for global opportunities in the science and art of cultivating plants. But as plants grow according to the weather conditions and are subject to variables beyond our control, students must understand the challenges that come with the job. “Working with live plants and finicky customers is always going to bring its challenges,” says Jones. “But that’s what makes horticulture such a rewarding career choice. No two seasons are ever the same, it’s a continual learning process, and there is always something new—whether that be new plant varieties, products, pests, diseases, growing systems, technology, or the people involved.”

What kind of person is best suited to a career in horticulture?

“Qualities of someone best suited to a career in horticulture might include those who enjoy problem solving, are passionate about people, plants and nature, are practical, entrepreneurial, self-disciplined, energetic, creative and inspired,” says Wood.

Is a career in horticulture best suited to one sex or the other?

“Here at Kwantlen, the gender balance is very close to 50:50,” says Jones. “Our Turf Management diploma





program is male dominated, but the Urban Ecosystems degree program has more females than males. Overall, it may be nearer to 40 per cent male and 60 per cent female." Jones says that enrolment in the 'true horticulture' programs may be decreasing on a national scale, but that that is good for future graduates as there will be a higher demand for their skills and credentials. "I had a recent call from a local berry and organic field vegetable producer," says Jones. "She was looking for some help with pruning her berry crops and other duties and reiterated that our industry isn't providing enough labour to help out in busy times of the year with these critical jobs. There's lots of work for those with initiative and the right attitude."

Important that employees share our key philosophy

Dave Hanson, founder and co-manager of Sage Garden Herbs in Winnipeg says that ensuring prospective employees share his operation's organic philosophy is key in finding the right hires for his full service garden centre. "Over the years, we've learned that what's most important to our operation is that employees understand and support our organic philosophy," says Hanson.

"A career in horticulture is great for students looking for global opportunities in the science and art of cultivating plants."

To find the right people, Hanson interviews a wide range of candidates to fill the 18 full-time positions his business requires during peak times. "When we hire, we tend to interview a wide range of prospects, from passionate gardeners to those students who have formalized horticultural training," he says. "But we want to ensure our customers can trust the knowledge of our employees, so we've made a commitment to hire staff with formalized horticulture training in 2016—especially with regard to those working directly with customers, those in leadership roles, and those involved in plant propagation."

©iStock/Roksana Bashyrova

AMBROSE UNIVERSITY

UNIVERSITY DEGREES

MINISTRY TRAINING

SEMINARY EDUCATION

Academics

Faith

Community

www.ambrose.edu
150 Ambrose Circle SW
Calgary, Alberta
403.410.2900

FAITH INSPIRED LEARNING

» Career Opportunity

Hanson says that general production tasks like transplanting and watering plants can be done by just about anyone who has been given 'in the moment training,' but that he has learned that more important tasks are best done by those with more in-depth training and education. But that in itself can be a challenge, as Hanson says that although Manitoba does offer a number of horticultural courses and certificate programs, it is limited compared to other jurisdictions. "In Manitoba, it's a bit more limited as we have fewer educational options for horticulture students than they do in Ontario, where production scales related to plants and food are significantly higher," he says.

Getting the right students makes for happier employees

Everyone knows that happy employees perform better in their roles. Research has proven that there tends to be a high level of satisfaction from horticulture students with respect to their work. "I've had students express just how much satisfaction they find in their jobs," says Gary Jones, co-chair of the School of Horticulture at BC's Kwantlen Polytechnic University. "There really is something very satisfying about getting close to nature. I think we as humans are wired that way. And if you can provide someone with good healthy fresh food, or a fabulous garden or yard to enjoy, or some wonderful park or sports field to exercise in, then there is a bonus. And you get paid for this!"

"Everyone knows that happy employees perform better in their roles. Research has proven that there tends to be a high level of satisfaction from horticulture students with respect to their work."

Just how much might a student of horticulture expect to be paid? "I would expect our graduates to earn between \$43,000 and \$55,000 per year," says Alan Sullivan, professor and graduate coordinator, Department of Plant Agriculture, University of Guelph in Ontario. "If they are working for a larger company and involved in technical sales, the salary would be at the higher end and likely include a vehicle."

The salary range projected by Jones in British Columbia is a close match. "Entry level positions might only offer minimum wage," he says. "But that figure goes up very quickly once a person can prove their ability and worth. In greenhouse production, typical grad entry is as Assistant Grower, which might be around \$45,000. But that rises to \$85,000 + with a few years' experience and rise to a Grower position. Landscaping would offer a similar range."

Jones stresses that many variables such as location of the position, the specific company and position offered, and the personality and experience of the graduate will be determining factors in the wage being offered for any given job. 🌱 csc



Student Engaged Education

Theory meets practice at Brandon University. These are more than just words to us; they are values that reflect our mission and define our students' education. Choosing to study at BU means immersing in real-world problem-solving, combining a liberal education with unique research and creative opportunities, and having among the best student-to-faculty ratios in the country. It means you're the focus. It means you're engaged.

Engage at BrandonU.ca




Canadian Virtual University
Université Virtuelle Canadienne

STUDENTS CAN GET STARTED NOW!

They can take university courses online in their spare time then transfer credits to any university in Canada when they are ready to start full time.

11 universities - over 2000 courses - one website

- Athabasca University
- Laurentian University
- Memorial University
- Mount Royal University
- Royal Military College
- Royal Roads University
- TÉLUQ, L'université du Québec
- Thompson Rivers University
- University of Manitoba
- University of New Brunswick

LES ÉTUDIANTS PEUVENT OBTENIR DÈS MAINTENANT!

Ils peuvent suivre des cours universitaires en ligne dans leur temps libre puis transfert des crédits à toute université au Canada quand ils sont prêts à commencer à temps plein.

11 universités - plus de 2000 cours - un site web

WWW.CVU-UVC.CA



Q&A

WITH THE GIANT WARRIOR

JEFF BEARDEN'S POSITIVE MESSAGE TO STUDENTS

By Amanda Thomas

Jeff Bearden, or the “Giant Warrior” as he was known throughout his 25 year professional wrestling career, has switched gears and become a public speaker. Bearden travels across North America speaking in high schools and at conferences on topics that range from standing up to bullies and avoiding peer pressure to living a substance free life.

Bearden has worked along side the D.A.R.E. and Say No to Drugs organizations on his cross country tours to bring a positive message to students and educators alike. His messages are as impressive as his seven-foot stature, which used to be a trait that bullies used against him. Bearden learned how to use his stature as a positive and has helped many schools successfully implement anti-bullying campaigns and open door policies.

? *What are the four ways educators can battle bullying?*

- Be involved. Warning signs that may point to a bullying problem are often more subtle than they are obvious. Be aware of changes a student may be going through, such as an unexplained injury, changes in eating habits in the cafeteria, unexplained absences, or avoiding social situations. Many students don't show easy signs to pick up on—they often go to great lengths to hide it, because they are embarrassed about being bullied. This is where being involved is so important. Talk to your students every day, and ask questions that encourage your students to be involved in conversation.
- Engage. Any time you see what appears to be a bullying situation, investigate what is happening, and never assume that a situation is harmless teasing. Every student has a different way of dealing with situations. What may appear as harmless teasing may be humiliating towards the person being teased. Whenever a student feels threatened, take the situation seriously and let the student know that you are there for them and will help them through this situation.
- Immediate Response. If you see a bullying situation happening, immediately intervene, and stop it. If the situation is severe enough, request assistance from other teachers. When a situation can be controlled before it escalates to a higher level, the amount of damage—both physical and emotional—is minimized. Always remember to stay calm when responding to a situation, because it can de-escalate the tension that is already there.
- Listen. Separate each person involved, and determine what happened to cause the situation. Do this in a private room, to prevent other students from joining into the conversation. The same needs to be done with the students who were observing the situation.

Students do not want to be labeled as a “tattle-tale”. For students, image is everything. By speaking to them individually in a private room, it gives them the opportunity to open up with no one knowing what they are saying. Enter the discussion with an open mind because how it looked and who was involved might not be what actually happened.

Because many students do not want to be seen coming forward about a situation, and because there are many situations that administrators and teachers do not personally witness, it is important to have a bullying reporting form in place at your school. If there is not a form in place, let students know about the website, www.sprigeo.com, where they can fill out an online form that is sent anonymously to a school administrator letting them know that an incident has happened.

COLLEGE OF THE ROCKIES

**Rocky Mountain Inspired
Small College Proud**



“I think doing the first couple of years at a college is a good way to enter the post-secondary world, not only because it is less expensive, but also because the quality of education is excellent. It really makes a huge difference to have one-on-one help available often.”

– Dr. Jasmine Osiowy, University Studies graduate.

The College of the Rockies Advantage:

- Small class sizes (average student/faculty ratio is 13:1)
- Numerous transfer agreements with institutions across Canada
- Non-competitive admission



? **What is a good strategy for counsellors to make their pupils feel comfortable talking to them and opening up?**

One of the best ways is to provide a forum for students where they feel safe from other students seeing them speaking to a counsellor or administrator. That is why strong anti-bullying policies need to be in place, and an incident report form needs to be on the school website. This provides them the feeling of anonymity, which gives students who are reticent to be seen coming forward a forum through which they may do so safely. If they are seen immediately going to the office afterwards, other students may label them as a snitch. Some victims are not comfortable discussing an incident face-to-face and would be more comfortable describing what happened online, where they can feel secure. The following day, the avenue for communication has been opened, and they will be more inclined to discuss things face-to-face.

? **How can sports or physical education be a positive thing for a teen who feels like they just don't fit in?**

Often the feeling of being part of a team can boost a student's confidence, especially if they are not as gifted as other students athletically. It is important for the instructor to be the one to evenly divide the teams, rather than allowing the students to do so. The weaker players are often chosen last, which can lead to self-esteem issues and this feeling can be avoided.

? **What is your one piece of advice for counsellors in a high school setting to pass on to their students?**

One of the best pieces of advice that I've been able to pass onto students is that the years they spend in high school are such a small part of what their life will be. Many students are often so caught up on their "high school world" that they think that it is all there is. Students who are bullied often allow their bullies to place a label on them, which, many times, they continue to carry with them long after high school. And why? The reality of life is that the people a student goes to high school with generally lose touch after graduation until the first class reunion. Why let that person who called you names in high school impact who you can be after high school? It is important for counsellors to let students know that the only labels that should impact them are the positive ones that they put on themselves.

? **How can today's youth feel comfortable in their own skin with all of the pressure put on them by both their peers and societal standards?**

I always recommend students begin practicing positive self-affirmations. When the human brain hears positive things being said, it doesn't decipher where it heard it from, only that it heard it. When a student tells himself/herself that, "I am amazing" multiple times a day, the student starts to realize that they are amazing. The only opinion that matters in life is the one that you have about yourself.

Students need to start learning about themselves and liking that person in the mirror, because that is the only person who will be with them every day for the rest of their lives. Students who have a positive self-esteem are less likely to be bullied, because the negative things a bully uses against them has little to no effect, because they know who they are and what the bully is saying isn't true. ♣csc

**Creativity meets
collaboration at
Ryerson**



Ryerson
University

ryerson.ca

SKILLS CANADA NATIONAL COMPETITION

JUNE 6-7 / MONCTON COLISEUM / MONCTON, NB

SEE CANADA'S BEST IN SKILLED TRADES AND TECHNOLOGIES
COMPETE TO BECOME THE NATIONAL CHAMPION IN THEIR RESPECTIVE SECTOR

TAKE PART IN TRY-A-TRADE® AND TECHNOLOGY ACTIVITIES

CONNECT WITH INDUSTRY AND EDUCATIONAL PARTNERS

DISCOVER NEW AND EXCITING CAREER PATHS
IN THE SKILLED TRADE AND TECHNOLOGY SECTORS

FOR MORE INFORMATION ABOUT EVENTS HAPPENING
ACROSS CANADA GO TO SKILLSCANADA.COM

OLYMPIADES CANADIENNES DES MÉTIERS ET DES TECHNOLOGIES

6 ET 7 JUIN / COLISÉE DE MONCTON, N.-B.

VOYEZ LES MEILLEURS TALENTS DU CANADA SE LIVRER
CONCURRENCE DANS L'ESPOIR DE REMPORTER LE TITRE DE
CHAMPION NATIONAL DANS LEUR MÉTIER OU TECHNOLOGIE

PARTICIPEZ AUX ACTIVITÉS ESSAIE
UN MÉTIER OU UNE TECHNOLOGIE

RENCONTREZ DES MEMBRES DE L'INDUSTRIE
ET DES PARTENAIRES EN ÉDUCATION

DÉCOUVREZ D'EXCITANTES NOUVELLES
OPPORTUNITÉS DE CARRIÈRES DANS LES MÉTIERS
SPÉCIALISÉS ET LES TECHNOLOGIES

POUR PLUS D'INFORMATION AU SUJET DES
ÉVÈNEMENTS DANS VOTRE RÉGION,
VISITEZ SKILLSCOMPETENCESCANADA.COM

SKILLSCOMPETENCESCANADA.COM

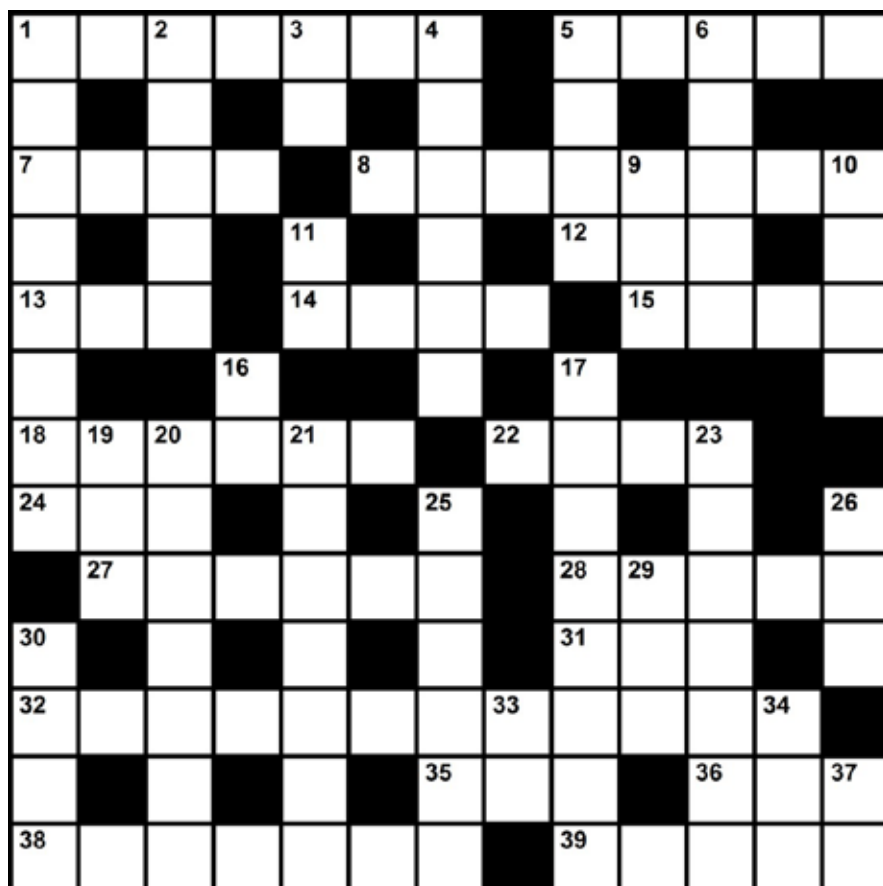



SkillsCompétences
Canada
Moncton2016


CANADIAN PIPING TRADES
MÉTIERS DE LA TUYAUTÉRIE

 TransCanada


Funded in part by the
Government of Canada



CROSSWORD SOLUTIONS ON PAGE 42

Across

- 1 Occupations for which students are trained
- 5 Global crime problem, ____ trafficking (slavery)
- 7 Equipment needed for soccer and volleyball
- 8 Social media platform that can be addictive
- 12 Father
- 13 Big headedness
- 14 Charitable organization training service dogs for people with disabilities
- 15 School exercise areas
- 18 Diffident, uncertain
- 22 Canadian charity that empowers exceptional high school students
- 24 ____ around (idled)
- 27 Canadian University providing business courses where students can start their own businesses
- 28 The Mackenzie is one
- 31 Frozen water
- 32 Influence by fellow students to act in a certain way, 2 words
- 35 CD ____
- 36 The Lord of the Rings good guy, friend of Frodo
- 38 Talks idly
- 39 Prevent a disaster

Down

- 1 2016 counselling conference held in Ottawa
- 2 It's a depiction of relative magnitudes
- 3 Former
- 4 Overwhelms
- 5 Listen to
- 6 Depressed and brooding
- 9 Place for a lunchbox
- 10 Make a romantic connection
- 11 Ancient time period
- 16 Of the, in French
- 17 Magnetism as a personality quality
- 19 Harass
- 20 One who is trying to learn
- 21 Backslide
- 23 Wide ranging in race and gender
- 25 Encourages, with on
- 26 Show grief
- 29 Post-E.R. place
- 30 Transparent and honest
- 33 Therefore
- 34 Musical aptitude
- 37 ____ Logan, abbr. West Coast College of Massage Therapy

a
PLACE
ON THE WAY

WE ARE ALL ON A JOURNEY TO
FIND OURSELVES, OUR PATH, OUR VOICE,
BUT SOMETIMES WE JUST NEED
A SAFE PLACE ON THE WAY.



CROSSWORD SOLUTIONS



Air Georgian 26
 Alberta Distance Learning Centre 15
 Ambrose University College 35
 Apex Academy 42
 Apply Alberta 24
 Appraisal Institute of Canada 43
 Bow Valley College 7
 Brandon University 36
 Brock University 8

Canadian Institute of Actuaries 16
 Canadian Mennonite University 12
 Canadian Payroll Association 21
 Canadian Virtual University 36
 Degrees at Keyano College 5
 College & Association of Respiratory Therapist of Alberta 33
 College Boreal 30
 College of the Rockies 38
 Columbia College 12
 Crandall University 27
 CWB Group 23
 EducationUSA 25
 Encounters With Canada 42
 Fanshawe College 11
 Harris Institute 20
 Humber College of Hospitality, Recreation & Tourism 3
 INTO St. George's, University of London 4
 La Cite 32
 McMaster University 2
 Ryerson University 38
 Scholarships Canada 30
 Sheridan College 44
 Skills Canada 39
 Society of Obstetricians and Gynecologists of Canada 24
 St. Mary's University 26
 St. George's University 13
 Stitt Feld Handy Group 9
 Trebas Institute 31
 Universite Saint-Boniface 10
 University College of the North 14
 University of Guelph 14
 University of Windsor 6
 Vancouver Island University 15
 West Coast College of Massage Therapy 40
 Western University 21



HELP THEM LOOK INTO THEIR FUTURE

AIDEZ-LES À MIEUX VOIR LEUR AVENIR

Encounters with Canada lets students choose from 13 career theme weeks that help guide them toward a brighter future. Find out more and register online or call us.

Rencontres du Canada offre aux jeunes un choix de 13 semaines leur permettant de voir leur avenir professionnel sous un autre jour. Consultez notre site Web ou appelez-nous pour plus de détails.

ENCOUNTERS-RENCONTRES.CA • 1-800-361-0419

A program of
 Un programme de  HISTORICA CANADA





Wouldn't it be great to go to work every day in a career where your work is your passion?

Through education at one of the most innovative, government registered pet grooming schools in Canada, you can!

APEX ACADEMY
 PROFESSIONAL GROOMING & ANIMAL CARE



Animal Arts! Turn your love of dogs and cats into a new, exciting career.

The student mastering in the art of dog and cat grooming and styling is entering a profession that is expanding at a tremendous rate and offers endless opportunities.

apexacademy.ca



GET A DEGREE. SPECIALIZE YOUR PROFESSION

If you have students considering a post secondary degree, consider steering them toward a career as a real estate appraiser. It's a rewarding profession with opportunities in private and public sector organizations—and often attracts independent-minded entrepreneurs looking to start their own firms. Find out more about courses students should pursue on the path to AIC-designation by visiting the Appraisal Institute of Canada online today.

OBTENEZ UN DIPLÔME ET UNE PROFESSION VALORISANTE

Connaissez-vous des étudiants qui aimeraient obtenir un diplôme d'études postsecondaires? Orientez-les vers une carrière d'évaluateur immobilier professionnel. Cette profession enrichissante offre des possibilités au sein d'organismes du secteur public et privé et attire souvent des entrepreneurs audacieux qui désirent lancer leur propre entreprise. Pour en savoir plus sur les cours qui permettront à vos étudiants d'obtenir une désignation de l'ICE, consultez dès aujourd'hui le site de l'Institut canadien des évaluateurs.

Find out about how to become a professional Real Estate Appraiser.
Découvrez comment devenir un évaluateur immobilier professionnel.

AICanada.ca/grad



Appraisal Institute
of Canada

Institut canadien
des évaluateurs

Sheridan offers degrees in a wide range of disciplines.

All Sheridan bachelor's degrees offer a combination of academic excellence and practical, hands-on experience. Combined with the creative approach Sheridan integrates into every aspect of the student experience, graduates will have the skills employers are looking for and the ability to succeed in a competitive marketplace.

Five Bachelor of Business Administration Degrees

Bachelor of Craft and Design

Bachelor of Film and Television

Bachelor of Applied Computer Science
(Mobile Computing)



sheridancollege.ca

Sheridan | Get Creative