

CANADIAN SCHOOL Counsellor

MAGAZINE

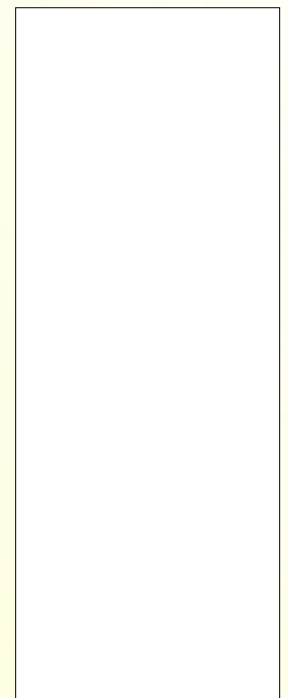


- **Performance Anxiety in Teens:**
The causes, symptoms and suggested treatments
- **L'angoisse chez l'ado :**
Causes, symptômes et traitements suggérés

- **Brave New Workplace Part II:**
Part two of a two-part series on the jobs of the future

- **Demain, un tout autre monde du travail (partie II) :**
Deuxième et dernière partie d'une série sur les métiers d'avenir

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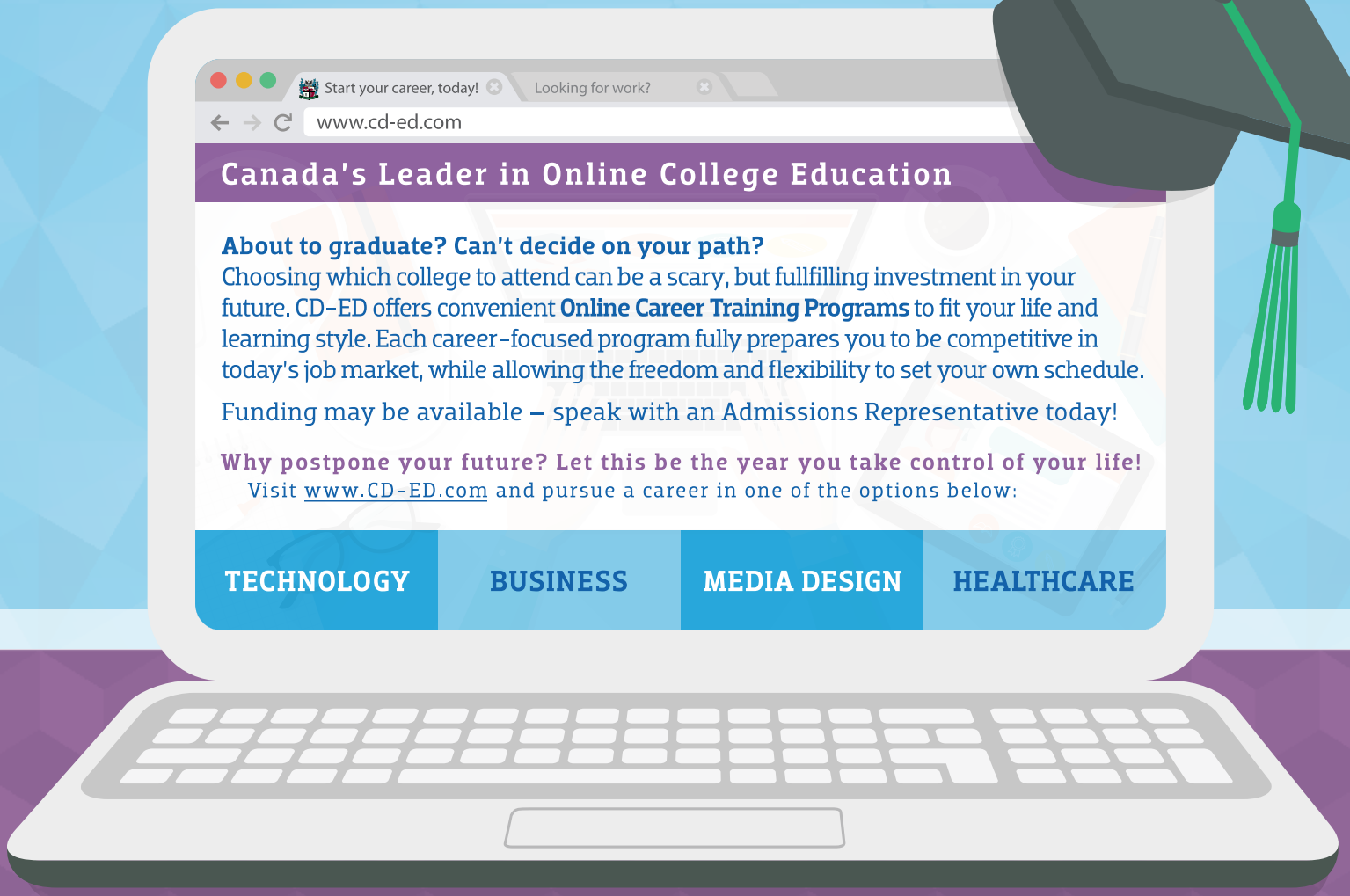
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STUDENTS MATTER HERE

Haley Robinson:

“I was really drawn to VIU by the small class sizes and amazing faculty to student ratio. One of my favourite experiences has been a six-month internship to Belize that I won through the Queen Elizabeth II Diamond Jubilee Scholarship program at VIU.”

- Hometown is Brampton, Ontario
- Working on a BA in Geography
- Loves beachcombing a few minutes from campus


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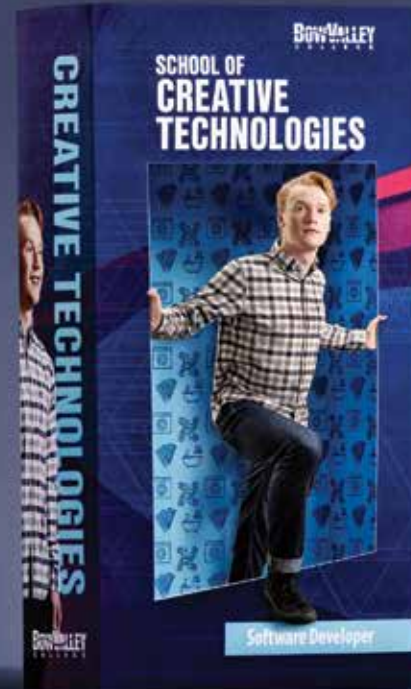
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WE Organization Launches National Canada 150 Campaign Inspiring a Generation to Shape the Future of Canada



Photos Courtesy of Street2Peak

Penny Oleksiak, Jully Black and Craig Kielburger with participants at youth rally.

WE organization is launching **WE are Canada**, a major national campaign marking Canada 150 that will bring millions of Canadians together with the collective goal of inspiring them to take action towards building a more caring and compassionate future nation. WE, an organization that brings people together and gives them the tools to change the world, will engage a generation of Canadians to make local, national and international impacts through the multi-faceted program. **WE are Canada** will engage people coast to coast, challenging Canadians of all ages to raise \$1 million for Canadian organizations and commit to 1 million hours of local volunteer service.

"I'm excited to join WE as we celebrate and look forward to the next 150 years," said Canadian high school student, swimmer, four-time Olympic medalist, Lou Marsh Award Canadian Athlete of the Year and WE are Canada ambassador, **Penny Oleksiak**. "I hope to see a future where youth continue to take action on causes they are passionate about, recognizing the value of working hard to achieve their dreams, and building a bright future for Canada."

The national program will empower Canadians to gain a deeper understanding of Canadian issues, and inspire them to make a difference in their communities and across the country, helping to build the nation's next 150 years. WE are Canada program, resources and activities include:

WE are Canada Pledge, the first step every Canadian can take to commit to create a more caring and compassionate country. By taking the pledge, people across the country are joining a collective movement of active change-makers who are committed to building a strong future Canada. For every pledge taken, \$10 will be donated to support WE's local and global programs.

Funded by the Government of Canada as a Canada 150 Signature Project, a bilingual, WE Schools service-learning program, the **WE are Canada Kit** offers curriculum to schools, teachers and youth from coast to coast, providing resources and activities to build a deeper understanding of Canada and discover how to make a difference in the future of the country. The WE are Canada curriculum will come to life in classrooms, community centres and living rooms across the country through Canada 150 key themes: youth empowerment, the environment, diversity and inclusion, and reconciliation. WE, the largest youth organization in Canada, currently engages and empowers over 1.8 million youth and approximately 17,000 educators in 7,000 schools across Canada through the service-learning program, WE Schools.

The **WE are Canada Guide for Families**, made possible by KPMG in Canada provides Canadians with 150 ways to celebrate Canada 150 as a family. With fun, simple and thoughtful ideas for service tied to Canada 150 and its key themes, the guide helps families discover

new ways to make a difference in the lives of others through small, everyday actions and join the millions of Canadians already coming together to the future of Canada.

To shine a spotlight on extraordinary young Canadians who are helping to shape the future of the country, WE launched the **WE are Canada video** that features eight inspiring change-makers amongst a mosaic of iconic Canadian imagery. To complement the WE are Canada video, individual video vignettes showcasing each exceptional youth will be released across the country, appearing on national broadcast outlets and through public digital promotions until Canada Day, 2017.

From February 1 to July 1, 2017, WE will be honouring 50 remarkable Canadians and the contributions they are making to the future of our nation through a national portrait series entitled **WE are Canada: Future 50**. Portrait honourees will range from notable Canadian celebrities, community change makers and outstanding young people, who are all contributing to a stronger Canada over the next 150 years through their individual passions and causes. Taken by notable Canadian photographers, portraits will be showcased across the country in public spaces and hosted on WE's Facebook, Twitter and Instagram channels.

Providing Canadians with more opportunities to create impacts across the country, WE's social enterprise and partner in changing the world, **ME to WE**, has launched a series of products and apparel, available online and at the WE Store in Cadillac Fairview Eaton Centre in Toronto. Every purchase of a WE are Canada product helps support national WE Schools programs-empowering youth with the tools to change the world.

Throughout the year, schools across the country will be coming together to celebrate Canada 150 with **WE DayX** events, bringing WE are Canada to life in auditoriums, gymnasiums and community centres from coast to coast. With thousands of schools already committed in regions across the country, the school or community-run events are encouraged to incorporate Canada 150 themes and bring people together to celebrate the actions they've already taken, and inspire them to continue making a difference for their country.

In honour of Canada 150, WE created **WE.ca**, the online hub for WE are Canada. The website offers resources, tips, tools, unique stories, inspiring videos and more, helping to support Canadians take action and make an impact in communities across the country. Hosted on **WE.ca**, the **WE are Canada Blog** will offer Canadians a destination to access a wealth of exclusive and extended content, including advice from Canadian change-makers, behind-the-scenes from special events, interviews with inspiring Canadians and moving videos.

Over the coming months, WE will be announcing more exciting activities and programs, including a special event in partnership with the Government of Canada, taking place Canada Day weekend on Parliament Hill in Ottawa. Throughout the year, WE will also be working in partnership with national organizations to bring WE are Canada to millions of Canadians, including Facebook Canada, who is teaming up with WE in support of the WE are Canada Pledge, helping to encourage millions of Canadians from coast to coast take the pledge through Facebook and Instagram.

"The 150th anniversary of Confederation offers an opportunity to reflect on our past and our achievements, and to provide a legacy for future generations," said The Honourable Mélanie Joly, Minister of Canadian Heritage and Official Languages. "WE are Canada will help engage young people and give them the means to contribute to our society, because they are the ones who will shape the Canada of tomorrow."

"As one of Canada 150's largest youth and educational partners, we are honoured to partner with the Government of Canada for this momentous campaign and inspire Canadians from across the country to come together and build a stronger future," said **Craig Kielburger**, co-founder of WE. "Through WE are Canada we will work towards building our country's future by empowering Canadians with the tools they need to take action and help shape the next 150 years to come."

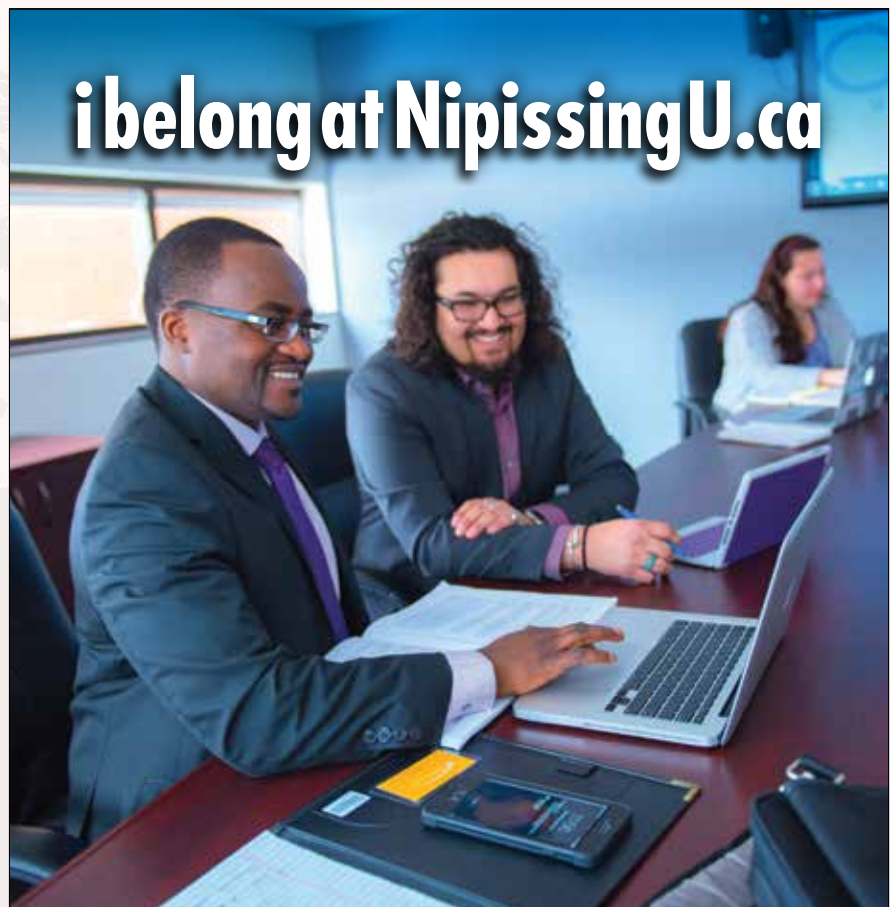
Join the WE movement and commit to building Canada's future today by taking the WE are Canada Pledge at **WE.ca**.

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About WE

WE is an organization that brings people together and gives them the tools to change the world. A unique family of organizations, WE is made up of WE Charity, empowering change with resources that create sustainable impact, and ME to WE, a social enterprise that creates socially conscious products and experiences that allow people to do good through their everyday choices. The celebration of that change happens at WE Day - inspiring stadium-sized life-changing events that take place around the world. A global movement of

2.4 million young people strong, youth involved with WE have raised \$62 million for more than 2,400 local and global organizations, volunteered 19.9 million hours for local and global causes and collected over 7.6 million pounds of food through service learning programs and campaigns. WE was founded more than 20 years ago by humanitarians, activists and social entrepreneurs, brothers Craig and Marc Kielburger. **✶ CSC**



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Guelph Business: Making room for collaboration and innovation



Photo Courtesy of University of Guelph - By Scott Carter

Macdonald Institute (MINS) - University of Guelph

The old adage of “two heads are better than one” is making its way in to how business schools are designing their learning and teaching spaces. Instead of focusing purely on developing students as individual learners, more attention is being paid to teaching them how to work well with others, fueling increasingly collaborative workplace cultures. Providing spaces where they can easily engage in teamwork

is part of a refreshed focus on how future business leaders learn.

An example of collaborative design can be found at the University of Guelph’s College of Business and Economics, which recently opened the newly renovated Macdonald Hall business building. In “Mac Hall”, teamwork and collaboration is a central theme, and visitors can see it everywhere. While the century-old

building has maintained many of its historical features – brick fireplaces, original wood paneling and arched ceilings – as a centre for learning, it is modern and forward thinking. With an abundance of collaboration spots, including team project rooms, group study spots along the main hallways and modernized classrooms, the University of Guelph is making room for business students to learn together and think beyond the textbook.




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Staying true to innovation

Originally built in 1903, Macdonald Hall was home to the women studying at one of Canada's first domestic science programs. These women were not simply studying traditional "home economics." They were exploring proper nutrition and safe cooking for families in Ontario to thrive – a revolutionary concept at the time. Fast-forward to today, "Mac Hall" has seen a new type of innovation – one focused around team leadership and collaboration among business students. With this modern approach to learning, Guelph's business program is changing how the next generation of businesses leaders approach.

Creating innovative spaces

Its active learning classroom, which is home to Introduction to Business seminars, still pays a subtle homage to its original purpose as a gymnasium. Students across a range of diverse majors work with each other to apply their knowledge to challenges facing organizations today. For example, a marketing student will work alongside an HR student to solve a recruitment challenge. This cross-functional learning truly develops the students to become a more rounded leader.

In Mac Hall's main lecture space, students sit in movable desks that allow them to effortlessly break out into teams. With eight 80-inch monitors and a collection of mobile whiteboards, there are multiple ways to share content across this large space.


In addition to the classrooms and seminar rooms, one of the most impressive sights of this historically modern building is how much it is used by students. At any given time, Macdonald Hall is filled with people using the hallway learning groups and student lounges. On the third floor, the lounge features a screen-sharing centre that allows groups to share work on a large monitor. They can switch between multiple laptop screens simply by pressing a button. 

“I hope to see a future where youth continue to take action on causes they are passionate about, recognizing the value of working hard to achieve their dreams, and building a bright future for Canada.”



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FOXY to take on teen dating violence with \$1.3M in federal money

Funding will 'help us better support those who've experienced trauma and violence'



Photos Courtesy of Kayley Mackay

FOXY students and facilitators

By Juanita Taylor, Courtesy of CBC news

An N.W.T. group that helps Northern youth learn about healthy relationships and sexuality has received a nearly \$1.3-million boost from the federal government.

FOXY (Fostering Open eXpression among Youth) will receive the money over the next five years to help Northern and indigenous youth who have experienced teen dating violence.

Executive director Candice Lys said the money is earmarked to "help us better support those who've experienced trauma and violence." The funding comes from a Public Health Agency of Canada program to address family violence.

"We know that family violence and intimate partner violence are much higher in the N.W.T. and in the North," said Lys, "so it's something that we really wanted to focus on."

According to Statistics Canada, in 2015 the rate of sexual assault in the North ranged from four times the national average in the Yukon to almost eight times the Canadian average in Nunavut. Northern victims of sexual violence also typically have access to fewer resources to deal with their trauma than victims in larger southern centres.

Lys said the group's 50-page funding application included 30 letters of support.

"I think that really speaks to how much support that we have from across the Northwest Territories for the work that we do," she said.


By Northerners, for Northerners

Organizers have delivered hundreds of workshops since the program began in 2012. An estimated 1,500 young people from all three

territories have participated in school workshops or peer-led retreats, at no cost to themselves.

It's not the first time the value of FOXY has been recognized. In 2014, it won the Arctic Inspiration Prize and was awarded \$1 million, which it used to develop a program for young men called SMASH - Strength, Masculinities and Sexual Health. The creators of FOXY received a meritorious service medal from the Governor General of Canada in December 2016.

Organizers at FOXY and SMASH are hosting a think tank in March 2017 to help develop more specific resources and programming to address sexual trauma and violence.

The group will also be celebrating its fifth anniversary. 

Homeless youth turned businessman trekking across Canada to raise awareness, funds for at-risk kids

by Jaime Myslik, Courtesy of the Wellington Advertiser

Joe Roberts is pushing a shopping cart across Canada to raise awareness and funds to help prevent youth homelessness.

"One of the problems is up until three or four years ago there really wasn't a high level of understanding of what the causes are, how do we solve it," Roberts said. "There's a lot of biases ... you get that various feedback when you're speaking to people, it's judgment."

Roberts, 50, said the goal of "The Push for Change" campaign is to increase awareness and raise money for the Upstream Project, a program to prevent youth homelessness by supporting young people in school. "An example of how it works is it monitors the school population, identifies youth at risk and then works to get them the resources they need so they don't have to leave home or school," Roberts explained. "We know where youth are before they become homeless, they're in classrooms. So the whole idea to change



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our response to homelessness is not to build more shelters, it's to prevent them from needing a shelter bed by preventing that homelessness from happening." The ideal outcome of the campaign would be to raise enough funds to have the Upstream Project or its regional equivalent available in every school in Canada.

Roberts was a homeless youth himself. "I went at 15 years old and left home," he said. "I did find housing, but since I left home I found myself in some precarious situations - couch surfing, sometimes having a safe place to stay, sometimes not. But the antecedent or root cause of my continuing to deteriorate was addiction

and so as addiction took a stronger hold on my life it continued to remove big pieces of my life. Finally in my late teens, early 20s I was chronically homeless, living in downtown east side Vancouver addicted to drugs and pushing the shopping cart around collecting cans and bottles."

In Roberts' case the outcome was positive. His mother found him in Vancouver when he was 23 and brought him back to Ontario, where a chance encounter with an OPP officer gave him the opportunity to get his life back on track. "[The OPP officer] basically saved my life one night and that allowed me to get into drug treatment, go back to college and in less than five years I graduated college, I went out in the business world and I killed it," Roberts said. "So in 12 years I went from pushing a shopping cart to being on the cover of Canadian Business as a celebrated entrepreneur."

But the transition wasn't easy. Roberts said it was part divine intervention and part self-preservation. "I started to look around, and realized if I continue doing this it's not going to end well," he said. "So as scary as change was, I made the decision to go home."

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However, Roberts doesn't focus on how he got out of homelessness. The question he asks is how he ended up there in the first place. "I'm a good kid from a decent family; how did I end up falling through the cracks?" he asked. "Every single teacher, school counselor, anyone in my life knew I was a train wreck. Where were the resources when I was 13, 14 and 15? And that right there ... is the Swiss cheese in the system we have in this country that unacceptably allows young people to fall through the cracks because of family conflict, addiction, mental health."

Roberts said he has shared his story for about 20 years with both the corporate world and the recovery community. However it was an immersion project with Aeroplan in October 2011 that fueled his passion to create a national campaign. During the project the participants experienced what it would be like to be homeless, from food scarcity to panhandling to sleeping outside.

"They went through this kind of transformative experience and the next day people were coming up to me and saying, 'I'll never ever look at this issue the same. You've forever changed ... the way I see youth homelessness.' "That left me bothered because I thought 'for 15 years I've been telling my story but never have I had an experience like this.'"

So the seed for The Push for Change was planted. From there a team was put together, the idea to push a cart across Canada was formed, and trials and research were carried out. It was decided that Roberts and his team would push the shopping cart 9,141km across Canada from St. John's, Newfoundland to Victoria, British Columbia and back to Vancouver by Sept. 30, 2017.

Pushing the shopping cart was key. "That's the outcome we're trying to avoid and it's integral to my story," he said. "One of the ... poorest and (most) desperate places you can be in the western world is intercity pushing a cart." While The Push for Change team travels across Canada it is engaging in nearby communities along the way. One hundred % of the donations received throughout the trek will go towards the Upstream Project or a similar initiative within the community the team is visiting.



Photo by Jaime Myslik

Joe Roberts and supporters during Push for Change event

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"There's other really great model communities throughout the country who have done similar stuff ... but in order to do it you have to raise awareness and you have to persuade the government to invest in these kinds of things," Roberts said. "But we look at it and say ... you either invest upstream or your invest

in emergency crisis. It's up to you. They're coming." "We can prevent them from coming, which is a lot cheaper and more empathetic or we continue to respond to emergencies."

The team has sponsors to support its operational costs throughout the trek.

On Dec. 20 students from Rockwood Centennial Public School, Harris Mill Public School and Sacred Heart Catholic School marched with Roberts and heard him speak at Sacred Heart. "What I try to tell them is to first of all look for the signs of hidden homelessness; family conflict, addiction," Roberts said in advance of the event. "Look around you. Homelessness is in every community in this country. It's not just in the big cities. Homelessness starts in small communities."

Roberts said he tries to help students realize their untapped potential. "You can do and be anything," he said. "You're nothing but pure possibility, but in order to break some of the old habits of thinking, you've got to take some action steps and find out what's really in the tank. "So I encourage young people to find what they're passionate about and to throw their life at it ... Get out of your head and get your feet moving." 🇨🇦 CSC

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Surviving Parent Night

By Sean Dolan



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When I first started in Student Services, I thought that parent-teacher interview night would be a walk in the park. After all, I am in perpetual contact with parents (at least that is how it feels sometimes) so I assumed that the evening, while busy for teachers, would be a relatively slow one for me. Boy, was I wrong!

It turns out that parent-teacher interviews often result in "bad news" at the little five-minute meeting between the parent and the teacher. After that meeting, parents go searching for a sympathetic ear. Their natural conclusion is to seek solace with a guidance counsellor who can help them (and their kid) right the ship. Suddenly you're their new best friend.

I eventually realized that our mistake was to sit in our offices on parent-teacher interview night and wait for the drop-ins to show up. While we tried in vain to catch up on our email and erode the mountain of paper on our desks with a filing system that only we could understand, the parents would mosey on in and ask if they could ask "a quick question." As we all know, there is no such thing as a quick question and a counsellor's office is far too inviting to expedite matters. Inevitably the visit would turn into a 20 to 30-minute exchange dealing with the student's struggles and sometimes (and I hated this) a critique of a colleague. Despite my best efforts to defend the teacher down the hall, some parents insisted on steering the conversation toward blaming the teacher – an age-old, broken record of an excuse to shift responsibility away from the kid (and, by extension, the parents) and onto the person charged with the duty of teaching 30 kids to master a certain volume of subject matter. Sometimes I would have to just stand up to end the meeting and direct the parent to a vice principal. Many of these encounters were frustrating for me and frustrating for the parent.

Something had to be done to make parent-teacher interview night more rewarding for both the visiting parents and the guidance counsellors. So, here's what we did at our school: we locked them out! No parents were allowed into Student Services that evening. Since parent-teacher night was designed to allow parents to gain a snapshot of student performance so that new learning strategies could be put in place through to the end of the school year, we decided to reinforce the snapshot approach with quick "drop-in" meetings with parents. We literally barred the door by setting up tables in front of our office entrance. We hung two banners identifying who we were and we brought our laptop computers out with us in case we needed to look something up. As a collective, we agreed: NO ONE GETS INSIDE – an edict I broke five minutes after we first implemented this approach when a student and his mother began crying at our Student Services table. I brought them in, shared tissues

with them, set their minds at ease, and 20 minutes later (!) they were on their way. After that we all agreed there should be a little bit of flexibility when it comes to letting them into our offices.

I can now say that, two years after adopting this approach, parent-teacher interview night has become a much more effective and efficient night for us. We make sure that we keep a stack of appointment slips handy so that students with more detailed questions or concerns can stop by to see us the next morning. Most significantly, parents are less inclined to complain about teachers when they are in an open space with potential eavesdroppers within ear shot. Now we get even more parents coming to see us after meeting with their kid's teacher to see what can be done to right the proverbial ship; it's just that now we have a five-minute chit-chat instead of 30 minutes of editorial agony on everything that is wrong with their kid, the staff and the system.

While our new approach is anything but a walk in the park, it sure is a lot better than feeling trapped in your office while a growing line of disgruntled parents wait (or pace) a few feet away from your door, anxious to air their grievances. In this particular instance, the parent lock-out was a winning strategy for both the parents and the counsellors. ♣ 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.

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A Brave New Workplace

-Part II

By/Par Laurie Nealin

A look ahead for today's students and their counsellors

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When job titles such as agriculture drone pilot and smart highway traffic manager become commonplace, it will suffice to say, "Toto, we're not in Kansas anymore."

Like Dorothy who awoke to unfamiliar surroundings in the Land of Oz, today's high school students will emerge from educational settings into a work world reinvented - one where vehicles drive themselves, robotics continues to push human workers aside, and Big Data is a big thing.

And that creates a dilemma - not only for high school students but also for the counsellors to whom students (and their parents) look for guidance in choosing their post high school path.

With that in mind, Canadian School Counsellor consulted experts who have made it their mission to study emerging trends and consider what those trends could mean for education and jobs in Canada five years out. We are pleased to share their insights in this second installment of our two-part series. (You can read Part I in the Winter 2016 issue.)

Demain, un tout autre monde du travail

-Deuxième partie

Coup d'œil sur le monde du travail de demain pour les élèves d'aujourd'hui et leurs conseillers

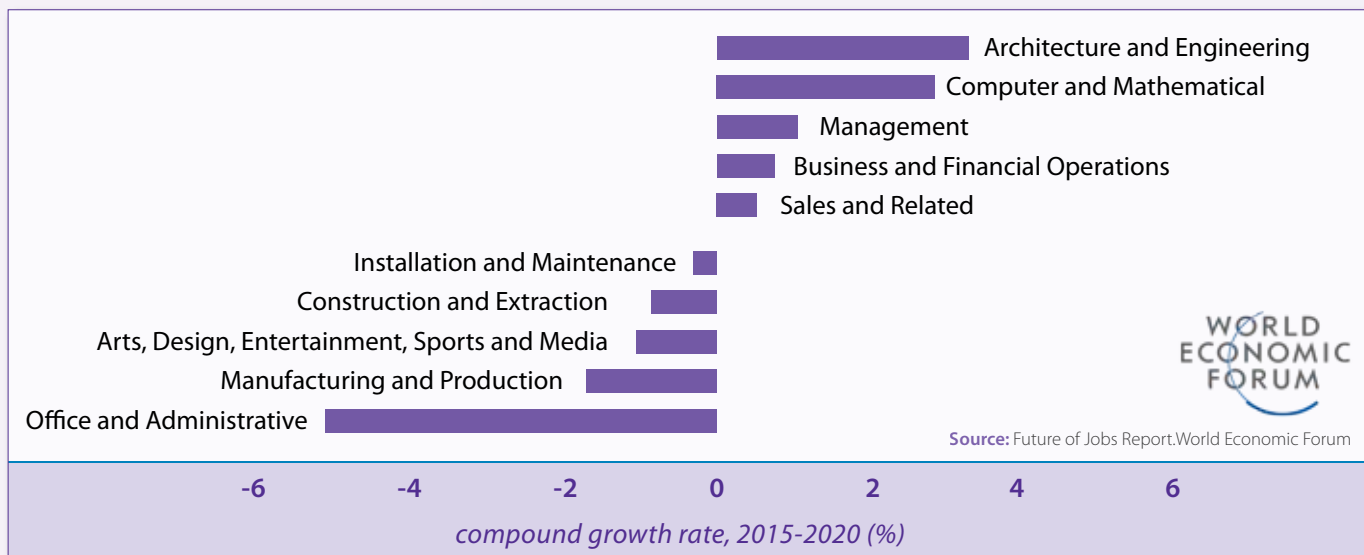
Quand des titres de poste tels que pilote de drone agricole et gestionnaire de la circulation pour routes intelligentes seront monnaie courante, on pourra dire que les choses ont bien changé.

C'est pourtant un monde du travail tout aussi transformé qui accueillera les élèves actuellement au secondaire au terme de leur parcours scolaire un monde réinventé où des véhicules se conduiront tous seuls, où la robotique continuera de chasser l'humain et où les mégadonnées seront partout.

Et cela pose un dilemme à ces élèves, mais aussi aux conseillers sur qui ces jeunes (et leurs parents) comptent pour les aider à choisir leur champ d'études postsecondaires.

Conscient de cette difficulté, Canadian School Counsellor a rencontré des experts qui se sont donné pour mission d'analyser les tendances émergentes et de réfléchir à ce qu'elles pourraient signifier pour l'enseignement et l'emploi au Canada sur un horizon de cinq ans. Leur vision vous est présentée dans cette deuxième partie d'une série de deux articles consacrés à ce sujet (le premier a paru dans notre numéro de l'hiver 2016.)

Job families in decline and on the rise



What's Big Data?

If Big Data is not yet on your careers radar screen, it soon will be. According to futurist Jim Carroll and career development researcher Sean Lyons, it's one of the best bets for employment opportunities now and in the future.

"Dealing with data at an incredibly large volume requires different skills, but it appears to be at the forefront for a lot of future employment," says Lyons, a professor in the College of Business and Economics at the University of Guelph.

All sorts of employers are in the market for Big Data analysts and even more will be. Those jobs rely on human ingenuity to analyze, see patterns and understand the value of all the data that people create in their everyday lives by using cellphones, social media, debit or credit cards, a GPS and so on.

"The Census as we know it today may no longer be needed because we can just track people by the massive amount of data they generate by using technology. That data will inform government programs, education, and consumer services and goods," Lyons advises.

The ups and downs

According to the 2016 World Economic Forum report, The Future of Jobs, significant employment growth will occur through 2020 in the engineering, architecture, computer and mathematical job families since that knowledge applies across industries.

Expansion in occupations and industries related to the growing elderly population is also expected as life expectancy continues to rise. Rather than continuing to build more assisted living facilities, Carroll predicts technology will play a big role in developing systems that will enable elderly people to continue to live safely in their own homes.

He also envisions that many different industries will put drones in the air to gather information. Insurance companies could fly drones over disaster zones, while the agriculture industry could survey and

Les mégadonnées, qu'est-ce que c'est?

Si les mégadonnées ne sont pas encore apparues sur vos écrans radar, cela ne saurait tarder. Selon le futuriste Jim Carroll et le spécialiste de l'évolution des carrières Sean Lyons, ce domaine est l'un de ceux qui recèlent les meilleures perspectives d'emploi.

« Exploiter des quantités astronomiques de données nécessite des compétences particulières, et ces compétences s'annoncent essentielles pour beaucoup des emplois de demain », observe M. Lyons, professeur au College of Business and Economics de l'Université de Guelph.

Toutes sortes d'employeurs recherchent des analystes de mégadonnées, et leur nombre ne va qu'augmenter. Le travail de ces analystes consiste à mettre leur ingéniosité à profit pour discerner des tendances et trouver une utilité à toutes les données que les gens créent quotidiennement en utilisant leurs téléphones cellulaires, les médias sociaux, leurs cartes de débit ou de crédit, leurs GPS, etc.

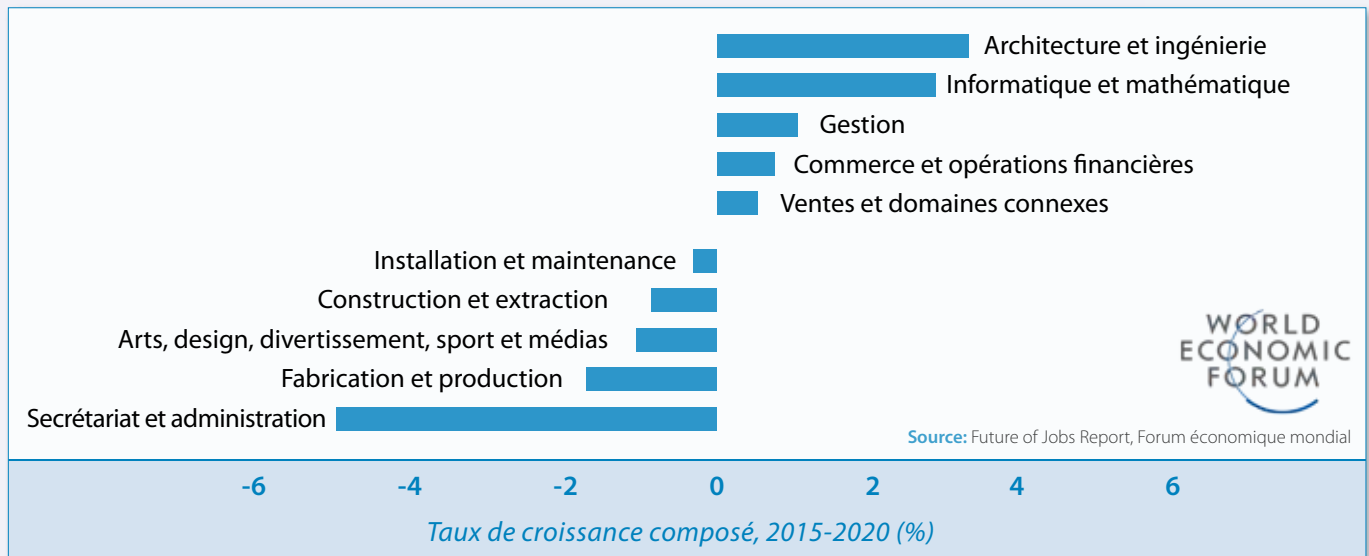
« Le recensement tel qu'on le connaît pourrait devenir inutile parce que nous pourrions simplement suivre les gens grâce aux énormes quantités de données qu'ils génèrent en utilisant les technologies. Ces données serviront à l'élaboration de programmes publics, de programmes d'étude, de biens et de services », explique M. Lyons.

Emplois d'avenir et profils sur leur déclin

Selon un rapport récent du Forum économique mondial intitulé The Future of Jobs (en anglais seulement), l'emploi croîtra fortement d'ici 2020 dans les familles d'emploi du génie, de l'architecture, de l'informatique et des mathématiques, étant donné que les connaissances acquises dans ces domaines s'appliquent dans de multiples secteurs d'activité.

On prévoit aussi une expansion pour les rôles et les secteurs liés à la croissance de la population âgée, l'espérance de vie continuant d'augmenter. Selon M. Carroll, plutôt que de continuer à construire des centres de vie assistée, on mettra beaucoup la technologie à profit pour permettre aux personnes âgées de continuer à vivre chez eux en toute sécurité.

Familles d'emplois en déclin et en croissance



monitor crop and soil conditions. The result will be a demand not only for drone pilots and technicians, but also data analysts.

As we move towards 2020, the biggest employment downturn will be in office and administrative categories, says The Future of Jobs report. Manufacturing and production jobs will continue to decline as robotics does more of the heavy lifting and precision work.

Jobs will also disappear related to products and services focussed on the dwindling youth demographic. People are having fewer children and having them later in life, resulting in a general decline in the proportion of the population that is youth-aged.

"Our (employment) expectations based on what the labour market used to look like have to be abolished," Lyons says.

In reality, the Canadian labour market has already changed, he asserts, with companies perpetually downsizing, outsourcing jobs and moving labour offshore as a way to stay competitive globally. This will continue to result in much less job security in the future. It also makes it difficult to pinpoint which industries will have significant employment opportunities in future since companies can turn to technology or offshore labour to grow.

Learning for a living

Lyons, who advises first-year Guelph students on education and employment goals, believes that the only career planning that's possible these days is to build a portfolio of skills, learn as much as possible and network to increase the breadth of your resources.

"I do sympathize with high school counsellors because there's a lot of pressure to give the right advice, but at the same time there's so much uncertainty. I know they do the best to steer people in the right direction education-wise based on their abilities.

"The key really is to encourage the mindset that you're never going to be done learning new skills and looking for new opportunities until you retire," Lyons says.

Le futuriste prévoit aussi qu'une foule de secteurs utiliseront des drones pour recueillir des informations. Les compagnies d'assurance pourraient en faire voler au-dessus de zones sinistrées. En agriculture, ces appareils pourraient aussi servir à surveiller l'état des cultures et des sols. On aura donc besoin non seulement de pilotes de drones et de techniciens, mais aussi d'analystes de données.

D'ici 2020, la catégorie qui connaîtra le plus fort ralentissement sera celle du travail de bureau et administratif, si l'on en croit le rapport du Forum économique mondial. Les emplois liés à la fabrication et à la production vont aussi poursuivre leur déclin, des robots accomplissant une part croissante des tâches demandant une grande force et de la précision.

On verra également disparaître des emplois se rapportant aux produits et aux services centrés sur la population en bas âge, qui est en décroissance. Les familles sont moins nombreuses qu'avant et les nouveaux parents sont de plus en plus âgés, ce qui se traduit par une baisse générale, proportionnellement, de la population en bas âge.

« Il faudra cesser d'entretenir des attentes fondées sur le marché de l'emploi d'hier », prétend M. Lyons.

En fait, selon lui, le marché de l'emploi canadien a déjà changé. Les entreprises réduisent sans cesse leurs effectifs, elles externalisent des fonctions, délocalisent des activités pour rester concurrentielles à l'échelle mondiale. Cela va continuer d'affaiblir la sécurité d'emploi. Et cela n'aide pas à prédire quels secteurs offriront les meilleures possibilités d'emploi, puisque les entreprises pourront se tourner vers la technologie ou une main-d'œuvre à l'étranger pour assurer leur croissance.

Ne jamais cesser d'apprendre

Pour M. Lyons, qui conseille des étudiants de première année à Guelph sur la formation et l'emploi, tout ce que l'on peut faire pour planifier sa carrière de nos jours, c'est de se bâtir un « portefeuille de compétences », d'apprendre le plus de choses possibles et de réseauter pour accroître la diversité de ses contacts.

10 + 10 from futurist Jim Carroll

What's trending?	Jobs of the future
✓ autonomous vehicles	→ smart highway traffic manager
✓ smart homes	→ 3-D printer clothing designer
✓ rapid urbanization	→ outer space tour guide
✓ intelligent eyewear	→ smart packaging advertising manager
✓ hyper-connected sports equipment	→ remote sports performance analyst
✓ programmable weather	→ vertical farming infrastructure manager
✓ vertical farms	→ micro-weather programmer
✓ aging population/longevity	→ healthcare robot manager
✓ connected agriculture	→ agriculture drone data analyst
✓ smart medicine	→ computer hacker anti-hacker



Carroll concurs.

"Learning is what most adults will do for a living in the twenty-first century," he says, quoting educator Lewis Perelman.

"What that says to me is that the knowledge I have today is not going to be adequate for what I need to do tomorrow. Employers will be looking for people who have the ability to obtain the right knowledge or skills at the right time for the right purpose. This will define your future success," Carroll suggests.

When the Mississauga-based futurist delivers keynote speeches for major companies and organizations, he tries to impress upon his audiences how quickly every industry is changing, how fast new careers are emerging and how rapidly business models are changing.

Twenty-first century skills

That's why Lyons believes that students today should look at their degree as a starting point rather than as the foundation for a career that moves in one direction. The key, he says, is to work on understanding the value of education and the skills it can provide, and to seize opportunities to gain new perspectives and experiences.

"These days, there's more of a push to teach people the technical things they need to get their first job, but what we're hearing from employers is they want transferable competencies, those twenty-first century skills that are necessary for long-term adaptability - critical thinking, problem solving, analytical and communication skills, adaptability, ability for continuous learning, and a framework for understanding technology," Lyons says.

"If people find themselves stuck because they don't have those extra skills, then we are not preparing them well for the future." ♦ CSC

Finger on the pulse

Keep up-to-date with the latest in education and employment trends.

Follow Sean Lyons on Twitter @proflyons and visit Jim Carroll's website www.jimcarroll.com

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10 + 10 selon le futuriste Jim Carroll

What's trending?	Jobs of the future
✓ véhicules autonomes	→ gestionnaire de la circulation pour routes intelligentes
✓ maisons intelligentes	→ concepteur de vêtements fabriqués par impression 3D
✓ urbanisation rapide	→ guide pour voyages spatiaux
✓ lunettes intelligentes	→ gestionnaire de publicité pour emballages intelligents
✓ matériel de sport hyperconnecté	→ analyste à distance de performances sportives
✓ météo programmable	→ gestionnaire d'infrastructures, agriculture verticale
✓ agriculture verticale	→ programmeur météo de précision
✓ vieillissement de la population/longévité	→ gestionnaire de robots, secteur de la santé
✓ agriculture connectée	→ analyste de données de drones agricoles
✓ médecine intelligente	→ pirate anti-pirate informatique



« Je compatis avec les conseillers du secondaire, dit-il, parce qu'on compte beaucoup sur eux pour orienter les jeunes dans la bonne direction et, en même temps, il y a tant d'incertitude. Je sais qu'ils font de leur mieux pour conseiller aux élèves les programmes de formation les plus compatibles avec leurs capacités. En fait, il faut amener les jeunes à se dire qu'ils n'auront jamais fini d'apprendre des compétences nouvelles et de chercher de nouveaux débouchés, jusqu'à leur retraite. »


Jim Carroll acquiesce.

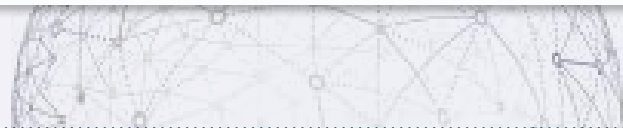
« C'est en apprenant que la plupart des adultes vont gagner leur vie au XXI^e siècle, clame-t-il, reprenant les mots de Lewis Perelman. Ce que cela me dit, c'est que les connaissances que j'ai aujourd'hui ne conviendront pas à ce que j'aurai à faire demain. Les employeurs chercheront des gens capables d'utiliser les bonnes connaissances ou compétences au bon moment, dans la bonne application. Si vous avez ce profil, vous aurez l'emploi. »

Quand le futuriste de Mississauga donne des conférences dans de grandes organisations, il insiste sur la vitesse à laquelle tout change – chaque secteur d'activité, les profils de carrière, les modèles d'affaires.

Les compétences du XXI^e siècle

C'est pourquoi M. Lyons pense que les élèves d'aujourd'hui doivent voir leur diplôme comme un point de départ plutôt que comme les assises d'une carrière évoluant dans une seule direction. L'important, selon lui, est de comprendre la valeur de l'éducation et les compétences qu'elle permet de développer, et de saisir les occasions d'acquérir des perspectives et des expériences nouvelles.

« Actuellement, note-t-il, on cherche plutôt à enseigner aux jeunes des compétences techniques leur permettant de décrocher leur premier emploi, mais les employeurs nous disent qu'ils veulent des compétences transférables, ces compétences du vingt-et-unième siècle nécessaires à l'adaptabilité à long terme – la réflexion critique, la résolution de problèmes, les compétences en analyse et en communications, l'adaptabilité, la capacité de poursuivre son apprentissage et un cadre de référence pour comprendre la technologie. Si les gens sont bloqués parce qu'ils n'ont pas ces compétences additionnelles, nous ne les préparons pas bien pour l'avenir. » 



Restez branchés

Restez au fait des dernières tendances en matière d'éducation et d'emploi.

Suivez Sean Lyons sur Twitter  @proflyons

et visitez le site Web de Jim Carroll,  www.jimcarroll.com



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Summer Job Opportunities for Students

Options to explore

By Laurie Nealin

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Almost everyone remembers their first summer job - fondly or otherwise.
In either case, a great sense of satisfaction usually comes with earning
one's first official paycheque.

Whether it's working as a camp counsellor, on a construction crew, in retail or the hospitality industry, landing that first summer job with a bone fide employer has long been considered one of life's milestones. These days, however, securing a rewarding summer job can be tough - especially for high school students. For that reason, government-backed, youth employment programs are worth a look.

Student job-seekers should check out two federal programs, in particular.

- **Young Canada Works (YCW)** - on offer are summer jobs in the fields of heritage, arts, culture and official languages. This program provides students with opportunities to work with heritage-focused organizations (museums, historic sites, zoos, botanical gardens) and those that conduct activities in both official languages. Students who are Canadian citizens, permanent residents or have refugee status in Canada are eligible.
- **Federal Student Work Experience Program (FSWEP)** - on offer are full- and part-time jobs with federal government organizations. These positions provide students with an opportunity to explore their interests and develop skills through hands-on work experience. Preference is given to Canadian citizens who meet the position requirements.

Together, FSWEP and YCW offer upwards of 9,000 jobs annually for secondary and post-secondary students in Canada.

Information about the kind of jobs that might be available under these programs, as well as the potential duration of the employment and wages, is outlined below. *

More detailed criteria for each program and requirements for various jobs can be found online. Website links have been provided within this article to help counsellors and students navigate the multi-pronged Government of Canada site.

**Program information is current at time of writing. Program criteria and jobs available do change. Students should review online information for the latest updates.*

Young Canada Works (YCW)

Young Canada works¹ offers two, summer jobs programs for students - YCW in Heritage Organizations and YCW in Both Official Languages. Both provide opportunities to gain work skills and experience.

YCW does not hire students directly but provides funding to third-party organizations that deliver the program.²

Employers with jobs funded under the YCW program do the hiring. They can search the list of candidates and contact students for an interview. However, students are strongly encouraged to apply directly for any position that interests them.

- **YCW in Heritage Organizations** includes jobs in a heritage field - in a museum, archive, library, cultural centre or heritage site, for example. Work could involve artifact preservation, conservation, research, interpretation, event organization or promotion of Canada's cultural heritage.³
- **YCW in Both Official Languages** offers job opportunities with organizations that conduct activities in both English and French. Students can gain practical work experience while improving their second language skills.⁴

YCW - Key points to consider

1. Secondary students who are Canadian citizens, permanent residents or have refugee status in Canada are eligible to apply.
2. Some jobs are open to high school students, some to both high school and post-secondary students, while others are tagged for post-secondary students only.
3. Applicants must be at least 16 years of age.
4. Applicants must have been a full-time student in the semester preceding the YCW work assignment and intend to return to full-time studies in the semester following the job assignment.
5. Positions last from six to 16 weeks.
6. Students must work 30 to 40 hours per week. Students with a disability are eligible for part-time work.
7. Pay rates are set by the employers.
8. Students can apply to work in a location that is different from where they live.
9. There is no deadline to register in the program, but students are encouraged to do so well before the summer.⁵
10. Using their YCW account, students can browse job opportunities using the "Search for a job" link and apply directly to positions that interest them.

Federal Student Work Experience Program (FSWEP)

The Federal Student Work Experience Program (FSWEP)⁶ is the primary vehicle that federal organizations use to recruit and hire students. There is a wide variety of jobs offered to full-time students across Canada on an on-going basis.

The opportunities involve working alongside public servants to provide service to Canadians. Workplaces include offices and laboratories, ships and farms, historical sites and national parks in more than 300 communities across Canada.

Of the 48,120 students who applied in 2015, just over 7,000 were hired.

FSWEP - Key points to consider

1. Some jobs are open to high school students, some to both high school and post-secondary students, while others are tagged for post-secondary students only.
2. Preference is given to Canadian citizens who meet the job requirements.
3. All applicants must be returning to full-time studies in their next academic term.
4. Students are not required to have previous work experience, but must meet the program's eligibility criteria and the specific qualifications required for each job.
5. The language requirements for the jobs vary. Some designate English or French as essential, while others require a bilingual (English-French) employee.
6. The hourly pay rates for high school students established by the Treasury Board start at \$10.34, but wages can vary.⁷
7. All job applications must be submitted online. It will take at least 30 minutes - more likely an hour - for most students to create a FSWEP profile and submit a comprehensive application.
8. Students should complete the skills page since this information is a key factor used to match applicants with FSWEP job opportunities.⁸

» REFERENCES / RESOURCES

¹ <http://canada.pch.gc.ca/eng/1459432930248>

² <http://canada.pch.gc.ca/eng/1459433634907>

³ <http://canada.pch.gc.ca/eng/1459433313024>

⁴ <http://canada.pch.gc.ca/eng/1459868059982>

⁵ <https://young-canada-works.canada.ca/Account/Register>

⁶ <https://emploisfp-psjobs.cfp-psc.gc.ca/srs-sre/page01.htm?poster=1&lang=en>

⁷ <https://www.canada.ca/en/treasury-board-secretariat/services/pay/rates-pay/student-rates-pay-effective-january-1-2014.html>

⁸ <https://emploisfp-psjobs.cfp-psc.gc.ca/psrs-srfp/applicant/page1710?careerChoiceId=-1&toggleLanguage=en>

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Parks Canada Summer Jobs

In conjunction with Canada 150 anniversary celebrations, Parks Canada will be hiring more students than ever this summer for various jobs in national parks and at historic sites from coast to coast. Students should note that deadline dates for applications vary depending on the job and location.

A map with links to Parks Canada job postings in every province and territory can be found by visiting: <http://www.pc.gc.ca/eng/agen/empl/etudiants-students.aspx>

YCW Funds for Employers

Young Canada Works offers eligible employers wage subsidies to hire a summer student. Although the deadline has passed to apply for summer 2017 job funding, counsellors could share information with employers to consider for next year, allowing for advance planning.

Find out which employers are eligible and how to apply for funding at: <http://canada.pch.gc.ca/eng/1459532292581> and here <http://canada.pch.gc.ca/eng/1459525918316> 




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Refuge in the Eye of the Storm

By Alison Zenisek

*Sir Charles Tupper
Secondary Program helps
teen parents graduate*



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In the midst of a personal crisis where chaos seems to be the only reality, there is a place in Vancouver that offers youthful parents a refuge. The Tupper Young Parents Alternative Program equips young parents who find themselves with the sudden and overwhelming responsibility of caring for a baby with the necessary courses, skills, and support. For those of us who haven't experienced hitting the wall of an unplanned pregnancy in our teens, the anxiety and hopelessness is unimaginable. The cost of looking after themselves and their babies is often beyond the resources of these young parents. Their lack of parenting skills and experience, as well as their youth, make the responsibility of caring for an infant a daunting task. With the help and support of the Tupper Program, many of the students become excellent parents, and go on to finish their secondary education.

The Tupper Young Parents Alternative Program is a collaborative program between the Vancouver Board of Education and the YWCA. The core focus of the program is to teach students life-long skills and confidence that will empower them to meet the academic and personal challenges of parenting, not just while in the Young Parents Program, but in the years beyond their graduation. The following are some of the services offered to young parents and expectant parents:

- + Individualized, self-paced programs depending on student needs and goals
- + Regular, adapted, or modified courses
- + Support and advocacy of a full-time Youth and Family Worker
- + Licenced on-site child care at Emma's Early Learning and Care Centre.
- + Opportunities for fitness activities at the Y.W.C.A.
- + Food Safe Certification and Foods 11 and 12
- + Parenting and child development credit course
- + Healthy nutrition and lifestyle credit course, which includes healthy snacks and meals daily
- + Bus pass assistance, if needed

The program has the capacity to serve 20 pregnant and parenting teens (13-19 years of age) who wish to complete their education in a safe, nurturing environment while also providing the same for their children.

Referrals are made directly to the program by school counsellors, administrators, and social workers; sometimes the students self-refer. Fathers as well as mothers are welcome. The curriculum focuses on academic and elective courses that lead to a Secondary School Graduation Certificate. The desired goal is to access post-secondary education through the ability to meet such requirements academically. Student progress is monitored through an Individualized Education Plan which involves the student, the parent/caregiver, and the program staff. The Tupper Young Parent's Program assists young mothers to achieve independence and self-reliance by providing self-paced academic work, career counselling, health and parenting skills, personal counselling, recreation, and support. Two nurses are available for the students, one for the babies and another for the parents.

Rena Nadeau is just 17 years old and is a mother to nine-month-old Kaesen. When Rena first realized she was pregnant, she thought her only option was to drop out of school. Her school counsellor suggested the program at Sir Charles Tupper Secondary, whose mandate is to help young parents stay in school and raise their children. At first Rena was apprehensive about attending, but now with the support of the school, her family, and boyfriend, she is on the path to graduation. Her dream is to become an interior designer. She admits that getting herself and her baby ready and out the door each morning, then catching two busses to the school and daycare is challenging. Rena has learned to manage it one day at a time.

Some of these young parents still live at home, some are in foster care, and some live alone under adult-youth agreements with the Ministry of Social Development and Social Innovation. The Tupper Program receives financial help from the Vancouver Sun's Adopt-A-School program in order to buy formula, diapers, food, and bus fare as well as other necessities for the young mothers. There is no money for all these needs in the Tupper budget. Finding affordable and adequate housing in Vancouver is yet another challenge for the students. Few people want to rent to them, even if they could afford the rent.

Attitudes towards teen mothers in North American society are certainly not positive, and include perceptions that these mothers are dirty, irresponsible, and a burden. Many of these young mothers feel marginalized, and believe they must prove their worthiness to be a good mother to their child. Marginalized women, including young Aboriginal mothers, often suffer disrespect from hospital staff while giving birth. Many times these young women are also behind their peers academically. One of the primary goals of the staff at Tupper is to empower these young women, through education and support, to challenge and disrupt these toxic attitudes. Their vulnerability should engender compassion rather than judgement.

The push to encourage these young girls to complete grade 12 before they turn 19 is because that is their "Cinderella Hour." Once they turn 19 they lose free daycare for their children; foster care vanishes, as does access to the Tupper Program. The world is suddenly a less supportive place, as many of the services they relied on dry up. It is a huge shock for



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“The core focus of the program is to teach students life-long skills and confidence that will empower them to meet the academic and personal challenges of parenting.”

these girls and suddenly life becomes extremely difficult. Incentives are often used to keep them attending school. These can include diapers, wipes, formula, and gift cards. The staff is keenly aware of how difficult life is for these young mothers, trying to balance the needs of their child, with their own, and simultaneously deal with the pressures that come with attending school. As one staff member put it, “These young parents are going through the same things other teenagers experience, but often without the structure and support other kids have.”

For the mothers who are on their own, social services provide supportive living benefits to pay for rent, food, and clothing. These payments are rarely enough and the young mothers then rely on the food banks and what is available at the school to get by. It is often a lonely and harsh struggle. One year the staff were confronted with a sixteen year old who was 6 month pregnant. It was just after Labour

Day and she was there to find some food. When asked where she was staying, she replied that she spent the weekend sleeping rough.

Their Youth and Family Worker believes “in the students’ capacity to be good parents and to blossom as human beings.” She emphasized that the staff at the Tupper Young Parents Program interacts with the students through the “lens of capability.” The staff work as a team to challenge any notion of being a victim, of being of lesser value. Once a week, for 10 weeks, a psychologist is on hand to teach a course called the “Circle of Security,” which is an attachment based model of parenting. This model is supported by research on infant brain development and emotional health. The Tupper program is underutilized in the community, especially when it offers so much: a secure and welcoming environment, child care, education, counselling, and the support of other young parents. They no longer have to go it alone. ♣ CSC

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Teen Angst

By/Par Laura Hamilton, M.Ed

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Causes, symptoms and treatment for anxiety and stress in the school environment.

Anxiety and stress are normal. Every one of us experiences anxiety at some point, and in fact our brains and bodies are hard-wired to do so. Anxiety can be thought of as our body's way of keeping us safe. Anxiety is what alerts us to a dangerous or overwhelming situation. Our bodies have an amazing way of perceiving a threat before we are even consciously aware of it - for example, our "instinct" to hit the brake pedal when we see red lights, even before we know we are doing so. Or the way our stomach might start to twitch, or the hair on our neck rise, when we enter an uncertain situation. Even the anxiety we feel when speaking in public, when flying, when meeting new people, or when on the 25th floor of a building... all of these are our bodies' primal way of alerting us to a possible threat or danger. Unfortunately, sometimes the warning system can become overactive. When this happens, our anxiety goes from being helpful to being a barrier to effective and enjoyable daily living. When stress and anxiety occur in youth, it can have a significant impact on their school functioning, their behaviour, and their social relationships.

It is estimated that between 15-20% of children and adolescents will struggle with an anxiety disorder at some point prior to the age of 25 (Beesdo, K., Knappe, S., Pine, D., 2009). For one's level of anxiety to reach the point of being a diagnosable disorder, their symptoms would have become fairly significant and be impacting their daily functioning to a moderately high degree. Far more children and youth will experience less severe levels of stress and anxiety that will never reach what we call "clinical" levels, but which may still impact their daily life.

L'angoisse chez l'ado

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Causes, symptômes et traitement de l'anxiété et du stress en milieu scolaire.

L'anxiété et le stress sont des phénomènes normaux. Nous sommes tous atteints d'anxiété à certains moments; en fait, notre cerveau et notre organisme sont précâblés pour cela. On peut voir l'anxiété comme la soupape de sécurité de notre organisme. C'est elle qui nous alerte lorsque survient une situation dangereuse ou accablante. Notre organisme a une façon étonnante de percevoir une menace avant même que nous en ayons conscience. Par exemple, nous avons l'« instinct » d'appuyer sur la pédale de frein devant un feu rouge, avant même de savoir ce que nous faisons. Notre estomac se contracte ou les poils de notre nuque se dressent quand notre situation devient précaire. L'anxiété que nous ressentons devant un public, en avion, lors d'une nouvelle rencontre, au 25^e étage d'un édifice... tous ces signes sont le moyen primal dont dispose notre organisme pour nous avertir d'une menace ou d'un danger possible. Malheureusement, ce système d'avertissement a parfois tendance à surchauffer. Dans ce cas, notre anxiété, au lieu d'être utile, devient un obstacle à notre état normal d'efficacité et de bonheur. Chez les jeunes, le stress et l'anxiété peuvent avoir d'importantes répercussions sur le fonctionnement scolaire, le comportement et les relations sociales.

On estime que de 15 à 20 pour cent des enfants et des adolescents souffriront de troubles de l'anxiété d'ici l'âge de 25 ans (Beesdo, Knappe et Pine, 2009). Pour que le niveau d'anxiété d'une personne atteigne le stade du trouble diagnostiquable, il faut que les symptômes soient devenus assez significatifs pour avoir une incidence moyennement élevée sur son fonctionnement au quotidien. En général, le degré de stress et d'anxiété que ressentent les enfants et les jeunes n'atteint jamais ce niveau « clinique », mais il peut tout de même avoir une incidence sur leur vie quotidienne.



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Why are kids stressed?

School can be a tense and difficult environment for youth. From academic assignments, exams, friendships, romantic relationships, identity development, or plans for the future - the high school years can throw a multitude of stressors at adolescents. Most youth will feel overwhelmed at one point or another, and learning how to manage their time and their stress is part of the "growing up" process. However, some youth will respond more intensely to stress than others. This may occur for many reasons.

Predisposition

As with many other struggles in our lives, stress and anxiety often have a biological component, meaning that some youth are more anxious or stressed by nature, and therefore will have a lower tolerance for stressful experiences, will be overwhelmed more easily, and will have a harder time coping.

Negative experiences

In addition to their biological predisposition, some youth may have had prior experiences which have caused them to feel that school, or an aspect of school, is unsafe. This may have been things like failures in a class, bullying, being laughed at when giving a presentation, or not being picked for a team in gym class. Any real or perceived negative experience could lead a youth to fear a similar situation in the future.

Elevated academic expectations

Parents have always high expectations for their children, and a desire for their success. However, many would argue that today's adolescents face more limited prospects and greater competition in education and the job market than they did a generation ago. As such, there is an even higher expectation placed on youth to succeed and achieve in high school. While high expectations are certainly not, in themselves, a bad thing, they become problematic when they are not reasonable expectations, or when they are receive too much intensity of focus. In these cases, they can lead to youth feeling more anxiety about the future than they can manage.

Shifting social demands

Social relationships have always been a source of stress for most kids at school. The desire to be liked, to fit in, to be accepted... this theme has permeated adolescence for generations. Modern technology, however, has added a new dimension to this social minefield. Now, in addition to keeping up with what others are saying or thinking about you, the rise of social media means that which was private, may now be very public. A conflict with a friend may now play out with the entire school watching, or an embarrassing moment may be captured, posted, and sent out for ongoing ridicule.

Pourquoi les enfants sont-ils stressés?

Le milieu scolaire peut être une source de tension et de difficulté pour les jeunes. Des devoirs aux examens en passant par les relations amicales ou romantiques, le développement de l'identité ou les projets d'avenir, les années du secondaire sont le vivier d'une multitude d'agents de stress qui guettent l'adolescent. La plupart des jeunes se sentent débordés à certains moments, et l'apprentissage de la gestion du temps et du stress fait partie du processus évolutif de l'adolescence. Certains jeunes, cependant, réagissent au stress avec plus d'intensité que d'autres, pour toutes sortes de raisons.

La prédisposition

Comme bien d'autres difficultés de la vie, le stress et l'anxiété ont souvent une composante biologique, ce qui signifie que certains jeunes sont naturellement plus anxieux ou stressés que d'autres et ont donc une tolérance relativement faible aux expériences stressantes, sont plus facilement accablés que leurs pairs et ont plus de mal qu'eux à tenir le coup.

Les expériences négatives

En plus d'avoir une prédisposition biologique, certains jeunes ressentent de l'insécurité envers l'école ou un de ses aspects en raison des expériences qu'ils y ont vécues : l'échec scolaire, l'intimidation, les rires des camarades pendant un exposé, le rejet dans la sélection des équipes en éducation physique. Toute expérience négative, réelle ou perçue, peut amener un jeune à craindre la répétition d'une situation semblable.

Les attentes élevées

Les parents ont toujours de grandes attentes à l'égard de leurs enfants et souhaitent qu'ils réussissent. Toutefois, on pourrait facilement soutenir que les adolescents d'aujourd'hui sont confrontés à des perspectives plus restreintes et à une concurrence plus vive qu'une génération auparavant, en milieu scolaire comme sur le marché du travail. C'est pourquoi les attentes quant au succès et aux réalisations des jeunes à l'école secondaire sont encore plus élevées qu'auparavant. Certes, il n'est pas mauvais en soi d'avoir des attentes élevées, mais celles-ci deviennent problématiques quand elles sont déraisonnables ou qu'elles prennent trop de place. Dans un cas comme dans l'autre, le jeune finit par ressentir, face à l'avenir, un niveau d'anxiété qui dépasse ses capacités d'adaptation.

Les exigences sociales changeantes

Les relations sociales ont toujours été une source de stress pour la plupart des enfants d'âge scolaire. Le désir d'être aimé, de s'intégrer, d'être accepté... ce thème baigne l'adolescence depuis des générations. Mais la technologie moderne ajoute une nouvelle dimension à ce champ de mines social. Désormais, la montée des médias sociaux ouvre la possibilité de suivre le fil de ce que les autres disent ou pensent à notre sujet, mais aussi de rendre public tout ce qui relevait auparavant de la vie privée. Un conflit avec une ou un camarade peut maintenant se dérouler à la vue de toute l'école; un moment embarrassant peut être saisi, affiché et diffusé, perpétuant la ridiculisation.

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What does anxiety look like?

Anxiety can manifest in many different ways, and may not always look the way we expect it too. While some symptoms are easily identifiable as being associated with anxiety, other are less so. It is important to be able to tease out whether behaviours we are observing are possibly based in anxiety, as this will influence our response. Some of the things we might see in a youth who is struggling with anxiety include:

- ▶ Increased agitation (e.g., distractedness, irritability)
- ▶ Social withdrawal (e.g., isolating themselves, not engaging with their peers)
- ▶ School avoidance (e.g., staying home, skipping classes, even seeking out prolonged “meetings” in the counselling office)
- ▶ Somatic complaints (e.g., frequent illnesses, absences, headaches, stomach aches, disrupted sleep)
- ▶ Decreased academic performance
- ▶ Aggressive, defiant or argumentative behaviour
- ▶ Panic attacks (e.g., dizziness, sweaty palms, racing heart, shortness of breath)
- ▶ Substance use (use of substances to numb other anxiety symptoms)

À quoi ressemble l’anxiété?

L’anxiété se manifeste de façons très variées et pas toujours prévisibles. Certains symptômes sont faciles à associer à l’anxiété, d’autres moins. Il importe de réussir à distinguer les signes d’anxiété parmi les comportements que nous observons, car cette distinction influera sur notre intervention. Un jeune aux prises avec l’anxiété peut manifester les signes suivants :

- ▶ une émotivité accrue (agitation, irritabilité)
- ▶ le retrait social (isolement volontaire, absence d’interaction avec les pairs)
- ▶ l’évitement de l’école (rester chez soi, manquer des cours, voire chercher à avoir des rencontres « prolongées » avec les conseillers scolaires)
- ▶ des troubles somatiques (maladies fréquentes, absences, migraines, maux d’estomac, insomnie)
- ▶ une baisse du rendement scolaire
- ▶ un comportement agressif, de défi ou polémique
- ▶ des crises de panique (étourdissement, mains moites, cœur qui bat la chamade, essoufflement)
- ▶ la toxicomanie (pour engourdir d’autres symptômes de l’anxiété)



What can we do to help?



Increase awareness

Unfortunately, many of the above symptoms of anxiety can be misinterpreted, or mislabeled, as other things. A youth who is avoiding school, skipping class, or not handing in work, may be seen as “lazy”. A youth who is isolating themselves, may be seen as “a loner”. A youth who is arguing with their teachers, or exhibiting defiance, may be seen as “a behaviour problem”. The lens through which we see youth will guide our interactions with them, and many behaviours will elicit quite a different, and perhaps more empathic and patient, response if we understand them as being rooted in anxiety.



Encourage talking

Most of us have at some point experienced the relief and comfort of simply being heard. Sometimes simply talking about our problems makes them immediately seem less severe and more manageable than when they are swimming around unchecked inside our heads. Providing a place for youth to talk through their stressors, or the negative thoughts that may be leading to their anxiety, may go a long way to decrease that same anxiety, even in the absence of other interventions.



Organize and prioritize

A particularly common area of stress for students in their workload. Students may feel overwhelmed by the amount of work they have to do, and may not know “where to start”. Unfortunately many youth today have not learned how to prioritize activities, nor how to effectively organize their time. Teaching a youth to keep prioritized to-do lists, use their agenda to keep track of tasks, or break down large assignments into short, manageable chunks are all simple and practical ways that anxiety and stress may be reduced.

Quelle aide pouvons-nous apporter?



La sensibilisation

Malheureusement, bon nombre des symptômes de l’anxiété ci-dessus donnent souvent lieu à une interprétation ou une étiquette inexacte. L’ado qui évite l’école, qui manque des cours ou qui ne remet pas ses travaux est un « paresseux ». Celle qui s’isole est une « solitaire ». Ceux qui se disputent avec leurs enseignants ou les défient ont « un problème de comportement ». La lentille à travers laquelle nous voyons les jeunes guide nos interactions avec eux; bon nombre de comportements induiraient une réaction différente, sans doute plus empreinte d’empathie et de patience, si nous comprenions qu’ils sont fondés sur l’anxiété.



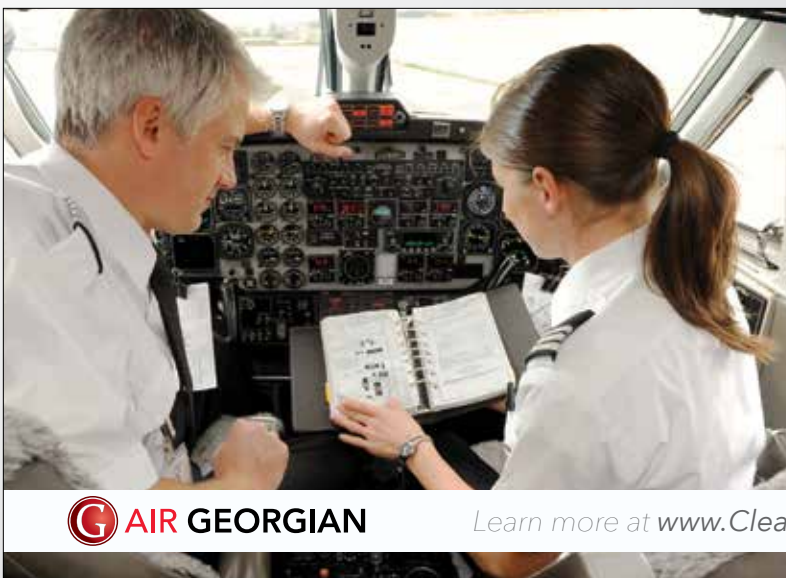
L’invitation à parler

La plupart d’entre nous avons déjà vécu le soulagement et le réconfort que procure le simple fait de se faire entendre. Il suffit parfois de parler de nos problèmes pour qu’ils nous semblent tout de suite moins graves et plus gérables que lorsqu’ils nous hantent sans cesse l’esprit. Le fait d’offrir aux jeunes un lieu où ils puissent discuter des agents stressants ou des idées négatives qui sont à la source de leur anxiété a de bonnes chances de contribuer à atténuer cette anxiété, même en l’absence d’autres interventions.



L’organisation et l’établissement des priorités

La charge de travail est un facteur de stress très courant chez les élèves. Submergés par la quantité de travaux qu’ils ont à faire, ils ne savent souvent pas « par où commencer ». Malheureusement, beaucoup de jeunes d’aujourd’hui n’ont appris ni à établir un ordre de priorité de leurs activités ni à organiser leur temps efficacement. En enseignant aux jeunes à tenir à jour une liste priorisée de choses à faire, à s’aider de leur agenda pour faire le suivi de leurs tâches ou à découper les travaux d’envergure en portions plus courtes et plus faciles à gérer, on leur donne autant de moyens simples et pratiques d’atténuer leur anxiété et leurs sources de stress.



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Healthy Life Habits

Adolescence is a time when many youth adopt unhealthy patterns of eating and sleeping, and may not realize that this can have a direct impact on their mental health and well being. While such things will not “cure” anxiety or remove stressors from our lives, when youth start to eat well, get regular exercise, and get adequate sleep, it can significantly increase their resilience.



Un mode de vie sain

À l'adolescence, beaucoup de jeunes s'alimentent mal et ont un horaire de sommeil irrégulier, sans toujours se rendre compte de l'impact direct de ces habitudes sur leur santé mentale et leur bien-être. Bien manger, faire de l'exercice régulièrement, dormir suffisamment : sans nécessairement « guérir » l'anxiété ou éliminer les facteurs de stress, ces habitudes de vie accroissent nettement la résilience des adolescents.



Mindfulness

Anxiety and stress, by their very nature, involve thoughts and fears about the future. In the case of youth, it may be the future of their friendships, their social status, their romantic relationships, their success at school, the reactions of their parents, their ability to get into university, or their success at life. Mindfulness involves just the opposite. Being mindful essentially means to focus your thoughts and senses on experiencing the moment you are in, rather than focusing on what is to come. Research has found mindfulness to be an effective practice in the treatment of anxiety in youth, and it can be taught by anyone. Many regions are bringing the practice of mindfulness into their schools and are seeing positive results (Weare, 2013; Rempel, 2012).



La pleine conscience

De par leur nature même, l'anxiété et le stress mettent en action des réflexions et des craintes face à l'avenir. Chez les jeunes, ces préoccupations touchent les amitiés, le statut social, les relations romantiques, la réussite scolaire, les réactions des parents, la capacité d'entrer à l'université ou de réussir sa vie. La pleine conscience a une action tout à fait opposée. Pour l'essentiel, elle consiste à concentrer ses réflexions et ses sens sur le moment présent, plutôt que sur ce qui viendra par la suite. Des recherches ont démontré que la pleine conscience est une pratique efficace pour le traitement de l'anxiété chez les jeunes, et que n'importe qui peut l'enseigner. Dans plusieurs régions, on intègre la pratique de la pleine conscience à l'école, avec des résultats positifs (Weare, 2013; Rempel, 2012).

Samantha
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Involve other professionals when necessary

In some cases, a youth's anxiety will not be managed simply by the strategies above, and they may need more intensive intervention. Referring a youth to mental health services can get them access to appropriate therapy and support.



La mise à contribution d'autres professionnels, au besoin

Dans certains cas, les stratégies exposées plus haut ne suffisent pas à gérer l'anxiété chez une jeune personne; il lui faut alors une intervention intensive. L'aiguillage vers des services de santé mentale lui donnera accès au traitement et au soutien dont elle a besoin.

“It is estimated that between 15-20% of children and adolescents will struggle with an anxiety disorder at some point prior to the age of 25.”

“On estime que de 15 à 20 pour cent des enfants et des adolescents souffriront de troubles de l'anxiété d'ici l'âge de 25 ans.”

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Other resources

There is a wealth of practical and informative resources for youth struggling with anxiety. One particularly helpful tool is the MindShift app, a resource created by AnxietyBC which youth can download to their cell phone. It provides information about anxiety, as well as practical tips and coping strategies. Some other very helpful websites, for youth and for helping professionals, include:

Anxiety BC Youth

<http://youth.anxietybc.com>

Kelty Mental Health Resource Centre

<http://keltymentalhealth.ca/mental-health/disorders/anxiety-children-and-youth>

Mind Check

<https://www.mindcheck.ca> 

D'autres ressources

Un large éventail de ressources pratiques et informatives s'offre aux jeunes aux prises avec l'anxiété. L'appli MindShift est un outil particulièrement utile. Cette ressource mise au point par AnxietyBC et téléchargeable sur un téléphone donne aux jeunes de l'information sur l'anxiété, de même que des conseils pratiques et des stratégies d'adaptation. Voici d'autres sites Web très utiles aux jeunes et aux professionnels qui les aident :

Anxiety BC Youth

<http://youth.anxietybc.com>

Kelty Mental Health Resource Centre

http://keltymentalhealth.ca/sites/default/files/Ressources%20Anxiete_0.pdf

Mind Check

<https://www.mindcheck.ca> 

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In an Age of Acceleration: Eight Stable Careers

By Alison Zenisek

Stable future employment prospects that can be found in some age-old occupations



Each spring finds thousands of Canadian students graduating from high school and stepping into the adult world. At this tender age, our society asks them to make one of the most difficult decisions of their lives. What will their career choice be, and where will they get the training they need to prepare for it? There is one more vital question that is often overlooked. Will their chosen career be in demand when they finish their training, and will it have long-term value in our ever changing marketplace?

Futurists agree on one growing trend, and that is that the workplace of the future will belong to the swift, nimble, innovative, and well trained. The next generation's success will depend on how fast they can repackage their skills, as they negotiate the currents in this "Age of Acceleration." The fastest growing occupations demand competency in science, technology, engineering, and mathematics. Yet many Canadian students are choosing the arts programs at university, an area of the job market that isn't sparking much demand. Nevertheless, there are some present day occupations which will maintain their value into the future job market.

Nurses are in demand across Canada and will continue to be into the future. Those who specialize in nutrition and fitness

for the elderly will be of particular value. For this a Bachelor's degree in nursing is required and the present starting salary is around \$60,000. Licensed Practical Nurses are and will be in demand, this requires completion of a two year diploma course at an accredited institution. Persons who are compassionate, caring, with the ability to handle stress are suited to this profession.

People with managerial skills in construction, home renovation, and the associated trades will find work in many provinces for some time. A good contractor is still difficult to find. This career does see periods of boom and bust, so the future is not as certain as in some of the other professions. This job is for those who are natural leaders and who like to work outside. Due to the complexity of many of

the more modern projects, construction firms require more education than in the past. A degree in civil engineering, college courses in construction management, or an apprenticeship in one of the trades are all possible avenues to this line of work.

High technology maintenance will be in demand as technology continues to grow at an exponential rate. A continuing larger workforce will be needed to build and maintain these complex systems. Some of the positions related to this industry will require engineers, electricians, and analysts. Software developers will need a Bachelor's degree in computer science or in a related field. Salaries begin in the \$61,000 range. Information technology jobs are very much in demand with no downside foreseen into the future.



“We are now witnessing the emergence of all kinds of new careers. Many of them will require the foundational expertise of present day professions, so the trick will be to stay aware of these rapidly developing trends.”

Many types of software will be part of our future and the ideal candidate for this job is one who is creative and appreciates good design. The software developer will be researching, designing, developing, implementing and testing different phases of the product.

Another outgrowth of our highly technologized world is the demand for information security analysts. The education needed to pursue this career is a Bachelor's and often a Master's degree in computer science. As more data is being amassed, so does the need to secure it. This has been brought home to us by the recent hack into the Democratic National Committee's system in the United States. Cyber-attacks are seen as the new means to wage war. The analyst is responsible to ensure employer's networks and systems are secure. The challenges in this line of work continually expand as the number of cyber-attacks increase. The starting wage for this profession is about \$64,000.

Market research analysts are essential, because markets are in continual flux. Companies need to stay on top of the competition, as new businesses are entering the market all the time seeking a piece of the action. The analyst also needs know who is purchasing the competitors' product in order to better understand the target

demographic. An analytical mind combined with critical thinking skills are necessary in this career. A bachelor's degree in market research, marketing, or statistics is required. The starting salary is around \$50,000.

Lawyers will retain their value into the future, but this value will depend on their expertise in the following fields. Areas of practice that will grow in demand are: immigration law, private industry, corporate law, environmental, and labour law. Another area of expertise which will continue to be critical to litigation support is e-discovery. These lawyers identify, collect, review, preserve and at times produce electronically stored data. In this digital age, electronically stored information can include e-mail, search history and social media posts. This intersection of information technology and the legal process is invaluable to tech-challenged clients. Median salary expectations start around \$72,000/year. The Law School Admission Council reported a 38% decrease in applicants since 2010, so demand for good lawyers will increase. This profession involves a lot of schooling: Bachelor's degree in pre-law, a first level law degree, and then passing the bar exam.

Teachers, especially high school teachers, will see no shortage of demand in Canada.


What is required of people considering this career is that they enjoy youth and want to see them learn and grow. For high school teachers the province and territories that will see the most growth will be Manitoba, the Northwest Territories, Nunavut and the Yukon. Elementary teacher will find the greatest demand for their skills in Alberta, Northwest Territories, Nunavut, Quebec, and the Yukon. A bachelor's degree in education is required for this career and the entry level salary is usually \$50,000 to \$55,000. Fluency in both English and French or in a specific tribal language will add to a teacher's prospects in many regions.


Human Resources is a field that is rapidly growing and diversifying. Workers in this field will find themselves specializing in many aspects of this profession: hiring and firing, benefits, payroll, recruitment, as well as staff development and training. Human Resource managers often make a very good salary, depending on the size of the firm. The average salary in Canada for an HR generalist is \$50,000/year.

Some other careers that are just now taking shape and will be in demand are geneticists, waste to renewable energy experts, and urban agriculturists. With the proliferation of technology leading the changes in our world, there will continue to be a need for the production and presentation of information. This will create a demand for information specialists such as librarians, accountants, and web developers.

We are now witnessing the emergence of all kinds of new careers. Many of them will require the foundational expertise of present day professions, so the trick will be to stay aware of these rapidly developing trends. One such trend is the connectivity of things which is already creating changes in the workplace. The service industries will be affected by artificial intelligence and people are even now being displaced in these jobs. The speed at which these changes occur will be driven by a younger, more entrepreneurial generation, who has grown up networked, wired, and hopefully collaborative. They have arrived just in time. 🌸 CSC

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More Than Counting Pills

Profiling pharmaceutical careers

By Jackie Fritz



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Employment in the health care field can be an exciting and rewarding career. *Helping patients feel their best, heal their illnesses or ease their pain may provide a great deal of job satisfaction. There are so many unique and varied positions in the health care profession that it can sometimes be a daunting task for a student to decide where to focus their studies.*

High school students with an aptitude for science and math may wish to consider a career in pharmacy, as either a pharmacist or a pharmacy technician. Other important assets for pupils contemplating this type of position include good personal communication skills and being detail-oriented. As both pharmacists and pharmacy technicians play an important and personal role in their patients' lives, they should also be compassionate, tolerant and attentive.

In addition to dispensing medications, a licensed pharmacist may be responsible for helping to manage chronic diseases, performing reviews on medications and providing immunization services. Most provinces permit pharmacists to prescribe certain types of medications which assists patients by providing a more convenient prescription refill option, and relieves some of the pressure on physicians in clinics, hospitals and community care centres. To become a pharmacist in Canada, students must obtain a pharmacy degree from one of 10 national universities, complete board examinations and receive practical experience as an intern or apprentice.



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Pharmacology

Sandra Kehoe is a licensed pharmacist practicing in Winnipeg, Manitoba. She explains the post-secondary education process for becoming a pharmacist, "When I attended (20ish years ago), it was three years in the Faculty of Pharmacy with at least one prerequisite year (minimum four years). Currently (and since the mid-1990s), it is four years with at least one prerequisite year (minimum five years university) after which one graduates with a Bachelor of Science Pharmacy (BScPharm). It should be noted that the program is being revamped again. It's a work in progress but I understand the proposed plan to be that the program will become an entry level Pharm D (Doctorate in Pharmacy) program. It will still be a four-year program but might expand the prerequisite to two years. All graduates would finish with an advanced degree as opposed to getting a BScPharm plus obtaining a two-year after degree."

Areas of post-secondary study generally include chemistry, biochemistry, microbiology, anatomy, physiology, nutrition, toxicology and pharmacology.

Currently, there are approximately 39,000 licensed pharmacists in Canada. They are employed in retail pharmacies, hospitals, colleges and universities, government institutions, health science research institutes and pharmaceutical industries, and play an important role in the health care system.

As Kehoe describes, "A pharmacy, whether in a hospital or a retail store, cannot open without a pharmacist. Many tasks can be done by pharmacy assistants and/or technicians but their work must be verified by a pharmacist. Additionally, any drug/medication question, advice, patient education or professional judgement requires a pharmacist."

A recent pharmacy graduate can expect to receive approximately \$100,000 per year as a starting salary. From there, remuneration can vary depending upon place of employment. A pharmacist who chooses to own their own pharmacy can earn significantly more.

"Personally, I have not once regretted my decision to become a pharmacist and would make it again. After 20 years, I can honestly say

that I continue to be challenged every day with new therapies and situations. The profession's good wage has also afforded me the luxury of choice - for example, opting to work part-time at the age of 36 years old," advises Kehoe.

Pharmacy technicians are responsible for preparing and dispensing medications under the supervision of the pharmacist, inventory control and interacting with patients. The Pharmacy Technician program is accessible through many colleges across the country and generally takes about two years to complete.

Leslie Addison has been a pharmacy technician in Manitoba for almost 30 years. "The pharmacy tech role is very important in the business. We are the first contact any customer makes, we need to get all the required information from the patient to set up a file and get the prescription filled. Techs are the labour in the pharmacy. We do everything from important tasks to mundane (filling vials and taking out garbage). We try to take care of everything so the pharmacist can counsel patients on new meds, answer in-store questions from customers, take new prescription orders from doctors by phone, give injections and check the work we have done before it can be sold," she explains.

Areas of employment for pharmacy technicians include retail and hospital pharmacies, research companies, educational institutions, third-party insurance companies, computer software development companies and government agencies.

Pharmacy technicians may earn anywhere from \$15-\$25 per hour.

During the usually two-year course of study, students will learn basic anatomy, physiology, pharmacology fundamentals, how to make pharmaceutical calculations, compounding practices, hospital and community pharmacy dispensing, medical terminology and communications.



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Both pharmacists and pharmacy technicians may be required to complete a certain number of hours of continuing education each year. The ongoing development of new medications, research and usage of current medications and possible withdrawals of certain drugs from the marketplace mean that it is extremely important to stay up-to-date with all of the latest innovations.

Depending upon where a pharmacist or pharmacy tech accepts employment, the hours and nature of work will vary. For example, retail pharmacy positions may require late hours, evening/weekend shifts and working on statutory holidays. Hospital pharmacies are usually open 24 hours a day. Both positions require a lot of standing, stretching and bending. In addition, pharmacists and pharmacy techs may experience a high level of stress due to the fact that making an error can cause a significant health risk, or even death, to a patient. Dealing with patients who may be facing serious health complications or terminal diseases can also be emotionally stressful. However, being part of a team that helps a patient overcome their illness and regain their health can be a very rewarding experience.

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The future of employment in the pharmaceutical industry is growing. According to StatsCan, in 2014, 15% of our country's population was aged 65 years or older. That is expected to grow to 24% by 2034 resulting in an increased demand for qualified personnel.

Whether a high school student chooses to pursue the occupation of pharmacist or pharmacy technician, focusing their studies on biology, chemistry, physics, math and English will help give them a good foundation for their future studies. **csc**

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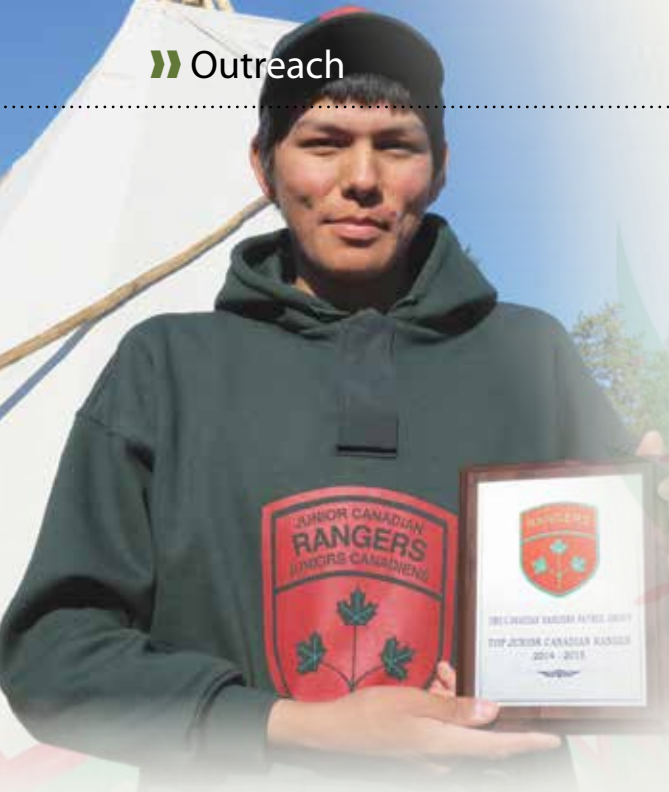
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The JUNIOR CANADIAN RANGERS

True North, Strong and Free

By Sean Dolan

Maybe it was a day of summer activity that compelled Jack Linklater Jr. to take a late afternoon nap in August of 2014. The 14-year-old was an active young man in the Cree community of Attawapiskat, a remote First Nation settlement on the James Bay coast of Ontario. Regardless of what brought him to rest, his nap was short-lived as cries of “Fire!” ripped him from his slumber. Linklater scurried out of the house he shared with 15 other people. When he got to safety, his older sister told him that her two children were still in the house. Linklater made his way back inside – braving the heat and the smoke – found the kids and led them out, dropping to the ground unconscious in the aftermath of his heroic efforts. He was then rushed to the local hospital by members of his family and treated for smoke inhalation.

No one would be so bold as to say that Jack Linklater Jr.’s heroism was a result of his active involvement in the Junior Canadian Rangers, but it certainly didn’t hurt. The program, run under the direction and leadership of the Canadian Armed Forces, is designed for boys and girls from the ages of 12 to 18 in isolated communities. In a sense, outfits like the Junior Canadian Rangers are an essential service in Canada’s North. With an emphasis on what they describe as the three circles of learning, the Junior Canadian Rangers strive to give their members the tools to deal with everyday life, to embrace cultural traditions, and to employ hands-on survival skills. Perhaps his ranger training is what kicked in that August evening when Linklater risked his life to save his nieces.

Canada covers a huge expanse of close to a million square kilometres. While almost 90% of Canadians live within 200 kilometres of the U.S. border, the other three and a half million people are scattered across the nation in remote areas where the Junior Canadian Rangers offer programming. With 3,400 members in 125 patrols, the Junior Canadian Rangers are arguably the most important youth program in many parts of Canada’s North. It stresses safety on the land and water, and in the personal lives of its members.

On a practical level, the Junior Canadian Rangers curriculum is designed to help people embrace and cope with many of the challenges of life in Canada’s North. The life skills component of the program focuses on

well-being, self-respect, empathy, responsibility, community and leadership. Traditional skills are taught to help members further embrace their cultural traditions. These traditions include living off the land, artistic expression through music, dance and art, and spiritual ceremonies. Ranger skills allow members to put their life skills and traditional skills into action. Junior Canadian Rangers are taught navigation, firearms safety, camping and survival skills – all indispensable knowledge for people living in a remote area. More than anything, the three circles of learning combine to give Junior Canadian Rangers a sense of purpose and meaning in their lives.

This is the program that Jack Linklater Jr. feels has made him the confident young man that he has become. According to Linklater, “My dad is a Canadian Ranger and I want to be a Canadian Ranger too, so I joined the Junior Canadian Rangers when I was 12.” The Canadian Rangers are part-time army reservists charged with the responsibility of patrolling Canada’s North. The 5 000 strong Canadian Ranger contingent operate in more than 200 communities with the largest group (the 1st Canadian Ranger Patrol Group) keeping an eye on 40% of Canada’s land mass in the northern frontier. Often it is the Canada Rangers who lead and instruct the members of the Junior Canadian Rangers.

Based on his commitment to his patrol, and the heroism he demonstrated in the summer of 2014, Jack Linklater Jr. was named Ontario’s Junior Canadian Ranger of the Year. He credits the inspiration

he experiences when he spends time with his dad on the land - practicing the three circles of learning that are so important to Junior Rangers - as the reason for his success. He says, "We go out into the bush. We practice our survival skills. We make home-made emergency shelters, we go ice-fishing and do target shooting." Linklater has found a sense of being and belonging in the program, prompting Captain Caryl Fletcher, an army officer, to say, "He's everything you want in a Junior Ranger." Ontario Junior Canadian Ranger commander Captain John McNeil, the army officer in charge of Northern Ontario's 976 Junior Rangers, says that you would be hard pressed to get Linklater to sing his own praises. According to McNeil, Linklater is like most Junior Rangers, "They do their job, they do it well and they expect no praise in return. In fact, most Junior Rangers will shut-down and go silent before they tell you about their accomplishments. They really are a humble group of young people."

The sense of being and belonging Linklater found in the Junior Canadian Rangers is not always easy to find in Canada's North. His community on the Attawapiskat reserve made headlines in the spring of 2016 when a string of suicides and suicide attempts garnered national attention. In one 24-hour period, 11 suicide attempts created chaos in the community. According to the band council, the 11 attempts were part of an eight-month stretch that saw 100 people try to take their own lives - seven of those people were under the age of 14 and 43 were under the age of 25.

Linklater must have sensed that something was amiss in Attawapiskat. Besides immersing himself deeper into the Junior Canadian Ranger program, he was also organizing "healing marches" to draw attention to the plight of young people who were struggling to find meaning in their lives. The rash of suicide attempts shook him to his core - he knew four of the people who were hospitalized during that fateful 24-hour period. "It really bothered me," Linklater said. "I broke down. All I want to do is give them advice and help them." It is this kind of spirit that epitomizes what the Junior Canadian Rangers are trying to do.

While the federal and provincial governments responded to the crisis in Attawapiskat with emergency resources, there is little doubt that the isolated communities of the north will once again fall into crisis. Whether this is the legacy of the residential school program or a consequence of living in the most remote parts of Canada (or a combination of both) is subject to speculation and debate. Short term resources are merely a bandage for a systemic wound that desperately needs healing. However, one way the Canadian government is dealing with the very real and constant challenges of life in Canada's North is through programs like the Junior Canadian Rangers. 🍀 csc

 **For more on the Junior Canadian Rangers, go to:**
<http://www.jcr-rjc.ca/en/index.page>

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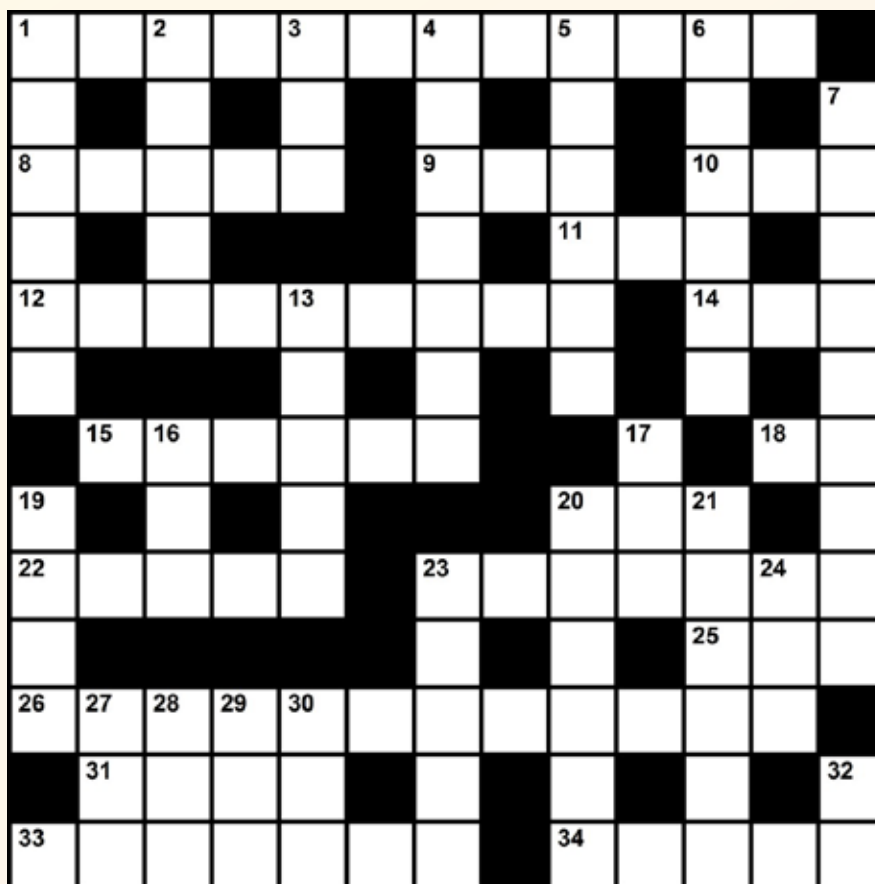
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