

CANADIAN SCHOOL **Counsellor** MAGAZINE

Culture Clash:
Cross Cultural Conflicts
in Canadian High Schools

Le Choc des Cultures :
Conflits interculturels
au secondaire

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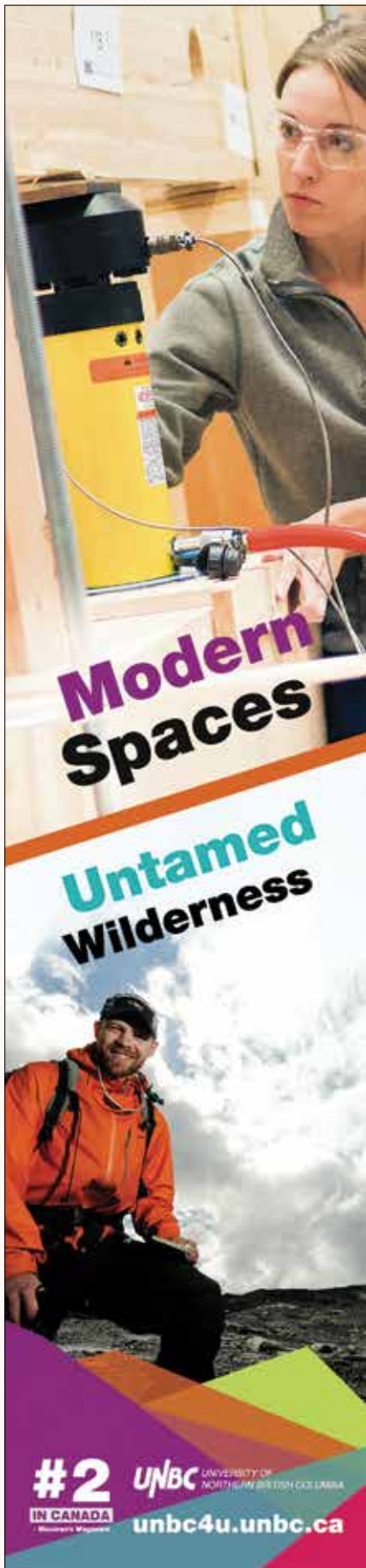
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Young man's death inspires shelter's addiction program

Counsellors keep tabs on shelter's young clients while they await professional help for addictions

Courtesy of CBC News



Photos Courtesy of Darren Major

Jason Pino, Director, Restoring Hope Ministries

A young man's death from an opioid overdose late last year has inspired a new addiction counselling program at a downtown Ottawa church.

The Restoring Hope Ministries youth shelter, run out of the basement of the First Baptist Church at the corner of Laurier Avenue and Elgin Street, launched the program after one of its clients died of an overdose on a night when the shelter was closed.

Shelter director Jason Pino told CBC Radio's Ottawa Morning the young man was close to staff and other clients at the shelter, which provides youth ages 15 to 18 a place to stay from Monday to Friday. "He would come in sometimes and say, 'I've been clean for a week!'" Pino recalled.

Pino said the young man had been battling addiction and would stay at the shelter nearly every night it was open. "I felt really bad about it, because it was on a night that we weren't open," he said.


Pino estimates around 90 percent of the 20 to 30 youths who use the shelter are struggling with addiction. "Not only [did they lose] their friend, but it's something that could happen to them as well, he said.

The shelter was already steering clients toward professional counselling for their addictions, but there's often a long wait for those services. In response Restoring Hope Ministries decided to launch its own pilot program to fill the gap and has started offering addiction counselling in-house. Pino and another shelter supervisor meet with clients once a week and check in with them daily on the phone.

Moral support

Pino is the first to admit he's no professional, but he said at least he's there to provide the young people with immediate moral support when they need it most. "There's a medical component to it, for a youth with addictions, but there is also the spiritual, emotional piece," he said.

The program will focus on establishing trust with clients while they await professional addiction counselling. "Our role will be to stay with them until [they can see a professional], advocate for them, help them fill out the paperwork and make the phone calls."

The shelter began operating in 2013, when it was only open one night a week. It has since expanded to four nights a week at First Baptist Church, plus a fifth night at Fourth Avenue Baptist Church in the Glebe. 



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Canadian youth sharing others' sexts at alarming rate: study

Courtesy of MediaSmarts

Forty-two percent of Canadian youth who've sent sexy or nude images have had one shared without their consent, according to new research from the University of Toronto's Factor-Inwentash Faculty of Social Work and MediaSmarts, Canada's centre for digital and media literacy, in partnership with TELUS WISE.

The national survey of 800 young people aged 16 to 20, conducted last August, found that 41 percent of youth had sent one or more sexts, with boys and girls sending sexts at roughly the same rate. Meanwhile 30 percent of youth had shared a sext, whether by showing it to others in person, forwarding it electronically, or posting it to a public forum. Boys were more likely than girls to have shared a sext.

"Our research supports the need for adults to differentiate between sending sexts and sharing sexts non-consensually," says Faye Mishna, Dean and Professor at the Factor-Inwentash Faculty of Social Work. "Education and programs must take different approaches to each."

Perhaps most worrying for parents and teachers is that current strategies to stop

non-consensual sharing of sexts – including awareness of criminal laws, household rules and education programs in schools – appear to have little to no impact.

"An abstinence approach to sexting, which tends to focus on girls, just isn't effective at preventing non-consensual sharing," says Matthew Johnson, MediaSmarts' Director of Education and the lead author of the study. "Our research shows that it's a small subset of boys who are the most likely to share sexts, and that's where we need to focus our educational efforts in order to stamp out this illegal and harmful behaviour."

The study found three main factors that influence non-consensual sharing behaviour:

- **Gender stereotypes:** Youth who agreed with statements such as "Men should be more interested than women in sex" and "A woman cannot be truly happy unless she is in a relationship" were significantly more likely to have shared a sext.
- **Moral disengagement:** Agreeing with statements that justified sharing sexts, such as "Sharing sexts is so common, nobody cares about it" and "If a boy shares a sext he received with one friend and that friend shares it, then it isn't the first boy's fault", was strongly correlated with sharing sexts.


- **A culture of sharing:** Together, gender stereotypes and moral disengagement contribute to a culture of sharing among roughly a third of youth who see sharing sexts non-consensually as normal, acceptable and even positive.

"As adults and parents, we can see the harm that can come from a culture of sharing, and this research is an eye-opener for all of us. Non-consensual sharing of sexts is a privacy issue and a form of cyberbullying that can have serious consequences for our youth," said Nimtaz Kanji, Director, TELUS WISE. "With this research and through the TELUS WISE program, we can now create new evidence-based tools for parents, teachers and youth in partnership with MediaSmarts to help provide all Canadian families with the resources they need to help confront and prevent this behaviour moving forward."

TELUS WISE is a free educational program focusing on Internet and smartphone safety and security offering Canadians of all ages' interactive and informative workshops and resources. Topics include parenting in a digital society, online privacy, online reputation management, social media safety, identity theft protection and more.

MediaSmarts is a Canadian not-for-profit centre for digital and media literacy. Its vision is that children and youth have the critical thinking skills to engage with media as active and informed digital citizens. MediaSmarts offers hundreds of digital and media literacy resources for teachers, parents and librarians on its website.

About the Factor-Inwentash Faculty of Social Work

Renowned internationally for excellence in education, scholarship and research, the Factor-Inwentash Faculty of Social Work at the University of Toronto is distinguished by its emphasis on the integration of research and practice in both the classroom and practicum education. Graduates of the faculty are equipped with the knowledge, skills and dedication to make a critical contribution, on a local and global scale, to the future of human well-being. 



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The RCSI North American interviews for September 2018 entry are due to take place in late February/early March 2018 in Vancouver and Toronto. Those candidates, either from the

USA or Canada, who live closer to Vancouver will be invited to interview at the Hyatt Regency Hotel, Vancouver on the 24th or 25th of February.

The majority of shortlisted candidates from Canada will be invited to interview at the Intercontinental Toronto Centre from the February 27 - March 1, 2018.

RCSI offers North American students the opportunity to study undergraduate Medicine (and Pharmacy and Physiotherapy) directly from high school by either joining the 5 or 6 year medical degree program. North American candidates also have the option of applying as a graduate to RCSI's 4-year Graduate Entry Medicine program.

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It would be great to have a guidance counsellor who...

By Sean Dolan



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I'm sure almost everyone has been in the position where they've attended a guidance professional development session and sat across from a "Super Counsellor." These are the folks who seem to have a handle on everything (and they tell you about it at the session). They're good with kids, they're good with staff, they dominate the computer, they're exceptionally well organized, and they're the first to throw their hand up at the session to share their expertise with everybody in the room. And we either overly admire or irrationally hate them because they are so "super."

Well, let me tell you, after nearly 30 years in the business, no one is really all that super. Instead we all exist on a competence continuum. In many cases, someone who appears to dominate in all facets of the game is deficient in more than a few areas. And often the people who have to publicly announce their greatness are actually hiding their deficiencies behind their bravado.

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This is not to say that there aren't exceptional guidance counsellors. I have worked with a few. The ones who were the best exhibited an unflappable air about them that combined humility and wisdom in a perpetually student-centred approach. These counsellors also knew their strengths and their weaknesses. In other words, they knew what made them super and not-so-super.

In the end, the best qualities of a guidance counsellor are probably pretty evident to the students who keep coming back for appointments. If I were to share a note with students about the characteristics of a strong guidance counsellor, it would probably look something like this:

It would be great to have a guidance counsellor who...

- is guided by a spirit of helpfulness.
- knows how to set your mind at ease.
- you can go to when times are tough.
- sits back and lets you get angry or cry - and doesn't judge you for being emotional.
- never gives up on you when you are trying your best.
- knows when to guide and when to let go.
- challenges you when you need to be challenged.
- knows when you need extra help and has people (like the Social Worker) they can connect you with.
- celebrates your victories (whether they're big or small).
- is candid and honest - even if they need to share something you don't want to hear.
- knows how to help you communicate your concerns with your parents.
- sees through the chaos and moves you toward stability.
- works their magic so that you can get the courses that you want (or need).
- knows me well enough to help me transition to the next phase of my life.
- keeps the lines of communication open with teachers so that everyone understands what's going on in your life.
- knows how to work with the school administration to implement the programs and courses that serve the widest variety of students.

Certainly, it would be great to have a guidance counsellor who possessed all of these qualities, but I have never met someone so richly blessed. However, I have encountered guidance teams that collectively exhibit these traits. And maybe that's the point: there is no such thing as a "Super Counsellor" because it is a guidance team that helps create stability in a school and, by extension, in the lives of individual students. While one person is a sympathetic ear another is a master of logistics while another is an expert on programs and transition planning.

So next time you are at a professional development session, and a "Super Counsellor" is pontificating, shift your focus away from their hyperbole and back to your guidance team. How can your team embody the best practices that make our job so impactful? Don't fall into the trap of allowing your admiration for the "Super Counsellor" to make you feel inferior; instead remember that an empathetic and competent team forms the foundation that builds a successful school community. In a society obsessed with super heroes, we sometimes forget that the best of who we are comes from our willingness to work cooperatively to create institutions (like schools and hospitals!) that contribute to the greater good of humanity. ✨ *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.

Growth Through Globetrotting

Students Learn About the **World** and **Themselves** by
Volunteering Overseas

By Sharon Chisvin



At a time when entrance requirements for university faculties have become more selective, and full-time, fulfilling employment has become harder to come by, many Canadian high school students are looking for new and more ways to diversify their experiences, enhance their resumes and make an impression on admission officers and potential employers. Giving up idle summers of fun and frolic in order to volunteer overseas might be one of the best ways to do that.

Of course, the experience of volunteering overseas does much more than pad a resume. In most cases, it is a life-altering, unforgettable experience that benefits young adults in innumerable and immeasurable ways. Without exception, volunteering overseas fosters self-sufficiency, adaptability and responsibility. At its most basic level, it provides opportunities to learn a new language, develop leadership skills, make new friends, see the world and learn about other cultures and other ways of life. Overseas volunteering also provides an unprecedented opportunity to make a small but positive, enduring and sustainable impact on the life of an individual or of a disadvantaged community.

“Volunteering overseas is a way to explore a new country ... see how families abroad live compared to back home in Canada, and get an understanding of differences in education, cultures, day to day living and more...”

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“Volunteering overseas is a way to explore a new country ... see how families abroad live compared to back home in Canada, and get an understanding of differences in education, cultures, day to day living and more,” says Ashima Dhingra, the Director of Projects Abroad’s Canadian division, based in Toronto.

Projects Abroad (PA) is one of several organizations dedicated to creating outstanding overseas volunteer experiences. Since its founding in 1992, the company has arranged for more than 100,000 volunteers, individually and in groups, to work for various lengths of time and on various kinds of projects in 30 different developing countries across Latin America, Africa, Asia, Europe and the South Pacific.

“Volunteers can choose their country of interest and projects they would like to participate in,” explains Dhingra. “The projects can range from building a school or assisting teachers in a school, to conservation work, or to more career oriented service projects such as medicine, law and human rights.”

Her organization, Dhingra adds, can match almost any interest or passion to an overseas project, whether that interest is sea turtles, mental health, organic fruit, special education, carpentry or conservation. All of the projects, no matter how short term, are designed to have a long term, positive, social, environmental and economic impact on the communities in which they take place.

While PA attracts volunteers of all ages, many of its most enthusiastic participants are high school students, most of who

choose to join one of the organization's High School Special programs. These High School Specials are two to four week programs that, unlike other PA programs, start and end on specific dates in the summer. By setting specific start and end times, PA ensures that its young participants will be working, living and socializing with other people of the same age, thus enhancing their overall experience.

In the summer of 2017, more than 1,700 high school students - including 300 Canadians - participated in these High School Specials. Gabby D'Amico was one of them. The 17-year-old, grade 12 student at Oakville Trafalgar High School in southern Ontario spent three weeks volunteering in Nepal with a medical outreach team. "I chose to volunteer with the medicine project specifically because it is something that I want to get into after high school," D'Amico says. "I wanted to get a look into how medicine is used and practiced in a third world country." And that is exactly what she was able to do. "I was very fortunate to be able to see a lot of things during my placement," D'Amico continues. "I was able to see two live births, and many procedures and operations." But D'Amico was not just an observer. Among other responsibilities, she was tasked with checking children's teeth for cavities and teaching them how to brush their teeth.

In some cases, depending on what the project is and where it is located, student volunteers are billeted for the course of their stay with local families. D'Amico, however, was based in a hotel with other Projects Abroad high school volunteers, who came from a variety of countries and were involved with a variety of projects. "Staying in the hotels was a great way to get to know everyone," she says. "There also was a good amount of time allotted for socializing. Every night we would have about four to five hours of relaxing or playing games. (And) on the weekend trips, we had the perfect amount of time to see everything we wanted to see and do everything we wanted to do."

"We understand that young volunteers travelling abroad need structure, a safe environment, and support from qualified staff," explains Dhingra. "With this in mind,

we have tailored our High School Specials to provide a full timetable of events to keep the volunteers busy. The volunteers spend every day with PA's professional staff and mentors, and are never left alone.

Like the Projects Abroad organization, Global Leadership Adventures also is committed to ensuring that its student volunteers enjoy many opportunities to get to know one another, as well as the locals, customs and culture of their new environment. Although based in the United States, Global Leadership

Adventures (GLA) has arranged for hundreds of Canadian high school students to volunteer overseas in countries as diverse as Ghana, Guatemala, Bali and South Africa and Spain.

By strictly adhering to its mandate of combining community service with hands-on-learning and adventure, GLA continually influences and impassions its young participants to do good work, make connections, listen, learn, lead and contribute their energy, expertise, ideas and labour to the projects at hand.



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"Leadership development is at the heart of every GLA program," says Ali Zimmerman, a GLA enrollment specialist. "We empower students to discover what they are passionate about, and teach them how to begin affecting change within themselves, their communities, and the world. Through group discussions, meaningful service projects, workshops and excursions, they leave stronger leaders, and are inspired to transform the world."

GLA also ensures that all participants feel safe in their unfamiliar surroundings.

"To ensure our students health and safety, as well as their families' peace of mind, we have implemented the GLA Five-Point Safety System," explains Zimmerman. This system ensures that student participants have access to secure lodging, careful supervision, healthy and hygienic meals and water, safe transportation and expert local knowledge. "Part of the GLA difference is that our programs are run with our in-country staff and partners who have intimate knowledge of the host community and live there year-round," Zimmerman adds. This ensures that the programs

support community-led initiatives that are sensitive to the local culture.

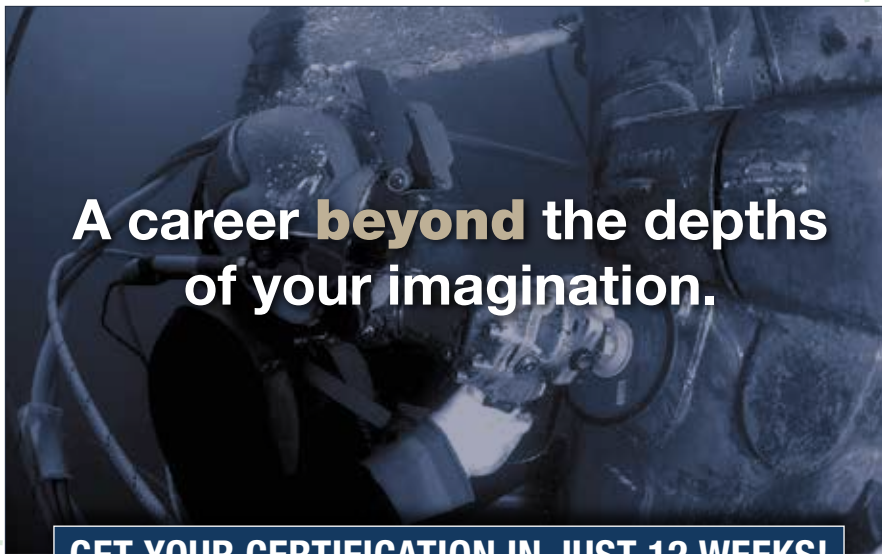
Both GLA and PA have comprehensive application processes to ensure students have the requisite maturity, motivation, expectations and character to live on their own, away from their families, in unfamiliar surroundings and among unfamiliar people. Both organizations have rolling deadlines, although they advise applicants to make sure to apply early enough in order to give themselves enough time to access vaccinations and visas if necessary. Ghana, for example, requires Canadian visitors to apply for and receive their visas before entering the country, while Nepal invites Canadians to apply for their visas once they arrive.

All participants travelling overseas must also have passports that are valid for at least six months after the final date of international travel date. In Canada, passport applications submitted by mail are usually processed within four weeks. A 10 year passport costs \$160 for Canadians 16 years or older.

Tuition fees for both GLA and PA's programs range from about \$2,000 to \$5,000, depending on the destination, type of project and project duration. Airfare is not included in this price. GLA offers limited scholarships based on need, and both organizations offer fundraising guides and tips. "Program fees include all the basic things that you will need while you are away - three meals each day, accommodation, comprehensive travel insurance, airport pickup and drop-off, 24/7 support and assistance from our full-time local staff," says Dhingra.

Knowing that all the details have been looked after, the high school volunteers, and their parents back home, can relax and focus entirely on the work at hand, whether that work is upgrading an ancient water system, collecting data on marine diversity, constructing a cowshed, building a library, planting a garden or painting a mural.

"Volunteering was truly an amazing experience," says Gabby D'Amico, "It will truly change the way you look at the world." 🍀 csc



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Living and Thriving Within the Boundaries of

Digital Citizenship

By Alison Zenisek



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Since the creation of the smart phone in January of 2007, parents and educators have felt angst about their youth's ready access to the internet. This anxiety has only been exacerbated by the proliferation of social media apps such as Instagram, Facebook, and Snapchat. Although it cannot be denied that the well-being of teens can be undermined through the internet, this article will address the positive aspects of teens using the World Wide Web.

We can help youth to have a positive experience online by promoting an understanding of what it means to be a good digital citizen. Teens need to be educated about how the internet and online media work. This must include a clear understanding about the importance of privacy settings. Youth also need to be equipped with the skills to critically understand, analyse, and create content, as well as the ability to discern appropriate sources in their research. Awareness of the potential impact of their words and a solid moral grounding in what is an acceptable use of the internet is imperative to both protect themselves and others. Inappropriate chat rooms, pornography, bullying are all topics that parents and educators need to address in the home and in class. Teens that are struggling and acting out in their own lives will also express their struggles online. Their virtual lives are often a reflection of their lives at home or at school.

“Teens that are *struggling and acting out* in their own lives will also express their struggles *online*. Their *virtual lives* are often a *reflection* of their lives at home or at school.”



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Digital technology has increasingly become an essential part of young people’s lives, so much so that many parents now discipline their teens by cutting off their access to social media and other internet pursuits. The research also reports that some 55 percent of parents say they limit the time their teens spend on the internet. Today’s youth, often referred to as ‘digital natives,’ haven’t known life without access to the internet. Social media provides online tools and services, such as Facebook, LinkedIn, and Instagram that allow young internet users to communicate and publish content. Young people use social media to create online communities in order to connect and discuss issues that matter to them, share information, ideas, personal messages, and other content. They can also find material of interest online, such as information on various sports or how to properly care for their pet.



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Teens love to share photos, videos, or interesting articles. Many enjoy online games and like to join or follow groups that share their interests. Academic growth can be facilitated through access to online material. If instructed about the importance of research and seeking out good sources, teens can access material that both informs and educates them. Self-esteem and a sense of belonging are increased through staying connected to their community and learning about how the opinions of other peers might differ from their own.

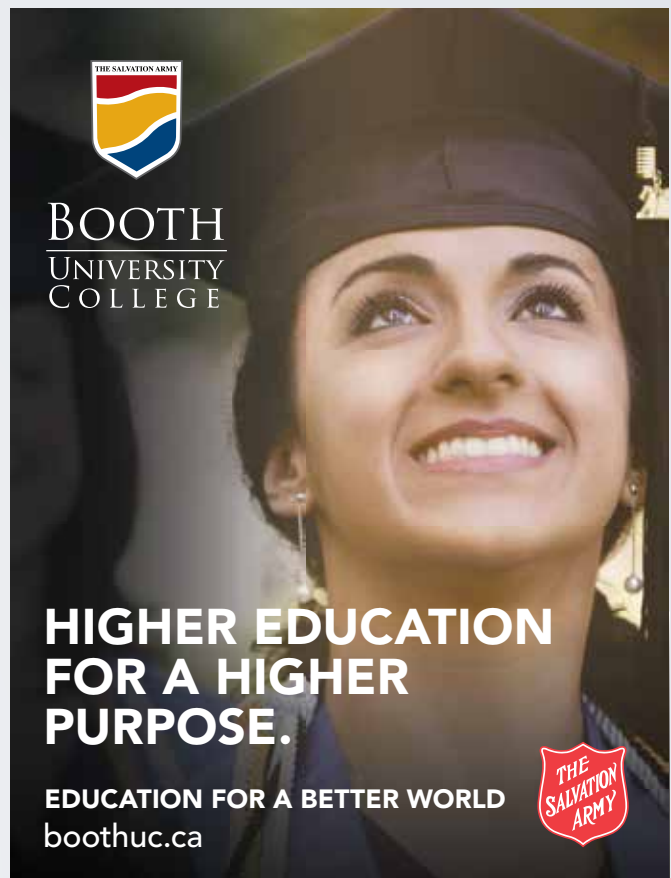
The online world can enhance the lives of healthy and grounded teens. Creative expression is one of the benefits of the new technology. Through access to the internet teens can produce and share their work online. This creative expression can take the form of a short story, poem, novel, photographs, and even a film. Teen artists and writers can explore their chosen artistic passion online and connect with others who share these interests. One of the best spaces for teen writers is Storybird.com, where their own book can be created in minutes. TeenInk.com and One-Story.com are two sites devoted to editing and getting teen writers published. For aspiring photographers and doodlers Snapchat offers creative ways for youth to express themselves.


Social media helps teens connect with each other. Communicating with their friends online helps them to maintain and develop supportive relationships and encourages the formation of their identity through self-expression. For young people who are socially

shy or have unique interests not shared by their offline peers, the internet can provide the much needed human connection. Teens that care deeply about the environment, for example, or Civil War re-enactment can find other like-minded youth that share these passions. An isolated teen struggling with an issue such as alcohol abuse can find help and support. These connections can literally be a lifesaver.

Teens that have taken the long view of their lives and have specific goals can use LinkedIn, a professional website, to bring their skills to the attention of colleges or employees. This gives youth the opportunity to communicate their personal story, how they shine, and what sets them apart. Teens can start their LinkedIn account as young as 13 and add their accomplishments in the summary feature as they achieve them. A winning poem or essay or perhaps a video of their piano recital can all work to brand them as a 'can do' teen. When the time come that they need a resume, all they have to do is send the link.


Online communication is the very centre of the social life of Western teens. Research does point to opportunities for positive psychological and social development in adolescents through communication online. Friendships can grow and deepen. Identity can become more integrated and self-esteem made stronger. Through friendships, both online or off, teens develop a sense of intimacy and learn how to maintain or, if necessary, terminate relationships. Teens also need to become secure in who they are and what kind of person they want to become. They need to develop a firm sense of self.




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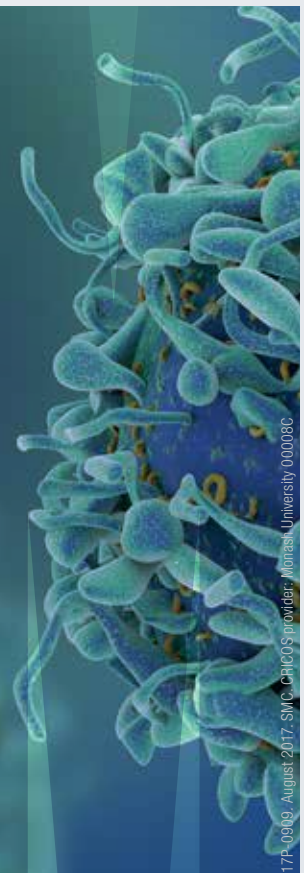
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“Compared to speaking face to face, online communication provides some **control** as they practice **self-presentation** and the more threatening skill, **self-disclosure**.”

Adolescents are trying out their wings, and this includes accepting their sexuality and learning to engage in mutual, non-exploitive, and safe contacts with members of the opposite sex. Moving through these developmental tasks are necessary before they can become successful and functional adults. These tasks are achieved through learning and practicing what works and what is safe when selecting and sharing aspects of one's self to others. Adolescents learn to adjust their self-presentation by observing the reaction of their peers. Through this feedback they can rehearse their social identities. Learning to adjust their self-disclosure is more important, as they are sharing intimate information about themselves, a critical component in developing deep and long lasting relationships.

In light of this information, it is easy to understand why teens find online communication so compelling. Compared to speaking face to face, online communication provides some control as they practice self-presentation and the more threatening skill, self-disclosure. Chatting online feels safer and frees them to practice their social skills with a measure of security and, at times,

anonymity. The added feature of being able to think through their response before it is sent adds another layer of controllability and security. Finally, there is the freedom choose whom they communicate with and what they share with like-minded peers. Social networking sites can also provide access to peers they might not see often, or old friends that they might no longer have access to geographically.

Studies confirm that social media can provide teens a safe space to share their inner selves and practice positive developmental growth. This freedom to self-disclose also encourages the development of friendships and enhances their quality. Due to the anonymous nature of the internet, online communication is also a relatively safe place for adolescents to discuss sensitive issues such as their sexuality and health. They can also find answers from credible websites for some of their questions. Today the internet is a far safer place for teens than it was in its early stages. Youth who have been adequately taught to use technology in an appropriate and responsible manner can keep themselves safe. The bonus will be access to the informative and creative websites available to them. [csc](#)

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BEING SUMMER SMART

The Benefits of Attending a Pre-College Summer Program

By Jen Munro



Students in the Outdoor Leadership class enjoy their surroundings at ISSOS Yale

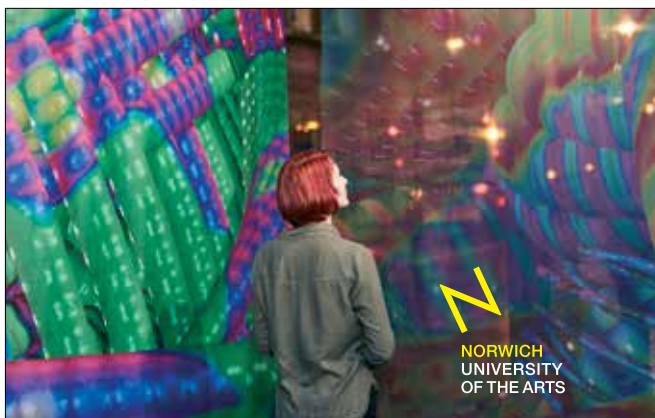
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Summer programs have been in existence for many years .

From traditional multi-activity summer camps to specialist schools - there has never been any doubt that young people benefit greatly from attending such programs. In addition, over the last 10 years, the availability of pre-college summer programs and schools has been on the rise with the benefits to students known to be far reaching.

For young people considering university and looking for a taste of what university life can be like, a recognized summer school is a great way to give students the experience in a fully supervised environment whilst giving them a feeling of independence.

Attending a summer program allows students to experience life away from home, meaning they are better prepared for when the time comes to leave for university. When else can a 16 year old live on campus within the university halls, dine with others in the morning, noon and night, attend classes they have chosen as opposed to ones they must attend, and have the freedom to explore the campus relaxing with peers over coffee and enjoying the state of the art facilities? Attending a summer program is a unique opportunity to experience all of this, and do so in a safe, supervised environment.



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“Attending a summer program allows students to experience life away from home, meaning they are better prepared for when the time comes to leave for university.”

Summer programs based on university campuses tend to be academic summer schools with a number of options for students to choose from depending on what they are looking for in such a program. They may choose to take courses not offered at high school and often these are taught to university level. Popular courses that summer schools provide include: Debate, Study Skills, Essay Writing, Leadership and Business Studies. Although these may not always be the subjects students specifically wish to study at university, if taught to a higher level by qualified professionals in an inclusive and safe setting, students can gain academic skills that will benefit them throughout their time at high school and beyond. It may also intrigue them and spark an interest in a university course that they had previously not given consideration to. As summer schools teach in a more experiential way than traditional every day school, students are involved in the learning process and this often results in a deeper form of learning and applicable skills. These programs often cover public speaking and presentation skills as well as helping students to develop leadership skills that help them both socially and in an academic setting.

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As well as the benefits of living on campus and studying a subject that may not be available at high school, there are other key benefits that cannot be ignored.

Develop a Social Understanding

By choosing a genuine International Summer School (meaning one that caters to a wide nationality mix and does not have a large percentage of one nationality) the benefits to young people are phenomenal. When students from a number of different nationalities come together under one roof, they learn about one another's culture, religion, education, politics and general thinking. They learn to challenge each other in a healthy and supportive environment and ultimately, it brings people together in an international setting, breaking down a number of social barriers, creating a greater social understanding and giving young people exposure to different cultures, helping them to realise we are all connected. Suddenly the world around them becomes more relevant, more connected and in turn, it breeds a much-needed tolerance.

Increase Confidence and Social Skills

One of the most documented benefits of attending a summer program is the confidence it gives so many young people. Many of them have not been away from home for a prolonged period of time; attending a summer school allows them to do so in a supervised and supportive environment that has been specifically designed for them. This newfound confidence is not just social; it can also instil an academic confidence depending on the type of summer program chosen. The social skills developed at a residential summer school are far reaching. Students learn to interact and make friends from day one. For many, this is the first time in a long time that they have had to make new friends or interact with people on a daily basis whom they do not know which is great practice for when students begin university.

Gives Students the Edge when Applying to University

University admissions are now more competitive than ever, with students from around the world competing against one another to gain a place in their choice of subject. So how can someone stand out from the crowd when submitting their application? If everyone is achieving the required grades, participating in extra curricular activities at school, taking on volunteering roles and generally going the extra mile, is there anything else that can be done to make university applications stand out? Attending a pre-college summer program can do just that. Students who choose to spend part of their summer vacation studying, meeting people from around the world and having new cultural experiences, demonstrate a willingness to learn and experience new things, a trait admired by university admissions teams. Spending the summer taking an academic class and engaging in activities in a residential setting identifies to the admissions team their eagerness to learn and stand out from their peers. Everything they take away from these experiences can benefit them if and when they are invited to an admissions interview.

Summer school is also a lot of fun! It allows students to spend a few weeks at a top university campus with people from around the world who all have a common goal – to learn new skills and meet new friends. Attending a summer school is the perfect way to introduce a young person to life at university in an engaging environment and takes the mystery (and sometimes trepidation) out of what living away from home will be like, whilst at the same time, adding to their academic achievements and experiences.

There are a number of programs available within Canada for students to consider. If your student is looking to study abroad, the possibilities are endless as are the resources. ISSOS International Summer Schools for example provides access to such programs at world-renowned locations, which include St Andrews, Cambridge and Yale Universities. There are many other programs and institutions offer a similar experience. Application deadlines will typically run through late spring so encourage your students to explore more, today. [csc](#)



Author Bio:

Jen Munro is Founder and Managing Director of ISSOS International Summer Schools. Launched in 2006, ISSOS welcomes students, aged 13 – 18 from over 70 nationalities to summer programs based at St Andrews, Cambridge and Yale Universities. Jen has developed ISSOS to become the leading name in summer school education and is known as an educational entrepreneur.

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In 1968, Alberta NewStart was established in Lac La Biche as part of the federal government's initiative to research basic adult education. NewStart offered instruction in areas as diverse as academic upgrading, trapping, wild fur management, and oilfield management. However, after several months the government decided to close the facility and cease the research. A group of Indigenous students faced with the pending closure of their school decided to challenge the government by staging a twenty-six day sit-in. The group was successful, and the government awarded a grant to continue the NewStart program. The school took on a new name "Pe-Ta-Pun" meaning "New Dawn."

In 1973, the federal government once again stopped funding the program. This time, however, the Alberta Government took over the program, reopening it as the province's fifth Alberta Vocational Centre (AVC). From 1973 to 1980 programs and services expanded to include community based programs. In 1980, the Minister of Advanced Education and Manpower announced plans to replace AVC's temporary facilities with a new campus, which was opened in 1985. A Board of Governors was established for the College in 1998 and the following year the Minister of Advanced Education and Career Development approved a change of name to "Portage College."

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Culture Clash

Mitigating Cross Cultural Conflicts in the High School Setting



Every fall for the last few years, the students at Lindsay Thurber Comprehensive High School have marked the beginning of the new academic year by getting together for a DYEversity Relay. The relay is one of many ways that the Red Deer, Alberta high school celebrates and promotes the racial, religious and cultural diversity of its 1,600 students, while simultaneously conveying to all of its stakeholders the critical message to respect, recognize and accept everyone as an equal.

As part of the relay, students take turns visiting booths set up to represent the student body's various cultures and countries of origin, and in the process learn about the music, food, costumes and customs of those who sit beside them in class. Then, at various intervals during the event, the students, who have all been instructed to wear white t-shirts, are doused with different coloured powders, so that by the time school lets out for the day, they are all wearing multi-coloured t-shirts that reflect the multi-cultural make-up of the school and of Canada.

Le choc des cultures

Réduire les conflits interculturels au secondaire

By/Par Sharon Chisvin



©GettyImages/GlobalP | ©GettyImages/RomoloTavani

Chaque automne, depuis quelques années, les élèves de la Lindsay Thurber Comprehensive High School soulignent la rentrée avec un événement appelé le DYiversity Relay (jeu de mots avec « diversité » et « dye », qui réfère à l'emploi de poudres colorées). C'est l'une des nombreuses manières dont cette école secondaire de Red Deer, en Alberta, célèbre et promeut la diversité raciale, religieuse et culturelle de ses 1 600 élèves et, du même souffle, invite toute la collectivité à respecter les identités et à refuser la discrimination.

Ce « relais de la diversité » convie les élèves à visiter des stands représentant les pays d'origine de leurs camarades de classe et à découvrir, au fil du parcours, les coutumes et les univers musical, culinaire et vestimentaire de chacun. À plusieurs reprises pendant l'événement, les élèves, qui ont tous reçu l'instruction de porter un t-shirt blanc, sont aspergés de poudres de diverses couleurs, si bien qu'au terme de la journée, ils arborent tous des t-shirts multicolores reflétant le caractère multiculturel de leur école et du Canada.

“Canada is a multicultural country that has set an example for the world by opening its doors to thousands of immigrants and refugees in recent years, including 25,000 Syrians in the span of just a few months.”

Considering the intent, excitement and success of this annual DYEversity Relay, it was especially disturbing for Lindsay Thurber students when a small schoolyard scuffle broke out in May 2017 between a group of newly arrived Syrian refugee students and a group of long-term Canadian students. The scuffle, unfortunately, was filmed and immediately uploaded to social media, attracting virulent anti-Muslim rhetoric, as well as an uninvited, unwelcomed and mainly unaffiliated entourage of anti-immigration and anti-refugee protestors to the school grounds.

Ursella Khan was one of many Lindsay Thurber students deeply disturbed by the altercation and incensed by the protesters' audacity and vitriol. Now a grade 12 student, 17-year-old Khan is a first generation Canadian whose Muslim parents arrived in Canada from Pakistan as refugees.

Although Khan did not witness the scuffle first-hand, she quickly assumed a key role as a student leader and spokesperson on the side of tolerance, acceptance, dignity and human rights. "There were definitely cultural barriers on both sides that may have caused the fight and the altercation," says Khan, who has experienced some racism herself. "(But) the video posted on social media did not help at all. The video only caught parts of the altercation, not the whole story, and promoted negative comments and misinformation towards a marginalized community."

Unfortunately, Khan elaborates, certain groups chose to put out information in order to deliberately create misunderstandings and divisiveness among students and within the community, and just as unfortunately, some individuals chose to accept that misinformation as truth. "Multiculturalism and diversity is Canada's strength," Khan says emphatically, and "vicious comments and the signs of intolerance have no place in my community and in our country and absolutely contradict our Canadian values." While Khan's heartfelt sentiment is echoed by school boards, administrators, teachers and student leaders across the country, it seems, however, that a certain degree of cross culture clash is still inevitable in the hallways and schoolyards of Canadian high schools.

After all, Canada is a multicultural country that has set an example for the world by opening its doors to thousands of immigrants and refugees in recent years, including 25,000 Syrians in the span of just a few months. This influx of refugees, many of whom are school-age and most of whom have been traumatized by war and upheaval, has put a tremendous strain on schools as they try to figure out how best

Étant donné l'objectif de cet événement et l'enthousiasme qu'il suscite année après année, le choc fut d'autant plus grand à Lindsay Thurber quand une bagarre a éclaté dans la cour d'école, en mai 2017, entre un groupe de réfugiés syriens fraîchement arrivés et un groupe d'élèves canadiens de longue date. L'échauffourée a malheureusement été filmée et aussitôt diffusée sur les médias sociaux, ce qui a donné lieu à la publication de virulents propos antimusulmans et a attiré sur le terrain de l'école un groupe de manifestants anti-immigration et anti-réfugiés, essentiellement sans affiliation, qui n'était bien sûr pas le bienvenu.

Ursella Khan fait partie des nombreux élèves de l'école que l'altercation a profondément perturbés et qui ont été indignés par l'irrespect et les propos haineux des manifestants. Cette élève de 12e année, âgée de 17 ans, est une Canadienne de première génération; ses parents, de religion musulmane, sont arrivés au Canada en tant que réfugiés pakistanais.

Bien qu'elle n'ait pas été témoin de l'événement, Ursella a vite joué un rôle clé de leader étudiante et de porte-parole prônant l'ouverture, l'acceptation, la dignité et le respect des droits de la personne. « Des barrières culturelles ont pu mettre le feu aux poudres d'un côté comme de l'autre », dit Ursella, qui a elle-même fait l'expérience du racisme. [Mais] la vidéo n'a pas aidé. Elle ne montrait que des parties de l'altercation; on n'avait pas toute l'histoire. Et elle a fait circuler des propos négatifs et des faussetés à propos d'un groupe marginalisé. »

Malheureusement, certaines informations ont été diffusées précisément pour semer la confusion et attiser les dissensions entre les élèves et dans la collectivité. Et, chose non moins déplorable, certaines personnes ont pris ces mensonges pour des vérités. « Le multiculturalisme et la diversité font la force du Canada, insiste Ursella. Les propos haineux et les manifestations d'intolérance n'ont pas leur place dans ma ville ni dans notre pays; ils sont en totale contradiction avec les valeurs canadiennes. » Si les conseils scolaires, les administrateurs, les enseignants et les leaders étudiants de partout au pays partagent la profonde conviction d'Ursella, il semble qu'une part de frictions culturelles soit néanmoins inévitable dans les corridors et les cours des écoles secondaires canadiennes.

Le Canada a donné l'exemple au monde entier en ouvrant ses portes à des milliers d'immigrants et de réfugiés ces dernières

« Le Canada a donné l'exemple au monde entier en ouvrant ses portes à des milliers d'immigrants et de réfugiés ces dernières années, dont 25 000 Syriens en l'espace de quelques mois seulement. »

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to welcome and integrate youngsters who often lack basic English or French language skills and have life experiences completely different than those of their Canadian born peers.

The challenge, of course, is even greater for the new students themselves who have to figure out how to get by and how to fit in when they do not speak the same language, have the same clothes, eat the same foods, share the same pop culture references or practice the same religion as most other students around them. Invariably, many of these newcomers simply choose to stick together with those who look and sound like them, rather than try to integrate with those who are different.

“Adolescents have a tremendous need to be affiliated with a peer group,” explains Dr. Ester Cole, the former supervising psychologist at the Toronto Board of Education and a member of the Professional Advisory Committee for The Psychology Foundation of Canada. “Social networks provide stability,” she continues, “and the peer group becomes a safety net because it means there are others who understand them. The tendency is to want to feel a sense of belonging and to stay with the group that has a lot in common with you.”

This safety net is especially important for students in their teenage years. “Students in kindergarten to grade 7 seem to easily shift to new culture norms as they are young and experiencing the life stage of building up the foundation of their culture beliefs,” explains clinical counsellor Kelly Lei Che, who offers multicultural counselling at her Vancouver practice. But, she adds, “students in grades 8-12 have already established part of their cultural belief systems and may take longer to shift to new ones.”

Additionally, newcomer students who are reluctant to adjust to Canadian culture, or who reject Canadian culture outright, are often branded as unmotivated and viewed with suspicion and negativity by other students and school staff. And yet, it is completely understandable why many teenagers, especially those who have arrived in Canada as refugees and have already lost so much, reject the new and cling instead to culture norms that reflect their families, history, homeland and culture. Culture, after all, is a powerful and influential force.

“We learn what to believe, what not to believe, what to expect, what not to expect, what is valuable and meaningful and what is not, what should be respected and what should not, what should be encouraged and what should not, and what should be punished or rewarded from our cultures,” Che explains. But, because no two cultures are the same, it sometimes becomes difficult for youngsters –

années, dont 25 000 Syriens en l'espace de quelques mois seulement. Cet afflux de réfugiés – dont beaucoup sont d'âge scolaire et ont été traumatisés par la guerre et des désordres de toutes sortes – exerce d'énormes pressions sur les écoles. Comment doivent-elles s'y prendre pour accueillir et intégrer ces jeunes qui, souvent, ne s'expriment ni en anglais ni en français et dont la vie jusque-là a été complètement différente de celle de leurs camarades nés au Canada?

Le défi, bien sûr, est plus colossal encore pour ces nouveaux élèves eux-mêmes, qui cherchent comment se comporter et se faire accepter alors que tout ou presque les distingue de la majorité : la langue, les vêtements, les habitudes culinaires, les références de la culture populaire, la religion. Invariablement, beaucoup préféreront fréquenter des jeunes qui leur ressemblent plutôt que d'essayer de s'intégrer dans un cercle où ils seraient l'exception.

« Les adolescents ont un très grand besoin d'appartenir à un groupe », explique la Dre Ester Cole, qui a été psychologue superviseure au Conseil scolaire de Toronto et est membre du comité consultatif professionnel de la Fondation de psychologie du Canada. « Un réseau social apporte la stabilité, poursuit-elle, et le groupe d'amis devient un filet de sécurité pour l'adolescent, qui y trouve d'autres jeunes qui le comprennent. De manière générale, un jeune est donc porté à vouloir faire partie d'un groupe qui a beaucoup en commun avec lui. »

« De la maternelle à la 7e année, les enfants semblent avoir de la facilité à adopter de nouvelles normes culturelles; ils sont à l'âge où ils forgent leur identité culturelle, explique la conseillère clinicienne Kelly Lei Che, qui offre du counselling multiculturel à Vancouver. Les jeunes de la 8e à la 12e année, par contre, ont déjà intégré des codes culturels et peuvent prendre plus de temps à en adopter de nouveaux. »

De plus, il n'est pas rare que de nouveaux arrivants qui sont réticents à s'adapter à la culture canadienne ou qui la rejettent carrément soient catégorisés comme « manquant de motivation », qu'ils suscitent la méfiance et qu'ils soient perçus négativement par les autres élèves et le personnel. Il est pourtant parfaitement compréhensible que des adolescents, a fortiori des réfugiés qui ont déjà tant perdu, rejettent la nouveauté et s'accrochent aux normes qui reflètent leur famille, leur histoire, leur pays d'origine et leur culture. La culture est, après tout, une force puissante et influente.

both those who have lived in Canada their entire lives and those new to the country – to welcome and accept peers with different and sometimes opposing or conflicting ideas and lifestyles.

It is this lack of acceptance and understanding that often results in culture clash. Culture clash also tends to become exacerbated when a group that traditionally has been bullied or marginalized begins to feel empowered and becomes more likely to articulate its own needs and act out in its own defence.

Culture clash can take many forms, but is typically manifested verbally or physically, and involves name-calling, bullying, exclusion or marginalization. It can occur between any two or more disparate groups of students – not just groups that represent old and new Canadians – and between staff and students and staff and parents as well. “Using one cultural standard to judge doesn’t work in a multi-cultural school community,” says Che. “School staff should know that there is more than one cultural norm in a Canadian school.”

In addition to affecting the overall atmosphere, morale and safety in a school, cross culture clash also can negatively affect students’ physical and mental health and sense of self. Bee Quammie remembers those feelings. A Toronto-based writer, digital content creator and public speaker, Quammie was raised by her Jamaican immigrant parents in London, Ontario, and attended two different high schools there beginning in the late 90s. “London wasn’t very diverse, so the schools I went to only had a handful of non-white students,” she recalls. “There was overt racism, like the use of racial slurs and physical fights, and there was covert racism, in the form of ignorant comments and assumptions from fellow students and teachers.”

« C’est notre culture qui nous enseigne quoi croire et ne pas croire, les attentes que nous pouvons et ne pouvons pas avoir, ce qui est précieux et significatif et ce qui ne l’est pas, ce qui doit être respecté et ce qui ne doit pas l’être, ce qui doit être encouragé et ce qui ne doit pas l’être, ce qui doit être puni et ce qui doit être récompensé », explique Mme Che. Toutefois, chaque culture étant unique, il est parfois difficile pour des jeunes – qu’ils aient toujours vécu au Canada ou qu’ils viennent d’y arriver – d’accueillir et d’accepter des pairs dont les idées et le mode de vie sont différents des leurs, voire y sont complètement opposés.

C’est souvent de ce manque d’acceptation et de compréhension que naît le « choc des cultures ». Ce choc tend aussi à être exacerbé quand un groupe qui a traditionnellement vécu de l’intimidation ou de l’exclusion commence à gagner de l’assurance et devient plus susceptible d’articuler ses besoins et de se défendre.

Le choc des cultures peut s’exprimer de multiples façons, mais, de manière générale, il se manifeste verbalement ou physiquement et comporte une forme quelconque d’injure, d’intimidation ou d’exclusion. Il peut survenir entre deux ou plusieurs groupes d’élèves hétérogènes – pas seulement entre Néo-Canadiens et Canadiens de longue date –, de même qu’entre des membres du personnel et des élèves ou entre des membres du personnel et des parents. « On ne peut pas juger de situations selon une norme culturelle unique quand on travaille dans un milieu scolaire multiculturel, dit Mme Che. Le personnel doit savoir que plusieurs normes culturelles se côtoient dans une école canadienne. »

Outre qu’ils se répercutent sur l’atmosphère générale, le moral et la sécurité dans une école, les conflits culturels peuvent aussi miner la santé physique et mentale des élèves ainsi que leur image de soi. Bee Quammie peut en parler d’expérience. Cette rédactrice, créatrice de contenu numérique et conférencière torontoise, élevée à London, en Ontario, par des parents d’origine jamaïcaine, a fréquenté deux écoles secondaires à partir de la fin des années 1990.

« London n’était pas très multiethnique à l’époque. Il n’y avait qu’une poignée d’élèves de couleur dans les écoles que j’ai fréquentées, se souvient-elle. Le racisme était tantôt explicite, dans des insultes et des bagarres, tantôt implicite, dans des idées reçues et des commentaires d’élèves et d’enseignants qui traduisaient leur ignorance. « J’intervenais verbalement quand je me sentais en sécurité pour le faire, ajoute-t-elle. Mais autrement, je me taisais. » Pour autant qu’elle se souvienne, rien n’était fait non plus, dans ces écoles, pour la protéger ou la valoriser.

« C’était facile pour le personnel de tout ranger sous l’étiquette de l’intimidation et de ne jamais appréhender le problème sous l’angle du racisme, dit-elle. [Or], tant qu’on ne creuse pas pour chercher à comprendre les tensions qui alimentent un conflit entre élèves, le comportement continue. »

Aujourd’hui, par ses textes et son activisme, Mme Quammie encourage les jeunes Noires à dénoncer le racisme, à être fières de leur identité et à agir pour se sentir en sécurité dans leurs écoles et leurs collectivités.



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"I spoke up when it felt safe to," Quammie adds, "but otherwise I kept quiet." Quammie also cannot remember her schools doing anything to protect her or make her feel more valued. "It was easy for them to either put everything under the bullying umbrella or ignore the problems without addressing the unique issues of racism," she says. "(But) when you glaze over conflict between students without understanding the nuance of the tensions that simmer beneath, it doesn't stop the behaviour."

Now, through her writing and her activism, Quammie works to empower Black girls to speak out against racism, be proud of who they are, and take steps in order to feel safe in their schools and in their communities.

Presumably, Quammie's demoralizing high school experience is less likely to be replicated in this day and age as schools across Canada, even in smaller towns, have become exceedingly diverse. But whether there are just a handful of minority or marginalized students

Les probabilités qu'un élève vive une expérience aussi démoralisante que celle qu'a vécue Mme Quammie ont sans doute diminué aujourd'hui, les écoles canadiennes – même dans les petites municipalités – étant de plus en plus multiculturelles. Mais qu'une école compte une poignée d'élèves marginalisés ou issus de minorités ou qu'elle en compte des centaines, la même vigilance de tous les instants s'impose pour que chacun d'eux, quelle que soit sa religion, sa couleur ou sa culture, se sente en sécurité et respecté. Les risques de conflits interculturels chutent quand cet objectif est atteint.


Se pose alors cette question : que peuvent faire les écoles secondaires canadiennes pour offrir à tous leurs élèves un cadre sûr et exempt de discrimination? Un certain nombre de choses, selon Mme Quammie. « [Elles peuvent] changer des politiques et des pratiques qui entretiennent des préjugés ou qui tolèrent que l'administration y reste indifférente, avoir un effectif diversifié et écouter ce que leur disent les élèves à propos de leurs expériences »,



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at any given high school, or hundreds of them, constant vigilance is still required to ensure that every student in every school, regardless of their faith, colour or culture, feels secure and respected. When that is the case, culture clash is less likely to occur.

So how can Canadian high schools ensure a safer and more tolerant atmosphere for all students? There are a few things that they can do, Quammie says. “(They can) review policies and practices that either support biases or allow administration to overlook them, employ a diverse staff, and listen to what students are telling them about their experiences.”

In particular, they need to take students’ concerns and reports about racism, harassment and exclusion seriously and act swiftly to address and remedy those occurrences. “Overall, schools need to be sure that transparency and accountability are at the top of everything they do,” she says. “There (also) should be more thoughtful engagement of various cultures so that all students get exposed to the beauty of diversity.” Adds Dr. Cole, “Clashes are less likely to happen in schools where there are both reactive policies, which are really enforced by regulation and by law, but also where there are proactive programs.”

“The more proactive programs that there are and the more consistent they are, the more opportunities there are to share and to listen to one another,” she says. It is not enough for a school administration to react to, and reprimand or punish students who are caught being belligerent or bullying those who are different from them. “There have to be programs that everybody can see the benefit of.”

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dit-elle. Plus particulièrement, les écoles doivent prendre au sérieux les préoccupations et les dénonciations d'élèves à propos de cas de racisme, de harcèlement et d'exclusion, et agir rapidement pour remédier à ces situations.

« Les écoles doivent s'imposer la transparence et se responsabiliser. Il faut aussi favoriser le dialogue entre les cultures, pour sensibiliser tous les élèves à la beauté de la diversité », conclut-elle. « Les risques de friction sont moindres dans les écoles où on ne fait pas que réagir en appliquant des règlements et des lois, mais où on intervient aussi positivement en amont », ajoute la Dre Cole.

« Plus les activités proactives sont nombreuses et fréquentes, plus il y a d'occasions d'échange et d'écoute », dit-elle. Une administration scolaire ne peut pas se contenter de réprimander ou de punir les élèves qui agressent ou intimident ceux qui sont différents d'eux. « Il doit exister des programmes dont tous constateront les bienfaits. »

De nombreuses écoles secondaires canadiennes ont déjà adopté – ou sont en voie de le faire – des politiques et des programmes destinés à sensibiliser leur corps étudiant à la diversité des identités culturelles et des croyances et pratiques religieuses, et à encourager l'acceptation des différences. Dans certaines écoles, il peut s'agir d'offrir des cours de gestion des conflits, de la médiation avec des camarades, des programmes de jumelage ou des choses aussi tangibles que l'ajout de plats halal ou

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“Overall, schools need to be sure that transparency and accountability are at the top of everything they do, as well as more thoughtful engagement of various cultures so that all students get exposed to the beauty of diversity.”

« Les écoles doivent s'imposer la transparence et se responsabiliser. Il faut aussi favoriser le dialogue entre les cultures, pour sensibiliser tous les élèves à la beauté de la diversité. »

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Certainly, many high schools across Canada already have, or are working on, devising a variety of such policies and programs to raise awareness about and encourage the acceptance of different cultures, religious beliefs and practices among their student bodies. In some schools, this might mean offering conflict management courses, peer mediation, buddy programs or something as tangible as halal or kosher food options in the cafeteria. In other schools, it might mean inviting parents and students to a multi-cultural event, translating resource materials into multiple languages, establishing a special task force, or creating a carefree, fun activity like a DYEversity Relay.

Considering the events of May 2017, Lindsay Thurber's annual relay has become even more meaningful and necessary for its multi-cultural students, as well as their families and the surrounding communities. "We all need to be reminded from time to time that we are all immigrants, except the indigenous people who can lay claim to being original inhabitants of this country," says Khan, who was the featured speaker at the DYEversity Relay last fall and was recently appointed to the Alberta education minister's Youth Advisory Council. "We are a country of many cultures. There isn't one culture or tradition that defines us as Canadians. We are a mixture of cultures, including the new ones, and we all migrated to Canada for a better life."

"Being a minority anywhere is hard," adds Khan. It is hard to fit in. It is hard to make friends, and it is hard to have people look at you differently everywhere you go. But, as Khan has learned, it is not that hard to be kind and accepting and to call out and act out against injustice and racism when you see it. "I spoke up because it was the right thing to do," she says. "It is my duty as a Canadian and as decent human being." ♣ csc

cashier au menu de la cafétéria. Ailleurs, il peut s'agir d'inviter parents et élèves à un événement multiculturel, de faire traduire des documents dans plusieurs langues, de former un groupe de travail spécial ou d'organiser une activité décontractée et amusante comme le DYEversity Relay.

Après les événements de mai 2017, ce relais annuel est devenu encore plus significatif et essentiel pour les élèves de Lindsay Thurber, de même que pour leurs familles et les municipalités avoisinantes. « Nous avons tous besoin de nous faire rappeler de temps à autre qu'à l'exception des peuples autochtones, qui vivaient déjà ici quand le Canada a vu le jour, nous sommes tous issus de l'immigration », dit Ursella, qui était la conférencière invitée au DYEversity Relay de l'automne dernier et était récemment nommée au Conseil consultatif pour la jeunesse du ministre albertain de l'Éducation.

« La diversité culturelle définit notre pays. Il n'existe pas de culture canadienne unique. Nous formons un mélange de cultures, et cela englobe les nouvelles. Nous sommes tous issus d'immigrants venus ici en quête d'une vie meilleure. « C'est difficile d'être une minorité, où qu'on soit », ajoute-t-elle. Difficile de trouver sa place; de se faire des amis; de sentir sa différence dans le regard des autres.

En revanche, comme l'a appris Ursella, il n'est pas si difficile de faire preuve de gentillesse et d'ouverture, de dénoncer les injustices et le racisme dont on est témoin et d'agir pour les combattre. « J'ai parlé parce que c'était la chose à faire. C'était mon devoir comme Canadienne; et comme être humain, tout simplement. » ♣ csc



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SCIENCE RENDEZVOUS:

Where People and Science Meet

By Alison Zenisek



Photo courtesy of Science Rendezvous,
University of Manitoba
Photography by Kira Koop

For both young and old alike, learning becomes irresistible when it is presented as an engaging hands-on endeavor. This is exactly what Science Rendezvous imagines for Canadian participants in their nationwide celebration of the sciences. Science Rendezvous invites top scientists into the mix, and provides the opportunity to discuss with them cutting edge science, technology, and engineering. These dedicated scientists can be observed up close and personal working in their laboratories on the real challenges confronting humanity today in health care, the environment, and manufacturing. Opportunities to discuss the science involved are made available to the public. Interactive displays feature the wonder of science and engage the participants. For students considering a field of study, or simply drifting through their high school years, this combination is irresistible.

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In May of 2018 tens of thousands of people across Canada at universities and community centres will participate in a celebration of STEM: science, technology, engineering, and mathematics. The goal is for people and scientists to meet in a creative, exciting, and interactive setting where curiosity and the desire to learn are sparked and the work of various scientists is showcased. Many individuals both in and outside the classroom contribute to a student's education, and this is especially true of an event such as Science Rendezvous where both displays and the work of engaged scientists are made accessible. There is a faulty assumption at large that students make their major career choices in high school, when the reality is that the choice whether or not to pursue studies in STEM is largely made by the end of Grade 8. Due mostly to the lack of information of what a career in STEM might offer middle school youth are opting out of a wealth of opportunity for their future.

Science Rendezvous began its joint program between the University of Toronto, York University, Ryerson University, and the Ontario Institute of Technology in 2008. Their goal was to launch an event of such scale, content, and quality as to engage the general public, and in particular, the youth to the wonder of science and engineering. Since that year, Science Rendezvous has managed to include 40 of Canada's top research institutions. They have also developed over 85 community partnerships in 10 provinces and 2 territories in this yearly event. Today it has grown to be the single largest science festival in Canada. It offers thousands of hands-in experiments and direct engagement with 6,000 of Canada's top researchers and scientists at 300 simultaneous events across the land.

In 2017 the organization celebrated Canada's 150th anniversary by hosting the Natural Sciences and Engineering Research Council's Innovation Showcase at festivals across the country. A time travel journey into Canada's history was created in exhibits showcasing the country's research innovations and achievements in STEM. At the University of Toronto pavilions lined St. George Street with over 100 demonstrations and experiments which included robots, solar cars, and math tricks. Participants could extract DNA, meet zebrafish, build arches, and identify earth's minerals. The theme was to discover and take pride in Canada's rich scientific heritage.

Science Rendezvous is part of a concerted campaign among scientists and engineers to change societal attitudes towards engineering, mathematics, and science. The goal is also to demonstrate what can be achieved when industry leaders

collaborate with the best Canadian researchers. The sciences have so much more to offer than what is often the public's perception of researchers and research: Nerdy men in sterile white coats laboring over dry and dull material. Changing this perception is crucial to the future of Canada, if we want to become a global leader and remain competitive and productive. Our youth need to become excited about the possibility of choosing a field of study in STEM.

There is no doubt that STEM educated graduates will impact Canada's job market and economy. The following facts both clarify this and serve as a caution. By the end of high school the majority of Canadian students take no science at all. Of the top 15 highest-in-demand careers, almost all require a STEM education. These include health care professionals, engineers, scientists, and technicians. Job growth is predicted in the skilled trades where an education in STEM is necessary. The future projections are that 75 percent of the jobs in the next 10 years will be high-skill. These are good reasons to hold a yearly festival where presenters and their displays can spark the interest and imaginations of both youth and their mentors in STEM subjects. Hopefully the many educators and role models in each student's life will advocate for the wide range of possibilities that would be opened through a career in science and engineering.

Science Rendezvous' mission is to increase both the scientific literacy of the public and promote a general awareness of the vital role that science plays in everyday life. The events held across Canada are meant to engage and educate the public on the importance of science and engineering stressing how these disciplines impact their lives, standard of living, and global competitiveness. The open lab concept was spearheaded by the organization in order to bring world class scientists and the general public together. These personal interactions along with the hands-on experiments, interactive lab tours, and fascinating demonstrations all serve to ignite the interest and passion of the participants.

Science Rendezvous also opens the doors to Canada's science infrastructure and, in so doing, allows the public unprecedented access to state of the art research facilities. A behind the scenes look into the careers of engineers and scientists is meant to encourage youth to pursue their educational path in STEM. Science is important to our collective future and, in light of climate change, vital to the conservation of our planet. Yet the science literacy rate within the general public has decreased, and unfortunately, there is little interest among youth in these disciplines.

The beauty of a science focused day is that it makes science fun for all and contributes to the public awareness and appreciation of the wonder of science, engineering, and technology. Science Rendezvous works with Canada's top research institutes in order to present this coast to coast open house and festival that is free to everyone. In so doing they have created a unique and irreplaceable celebration where science and people can meet. 🍁 CSC

Check out event videos on their Facebook page:
facebook.com/ScienceRendezvous/videos/10158583717845574

When They Come Back:

Reintegrating students back into school after an extended absence

Retour en force :

Réintégrer un élève après une absence prolongée

By/Par Sean Dolan



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Helping students in crisis is a reflex action for most educators. Knowing that a student has experienced a traumatic injury, illness, life event or mental health crisis is going to lead to a rallying cry where the school staff puts its best foot forward. Suddenly a flood gate of compassion is released and, with a focus often lost in the frenetic pace of school life, staff buckles down and comes up with plans to make life just a little bit easier for someone who's having a hard time. That said, schools occasionally fail to fully welcome kids back after a crisis. In the end, fail-safe mechanisms need to be put in place to protect kids when they return to school after an extended absence.

Aider les élèves en crise constitue un réflexe pour la plupart des éducateurs. Ainsi, lorsqu'un élève subit un événement traumatisant (blessure, maladie, crise de santé mentale ou autre), toute l'équipe-école met les bouchées doubles. L'élève reçoit soudain un torrent de compassion, et l'équipe – dont la bonne volonté ne survit pas toujours au rythme effréné de la vie scolaire – planche sur un plan qui facilitera un peu la vie de l'élève en difficulté. Or il arrive que l'école n'arrive pas à créer toutes les conditions favorables à un retour en force après une crise. C'est pourquoi il faut mettre en place des mécanismes de protection des élèves qui reviennent en classe après une absence prolongée.

Perhaps the best way to approach this topic is to provide a few examples that demonstrate an effective transition back to school for students who have been absent for an extended period of time.

Voici donc, en guise d'inspiration, quelques exemples de transition réussie pour différents profils d'élèves contraints de s'absenter longtemps.

“ Schools occasionally fail to fully welcome kids back after a crisis. In the end, fail-safe mechanisms need to be put in place to protect kids when they return to school after an extended absence.”



Seriously injured

Christine had been seriously injured in a fire. The injuries she sustained kept her out of school for most of her Grade 11 year. The principal worked with the family to make sure they knew that Christine’s health was the number one priority and that the school would do everything in their power to facilitate her return to school when the time came. Christine endured extensive and dramatic health intervention and was in the hospital for an extended period of time. Eventually, with her release on the horizon, the health team called the school team in for a meeting. By this point, the principal had handpicked a guidance counsellor for Christine, and brought the school social worker onto the case. A timeline was established and Christine was slated to return to school in September of her Grade 12 year.

The school team worked with a number of teachers to put together a plan for Christine. It involved a combination of independent learning courses and regular classroom courses that were part of a modified day. The guidance counsellor was the lead on the case for a variety of

Blessures graves

Blessée gravement dans un incendie, Christine doit manquer une bonne partie de sa onzième année. Le directeur travaille donc avec sa famille pour que celle-ci sache que la santé de Christine demeure la priorité numéro un et que l’école fera le maximum pour faciliter son retour en classe le moment venu. Christine passe beaucoup de temps à l’hôpital, où elle subit de longues et pénibles interventions. À l’approche de son retour en classe, les professionnels de la santé convoquent l’équipe-école à une rencontre. Le directeur, qui a déjà choisi une conseillère d’orientation pour Christine, sollicite le concours de la travailleuse sociale de l’école. Un calendrier est établi : Christine retournera à l’école en septembre pour commencer sa douzième année.

L’équipe-école met à contribution plusieurs enseignants pour dresser un plan, lequel prévoit pour Christine une combinaison de cours en autoapprentissage et de cours ordinaires en classe dans le cadre d’un horaire modifié. La conseillère d’orientation est désignée responsable de l’équipe pour différentes raisons : un, c’est la personne en qui



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« Or il arrive que l'école n'arrive pas à créer toutes les conditions favorables à un retour en force après une crise. C'est pourquoi il faut mettre en place des mécanismes de protection des élèves qui reviennent en classe après une absence prolongée. »

reasons: first, she was the person Christine trusted the most; second, she had a handle on how to help this student to complete enough course work to graduate; and, third, Christine's experience in the fire had been extremely traumatic. The burns left her disfigured and she was having a very difficult time adapting to school life. The counsellor spent many hours with Christine during her Grade 12 year and, thanks to the sheer will of this student along with the support of a strong school team, she graduated that June and got into the university she wanted to attend. The counsellor even helped with the transition to post-secondary.

Christine's re-entry plan worked because the team established her well-being as their priority and the guidance counsellor, as team leader, kept the lines of communication open with the student, the parents, the teachers and, when appropriate, the health care professionals working with the young lady. They took things one step at a time until they reached their goal of graduation and transition into university. Most importantly, Christine overcame tremendous adversity to make this plan work.

Christine a le plus confiance; deux, elle sait quoi faire pour aider l'élève à accomplir le travail nécessaire pour obtenir son diplôme; trois, l'incendie a été pour Christine une expérience extrêmement traumatisante. Ses brûlures l'ont défigurée, et elle a beaucoup de mal à se réadapter à la vie scolaire. La conseillère passe de nombreuses heures avec Christine pendant sa douzième année et, grâce à la volonté de fer de l'élève et au soutien indéfectible de l'équipe-école, Christine termine son secondaire en juin et est admise à l'université de son choix. La conseillère l'aidera même lors du passage aux études postsecondaires.

Pourquoi le plan de réintégration de Christine a-t-il fonctionné? Parce que l'équipe a fait du bien-être de l'élève une priorité et que la conseillère d'orientation – en tant que personne responsable – a toujours bien communiqué avec la jeune femme, ses parents, ses enseignants et, au besoin, les professionnels de la santé qui la traitaient. Un pas à la fois, ils sont arrivés à leur objectif: permettre à Christine d'obtenir son diplôme et d'aller à l'université. Le plus important? Christine a su triompher de l'adversité pour que le plan fonctionne.

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A tragic loss

Amrit knew his father wasn't well but he never imagined that his situation was about to turn dire. His mother told him to meet her at the hospital after her father's doctor told him to report to the local Emergency Room. The ER staff ran some preliminary tests that quickly evolved into more extensive tests which led to a diagnosis: lymph node cancer. The cancer was moving rapidly through Amrit's father's system, causing his vital organs to shut down. Over the course of four days, he had gone from feeling ill to being flat out in a hospital bed unable to walk or talk.

Amrit helped his mother come to terms with the situation. Unfortunately, there was a language barrier hindering the communication between the doctor and the family so Amrit had to play a primary role in translating information so that everyone fully understood what was going on. Amrit was in a position where he would have to bear the responsibility of a great deal of the caregiving for his ailing father.

Amrit made an appointment with his guidance counsellor and told him what was going on. The guidance counsellor listened attentively and let Amrit know that he was sorry for what the young man and his family were going through. Then he shared a plan with Amrit: he would contact Amrit's teachers and the vice principal to let them know what was going on and keep them apprised as the situation developed. A few challenges were present: first semester final exams were just a few weeks away



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Perte tragique

Amrit savait que son père n'allait pas bien, mais il ne pouvait imaginer le drame imminent qui se préparait. Sa mère lui demande de le rejoindre à l'hôpital après que le médecin ordonne à son père de se présenter à l'urgence. Après quelques examens préliminaires, l'équipe de l'urgence procède rapidement à d'autres examens, puis le diagnostic tombe : cancer des ganglions lymphatiques. Le cancer progresse rapidement dans l'organisme du père d'Amrit, dont les organes vitaux cessent de fonctionner. En l'espace de quatre jours, le père d'Amrit passe de malade à invalide, confiné à son lit d'hôpital et incapable de marcher ou de parler.

Amrit aide sa mère à s'adapter à cette situation. Malheureusement, la barrière de la langue entrave la communication entre le médecin et la famille, si bien qu'Amrit doit agir comme interprète pour que tout le monde comprenne bien ce qu'il en est. Amrit se voit par ailleurs dans l'obligation de prendre en charge une grande partie des soins prodigués à son père souffrant.

Amrit prend rendez-vous avec son conseiller d'orientation pour lui expliquer la situation. Le conseiller l'écoute attentivement et lui dit qu'il est désolé pour la situation éprouvante que vivent le jeune homme et sa famille. Il propose ensuite un plan à Amrit : il communiquera avec les enseignants et la directrice adjointe pour leur expliquer la situation et leur dire comment les choses évoluent. Le cas d'Amrit présente quelques défis : les examens finaux du premier semestre approchent à grands pas, et l'élève de



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“For the duration of Daniella’s stay, the teacher at the hospital was in almost **daily contact** with the **guidance counsellor** who **communicated vital information** to the **teachers**, the **vice principal** and the **school Child Youth Worker.**”

and Amrit, a Grade 12 student, was hoping to upgrade his marks moving into the home stretch of the semester. However, with the prospect of frequent hospital visits and a caregiving role in his father’s health plan, school work was going to have to be shelved. The counsellor communicated this with the teachers and the vice principal. They collaborated and decided to excuse Amrit from school work (including exams) for the balance of the semester. He would receive his term mark for his final grade in all his courses.

Sadly, Amrit’s father passed away and a new plan was put in place for semester two of his graduating year. The guidance counsellor was the go-to person for Amrit to check in with and the social worker promised to see the young man once a week to make sure he was doing alright. The teachers were very understanding and communicated any concerns with the guidance counsellor and Amrit’s mother. Once again, this young man overcame the adversity life handed him and made it to graduation despite a prolonged absence while dealing with his father’s illness and passing.

Mental health crisis

Daniella had been dealing with anxiety, depression and substance addiction since she was 14. Now in grade 11, Daniella experienced a psychotic break. She was seen acting suspiciously on a highway overpass by her home. A concerned passerby contacted 911 and the police were dispatched. Once they arrived, Daniella resisted

douzième année espère améliorer ses résultats en fin de semestre. Or la nécessité de se rendre fréquemment à l’hôpital et de prendre soin de son père force Amrit à mettre de côté ses travaux scolaires. Le conseiller explique le tout aux enseignants et à la directrice adjointe, qui décident ensemble d’éliminer tous les devoirs et les examens pour le reste du semestre. Pour chaque cours, Amrit recevra comme note finale sa note à ce jour.

Malheureusement, le père d’Amrit succombe à la maladie, et un nouveau plan est établi pour le deuxième semestre de la dernière année du secondaire. Le conseiller d’orientation devient la personne-ressource d’Amrit, et le travailleur social promet de rencontrer le jeune homme chaque semaine pour voir s’il va bien. Les enseignants se montrent très compréhensifs et font part de leurs inquiétudes au conseiller d’orientation et à la mère d’Amrit. Comme Christine, le jeune homme a finalement triomphé de l’adversité et réussi à obtenir son diplôme malgré l’absence prolongée entraînée par le cancer et le décès de son père.

Crise de santé mentale

Daniella avait des problèmes d’anxiété, de dépression et de toxicomanie depuis l’âge de 14 ans. En onzième année, elle subit une crise psychotique. On l’aperçoit alors agir de manière suspecte sur un viaduc près de chez elle. Un passant inquiet appelle le 911, puis les policiers se rendent sur place. Daniella résiste à leurs



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« Pendant le séjour de Daniella, l'enseignante de l'hôpital communique presque quotidiennement avec la conseillère d'orientation, qui peut ainsi relayer de précieux renseignements aux enseignants, au directeur adjoint et à la travailleuse sociale de l'école. »

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their efforts to help her, assaulting one of the officers. Eventually she was brought under control and taken to the hospital where she was admitted to the youth psychiatric care unit. The staff indicated to her family that her stay would be lengthy as they attempted to come to terms with the mental health crisis that had brought Daniella to the bridge that day.

efforts pour l'aider, allant jusqu'à agresser un des agents. Lorsque les policiers parviennent finalement à la maîtriser, ils la conduisent à l'hôpital, où elle est admise en pédopsychiatrie. Le personnel du service explique à la famille que Daniella devra être hospitalisée longtemps, le temps que le personnel tente de comprendre la crise de santé mentale qui l'a menée sur le viaduc ce jour-là.



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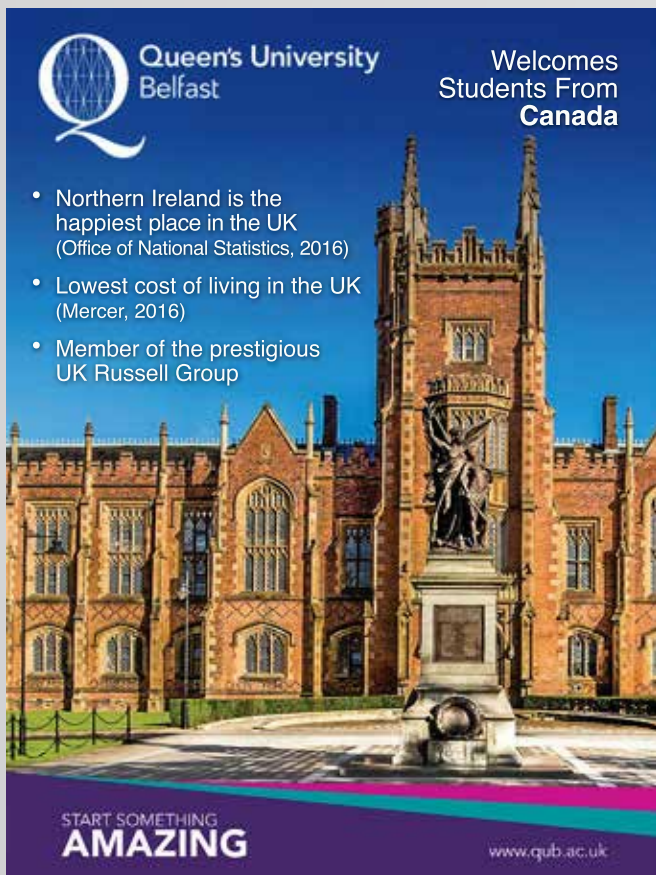
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Daniella spent three weeks in the hospital. The youth unit had a teacher assigned to work with patients so that they didn't fall too far behind in their school work. For the duration of Daniella's stay, the teacher at the hospital was in almost daily contact with the guidance counsellor who communicated vital information to the teachers, the vice principal and the school Child Youth Worker (who had a pre-existing therapeutic relationship with Daniella). By the time she was discharged, Daniella was up-to-date on her assignments - thanks in large part to the coordination of the hospital and school team. A meeting was arranged involving the guidance counsellor, child youth worker and vice principal, Daniella and her parents to make the transition back to school a smooth one. Those assembled decided that it would be best if Daniella could be permitted to come to the Student Services office whenever she felt she needed support. She would check in with the Child Youth Worker or the guidance counsellor and, if the day was really not going well, her parents would be notified and she would head home.

Daniella stumbled through the rest of the school year. While she did utilize the support of school staff, she often skipped her classes and her school work suffered. The lines of communication between the family and the school were maintained with a number of "fresh starts" and new plans made to help Daniella. It wasn't until the start of Grade 12 that Daniella got back on track. While her attendance was still spotty, she was able to pass her courses and get on track to graduate.

Daniella passe trois semaines à l'hôpital, où travaille une enseignante qui aide les jeunes patients à rester à jour dans leurs travaux scolaires. Pendant le séjour de Daniella, l'enseignante de l'hôpital communique presque quotidiennement avec la conseillère d'orientation, qui peut ainsi relayer de précieux renseignements aux enseignants, au directeur adjoint et à la travailleuse sociale de l'école (qui était déjà intervenue auprès de Daniella). Lorsqu'elle obtient son congé, Daniella n'accuse aucun retard dans ses devoirs, surtout grâce au travail concerté du personnel hospitalier et de l'équipe-école. Une rencontre entre la conseillère d'orientation, la travailleuse sociale, le directeur adjoint, Daniella et ses parents est alors organisée pour assurer un retour à l'école harmonieux. Les personnes réunies conviennent qu'il serait préférable que Daniella ait le droit de se présenter au bureau des services aux élèves chaque fois qu'elle juge avoir besoin d'aide. Elle rencontrera régulièrement la travailleuse sociale ou la conseillère d'orientation, et si sa journée se déroule vraiment mal, ses parents en seront avisés et elle pourra rentrer chez elle.

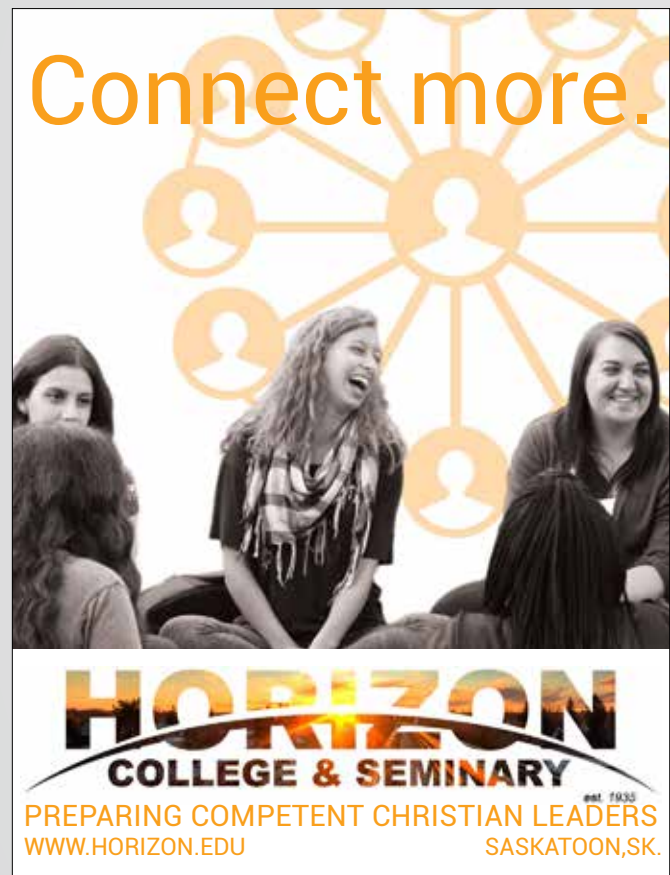
Daniella survit tant bien que mal au reste de l'année scolaire. Bien qu'elle aille chercher de l'aide auprès du personnel de l'école, elle s'absente fréquemment, et son rendement en souffre. La famille et l'école continuent de bien communiquer, et plusieurs « nouveaux départs » et nouveaux plans sont proposés pour aider Daniella. C'est finalement au début de la douzième année que la situation s'améliore. Malgré ses absences encore fréquentes, Daniella a réussi à passer tous ses cours et est en voie d'obtenir son diplôme.



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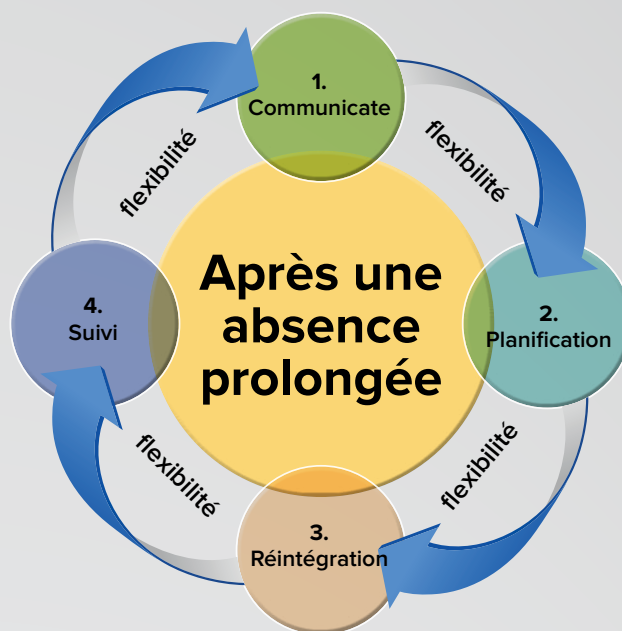
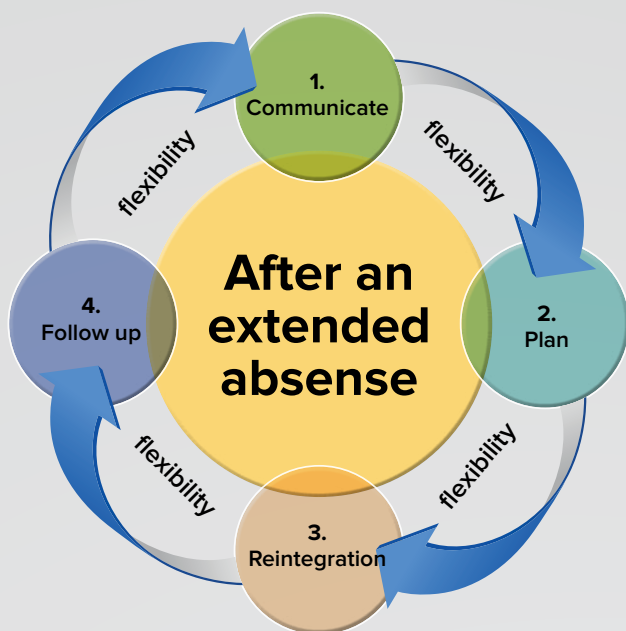
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Priorities and best practices

There are two priorities that need to be considered when a student returns after an extended absence:

- The well-being of the student
- The creation of a team (with a clear team leader who the student trusts) to take responsibility for the student's transition back to school

All three stories illustrate the presence of a team leader, the formation of a team and the student's well-being as a primary focus. In the end, all plans have a chance of working if the team keeps a few best practices in mind.

Communication – the team leader must establish a line of communication between the school, the student, the family and any involved outside agencies (like a hospital). Communication is the key component for the entire process if a smooth transition back to school is going to work.

Planning – all stakeholders need to collaborate to come up with a plan to make the student's transition back to school as seamless as possible.

Reintegration – the plan is implemented with the team leader monitoring progress from the start.

Follow up – the team leader needs to follow up to make sure that the plan is working. If it isn't, revisions need to be made so that the transition works and the student is effectively welcomed back into the school community.

Flexibility – surrounding the entire process is a spirit of flexibility and a willingness to enhance what's working and shelve what's not working. Most schools don't have a "protocol" for reintegration of students after an extended absence because no two situations are the same. Instead, each case is treated in a professional and flexible manner to make sure the student's well-being remains a priority. ♣ csc

Priorités et pratiques exemplaires

La préparation d'un retour à l'école après une absence prolongée doit se faire selon deux priorités :

- le bien-être de l'élève;
- la création d'une équipe (chapeauté par un responsable en qui l'élève a confiance) chargée du retour à l'école de l'élève.

Ces trois récits illustrent l'importance de désigner un responsable, de former une équipe et de miser avant tout sur le bien-être de l'élève. En fin de compte, n'importe quel plan est susceptible de réussir moyennant l'adoption de ces quelques pratiques exemplaires.

Communication – Le responsable établit des canaux de communication entre l'école, l'élève, la famille et les intervenants externes (l'hôpital, par exemple). Une bonne communication demeure le principal ingrédient d'un retour à l'école réussi.

Planification – Tous les intervenants dressent ensemble un plan qui débouchera sur un retour en classe aussi harmonieux que possible.

Réintégration – Dès le départ, le responsable surveille l'application du plan et les progrès réalisés.

Suivi – Le responsable effectue un suivi pour valider l'efficacité du plan. Si le plan ne fonctionne pas, le responsable le révisé pour assurer une transition réussie et un retour à l'école harmonieux.

Flexibilité – Tout le processus se déroule dans un esprit de flexibilité, empreint d'une volonté de miser sur ce qui fonctionne et de mettre de côté ce qui ne fonctionne pas. Si la plupart des écoles n'ont aucun « protocole » de réintégration après une absence prolongée, c'est qu'il n'y a pas deux situations pareilles. Il faut donc traiter chaque cas avec professionnalisme et souplesse pour que le bien-être de l'élève demeure prioritaire. ♣ csc



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The McMaster Youth Movement: *An Initiative of Hope*

By Alison Zenisek

*“A heart without dreams
is like a bird without feathers”*

S. KASSEM



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Contemporary research has found that educational attainment rates and income are directly related for Indigenous people. Therefore, Indigenous educational programs are crucial to closing the income gap between Indigenous and non-Indigenous wage earners. The loss of cultural traditions, viable community life, as well as social and educational inequities, along with pervasive discrimination have all contributed to the incredible challenges Indigenous youth face in Canada. According to John Williams, a running back that played eight seasons with the CFL, the success of an individual is often tied to the success of their community. His vision is to keep Indigenous youth active, educated, and connected to their community. “I think more than anything it’s an opportunity to show them that university is not a scary place. There is such a large dropout rate for Indigenous students that come to university because it’s so foreign to them.”

Williams, who was born and raised in Ontario, felt like an outsider when he attended university in the United States as a Black student athlete in colleges that were predominantly White. The feelings of alienation and the lack of support in a highly competitive academic and athletic arena were something he could identify with. When Williams worked as the coordinator of community relations for the Hamilton Tiger Cats, he helped set up a football camp for the youth of the Six Nations Reserve. During the event he met Native American Jim Warne and saw how he captivated and encouraged the kids with teachings from their own culture. Williams was impressed, but it also hit home. “It was very similar to my experiences; I knew some of the hurdles I had to get through and without much support.”

“The McMaster Youth Movement was created to help those Indigenous students find balance in chaos by staying active, educated and connected to their communities.”

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A door opened for Williams to become that support through one of his contacts, James Knibb-Lamouche, who is the associate director for Indigenous student services at Mac Master University. Knibb-Lamouch, who is of Cree and Metis ancestry, is thrilled that Williams is implementing Indigenous initiatives connected to McMaster. In a series of synchronistic encounters Williams has been given the opportunity to support students from under-represented minorities in sport. “As a former racialized student-athlete myself, I understand some of the challenges that go along with existing on a predominantly white campus in a new environment. The McMaster Youth Movement was created to help those Indigenous students find balance in chaos by staying active, educated and connected to their communities.” The Mac Youth Movement had its inception from an event Williams had encountered at the University of Oregon. The university had a field day where Native American youth from across the state gathered together, enjoyed sports, met student athletes, and heard motivational speakers.

Williams’ vision and energy are tireless. “We are working on a number of initiatives for the new year.” He plans to host his second field day at the McMaster campus. The first field day included various athletic competitions

and invited 50 youth from the Six Nations Reserve and from Hamilton, Ontario. His newest venture soon to be launched is a leadership program for Indigenous girls with an interest in sport entitled AS-IF (Access to Sport for Indigenous Females). The program will see Mac Master students travel to Six Nations to assist teens with leadership development. Williams is also planning to host a “Day in the life of a student-athlete,” where boys and girls basketball teams from a Six Nations elementary school will have the opportunity to see the campus and perhaps their future. A Basketball clinic for youth is also in the works.

There is obviously more to the programs that Williams develops than just athletics. He interweaves lessons on the importance of using sport as a catalyst for social justice. Not only can sport work to combat racism, but it can encourage students to promote positive community identity and take pride in their culture. “This youth movement that we’ve created, it’s our mission to continue to bring in more Indigenous student athletes,” says Williams. Through a variety of sports-based programs the very existence of MYM is to ensure the long term athletic development and growth of Indigenous youth on the McMaster campus and beyond.

The group recently teamed up with the Lubicon Lake Nation in the community of Little Buffalo to inspire their youth to remain active through football, basketball, soccer, and various other activities. They had the opportunity to listen to John Williams, Anthropologist Dr. Dawn Martin-Hill, and Cody Lookinghorse of Standing Rock share the importance of sports, education, and culture. Each youth received a Hamilton Tiger-Cats Football jersey.

The Lubicon Lake Nation is a high risk community in the interior of Northern Alberta. Once a people known for their self-sufficiency, as well as their hunting and trapping skills, they are now struggling against various societal and health issues including the contamination of their land and water due to ongoing oil and gas development around their community. The Lubicon Cree do not have a reserve or any legal rights to the management of the land they live on. The health of their children is adversely affected by a lack of sanitation and potable water.

But “hope is the thing with feathers,” and as long as there are groups like the McMaster Youth Movement and people willing to go the extra mile compassion demands, then the future can be brighter. Sport can empower youth and through education, change lives over the generations. Williams’ goal with McMaster is to see more access to recruitment and retention of Indigenous students. He wants to take programs like McMaster across Canada. “I thought this was the perfect opportunity to get the ball rolling and doing it more. The program now... revolves around the same thing; access, recruitment, retention of more Indigenous student athletes.”

Sports shaped Williams’ life and opened doors to his future, and perhaps his calling. He wants to see the same opportunities continue for future generations of all people in Canada. “The CFL has given me such a large platform to be able to speak out on these issues.” Because of John Williams and all the people working with him, it is an opportunity given wings. 🍁 csc

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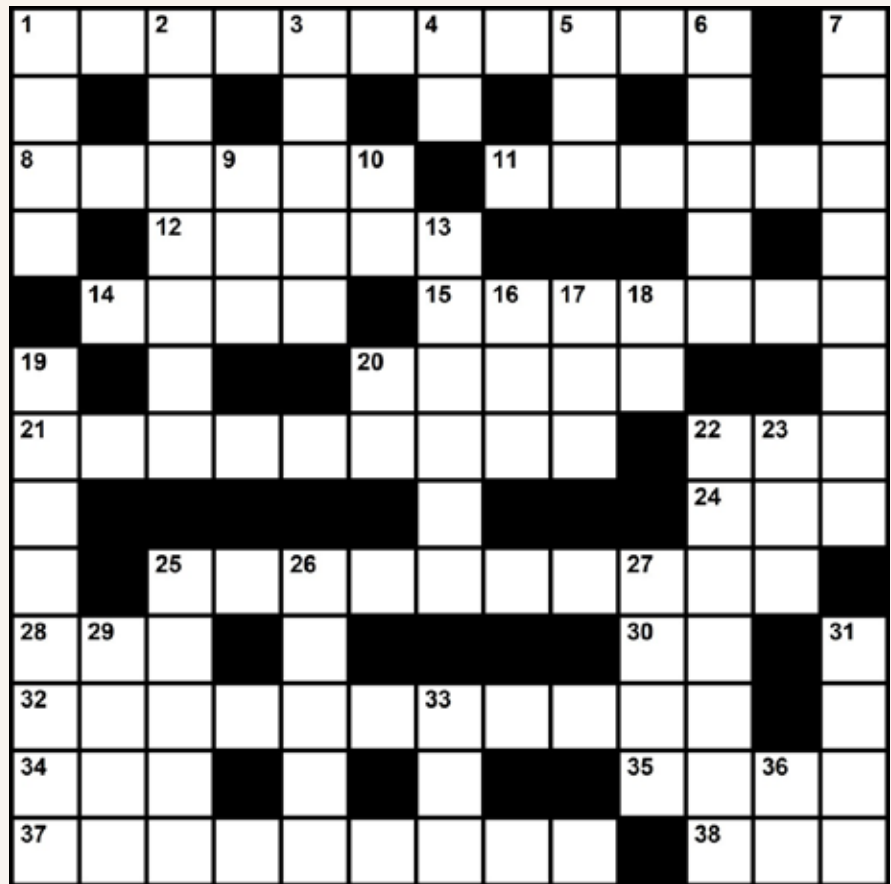
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- 1 Largest vocational educational and skills excellence event globally
- 8 Assessment of a student
- 11 Handling problems that come up
- 12 Urge strongly
- 14 Work choices for the future
- 15 Devise, 2 words
- 20 Ambition
- 21 Highly desirable quality in a candidate for a job, honesty
- 22 Ending for poet or lion
- 24 Was introduced to
- 25 Showing understanding for others' feelings
- 28 Part of a jazz combo
- 30 For example, abbr.
- 32 Student who carves his or her own path
- 34 Large tree
- 35 Openly oppose authority
- 37 Available jobs
- 38 French for his



crossword solution on page 58

Down

- 1 Caution
- 2 Emotional connection
- 3 Demonstrates audacity
- 4 Canadian singer, ___ lang
- 5 Bathroom in England
- 6 Avoid, as responsibilities
- 7 It points the way
- 9 Venus or Mars
- 10 Poet Eliot's initials
- 13 Stern about the rules
- 16 Popular item
- 17 ___ league universities
- 18 Compass point
- 19 Avoid a question, say
- 20 PhD title



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