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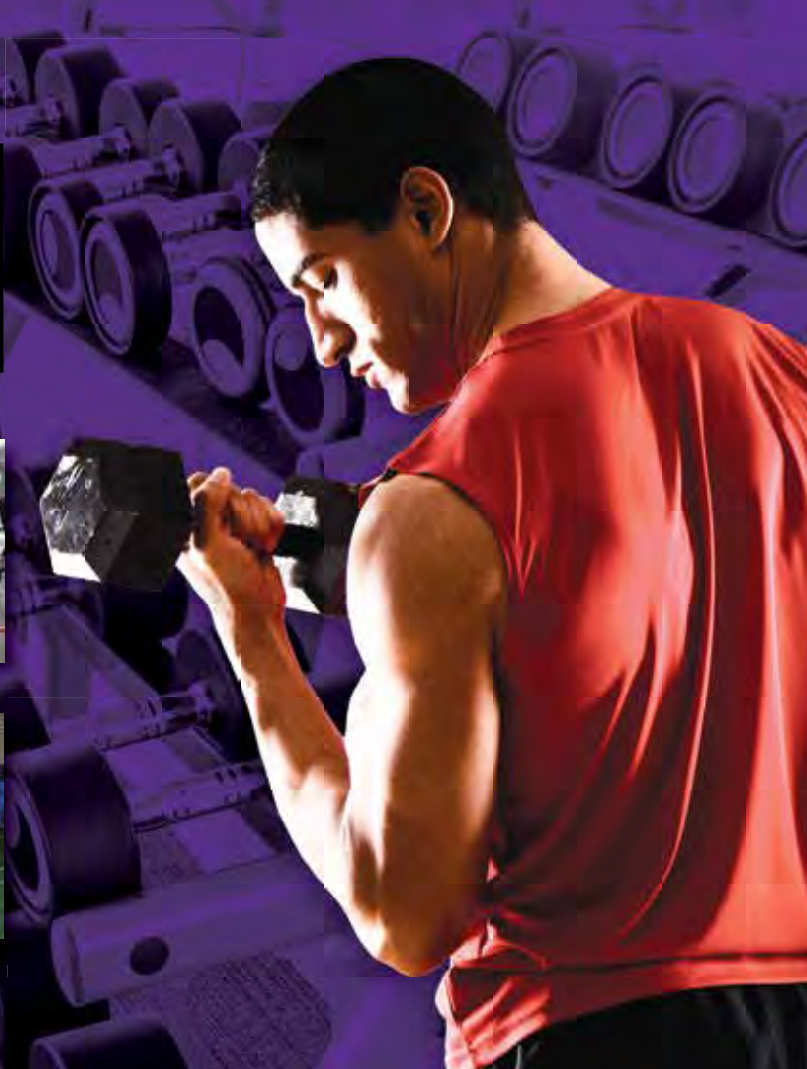
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Rush's Geddy Lee on the importance of music education;

Courtesy of Canadian Press
By Victoria Ahearn

Rush frontman Geddy Lee says music saved him in many respects as a youngster dealing with teenage angst and the death of his father.

"It was one of the first things I found that I was really good at doing," recalls the vocalist, bassist and keyboardist. "I was kind of a medium kid in every other aspect. I was kind of medium at school, nothing grabbed me in terms of education besides maybe English and history ... and I liked the graphic arts and things like that. But music was the first thing I found that I was good at picking up and expressing myself with."

Some people are simply born to be in the arts but it takes a good teacher to recognize, encourage and foster that in an engaging way, says Lee.

He and fellow Rush members Alex Lifeson and Neil Peart hope to inspire such educators as the sole sponsors of the 2016 MusiCounts Teacher of the Year Award.

This year's recipient is Don Bosse, a music teacher at Fredericton High School in the New Brunswick capital. He received \$10,000 plus a contribution to his school's music program and VIP treatment throughout JUNO week.

Rush surprised Bosse, presenting him with his award in Toronto while he was shopping for his attire for the Juno Awards. "He was pretty freaked out," says Lee. "I think it's a really important award. People that toil away on a daily basis trying to inspire kids to follow their dream, I think that's a really important job."

Lee says he didn't have a teacher like Bosse growing up and he always felt there was a part of his musical education "that could have been so much more effective."

"Learning in school in that time was very rigid and very classical-oriented and you didn't have

the kind of creativity that people like Don are bringing into the classroom," says Lee. "I find that's what's so cool, when you go to some of these more contemporary and forward-thinking teachers, they're the ones that make a difference."

Instead, Lee and Lifeson, whom he met in junior high, jammed in the garage and basement. "He was always a terrible influence on me," Lee says with a laugh. "But we liked music and we liked the same kind of music."


In what way was Lifeson a bad influence? "In every possible way," chuckles Lee. "He was the first guy that got me to smoke a joint, so that was it. I was corrupted after that."

It was a high school guidance counsellor who helped Lee when his father died and made him realize that music was his calling. Lee eventually left school to pursue it full-time. His mother was "extremely not pleased" when he left school, but she came around when she saw his bandmates on a local Canadian TV show. "That was I think the first time she understood that I was an entertainer and not a lunatic," he says.



2016 MusiCounts Teacher of the Year Award recipient Don Bosse (centre) of Fredericton High School poses with Rush band members Geddy Lee (left) and Alex Lifeson in a recent handout photo. THE CANADIAN PRESS/ HO/Barry Roden

Such was the beginning of Rush, the pre-eminent prog-rock trio that's won 10 Juno Awards and sold over 40 million records worldwide. Last summer they wrapped their R40 tour and said it would "likely be their last major tour of this magnitude." (A publicist said questions about the band's touring future were off-limits in the recent chat with Lee.)

"Never did we imagine that we wouldn't be able to shake each other loose 40-plus years later," says Lee. 

Ontario guidance counsellors 'spread too thin,' education advocates warn

Only 17% of elementary schools in Ontario have guidance counsellors

Courtesy of CBC news

By Marion Warnica

Non-profit People for Education, which releases regular reports based on feedback from Ontario principals and staff, said its information shows a lack of clarity about guidance counsellors' role, a freeze on funding and a gap in support for vulnerable elementary school students.

Its annual report released Monday echoes the sentiments in its 2015 report. "We think the more times we say it, someone will actually listen," said Annie Kidder, executive director of the group. "It's urgent."

The report uses the survey responses of roughly 1,014 Ontario principals. Education Minister Liz Sandals thanked the group for its research and said she will "carefully review" the group's findings and recommendations. "We recognize and appreciate the important role that guidance counsellors play in our schools," Sandals said in a statement.

Sandals said the government spent \$400 million on librarians and guidance services in 2015-2016. She also said education and career planning is built into other aspects of the curriculum. Kidder said funding for Ontario guidance counsellors has remained unchanged since 1988.


.....
“We recognize and appreciate the important role that guidance counsellors play in our schools.”

Only 17% of elementary schools have guidance counsellors, which Kidder said is concerning when one considers how vulnerable Grade 7 and 8 students can be.

Those grades are a time when students are making crucial decisions about their high school courses that affect their future, while also experiencing more complex social and emotional issues both at home and at school, she said.

The report recommends elementary school guidance counsellor ratios in the province should match high schools: a ratio of 380 students to one guidance counsellor.

Kidder admits that number is even high for one counsellor to deal with — especially as the complexity of issues on their desk grows.

The old-fashioned notion of a guidance counsellor as someone who just helps pick careers and courses is obsolete, she said. "One out of every five teenagers has struggled with mental health," said Kidder. "If we're relying on guidance counsellors for this, do they have the right kind of education? ... They're being pulled in a million different directions." 

R.D. Parker student hosts "Express Yourself" dance group for high school students

Courtesy of Thompson Citizen

By Kacper Antoszewski

Thompson, MB - R.D. Parker Collegiate student Sofia Lima is hosting a student dance club, "Express Yourself," every Friday at lunch, beginning this week. The program is open to all students of RDPC, and offers a guided environment for students to explore expression through dance: "I named it Express Yourself, because I don't think dance is necessarily about knowing certain steps. You should be able to dance to express how you're feeling inside. It's a way of being able to express yourself without having to talk."

The club has a loose, open-ended structure, and accommodates what attendees are feeling day-to-day, whether it's learning new steps, improvising, or just changing the music day-to-day. "We can


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do hip hop, jazz, funk, ballet. Whatever people are interested in, I can teach them what they want to learn.”

“I named it Express Yourself, because I don’t think dance is necessarily about knowing certain steps. You should be able to dance to express how you’re feeling inside. It’s a way of being able to express yourself without having to talk.”

Lima was originally approached by a school counsellor about organizing the program; a student from out of town had suggested the idea, noting that their previous school had hosted such a class as well. “They let me know someone was interested, and that’s how it all started.” Lima had been dancing competitively herself for over six years prior, and has been a student of Aurora Dance Academy since the academy opened.

The program also includes the school’s L3 program for students with special needs; two Aurora dance teachers, Ashley and Jessica Cormier, help to work with the L3 students as Lima co-ordinates the general class, and have been Lima’s mentors since starting the project. 

New program aims to steer youth away from drugs and violence

Courtesy of The Windsor Star
By Craig Pearson

In light of high-profile street gang activity in Toronto and elsewhere, Windsor has a new program aimed at steering at-risk youth clear of drugs, violence and other dangers.

New Beginnings, which has been serving youth and families since 1971, on Wednesday officially launched the Risk Intervention and Prevention Project to 125 delegates from 35 agencies at the St. Clair Centre for the Arts. The idea is for agencies to join forces and provide at-risk youth aged 12 to 20 support in a number of ways.



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It’s sort of one-stop shopping for services that goes out to the clients, not just the other way around.

“It’s about providing service to the most high-risk youth in our community, who may be unable to access services in the conventional fashion,” New Beginnings executive director Mary Kay Morand said Wednesday. “We’re talking about youth who may be involved in violence, may have substance issues, may have negative peer associations, may experience housing and poverty issues.

“So staff hired for this program are mobile, meaning they are out there in the community, meeting the youth where they are.”

University of Toronto professor Scot Wortley provided the program launch keynote address: Academic Perspectives on Canadian Street Gangs.

“It’s about providing service to the most high-risk youth in our community, who may be unable to access services in the conventional fashion.”

He said a 2002 study — the most recent with reliable numbers — showed that at the time, there were 434 different gangs in Canada, with more than 7,000 members. Since then, a rash of high-profile gang-related violence and killings — such as the 2005 Boxing Day shooting in downtown Toronto of Jane Creba, a 15-year-old innocent bystander — has garnered more attention in the media and in society. Gangs are largely centred in big cities such as Toronto and Detroit, though Windsor is not immune to the phenomenon.



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"In Windsor we don't have formalized gangs in the way Toronto does, where they identify with colours and things like that," Morand said. "What we do know about Windsor is we have different pockets, and sometimes certain groups are involved in negative behaviour. Our proximity to the border and the 401 make our youth even more vulnerable for drugs, crime, firearms, or perhaps to be runners for other adult gangs."

The plan is to reach out before gang culture takes hold in Windsor.

"What we have in Windsor is street crime, though maybe at a lower level," Morand said. "But could we end up getting to a larger level? Absolutely. That's why this program is great, because of the prevention aspect." 

For more information on the Risk Intervention and Prevention Project, call New Beginnings at 519-254-2363.



Manitoba teacher hopes goose hunting will help save his students

Six young people in Cross Lake committed suicide in three months

Courtesy of CBC news

By Nick Purdon

Kerry Muswagon is the cultural awareness teacher at Mikisew school in Cross Lake, Man., where six young people committed suicide in a three-month period. The community, also known as Pimicikamak Cree Nation and located about 500 km north of Winnipeg, declared a state of emergency in March and had 100 kids on suicide watch. Muswagon believes if he teaches the students about their culture, they'll feel better about themselves. That's where the goose hunt comes in.

"I don't really like to stay inside. It gets lonely."

This is Justin, one of Muswagon's 14-year-old hunters. "Out here it feels wide open and free," he said of the outdoors program. When the trip is over, the teen will bring a goose home to his mother for dinner. "She is going to get all nerdy and embarrassing. Like, 'Ohhh, I'm so proud of you,'" he said.

Every spring, Kerry Muswagon takes his Grade 8 students into the bush to hunt geese.

"When people ask me, 'How many kids do you have?' I say, '400,'" Muswagon said. "I treat them all like my sons and daughters." That's him calling geese to a blind built by his students on Day 1 of the three-day course.



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All photos by Nick Purdon



Muswagon was worried about teaching his students to use guns.

Giving guns to young people in the midst of a crisis like the one facing Cross Lake caused Muswagon to question his methods. But when he listened to his heart, he came to the realization that the outdoors is where his students belong. "It's part of our tradition. If we don't teach them, who is going to? Maybe this will help them cope," he said.

"It's kind of boring in town."

Hunting isn't just for boys. Here, Angel and Hannah, both 14, learn to pluck geese shot during the three-day camping program. Hannah said she likes it out on the land "because there's nothing to do [in town] and nowhere to go."



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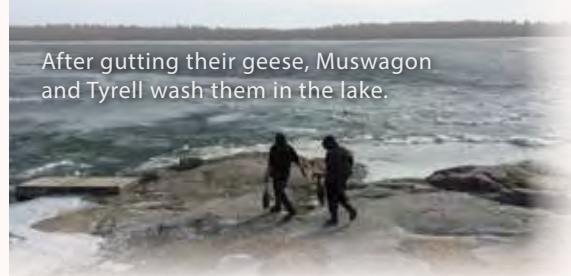
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Hunting helps Tyrell forget

Tyrell, 13, is in Muswagon's program and knows three people who committed suicide in Cross Lake. He said the goose hunt helps him forget. "It just kind of helps me accept that they're gone so I don't have to keep missing them."

Tyrell was in Muswagon's class when he got the news about one of the suicides. "He was crying and he gave me a hug. It was pretty emotional," Muswagon recalled. "We wanted him to come out and take a break from Cross Lake and be with Mother Nature."



After gutting their geese, Muswagon and Tyrell wash them in the lake.

Muswagon spent a lot of time in the bush with his dad.

"It sure helped me," the teacher said of his time hunting with his father. "I didn't have time to think about the problems in the community." Now he hopes to pay that experience forward 🇨🇦 **csc**



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- SCNC is a forum for Canadian youth to compete at the national level, using the nine essential skills and gaining hands-on work experience related to skilled trades and technology careers



Why is it happening?

Skills/Compétences Canada (SCC) hosts this annual competition to provide Canadian youth the opportunity to reach the pinnacle of excellence in their chosen field. Through these competitions, SCC also seeks to raise awareness of skilled trades and technology sectors to Canadian youth and their influencers. It is clear that skilled trades and technology careers are important for our economy and an excellent career path for many young Canadians. Yet, many Canadians either do not know what careers in trades look like or what they entail. This event provides real insight into the career options available as SCC engages businesses, educators and political leaders in discussions about the importance of these careers for our country. SCNC focuses media attention on skilled trades and technologies and, equally, highlights individuals that have successfully pursued these paths.

“It is clear that skilled trades and technology careers are important for our economy and an excellent career path for many young Canadians.”

Goals

- Provide competitors with hands on work experience. SCNC is the national qualifying step to participate at the international level with Team Canada at the WorldSkills Competition held every two years
- Get Canada's youth to consider skilled trade and technology careers as a viable, rewarding option
- Engage Canada's youth in projects/ experiences involving skilled trades and technology by fostering conversations between industries, teachers and students
- Engage with industry leaders, educators and political decision makers creating a dialogue focused on the importance of encouraging uptake in skilled trades and technology careers to ensure that Canada remains at the forefront of competitive advantage in global economies.
- Promote awareness surrounding the nine essential skills

SCNC 2016 in Moncton, New Brunswick

Join us on June 6-7 at the Moncton Coliseum. Approximately 5,000 students from the Moncton area will participate in various Try-A-Trade® and Technology activities hosted by educators and industry experts. These hands on activities are aimed at heightening their understanding and interest in pursuing a career in the skilled trades and technologies. Through these activities, SCC will also demonstrate the importance of the nine essential skills and how they contribute to a successful and fulfilling career in the skilled trades and technologies. SCNC 2016 will highlight Oral Communication. 



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Learning to Embrace Imperfection

By: Sean Dolan

“Maybe this is the source of some of the stress for many kids transitioning through life: they have been told how perfect they are and life is teaching them how imperfect they are in so many ways.”

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Lately I have been wondering why high school students are becoming stressed and overwhelmed so easily. On the surface, they are having problems striking a balance between academic demands and their need to perform well. At a deeper level, they are having major difficulty transitioning from one common life phase to the next.

The Perfection Myth

One way that parents and educators are contributing to the stress of kids is by promoting (whether they know it or not) a perfectionism mythology. Today's young people are convinced that they can do no wrong as their cheerleading parents and an eager-to-promote school system endorse the idea of perpetual over-achievement. In turn, even when they do something wrong, diplomatic language is employed to cushion the blow of the message surrounding their imperfection. As a result, kids expect to be excellent at everything and, even when they are terrible at certain things, adults stand at the ready prepared to dish out a compliment for actions that do not warrant affirmation. Maybe this is the source of some of the stress for many kids transitioning through life: they have been told how perfect they are and life is teaching them how imperfect they are in so many ways. The fact of the matter is

that most of us are actually good at very few things. While I might be a decent mathematician, my athletic or artistic skills might be lacking.

What's a guidance counsellor to do?

When they come in and sit across from us in our Guidance offices, we are suddenly on the hot-seat. Saddled with huge expectations and not having a clue how to manage their own stress, they share their dreams with us and ask for our advice. Then we find ourselves in the uncomfortable position of being the first person in their lives to tell them they aren't perfect - that their 50 per cent average in Biology is not very promising for someone who's lifelong ambition has been to become the world's foremost pediatrician - especially when they're not sure if a pediatrician helps children or people with foot and leg issues (FYI: in case you weren't sure, pediatrics deals

with kids stuff and podiatry deals with foot stuff). Similarly, many higher performing students do not understand that 80 per cent is a very good mark and that teachers aren't punishing them by denying them a perfect grade on every assignment and test.

This is where Guidance Counsellors have to be master communicators. At our school, we have two significant problems that are exacerbated by the perfection myth: students who continually place themselves in courses and levels that are too challenging for them and arts-oriented students who stubbornly insist on taking science and math courses (Note: I say students but in many cases it is the parents who are driving the poor pathway choice). I like to use analogies to help explain things to my students. When they are distressed by their poor academic performance (despite their best efforts!) and then insist on taking courses that they will not achieve success in, I say to them, "Okay, listen. I would like to be the starting point guard for the Toronto Raptors next year. It is my life-long dream. I love the game and, if I set my mind to it, I know I can achieve my dream. What do you think?" Inevitably the student will tell me that (a) I'm too old (even though I am only 52, geez!) and (b) I don't have the skill. Just because I dream of becoming something doesn't mean I am going to be able to realize that dream. The fact of the matter is that I am not wired for athletics and I lack the coordination to hit a layup, let alone a three pointer. In other words, in the same way that not everyone can get a 90 per cent average in school, I am not going to be in the starting lineup for the Raptors next season.

In the end, our role as counsellors is to steer students, parents and the greater community away from the perfection myth (even if it means resorting to lame sports analogies) and toward a course of studies that best fits the natural abilities of the individual student. We need to encourage students to embrace and learn from their mistakes. We need to help them to recognize and accept their shortcomings as a realistic part of everyday life. No more participation ribbons just for showing up. Instead we need to help them build resilience so they can move toward their potential and the only way to do this is to embrace imperfection as a reality of life. ♣ csc

» BIO



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

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The case for rearing resilient kids

By Laurie Nealin

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“Anecdotally, from across the country, we are hearing very much about snowplow parents -- getting rid of every barrier in front of a child before they stumble, desperate that the child succeed, cushioning the child from any possible threat to their self-esteem,” says Michael Ungar, PhD and Canada research chair in child, family and community resilience at Dalhousie University. “I’m not sure that creating a stress-free life for a child is actually in the best interest of a child’s long-term development. It takes away some of the normal advantages we get when we struggle with a problem on our own.”

Snowplow parents aren’t doing their kids any favours.

Well, actually, they’re doing a lot of favours for their kids, and that has educators concerned. Learning how to solve problems, meet deadlines, cope with stress, deal with disappointment and bounce back from failure are skills that young people require to become fully functioning adults. Children of snowplow

parents are at risk for never learning the skills they’ll need to clear their own path. Ungar asks rhetorically, “When do (over-involved) parents think their children will develop those life skills if not through the first 18 years of their life?”

Snowplow parents are inadvertently creating orchids -- beautiful, creative flowers of children who are not very hardy and don’t do well when stressed, says Ungar, who

researches vulnerable populations of youth and conducts workshops for school boards around the world. “Rather than parents focusing on getting everything perfect for the child, there is much more benefit in helping the child learn to solve things for themselves,” he says. Ungar emphasizes that never allowing a child to be challenged deprives them of opportunities to develop healthy coping mechanisms and long-term resilience.

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Good intentions

Connie Easton is a secondary school counsellor for a B. C. school district. She understands parents are well-meaning in wanting to smooth out the bumps for their kids, but knows that young people don't learn to adapt and be resilient without experiencing

some kind of stress. "Kids need to learn how to solve a problem and if we keep them from having problems all the time, how will they ever have the faith and the ability to handle their own problem?" she asks. "I'm not sitting in judgement of what parents do because my experience has been that parents do the best

they can and want the best for their kids. It's hard to watch someone fall and not want to help them get up. But unfortunately, by doing that, parents are keeping kids from learning the (life) lessons," adds Easton, who earned a Masters in counselling psychology.

Ghost writers

Ungar believes it's not a bad idea to let a child hand in sloppy work once or miss a due date, and then be called to task for it by the teacher. The child learns a lesson by having to redo an assignment to the expected standard or by experiencing the consequences of behaviours like avoidance and procrastination. "Of course, it's a little bit different when you have a very vulnerable kid. A child with normal capacity should be held accountable for their actions," Ungar says. "You want your kid stressed one night because they didn't get an assignment done and will have to tell the teacher that. You want that to happen when they're nine, 10 years old because that's when the consequences are (less severe). But that happens less and less because parents are literally doing a project for the kid, never letting them experience stress or time crunches." One of the biggest problems on



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university campuses these days, Ungar says, is not that students are plagiarizing others' work but that parents are writing their assignments.

Easton believes an "uncoupling" has to happen between parent and child, but counsellors also have to be mindful that in some cultures expectations are very high for a child's success and family members are actively committed to that goal. "That can include making sure the child has the teacher they think is the best, that they're taking the right courses to get into that prestigious school. The parents consider it their responsibility to ensure their child is successful!"

The parenting evolution

The evolution of snowplow parents has been attributed to smaller family size and greater wealth. At the same time, society has become more risk-averse. These factors have both enabled and persuaded parents to be ultra-involved and hyper-attentive to their children, their success and their safety on every front. "It's not that the child shouldn't be encouraged or pushed, but at some point you have to make sure the child is developing the skills they need to survive. We now have kids who are very anxiety-prone. The only

How educators can help kids build resiliency

- Create structures and consequences for kids
- Encourage kids to have genuine experiences with appropriate levels of risk and responsibility
- Teach kids how to repair their own mistakes
- Help kids learn how to negotiate difficult relationships
- Ask parents to recall how they learned the lessons they needed to succeed in life

health problems that are increasing amongst children in this country are depression, anxiety and mood disorders," Ungar reports. "Post-secondary counsellors will tell you the most common presenting problem among their students is anxiety."

The change in parenting style has occurred concurrent with a spike in visits to emergency rooms for anxiety and mood disorders with more children being hospitalized for these conditions than ever before. Ungar is not sure we should attribute this to earlier and better identification given that we also have better prevention strategies. Rather, he wonders if the worrisome trend has something to do with kids not having opportunities to

develop the skills and resilience they need to cope with life's challenges.

Easton notes we previously had a culture that was based on "people having grit, figuring out how to get through a problem" and having confidence things would work out. "Now, many students get rescued and have things fixed for them so they don't have any strategies to use when things go sideways," she says. "What happens is the reaction then becomes pathologized. Obviously, we never want to make assumptions and need to check everything out to make sure there isn't an underlying medical or mental health issue, but a lot of times it's about character and grit." 🍁 CSC



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Trauma-Informed Practice in School Settings

By: Laura Hamilton, M.Ed., R.S.W.

La pratique sensible aux traumatismes en contexte scolaire

Par : Laura Hamilton, M. Éd., TSA

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When working with youth, particularly in a counselling context, we are frequently confronted with the topic of child and youth trauma. School counselling does not generally lend itself to tackling trauma directly, and yet we cannot ignore that many of the students with which we work have experienced trauma, and are living out the impact of that trauma in their daily lives. So how can we support them? Trauma-Informed Practice is an approach to client work that incorporates an understanding of trauma and trauma symptoms into our interactions, while not directly engaging in “treatment” work.

What is Trauma?

While there are many ways that one can define trauma, generally a traumatic experience is considered to be an event which overwhelms an individual's ability to cope. The Substance Use and Mental Health Services Administration defines outlines trauma as “a single event, multiple events, or a set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual's physical, social, emotional, or spiritual well-being.” (2012).

Childhood traumatic events can include incidences of physical or sexual abuse, severe neglect, witnessing violence (as well as

Les conseillers qui travaillent avec les jeunes, dans le contexte scolaire en particulier, doivent souvent composer avec de possibles traumatismes. Notre travail ne se prête généralement pas à une intervention directe à cet égard, mais nous ne pouvons pas non plus faire abstraction du fait que nombre des élèves avec lesquels nous travaillons ont vécu un traumatisme et en subissent quotidiennement les conséquences. Comment les aider? La pratique sensible au traumatisme nous permet d'incorporer à nos interactions la compréhension des traumatismes et de leurs symptômes sans nous engager directement dans une thérapie proprement dite.

Qu'est-ce qu'un traumatisme?

Il existe plusieurs définitions du traumatisme, qui se rejoignent sur un élément : il résulte d'un événement qui déborde la capacité d'adaptation de l'individu. La Substance Use and Mental Health Services Administration (organisme américain d'administration des services de soins en toxicomanie et en santé mentale) le définit comme « [traduction] événement unique, ensemble d'événements ou série de circonstances qu'un individu perçoit comme physiquement ou émotionnellement nuisibles ou menaçants et qui a des effets négatifs durables sur son bien-être physique, social, émotionnel ou spirituel » (2012).

community violence), natural disasters, war, or sudden, unexpected loss. Most often we understand trauma as being experienced directly by an individual, but research and practice are increasingly recognizing the impact of intergenerational trauma (psychological or emotional effects of living with trauma survivors) and historical trauma (e.g., genocide, colonialism, slavery) on child, youth and adult functioning. Of particular relevance when working with children and youth, is the existence of complex, chronic trauma (e.g., chronic abuse, neglect, exposure to violence), which can begin in very early childhood and significantly disrupt a child's normal attachment and development.

Unfortunately, traumatic events are not as uncommon an occurrence in the lives of children and youth as we would wish. Researchers in the United States found that, in a longitudinal population sample of almost 1,500 children and youth, a majority (68 per cent) had reported experiencing at least one traumatic event by the time they were 16 years old (Copeland, Keeler, Angold & Costello, 2007). Of those, 37 per cent had been exposed to multiple traumas. The prevalence is likely to be similar in Canada.

The Impact of Trauma on Youth - What do we see in the schools?

We know that children and youth who have experienced trauma do not simply leave their experiences at the door when they walk into our schools. Instead, the effects of trauma are carried with them, and often impact their academic, social, and behavioural success at school. A summary of brain research in this area outlined how exposure to trauma impacts multiple areas of a child's brain, and can lead to diminished executive functions (e.g., attention, reasoning, problem-solving); hyper vigilance or hyper arousal; increased depression and anxiety; delayed developmental milestones; and poor social interactions (Child Welfare Information Gateway, 2015). At school, this may present as a student who is unfocused in their classes, who does not hand in school work, who argues with their peers or teachers, who is truant from school, who has difficulties making or sustaining friendships, who seems withdrawn or depressed, or who is functioning below what would be expected of their age.

.....
“ We know that children and youth who have experienced trauma do not simply leave their experiences at the door when they walk into our schools.”
.....

What is Trauma Informed Practice?

Let's begin first by addressing what Trauma Informed Practice is not. Trauma Informed Practice is not trauma therapy. Trauma therapy refers to work done individually with a youth, which directly tackles post-traumatic symptoms, and helps the youth process the trauma that they have endured. While we may work with students that we know, or suspect, may have experienced trauma - and who may even be showing symptoms of post-traumatic stress - school

L'enfant peut être traumatisé par des sévices physiques ou sexuels, une grave négligence ou le fait d'avoir été témoin de violence (y compris de violence communautaire) ou d'avoir vécu une catastrophe naturelle, la guerre ou une perte soudaine et inattendue. Nous tendons à voir le traumatisme comme l'expérience directe d'une personne, mais la recherche et la pratique s'étendent de plus en plus à l'incidence du traumatisme intergénérationnel (c'est-à-dire les effets psychologiques ou affectifs de la vie auprès des survivants d'un traumatisme) et historique (génocide, colonialisme, esclavage) sur le fonctionnement des enfants, des jeunes et des adultes. Enfin, les traumatismes chroniques complexes (par exemple, la maltraitance, la négligence et l'exposition à la violence chroniques), qui ont pris naissance au cours de la petite enfance et perturbent considérablement la capacité d'attachement et le développement normaux de l'enfant, sont particulièrement pertinents dans le contexte du travail auprès des jeunes.

Malheureusement, les événements traumatiques ne sont pas aussi rares qu'on le souhaiterait dans la vie des enfants et des jeunes. Ainsi, 68 p. 100 des sujets d'une étude longitudinale menée aux États-Unis auprès de quelque 1 500 enfants et adolescents auraient vécu au moins un événement traumatique avant l'âge de 16 ans (Copeland, Keeler; Angold et Costello, 2007). Parmi eux, 37 p. 100 auraient subi de multiples traumatismes. La prévalence est vraisemblablement similaire au Canada.

L'incidence des traumatismes sur les jeunes, et leurs manifestations à l'école

Les enfants et les jeunes qui ont vécu un traumatisme ne laissent pas leur expérience à la porte de la classe. Ils en portent les effets, qui pèsent sur leur rendement scolaire, leurs relations sociales et leur comportement. Une synthèse de la recherche sur le cerveau dans ces circonstances montre à quel point le traumatisme peut porter atteinte aux fonctions exécutives (attention, raisonnement, résolution de problèmes), provoquer de l'hypervigilance ou de l'hyperexcitation, retarder le développement et nuire aux interactions scolaires (Child Welfare Information Gateway, 2015). Dans le contexte scolaire, ces problèmes se manifestent par un manque d'attention en classe, la négligence des travaux scolaires, des discussions entêtées avec les camarades et les enseignants, l'absentéisme, la difficulté à se faire et à conserver des amis, le retrait social, un sentiment de dépression apparent ou un rendement inférieur aux attentes compte tenu de l'âge.

Qu'est-ce qu'une pratique sensible au traumatisme?

Commençons par préciser ce qu'elle n'est pas. Ce n'est pas une traumathérapie. En effet, la traumathérapie vise directement les symptômes post-traumatiques d'un sujet dans le but d'aider ce dernier à composer avec le traumatisme subi. Il nous arrive certes de savoir ou de soupçonner que tel élève a subi un traumatisme, ou de constater carrément qu'il présente les symptômes d'un stress post-traumatique, mais les professionnels du milieu scolaire sont rarement aptes à mener à bien une traumathérapie. Les conseillers scolaires n'ont généralement pas le temps, la formation ni le mandat pour ce faire et il n'est pas raisonnable (ni éthique, probablement) d'attendre d'eux une pareille intervention en contexte scolaire.

professionals are not generally able to engage in trauma therapy. School counsellors typically do not have the time, specialized training, or mandate, to engage in this work with youth, and it is unreasonable (and, arguably, unethical) to place such an expectation on professionals in a school context.

Trauma-Informed Practice (TIP), however, does not directly address an individual's trauma, and in fact does not even require a disclosure of trauma for it to be implemented. Rather, using a trauma-informed approach means: a) recognizing that any student may have experienced trauma (whether we are aware of it or not), b) understanding that this may be impacting their daily functioning in a variety of ways, and c) starting to look at youth behaviour through a different lens. The Trauma Informed Practice Guide for BC Mental Health and Substance Use workers summarizes that "in utilizing a trauma-informed approach... services are provided in ways that recognize the need for physical and emotional safety, as well as choice and control in decisions... Trauma-informed practice is more about the overall essence of the approach, or way of being in the relationship, than a specific treatment strategy or method." (TIP BC, 2013).

Trauma-Informed Practice is not a program, per se. It does not have a script, or a manual, and each setting will implement TIP slightly differently depending on their mandate and clientele. However there are some principles or components that are common across environments. Looking particularly at how TIP can be implemented in schools, some of the primary principles to consider are: trauma awareness; an emphasis on safety and trust; and reframing youth behaviour through a trauma-informed lens.

La pratique sensible au traumatisme (PST), en revanche, ne porte pas directement sur le traumatisme subi; de fait, il n'est même pas nécessaire que le traumatisme ait été mis au jour. La démarche sensible au traumatisme passe plutôt : a) par la sensibilité au fait que l'élève peut avoir subi un traumatisme (que nous en soyons informés ou non); b) par la compréhension du fait que ce traumatisme pourrait influencer de diverses manières sur son fonctionnement quotidien; et c) par un effort pour envisager le comportement de l'élève sous un angle différent. Le Trauma Informed Practice Guide (guide pour une pratique sensible au traumatisme) rédigé à l'intention du personnel des BC Mental Health and Substance Use Services résume ainsi la démarche : « [traduction] les services fournis tiennent compte du besoin de sécurité physique et émotionnelle du sujet ainsi que de son besoin de choisir et de maîtriser la prise de décisions [...]. La pratique sensible au traumatisme a plus à voir avec l'essence globale de la démarche ou avec la manière de se comporter dans le cadre de la relation qu'avec une stratégie ou une méthode de traitement particulière » (TIP BC, 2013).

La pratique sensible au traumatisme n'est pas un programme en soi. Elle ne repose pas sur un scénario ou un manuel, et chaque situation appelle une application légèrement différente, tributaire du mandat et de la clientèle. Il y a tout de même quelques principes ou éléments communs. En ce qui concerne particulièrement le contexte scolaire, les principes à respecter sont : la conscience d'un éventuel traumatisme, l'insistance sur la sécurité et la confiance et le recadrage du comportement de l'élève compte tenu de la possibilité qu'il ait subi un traumatisme.



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Trauma Awareness

In order for schools to begin adopting a trauma-informed lens when it comes to working with youth, first and foremost school professionals must increase their awareness of the different types of trauma, the prevalence of trauma among youth, the possible impacts on youth functioning and development, and the various ways youth may cope with their trauma. To support this, school counsellors can advocate for in-service trauma workshops for staff; can actively share research and resources about trauma; and can speak up about the role that trauma could possibly be playing in a given youth's behaviour.

Safety and Trust

Along with an awareness of trauma, a trauma-informed approach to school counselling means ensuring that traumatized youth feel a sense of safety, trust and comfort in their school. By its very nature, trauma can leave youth feeling inherently unsafe, and mistrustful of their environment. At school, this may make it very difficult to function effectively in their role as a student. Instilling safety and trust is paramount to a youth's growth or success at school. In this sense, trauma-informed practice with youth is really just good practice with youth, and can mirror many of the safe-school initiatives that currently exist in our educational system. School environments that are trauma-informed will work to decrease the existence of things such as bullying, threatening behaviour, discrimination, and exclusion, which may inadvertently re-traumatize youth.

Reframing youth behaviour

Trauma impacts youth functioning on a multitude of levels, and youth cope with their experience in a multitude of different ways. Unfortunately over-burdened schools (and school professionals) can fall into a pattern of labeling a youth's behaviour in ways that emphasize blame rather than understanding (e.g., "lazy", "argumentative", etc.). Instead, a trauma-informed lens calls us to see the behaviour as means of coping, or as a reasonable outcome of their trauma experience. School counsellors can model this altered perspective to other staff members by moving away from questions about what is "wrong" with a student, and exploring what that youth has experienced that has led to the behaviours we are seeing now. Once we begin to shift our perspective in this way, we begin to naturally develop empathy and understanding for student, which in turn will make us more effective in supporting them.

Conclusion

As school counsellors, we can easily begin to feel overwhelmed when we think of the trauma that our students may have experienced. We may also, at times, feel ill-equipped to help. How can we possibly make life better for students who have experienced such difficult things in their young lives? It is here that a trauma-informed approach to practice can step in and bridge the gap between our capabilities, and the needs of our students. While we may not be able to engage in the therapeutic work needed to help a youth heal from their trauma, we certainly can

La conscience d'un éventuel traumatisme

Pour que l'école adopte une démarche qui tienne compte de possibles traumatismes, les professionnels qui y travaillent doivent d'abord apprendre à connaître les différents types de traumatismes, leur prévalence chez les jeunes, leurs impacts possibles sur le fonctionnement et sur le développement des élèves et les divers moyens d'adaptation mis en œuvre par ces derniers. Pour les y aider, les conseillers scolaires pourront demander à leur intention des ateliers de formation en cours d'emploi, leur faire connaître les résultats d'études et d'autres ressources sur les traumatismes et les renseigner sur la contribution possible d'un traumatisme au comportement d'un élève.

Sécurité et confiance

Outre la conscience de la possibilité d'un traumatisme, la démarche sensible au traumatisme demande que les conseillers veillent à ce que l'élève se sente en sécurité, en confiance et à l'aise à l'école. De par sa nature, le traumatisme rend inquiet et méfiant. À l'école, ces effets peuvent rendre les élèves peu fonctionnels. Il est donc essentiel de leur communiquer un sentiment de sécurité pour favoriser leur épanouissement ou leur réussite. En ce sens et dans ce contexte, la pratique sensible au traumatisme n'est ni plus ni moins qu'une saine pratique, constituée d'initiatives semblables à nombre de celles qui existent déjà dans notre système éducatif. L'environnement scolaire sensible au traumatisme veillera à diminuer le risque d'intimidation, de menaces, de discrimination et d'exclusion qui pourrait à nouveau traumatiser l'élève.

Recadrage du comportement

Le traumatisme modifie le fonctionnement des élèves à de multiples niveaux et les réactions possibles des élèves sont très diverses. Malheureusement, une surcharge de travail (de l'école ou des professionnels) fait parfois en sorte que les comportements résultants soient étiquetés d'une manière qui tient davantage du blâme que de la compréhension (par exemple « paresseux », « buté », etc.). La pratique sensible au traumatisme voudrait plutôt que nous y voyions un moyen d'adaptation ou une conséquence normale du traumatisme. Le conseiller scolaire pourra en faire la démonstration au profit des autres membres du personnel scolaire en évitant de demander par exemple ce qui « ne va pas » avec tel élève et en cherchant plutôt à découvrir quelle expérience a pu engendrer ce type de comportement. Dès que notre perspective évolue dans cette direction, l'empathie prend naturellement le pas; nous comprenons mieux l'élève et nous parvenons mieux à l'aider.

Conclusion

Il est facile de se sentir dépassés par les traumatismes que nos élèves peuvent avoir subis et de dépourvus de moyens pour les aider. Comment faire pour améliorer la vie de ces élèves qui ont vécu si jeunes des choses si difficiles? C'est en cela qu'une démarche sensible au traumatisme peut aider : en comblant l'écart entre nos capacités et les besoins des élèves. Peut-être ne sommes nous pas en mesure d'amorcer l'intervention thérapeutique dont l'élève a besoin pour surmonter son traumatisme, mais nous pouvons certainement

work towards establishing school environments and relationships that are safe, empathic, and trauma-aware. All students ultimately desire, on some level, to experience success at school. By being trauma-informed in our approach to students, we have a better chance of supporting traumatized youth to do just that. 🍀 csc

veiller à rendre l'environnement scolaire et les relations qui s'y vivent plus sûrs, plus propices à l'empathie et plus sensibles aux effets du traumatisme. L'objectif ultime de tous les élèves et de réussir leur vie scolaire. Si nous sommes sensibles à leurs traumatismes possibles, nous serons mieux armés pour les y aider. 🍀 csc

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Bachelor Degree in HPE can take a student in various directions, including: teaching; curriculum development; program coordination; athletic coaching; and other related fields that celebrate and advocate for healthy, active living. As a teacher advances in their career, they may be eligible to apply for senior positions such as a principal, vice-principal or educational consultant. In that case, additional training or qualifications may be needed.

With 1 in 3 children considered obese and only 10 per cent of kids getting the recommended amount of daily physical activity, qualified professionals in HPE are needed now more than ever!

Qualifications

An undergraduate and/or graduate degree specializing in physical education, health education, health promotion, education, recreation, or kinesiology is needed to follow an HPE career path. Almost all major universities across Canada offer a Bachelor of HPE program, giving students a lot of choice in how and where they wish to pursue their education.

Also, many future employers may see work experience or volunteering in the field as an asset. These can also provide a meaningful opportunity to network with professionals in this field, who may be able to provide a reference letter, or even a job!

"I encourage new grads to be open to both paid and volunteer opportunities. Good people always find jobs and HPE really can be a spring board to so many options."

- Sue MacDonald, Physical Education Teacher
School District 57- Prince George British Columbia

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

Some important qualities best suited to a career in HPE include:

- enthusiastic
- organized and prepared
- inclusive and open-minded
- creative
- motivated/self-starter
- enjoys team work
- interest in improving the lives of others
- excellent role model
- confidence

Working in HPE is very meaningful. It's not just about focusing on the athletes in the class or coaching sports, it's about inspiring and engaging everyone you're working with. If you have the drive and passion to be a role-model for a healthy lifestyle, then a career in HPE is definitely for you!

"I was motivated by a great HPE teacher that believed in me and the power that physical activity could have for my well-being. It was that moment that I realized that I wanted to do the same for youth and motivate them to live healthier and more active lives to develop their physical, mental and emotional health."

- Jillian Janzen, Elementary Teacher
District School Board of Niagara

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Momentary compensation can vary depending on your position, qualifications, and location.

The average salary for teaching at the elementary and secondary level in Canada with 0-5 years of experience is between \$50,890 - \$54,518. With 10+ years of experience, the salary is between \$62,000 - \$69,000. Opportunities for employment range from good to limited in each province.

The average salary for Recreation, Sports and Fitness Programs in Canada can range from \$35,000 – \$45,000. It is expected that there will be high demand for these jobs in the near future.

The average salary for a Kinesiologist in Canada ranges from \$44,494 - \$95,000. Employment rates range from 85 - 100 per cent employment within 6 months of graduation.

The average salary for a health/wellness coordinator ranges from \$30,000 - \$67,000. Jobs in community care facilities and home health care services will see the largest increase in demand (13 per cent increase from 2015-2020).

What are others saying about HPE?

"The opportunities I had as a child and through my university experience gave me a chance to move, explore, interact, learn and teach. This has led me to value physical activity intrinsically and become an advocate for physical activity, movement and physical education."

**- Jenna Lorusso, Ph.D. Candidate,
University of Western Ontario**

"The practical hands on experiences I have had and my deeper understanding of the future health and wellness of our youth has made me a better teacher all around no matter what subject I teach."

**- Jillian Janzen, Elementary Teacher,
District School Board of Niagara**

"My HPE program opened my students up to build relationships, create a sense of community in their own classes, take risks to learn new skills and to think about the various options they have moving forward with HPE."

**- Hayley Morrison, Ph.D. Candidate,
University of Alberta**

"I love the opportunities to educate young people about topics that can truly enhance and change their lives in a positive way. A former student of mine, who was an at-risk youth is transferring into Physical Education for next year. He can't believe how much he loved all the courses and the wide variety of options that will be available to him in the future. HPE is truly unique and I feel enormously blessed to have chosen this as a career."

**- Sue MacDonald, Physical Education Teacher
School District 57, Prince**

Dispelling the myths – a career in HPE is more than sports

HPE is more than just dodgeball and sports, and HPE teachers don't just toss a ball around and tell kids to go play, like many believe. HPE teachers are responsible for educating and evaluating students through a variety of activities to successfully fulfil provincial curriculum requirements.

Each day, the HPE teacher will develop a specific lesson plan that should motivate all students to participate in different prescribed movement activities. Through differentiated instructional techniques students have the opportunity to develop their physical literacy skills and life skills. Throughout the lesson, HPE teachers evaluate and/or assess students' performance, attitudes and other outlined areas of the curriculum. These lessons should teach skills that students will need to participate in physical activity outside of the physical education class and skills they will need for a lifetime of healthy, active living.

Also, HPE teachers will grade students based on periodic tests that can give teacher's a better picture of the students' overall health, knowledge, and understanding. Outside of daily teaching and lesson planning, an HPE teacher may be required to attend school meetings, coach a school team sport or supervise the lunch room or recess. [➤ CSC](#)



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NEVER GOOD ENOUGH

TEENS, BODY IMAGE, AND PERFORMANCE ENHANCING DRUGS

Since the development of the internet in the 1990's, parents and educators have struggled to keep up with both the blessings and the dangers inherent in the ease of accessibility to the World Wide Web. Negative influences abound, as do rich educational experiences. The proliferation of smart phones has only accelerated the access teens have to the internet. This present generation of teens spend much of their time immersed in the media through their smart phones and tablets, and it is taking its toll on how they view their bodies. This is true now of both young women and men.

Fashion magazines have always created doubt in the minds of young women. The attitude that "one was never too thin or too rich" originated with the British royalty and has permeated Western culture. Now, thanks to the ever present technology and the large role the media plays in the lives of teens, they are constantly being bombarded through Facebook, Instagram accounts, and Reality TV with images of "perfect" bodies. SkineePix, an app teens use on their selfies can make them look 15 pounds lighter in seconds. These unrealistic standards play a significant role in how young women and men view their own bodies. A negative body image and the insecurity it creates can contribute to self-destructive behaviours that can put a teen's health and even their life at risk.

Young girls are particularly vulnerable to these messages that pressure them to have a perfect body. Exposure to these images goes beyond influencing girls to buy protein supplements, diet aids, and beauty products. Research links teen exposure to skinny,

Depuis la popularisation d'Internet, dans les années 1990, parents et enseignants ont fort à faire pour se tenir au fait des avantages et des dangers de l'omniprésence du Web, où l'on trouve autant d'influences négatives que d'expériences éducatives enrichissantes. La prolifération des téléphones intelligents facilite l'accès des jeunes à Internet. Les adolescents de la génération actuelle passent une grande partie de leurs temps accrochés aux médias sociaux par l'intermédiaire de leur téléphone et de leur tablette, et leur image corporelle en souffre. C'est vrai pour les garçons comme pour les filles.

Les magazines de mode ont toujours semé le doute dans l'esprit des jeunes femmes. L'idée que l'« on n'est jamais trop mince ni trop riche », née au sein de la famille royale britannique, s'est diffusée dans toute la culture occidentale. Maintenant, grâce à la technologie omniprésente et à la place énorme des médias dans leur vie, les adolescents sont constamment bombardés d'images du corps « parfait » sur Facebook et Instagram de même qu'à la télé. SkineePix, une application qui sert à modifier les égoportraits, allège leur image de plus de sept kilos en quelques secondes, imposant une norme irréaliste qui pèse lourd sur la perception que les jeunes ont de leur corps. Une image corporelle négative et l'insécurité qu'elle engendre peuvent susciter des comportements d'autodestruction dangereux pour la santé et la vie des jeunes, filles et garçons.

Les jeunes filles sont particulièrement vulnérables à ces messages qui les pressent de se faire un corps parfait. L'exposition à ce genre d'images les incite à se procurer des suppléments protéinés, des agents amaigrissants et des produits de beauté. Mais ce n'est pas tout : la

JAMAIS ASSEZ BIEN

LES ADOS, L'IMAGE CORPORELLE, ET LES DROGUES DE PERFORMANCE

By/Par: Alison Zenisek

young, airbrushed female bodies to depression, low self-esteem, and unhealthy eating habits. One study found that half of girls 16-21 would undergo plastic surgery to improve their bodies. More frightening is the fact that girls with a negative body image are more at risk for attempting suicide.

The assault of messages on young women about thinness, dieting, and beauty communicates to them that they are less than what they should be, that their looks are all important if they are to succeed in life. Marketers know that when girls and young women are insecure about their looks, they are more likely to buy anything that promises improvement. Much of the media industry has developed around fuelling body dissatisfaction in women to assure continual growth and profits.

“Exposure to these images goes beyond influencing girls to buy protein supplements, diet aids, and beauty products. Research links teen exposure to skinny, young, airbrushed female bodies to depression, low self-esteem, and unhealthy eating habits.”

Media activist Jean Kilbourne argues that the bombardment of images of painfully thin women means that authentic girls' bodies have become invisible to the mass media. The real tragedy is that many girls internalize these stereotypes and judge themselves

recherche montre un lien entre l'exposition à ces photos retouchées de jeunes filles diaphanes, d'une part, et la dépression, une faible estime de soi et la dégradation des habitudes alimentaires d'autre part. Des chercheurs ont découvert que la moitié des jeunes femmes de 16 à 21 ans souhaiteraient recourir à la chirurgie esthétique pour améliorer leur apparence. Pire encore : celles qui ont une image négative de leur corps risquent plus que les autres de tenter de se suicider.

Elles sont convaincues par l'afflux de messages sur la minceur, la diète et la beauté qu'elles sont inférieures à ce qu'elles devraient être et que le succès dépend de l'apparence. Les publicistes savent que les jeunes filles et jeunes femmes qui doutent de leur apparence seront facilement tentées par n'importe quel produit promettant une amélioration. L'industrie des médias s'est développée et a prospéré en grande partie en alimentant l'insatisfaction des femmes à l'égard de leur corps.

Jean Kilbourne, une militante préoccupée par le contenu des médias, estime que ce bombardement d'images de femmes douloureusement maigres a fait carrément disparaître le corps féminin authentique des médias de masse. La véritable tragédie, c'est que de nombreuses jeunes filles adoptent elles-mêmes ces stéréotypes et se jugent en fonction de ces standards. On peut pourtant leur enseigner à regarder d'un œil critique l'incidence des médias sur l'idée de ce qu'est un corps féminin désirable et sur les raisons qui font que ce genre de représentation se perpétue. Les filles sont exposées très jeunes à ces messages toxiques. Il est donc impératif de démasquer ces mensonges et de leur faire comprendre que le corps peut avoir des formes différentes et que ces différences sont dignes d'être appréciées et valorisées.



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by these standards. Teens can be taught to develop critical thinking skills regarding how the media has constructed what is desirable in the female body and the reasons why these images are perpetuated. Girls' exposure to these toxic messages start very young, so it is imperative to counter these lies by equipping them with the knowledge that everyone has a different body shape and that these differences are to be celebrated and valued.

Teenage girls cope with the pressure to be unnaturally thin in a variety of negative ways. These hurtful behaviours necessitate a watchful eye on the part of parents and school counsellors. Drugs such as cocaine are sometimes used as a quick fix for weight loss. Not only are some of these substances addictive, but they can damage a teens heart and brain. Fad diets have always been popular. More recently zero calorie trends have sprung up among teens. Not only are they ineffective, but this fad ignores the fact that growing bodies need a healthy diet to develop properly. This method also

Cette pression vers une minceur anormale entraîne chez les jeunes filles des réactions dangereuses. Parents et conseillers scolaires doivent donc être vigilants. Certaines recourent à des drogues comme la cocaïne pour perdre du poids rapidement. Non seulement ces substances entraînent-elles l'accoutumance, mais elles ont des effets destructeurs sur le cœur et le cerveau. Les diètes vantées par tout un chacun restent populaires. Récemment, la tendance est à l'élimination de toute calorie. Or ces méthodes sont totalement inefficaces et, surtout, ne tiennent pas compte du fait qu'un corps en croissance a besoin d'une saine alimentation pour se développer normalement. Toutes ces recettes poussent également les jeunes à consommer trop de dangereux édulcorants artificiels. Les adolescentes n'hésitent pas non plus à sauter des repas. C'est malheureusement une technique qui ralentit le métabolisme et mène au contraire à une augmentation de poids. Parmi toutes les diètes offertes, seule celle de Weight Watchers se révèle à la fois efficace et sans danger. Les laxatifs sont un autre des raccourcis vers la minceur, mais leur usage excessif affaiblit le



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leads youth to consume too many harmful artificial sweeteners. Another approach popular among teens is to simply skip meals. Unfortunately, this can slow the metabolism and actually lead to weight gain. Of all the many diets available, only Weight Watchers has proven both safe and effective. Excessive use of laxatives is another shortcut teenage girls use in their quest to be thin, which can weaken the digestive track and cause other complications.

Smoking cigarettes is widely known as a way to suppress hunger. Not only is nicotine addictive, but it increases the metabolic rate and dulls appetite. Chronic smokers can easily skip meals without feeling hunger. Smoking causes long term damage to the body and makes it susceptible to cancer. Over exercising is another red flag in youth, and it can be especially detrimental if the body is already undernourished through dieting. Intervention and education by trusted adults is an imperative when any of these unhealthy methods of weight loss are observed. In some cases medical and psychiatric attention is required.

The use of performance enhancing drugs by teenagers has increased substantially in the last decade. According to a study of nearly 3,000 adolescents in an issue of Pediatrics, many more teens than previously thought are turning to sports-related supplements. One out of four boys in the study used a protein supplement or other muscle enhancing substance. Half of these youth had tried it at least once. Six percent had crossed into unlawful territory to purchase and consume anabolic steroids. Such steroids can cause heart issues, psychiatric disorders, impotence, and infertility, among other serious health risks.

“The use of performance enhancing drugs by teenagers has increased substantially in the last decade. According to a study of nearly 3,000 adolescents in an issue of Pediatrics, many more teens than previously thought are turning to sports-related supplements.”

What are performance enhancing drugs and what do they claim to provide? There are four main groups of PED: anabolic agents, stimulants, nutritional supplements, and a general group in which diuretics, erythropoietin, and human growth hormone are categorized. Under the classification of anabolic agents are steroids, testosterone, and steroid precursors. Teens experiment with these substances as a way to cope with body image insecurities or to fit in with a group of peers. Young athletes are sometimes influenced by pressure to make a team or get a competitive edge. Girls want to be thin and toned, while boys want muscle definition and strength.

Steroids can be ingested orally, injected, or absorbed through the skin. They both promise and provide and increase in muscle mass and delay muscle breakdown. Steroids also increase aggression, helping an athlete to push and train harder. When combined with weight training the muscles can get up to 20 per cent stronger.

tube digestif et entraîne d'autres complications. Par ailleurs, beaucoup savent que le tabagisme supprime la faim. Hélas, tout en calmant l'appétit, la nicotine crée une dépendance et accélère le métabolisme. Les fumeurs chroniques sauteront aisément des repas sans ressentir la faim, mais le tabagisme cause des dommages corporels à long terme et ouvre la porte au cancer. L'exercice physique excessif, enfin, est un autre signal d'alarme. Il est particulièrement nuisible quand le corps est affaibli par un régime alimentaire trop pauvre.

Chacune de ces méthodes appelle une intervention impérative des adultes de confiance, qui doivent éduquer les jeunes. Il arrive aussi que la consultation médicale ou psychiatrique s'impose.

L'usage de drogues de performance chez les jeunes a beaucoup augmenté en dix ans. La revue Pediatrics a publié les résultats d'une étude faite auprès de quelque 3 000 adolescents, selon lesquels les jeunes qui recourent aux suppléments destinés aux sportifs sont beaucoup plus nombreux qu'on le croyait. Parmi les sujets de l'étude, un garçon sur quatre utilisait un supplément protéiné ou quelque autre substance pour augmenter sa masse musculaire; la moitié l'avaient fait au moins une fois et 6 p. 100 avaient acheté et consommé des stéroïdes anabolisants, franchissant ainsi les limites de la légalité. Entre autres risques graves, ces substances sont source de problèmes cardiaques, de troubles psychiatriques, d'impuissance et d'infertilité.

Que sont les drogues de performance et quelles sont leurs promesses? Elles sont de quatre types : agents anabolisants, stimulants, suppléments alimentaires et un groupe général comprenant

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These results entice many young men to buy and use steroids illegally. They can be purchased for the asking at most gyms or online.

The side-effects of anabolic steroids and steroid precursors are both frightening and long lasting. Damage to the liver, heart, and bone growth are but a few. These substances can also lead to tendon strain and rupture, testicular shrinking, reduced sperm production, and the formation of breast tissue in males. In females the side effects are just as frightening; loss of menstruation, a deepening voice, and facial hair growth. In both males and females these steroids can lead to depression, increased blood pressure, and high cholesterol. Steroid precursors such as androstenedione and DHEA are substances that the body converts into anabolic steroids. They are also used to increase muscle mass and strength. Most steroid precursors are illegal without a prescription.

There has been a significant increase in the use of synthetic human growth hormone (hGH) among youth. Prescribing or distributing synthetic hGH for image enhancement and athletic performance is both dangerous and illegal. Adverse effects that can be irreversible include abnormal growth of major organs, including the brain, and increased risk of diabetes. In grades 9-12, eleven percent of youth have used it without a prescription. There is also a strong correlation between the use of synthetic hGH and the use of steroids. One in five teens knows someone who uses steroids and another one in five believe that they are easy to obtain. This new data is troubling, as it reveals that youth are consistently seeking out and using performance enhancing substances without knowledge of the inherent dangers. Teens today are less likely than in the past to believe that there is risk in using PEDs, and are therefore more casual about them.

The most common nutritional supplements contain creatine and amino acids. Creatine has become very popular among adolescent athletes, especially those who play football, lift weights, or are involved in wrestling or gymnastics. Creatine is a non-essential amino acid that can be found naturally in meat, milk, and fish. Athletes who

les diurétiques, l'érythropoïétine et les hormones de croissance humaines. Les stéroïdes, la testostérone et les précurseurs stéroïdiens appartiennent à la catégorie des agents anabolisants. Les adolescents y recourent pour atténuer l'insécurité que leur cause leur image corporelle ou pour mieux s'intégrer à un groupe de camarades. De jeunes athlètes cèdent à la pression pour être admis dans une équipe ou devancer leurs concurrents. Les filles rêvent d'être minces et élégantes et les garçons veulent être forts et musculeux.

Les stéroïdes sont absorbés par voie orale, par injection ou par voie transdermique. Ils promettent et procurent une augmentation de masse musculaire et retardent la destruction pathologique des muscles. Ils ont aussi pour effet de stimuler une agressivité qui incite les athlètes à repousser leurs limites et à s'entraîner davantage. Combinés à l'entraînement avec poids et haltères, ils peuvent faire gagner jusqu'à 20 p. 100 de force musculaire. Il n'en faut pas plus pour convaincre nombre de jeunes hommes de basculer dans l'illégalité pour s'en procurer. Du reste, il s'en trouve facilement dans la plupart des gymnases et sur Internet.

Or, les effets secondaires des stéroïdes anabolisants et des précurseurs sont durables et terrifiants : atteintes au foie et au cœur et arrêt de la croissance des os, pour n'en nommer que quelques-uns. Ajoutons des déchirures et ruptures des tendons et, chez les hommes, le rétrécissement des testicules, la diminution de la production de sperme et la formation de tissus mammaires. La liste est aussi effrayante pour les femmes : arrêt des menstruations, voix grave et apparition de poils sur le visage. Chez les hommes comme chez les femmes, les stéroïdes peuvent entraîner la dépression, augmenter la pression sanguine et accroître la cholestérolémie. Les précurseurs stéroïdiens comme l'androstènedione et la déhydroépiandrostérone (DHA), également employés pour augmenter la masse musculaire et la force, sont transformés par le corps en stéroïdes anabolisants. L'usage en est généralement illégal sans ordonnance médicale.

De même, le nombre de jeunes qui prennent des hormones de croissance humaines (hGH) synthétiques a sensiblement augmenté. Il est pourtant à la fois dangereux et interdit d'en prescrire et d'en distribuer



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take additional creatine can increase their performance in short, high intensity exercises. The side effects are weight gain, nausea, water retention, muscle cramping and kidney damage.

Stimulants are used by adolescents to keep them alert and improve aerobic performance. Ephedrine, guarana, and caffeine are widely available and reduce the perception of fatigue. Of the three, the use of ephedrine is the most dangerous and has been associated with several athlete deaths. Side effects include insomnia, anxiety, weight loss, high blood pressure, and irregular heart rates. Guarana is a plant extract which contains a high dose of caffeine and is found in some energy drinks. Caffeine is a chemical that stimulates the nervous system. It is widely available in the now popular energy drinks such as Red Bull, Monster, and Full Throttle. Incident reports which were filed with the FDA have recently linked the energy drink Monster with 5 deaths. More than 13,000 people a year visit emergency rooms in the U.S. due to symptoms associated with energy drinks. Caffeine levels in some of these drinks can be as high as 242 milligrams per serving. A cup of coffee has only 100 milligrams.

Many parents are not concerned about the use of PED's by adolescents, simply because they are unaware of the dangers. The majority of parents are more concerned with the cost of organized sports and the possibility of abusive coaches. Unfortunately, teens who use PEDs consistently are more at risk for additional substance abuse. Some red flags that can appear in the life of a teen using performance enhancing drugs are increased aggressiveness, rapid weight gain, and development of the upper body.

The corporate world is always ready to take advantage of the nagging dissatisfaction young adults feel about their bodies. Studies have shown that adolescents who regularly read fitness and body building magazines are twice as likely to use substances to enhance their performance, build muscle, or lose weight. There is extensive online marketing of performance enhancing substances. A recent study found a surprising increase in the percentage of teens (22 per cent) who reported awareness of online marketing of steroids and synthetic hGH. Travis Tygart, CEO of the U.S. Anti-

à des fins esthétiques ou athlétiques. Les hGH ont des effets nuisibles parfois irréversibles, notamment la croissance anormale d'organes majeurs comme le cerveau, et le risque accru de diabète. Onze pour cent des jeunes du deuxième cycle du secondaire en ont déjà fait usage sans ordonnance médicale. Il y a par ailleurs une étroite corrélation entre l'usage d'une hGH synthétique et le recours aux stéroïdes. Un adolescent sur cinq connaît une personne qui utilise des stéroïdes et un sur cinq estime qu'il est facile d'en trouver. Cette nouvelle statistique est troublante : elle signifie en effet que les jeunes cherchent et utilisent sans cesse des



Doping Agency, considers the numbers alarming but not surprising, given the extensive online marketing of performance enhancing substances. "It is what you get when you combine aggressive promotion from for-profit companies with a vulnerable target—kids who want a quick fix and don't care about health risk. It's a very easy sell, unfortunately." Teen doping is now at epidemic levels, fueled by widespread ignorance among parents, educators, and coaches.

“Many parents are not concerned about the use of PED's by adolescents, simply because they are unaware of the dangers.”

A recent article published in Consumer Reports asserts that tainted dietary supplements have accounted for slightly more than half of all drug-related recalls since 2004. These supplements often contain pharmaceutical substances, including steroids, which can cause serious health consequences, even death. The products recalled were advertised as bodybuilding or weight loss products. Many of these substances are essentially hormones, so ingesting them can have lasting negative consequences for adolescents going through puberty. Some of these products are labelled "all natural," but that does not necessarily mean safe. In Canada, supplement products are approved for sale only after a minimal review, according to the CBC. Pressure from the supplement industry, anxious to cash in on the latest dietary fads, has eroded government oversight.

Protein supplements have also gained popularity with teenagers, and unless prescribed by a physician, are largely unnecessary. Canadian youth get more than enough protein from their diets, and this includes teen athletes. Protein is a necessary building block for proper growth and development in youth, but taking these dietary supplements can lead to protein toxicity. Unsafe ingredients can be present in protein supplements as well. There is no guarantee that the ingredients listed on the label are actually in the supplement. Many of these products, when tested in research studies, have been found to contain fillers and banned substances such as steroids. These dietary supplements are sold in health food stores and over the internet.

Part of the vulnerability of teens to these products is the "win at any cost" attitude in sports and in society as a whole. Teens are feeling an inordinate amount of pressure to excel these days. Educating youth, their parents, and schools about the very real risks of ingesting these products should be a priority. The adults in their lives can offer some protection by discussing ethical and healthy methods of training, being clear about their expectations, being involved in their lives, and monitoring their purchases. Given the lax regulatory framework of the supplement industry and the amount of products advertised and sold online, it is impossible to know just what the ingredients are that teens are consuming. Parents, health care professionals, and educators need to pressure policy makers and regulators to seriously evaluate current controls on the manufacturing and marketing of these potentially harmful products to our youth. Given the level of teen involvement and the potential danger of these products, action is required now. ♣ csc

substances destinées à améliorer leurs performances, sans en connaître les dangers. Les adolescents d'aujourd'hui sont moins nombreux que leurs prédécesseurs à croire que l'usage de ces drogues est risqué et font donc preuve d'une plus grande désinvolture à cet égard.

Quant aux suppléments alimentaires les plus courants, ils contiennent de la créatine et d'autres acides aminés. La créatine est devenue très populaire chez les adolescents qui font du sport et, en particulier, chez les jeunes footballeurs, haltérophiles, lutteurs et gymnastes. C'est un acide aminé non essentiel naturellement présent dans la viande, le lait et le poisson. Les athlètes qui en consomment davantage peuvent augmenter leur performance au cours d'exercices de brève durée et de grande intensité, mais ils risquent l'augmentation de poids, les nausées, la rétention d'eau, les crampes musculaires et diverses maladies rénales.

Les stimulants font également partie de l'arsenal des solutions prisées par les adolescents pour rester alertes et améliorer leurs performances aérobiques. Très accessibles, l'éphédrine, le guarana et la caféine, entre autres, atténuent la perception de la fatigue. Des trois, c'est l'éphédrine qui est le plus dangereux : on lui attribue d'ailleurs la mort de plusieurs athlètes. Elle provoque l'insomnie, l'anxiété, des pertes de poids, l'augmentation de la pression sanguine et l'arythmie cardiaque. Le guarana, extrait d'une plante, contient une grande quantité de caféine, une substance chimique qui stimule le système nerveux. Il figure parmi les ingrédients de certaines boissons énergisantes désormais si populaires, comme Red Bull, Monster et Full Throttle. Parmi les rapports d'incidents déposés récemment auprès de la Food and Drug Administration (agence américaine des produits alimentaires et médicamenteux), cinq ont été reliés à la consommation de Monster. Aux États Unis, plus de 13 000 personnes se retrouvent aux urgences chaque année pour des symptômes associés à la consommation de ces boissons. Certaines ont une teneur en caféine qui atteint 242 milligrammes par portion, contre 100 milligrammes dans une tasse de café.

Peu de parents se préoccupent de l'usage des drogues de performance par leurs adolescents parce qu'ils en ignorent les dangers. La plupart s'inquiètent davantage du coût des sports organisés et du risque de tomber sur un entraîneur qui abuserait de leurs enfants. Malheureusement, les adolescents qui consomment ces drogues en continu ont plus à craindre du risque de toxicomanie. Les signes à surveiller sont l'agressivité accrue, une soudaine augmentation de poids et le développement de la partie supérieure du corps.

Les sociétés commerciales sont toujours prêtes à exploiter l'insatisfaction permanente des jeunes adultes à l'égard de leur corps. Nombre d'études montrent que les adolescents qui lisent régulièrement des magazines de conditionnement physique et de culturisme sont deux fois plus nombreux que les autres à utiliser toutes sortes de substances pour améliorer leur performance, développer leur musculature ou perdre du poids. Internet abonde en publicités de ce genre de substances. Une étude récente révèle une augmentation surprenante du pourcentage d'adolescents (maintenant 22 p. 100) qui connaissent des sites de vente de stéroïdes et d'hGH de synthèse. Pour Travis Tygart, directeur général de l'Anti-Doping Agency (agence antidopage des États Unis),

ce nombre est certes préoccupant, mais il n'est pas surprenant. « C'est le résultat inévitable du matraquage publicitaire et de la vulnérabilité de la cible, en l'occurrence : des gamins qui veulent une solution facile et qui ne pensent même pas aux risques. C'est gagné d'avance, malheureusement. » Le dopage chez les jeunes atteint des proportions épidémiques et l'ignorance de nombres de parents, d'enseignants et d'entraîneurs y contribue.

Un article paru récemment dans Consumer Reports affirme que les suppléments alimentaires frelatés représentent un peu plus de la moitié des rappels de produits médicamenteux depuis 2004. Beaucoup de ces suppléments contiennent des substances pharmaceutiques, notamment des stéroïdes, qui peuvent être dangereux, voire mortels. Les produits rappelés sont vantés pour leur action sur la musculature ou le poids. Beaucoup sont essentiellement des hormones, dont l'ingestion peut avoir des effets négatifs durables sur le corps à la puberté. Certains sont présentés comme étant « entièrement naturels », ce qui ne veut pas dire qu'ils soient sûrs. Au Canada, leur vente est souvent approuvée après une étude rapide et minimale, selon la CBC. La pression de l'industrie toujours prompte à tirer profit des diètes en vogue est venue à bout des mesures de précaution prévues par le gouvernement.

Les suppléments protéinés ont aussi gagné en popularité auprès des adolescents, mais à moins d'un avis contraire du médecin, ils sont pratiquement inutiles. Le régime alimentaire des jeunes Canadiens est suffisamment riche en protéines, y compris pour les jeunes athlètes. Certes, les protéines sont essentielles à la croissance et au développement, mais les suppléments, qui peuvent contenir des substances dangereuses, risquent de mener à l'intoxication. Rien ne prouve en effet que les ingrédients énumérés sur les étiquettes entrent bel et bien dans leur composition. De fait, des études ont montré que nombre de ces produits contiennent des éléments de remplissage et des substances interdites, comme les stéroïdes. Or, ces suppléments sont vendus dans les magasins d'alimentation santé et sur Internet.

La vulnérabilité des jeunes en la matière tient à cette volonté de « gagner à tout prix » qui règne dans le monde des sports et dans la société en général. Les adolescents sont poussés sans rémission à l'excellence. L'éducation des jeunes, de leurs parents et du personnel scolaire sur les risques par trop réels de ces produits doit devenir une priorité. Les adultes peuvent protéger dans une certaine mesure les adolescents dont ils sont responsables, en discutant avec eux des méthodes éthiques et saines d'entraînement sportif, en formulant des attentes claires, en s'intéressant à leur vie et en surveillant leurs achats. Compte tenu du cadre juridique un peu flou qui entoure l'industrie des suppléments et vu la quantité des produits annoncés et vendus en ligne, il est impossible de savoir ce que consomment les jeunes. Voilà pourquoi les parents, les professionnels de la santé et les enseignants doivent presser les responsables de l'élaboration des politiques et des lois d'évaluer attentivement les mesures qui encadrent actuellement la fabrication et la commercialisation de ces produits potentiellement dangereux. La consommation et le danger ont atteint un niveau effarant. Il est urgent d'agir. ♣ CSC

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Mobilize - The Great Canadian Work Experience

New youth employment program helps young Canadians explore career paths while working their way across the country.

Mobilize is now hiring adventurous, motivated, excited, energized and unsure millennial graduates.

Mobilize Jobs is an innovative employment program that uses Canadian youth to fill labour shortages across the country. Focusing on industries that depend on seasonal labour, it matches unemployed millennials with jobs that used to depend on local and/or foreign workers, offering a travel adventure with great work experience.

But how do we tap into the high energy of millennials and get them interested in working across the country, far away from friends and family? By designing a jobs program around their needs – and making it very possible for them to succeed.

“Canadian millennials are an untapped resource,” says Benjamin Guth, founder of Mobilize. “But based on our research, we know they don’t want traditional jobs. They’re looking to build skills, but they also want to travel and have an adventure. They want experiences. Plus, they want something they don’t have to organize themselves. So seasonal job experiences are a natural fit.”

Two problems, one solution

Canada faces a couple of big issues. One, significant youth unemployment in Ontario, Atlantic Canada and Alberta. Two, labour shortages due to a lack of local interest and changes to the Temporary Foreign Worker (TFW) program. Mobilize Jobs addresses both by matching staff-strapped employers with unemployed youth from elsewhere in Canada.

“Young Canadians need jobs now instead of remaining unemployed in their current locations, often still living at home with their parents,” says Guth. “We can help them get the experience they need to start careers and contribute fully to our economy. Mobilize is the connector program that does just that!”

The program is the “foot in the door” many millennials need. “Before joining Mobilize, I didn’t feel like I was getting too far on my own,” says Mobilizer James Rocheleau. “Now, six months later, I’ve learned an entirely new field, gained new skills, got three excellent work references, and can now see myself pursuing a career I’d never considered. Plus, I’ve met great people along the way and made memories I’ll always cherish.”

It’s an adventure, first and foremost

The biggest draw of the program is the travel. Mobilize doesn’t try to get BC youth to apply for BC jobs – there’s no excitement in that. But young people from Alberta or the Maritimes are more likely to consider a season in Ontario cottage country or the Rockies for the sheer adventure factor. And when it’s all organized for them and their housing is thrown in, it’s less intimidating of a challenge and more like a work/travel adventure.

The program takes care of all hiring and payroll, provides housing, and groups employees into team “pods” that live and work together for the duration of their Mobilize experience. They can sign up for six months or a full year – the level of commitment is flexible.

“It’s less intimidating of a challenge and more like a work/travel adventure.”

“The free housing a major differentiator,” says Guth. “It’s hassle-free and it really minimizes their expenses, so they can save money – or spend it on having fun in some of Canada’s most amazing locations.”

“From the moment the Mobilizers arrived, they were a breath of fresh air! I appreciate their positive attitude, willingness to work/help in any department, their ‘over and above’ service skills for our guests, and their excitement to experience the beautiful BC mountains.”

- **Christine Latimer, General Manager, Best Western, Valemount, BC**

Great locations

“Since we launched in January 2015, we’ve deployed over 200 young Canadians to 20+ locations in BC, Alberta, Saskatchewan, Manitoba, Ontario and the Yukon,” says Guth. “This year, we’ve placed over 120 for the upcoming summer season. But this is just a start. Next year, the plan is to go nationwide; as we grow, we’re starting to make a real impact on labour shortages and youth employment from coast to coast.”

This summer, Mobilize has workers in more than 13 locations across five provinces – the list changes with each seasonal deployment. Some employers stay in the program all year round while others only need us for their busy season.

Work placements are available for summer and winter deployments in the tourism, hospitality and restaurant sectors. That can mean working at a hotel, resort, golf course, restaurant, ski hill, in landscaping, etc. New types of placements come up every season.

How the program works

Employers are chosen based on culture, ability to train and staffing requirements. Each one is a partner that is fully committed to the program and to solving labour shortages with Canadian youth.


After a thorough screening process (multiple reference checks, police clearances and interviews) Mobilizers are matched into pods of two, four or more based on demographic, experience, attitude, etc. These pods work, explore, and live together for the season. Each Mobilizer gets customized training, including Emerit hospitality-specific training and provincial/territorial alcohol handling certification.

Mobilizers travel to a new employer each summer and winter season, doing a different job in a new location. They have the opportunity to learn, gain valuable skills and make connections while earning a full-time salary (plus tips where applicable) – and they get free housing and monthly performance bonuses. Mobilize Jobs acts as the employer of record and handles all requirements and costs associated with that.

“In essence, we are creating the most exciting co-op-style program imaginable,” says Guth. “At the end of their seasonal deployments, we encourage Mobilizers to return to their favourite placements for permanent employment.”

Calling all high school graduates!

Youth 18-30 can apply to the program at www.mobilizejobs.ca/apply. Applicants must be 18 or older, legally able to work in Canada, able to relocate for seasonal opportunities, have a high school diploma, supply two references and have a clean background check.

For details, stories, photos, testimonials and more, visit www.mobilizejobs.com. 

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Hope Blooms

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Leads surge of community garden programs for kids across Canada

By: Ben Cousins

Cain grew up in Uniacke Square, a 250-unit block of low-income public housing in Halifax's north end. The neighbourhood is beset by high unemployment rates, and a dearth of recreational facilities means it can be hard for kids to fill their spare time, but when a local dietician established a community garden in a nearby park, Cain picked up a shovel - and never looked back. Nearly eight years later, he's a scholarship recipient poised to study culinary arts at the Nova Scotia Community College, an achievement he credits directly to the Hope Blooms youth community garden. "I'm pretty excited," he said. "I'll be able to pay for my school and books."

Launched in 2008, Hope Blooms is an urban gardening program for at-risk youth between the ages of five and 17. The organization works with kids to grow fresh produce and sells dressings made from the herbs they produce. "Hope Blooms is a bit of a special thing," said program co-ordinator Alvero Wiggins. "It's a community program and a social enterprise wrapped into one."

"We really want to take a bite out of hunger in our community." Youth urban community gardens are intended to teach inner-city kids the value of food and growing it themselves, while at the same time tackling the problem of food security in these communities.

But studies have shown the gardens benefit their host communities and cities as well. A University of Illinois study showed youth involved in an urban gardening program in Rockford, Ill. had higher leadership skills and better dietary behaviours than their peers. A 2012 report from the University of Waterloo argues community gardens prevent and reduce crime by creating a sense of community, empowering individuals and physically beautifying previously vacant areas. Among the "green wave" of community gardens spreading across Canada - Vancouver alone boasts more than 75 - Hope Blooms in Halifax stands out as a success story.

Cain, who is now a mentor for young kids joining the program, says the impact of working to produce their own food is immediate. "They get really excited when they come for the first night," said Cain. "Seeing them learning how to grow stuff is really a great experience." About 70 per cent of the food the youth grow goes home with them, helping reduce grocery bills and boost the nutritional value of their meals. "I didn't really like vegetables but I started to eat them more. It changed the way I eat," said Cain, who said he also discovered a passion for cooking that led to his plans to study culinary arts.

“Youth urban community gardens are intended to teach inner-city kids the value of food and growing it themselves, while at the same time tackling the problem of food security in these communities.”

Hope Blooms earned national recognition in 2013 when representatives appeared on CBC's reality show Dragon's Den. During the emotional pitch, the program earned four \$10,000 donations from the dragons on an all-students episode. Profits from Hope Blooms go right back into the program or into a scholarship fund for graduates. Wiggins said the program, which started with nine youth, has boomed to more than 50 participants, and the garden itself has doubled in size.

Last month, Hope Blooms received another feather in its cap in the form of a grant to fund construction of a solar array and battery backup. The solar panels will help the greenhouse run independent of the grid and will extend Hope Blooms' growing season.

The group made headlines again Thursday, announcing a deal with the national grocery chain Loblaws. Hope Blooms dressings will now be sold in four Atlantic Superstore locations in the Halifax area. Organizers of community gardens across the country say they're seeing similar growth - and success - from their programs.

The PACT Grow-to-Learn Schoolyard Gardening Program cultivates food on the grounds of five Toronto schools in "priority neighbourhoods."

"The kids love it," said Natalie Boustead, community garden manager for the program. "In general, the kids are reluctant at first, but are amazed at what they can produce." Boustead said each school in the Grow-to-Learn program has a slightly different objective. Some gardens are for take-home veggies and another school has a business course where they set up a market to sell the vegetables, donating all profits to entrepreneurs in other countries.

During the summer, some students are hired as summer employees to maintain the gardens. Boustead said the kids, their families, and society at large are benefiting from the humble task of growing plants in a garden. "I think there's a growing desire for them," she said. "For the relative low-cost of what it costs to maintain gardens, there's all of these implications for learning and mental and physical health." ♣ csc

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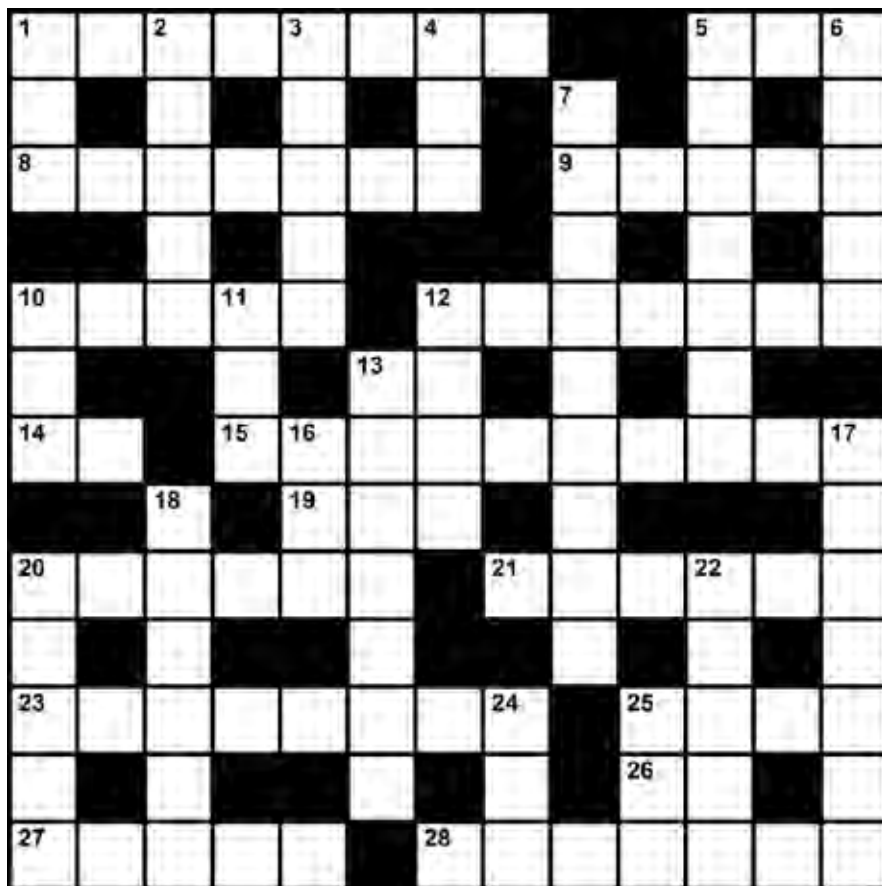
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- 17 Someone who habitually doubts and questions
- 18 Word that goes with media and stigma
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- 25 "Game of Thrones" channel

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