

CANADIAN SCHOOL Counsellor[®] MAGAZINE



- **Rick Hansen** Making a difference: Rick Hansen Award recognizes students who give back *Faire une différence : le prix Rick Hansen reconnaît les étudiants qui réinvestissent dans la communauté*
- **Street Gangs** Reaching out: inspiring lives
- **Fashion Friends:** Programs help grads look their best *Des programmes qui aident les finissants à se montrer sous leur plus beau jour*



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This Issue

24 In Session

Summer school options

9 What to Wear

Easing the financial burden of prom wear

12 Moving Anxiety

Ways to help students cope with relocation

18 A Season For Success:

Discovering a summer job.

21 Summer Learning Opportunities

29 Street Gangs

The third article of a three part series devoted to understanding street gangs.

39 Renew, Recharge & Regroup

Using Your Summer Vacation for Relaxation and Self-Development

Departments

7
Across Canada

8
Counsellor's Corner
Spending Summer

15
Career Opportunity
What's Cooking
in Culinary Careers

34
Outreach
Rick Hansen Award

41
On the Bookshelf

42
Last Period
Etiquette 101



Rick Hansen Award, Page 34



Great Idea Page 33

42
Advertiser Index



Tonight the sky is alive – the scattered clouds painted brilliant shades of magenta and fuchsia. Crickets sing while the sun sets slowly, as if trying to make the evening last. Across the highway from our home, my neighbour is hard at work combining his fields. The swathed canola has been drying on the fields for the last week and tonight the sweet dusty smell lingers in the still air as he removes his crop for market. As I sit quietly on my porch, my children asleep upstairs, I wonder what to write for my first message as editor.

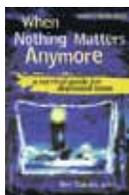
Just as my neighbour is reaping the rewards of his summer's labours, I too feel rewarded in having watched this issue grow to fruition. Many of the topics are serious ones, and they gave me pause, wondering if they were issues my own children would face one day. I am in awe of the strength of character that people like Eva Olsson exhibit. And impressed, with how programs such as DreamCatcher are able to link children from the north with mentors all across Canada. My heart is saddened by the cruel acts that are perpetrated in the name of team building, and reaches out to those isolated by depression. I have developed a new respect for children struggling through school with learning disorders, and continue to learn about the evolving landscape of careers. I'm proud of the efforts of my labours and I've enjoyed putting this issue together. I hope you too enjoy the read, reap the rewards, and find benefit in the resources provided.

» On the Bookshelf



IDENTIFYING, ASSESSING, AND TREATING DYSLEXIA AT SCHOOL

by Catherine Christo Ph.D., NCSP, John M. Davis Ph.D., Stephen E. Brock Ph.D., NCSP Publisher: Springer, 2009
An informative, easy to read reference that focuses solely on dyslexia; its causes, prevalence, and related conditions. The authors stress the critical role of school professionals and provide a wealth of information on identifying students, providing effective assessment and age/grade related intervention guidelines to help meet student needs. 152pp ISBN 978-0-387-88599-5



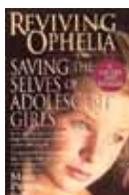
WHEN NOTHING MATTERS ANYMORE: A SURVIVAL GUIDE FOR DEPRESSED TEENS

by Bev Cobain R.N., C. | Publisher: Free Spirit Publishing, 2007
Author Bev Cobain writes a powerful book about depression, sharing moving accounts from teens and her cousin Kurt Cobain's suicide. *When Nothing Matters Anymore* offers straight talk on adolescent depression and advice on how to stay well. A great book for any teen struggling with depression or feeling hopeless or alone; and a great resource for counsellors, teachers and parents. 160pp ISBN 978-1-575-42235-0



PREVENTING HAZING: HOW PARENTS, TEACHERS, AND COACHES CAN STOP THE VIOLENCE, HARASSMENT, AND HUMILIATION

by Susan Lipkins, Ph.D. | Publisher: Jossey-Bass, 2006
Offering important advice and practical suggestions, Susan Lipkins, brings a deeper understanding to the culture of hazing. She discusses how to recognize the warning signs, what can be done to prevent hazing and how to deal with the hazer, victim and bystander. Included is information on what to do if a student is involved in a hazing incident and how to move forward morally, legally and emotionally. 192pp ISBN 978-0787981785



REVIVING OPHELIA: SAVING THE SELVES OF ADOLESCENT GIRLS

by Mary Pipher, Ph.D. | Publisher: Riverhead Trade, 2005
Using her experience as a therapist and citing case histories, author Mary Pipher, illustrates the struggles required for adolescent girls to maintain a sense of self in a "girl poisoning" society. She examines eating disorders, sexual pressure, consumerism and the role of the media among other things, offering concrete suggestions and thoughtful recommendations for changing society. 304pp ISBN 978-1594481888

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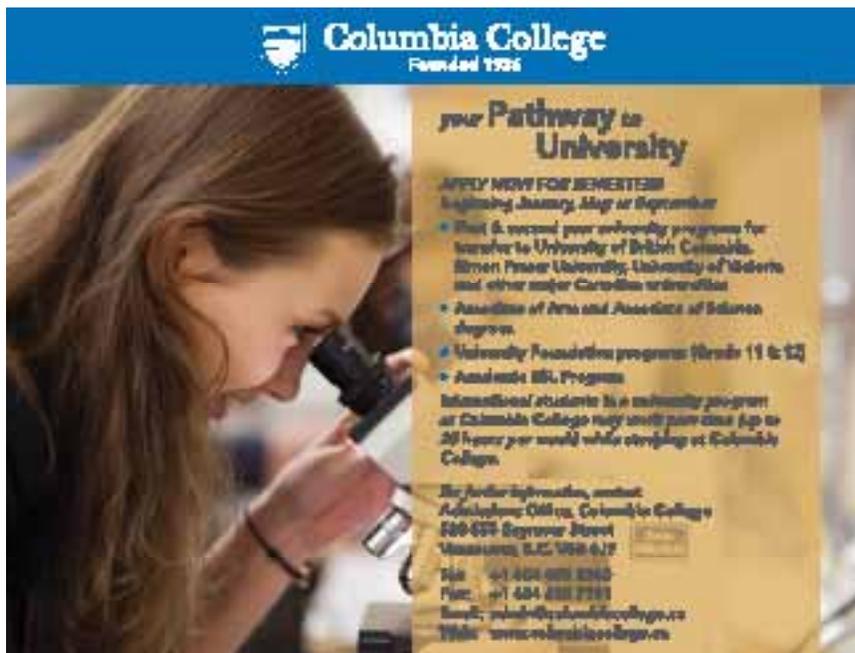
The Canadian Open Mathematics Challenge (COMC) is Canada's premier national high school mathematics competition that is open to any student with an interest in mathematics. The purpose of the

competition is to encourage students to explore, discover, and learn more about mathematics and problem solving. The competition also serves to provide teachers with a unique student enrichment activity during the fall term. The COMC provides student

performance awards at the regional and national level by grade, as well as randomly drawn prizes (including \$1,000) that any student can win. Junior high school students who perform well can get invited to a free national math camp in the summer. Students with a real knack for math can be invited to write higher level competitions that can eventually lead to being chosen for Math Team Canada and competing in the world olympics of math. Through a partnership with select universities across Canada, a strong performance by a senior student can result in being offered a university scholarship! And even if a student only answers a few questions, they still have a chance at winning a prize!

The Canadian Mathematical Society in partnership with select universities across Canada stages the COMC in early November and the actual competition is usually written at the high school. And last year the COMC was revamped to make it more accessible to any student with an interest in mathematics - now there are a few relatively easy questions, and a few average questions, and then a few hard ones.

So if there's a student who maybe even only has 'kinda some interest in math' they probably should give the COMC a try. And if there are students who enjoy math, they definitely should give the COMC a try. More information on the competition is available from the web site: <http://cms.math.ca/Competitions/COMC>.



School Counsellors Stay Current On Career Development Trends At The Cannexus Conference

Cannexus will explore innovative approaches in career counselling and career development when it brings together an expected 750 professionals from January 28-30, 2013 in Ottawa.

As Canada's largest national bilingual conference in the field, the program features world-class keynotes, more than 100 education sessions, pre-conference workshops, a trade show and plentiful networking opportunities.

Delegates will be inspired by Debbie Muir and Mark Tewksbury, who is fresh from London as Canada's chef de mission at the 2012 Olympics. Those involved in guidance and career education will benefit from sessions that include:

- Putting the Sizzle in Public School Career Planning*
- Tuning into Young Children's Career Development Career Education as a Way to Engage Students School Principals and Guidance Counsellors Working in Tandem*
- Career Assessments: The What, Why, When, Where/How*
- Young Adults' Roadmap to Fulfilling Career Life*

Cannexus is presented by CERIC, the Canadian Education and Research Institute for Counselling. For more information on the conference, visit www.cannexus.ca.

University of Toronto to offer online courses accessible to anyone, anywhere

The University of Toronto is joining Coursera – a platform for offering massive open online courses through partnerships with leading international universities – to launch a new suite of online courses that will be accessible to anyone. The initiative will enable hundreds of thousands of people world-wide to learn the latest in such areas as neural networks, mental health and Aboriginal education from U of T faculty who are leaders in their fields.

These pilot courses build on Open UToronto, where members and friends of U of T find, use, create and share openly licensed content, resources and courses. Open UToronto enriches the global knowledge community with a growing catalogue of lectures and open access sites that includes thousands of pages of digital collections, journals, a research repository, learning objects and courses.

Massive open online courses are an emerging trend in post-secondary education because they provide tremendous potential to bring education to people who do not have access to quality courses. Coursera (www.coursera.org) was developed by professors at Stanford University and earlier this year Princeton, Stanford, the University

of Michigan and the University of Pennsylvania joined the consortium. In only six months, the Coursera platform has enabled 680,000 students from 190 countries gain access to 43 different university courses. The University of Toronto is the first Canadian university to join Coursera.

Initially, U of T will deliver five open access, not-for-credit courses through Coursera. The Faculty of Arts & Science

will feature two computer science courses on programming as well as one on neural networks for machine learning. A course on the social context of mental health and illness will be offered by the Factor-Inwentash Faculty of Social Work and U of T's Ontario Institute for Studies in Education will present a course on Aboriginal world views in education.

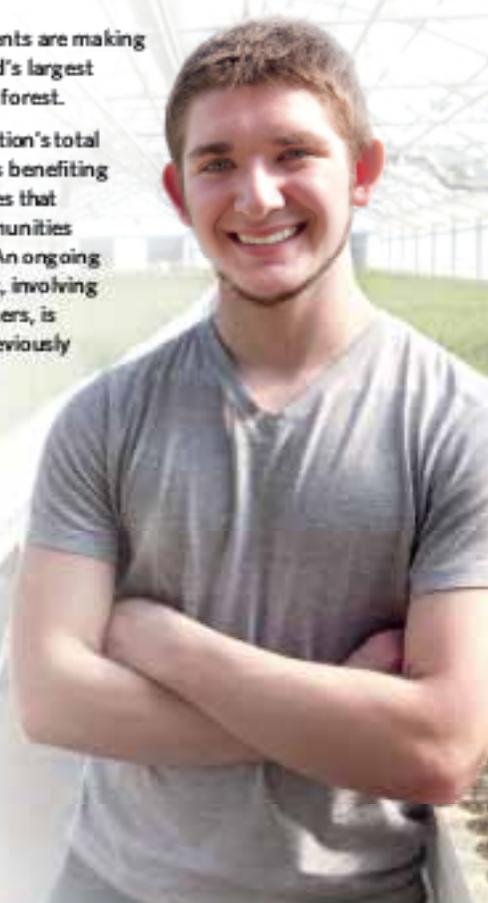
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New Mohawk, Inuktitut courses introduced

Queen's students will have the opportunity to study the languages and cultures of the Mohawk and Inuit peoples this fall through two new courses offered

by the Department of Languages, Literatures and Cultures (LLCU).

"We feel very strongly that we want to represent as many regions and cultures as possible, and we want to be inclusive in our offerings," says

Jill Scott, acting associate head, LLCU. "We first and foremost wanted to offer a course in Mohawk, because of the department's close relations to the Four Directions Aboriginal Student Centre (FDASC) and because Queen's sits on the traditional lands of the Haudenosaunee and Anishinaabe peoples. Mohawk is an endangered language and the community in Tyendinaga has been working extremely hard to solidify and strengthen the language and create a foundation of speakers."

Through the process of developing the Mohawk course, the opportunity arose to offer Inuktitut as well. Both courses will give students rudimentary knowledge of the languages and, through an exploration of traditions, philosophies and histories, an understanding of the rich Mohawk and Inuit cultures.

The two courses emerged through a collaborative process between LLCU, FDASC, the local Mohawk community, the graduate program in Cultural Studies, and the Faculty of Education. LLCU hopes these courses will assist in the development of a minor concentration in Indigenous Studies.

The Mohawk course will be taught by Bonnie Jane Maracle, lecturer in the Faculty of Education and LLCU, and member of the Tyendinaga Mohawk Nation. Noel McDermott, a teaching fellow and doctoral candidate in Cultural Studies, will teach the Inuktitut course. Students across all disciplines are encouraged to enroll

Kwantlen Student Wins International Turfgrass Scholarship

(Metro Vancouver, BC) – Kwantlen Polytechnic University student Grant Steinberg is one of 30 students from across Canada and the United States to win a \$500 Jacobsen Turfgrass Scholarship. The scholarships are awarded to students entering their final year in a full-time turfgrass management program.



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"I have a rich background in all areas that are golf course related, and this program seemed like a necessity in my pursuit to become a true golf-industry professional," says Grant Steinberg, student, Kwantlen Polytechnic University. "Winning this scholarship is a humbling honour and to be recognized for my achievements and hard work fuels me to continue to strive towards my goals with an added sense of confidence, as well as a lowered amount of stress on the pocket book."

"Grant is entering his final year of Kwantlen's two year turfgrass management diploma program, with exemplary attendance, punctuality, participation and attitude," says Stan Kazymierchuk, instructor, turfgrass management, Kwantlen Polytechnic University. "He shows remarkable skill as a problem solver and is showing great promise as incoming Turf Club president. Grant is a skilled golfer, a caring family man and appears to have a bright future in our industry."

Jacobsen Turfgrass Scholarship candidates from across Canada and the United States submitted essays and professor recommendations to be considered for the scholarships; successful recipients were notified last month. Jacobsen is a Textron company, manufacturing high quality turf maintenance equipment for golf courses, sports fields and large green spaces including parks and recreational areas.

In Kwantlen's turfgrass management diploma program students learn how to manage the largest green spaces in our communities and are involved in the ongoing development of the turf management field lab. Many graduates seek employment in the golf industry and other opportunities exist in a broad range of related businesses and public sector jobs. For more information please visit: kwantlen.ca/hort/turf.

Kwantlen Polytechnic University has been serving the Metro Vancouver region for 30 years, and has opened doors to success for more than 250,000 people. Four campuses—Richmond, Surrey, Cloverdale and Langley—offer

a comprehensive range of sought-after programs, including business, liberal arts and science, design, health, trades and technology, apprenticeships, horticulture, and academic and career advancement. Over 17,500 students

annually have a choice from over 200 programs, including bachelor's degrees, associate degrees, diplomas, certificates and citations. Please visit: kwantlen.ca.

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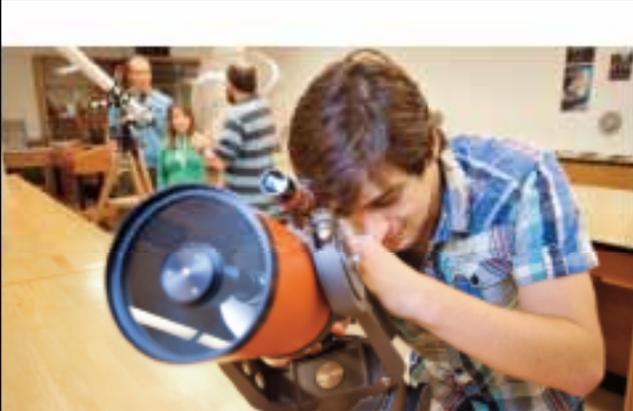


The Classroom **Energy Diet** Challenge

- In 2012, nearly 500 classrooms (11,000 students) from across Canada competed in the first Classroom Energy Diet Challenge.
- The Classroom Energy Diet Challenge is a contest sponsored by Shell Canada Limited and Canadian Geographic to help students increase their understanding of energy, where it comes from and how to improve their energy efficiency. As part of the Challenge, classrooms will have access to some great tips and resources to help them improve their energy efficiency.
- From February 4, 2013 to April 25, 2013, students will complete lessons and challenges designed to increase their knowledge and awareness about energy use in Canada. Each classroom's progress is tracked on the Challenge website energydiet.canadiangeographic.ca/home/landing
- The Challenge is divided into two streams: the Classroom Challenge stream and the Video Contest stream. The Classroom Challenge features 25 curriculum linked activities that will earn classes points upon completion. Several great prizes will be awarded to eligible classrooms based on the number of points achieved. The Video Contest challenges classrooms to submit

- scripts for a creative video outlining ways to reduce energy use. Fifty scripts will be chosen and the successful classes will receive a Flip Video Camera to shoot their videos. The winning video will be selected based on their impact in raising awareness about energy conservation; creativity and originality; production values and popularity as determined by public viewing and voting.
- The Classroom Energy Diet Challenge follows 2011's successful Energy Diet Challenge where six families across Canada competed to reduce their energy and water use in the home and through smarter mobility choices on the road. As grand prize winners of that Challenge, the Kitchen-Kuiack family from Marsh Lake, Yukon, was named Canada's "slimmest" family, winning a brand new 2012 Toyota Prius v.
- Photos from the challenge are available on facebook (Shell Canadian Geographic Energy Diet Challenge) with regular updates being posted on twitter (CanGeoEDC).

More Information Classroom Energy Diet Challenge website:
www.canadiangeographic.ca/cedc



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Key Dates

January 20: Classroom registration closes
Teachers can register their classroom
at www.canadiangeographic.ca/cedc

February 4: Challenge begins
Students and teachers begin completing
the lesson plans and learning about energy
resources and conservation.

February 22: Video script deadline
All video scrip submissions must be
received by midnight EST to qualify to win
a Flip Video Camera

March 4: Top 50 scripts announced
The top 50 scripts will be announced
and winning classrooms will each receive
a Flip Video Camera to produce their video.

April 7: Classroom videos available
Videos will be posted on the Classroom
Energy Diet Challenge website for the
public to view and "like" their favorite video
submission.

April 30: Contest winners announced
The winning classrooms will be revealed
and prizes awarded.

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Deliberate Practice: Thinking, Acting, and Reflecting

Is it amongst a group of counsellors. We have gathered from across the world, to understand how to improve effectiveness in our counselling practices, across agencies, schools, and centers. Our trainer comments to the group that, “deliberate practice separates average counsellors from superior counsellors.” Displaying a power point slide, showing a graph of effectiveness (i.e. better outcomes) and the deliberate practice of counsellors, the two positively and directly correlate. Interestingly enough, all of the counsellors had the same amount of time counselling. What was this deliberate practice, I wondered, that made these counsellors more

effective? He responded saying, “these counsellors engage in practices common to all superior-performing people across diverse fields – musicians, scientists, athletes. They spend an incredible amount of time before and after the counselling act itself.”

Otherwise known as T.A.R. – Thinking, Acting, and Reflecting – our trainer suggests that it is this combination of practice that we learn and change as practitioners. When I am prompted to reflect on my own ways of deliberate practice, I list what I attempt to do:

- Regular peer supervision - discussing engaging with young people
- Reading articles that challenge me to think in new ways

We want to hear from you.

Do you have some words of wisdom, a pet peeve, a hilarious or poignant story that you would like to share with your fellow counsellors? Counsellor's Corner will appear in each issue as a forum for your thoughts, so please write and tell us what is going on in your corner.

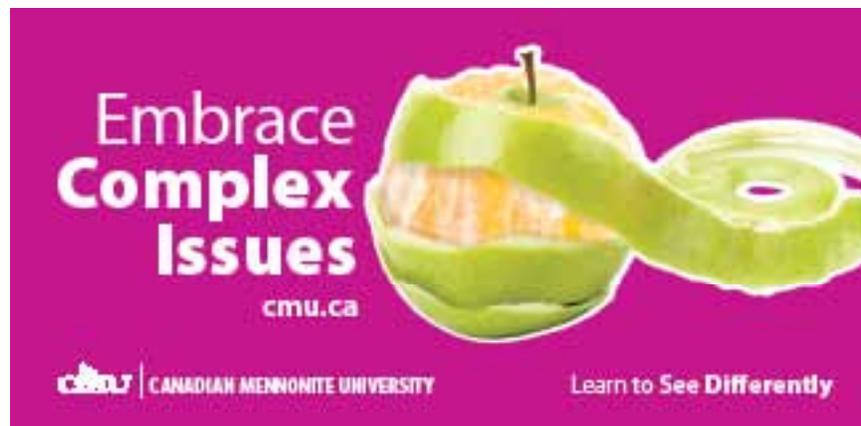
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- Writing to process my professional experiences
- Forming reading groups at work, discussing articles' usefulness in our particular practice contexts
- Reflecting on the feedback I've received from young people
- Anticipating and reflecting on my day while commuting to and from work

In each of these processes, I come to no conclusions; have no solutions to any problems, or any obvious ways to navigate the complex world of work with young people who are struggling. But if, what they deem to be true, that effectiveness is located not in the act itself but rather the preparation before the act and the reflection after the act, then I wonder what we as individual counsellors could be doing to improve.

This new knowledge in part disappoints me, to know that deliberate practice is not fully supported in the schools and agencies we work within. At the same time, this energizes me, to know that there is no inherent, naturally born quality I have or do not have that makes me a good counsellor. What makes me good (or not good!) is in direct relation to the quality and amount of deliberate practice I devote to my work. It is this fact that makes all of the actions I creatively practice more meaningful, giving me explicit permission to engage in them so that I can better serve the young people I work with. And isn't that what it's all about?

Carys Cragg, MA, RCC is an instructor at Douglas College and the University of Victoria's Schools of Child & Youth Care and past inner-city school mental health consultant and child & youth mental health outreach clinician. She can be reached at Carys.Cragg@gmail.com.



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FOR HIGH SCHOOL STUDENTS?

At a recent meeting, while touting the benefits of LinkedIn for career professionals, I was asked by colleagues about the value in introducing social networking in high school. Consensus within that group was that it was more relevant for personal networking, and then maybe for post-secondary students and beyond.

Personally, I believe there ARE benefits for high school career centers and students to learn this tool. Nielsen Online says that in "2008-2009 social networking sites...saw more time spent by users than personal email".

High school students are online at Facebook, MySpace, Nexopia, and Twitter... and let's face it - we all know the type of information they are putting out there. It is now time to include "social networking" as a part of career discussions. For those of us working in high schools, instead of harping on the

dangers of internet sites and postings which we can't control, we should introduce students to the possibilities of using a site to their advantage in life.

Facebook asks for real names. Rather than using their proper names, I recommend high school students identify themselves with a recognizable user name familiar to family and friends (i.e. first and middle

name). We can then introduce them to LinkedIn and teach them how to create an online portfolio using their real name, developing an online presence that can be built on over time.

Ethical or not, employers and some colleges do look up prospects online. According to mashable.com, a website focussed on Social Media news, "... one in five hiring managers (in the US)

Karen Girard is a Certified Career Development Professional, and offers private career services for students and adults through www.karengirard.com and www.careerplanningforstudents.com. She also works as a High School Career Advisor in Alberta. She has been involved in Human Resources and Career Development for over 20 years, and was the Technical Editor for "*Landing a Job for Canadians... For Dummies*".



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conducts background checks using social networks (primarily Facebook), while one in ten college admissions officers do the same.” Why risk what may be found in a web search?

More and more, employers and others are using LinkedIn as a screening tool. I have a house for rent in United States, and when we get a request, we always look up potential tenants.

I expect to find information there that will help me make a decision – and so do employers.

By taking control of their online brand, high school students can mitigate the damage before it gets out of control. We can help them develop a good profile (much like writing a skills-based resume) and include that link right in resumes and applications. ♣ CSC

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*The BFA in Dramatic Arts is pending approval by the New York State Education Department.

What Can We Introduce High School Students To On LinkedIn?

1. Professional networking etiquette
2. Building an online portfolio and presence that they can be proud to share. I had a student ask to connect with me on LinkedIn – I have not yet accepted her request as her profile is full of typos and is not professional enough. This is the ideal coaching moment – time to teach what is being looked at and how to create a proper presence.
3. Conducting company research needed for preparation for interviews
4. Asking targeted questions for local specialists in your Career Center group, or for a broader perspective, in the Education and Careers “Answers” section

Using advanced search features students can also locate potential informational interview or job shadow opportunities, and conduct career research into even quite obscure areas with as little as a key word such as “baseball”. The list is far from exhaustive!

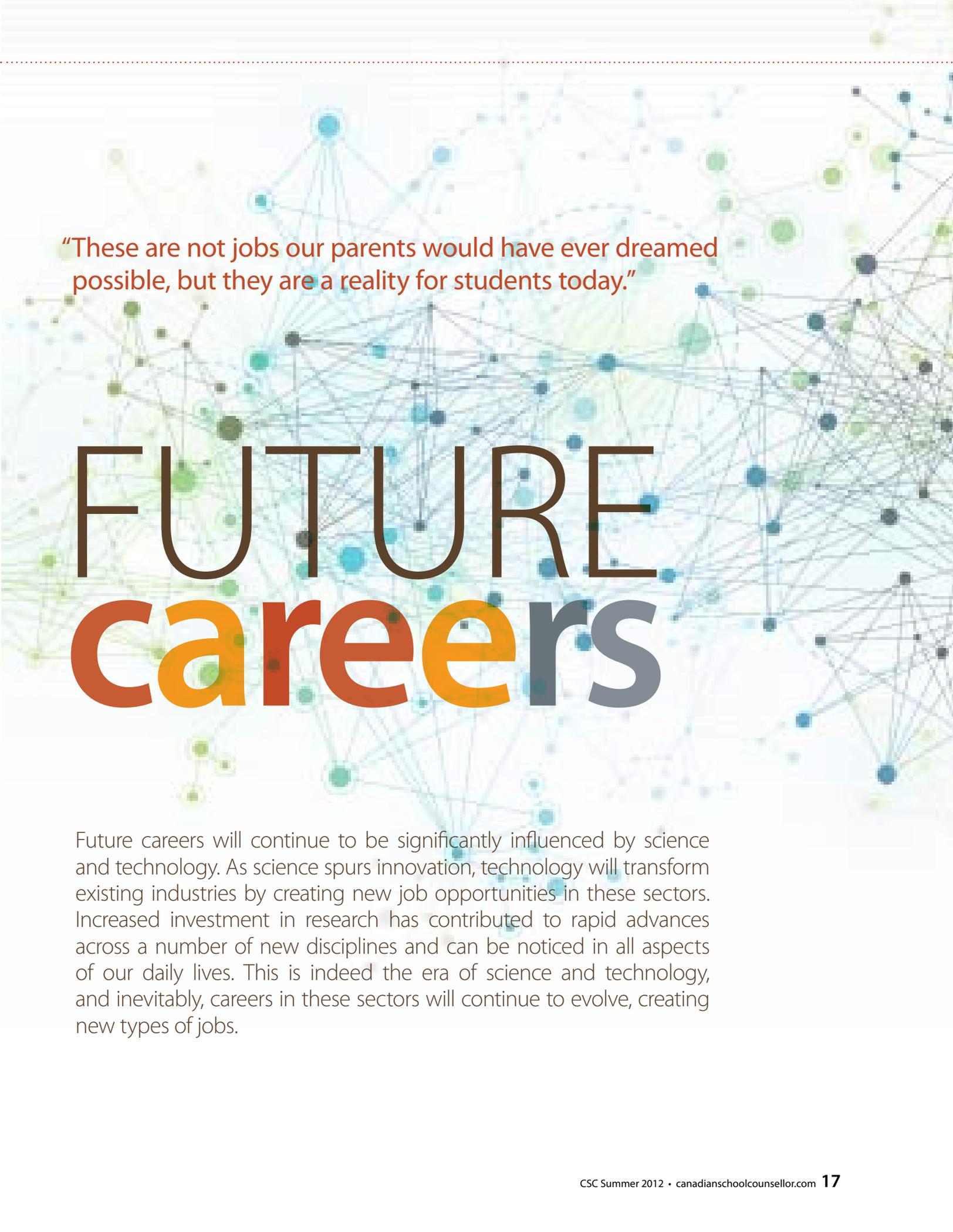
How Can You Use LinkedIn In Your Career Center?

1. Build your network, and have a forum to discuss issues and share resources with colleagues from around the globe, or set up a local group to discuss these regionally
2. Use contacts to help find potential career speakers and Career Fair presenters
3. Set up a school career center group and invite parents and students to join – then advertise upcoming post-secondary and career events, or encourage student discussions
4. Remain up-to-date with networking events and participate in free sessions and webinars that could be used for certification credits
5. Link up with credible specialists (alumni and staff in the post-secondary institutions) who can provide information on post-secondary programs internationally

The Most Important Reason You Should Check Out LinkedIn, Even If You Don't Plan On Incorporating It In Your School

... Learning about, and staying current on, practices that are becoming mainstream. Here is a chance to stay ahead of the curve and maintain your competitive advantage.

If you are looking for a PD opportunity, or just want to find out what LinkedIn is all about, check out the webinar for Career Services Professionals (<http://careerservices.linkedin.com>), and join LinkedIn’s Career Professionals Group. Add me as a connection – I would be happy to discuss this further and to help you out in any way I can. After all, that is what networking is all about! How can I help you?



“These are not jobs our parents would have ever dreamed possible, but they are a reality for students today.”

FUTURE careers

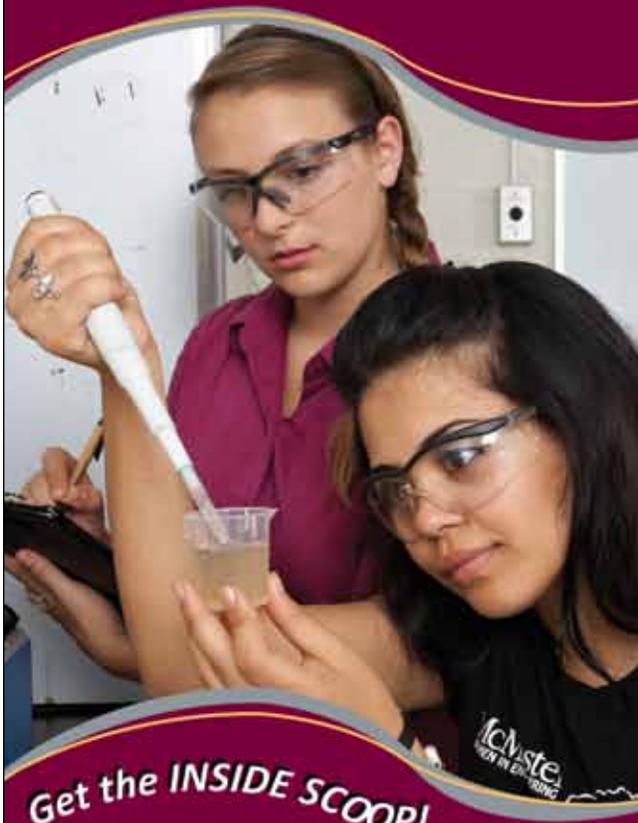
Future careers will continue to be significantly influenced by science and technology. As science spurs innovation, technology will transform existing industries by creating new job opportunities in these sectors. Increased investment in research has contributed to rapid advances across a number of new disciplines and can be noticed in all aspects of our daily lives. This is indeed the era of science and technology, and inevitably, careers in these sectors will continue to evolve, creating new types of jobs.

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McMaster Electrical & Biomedical Engineering
CT Product Specialist, GE Healthcare Canada



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Growth in Information Technology (IT) has led to the creation of new business models and with that, the development of several new positions. Jobs in IT have shown a steady increase and as a result, skills involving wireless and web based technologies, security, and data management will become even more sought after. Two such examples of the many "new" IT positions are that of a data scientist and social media architect.

Data scientists are responsible for sifting through the mountainous streams of unstructured or semi-structured data that are generated by web click streams, system logs and other event driven activities. Customer behaviour, security risks, potential system problems and more are buried in this myriad of data that accumulates by the terabytes. New opportunities for business can be developed, by uncovering hidden patterns and an analysis of customer behaviour can assist in optimizing websites, increasing customer retention. This data can also be utilized to identify potential system failures and security threats. The opportunities are as endless as the data streams creating positions with a variety of skill levels ranging from entry level data cleaners to high level statisticians. More of these highly trained individuals will be needed to wade through all the click stream data as businesses continue to increase their use of social networking to drive customers to their websites.

While social media is still in its infancy, the need for social media architects has emerged. Using social media (more than just Twitter and Facebook), businesses require specialists to monitor and manage this new opportunity as the complexity of the systems grow. Social media professionals are required to build secure communities within a business network as well as between businesses and customers. The user data developed from these tools must be easily accessible by those within the business, yet, secure from outside sources.

Currently many people working in the IT field have plenty of life experience, but little or no post secondary education. As these systems become more complex, and the demand for these positions increase, post secondary education will become a necessity. While graduate degrees and certificate are offered at some colleges and universities, a common certification standard still needs to be developed. Further education and training in physics and business, for example, are two skill sets that may further enhance opportunities for these positions. The Canadian IT industry has identified that employees should have mix of skills, including core technical skills, experience of specific applications, platforms, and business processes, plus the soft skills of communication, team-work, project management, as well as the knowledge of Canadian business culture.

Scientific developments have led to new positions in the medical community - much the same way as the burgeoning technology has influenced jobs in IT. Biomedical engineering, the application of engineering principles and design concepts to medicine and biology to improve healthcare diagnosis, monitoring and treatment, is one such field. Most positions are currently in research and development, falling under a broad array of subfields. Prominent biomedical engineering applications include the development of regenerative tissue growth, and pharmaceutical drugs, biocompatible prostheses and medical devices/imaging used in the diagnosis, cure or treatment of diseases (e.g. pacemakers, cochlear or dental implants, dialysis machines, MRI's).

Bionics, a sub-discipline within biomedical engineering, encompasses tissue, genetic, neural and pharmaceutical engineering. Bio-medical engineers also work hand in hand with doctors to build artificial body parts to replace those damaged by injury or disease. One of the goals of tissue engineering is to create artificial organs with biological matter, such as stem cells, for patients that need organ transplants. Researchers have been able to grow jawbones and tracheas; and in fact, artificial urinary bladders grown in labs have successfully been transplanted. The use of both synthetic and biological components to build bioartificial organs is also a focus of research.

Requiring extensive knowledge of both engineering and biology, Biomedical Engineers typically have a Masters (M.S., M.S.E. or M. Eng) or a Doctoral (Ph.D.) degree in BME (Biomedical Engineering) or another branch of engineering that has considerable overlap with BME.

As interest in the field grows, so do the opportunities for education. Many engineering colleges now have a biomedical engineering program or department. Universities such as McMaster University, McGill and University of Calgary, to name a few, offer accredited graduate programs. A four year B.Eng program, the first Canadian undergraduate BME program, is being offered at Ryerson University, and the Polytechnique in Montreal also offers a bachelors degree.

These are not jobs our parents would have ever dreamed possible, but they are a reality for students today. The spectrum of new careers available will continue to evolve as science and technology push us ever onwards. 🍁 CSC

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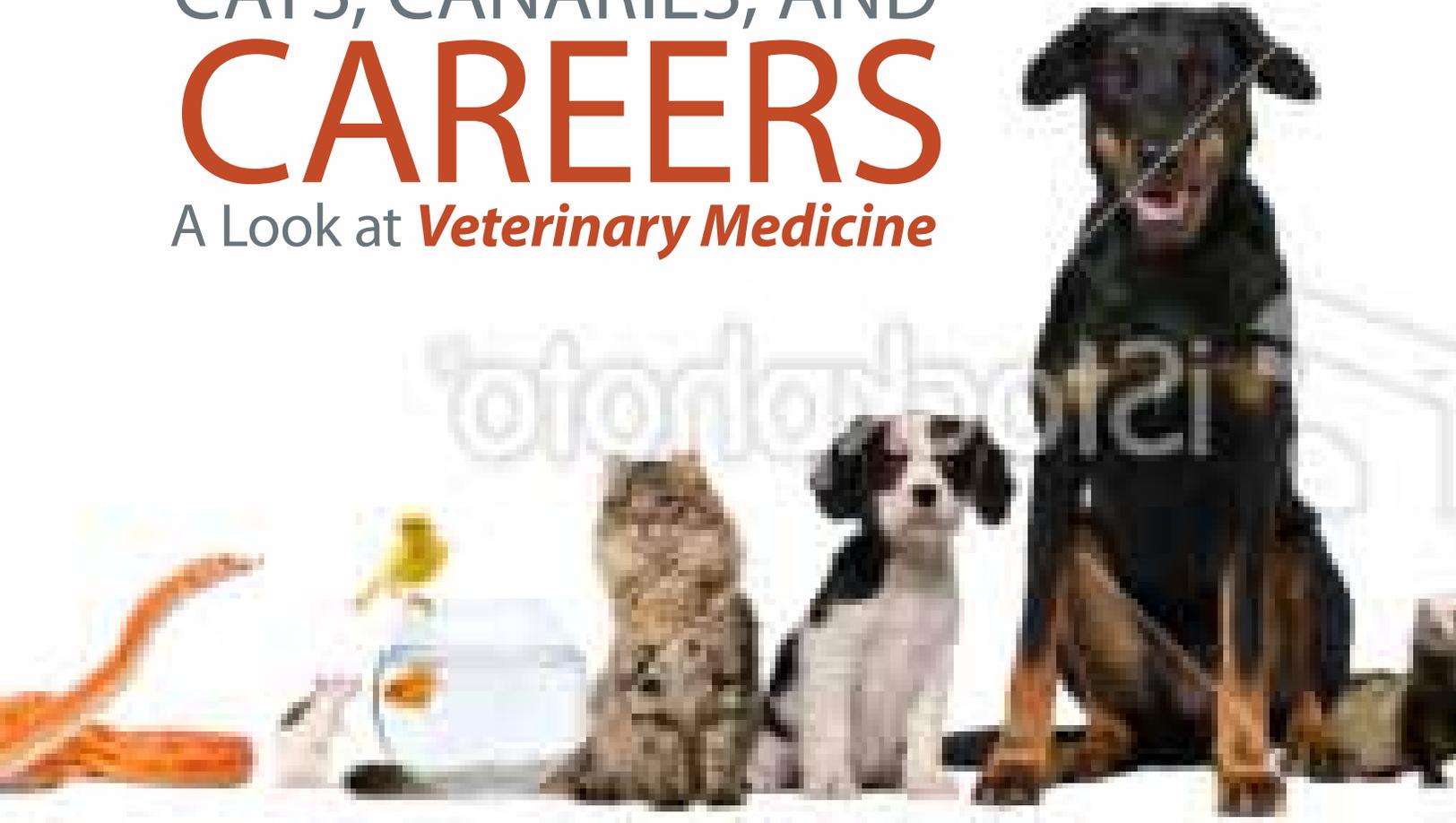
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A Look at *Veterinary Medicine*



My research into this profession was launched with an interview. Dawn Williams practices veterinary medicine at the St. Vital Veterinary Hospital. She is a graduate of the Western College of Veterinary Medicine at the University of Saskatchewan with a Doctor of Veterinary Medicine degree. She was willing to take time out of her busy schedule to answer some questions.

WHAT MADE YOU DECIDE TO BECOME A VETERINARIAN?

"When I was in high school, I was fascinated with some of my grandparents' old medical books, and spent a lot of time looking through them. I also enjoyed spending time with my pets. When it came time to decide what I wanted to pursue as a career, I decided to pursue both enjoyments, and become a veterinarian."

WHAT IS THE MOST REWARDING ASPECT OF YOUR JOB?

"Helping with the recuperation of sick and injured pets, and helping the healthy pets remain so."

WHAT IS THE MOST DIFFICULT PART OF YOUR JOB?

"Without a doubt, euthanasia."

WHAT SORT OF VOLUNTEER WORK WOULD YOU RECOMMEND AS PREPARATION FOR THIS FIELD?

"Animal related would be the most pertinent, exploring both small and large animal opportunities. Humane society, veterinary clinics, equestrian centres would be some examples. This would allow exposure to both a variety of types of animals, as well as a taste of what it is like to deal with both animal husbandry and animal medical care."

WHAT ADVICE WOULD YOU GIVE TO A YOUNG PERSON WHO IS CONSIDERING BECOMING A VETERINARIAN?

"Study hard, get good marks in grade school and university. But don't forget to immerse yourself in all aspects of life, including those beyond the academic. Also keep in mind that the veterinary medicine programs in university can be expensive (tuition, textbooks, living away from home) to pursue, and not extremely high paying once you graduate. Medical doctors in human fields of medicine earn considerably more than veterinarians, especially veterinarians that are not practice owners."

Some of us are born with a love and compassion for animals. For such, a career in veterinary medicine seems a logical choice. The decision to become a veterinarian is a sound one only when prefaced with research into how best to prepare for this career and what the field of veterinary medicine is all about. The preparation begins as early as the first years of high school and demands commitment as well as an aptitude for math and science. Admission to veterinary schools is highly competitive and it is often as difficult to get into veterinary college as it is to be accepted into medical school.

including those beyond the academic. Also keep in mind that the veterinary medicine programs in university can be expensive (tuition, textbooks, living away from home) to pursue, and not extremely high paying once you graduate. Medical

Veterinary medicine is the study and practice of medicine on animals. An interest in science, animals, and the desire to solve challenging problems should be part of the personality of a student pursuing this career. The program is intense and involves a rigorous academic schedule. A veterinary student must be willing to work hard at school as well as be active in both animal and non-animal extra-curricular activities.

Preparation for veterinary college begins in high school and requires all the major science subjects such as Biology, Chemistry, Physics and Calculus. Time should also be spent with a variety of animals, as well as observing and assisting veterinarians in the community. Places that can assist students in acquiring the experience and the requisite skills are stables, animal shelters and clinics, farms, wildlife sanctuaries, and zoos. The work can be paid or volunteer, but it is important to keep a record of the hours spent and experience gained for application to veterinary school down the line.

At least two years of a bachelor's degree is required during which the eight pre-requisite courses required for veterinary college are taken. Choosing the

undergraduate university is an important step on the journey to becoming a veterinarian and a science related program is best. For example, a degree in animal science is designed to ensure students graduate with a strong foundation in animal anatomy, nutrition, reproduction,

genetics, as well as key skills like oral and written communication. Once accepted to a college, it will take four years to complete a veterinary medicine program and receive a DVM. Some of the courses students will encounter at veterinary college are biochemistry, embryology,



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epidemiology, physiology, microbiology, immunology, pathology, clinical medicine and surgery.

While an animal science program is set up to allow students to apply to a Canadian veterinary college after two years, many students wait until after

their third or fourth year to apply. This gives them the time and opportunity to raise their grade point average. Letters of recommendation from faculty members are generally required for entry. Character, academic promise, and a commitment to veterinary medicine are all qualities that

are sought after in students. The colleges use the letters to gain a richer portrait of the applicant that serves to go beyond the transcripts and test scores. Maturity and strong moral character are personal attributes necessary to finish the high pressure program that awaits them.

There are five veterinary colleges in Canada where students can receive their specialized professional training after having completed the minimum two years of pre-veterinary courses.

The Ontario Veterinary College is the oldest in Canada and is one of the colleges forming the University of Guelph. The Atlantic Veterinary College was established in 1963 at the University of Prince Edward Island in Charlottetown and serves the four Atlantic Provinces. The study of diseases of aquatic species as related to aquaculture constitutes a significant part of the program here. The Faculty of Veterinary Medicine in Saint-Hyacinthe, Quebec is part of the Université de Montreal. It is the only French-language veterinary college in North America and admits students from Quebec. The University of Calgary Veterinary Program only admits Alberta residents. In Saskatoon, Saskatchewan the Western College of Veterinary Medicine serves students from the four Western Provinces and the Territories. Today women are the majority of the 250-300 graduate students from Canadian veterinary colleges.

There is a licensing requirement for all Canadian provinces. The Certificate of Qualification is a three part exam: the basic and chemical science examination, the clinical proficiency examination, and the North American veterinary license examination. Information and application materials for these exams can be obtained from the National Examining Board. It is best to inquire to the Canadian province in which you choose to practice for any further licensing requirements. Each province has jurisdiction over its veterinary medical licenses and its own requirements for completion of the process.

Becoming a veterinarian is an expensive process. Veterinary Medicine scholarships are awarded in Canada for higher education students. These include

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WoodLINKS' core skills lay the foundation for subsequent areas of specialization and are grouped into Work Readiness and Wood Manufacturing. These core skills include both theoretical knowledge and lots of hands-on skills developed through the completion of exercises and class projects.

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scholarships, awards, bursaries, and prizes specifically for the field of veterinary medicine. For a list of scholarships and bursaries see: <http://www.canadian-universities.net/Scholarships/Veterinary-Medicine3.html>

Upon completion of a DVM as well as the required licensing there are many jobs available to the newly minted veterinarian. Most veterinary graduates go into private practice focusing either on small animals such as dogs and cats or gravitating to rural practices where larger animals such as horses, cattle, and sheep are the patients. Government positions are also available in public health, food safety, and animal disease control.

Some veterinarians are more suited to the field of research, often at universities. Researchers can also work in the private industry for companies involved in animal pharmaceuticals or nutrition. Other research interests include ecosystem health, wildlife and zoo medicine, immunology and infectious disease, comparative pathobiology, and epidemiology.

If a student chooses not continue on to a veterinary college, an undergraduate degree in animal science will enable them to pursue careers in the animal feed industry, integrated livestock operations, or government organizations connected to the agri-business. One option a graduate has is a career in the animal feed industry. The livestock and poultry feed industry in Canada has annual sales in excess of \$35 billion dollars. The companies a student can work for vary from small town operations to large operations with annual sales of \$150 million. Graduates in this field are involved in sales, technical support, and feed formulation. Some of these positions involve direct contact with the producers that use the feed. The job may include bringing in more clients, but troubleshooting to insure customer satisfaction is a large part of the job. Feed formulators work to create cost-efficient, balanced diets based on information provided by nutritionists.

Others with a BSc, in animal science find jobs in genetics and biotechnology

companies, research laboratories, or with animal pharmaceutical companies. While studying for this degree, students learn about pure and applied sciences in the areas of animal behaviour and welfare, nutrition, genetics, biochemistry, and physiology. Through their choice of electives, students can explore international careers, specialize in certain

species or gain general knowledge in areas of agriculture such as food production or soil sciences. Whichever career path is chosen, one reality stands out. Veterinarians and animal science graduates serve not only the world of animals, but also the community of people in which they work.

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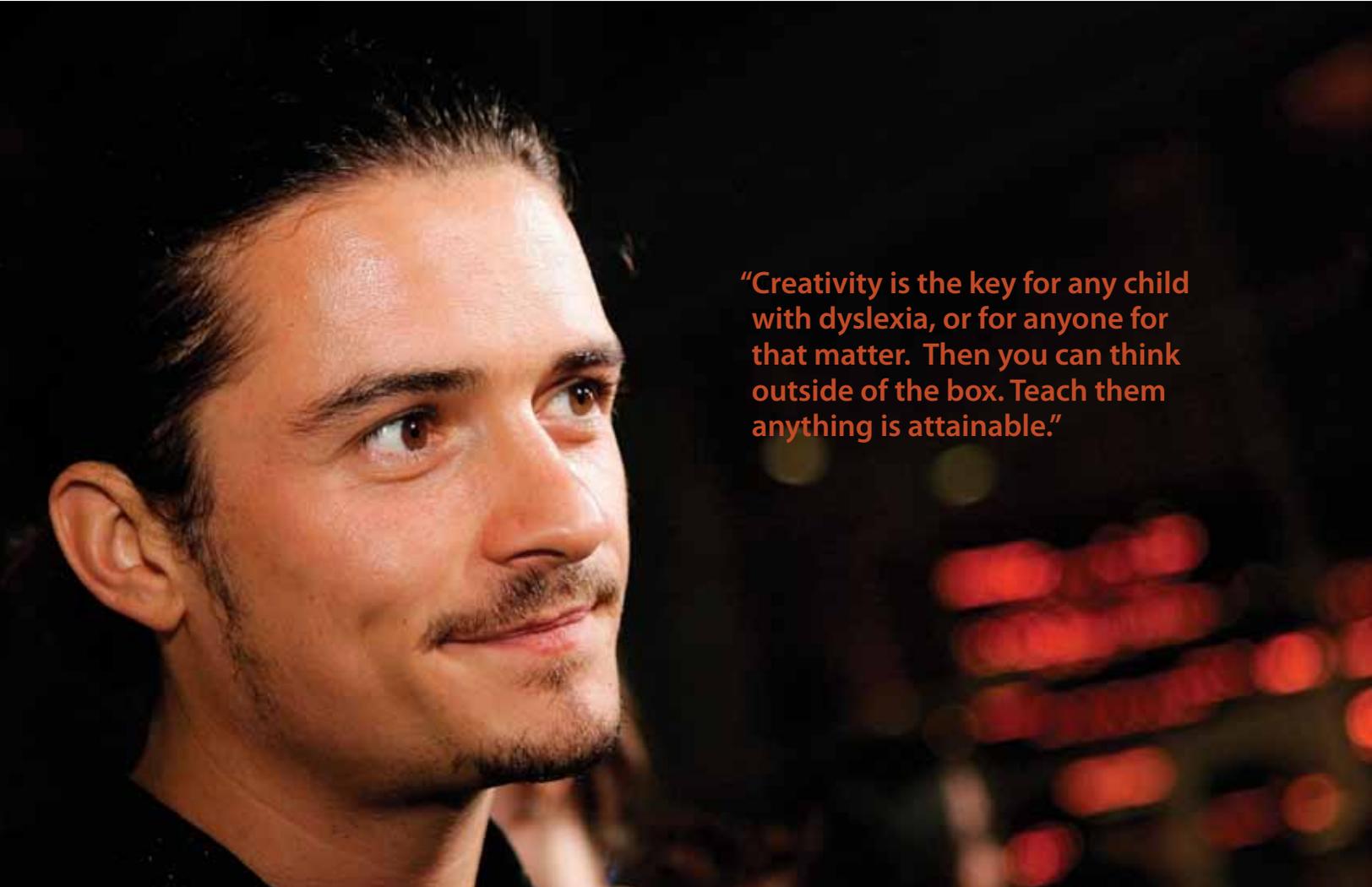
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“Creativity is the key for any child with dyslexia, or for anyone for that matter. Then you can think outside of the box. Teach them anything is attainable.”

Orlando Bloom and Will Smith may be famous actors with blockbuster movies under their belts but to children with dyslexia, they are important role models as well. Long before “Pirates of the Caribbean” and “Independence Day” both actors were in school - unable to read their textbooks and feeling inadequate, just every dyslexic child. Orlando Bloom et Will Smith sont des acteurs célèbres avec des films à succès à leur actif, mais pour des enfants affligés de dyslexie, ils sont également d’importants modèles. Bien avant « Pirates des Caraïbes » et « Le jour de l’indépendance » les deux acteurs étaient à l’école, incapables de lire leurs manuels scolaires et se sentant inadéquats, comme tous les enfants dyslexiques.

Teaching Outside

the Box

Dyslexia, a language-based learning disability, occurs when the brain does not properly recognize the sound components of language causing difficulties in processing symbols received from the eyes and ears into understandable language. While most dyslexics have normal or above normal intelligence levels, their ability to read, write, spell and sometimes speak are affected by this condition. The degree of symptom severity differs by individual, and afflicted students may exhibit any number of the characteristic symptoms. According to the Canadian Dyslexia Association, it is the most common learning disorder affecting the population today.

The Participation and Activities Limitation Survey (PALS) found that as children begin school, learning disorder diagnoses increase by 25%. While schools are encouraged to begin screening children when they exhibit reading difficulties in their early years of schooling, they can still go undetected. If dyslexia is suspected, and an early diagnosis was missed, an evaluation to formalize the

La dyslexie, un trouble de l'apprentissage basé sur la langue, survient quand le cerveau ne reconnaît pas adéquatement les composants sonores du langage causant des difficultés à transformer les symboles reçus des yeux et des oreilles en langage compréhensible. Bien que la plupart des dyslexiques possèdent une intelligence normale ou supérieure, leur habileté à lire, écrire, épeler et parfois parler est affectée par cette condition. La sévérité des symptômes diffère d'un individu à l'autre, et les étudiants affectés peuvent exhiber un certain nombre de symptômes caractéristiques. Selon l'Association canadienne de la dyslexie, c'est le plus commun trouble d'apprentissage affectant la population d'aujourd'hui.

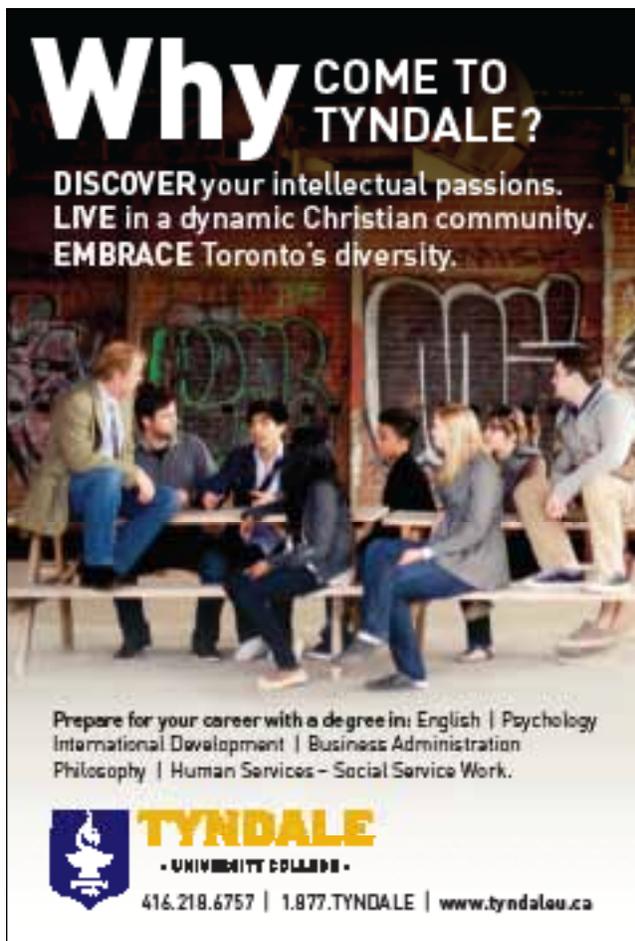
L'Enquête sur la participation et les limitations d'activités (EPLA) a trouvé que les diagnostics de trouble d'apprentissage augmentent de 25 % quand les enfants commencent à l'école. Bien que les

diagnosis is needed. Medical and neurological exams should be done to exclude illness, vision or any other factors. A family history of learning disorders and developmental, social and school performance should be compiled along with a full assessment of the underlying language skills that are linked to dyslexia to assist in diagnosis. Testing should be completed by a trained school employee or outside specialists.

When left undetected students can become frustrated by their untreated learning difficulties, and other problems can arise that may mask a proper diagnosis. Anxiety, depression and low self esteem often develop as a result of not understanding what is wrong with them. Feelings of frustration may manifest as a lack of motivation or as behavioural issues at home and school. Students may lash out at others, defy parents and teachers, cry easily, and develop sleep or eating issues. In addition to developing a dislike of school, teens can exhibit anti-social behaviour and experience psychosomatic symptoms such as headaches and stomach aches. Overwhelming emotional pain and humiliation, when combined with a learning disability, further jeopardizes not only the student's success in school but also into adulthood if the problem remains untreated.

écoles soient encouragées à entreprendre le dépistage des enfants qui affichent des difficultés de lecture tôt au primaire, ils peuvent quand même ne pas être détectés. Si on soupçonne la dyslexie et qu'il n'y a pas eu de diagnostic tôt, une évaluation pour formaliser le diagnostic est requise. Des examens médicaux et neurologiques devraient être effectués pour exclure la maladie, la vision ou tout autre facteur. Il faudrait s'informer à propos d'antécédents familiaux de troubles d'apprentissage et de développement, de la performance sociale et scolaire ainsi qu'obtenir une évaluation complète des compétences sous-jacentes au langage qui sont liées à la dyslexie pour aider au diagnostic. L'examen devrait être effectué par un employé formé du milieu scolaire ou par des spécialistes de l'externe.

S'il n'y a pas de traitement, les étudiants peuvent être frustrés par leurs difficultés et d'autres problèmes peuvent surgir qui masqueront risquent de masquer un diagnostic adéquat. L'anxiété, la dépression et une piètre estime de soi sont souvent les résultats de l'incompréhension de ce qui ne va pas chez eux. La frustration peut se manifester par un manque de motivation ou des problèmes de comportement à la maison et à l'école. Les étudiants peuvent s'en prendre aux autres, défier les parents et les enseignants, pleurer facilement et développer des troubles du sommeil ou de l'alimentation. En plus de développer une aversion pour l'école,



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“Many students know that something is wrong but don’t understand what it is as elementary schools and high schools often accommodate learning styles without requiring the necessary testing and documentation, which is expensive for the school board and involves long wait times.” states Claudette Larocque, Director of Public Policy and Programs at the Learning Disabilities Association of Canada (LDAC). Every child with dyslexia, or any other learning disorder, requires a personalized approach in developing an Individualized Education Plan (IEP). IEP’s can restrict teachers from providing the proper premeditative actions if they are developed without a clear understanding of the students learning disorder. Proper assessment is also key for providing these students with the support that they will require in their post secondary education endeavors.

School counsellors are a key resource and support for students with any type of learning disorder. In addition to acting as an advocate with parents and within the school, they provide emotional assistance to their students and assist them in their post-secondary education preparation.

les adolescents peuvent afficher un comportement antisocial et être affectés par des symptômes psychosomatiques comme les céphalées et les maux d’estomac. Une douleur émotionnelle accablante et l’humiliation, quand elles sont combinées à un trouble d’apprentissage, mettent en péril non seulement le succès scolaire de l’étudiant, mais aussi le succès de la vie d’adulte si le problème n’est pas traité.

« Plusieurs étudiants savent qu’il y a un problème, mais ne comprennent pas ce qu’il en est, car au primaire et au secondaire on accommode souvent les styles d’apprentissage sans recourir à l’examen et la documentation nécessaire qui sont onéreux pour la commission scolaire et impliquent de longs délais d’attente » selon Claudette Larocque, directrice de la politique publique et des programmes de l’Association canadienne des troubles d’apprentissage (ACTA). Tout enfant dyslexique ou avec tout autre trouble d’apprentissage a besoin d’une approche personnalisée pour le développement d’un plan d’éducation personnalisé (PEP). Un PEP, s’il est développé sans une compréhension claire du trouble d’apprentissage de l’étudiant, peut limiter les enseignants pour la fourniture d’actions préméditées adéquates. Une évaluation

CHARACTERISTICS OF DYSLEXIA

These can vary greatly from one individual to another with difficulties being experience in many areas including:	Finding A Word In The Dictionary
Formation Of Letters	Expressing Ideas In Writing
Correctly Writing Letters Of The Alphabet In The Proper Sequence	Finding The Right Word When Talking
Naming The Letters	Expressing Clear Ideas Verbally
Associating Sound (Phonetics) With The Symbol (Grapheme)	Distinguishing Left From Right, East From West
Appropriate Sequence If Individual Letters, And A Series Of Letters Which Make Up A Word, In The Reading Or Writing Process (E.G. B-D, Was-Saw, Quiet-Quite)	Telling Time, Days Of The Week, Months Of The Year
Reading, Spelling, Writing	Confusion With Math Symbols
	Memorizing Multiplication Tables (Sequential Memory)
	Difficulty Memorizing Non-Phonetic Words

OTHER SYMPTOMS OF DYSLEXIA INCLUDE:

Inordinate Amount Of Time Spent On Homework	To Perform On The Spot
Inconsistent Performance And Grades From Day-To-Day	Lack Of Organization And Study Habits That Are Not In Keeping With The Person’s Level Of Intelligence.
High Stress Resulting From Having	

Courtesy of the Canadian Dyslexia Association website www.dyslexiaassociation.ca

CARACTÉRISTIQUES DE LA DYSLEXIE

Celles-ci peuvent grandement varier d’un individu à l’autre avec des difficultés dans plusieurs domaines, incluant :	dictionnaire
formation des lettres	exprimer des idées par écrit
écrire correctement les lettres de l’alphabet dans le bon ordre	trouver le bon mot en parlant
nommer les lettres	exprimer verbalement des idées claires
associer les sons (phonétique) aux symboles (graphème)	distinguer la gauche de la droite, l’est de l’ouest
séquence appropriée de lettres individuelles et une série de lettres composant un mot, dans le processus de lecture ou d’écriture (par ex. :b-d, on-no, sport-spotr)	dire l’heure, les jours de la semaine, les mois de l’année
lecture, orthographe, écriture	confusion des symboles mathématiques
trouver un mot dans le	mémoriser les tables de multiplication (mémoire séquentielle)
	difficulté à mémoriser des mots non phonétiques

IL EXISTE ÉGALEMENT D’AUTRES SYMPTÔMES DE DYSLEXIE, COMME :

quantité de temps non ordonné dépensé pour les devoirs	performer sur le champ
performances et notes inconsistantes de jour en jour	manque d’organisation et habitudes d’étude qui ne cadrent pas avec le niveau d’intelligence de la personne.
haut niveau de stress pour devoir	

Gracieuseté de l’Association canadienne de la dyslexie et son site web www.dyslexiaassociation.ca

“Don’t let anyone tell you that because you struggle with dyslexia that you’re never going to make it in life, because it’s simply not true.”

It is important to reinforce with parents of suspected dyslexic children that each child is different and will have their own difficulties, learning style and strengths. While some parents will be supportive, others may not understand their child’s condition and think their child is lazy. Educating parents and teens about their disorder will assist them in coming to terms with their condition and provide knowledge of the assistance available to them.

While learning disorders are pervasive and increasing, school personnel do not always receive formal training on how to detect or teach children with disabilities like dyslexia. Professional development days offered through your school board, university courses and information from your local Learning Disabilities Association offices can assist in giving counsellors refreshers and up-date training.

adéquate est également importante pour fournir à ces étudiants le support dont ils auront besoin lors de leurs efforts d’éducation postsecondaire.

Les conseillers d’école sont une ressource et un support importants pour les étudiants affligés de troubles d’apprentissage. En plus d’agir comme représentant auprès des parents et dans le milieu scolaire, ils fournissent une assistance sur le plan émotionnel à leurs étudiants et les aident à la préparation de leur éducation postsecondaire.

Il est important d’insister auprès de parents d’enfants présumés dyslexiques sur le fait que chaque cas est différent et qu’ils ont leurs propres difficultés, leurs propres styles d’apprentissage et leurs propres forces. Certains parents seront un soutien alors que d’autres peuvent ne pas comprendre la condition de leur enfant et penser qu’il est paresseux. Éduquer les parents et les adolescents au sujet de leur trouble les aidera à accepter leur condition et leur fournira l’information à propos de l’aide qui leur est disponible.

Bien que les troubles d’apprentissage soient omniprésents et que ceux affectés soient de plus en plus nombreux, le personnel du milieu scolaire ne reçoit pas toujours la formation requise pour le dépistage ou pour l’enseignement à des enfants avec des troubles comme la dyslexie. Les journées consacrées au perfectionnement professionnel offertes par votre commission scolaire, les cours universitaires et les informations fournies par votre Association locale des troubles d’apprentissage constituent une aide qui peut prendre la forme de cours et de formation de mise à niveau pour les conseillers.



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THE FOLLOWING ARE SOME TECHNIQUES FOR HELPING THE DYSLEXIC HIGH SCHOOL STUDENT:

1. **Provide a Class Syllabus** - this provides the student and their parents/teachers aides with advance notice on large projects and exams assisting them with time management.
2. **Eliminate Note Taking** - dyslexic students often miss information or are unable to separate out important information when trying to keep up with writing or taking notes. Solutions can include allowing students to use media to record classes, providing notes, or pairing them with another student. The use of laptops is also helpful, as students often have a hard time distinguishing their own hand writing.
3. **Checkpoints** - problems with time management and organization are a problem that can be alleviated by breaking large assignments into small steps. By creating checkpoints to review their progress they can be helped to stay on track.
4. **Audio Books** - reading assignments available on audio are a great asset; students benefit from following along with the text while listening to the audio.
5. **No Oral Reading** - this frustrates and humiliates the student.
6. **Use Coles Notes** - chapter by chapter outlines can provide assistance in reading comprehension.
7. **Summarize** - previous lessons and the daily lesson at the start of class to show them the "big picture" and to assist them with organizing the details of the lesson.
8. **Vocabulary Lists** - provided at the beginning of a lesson with words related to the current topic in any class - science, language arts, math - have been proven to help. Students can make a binder to assist them with exams.
9. **Homework** - dyslexics take 3-4 times as long to complete homework, so try to minimize the amount given. Allowing homework dictation where parents act as scribes is also helpful.
10. **Grade Content** - forget about grading spelling and handwriting errors. Remember the importance is understanding the material.
11. **Study Guides** - providing these and offering in-class reviews prior to final exams helps to point out key concepts as they often have trouble organizing what information is important and what is inconsequential.
12. **Testing** - provides a unique challenge for the dyslexic. Consider alternatives such as oral exams (questions and responses can be recorded on a tape recorder). Use appropriate test formats - matching, true or false, fill in the blanks have proven to be the best formats or provide unlimited time for written tests to compensate for their disadvantage.
13. **Be Available** - students with learning disorders often don't like to ask for extra help because they fear looking stupid to other students. Speak with them privately, or with their assistants, be supportive and offer help.
14. **Think Outside the Box** - allow students to be creative with assignments. Oral or PowerPoint presentations are excellent alternatives to term papers. Look for new ideas, brainstorm or ask them if they have any suggestions.

Dyslexia may be a lifelong condition; however, with the appropriate assistance students can succeed in high school and beyond - just look at Will and Orlando.

VOICI QUELQUES TECHNIQUES D'AIDE AUX ÉTUDIANTS DYSLEXIQUES DU SECONDAIRE :

1. **Fournir un syllabus** — ceci fournit à l'étudiant et ses parents/enseignants une aide par avis préalable de grands projets et d'examens ce qui les aide avec la gestion du temps.
2. **Éliminer la prise de notes** — les étudiants dyslexiques manquent souvent l'information ou sont incapables de dégager l'information importante quand ils essaient de suivre en prenant des notes. Les solutions incluent l'autorisation pour les étudiants d'utiliser des médias pour enregistrer les cours, la fourniture des notes ou le jumelage avec d'autres étudiants. L'utilisation d'ordinateurs portables est également une aide puisque les étudiants ont souvent de la difficulté à reconnaître leur propre écriture.
3. **Des points de contrôle** — les problèmes avec la gestion du temps et l'organisation peuvent être amoindris en subdivisant les grands travaux en petites étapes. En établissant des points de contrôle pour vérifier leur progrès ils reçoivent de l'aide pour rester sur la bonne voie.
4. **Des livres audio** — des travaux de lecture disponibles en audio sont un excellent atout, les étudiants peuvent suivre avec le texte en écoutant l'audio.
5. **Pas de lecture à haute voix** — c'est une source de frustration et d'humiliation pour les étudiants.
6. **Utiliser des notes explicatives** — des résumés chapitre par chapitre peuvent aider à la compréhension de lecture.
7. **Récapitulation** — les leçons précédentes et la leçon du jour au début du cours pour leur donner une « vue d'ensemble » et les aider avec l'organisation des détails de la leçon.
8. **Listes de vocabulaire** — une aide qui a fait ses preuves est la fourniture au début d'une leçon d'une liste de mots associés au sujet courant pour tous les cours, science, langue, arts, mathématiques, etc. Les étudiants peuvent monter un cartable pour les aider avec les examens.
9. **Devoir** — les dyslexiques prennent 3 à 4 fois plus de temps pour terminer leurs devoirs, il faut donc essayer de minimiser la quantité donnée. Il est également aidant de permettre à l'étudiant de dicter son devoir à un parent qui l'écrira pour lui.
10. **Notation** — il faut oublier de noter l'orthographe et l'écriture. Se souvenir que l'important est de comprendre la matière.
11. **Guides d'étude** — en fournir et faire des récapitulations en classe avant les examens finaux aide à souligner les concepts importants, car ils ont souvent des problèmes à organiser l'information importante et celle qui ne l'est pas.
12. **Examens** — ils constituent un défi unique pour les dyslexiques. Il faut considérer des alternatives comme des examens oraux (questions et réponses peuvent être enregistrées avec un magnétophone). Formats d'examen appropriés – des questions de type « vrai ou faux », d'association, et de textes à compléter se sont avérées être les meilleurs formats ou encore, ne pas fixer de limite de temps pour les examens écrits afin de compenser leur désavantage.
13. **Être disponible** — les étudiants avec des troubles d'apprentissage sont peu enclins à demander une aide supplémentaire par peur d'avoir l'air stupide aux yeux des autres. Il est préférable de leur parler en privé ou avec leurs assistants, il faut offrir du soutien et de l'aide.
14. **Sortir des sentiers battus** — il faut permettre aux étudiants de se montrer créatifs avec les travaux. Des présentations orales ou PowerPoint sont d'excellentes alternatives aux travaux trimestriels. Il faut chercher de nouvelles idées, faire du remue-ménages ou demander leurs suggestions.

La dyslexie peut être un handicap à vie, cependant, avec une aide appropriée, les étudiants peuvent connaître le succès au secondaire et plus loin — considérez Will et Orlando.



RITUAL BULLYING - UNMASKING THE TRUTH ABOUT HAZING

INTIMIDATION RITUELLE — DÉVOILER LA VÉRITÉ À PROPOS DU RITUEL D'INITIATION

Tania Moffat

From verbal abuse to forced intoxication, public embarrassment to sexual harassment, and physical punishment to death, this is the culture of hazing. Today more than ever, it is prevalent in our schools and communities. While advocates will insist that this is a team building activity or a rite of passage, in reality it is a ritual serving no purpose other than to embarrass, degrade, and frighten new members. No matter what you call it - rookie parties, initiation ceremonies, freshie days, or froshing - it is in essence bullying. Hazing has been taking place as long as clubs have been in existence, and it has worked its way into our schools and communities making headlines across the nation.

La culture du rituel d'initiation englobe l'abus verbal à l'intoxication, l'embarras public au harcèlement sexuel et le châtement corporel à la mort. Aujourd'hui plus que jamais, ce phénomène est répandu dans nos écoles et communautés. Bien que les adeptes soutiennent que c'est une activité de consolidation d'équipe ou un rite de passage, en réalité il s'agit d'un rituel sans autre but que d'embarrasser, dégrader et apeurer les nouveaux membres. Peu importe son appellation, fêtes des recrues, cérémonies d'initiation, jours des nouveaux ou bizutage, essentiellement ce n'est que de l'intimidation. Les rituels d'initiation se pratiquent depuis que des associations existent et ils ont atteint nos écoles et nos communautés pour faire les manchettes nationales.

What is it?

Any action taken or situation created to humiliate, degrade, abuse, endanger or risk emotional and/or physical harm can be defined as hazing. It is expected of someone joining or participating in a group, often regardless of the person's willingness to participate. Individuals are not allowed, or made to feel they are not allowed, to opt out of hazing without facing other consequences; such as social ostracization. These activities are not restricted to high schools, sports teams and fraternities or sororities - they occur as well in such unsuspecting and diverse groups as choirs, drama groups, bands, summer camps, and scouts/guides.

Subtle forms of hazing, perceived as less offensive, may include humiliation, embarrassment or ostracizing. This could include being yelled at, tormented or taunted, forced to act as a personal servant to older members, or some other form of public embarrassment. Harassment hazing consists of acts that have more emotional and physical effects on students such as being forced to drink urine, sleep deprivation, or being locked in lockers. Unfortunately the incidence of violent hazing, any act that includes physical injury, public nudity, sexual assault, committing a crime and forced consumption of alcohol or drugs, is on the rise. These incidents can include drinking contests, vandalizing, and stealing, paddling/ beating students, duct taping students to trees, forced sexual acts or high speed car games.

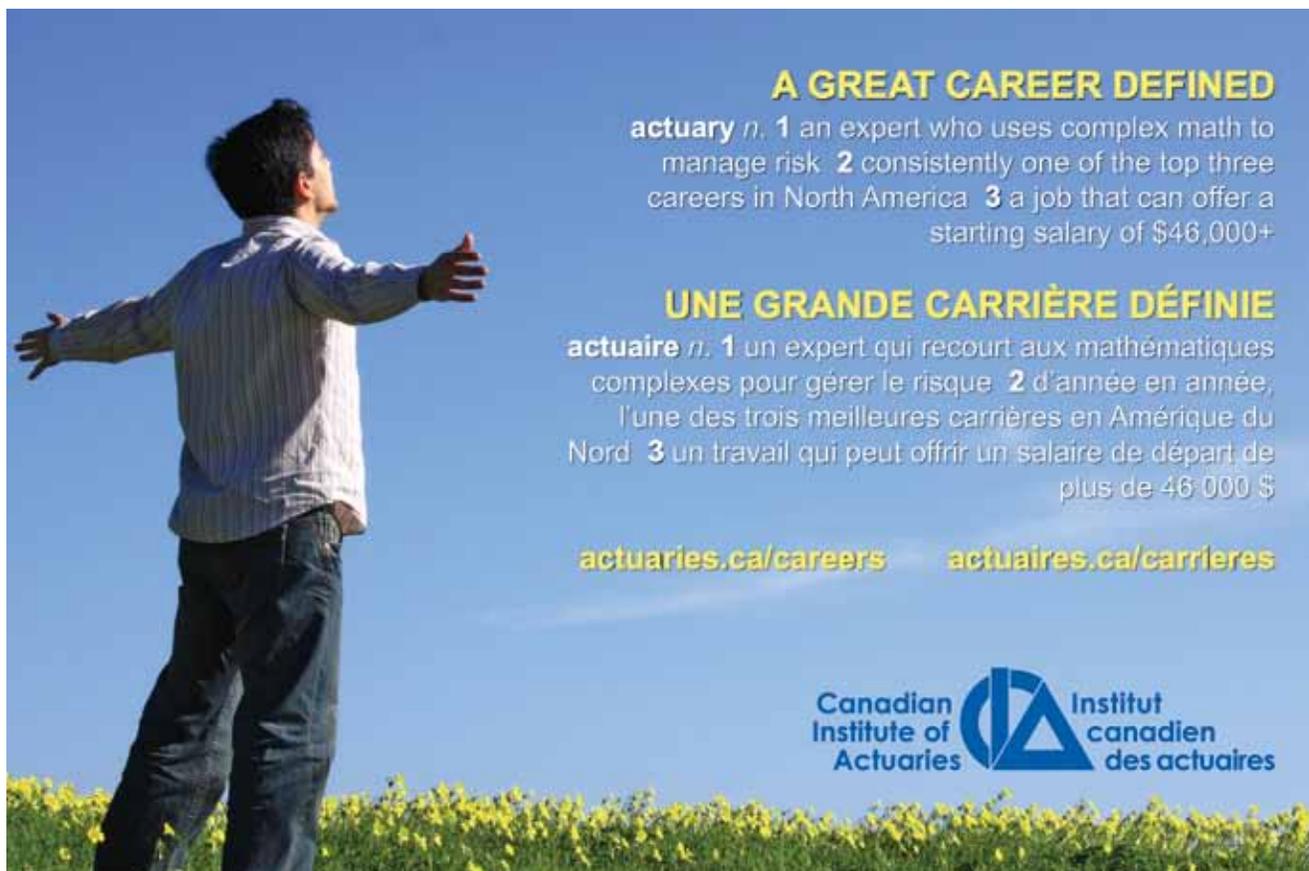
Effects of Hazing

While groups who partake in hazing rituals claim that it strengthens the group and promotes bonding, research has in fact shown the opposite to be true. Studies by Alfred University

Qu'est-ce que c'est ?

Le rituel d'initiation peut se définir par toute action prise ou situation créée pour humilier, dégrader, abuser, mettre en danger ou risquer des blessures émotionnelles et/ou physiques. Il concerne une personne qui se joint ou participe à un groupe, souvent sans tenir compte de la volonté de la personne d'y participer. Les individus n'ont pas le droit ou on leur laisse entendre qu'ils n'ont pas le droit de refuser le rituel d'initiation sans subir des conséquences comme l'ostracisme social. Ces activités ne se limitent pas aux écoles du secondaire, aux équipes sportives, aux fraternités ou sororités, elles se pratiquent aussi à leur insu dans divers groupes comme les chorales, les troupes théâtrales, les orchestres, les camps d'été et les scouts/guides.

L'humiliation, l'embarras ou l'ostracisme sont des formes subtiles de rite d'initiation perçues comme moins offensives. Elles peuvent inclure se faire crier après, être tourmenté ou raillé, être forcé d'agir comme serveur personnel de membres plus anciens ou d'autres façons de se faire embarrasser publiquement. Le rituel d'initiation par harcèlement se fait par des gestes qui ont plus d'effet émotionnel et physique sur les étudiants comme d'être forcé de boire de l'urine, d'être privé de sommeil ou d'être enfermé dans des casiers. Malheureusement, l'incidence de rituel d'initiation violent est à la hausse. Il inclut des blessures physiques, la nudité publique, les agressions sexuelles, la commission de crime et la consommation forcée d'alcool ou de drogues. Les concours de buveurs, le vandalisme, le vol, le battage d'étudiants, l'attache d'étudiants à des arbres, les actes sexuels forcés ou les jeux d'automobile à haute vitesse sont tous des formes que peuvent revêtir ces incidents.



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(2000) and Maine University (2008) determined that rather than building trust and a feeling of belonging, hazing rituals instill fear in students making them more wary of senior members. In contrast these same students look forward to their role of hazer in the future, often increasing the violence year after year.

When coaches, teachers and even parents turn a blind eye to these rituals, or they occur with the support of supervising adults, victims experience a double blow. Adult support or non-involvement makes it much more difficult for both the hazers and their victims to cease these activities, or to report them. All supervising adults have a duty to provide a safe environment and take responsibility for the children in their care. Incidents of hazing that are ignored by supervising adults, willfully or otherwise, not only increase the psychological impact on the victims but can also have legal implications.

Hazing can have several negative physical consequences that vary in severity. Physical pain, bruises, concussions, broken bones, alcohol poisoning, rape, hospitalization and even death have all been documented.

Psychological impact and reaction to hazing varies greatly from person to person, and are often affected by the victim's personal history. The most common emotional reactions include fears that a similar situation may happen again, feelings of anger or confusion, embarrassment or guilt, difficulties with sleeping, eating or concentrating, and poor grades. Sadly, many students do not report hazing incidents to spare themselves further embarrassment, or to avoid creating problems for themselves within the group or for the group or school itself. Initially, some may feel they were

Les effets du rituel d'initiation

Alors que les groupes qui pratiquent des rituels d'initiation affirment que cela renforce le groupe et facilite les liens, la recherche démontre qu'en fait c'est l'opposé qui se produit. Des études faites par l'Alfred University (2000) et la Maine University (2008) ont déterminé que plutôt que d'engendrer la confiance et le sentiment d'appartenance, les rituels d'initiation instaurent la peur chez les étudiants les rendant plus méfiants envers les membres séniors. En revanche, ces mêmes étudiants ont hâte d'en initier d'autres dans le futur ce qui souvent augmente la violence d'année en année.

Quand les entraîneurs, les enseignants et même les parents ferment les yeux sur ces rituels, ou si les rituels se pratiquent avec le soutien d'adultes qui supervisent, les victimes subissent un double choc. Le soutien d'adultes ou leur non-implication rend bien plus difficile pour les initiateurs et leurs victimes de cesser ces activités ou de les rapporter. Tous les adultes superviseurs ont le devoir de fournir un environnement sécuritaire et ils ont la responsabilité des enfants sous leurs soins. Des rituels d'initiation qui sont ignorés par des adultes superviseurs, sciemment ou autrement, accroissent non seulement l'impact psychologique sur les victimes, mais peuvent également comporter des implications légales.

Les rituels d'initiation peuvent engendrer des conséquences physiques négatives qui varient en importance. La douleur physique, des ecchymoses, des commotions, des fractures, l'empoisonnement par l'alcool, le viol, l'hospitalisation et même la mort sont tous des conséquences qui ont été documentées.

Les impacts psychologiques et les réactions aux rituels d'initiation varient grandement d'une personne à l'autre et sont souvent affectés par les antécédents personnels. Les réactions émotionnelles les plus fréquentes incluent la peur que cette situation puisse se répéter, des sentiments de colère ou de confusion, l'embarras ou le remord, des troubles du sommeil, de l'appétit ou de concentration et de piètres résultats scolaires. Tristement, plusieurs étudiants ne rapportent pas les rituels d'initiation afin d'éviter encore plus d'embarras ou pour éviter de se créer des problèmes avec les groupes ou pour le groupe ou l'école elle-même. Au début, certains peuvent ne pas se sentir affectés par l'incident, mais développer des réactions émotionnelles à retardement comme la colère ou l'incapacité de concentration. Ces effets indirects peuvent les amener à demander une aide psychopédagogique. Les étudiants peuvent aussi souffrir psychologiquement d'un rituel d'initiation subit par un autre étudiant, un ami ou un membre de la famille. Afin de bien répondre aux besoins d'aide et d'assistance d'un étudiant, nous devons parler avec eux de leur situation unique et ce qu'ils vivent.

Repérer les rituels d'initiation

Cinquante pour cent des 1500 étudiants qui ont participé à l'étude (2000) de l'Alfred University ont indiqué qu'ils avaient subi une forme quelconque de rituel d'initiation et de ces derniers, la moitié ne l'ont pas rapporté à un adulte par peur que l'adulte ne saurait pas que faire. Le rituel d'initiation est typiquement une activité privée et secrète qui humilie ses victimes les rendant moins enclines à rapporter l'incident. Il est important d'accroître la conscientisation du personnel de l'école et de lui fournir les moyens de repérer des comportements de

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not affected by the incident, but develop delayed emotional reactions such as anger, or an inability to concentrate - it can be these indirect effects that bring them to counselling. Students may also be psychologically impacted by a hazing incident that happened to another student, friend or family member. In order to best meet any student's need for support and assistance; we need to talk with them about their unique situation and what it is that they are experiencing.

Spotting Hazing

Fifty percent of the 1500 high students that took part in the Alfred University study (2000) indicated that they had experienced some form of hazing, and of these, half did not tell an adult fearing that the adult would not know what to do. Hazing is typically a private and secret activity that shames its victims, making them less likely to report the incident. It is important to raise awareness in school personnel and provide them with the details as to how to spot potential hazing behaviour before it occurs. In order to effectively do so, schools need to be cognizant of how their teams and clubs treat new members. Public humiliation is a clear warning that hazing behaviours are likely involved and if ignored, the situation will escalate. Male students seem to be much more likely candidates to take part in hazing activities; as are those students with a lower GPA who often find hazing socially acceptable.

What Can Be Done

School personnel have a duty to keep students safe, and to provide a safe environment for every student. We need to drag hazing out of the closet, and educate teachers, coaches and parents about its inherent dangers, including how to spot and prevent it in our schools.

Education is the best means to prevent hazing. An Anti-Hazing week, usually held in the last week of September, is a great time to create or re-evaluate your school's policy on hazing. A student code of conduct can be created with a clear definition of hazing and an outline of the consequences for those who participate or observe these activities. Visibility is key - post the school's policy.

Hold an assembly to inform students about the dangers of hazing,

rituel d'initiation avant qu'ils ne surviennent. Pour y parvenir efficacement, les écoles doivent savoir comment leurs équipes et leurs associations traitent les nouveaux membres. L'humiliation publique est un avertissement clair que des comportements de rituels d'initiation sont probablement en cause et que s'ils sont ignorés, la situation empirera. Les étudiants mâles semblent beaucoup plus susceptibles de participer à des activités de rituel d'initiation ainsi que les étudiants avec une moyenne pondérée cumulative plus faible qui souvent trouvent le rituel d'initiation socialement acceptable.

Que peut-on faire

Le personnel scolaire a la responsabilité de garder les étudiants en sécurité et de fournir un environnement sécuritaire à chaque étudiant. Nous devons sortir le rituel d'initiation du placard et éduquer les enseignants, les entraîneurs et les parents au sujet des dangers inhérents incluant les moyens pour le déceler et le prévenir dans nos écoles.

L'éducation est le meilleur moyen de prévenir le rituel d'initiation. Une semaine contre le rituel d'initiation, habituellement la dernière semaine de septembre, est une excellente occasion pour créer ou réévaluer la politique de votre école au sujet du rituel d'initiation. Un code de conduite de l'étudiant peut être créé avec une définition claire du rituel d'initiation et la description des conséquences pour ceux qui participent ou observent ces activités. La visibilité est importante, affichez la politique de l'école.

Tenez une assemblée pour informer les étudiants des dangers du rituel d'initiation en donnant des exemples d'incidents survenus dans le pays. Enseignez aux étudiants leurs droits et leurs responsabilités. Il faut insister sur le fait que le rituel d'initiation affecte tout le groupe et que les spectateurs qui ne font rien pour prévenir ou rapporter un incident sont tout aussi coupables que les initiateurs eux-mêmes et qu'ils contribuent à cette culture.

Prévoyez un projet de conscientisation de groupe où les étudiants peuvent faire un remue-méninges à propos de pratiques saines de construction d'équipe qui n'impliquent pas de soumettre les autres à la douleur ou l'humiliation. Ils devraient trouver des alternatives admissibles qui devraient constituer un défi et inclure certains éléments de risque. Que ce soit une course à obstacles,

WHAT CAN SCHOOLS DO TO PREVENT HAZING?

- Develop an anti hazing policy and post written rules & consequences
- Organize opportunities to discuss hazing with students
- Educate all school personnel and students about the dangers and consequences of hazing including legal ramifications
- Establish a record of strong disciplinary action in all hazing incidents

- Immediately notify family and law enforcement of any hazing incidents
- Have school personnel visible in the school and aware of student activities
- Promote positive initiation rites and safe activities that teach values of respect

QUE PEUVENT FAIRE LES ÉCOLES POUR PRÉVENIR LE RITUEL D'INITIATION ?

- Développer une politique contre le rituel d'initiation et afficher les règles et les conséquences
- Organiser des occasions pour discuter de rituel d'initiation avec les étudiants
- Éduquer tout le personnel scolaire et les étudiants à propos des dangers et des conséquences du rituel d'initiation incluant les ramifications légales

- Maintenir un journal des actions disciplinaires sévères pour tous les cas de rituel d'initiation
- Avertir immédiatement les familles et la police de tout cas de rituel d'initiation
- Rendre le personnel visible à l'école et conscient des activités des étudiants
- Promouvoir des rites d'initiation positifs et des activités sécuritaires qui enseignent des valeurs de respect

citing some of the incidents that have happened across the country. Teach students about their about their rights and responsibilities. We need to stress that hazing affects the whole group, and that bystanders who do nothing to prevent or report an incident are just as guilty as the hazers themselves in contributing to this culture.

Schedule a group awareness project where students can brainstorm about healthy team building practices that do not subject others to pain or humiliation. They need to develop legitimate alternatives which should be challenging and include some element of risk. Whether it is an obstacle course, a hike, or some other activity, adult supervision will help ensure safety and model appropriate behaviour.

Equally important is that schools educate themselves about their legal obligations as laws vary by province. An anti-hazing policy or student code of conduct is paramount and should extend to behaviours beyond school property, with disciplinary actions such as suspensions, investigations and expulsions clearly outlined. Enforcing such policies show students that adult's can and will help them. School personnel should always be visible and take note of student activities.

Schools have a responsibility to keep their students safe, and Canadian courts have ruled that students are entitled to care similar to that of reasonable, careful or prudent parents. The excuse that all participants were willing does not absolve the individuals or organizations involved of their responsibility. Teachers, coaches, school administrators and counsellors must act reasonably to prevent hazing within their schools.

une randonnée ou une autre activité, la supervision par un adulte aidera à assurer la sécurité et fournira un modèle de comportement approprié.

Il est tout aussi important que les écoles s'éduquent à propos de leurs obligations légales puisque les lois sont différentes d'une province à l'autre. Une politique contre le rituel d'initiation ou un code de conduite de l'étudiant sont primordiaux et devraient inclure les comportements à l'extérieur de la propriété de l'école avec des sanctions disciplinaires clairement décrites comme des suspensions, des enquêtes et des expulsions. L'application de telles politiques montrera aux étudiants que les adultes peuvent les aider et les aideront. Le personnel scolaire devrait toujours être visible et prendre note des activités d'étudiants.

Les écoles ont la responsabilité de maintenir leurs étudiants en sécurité et les tribunaux canadiens ont jugé que les étudiants ont droit à des soins similaires à ceux de parents raisonnables, consciencieux ou prudents. L'excuse que tous les participants sont consentant n'absout pas les individus ou les organisations impliqués de leurs responsabilités. Les enseignants, les entraîneurs, les administrateurs et les conseillers doivent agir raisonnablement pour interdire le rituel d'initiation dans leurs écoles.

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DreamCatcher Mentoring: a *virtual* bridge

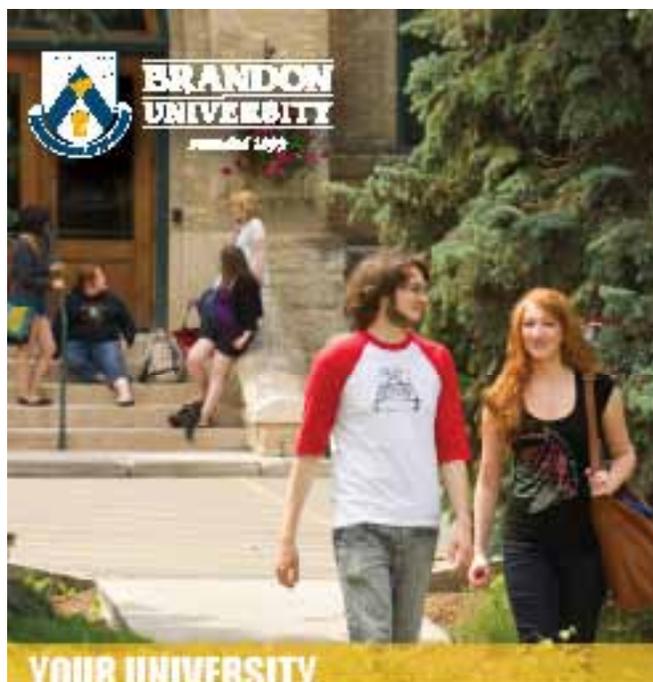
DreamCatcher Mentoring (DCM) is a Canadian e-mentoring program that connects northern Canadian high school students with Canadian mentors around the world. The DCM program is designed to inspire the lives of northern youth by connecting them with mentors in their 'dream career' and setting them on a path to success. The program incorporates indigenous tradition and northern values while opening the door for

students to the "outside world", by connecting them with mentors who provide examples of how to achieve their goals both academically and socially.

Since 2005, DCM has matched over 1,000 Grade 9-12 Yukon and Nunavut students representing nineteen schools (fifteen communities) with mentors working in their aspired 'dream careers'. In 2012/2013, DCM will also be expanding to the



Participating students from Del Van Gorder School in Faro, Yukon



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Northwest Territories. Endorsed by the Yukon Department of Education (YDE) and the Iqaluit District Education Authority, we work with teachers to incorporate DCM in the career development and planning component of the curriculum. DreamCatcher Mentoring has developed a Teacher Handbook that assists teachers to employ this e-mentoring program to fulfill Prescribed Learning Outcomes mandated by the respective departments of education. For most students, DCM provides an opportunity to interact with a professional working in their aspired career that they would otherwise never have the chance to communicate with, especially for students living in rural communities.

The DCM program was created to address the increasing drop-out rates from high schools in the North. Canada's graduation rate is 78 per cent. In Yukon the graduation rate is 59 per cent, in the NWT it is lower at 45 per cent, and in Nunavut fewer than 30 per cent of students graduate. DCM founders believe that a tailored, one-on-one e-mentoring program will educate students to learn more about their career path and empower them to realize the rewards of staying in school.

DCM provides career counseling and exploration by matching northern students with a Canadian mentor. To start the process, participating students declare their top 3 'dream careers'. DCM analyzes the information collected from both students and potential mentors. Students are then matched with a mentor who works in the student's chosen 'dream career'. Over the course of the e-mentorship, students engage in a tailored, online curriculum that allows them to learn about their career from their 'dream mentor'. This direct contact with a mentor is proving to enhance students' graduation success rates. In some schools, students also have a chance to explore local opportunities in a day-long job shadow relevant to the students' career choice.

Schools offering Grade 9 and up are eligible to participate in the DreamCatcher Mentoring program. For successful delivery of the program, schools must have computers with internet access, allot ~3 hours per week of classroom time, participate in the program for a minimum of 2 months, enlist students (Grade 9-12) who want to participate in the program, and select a contact teacher to work with DCM for delivery of the program in their classroom.

DCM Mentors are Canadian professionals who volunteer their time, energy and enthusiasm to help northern youth explore and achieve their career interests. Mentors provide students with personal insight into their own careers and share their experiences to show northern students the many opportunities available if they pursue their 'dream career'. Once a relationship between mentor and student has been developed, they work together to identify the student's goals and develop plans for achieving them. Mentors receive training to ensure success, safety and quality in the delivery of the DreamCatcher Mentoring program.

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Since 2005, DreamCatcher Mentoring mentors have included a diverse cross-section of Canadian volunteers from cities across the world including Sydney, Vancouver, Toronto, Ottawa, San Francisco, Dubai and New York. Careers that these mentors represent include: Navy officer, entrepreneur, teacher, doctor, photographer, police officer, veterinarian, athlete, video game designer, retail associate, forensic scientist, paramedic, and mechanical engineer. By committing as little as 30-45 minutes per week and keeping within the established DreamCatcher Mentoring framework, Mentors address the unique personality and interests of the student.

DCM has many successful case studies and stories. As one example, DCM had a Grade 10 student in Whitehorse who was being mentored by a Toronto-based lawyer. This student had a passion to learn about law and policy and asked to be connected with a lawyer. The mentorship was very successful and the mentor and mentee discussed things like reasons to pursue law, university programs in Canada, scholarships, entrance exams and eligibility, challenges of the job, types of law practice, etc. And of course, the mentorship (as they often do) turned to hobbies and personal social/emotional issues. Our mentors try their best to provide advice, access and advocacy for their students so they can learn how to live a balanced and successful life at home and at work/school. Our Mentors work with their students over the course of the mentorship to help them identify local opportunities to learn more about their career. In the North, these opportunities for many jobs are difficult to find, but the Mentor does their best to brainstorm with their Mentee to find these opportunities. In this particular mentorship, the Mentor took it upon herself to locate a law firm in Whitehorse and arranged for her student to engage in a day-long job shadow at the firm. This is an incredible example of how our mentors are going above-and-beyond to mentor their students, and provide advice, access and advocacy, even if it is thousands of kilometers away. DCM's virtual form of mentorship is working!

To quantify our impact and success, we have been tracking our participants' academic careers. We are finding that students who participate in DCM are more likely to graduate from high school than those that don't participate in the program. Statistics from our 2005, 2006 and 2008 cohorts indicate that 94 per cent of our students are either graduated or still in school. This suggests a promising potential for the impact that DreamCatcher Mentoring is creating. If DCM empowers students to stay in school, high school graduation rates will increase thereby creating a more educated community that is prepared for the labour market with a greater productive potential driving overall capacity and development.

DCM has proven that a high-quality e-mentoring program gives students the confidence and skills to pursue their dreams and increase their potential to graduate so they can achieve those dreams. ♣ CSC

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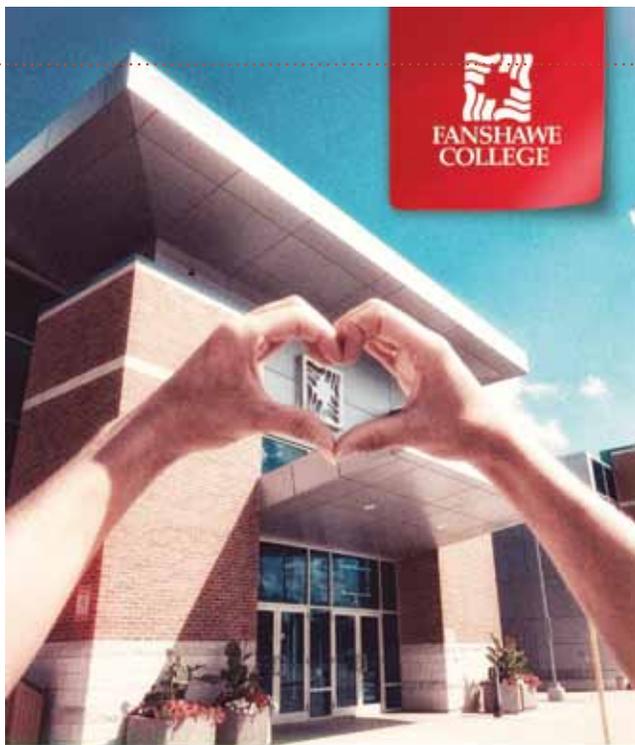
DEPRESSION

The Destruction of Self

Iania Moffat



Violent mood swings, deliberate disobedience, sleeping away half the day and experimenting with alcohol can all be part of an adolescent's emerging sense of self. But when is it more than that? Depression is more than the occasional instance of acting out or crying a little too easily; it is the destruction of one's personality through overwhelming despair, uncontrollable anger, self loathing and the feeling of being utterly alone. De violents changements d'humeur, la désobéissance délibérée, dormir la moitié de la journée et l'expérimentation de l'alcool peuvent tous faire partie de l'émergence de la conscience de soi d'un adolescent. Mais quand est-ce plus que cela? La dépression est plus que l'occasionnelle rébellion ou les pleurs un peu trop faciles, c'est la destruction de sa personnalité par un désespoir écrasant, une colère incontrôlable, une haine de soi et le sentiment d'être totalement seul.



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Teenagers today face a barrage of seemingly endless pressures - puberty, discovering who they are, asserting their independence, bullying and trying to meet the social ideals set by the media. All these factors impact on adolescent behaviour making the distinction between moodiness and depression difficult. In order to determine conclusively that a teen is suffering from depression, the length and severity of the symptomatic behaviour should be taken into consideration. Consistent dramatic changes in mood or behaviour should alert you to investigate the possibility of depression.

Essentially depression is an imbalance of chemicals in the brain that affect mood. Biological, social and psychological factors can contribute; however, the cause varies in each individual. Major depressive episodes (MDE) can be triggered by stressful events, medications, and genetics. Anxiety disorders, attention deficit disorder, learning disorders and eating disorders are often comorbid with depression.

The Canadian Network for Mood and Anxiety Disorders (CANMAT) estimates that one third of teens are likely to experience mild to severe depression. Sadly, although depression is treatable, Canadian Mental Health Association statistics show that in Canada only one in five children in need receive mental health assistance for their illness. One explanation for this may be that adolescents rarely recognize the reasons for their suffering. They rely on their parents or teachers to bring it to their attention and help them receive treatment. The question remains, however, whether depression is increasing or whether we are becoming more aware of the problem it poses for our youth today.

A clinical diagnosis of major depression requires individuals to have experienced at least five of the following symptoms persistent over a period of weeks - depressed mood (most of the day/nearly every day), loss of interest or pleasure in previously enjoyed activities, change in eating behaviour accompanied by weight gain or loss, sleep disturbance (insomnia/hypersomnia), fatigue, psychomotor problems (restlessness), feelings of worthlessness or guilt, diminished ability to concentrate or make decisions, or suicidal ideation.

Symptoms in adolescents can vary from those seen in adults. Psychosomatic problems such as unexplained stomach aches and headaches are common. Teens are more likely to exhibit irritability, be prone to outbursts, and experience anger more than sadness. While some may withdraw from their peers or family, some maintain only a few friends, but socialize less or change peer groups entirely. An increase in reckless behaviour, such as sexual promiscuity, criminal activity, binge drinking or drug use, is also more likely to occur with teens. Others may begin cutting or other self harming activities, and talk about or attempt to run away. Males, typically those who were bullied, can become violent and harm those around them, as in the case of Columbine massacre.

Suicide, second only to accidental death, is a leading cause of death for those aged 15-24 years of age. In excess of 4000 teens die by suicide each year according to the Canadian Mental Health Association. This number is all the more disturbing because once depression is recognized, help can make a difference.

Les adolescents d'aujourd'hui font face à d'innombrables pressions apparemment sans fin, la puberté, la découverte de soi, la revendication de l'indépendance, l'intimidation et le désir de satisfaire les idéaux sociaux fixés par les médias. Tous ces facteurs agissent sur le comportement d'un adolescent rendant difficile la distinction entre l'humeur instable et la dépression. Afin de déterminer de façon concluante qu'un adolescent souffre d'une forme de dépression, la durée et la sévérité du comportement symptomatique doivent être pris en considération. Des changements dramatiques réguliers d'humeur ou de comportement devraient vous signaler de sonder la possibilité de dépression.

Essentiellement, la dépression est un déséquilibre de produits chimiques du cerveau qui affecte l'humeur. Des facteurs biologiques, sociaux et psychologiques peuvent contribuer, cependant, la cause varie d'un individu à l'autre. Des épisodes dépressifs majeurs (EDM) peuvent être déclenchés par des événements stressants, des médicaments et la génétique. Des troubles d'anxiété, déficiences de l'attention, problèmes d'apprentissage et des troubles alimentaires sont souvent des troubles comorbides de dépression.

La CANMAT — ou la Canadian Network for Mood and Anxiety Treatments — estime qu'un tiers des adolescents peuvent souffrir de dépression modérée à grave. Tristement, bien que la dépression se soigne, les statistiques de l'Association canadienne pour la santé mentale montrent qu'au Canada seulement un enfant sur cinq en besoin reçoit une aide sur le plan de la santé mentale. Une explication possible de ce fait est que les adolescents reconnaissent rarement les raisons de leur souffrance. Ils se fient à leurs parents ou leurs enseignants pour le porter à leur attention et les aider à recevoir un traitement. La question demeure cependant à savoir si la dépression augmente ou si nous sommes plus conscients du problème qu'elle représente pour nos jeunes d'aujourd'hui.

Un diagnostic clinique de dépression grave requiert que les individus aient manifesté au moins cinq des symptômes suivants pendant une période de quelques semaines : humeur dépressive (presque toute la journée / presque tous les jours), perte d'intérêt ou de plaisir pour des activités habituellement plaisantes, changement du comportement alimentaire accompagné par un gain ou une perte de poids, troubles du sommeil (insomnie / hypersomnie), fatigue, problèmes psychomoteurs (agitation), sentiments d'inutilité ou de culpabilité, diminution de la capacité de concentration ou de prise de décision, ou idées suicidaires.

Les symptômes d'adolescents peuvent différer de ceux des adultes. Des problèmes psychosomatiques comme des maux d'estomac inexplicables et des céphalées sont communs. Les adolescents sont plus susceptibles d'exhiber l'irritabilité, ils sont sujets à des emportements et ils manifestent plus de colère que de la tristesse. Alors que certains peuvent s'isoler de leurs pairs ou de la famille, d'autres n'entretiennent que quelques amitiés, mais socialisent moins ou changent complètement de groupes de pairs. Une augmentation d'un comportement imprudent comme la promiscuité sexuelle, l'activité criminelle, la consommation excessive d'alcool ou l'usage de drogue sont des comportements




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While some teens may just be better equipped to handle stress, others with low self esteem feel they have little control over the negative events in their lives. They are more likely to become depressed when experiencing stressful situations. That being said, significant life events such as the death of someone close, divorce, or a move can trigger a depressive episode in any adolescent. Having to deal with bullying at school, struggling with their sexuality or a poor body image can also put teens at an increased risk. Girls are twice as likely to experience depression in part due to increased social pressures. Aside from a child's home situation, other contributing factors can include a family history of mental illness, long term illnesses, abuse, or learning disabilities.

Depression in teenagers is a significant educational issue because it affects the student's ability to learn. Fatigue and lack of motivation may lead students to skip classes or not hand in assignments. Increased irritability creates frustration, often affecting their schoolwork. Students suffering a lack of concentration and memory loss find it difficult to learn and retain information, causing a drop in their grades. Some in fact, especially over achievers, become extremely sensitive to criticism increasing their feelings of worthlessness. These symptoms and associated conduct problems make learning more difficult and raise the risk for academic failure.

Left untreated, depression can be very damaging. If you suspect a student may be suffering from depression, take the initiative to address it. Teens may have difficulty believing that they have depression in spite of being overwhelmed with emotions they can't explain. The social stigma that is attached to mental illness can make them resistant to accepting the diagnosis. It is, therefore, important to be gentle and persistent. Provide them with unconditional support, acknowledge their pain and validate their feelings. Emphasize your concern and encourage them to seek professional help sooner, rather than later. If the student is severely depressed or seemingly suicidal, take them to the nearest emergency room immediately. Never take suicidal ideation or attempts lightly.

Talk therapy is another way to assist students in understanding the issues that contribute to their behaviour, thoughts and feelings and encourages them to work through them. This type of therapy provides support where teens previously felt alone and is a good starting point for mild to moderate cases. Keep in mind; it is important to try to encourage physical and social activity. Physical exercise releases endorphins and helps to relieve the symptoms, while socializing with friends can ease some of the feelings brought on by isolation. Cognitive-behaviour therapy can also be useful in that it educates youth on how to fight their negative thinking behaviours, teaching them problem solving skills. Support groups are another option that should be considered.

Treating depression with medication in adolescents can be a bit of a slippery slope. While it may be warranted, there are certainly risks involved. Amidst concerns that antidepressants may interfere with normal brain development in teenagers, some increase symptoms and even the risk of suicide. Medication presents another difficulty as it often takes months for it produce a reduction in symptoms, or the physical side effects may outweigh

plus susceptibles d'apparaître chez les adolescents. D'autres peuvent entreprendre des activités autodestructrices ou se couper et parler ou tenter de fuguer. Les mâles, plus précisément les victimes d'intimidation, peuvent devenir violents et blesser ceux qui les entourent, comme le cas du massacre de Columbine.

Le suicide, deuxième après la mort accidentelle, est une cause majeure de la mort des 15-24 ans. Plus de 4,000 adolescents meurent par suicide chaque année selon l'Association canadienne pour la santé mentale. Ce nombre est d'autant plus dérangeant qu'une fois la dépression reconnue, de l'aide peut faire la différence.

Alors que certains adolescents sont bien outillés pour faire face au stress, d'autres, avec une piètre estime de soi, sentent qu'ils ont peu de contrôle sur les événements négatifs de leurs vies. Ils sont plus susceptibles de déprimer quand ils sont confrontés à des situations stressantes. Ceci étant dit, des événements de vie significatifs comme la mort d'un proche, le divorce ou un déménagement peuvent déclencher un épisode de dépression chez tout adolescent. Être victime d'intimidation à l'école, se débattre avec leur sexualité ou posséder une piètre image de soi sont des facteurs pouvant accroître le risque pour les adolescents. Les filles sont deux fois plus sujettes à connaître la dépression en partie à cause de plus fortes pressions sociales. Outre l'environnement familial d'un enfant, d'autres facteurs contributifs peuvent inclure des antécédents familiaux de maladie mentale, des maladies à long terme, l'abus ou des troubles d'apprentissage.

La dépression chez les adolescents est un problème important pour l'éducation, car elle affecte l'habileté d'apprentissage d'un étudiant. La fatigue et le manque de motivation peuvent conduire les étudiants à faire l'école buissonnière ou ne pas faire les travaux scolaires. L'accroissement de l'irascibilité créé de la frustration qui affecte souvent leur travail scolaire. Les étudiants souffrant d'un manque de concentration et d'une perte de mémoire trouvent difficile d'apprendre et de retenir l'information ce qui entraîne une diminution de leurs notes. Certains en fait, spécialement les perfectionnistes, deviennent extrêmement sensibles à la critique ce qui augmente leur sentiment d'inutilité. Ces symptômes et les problèmes de comportement associés rendent plus difficile l'apprentissage et augmentent le risque d'échec scolaire.

Sans traitement, la dépression peut être très dommageable. Si vous soupçonnez qu'un étudiant souffre de dépression, prenez l'initiative de l'aborder. Les adolescents peuvent avoir de la difficulté à croire qu'ils sont déprimés malgré le fait d'être submergé d'émotions qu'ils ne peuvent expliquer. Les stigmates sociaux rattachés à la maladie mentale peuvent les rendre résistants à accepter le diagnostic. Il est donc important d'être doux et persistant. Offrez-leur un support inconditionnel, reconnaissez leur souffrance et validez leurs sentiments. Insistez sur votre souci et encouragez-les à trouver une aide professionnelle plus tôt que tard. Si l'étudiant est sévèrement déprimé ou semble suicidaire, amenez-le immédiatement à l'urgence la plus près. Ne jamais prendre à la légère des idées suicidaires ou des tentatives.

Une thérapie orale est un autre moyen d'aider les étudiants à comprendre les problèmes qui contribuent à leur comportement, leurs pensées et leurs sentiments, et elle peut les encourager à travailler à les résoudre. Ce type de thérapie fournit le support

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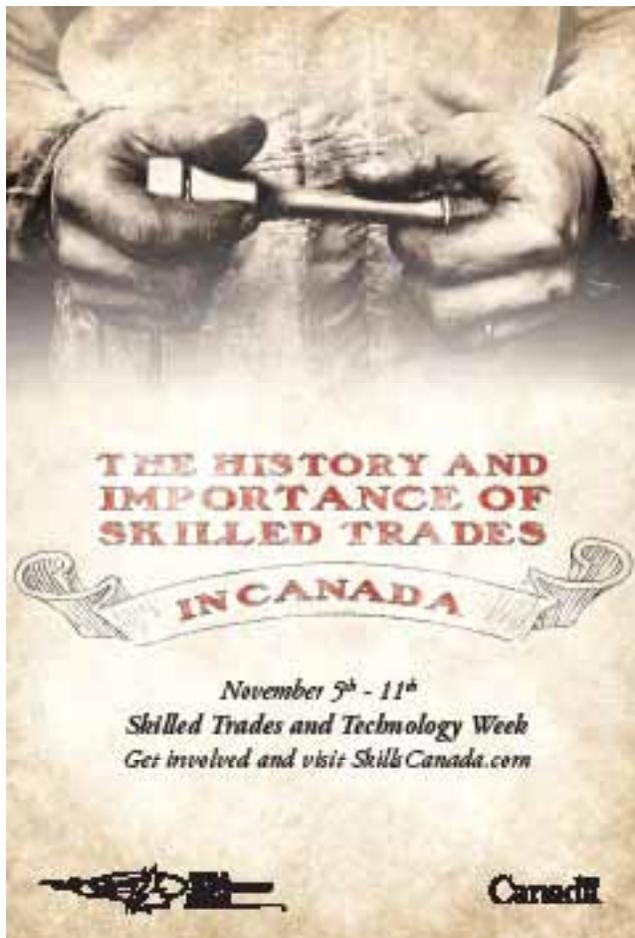
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the benefits. Various dosages or types of medications must be prescribed and tested on an individual basis, before determining its effectiveness. They should never be used as a band-aid solution but rather in partnership with other treatment options. It goes without saying that adolescents, taking medication, should always be followed by a physician. If you know your student is taking medication for their depression, be sure to note any changes in behaviour. Parents and teens as well need to track their symptoms, reporting any increase in nervousness, irritability, moodiness, sleeplessness or suicidal ideation to their doctor. Medication should never be stopped without consulting their physician, as it may cause serious side effects.

où les adolescents se sentent seuls et c'est un bon point de départ pour les cas légers à modérés. Rappelez-vous qu'il est important d'encourager les activités physiques et sociales. L'exercice physique libère des endorphines et aide à soulager les symptômes alors que la socialisation avec des amis peut atténuer une part des sentiments engendrés par l'isolement. La thérapie cognitivo-comportementale peut aussi aider en montrant à l'adolescent comment combattre ses comportements négatifs et acquérir des outils pour résoudre les problèmes. Les groupes de support sont une autre option qui devrait être considérée.

Traiter la dépression d'adolescent par la médication peut être une pente dangereuse. Bien que cette approche peut être justifiée, il existe certainement des risques. En plus du fait que les antidépresseurs peuvent interférer avec le développement normal du cerveau chez les adolescents, certains augmentent les symptômes et même le risque de suicide. Une autre difficulté de la médication est que souvent des mois sont nécessaires avant qu'ils ne réduisent les symptômes ou les effets secondaires physiques peuvent être plus importants que les avantages. Divers types ou doses de médicaments doivent être prescrits et testés sur une base individuelle avant de pouvoir déterminer l'efficacité. Ils ne devraient jamais être utilisés comme une solution de fortune, mais plutôt en association avec d'autres options de traitement. Il va sans dire que les adolescents qui prennent des médicaments doivent toujours être suivis par un médecin. Si vous savez que votre étudiant prend des médicaments contre la dépression, assurez-vous de noter tout changement de comportement. Les parents comme les adolescents doivent suivre leurs symptômes, rapporter à leur médecin toute augmentation de nervosité, irritabilité, d'humeur changeante,



Families can contribute to the successful treatment of depression by providing a strong support system. Educating those familiar with the teen regarding the early warning signs of worsening depression and how to respond to them, will help in the prevention of future episodes. You can assist further by providing additional resources such as an informative book or suggesting helpful websites like www.mooodisorderscanada.ca.

Social stigma is one of the largest barriers when it comes to diagnosis, treatment and acceptance. Schools, however, are well poised to assist in changing public perception by providing mental health awareness and education programs. These programs, in conjunction with mental health screening programs, can promote understanding and identify students at risk.

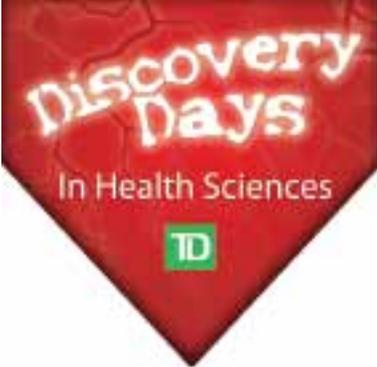
Most teenagers feel down sometimes, but depression changes their very essence - how they see themselves, their lives and the people around them. However, with intervention and a strong support system, teens can learn healthy ways to cope with these feelings. Our schools should be a place of support. Let students know they are not alone and depression is not something to be ashamed of.

d'insomnie ou d'idées suicidaires. Il ne faut jamais arrêter une médication sans d'abord consulter son médecin, car cela peut entraîner de sérieux effets secondaires.

Les familles peuvent contribuer au succès d'un traitement de la dépression en fournissant un solide système de support. L'éducation de ceux qui sont familiers avec l'adolescent à propos des premiers signes d'une dépression qui s'aggrave et comment y faire face aidera à la prévention de futurs épisodes. Vous pouvez aussi aider en fournissant des ressources additionnelles comme un livre instructif ou en suggérant des sites web comme www.mooodisorderscanada.ca.

Les stigmates sociaux représentent le plus grand obstacle au diagnostic, au traitement et à l'acceptation. Les écoles sont cependant en bonne position pour aider à changer la perception publique en fournissant des programmes d'éducation et de conscientisation à la santé mentale. Ces programmes, associés à des programmes de dépistage des troubles de santé mentale, peuvent promouvoir la compréhension et l'identification d'étudiants à risque.

La plupart des adolescents se sentent parfois déprimés, mais la dépression change leur essence même, comment ils se perçoivent, leurs vies et les gens qui les entourent. Cependant, avec une intervention et un solide système de support, les adolescents peuvent apprendre de sains moyens pour faire face à ces sentiments. Nos écoles doivent être des endroits de support. Laissons savoir aux étudiants qu'ils ne sont pas seuls et que la dépression n'est pas une maladie dont il faut avoir honte.




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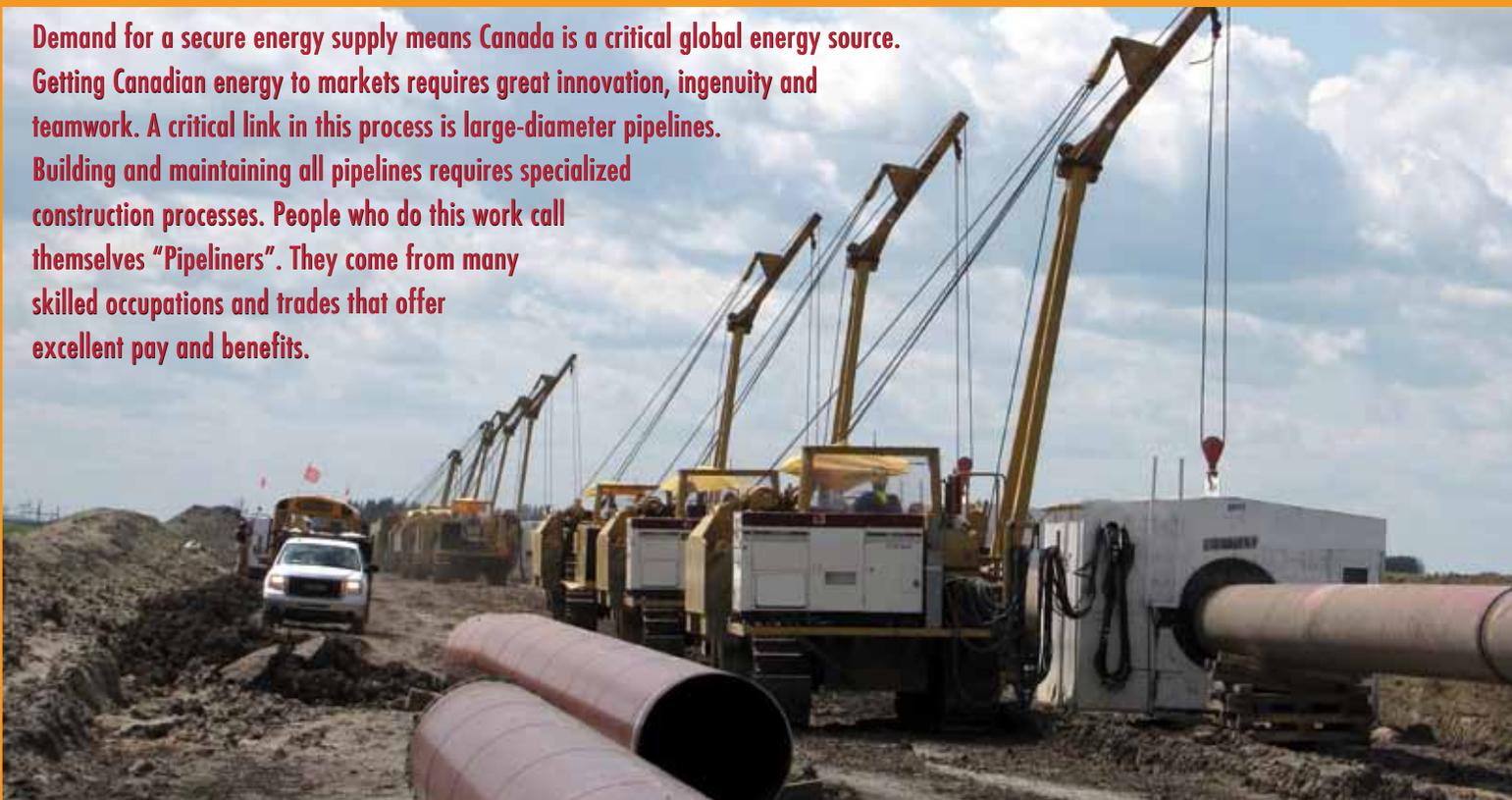
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STAMPING OUT HATE

Encouraging students to not be bystanders

What can an 87 year old Holocaust survivor teach Canadian high school students? Plenty.

“When people ask me how long I intend to do this important work, I remind them that bullying and genocide are still happening in many parts of the world. Unfortunately, because these problems – caused by hate and intolerance – will always be with us, I’m going to keep speaking as long as I can. Then I can honestly say to the millions of people whose voices were so cruelly silenced by the Nazis. ‘You have not been forgotten.’” (Quote from evaolsson.ca)

Born Ester Malek, on October 28th, 1924, in Szatmar, Hungary (now Satu Mare, Romania), Eva Olsson lived in a two room apartment with three generations of her Hasidic Jewish family. On May 15, 1944, when she was nineteen years of age, the Nazis came. Banging a drum in the town square to garner attention, they gave her and her family two hours to gather all their possessions. Told that they were being sent to work in a German brick factory, they were loaded into cattle cars on a train with one hundred other people with only one pail of water and one pail for a toilet.

The arduous trip lasted four days in stifling heat and killed many on board. Finally, the train arrived at Auschwitz-Birkenau, and the weary passengers were separated into two lines. Eva and her sister, along with other young and able-bodied people that could still work, were placed in one line. The elderly, young, and sick including her mother, sister, grandfather and five nieces were placed in another line and immediately sent to the gas chambers. Conditions were worse than harsh. She and her sister were later sent to work in the Krupp munitions factory in Essen until the

factory was bombed. From there they were sent to another concentration camp, Bergen-Belsen, where they remained until it was liberated by the British and Canadian troops on April 14th, 1925. Anticipating the arrival of the Allies, the Nazis cut food rations and blew up the only source of water hoping to speed up the death of their prisoners. Seriously ill with typhus and dysentery, she survived by her sheer will to live and care for her younger sister. They eventually made their way to Sweden as refugees, where Eva met her husband Rude Olsson. In 1951, she and Rude immigrated

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DEVELOPING SUCCESSFUL CAREERS THROUGH TRAINING SINCE 1979

to Canada, but life was still not easy for Eva. She gave birth to twins but only her son, Jan, survived. In 1964, her husband died of complications from a car accident caused by a drunk driver, leaving her with no family, no education and a son to raise on her own while still dealing with the nightmares from her past.

Over 11 million people died, including 6 million Jews and 1.5 million children, in the horrors that were perpetrated at the hands of the Nazis in World War II. Including her parents, siblings, nieces, aunts and uncles, Eva lost 89 members of her extended family to the death camps. For fifty years she remained silent, not speaking of these horrors, until her grandson began to ask about her family. It was then that she began to talk about the Holocaust, and she hasn't stopped.

Since then she has authored three books, been the subject of a documentary and spoken to over one million people at engagements across Canada and the US. Having never spent a day in school in her life, at age 87, Eva now speaks primarily to students about her experiences. Although it is still difficult for her to speak about it, she hopes that by discussing her ordeals in the concentration camps, students will realize the dangers that hatred and bullying can bring. Sharing photos from the death camps during the war and from her return trip to them in 2007, she teaches the importance of learning from the past to guide our actions in the present. One of the worse things she feels we can do is being a bystander to injustice. Bystanders are just as guilty as the bullies themselves, allowing them to get away with their crimes. This is in essence what she believes happened in Europe; Hitler could never have carried out the atrocities that he did on his own. Her message is that we need to do more than just tolerate one another. In order to build good character we need to have compassion and respect for ourselves and others. Her message is being heard loud and clear, her audiences rapt with attention for the duration of her ninety minute talk.

"When people ask me how long I intend to do this important work, I remind them that bullying and genocide are still happening in many parts of the world. Unfortunately, because these problems – caused by hate and intolerance – will always

be with us, I'm going to keep speaking as long as I can. Then I can honestly say to the millions of people whose voices were so cruelly silenced by the Nazis. 'You have not been forgotten.'"
(Quote from evaolsson.ca) 

For more information on how to book Eva Olsson's presentation at your school or to order one of her books, please visit her website at www.evaolsson.ca

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I love the beginning of a new year. It's a time for a fresh start, and if you are anything like me, you will have decided this year will be different – you are determined that you will be organized, and absolutely nothing will pull you off track.

Now; procrastinating will only let the mountainous tasks lying ahead of you whittle away your resolve. Begin by getting yourself a drink, dehydration is serious and can set you back, so be prepared and prevent it now. Starbucks offers a fabulous array of tasty beverages to get you off to a good start. While you're there you might as well get one of those scrumptious snacks - you might need it later.

Now sit back, get hydrated, and think about where you should start. There is so much to do - find your desk, kick out the litter

of dust bunnies that moved in over the summer, organize your drawers, and create a filing system. Stay calm and remain focused. It is important to not feel overwhelmed, or get sidetracked. Go easy on yourself. Now might be a good time to have that snack, it will give you the energy to really dig in. Pick one area to start organizing first; keeping in mind that it is sometimes useful to walk away for a while to gain some perspective. Find a co-worker and take a look at what they are doing. Remember to be polite and ask about their summer, this may take some time and of course obligate you to respond about your summer adventures. Now that you are feeling a little less stressed go back to your office, sit down, and make a list of what needs to be done. Great, now first thing tomorrow start working on that list. Oh and don't forget the Starbucks.

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