



CANADIAN SCHOOL
Counsellor
MAGAZINE

**The Measure
of a Man**

Teenage Boys and
the Shifting Sands of
Masculinity

**La mesure d'un
homme**

Les adolescents et
la mouvance de la
masculinité



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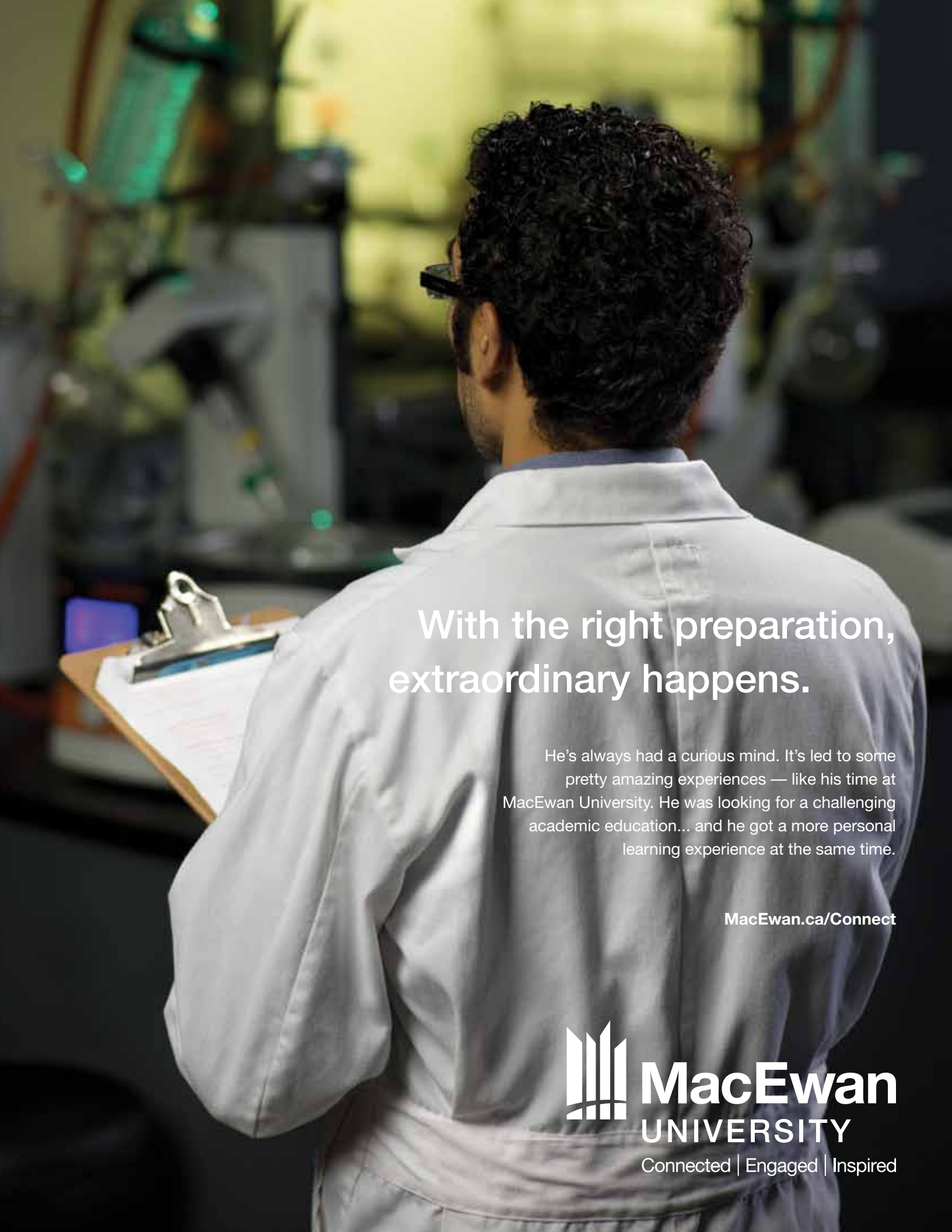
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Canadian School Counsellor

CSC-Q0313 • Fall

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Winnipeg, Manitoba, Canada
R3B 0S1
Tel: 1-888-634-5556
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Email: production@marketzone.ca
www.marketzone.ca

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Circulation Department
177 McDermot Avenue, Suite 200
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Photo courtesy of Students on Ice
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It's raining as I write this. I love the heat and the sunny days of summer, but there is nothing like a good rainstorm to rejuvenate the land and the soul. The feeling in the air before a storm, the sound of the falling rain, the lighting dancing across the sky, and the beautiful smell of the wet earth afterwards - these sensations make me feel connected, alive and appreciative of the wonderful world in which we live. We need a good soul cleansing once in a while, and that is what the summer break offers you - a chance to step back from your normal school activities and recoup. I hope you find yourself refreshed and ready to begin anew as you return to work, just like the earth after a rain.

If you are experiencing trouble adjusting to work again after your holidays, read our article about how to increase your productivity at work or Last Period's - Getting Back Into the Grove. It takes time to adjust to change; hopefully, you will find some helpful pointers that will ease the transition.

In this issue's cover story, Dr. James Wellborn opens the discussion on development issues faced by boys. How masculinity is defined in today's society and how counsellors can assist teenagers in developing a healthy concept of manhood are reviewed.

The issue of informed consent can be a complex and confusing issue for school counsellors. Shelley Skelton discusses the ethical and professional obligations of informed consent. She also provides a consent form template for our readers.

Students interested in working with young children can learn more about becoming an Early Childhood Educator in our career focus. With more dual income households the need for qualified people in these positions are growing. Find out more about this challenging and fun career.

Date or acquaintance rape is more common than many people think. Those who have experienced this violent sexual assault as teenagers are even more susceptible to long term damage due to their emotional and sexual immaturity. Our overview discusses reasons for under-reporting, its effects and what counsellors can do to help.

Obesity is a growing problem among adolescents today. We went to the national voice, Physical and Health Education Canada (PHE), to provide us with our feature on obesity and overweight issues in teens. Working with educators and on-the-ground professionals they help to educate, develop resources and networks to ensure all children have the skills to lead active, healthy lives.

The Boys and Girls Clubs of Canada have created the Get BUSY (Building the Ultimate and Sensational You) program to tackle the growing problems of obesity. Young Canadians learn how to lead healthier lives by making more nutritional choices and trying new physical activities. Teens have the opportunity to become leaders and role models for their younger peers. With the help of Sun Life Financial the program has expanded to include low-income, rural, remote and northern communities.

This issue is chock-full of great articles. I hope you enjoy them as you embrace the upcoming year!

Tania



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WINNING BACK OUR BOYS: THE ULTIMATE GAMEPLAN FOR PARENTS & TEACHERS

By Chris Cannon

Publisher: Tag Publishing LLC, 2010
 ISBN: 978-1599300627
 228 pages

Chris Cannon, author and motivational speaker, discusses strategies needed to eliminate the disturbing epidemics of youth violence and negative peer pressure. He uncovers what young men are desperately seeking and what parents, teachers, and concerned adults can do to help.

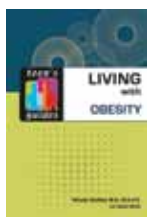


STRAIGHT TALK ABOUT...DATE RAPE

By Jessica Wilkins

Publisher: Crabtree Pub. Co., 2010
 ISBN: 978-0778721352
 48 pages

Ms Wilkins helps girls understand why all dating violence, both verbal and physical, is problematic. Outlining various types of violence, she provides a Dating Rights manifesto which spells out appropriate behaviour in a relationship. The use of cell phones and social networking sites as breeding grounds for violence is also discussed.



LIVING WITH OBESITY (TEEN'S GUIDES)

By Nicolas Stettler

Publisher: Checkmark Books; 1 edition (March 10, 2010)
 ISBN: 978-0816075911
 160 pages

With obesity rates rising, this practical guide provides teens with timely advice and the information they need to understand their own obesity. Dr. Stettler, a pediatrician and expert in childhood obesity, discusses how changing behaviours can assist teens in achieving a healthy lifestyle. A must have guide for struggling teens that will assist them in attaining their optimal physical, emotional, and social health, regardless of weight.

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*meet Mary*

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Cannexus National Conference tackles engaging youth in career development

In January 2014, the Canadian Education and Research Institute for Counselling (CERIC) will host the 8th annual Cannexus conference. Cannexus, a bilingual National Career Development Conference, promotes the exchange of information and explores innovative approaches in the areas of career counselling and career development.

The conference will include sessions for school counsellors such as "Engaging Youth in the Career Development Process", "Student Perceptions of Post-Secondary Education and Career Options", "Achieving Career Connections to Encourage Student Success" and "Are We (Secretly) Biased Against the Skilled Trades?"

Cannexus will boast four exceptional keynote speakers: celebrated humanitarian Stephen Lewis, award-winning broadcaster Valerie Pringle, former Montreal Canadiens coach and literacy activist Jacques Demers, and National Career Development Association 2012-2013 President Professor Rich Feller.

Past conference attendees express that Cannexus is an excellent opportunity to network with like-minded professionals and learn about a variety of topics. "All (the sessions) I attended contributed to my knowledge base in one way or another and the networking opportunities were tremendous," said Carole MacFarlane, Career Programs Coordinator at the Vancouver Board of Education.

Cannexus will take place January 20-22, 2014, at the Ottawa Convention Centre. For more information and to register, visit www.cannexus.ca.

LinkedIn for Youth

Teens over the age of 14 in Canada will soon be able to utilize LinkedIn. The company states students are considering their career options at younger ages and will allow them to access the professional social-networking site by mid-September.

"Smart, ambitious students are already thinking about their futures when they step foot into high school – where they want to go to college, what they want to study, where they want to live and work," LinkedIn announced in a recent statement.

"We want to encourage these students to leverage the insights and connections of the millions of successful professionals on LinkedIn, so they can make the most informed decisions and start their careers off right."

LinkedIn is also launching a new venture called University Pages. Over 200 universities have set up pages, with thousands more signing up over the next few weeks. This is an innovative way for high-school students to learn about universities around the world, to interact with university admissions departments and alumni, and to explore their full range of career and education possibilities.

LinkedIn says 200 universities have already set up pages, and over the next few weeks, thousands more schools will get on board.

"We believe University Pages will be especially valuable for students making their first, big decision about where to attend college," Christina Allen, LinkedIn's director of product management writes on the LinkedIn blog.

LinkedIn currently has more than 238 million members worldwide, including about 30 million college students and recent graduates, which LinkedIn says are its fastest growing demographic.

The company, which went public in May 2011, is free to members.



The GreenestWorkforce: Attracting a New Generation of Workers to the Forest Industry

Forest companies need workers — and lots of them. The forest industry, championed by the Forest Products Association of Canada, has set a goal of hiring at least 60,000 new employees by 2020, based on a study by the Conference Board of Canada.

Unfortunately, stories about layoffs during the industry downturn sent a negative signal to young people considering a career in the sector. Many of their family members actively discouraged them from working in the forest industry.

That's why FPAC knew it had to do something dramatic to reach the next generation of workers and help the sector compete for employees with other industries at a time of growing skills shortages.



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The response — a dynamic web site and social media awareness campaign promoting the industry to students while encouraging workers who have left the sector to consider coming back.

And so the *GreenestWorkforce* was born to emphasize the quality of life in the industry. The greenestworkforce.ca is a resource tool for teachers, students and the interested public that houses information on the industry as well as available career opportunities across Canada. It features compelling videos; fact sheets explaining the skills and education required for jobs; estimates of salary ranges for various positions; twitter updates of vacancies across the country; links to company web sites and more.

However, the *GreenestWorkforce* is more than a recruitment tool — it's about rebranding, replacing the impression of the forest sector as a staid sunset industry with a dynamic modern image. Teachers and students need to learn about the growing opportunities within the 21st century industry. Not only are traditional products like lumber, pulp and paper integral to the success of the forest industry, but so are new and emerging products like bio-chemicals, bio-plastics, car parts, and cosmetics!

FPAC also used the *GreenestWorkforce* to launch a social media contest called the Green Dream Internship contest using Twitter, Facebook and YouTube to create buzz. Applicants from across Canada submitted a short video application — a grand prize was given for the most compelling video and winning interns got an iPad mini to blog about their summer experience.

This contest was a great success, and FPAC will launch the second national Green Dream internship contest this September. Applicants from across the country will have an opportunity to learn what it is like to work in the forest industry in a variety of different positions ranging from communications and marketing, to mechanical engineering, and human resources.

The Greenest Workforce puts the emphasis on the quality lifestyle in the forest industry — and above all it sends a clear message — the forest products industry is hiring again!

The GreenestWorkforce.ca online Career Kit provides you with everything you will need for Career Fairs, classroom learning,

and research on what it's like to work in the forest products industry! - See more at: www.thegreenestworkforce.ca/index.php/en/career-kit

Aboriginal Law Students Wanted

The legal profession needs more Aboriginal lawyers to reach proportional representation. Even with 1,000+ Aboriginal law graduates, still too few are in practice. One partnership is helping to change this by preparing Aboriginal students for success in law school and increasing the number of Aboriginal graduates.

The Program of Legal Studies for Native People partners with Canadian law schools to support Aboriginal students. The PLSNP welcomes Aboriginal students from across Canada the summer before their first year of law to study an intensive Property course and learn legal skills. Aboriginal students benefit from its supportive climate that builds a good foundation for law school.

In the last ten years, Windsor's law school has welcomed 24 PLSNP graduates. Aboriginal students see Windsor Law as a natural fit: it's a small school with a strong focus on student–community relationships.

Brittany Fish now has her own law firm in Ottawa. Her school counsellor helped her get there: "I sat down with a high school guidance counsellor and he helped me focus my interests." With his help, she chose to study criminology. "Once I was taking criminology courses, I knew I wanted to become a lawyer." Discussions with her counsellor clarified the path to law school. "If students know at a young age what they want to pursue, they should speak to someone, find out what is available and how to do it." For Brittany, "After completing the PLSNP, the transition into law school was less intimidating. ... And faculty, staff, and students at Windsor support, encourage, and assist you."

When Solange L. was growing up in Timmins, she wanted to become a lawyer, but she worked for more than ten years in marketing before beginning law school. She took the 2009 PLSNP and started at Windsor Law with lasting confidence: "All of the skills I learned at the PLSNP were applied daily during law school and during my articling term." Solange credits much of her success to the PLSNP's focus on skills and to Windsor's supportive environment. "Windsor Law is an incredible school! I knew my professors and they were all accessible. The school is

engaged with the local Aboriginal community and brings awareness to Aboriginal legal and social issues."

Courtney Lavigne, from Elliot Lake, is starting second year at Windsor Law. Even with a Political Science degree, Courtney says, "I was worried that others were coming with more knowledge, but most students were at my level of understanding." The PLSNP's focus on skills prepared her for studying substantive law: "The PLSNP taught me how to read and brief case law, and apply it. I had an advantage of properly reading and writing legal memoranda." Courtney appreciates Windsor Law's focus on access to justice, "which means that we often discuss how the legal system affects people who are disadvantaged."

Although the learning curve in law school is steep, the PLSNP and learner-centered law programs like Windsor's that support Aboriginal students' success are creating change in the legal profession.

HPV is an equal-opportunity, cancer-causing virus: it's time we protected all our girls and boys

Canada has a safe three-dose Human Papilloma Virus (HPV) vaccine that our national immunization guidelines recommend for all school-age Canadians. In April, Prince Edward Island announced that starting this school year, it was expanding the HPV vaccination program to include Grade 6 boys; the first province in Canada to do so. This was welcome news. The Society of Obstetricians and Gynaecologists of Canada (SOGC) immediately wrote to all the Ministers of Health urging them to follow PEI's lead. Girls and boys should be offered the same protection against HPV, a virus that can cause cervical cancer, head and neck cancers, anal and penile cancers and genital warts. Extending the vaccination to boys is a matter of equity, and it will also help more girls get vaccinated - by making it just another vaccination.

When the vaccine was first introduced in 2006, it was only indicated for girls, because the vast majority of clinical research supporting the vaccination was related to girls being vaccinated. Girls were targeted first because the most common HPV-caused health problems are cervical cancer and the precancerous cervical abnormalities caught by routine pap smears.

Since that time clinical trials involving boys have been conducted with very good results. In 2012, Canada's National Advisory Committee on Immunization (NACI), which reviews the scientific literature on vaccines and makes recommendations on their use, issued a statement providing compelling arguments for a gender-neutral policy, recommending vaccination of males between 9 and 26.

It's not about sex, it's about good health—The primary public health goal of any immunization program should be to stop the

spread of infection and ultimately disease. Vaccinating boys will protect them from HPV, and will enable HPV-related disease to be stopped sooner. A gender-neutral program will also help remove the sexual stigma which SOGC believes is standing in the way of more children being vaccinated. Some people believe that by vaccinating young girls, you are somehow encouraging them to become sexually active at an earlier age. There is no evidence to support this; the research is clear - being vaccinated doesn't make people behave any differently. In fact, SOGC believes



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that if you offer it to girls and boys equally, the controversy around sex will go away. Now, it's just about good health.

When the vaccine was first introduced there were questions about safety - we now know beyond a doubt that the vaccine is safe - there have been no serious adverse events that have been caused by vaccinating against HPV. In fact, the Global Advisory Committee on Vaccine Safety of the World Health Organization reviewed the safety of HPV vaccination in June, 2013. The Committee

considered all available evidence on HPV vaccination and concluded that the HPV vaccines are entirely safe.

For more information about SOGC or HPV please visit www.sogc.org or www.hpvinfos.ca/teachers/

Canada's first undergraduate degree in Ocean Sciences

This September, Dalhousie is offering Canada's first Bachelor of Science in Ocean Sciences, training a new generation of students

about high profile issues including climate change and offshore energy. The program will expand and enhance Dalhousie's international reputation as Canada's oceans university.

At the moment, Dalhousie offers only MSc and PhD stand-alone degrees in Oceanography. At the undergraduate level, there are combined undergraduate honours degrees with Oceanography as the "B" subject, as well as a double major with Environmental Science. The new BSc program offers many options for undergrads looking for a thorough, interdisciplinary education in ocean sciences, including concentrated honours, combined honours, major, double major and minor programs. Combining courses in physics, chemistry, biology, earth sciences and mathematics this program will explore how these basic sciences are applied to investigating the world's oceans.

"This program will fill a gap in science education in Canada. It will provide Canada with the expertise to help understand and sustainably manage this vital part of our planet."
- Anna Metaxas, Professor of Oceanography, Dalhousie University

The Bachelor of Science (BSc) in Ocean Sciences is a four-year program. To learn more or to apply, www.dal.ca/academics/programs/undergraduate/ocean-sciences.html

High School CPR

The ACT Foundation is spearheading an award winning initiative to help communities across Canada establish CPR as a mandatory high school program.

Through this initiative, the ACT Foundation rallies the support of community partners and raises funds for program start-up resources for schools, including CPR training mannequins, teacher training and materials. ACT then guides schools in setting up a long-term, self-sustaining program. High school teachers teach their students the four hour Heartsaver CPR course as a regular part of the curriculum. This ensures all youth will graduate with the skills and knowledge to save lives.

Through the ACT High School CPR Program, all students learn the 4 Rs of CPR:

RISK factors for cardiovascular disease and the importance of adopting a heart healthy lifestyle. How to RECOGNIZE a developing medical emergency. How to REACT, by calling 911 quickly and how to help while waiting for the ambulance to arrive. How to RESUSCITATE, or perform CPR.



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Students also learn how to respond to a wide range of emergencies including asthmatic emergencies, drowning, choking, diabetic emergencies, epileptic seizures and more.

The ACT High School CPR Program is based on a successful community-based model of partnerships and support.

ACT first gains commitment from schools for a long-term, self-sustaining program. Then ACT brings together community partners to provide start-up resources for schools. These partners include corporations, foundations and service clubs who support ACT's community coordination role and donate funds for mannequins, teacher training and materials.

ACT then secures partnerships with local CPR agencies such as St. John Ambulance, the Red Cross and the Heart and Stroke Foundation to train high school teachers as CPR instructors for their students. The Medical Director for the local Emergency Medical Service (EMS) Agency provides medical direction. A strong volunteer base drives program implementation. Schools own the program, high school teachers teach their students, and mannequins are donated by the community. It's easy to set up and maintain over the long term.

School boards interested in partnering with ACT to implement the mandatory high school CPR program may access ACT's teacher and student materials free for copy. For further information on the process involved in obtaining copyright permission for reprinting ACT materials or on the program itself, please visit: www.actfoundation.ca

More Guidance Counsellors for Nova Scotia

After meeting with the Nova Scotia School Counsellors Association Nova Scotia Premier Darrell Dexter has promised \$14 million over the next three years to increase the number of guidance counsellors and improve youth mental health services in schools throughout the province.

"Schools are about learning development, they are about academic achievement, but increasingly they are about the social development of our children," said Dexter. "This recognizes the important components that go into that development."

The majority of the funds (\$9.4 million) will go towards improving mental health support systems with the remainder

available for school boards to create an additional 51 guidance counsellor positions. Currently, there are 195 school counsellors in Nova Scotia. The increase in positions will raise the ratio to one counsellor for every 500 students, fulfilling a recommendation from the Nova Scotia Task Force on Bullying and Cyberbullying's 2012 report.

The government is still discussing with school boards how funding will be used to support school-based clinicians and health centres. There are currently 48 youth health

centres operating in Nova Scotia schools.

The funding will be available for the 2014-15 school year.

Take a Hike Youth at Risk Foundation will launch its adventure-based learning program for youth in West Kootenay this September, expanding the pilot program offered last year at Kootenay-Columbia Learning Centre.

An alternative education program, Take a Hike Youth at Risk Foundation engages at-risk youth through a unique combination

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of adventure-based learning, academics, therapy, and community involvement. The program is offered in Vancouver and West Kootenay to youth in grades 10-12 who have few remaining options and enables them to positively change their lives.

Take a Hike Youth at Risk Foundation is expanding its alternative education program to benefit at-risk youth in the West Kootenay region. Partnering with School District 20 (Kootenay-Columbia), Take a Hike will offer

its adventure-based learning program for students in grades 10-12, starting in September 2013.

"Take a Hike Youth at Risk Foundation is thrilled to reach youth in West Kootenay who can benefit from our powerful program," said Sheila Biggers, president and chair, Take a Hike Youth at Risk Foundation. "We look forward to continuing our work with the school district and community members to ensure the program and students are successful."

The program will enhance existing alternative education programs offered at Kootenay-Columbia Learning Centre, building on the adventure-based learning pilot activities it ran last year. The program will introduce students to outdoor activities, such as hiking, kayaking, canoeing and snowshoeing, to develop valuable communication, problem-solving, teamwork and other skills. These outdoor activities help the youth deal with deeply rooted personal issues in a supportive environment.

Take a Hike will provide a full-time therapist and a part-time adventure-based learning specialist who will work with the school district's teachers and child and youth care workers to provide a holistic program for the students. Student intake will begin in September with a goal of enrolling 15 youth for the 2013/14 school year.

"Take a Hike is designed to bring selected students back to learning through an exposure to nature, and the challenges and rewards it offers," explained Darrel Ganzert, chair, Board of Education, School District 20. "School District 20's board and staff are very excited to partner with Take a Hike to help reluctant learners become more excited about their futures."

Take a Hike relies on donations from individuals, corporations and foundations to support the program elements that fall outside of standard school district funding, including the outdoor expeditions, adventure-based learning specialist, and full-time therapist. The program at Kootenay-Columbia Learning Centre will be supported by a West Kootenay advisory committee, comprised of community champions, which will lead the local fundraising efforts.

Since its inception in 2000, Take a Hike has engaged more than 300 at-risk youth in Vancouver. The program in West Kootenay is the first of several planned expansions as part of Take a Hike's partnership with LIFT Philanthropy Partners. LIFT is a not-for-profit organization that invests in social change by increasing the impact and sustainability of organizations that deliver social impact.

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In April 2012, LIFT made a three-year commitment to provide Take a Hike with skills, expertise and resources to improve its operations and capacity to expand to communities across B.C. and Canada.

“LIFT Philanthropy Partners has been a key partner in keeping our expansion project moving forward. With the expertise and resources LIFT provides, we are much closer to reaching our goal of expanding the program to multiple communities,” said Biggers.

For more information visit takeahikefoundation.org/westkootenay



We Day Events Announced!

We Day, is an educational event and the movement of our time—a movement of young people leading local and global change. We Day is tied to the yearlong We Act program, which offers curricular resources, campaigns and materials to help turn the day’s inspiration into sustained activation.

We Day is part of a family of organizations, including Free The Children and Me to We, that has a shared goal: to empower a generation to shift the world from ‘me’ to ‘we’—through how we act, how we give, the choices we make on what to buy and what to wear, the media we consume and the experiences with which we choose to engage.

Upcoming We Day Events

Toronto: Sept. 20, 2013
 Minnesota: Oct. 8, 2013
 Vancouver: Oct. 18, 2013
 Alberta: Oct. 24, 2013
 Manitoba: Oct. 30, 2013
 Saskatchewan: Nov. 6, 2013
 Waterloo Region: Nov. 20, 2013

Montreal: Nov. 25, 2013
 Atlantic Canada: Nov. 27, 2013
 We Day UK: Mar. 7, 2014
 Seattle: Spring 2014

See more at:
<http://www.weday.com/#sthash.LkzmFFmi.dpuf>

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THE GIRL AND THE

HUNGRY CAT:

ON EMOTIONAL RELEASE

When Sara (not her real name) first walked into my office, between the thick black wisps of hair I saw the look of sadness. She sat down, crossed her arms and rested her chin on her chest. Her hands and fingers buried in the sleeves of her black hoodie, the extra fabric gripped tightly in her fists.

"How are you doing Sara?" I asked.

"Fine."

"My name is Derrick and I'm a counsellor. I work with students who need help with lots of things, it depends on the person. What can I help you with today?"

"My guidance counsellor thought I should talk to you."

"About what?" I asked.

"About my problems."

"Which problem is the biggest?"

She fell silent and breathed slowly. Tears fell to her shirt.

"This." She pulled the sleeve on her left arm up to her elbow. The scratches were deep and followed the same direction; crosswise to her arm. It looked like she was attacked by a cat. Sara was a "cutter."¹

School Counsellors often encounter several serious issues like Sara's and many professionals are encouraged to, "Never take your work home with you," referring to the importance of maintaining professional boundaries - both physically and emotionally. Until the crisis is managed, professional training and school protocols often guide the plan of action.

But how can you *not* take Sara's story home with you? How can you *not* feel concern for her safety? We are not robots. We feel. We take things on. We hope for the better.

Recently from April 16 to July^{1st}, 2013, I cycled over 8200 km, from Vancouver, BC to St. John's, NF as part of my yearly activities as

CEO of the It Takes 2 (IT2) Youth Leadership Institute (www.it2institute.com). On the trip, I video interviewed several teens, parents, and random people asking them questions related to parenting and their teenage experience.

The trip was life changing. The stories of love lost and found, violence, and human resilience were riveting and heart wrenching. During interviews, I usually held my composure, even when one Nova Scotia woman shared her story of sexual abuse throughout her childhood and teen years. My greatest challenge, however, came in the quiet hours of riding after an interview. I could not seem to block the emotions from overwhelming me.

But rather than keep it in, I let it out. I let myself cry, sometimes bawl. I shouted in frustration at swarms of bugs, I belly laughed listening to hilarious audio books. I let myself be myself and I encourage you to do the same.

If and when the time comes and you feel the weight of the world on your shoulders, or the ache of a child who aches, or the joy of a happy ending like the day Sara gave me her razor blades for "safe keeping," cry, shout, or sing if you want. Let yourself be yourself in all things knowing your work and your life makes a difference. ♣ CSC

Derrick Shirley is a speaker, author, counsellor and CEO. Visit www.DerrickShirley.com for more information.

¹A "cutter" is a slang term that refers to those who engage in the self-harming behaviour of skin-cutting. See, "Helping Teens Who Cut" (Hollander, M., 2008) for more information on self-harm and self-injury.

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SECRETS TO INCREASING PRODUCTIVITY

By Tania Moffat



The perfect employee comes in early, stays late, comes in on weekends and works through lunch right? Wrong. It is not how long you work but how much you are accomplishing at work that matters.

The euphoric feeling of a productive day need not be at the expense of pre-dawn awakenings or skipped lunches. Increasing your productivity is not an easy endeavor - it requires planning and a focused effort. There are many tips to help you become more efficient with your time; the trick is finding which ones work best for you.

Do less and accomplish more

It may sound like backward logic but it is true. The 80/20 rule states that only 20% of what you do produces 80% of your results. You need to eliminate the things that don't matter. It is easy to make a list of 50 things to do and feel great thinking that you only left two incomplete. But often the two you left undone may require the most work and time commitment. By postponing them, you are merely creating more work for yourself later when you will have to ignore everything else in order to get them done prior to a deadline. By setting aside a prescribed time to dedicate to these tasks in a day, you may not finish them, but you will move closer to their completion. You also may need to put a timer on these tasks so that you don't lose focus on the other things on your list that need completion.

Cut distractions

Don't let others set the pace for your day. When you arrive at work ignore your emails and phone calls. Take some time to focus on yourself and the tasks you want to accomplish. Emails are a productivity killer; they distract you from tasks that matter. Dealing with phone calls and emails in real time is less productive than setting aside specific times to deal with them. Set aside two or three times during the course of the day to check your emails and return calls. Allow yourself a specific allotment of time in which to respond to them and don't go over it. If you are sending multiple emails back and forth, increase your productivity by picking up the phone.

Social media is the number one distraction in offices. Turn off Facebook, LinkedIn, YouTube, Twitter, Pinterest, personal email accounts, etc. They are black holes that eat up your valuable time.

Meetings, and I don't mean those with students, can often be just ways of avoiding real work. Focus on things that matter and know which meetings to refuse. When you do attend meetings, whenever possible try to keep them on schedule - if it is for an hour, keep it to an hour.

Be honest with yourself - don't confuse laziness with poor productivity. Sometimes you just have to step it up and stop procrastinating.

Create a tailored system

Know yourself - create a system that will work for you. Some people relish the sense of accomplishment that crossing off tasks gives them so they prefer to start their day with easy tasks to build momentum. Others are morning people; so they schedule their most critical tasks early to avoid the 2 p.m. slump. If you are a procrastinator, do the unpleasant tasks first and get them out of the way. Setting deadlines for yourself can also be helpful, especially if you are a person who easily loses track of time. Get a timer to keep you on schedule if necessary.

Enforce a time out

Everyone needs to take a break. Go for a quick walk even if it's just to the bathroom at the other end of the school. Have a quick stretch at your desk, or eat a light snack - you need to indulge in a couple of breaks every day. Allowing yourself to clear your head enables you to return to work recharged. If you sit at your desk all day, a slave to your workload, you will notice yourself more tired, less motivated and often will have a headache to accompany you on your ride home.

Set limits

Know your limits and stick to them. Sometimes, an important part of productivity is knowing when to seek help. People don't often volunteer their assistance, so you need to know when to ask for it. Many people shy away from asking either because they don't trust someone else to do the job properly or perhaps they are introverted and just don't want to ask.

The opposite of this can also be true - you don't want to turn into someone else's workhorse. Learn to say no. It is ok to say no if you are not the best person to help out, or if

you have other matters to which you need to attend. One way to smooth over rejection is to offer an alternative solution or suggestion.

Don't be a victim of analysis paralysis.

Attention to detail is one thing, but if you are nitpicking the details to death, you are just wasting time. It is more important to keep momentum and to move a project forward than by becoming overly concerned with every last detail and holding it up. Learn when to let go!

Wrapping it up

Before you leave work set a goal for the next day and prepare your "To Do" list. One way to organize your tasks is by priority: *must do tasks* - tasks that need to be done and done correctly, and *busy tasks* - tasks that don't have to be done right now but should get done at some point.

Now, unless this is still your scheduled time out, you should get back to work. 🍀 CSC

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TRUST DESTROYED

The Effects of Date Rape

LA CONFIANCE DÉTRUITE

les effets du viol lors d'un rendez-vous

By/Par Tania Moffat

ABUSED

Nothing is more destructive than being abused by someone you know or trust. Date rape, or to be more accurate, acquaintance rape, is a violent act and a violation of both body and trust. A crime of power and control, date rape is sexual assault. It is defined as a forced sexual activity, an attempt at forced sexual activity, or unwanted sexual touching, grabbing, kissing or fondling which occurs without the victim's consent. The perpetrator is usually someone the victim knows socially – it can be someone they met at a party, or someone they love and trust like a boyfriend. Sexual assault is a crime and it is never the victim's fault.

Results from the 2009 General Social Survey (GSS) on victimization, collected by Statistics Canada, indicated that victims of sexual assault were most likely to be women; those between the ages of 15 and 24 were at the highest risk. Relatively few incidents of sexual assaults are actually reported to police. Studies vary on their estimates; some suggest only 1 in 6 report this crime to police while others propose that an even lower percentage, 1-2%, actually come forward. The actual numbers are hard to quantify, but they are high.

Drug facilitated sexual assault occurs when the perpetrator uses alcohol or drugs to illegally take advantage of a person. The most common drugs used include - Rohypnol (roofies), GHB (liquid E),

Il n'ya rien de plus destructif que d'être abusé par quelqu'un que vous connaissez ou en qui vous avez confiance. Le viol lors d'un rendez-vous, ou de façon plus précise le viol par une connaissance, est un acte violent et une violation du corps et de la confiance. Un crime de puissance et de contrôle, le viol lors d'un rendez-vous est un assaut sexuel. Il est défini par une activité sexuelle forcée, une tentative d'activité sexuelle forcée, ou attouchements sexuels, agrippement, baisers ou caresses perpétrés sans le consentement de la victime. L'auteur de l'infraction est habituellement quelqu'un que la victime connaît socialement – ce peut être quelqu'un rencontré à une fête ou quelqu'un qu'elle aime et en qui elle a confiance comme un petit ami. Un assaut sexuel est un crime et n'est jamais la faute de la victime.

Les résultats de l'Enquête sociale générale (ESG) de 2009 sur la victimisation, recueillis par Statistique Canada, démontrent que les victimes d'assaut sexuel sont plus souvent des femmes dont celles âgées entre 15 et 24 ans sont les plus à risque. Il y a relativement peu d'incidents d'assaut sexuel qui sont effectivement rapportés à la police. Les estimations des études diffèrent, certaines suggèrent que seulement 1 sur 6 rapporte ce crime à la police alors que d'autres proposent qu'un pourcentage encore plus faible de 1 – 2 % se manifestent effectivement. La quantité réelle est difficile à quantifier,

or Ketamine (special K, Vitamin K or KitKat). These central nervous system depressants are both odourless and tasteless and when combined with alcohol can cause a variety of effects from dizziness and blackouts, to lack of consciousness and even death.

Under-reporting in Teens

Acquaintance rape is largely under reported by teens for various reasons. One reason is the use of drugs and alcohol; they are often involved either directly in the commission of the crime, or indirectly by their presence at a party. Many students fear getting in trouble with their parents, school, or police, either from taking part in an activity they were not supposed to be doing at the time of the rape, or for the rape itself. If drugs were used, teens may be confused or uncertain if a crime has even been committed. Other reasons can include a fear of retribution from their assailant, shame, and guilt. Sadly, many victims feel that the rape is their fault or that they somehow contributed to it. Even worse is the fear that no one will believe them. Once reported, many withdraw their accusations to avoid the trauma of a criminal investigation.

Effects

Victims of sexual assault can suffer from physical injuries, STDs, unplanned pregnancies, sleeplessness, and poor appetite among other physical symptoms, but it is the emotional scars that can become even more damaging. Sexual assault is a horrifying experience which

mais elle est élevée.

C'est une agression sexuelle facilitée par la drogue quand l'auteur de l'infraction utilise de l'alcool ou des drogues pour abuser illégalement d'une personne. Les drogues utilisées le plus souvent incluent : le Rohypnol (roofies), le GHB (ecstasy liquide) ou la Kétamine (Special K, Vitamin K ou KitKat). Les déprimeurs du système nerveux central sont inodore et sans goût, et lorsque combiné à de l'alcool, ils peuvent causer une variété d'effets depuis des vertiges et l'évanouissement jusqu'à la perte de conscience et même la mort.

La sous-déclaration chez les adolescents

Le viol par une connaissance est grandement sous-déclaré par les adolescents pour diverses raisons. Une de celles-ci est l'usage de drogue et la consommation d'alcool, les adolescents sont souvent soit directement impliqués dans la perpétration du crime ou indirectement par leur présence à une fête. Plusieurs étudiantes craignent d'avoir des ennuis avec leurs parents, l'école ou la police, soit en prenant part à une activité qu'elles ne devaient pas faire au moment du viol ou pour le viol lui-même. Si des drogues ont été utilisées, les adolescentes peuvent être confuses ou incertaines qu'un crime a même été commis. D'autres raisons peuvent inclure la peur de la vengeance de leur agresseur, la honte et la culpabilité. Tristement, plusieurs victimes pensent que le viol est de leur faute ou que d'une certaine façon elles y ont contribué. Pire encore, est la peur que personne ne les croira. Une fois rapportés, plusieurs retirent leurs accusations pour éviter le traumatisme d'une enquête criminelle.



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is particularly distressing to teens that are just beginning to explore their sexuality. Their emotional immaturity makes it even harder to deal with the physical and psychological trauma of rape. This type of crime can have long lasting effects on many facets of their lives, distorting their future relationships and views of their own sexuality. Trust is destroyed; trust in others and, more importantly, trust in themselves and in their own judgment leading to more feelings of guilt, shame and depression. These emotional scars can take years to heal if they ever do.

After experiencing a sexual assault teens can feel shock, shame, anxiety, anger, and fear. Other reactions may include withdrawing from others, blaming themselves, having flashbacks and mood swings, or withdrawing from others - all normal experiences for victims.

When a student discloses

Listening as a student discloses about an act of violence or sexual assault is a disturbing event, so remaining calm and acting with composure is essential in dealing with it effectively. After assuring their current level of safety, the second important thing to do is to remind them they are not the ones at fault. Under no circumstances is the sexual assault their fault, no matter how they responded. Any sexual act requires consent by both parties, and either party may change their mind at anytime, for any reason; otherwise, it is considered sexual

Les effets

Les victimes d'assaut sexuel peuvent souffrir de blessures physiques, des MTS, d'une grossesse imprévue, de la perte du sommeil et de l'appétit parmi d'autres symptômes physiques, mais ce sont les cicatrices émotionnelles qui peuvent faire encore plus de dommages. Un assaut sexuel est une horrible expérience qui est particulièrement éprouvante pour les adolescentes qui commencent juste à explorer leur sexualité. Leur immaturité émotionnelle rend encore plus difficile de faire face au traumatisme physique et psychologique du viol. Ce type de crime peut avoir des effets à long terme sur plusieurs aspects de leurs vies en altérant leurs relations futures et leur vision de leur propre sexualité. La confiance est détruite, la confiance dans les autres, et de façon plus importante, la confiance en elles-mêmes et en leur propre jugement ce qui entraîne plus de sentiments de culpabilité, de honte et de dépression. Ces cicatrices émotionnelles peuvent prendre des années pour guérir, si jamais elles y parviennent.

Après avoir vécu un assaut sexuel, les adolescentes peuvent ressentir un choc, de la honte, de l'anxiété, de la colère et de la peur. D'autres réactions peuvent inclure s'isoler des autres, se blâmer, avoir des « flashbacks » et des changements d'humeur. Ce sont toutes des expériences normales pour les victimes.

Quand une étudiante dévoile

Écouter une étudiante dévoiler un acte de violence ou un assaut sexuel est un événement déroutant, il est donc important de demeurer calme et d'agir avec sang-froid pour être efficace. Après s'être assuré de leur niveau de sécurité actuel, la deuxième chose importante à faire est de leur rappeler qu'elles ne sont pas celles qui sont coupables. En aucun cas l'assaut sexuel n'est de leur faute, peu importe comment elles ont réagi. Tout acte sexuel requière le consentement des deux parties, et chaque partie peut changer d'avis en tout temps, peu importe la raison, autrement cela est considéré comme un assaut sexuel. Elles doivent savoir que la personne qui les a assaillis est à blâmer et qu'elles ne devraient pas se sentir coupables ou se blâmer.

Peu importe votre relation antérieure, vous devez toujours accepter que l'étudiante vous dise la vérité. Le viol lors d'un rendez-vous est sous-déclaré pour plusieurs raisons dont une est la peur que personne ne les croie. Vous devez écouter votre étudiante, mais il n'est pas requis que vous demandiez des détails. Donnez-leur l'occasion de partager ce avec quoi elles sont confortables à leur propre rythme. Également, rappelez-vous qu'après un événement traumatisant comme celui-ci, souvent perpétré par quelqu'un en position de confiance, tout touché mal venu peut conduire à des sentiments d'inconfort et causer plus de stress. Demandez toujours avant d'offrir tout contact physique de réconfort, une étreinte ou même une main sur l'épaule.

Soyez authentique. Admettez que vous voulez aider, mais soyez honnête à propos de ce que vous pouvez faire pour elles. Ne faites pas de promesses que vous ne pourrez pas tenir, les politiques de l'école, les parents ou les autorités peuvent imposer des mesures hors de votre contrôle.

Les écoles devraient avoir des politiques et des procédures en place pour répondre à des incidents d'assaut sexuel ou des rapports d'étudiants d'activités criminelles et vous devriez connaître les vôtres. En définitive il appartiendra à l'étudiant de choisir s'il rapporte ou non le crime. La décision de rapporter un assaut sexuel à la police peut



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“They need to know that the person who assaulted them is to blame, and that they should not feel guilty or blame themselves.”

assault. They need to know that the person who assaulted them is to blame, and that they should not feel guilty or blame themselves.

No matter what your prior relationship is, you should always accept that the student is telling you the truth. Date rape is under-reported for many reasons, one of which is the fear that no one will believe them. You need to listen to your student, but you do not need to ask for details. Give them the opportunity to share what they feel comfortable sharing on their own time table. Also, remember that after a traumatic event such as this, often perpetrated by someone in a position of trust, any uninvited touch can lead to feelings of discomfort and cause more stress. Always ask before you offer any comforting physical contact, a hug, or even a hand on the shoulder.

Be genuine. Admit you want to help them, but be honest with what you are able to do for them. Don't make promises that you may not be able to keep - school policy, parents, or authorities may dictate a certain course of action beyond your control.

Schools should have policies and procedures in place to respond to incidents of sexual assault or student reports of criminal activity, and you should be familiar with yours. Ultimately, it will be up to the student whether or not they choose to report the crime. The decision to report a sexual assault to police can be traumatic in itself. Police need to be impartial and evaluate whether the evidence supports a criminal prosecution. While there is no time limit for reporting and laying charges for a sexual assault, the sooner the police are contacted, the easier it is for them to collect evidence. Students should be encouraged to share this information with a parent or someone trusted at home; however, if they are at risk for personal harm, their parents or child welfare should be contacted. Local crisis centres or telephone services, such as Kids Help Phone, offer 24 hour help and counselling and can easily be located at the front of your local phone book or with a quick internet search. [csc](#)

être traumatisante en soi. La police doit être impartiale et évaluer si la preuve soutient une poursuite au criminel. Bien qu'il n'y ait pas de limite de temps pour rapporter et porter des accusations pour un assaut sexuel, plus tôt la police est avertie, plus facile c'est pour elle de recueillir des éléments de preuve. Les étudiantes devraient être encouragées de partager cette information avec un parent ou une personne de confiance à la maison. Cependant, si elles risquent des blessures personnelles, leurs parents ou la protection de l'enfance et de la jeunesse devraient être avisés. Des centres locaux de crises ou des services téléphoniques comme « Jeunesse, J'écoute » offrent de l'aide 24 heures par jour et peuvent facilement être localisés sur le devant de votre bottin téléphonique local ou par une simple recherche sur Internet. [csc](#)

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Photo courtesy of Students on Ice

Geoff



Green

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NOC Code – 3221 Denturists

How Many Denturists are there? There are approximately 2,000 Denturists in Canada, which is seen as a world leader in this profession, Denturism is also a respected Profession in a considerable number of Countries around the world for more information please visit www.international-denturists.org.

Where would I go to school for the Denturism Program? Currently, there are 5 Schools of Denturism in Canada. The Schools of Denturism that are Accredited by the Curriculum Advisory Committee and endorsed by the Denturist Association of Canada are George Brown College (www.georgebrown.ca), Northern Alberta Institute of Technology (www.nait.ca) and Vancouver Community College (www.vcc.ca). Not-Accredited are Trillium College (www.trilliumcollege.ca) and College Edouard-Montpetit (www.college-em.qc.ca).

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Classification nationale des professions : 3221 – Denturologistes

Combien y a-t-il de denturologistes? Il y a environ 2000 denturologistes au Canada, qui est une figure de proue de la profession. La denturologie est également une profession respectée dans un grand nombre de pays. Pour en savoir plus, rendez-vous à l'adresse www.international-denturists.org.

Où trouver un programme d'études en denturologie? Il existe actuellement cinq écoles de denturologie au Canada. Trois sont agréées par le Comité consultatif des programmes d'études et cautionnées par l'Association des denturologistes du Canada : le George Brown College (www.georgebrown.ca), le Northern Alberta Institute of Technology (www.nait.ca) et le Vancouver Community College (www.vcc.ca). Le Trillium College (www.trilliumcollege.ca) et le Collège Édouard-Montpetit (www.college-em.qc.ca) offrent la formation mais ne sont pas agréés.

POUR EN SAVOIR PLUS, VISITEZ NOTRE SITE À L'ADRESSE WWW.DENTURIST.ORG.



Adventuring began at an early age for Geoff Green, the southern Ontario native grew up in a farming community and spent his time as a child exploring the natural world around him. As a young adult his explorations expanded to Europe where he spent time as a ski instructor in the Swiss Alps and also as a skipper for three years sailing around the Mediterranean. He later returned to Canada where he taught for two and a half years before continuing to lead expeditions all over the world. Fate and curiosity eventually led him to the Arctic in 1994. He was overwhelmed by the experience, developing a severe case of “polar fever” which has led him to return to the polar regions more than 100 times.

A penguin told him to do it

It was five years after his first trip to the Arctic when his teaching and exploring career became one. He has joked that while on a beach in Antarctica watching a waddle of penguins, one tapped him on the knee and told him to “bring some kids down here”. Truthfully, his experiences had given him pause. Travelling to these remote lands of ice was a life-changing experience; he saw the world differently and he could see it in the eyes of those he brought there. He began to wonder.

“Imagine”, explains Geoff, “if we could be taking youth, at the beginning of their life, on these expeditions. How that could really change their perspectives at a critical time in their lives and even to some extent define their future.”

At that moment in 1999, on a frozen beach occupied by penguins in Antarctica, Students on Ice (SOI) was born and Geoff found his calling - teaching in the greatest classroom on earth.



Photo courtesy of Lee Narraway



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“ Students on Ice is a multidisciplinary program for a reason - students and educators with all types of interests and talents have something unique and important to contribute to building a better world.”

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After completing a survey of graduates from Canada’s leading media arts schools, Jim Lamarche ranked Harris Institute number one with A+. “Harris gets top marks and all indicators now show that it is in fact, the best school of its kind in Canada. Highly Recommended.” The complete ‘Final Report Card on Media Arts Education in Canada’ is posted at: jimlamarche.wordpress.com

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Students on ice

When the program was first being developed people thought it was a crazy idea - taking high school students on some of the roughest seas in the world to areas of ice and isolation. This was an expensive and dangerous journey.

It has been an amazing experience for Geoff to see his dream realized. In the years since the first trip in 2000, Students on Ice has become an award winning organization. Through this international program Geoff has led thousands of high school and university students (including youth from 52 different countries), teachers, scientists, artists, musicians, and leaders on educational expeditions to the Arctic and Antarctic. By connecting youth with nature they are able to see the effects of climate change first hand, understand the issues, complexities, and interconnections. The goal is to provide SOI’s young charges with not only a new understanding and respect for the planet’s global ecosystem but to also give them the tools to take action. Geoff believes that a deeply personal relationship with nature imparts an appreciation that will foster environmental leadership in their own lives.

Youth must be truly committed to be a member of this program. As part of their contract with SOI, teens must promise to take pro-environmental action once they return home. They are not allowed cell phones or iPods, they have to leave technology behind. The trip itself can break students; they often arrive to their final destination homesick, nauseous, and exhausted. Mother Nature is in control of this foreign, wild environment and students are humbled by it. The classroom itself is awe-inspiring. From the moment they arrive they are touched by the stark beauty of the winter wonderland surrounding

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them. This opportunity to touch and see the changes in these remote regions of our planet creates a greater respect for life and our earth.

The curriculum on expedition varies depending on location, weather, and the skills and experiences of team members. Students learn about subjects such as culture, history, policy, climate change, oceanography, botany, and glaciology. They may find themselves in the field working with scientists, identifying wildlife from a boat, or measuring pollution levels. The over-arching theme is one of environmental leadership. Students are taught that they can be agents of change and their efforts will have a positive effect saving the beautiful world around them.

“When we give students inspiring opportunities, it’s amazing how they grow. Students on Ice is a multidisciplinary program for a reason - students and educators with all types of interests and talents have something unique and important to contribute to building a better world,” states Geoff. And these students ARE helping to create a better world. Most come back excited, motivated, and eager to inspire change in others.

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Past students have received national and international awards for their conservation efforts, attended UN conferences, formed Environmentally Concerned Students Groups, successfully petitioned the government for environmental change, and some have gone on to work on developing “green” technologies.

The sheer expense of the journey may lead some to think it is only for youth of privilege. This is not true. Inuit and inner-city youth alike have had the opportunity to travel with SOI. Today 80% of the trips for students are fully sponsored, and the goal is to have them 100% funded.



Sites to encourage personal environmental action

www.earthday.ca

World Wildlife Fund - www.wwf.ca

David Suzuki Foundation - www.davidsuzuki.org

FilterForGood.ca - www.filterforgood.ca

EYES Project - (Education, Youth Environment, Sustainability) - www.eyesproject.com

Students on Ice - www.studentsonice.com

Geoff Green – www.geoffgreen.ca

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As one of Canada's foremost adventurers, Geoff has lead over 200 expeditions worldwide to some of the most remote corners of the globe. He has been to Patagonia, Papua New Guinea, Pitcairn Island, and the rainforests of Madagascar. The first person to water ski in both polar regions, he has since skied on every ocean in the world. An admirer of Sir Ernest Shackleton he has retraced the British explorer's 1914 expedition to Antarctica six times, once with descendents from Shackleton's crew. Geoff most recently returned from a two week adventure in Greenland and the eastern Canadian Arctic with 85 of his students this past July.

Over the course of his career he has received numerous awards and recognitions for his commitment to global conservation, particularly in the Arctic and Antarctic. In 2012, Green was appointed to the Order of Canada for his contributions as an environmental educator and explorer. Named one of the

Top 25 Transformational Canadians, Geoff also received an Honorary Doctorate of Education from Nipissing University in 2013.

His commitment to the environment is further evidenced through his involvement with the many associations, societies, boards and committees where he continues to be an active member - the Explorer's Club, Royal Canadian Geographical Society, and the Ottawa Riverkeeper to name a few. Green has lead expeditions for such notable organizations as the Discovery Channel, the Smithsonian Institute, and the World Wildlife Fund. Featured on documentaries and TV programs such as *The Hour with George Stroumboulopoulos*, Geoff has been highlighted in the written media and sought after for public speaking opportunities around the world.

Geoff enjoys speaking with audiences when he is not leading expeditions. He speaks at schools, conferences, and special events about his experiences and the new perspective it has given him on the

world around us. He speaks about hope, change, environmentalism, leadership and teamwork - inspiring action. All proceeds from his speaking engagements go towards scholarships at Students on Ice Foundation.

Everybody can make a difference

Geoff and the SOI alumni developed the concept of "Generation G" and encourage us all to become members, embracing values that are global, generous, grateful, and green to help guide the ways in which we interact with nature and each other. Everybody CAN make a difference and personal responsibility is the key to turning it around. That is what Geoff Green hopes to instill in the youth he speaks to and takes with him to the polar regions. He hopes they come back as ambassadors for change, using the experience to springboard positive action. Youth don't realize the difference that they can make on their own, Geoff gives them that opportunity. The results? They can be seen by the actions of the thousands of teens he has inspired. ♣ CSC

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THE MEASURE OF A MAN

TEENAGE BOYS AND THE SHIFTING SANDS OF MASCULINITY



North American boys are not doing so well in several measures of academic success compared to girls. School age boys represent 71% of suspensions, are 4 times more likely to drop out of school, and make up 75% of special education referrals. They are awarded only 41% of bachelor's degrees and 40% of master's degrees. Boys are also in trouble in other life domains as well. They are 4 times more likely than girls to be murdered, 10 times more likely to murder, more than twice as likely to use illicit drugs, are 2 to 3 times more likely to carry a weapon, get threatened at school and get in a fight. They are more sexually active at younger ages with more lifetime partners.

Les garçons en Amérique du Nord ne réussissent pas très bien en comparaison aux filles dans plusieurs domaines académiques. Les garçons d'âge scolaire représentent 71 % des suspensions, sont 4 fois plus enclins au décrochage et constituent jusqu'à 75 % des consultations en éducation spécialisée. Ils n'accèdent qu'à 41 % des baccalauréats et 40 % des maîtrises. Les garçons sont également en difficulté dans d'autres domaines de la vie. Ils risquent 4 fois plus que les filles d'être assassinés, 10 fois plus d'assassiner, plus de deux fois plus de consommer des drogues, 2 à 3 fois plus de porter une arme, d'être menacés à l'école et d'être impliqués dans une bataille. Ils sont sexuellement plus actifs à des âges plus jeunes avec plus de partenaires pendant leur vie.

Some of the most important and glorious achievements of the modern era (e.g., universal education, acknowledgment of universal human rights, equality for women and sexual minorities, the economic advantage of intellectual capital over brute strength) have rendered the historical primacy of masculine virtues moot. While there is no question of the value and necessity of these social advances, it has nonetheless left boys (and men) in a precarious position when it comes to self-definition as a man.

In the past, gender roles and identities were integrated into the fabric of everyday life (e.g., women cooked, men hunted, etc.) as well as through culturally constructed rites of passage that clearly demarcated the transition from child to adult; girl to woman, boy to man. Roles were clearly defined (and limited). Attainment of adult status was formally established. While men were advantaged in this system in the vast majority of cultures around the world, it deprived the community of the potential contributions of individuals whose skills and talents didn't fit the gender stereotype mold.

Western society no longer provides consistent cultural messages about the attainment of manhood (or even *adulthood*) and yet, manhood and masculinity still matter to boys (and men). While returning to a cultural model of male privilege is incredibly wasteful, unacceptable and, happily at this point, irreversible, boys have been increasingly left to construct their own models of what it means to be a man. They have been set adrift without clearly identifiable ways to earn respect and independence or requirements to fulfill social obligations and demonstrate personal restraint. Left to their own devices, boys are more likely to focus on ways to *appear* manly rather than how to *be*

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“ Thus we have boys who posture and pose. Unfortunately, the only clear model they have to draw upon is anachronistic, oppressive (both individually and societally), personally limiting, and unsuited for our modern, egalitarian society. ”



Certaines des réalisations les plus importantes et glorieuses de l'ère moderne (par ex., l'universalité de l'éducation, la reconnaissance des droits universels de l'homme, l'égalité des femmes et des minorités sexuelles, l'avantage économique du capital intellectuel sur la force brute) ont rendues discutables la primauté historique des vertus masculines. Bien que la valeur et la nécessité de ces avancées sociales ne sont pas remises en question, elles ont néanmoins laissé les garçons (et les hommes) en position précaire quand il s'agit de la définition de soi en tant qu'homme.

Dans le passé, les rôles et les identités sexuelles étaient intégrés au tissu de la vie de tous les jours (par ex., les femmes cuisinaient, les hommes chassaient, etc.) aussi bien que dans des rites de passage culturellement construits qui démarquaient clairement la transition de l'enfance vers l'âge adulte, fille vers femme, garçon vers homme. Les rôles étaient clairement définis (et limités). L'atteinte du statut d'adulte était formellement établie. Alors que les hommes étaient avantagés dans ce système de la grande majorité des cultures du monde, cela privait la communauté de contributions potentielles d'individus dont les habiletés et les talents ne correspondaient pas au moule du stéréotype de genre.

La société occidentale ne fournit plus de messages culturels consistants à propos de l'atteinte de la virilité (même l'âge adulte) et pourtant la virilité et la masculinité importent encore pour les garçons (et les hommes). Alors qu'un retour à un modèle culturel de privilège masculin est un gaspillage incroyable, inacceptable et, heureusement à ce moment, irréversible, les garçons ont été de

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a man. Thus we have boys who posture and pose. Unfortunately, the only clear model they have to draw upon is anachronistic, oppressive (both individually and societally), personally limiting, and unsuited for our modern, egalitarian society. This often results in their creating an amalgam of traditional male values that are interpreted in rather superficial and concrete ways through such behaviors as loss of virginity and sexual conquest, drinking and drugging, dangerous risk taking, hazing, violence, body art, fatherhood, and military service.

As influential adults involved in the lives of teenage boys, school counsellors, and educators more generally, are in a position to help boys define what constitutes being a modern man as well as providing guidance on what constitutes manly responsibilities (i.e., rites of passage). The challenge educational professionals (and, indeed, society as a whole) face is how to validate boys masculinity without perpetuating an archaic and limiting view of manhood. Here are some ideas for how you can provide this in your role as school counsellor while respecting the range of possibilities (and individual family definitions) of a man in western society.

gnôthi seauton.

With all the cultural confusion about all gender roles, it is important to educate yourself about issues of masculinity and manhood. Examine your biases. Give some thought to how to resolve the cultural confusion that exists regarding masculinity and femininity, manhood and womanhood and just plain old personhood in order to be more purposeful in the messages you convey. In other words, know thyself.

plus en plus laissés à eux même pour construire leurs modèles de ce que signifie être un homme. Ils ont été abandonnés sans moyens clairement identifiables pour gagner le respect et l'indépendance ou les exigences pour satisfaire les obligations sociales et démontrer la retenue individuelle. Laissés à eux-mêmes, les garçons sont plus susceptibles de se concentrer sur des moyens pour *paraître* virils au lieu de comment être un homme. Nous avons donc des garçons qui affichent des attitudes et prennent des poses. Malheureusement, le seul modèle qu'ils possèdent pour s'inspirer est anachronique, oppressif (tant individuellement que socialement), limitatif de personnalité et inapproprié pour notre société égalitaire et moderne. Il en résulte souvent qu'ils créent un amalgame de valeurs mâles traditionnelles qui sont interprétées d'une façon plutôt superficielle et concrète par des comportements comme la perte de virginité et la conquête sexuelle, l'absorption d'alcool et de drogues, la prise de dangereux risques, les rituels d'initiation, l'art corporel, la paternité et le service militaire.

Comme adultes d'influence impliqués dans les vies d'adolescents, les conseillers d'école et plus généralement les éducateurs sont en position pour aider les garçons à définir ce qui constitue être un homme moderne et les guider vers ce que sont les responsabilités d'un homme (c.-à-d., les rites de passage). Le défi auquel les professionnels de l'éducation (et, effectivement, toute la société) sont confrontés est comment valider la masculinité des garçons sans perpétuer une vision archaïque et limitative de la virilité. Voici quelques idées sur comment vous pouvez y parvenir dans votre rôle de conseiller d'école tout en respectant la gamme des possibilités (et les définitions individuelles de la famille) d'un homme de la société occidentale.

gnôthi seauton.

Avec toute la confusion culturelle à propos de tous les rôles de genre, il est important de vous éduquer à propos des problèmes de la masculinité et la virilité. Analysez vos préjugés. Réfléchissez à comment résoudre la confusion culturelle qui existe à propos de la masculinité et la féminité, la virilité et la féminité, et simplement être humain afin d'être plus résolu avec les messages que vous passez. En d'autres mots, connais-toi toi-même.

Avoir un préjugé.

Par les merveilleux (et encore inachevés) efforts sociaux et politiques pour soulager les femmes des idéologies sexistes qui leur interdit le plein accès aux opportunités de la société, la virilité et la masculinité ont souvent abouti à être tournées en ridicule et diminuées. Soutenir et valider l'expression entière et absolue du soi et de la force personnelle des filles et des femmes n'a pas à être accompli aux dépens de la masculinité (et vice versa). L'identité du genre mâle est un processus réel, légitime et séparé, mais parallèle à celui de l'identité du genre femelle. Il possède valeur et importance de plein droit. Il y a beaucoup de bien dans les vertus masculines.

Redéfinir la masculinité.

La virilité est traditionnellement caractérisée par l'instrumentalité (c.-à-d., orientée vers l'action), la compétition, dominance, territorialité, dureté, prise de risque et l'indépendance. Cependant, les garçons possèdent une gamme de qualités et de préférences personnelles bien plus diversifiées que simplement ces caractéristiques. Pour atteindre

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Have a bias.

In the marvelous (and still unfinished) social and political efforts to unburden women from sexist ideologies that deny them full access to opportunities in society, manhood and masculinity has often ended up being derided and diminished. Supporting and validating the full and absolute expression of the self and personal power in girls and women does not have to be accomplished at the expense of masculinity (and vice versa). Male gender identity is a real, legitimate and separate but parallel process to that of female gender identity. It has value and importance in its own right. There is a lot of good in masculine virtues.

Redefining masculinity.

Manhood is traditionally characterized by instrumentality (i.e., action oriented), competition, dominance, territoriality, toughness, risk taking, and independence. However, boys evidence a range of qualities and personal preferences that are far more diverse than just these characteristics. Achieving an authentic, deeply held and viable sense of masculinity in this modern era of conflicting messages and the decline of male privilege will require a definition of manhood that is more inclusive, flexible, and attainable. So, what would this consideration of male virtue look like? It will require the transformation of traditional masculine characteristics into personal virtues (rather than specific behaviours). Dominance when combined with compromise becomes **leadership**. Toughness when combined with sensitivity becomes **determination**. Independence when combined with cooperation becomes **confidence**. Invulnerability when combined with openness becomes **courage**. Pride when combined with humility becomes **integrity**. Love when combined with vulnerability becomes **intimacy**. Control when combined with generosity becomes **responsibility**. Power when combined with tenderness becomes **strength**. Intensity when combined with joy becomes **passion**. When manhood is characterized in terms such as these it can both fit within a more traditional masculine ideology (for those kids who operate from within that framework) while also being applicable as universal (and non-gender exclusive) human virtues.

Challenge traditional male stereotypes.

Traditional male stereotypes no longer serve our boys as models of manhood. They evolved in a different era. The loner, the stoic, the conqueror, the Don Juan, and the misogynist are poor models for modern men. (And they will make for a miserable adulthood.) Conversely, sensitivity, emotional vulnerability and tender intimacy are characteristics that modern men need to embrace without it bringing their masculinity into question. Unfortunately, most popular male performers and athletes fit traditional stereotypes. So, consider developing a list of admirable men you can reference who represent a more complex and diverse view of manhood: tough men who are sensitive, powerful men who are humble, desirable men who are sexually monogamous, dominant men who are comfortable with female leaders.

Speak of masculinity in new ways.

What boys consider masculine (and not) is communicated strongly through language. The terms you use in addressing boys and young men can expand their perceptions of masculinity or inadvertently

un sens de la masculinité authentique et profondément ancré dans cette ère moderne de messages conflictuels et du déclin des privilèges mâles, il faudra une définition plus inclusive, flexible et atteignable. Donc, à quoi cette considération des vertus mâles ressemblerait-elle? Cela nécessitera la transformation des caractéristiques masculines traditionnelles en des vertus personnelles (plutôt que des comportements spécifiques). La dominance qui se combine au compromis devient du **leadership**. La dureté qui se combine à la sensibilité devient de la **détermination**. L'indépendance qui se combine à la coopération devient de la **confiance**. L'invulnérabilité qui se combine à l'ouverture devient du **courage**. La fierté qui se combine à l'humilité devient de **l'intégrité**. L'amour qui se combine à la vulnérabilité devient **l'intimité**. Le contrôle qui se combine à la générosité devient la **responsabilité**. La puissance qui se combine à la tendresse devient de la **force**. L'intensité qui se combine à la joie devient de la **passion**. Quand la virilité se caractérise par de tels termes, elle peut s'inscrire dans une idéologie masculine plus traditionnelle (pour ces enfants qui fonctionnent dans ce cadre) tout en étant applicable comme vertus humaines universelles (et sans exclure le genre).

Défier les stéréotypes mâles traditionnels.


Les stéréotypes mâles traditionnels ne servent plus de modèle de virilité pour nos garçons. Ils ont évolué dans une ère différente. Le solitaire, le stoïque, le conquérant, le Don Juan et le misogyne sont de pauvres modèles pour les hommes modernes. (Et ils conduiront

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perpetuate antiquated conceptualizations. Find ways to emphasize more inclusive concepts of male virtues (as outlined above). Toughness as pain tolerance or physical endurance has little relevance in modern society. Toughness as *determination*, on the other hand, is a highly relevant characteristic for success in modern culture. *Leadership* is a much more inclusive and nuanced manifestation of dominance. What adults notice, compliment, comment on and admire makes a difference; especially if it provides an alternative to the messages kids are getting from the culture (and each other).

Framing manhood directly.

Influential adults also have the opportunity to directly define manhood and masculinity for boys. There are a number of linguistic conventions that can be used to validate and shape a kid's view of manhood and masculinity.

- Prescriptive: "Being a man means..."
- Proscriptive: "That's not what being a young man is about..."
- Indirect: "You know, the difficult thing about being a man..."
- Prospective: "As you face the responsibilities of being a man..."
- Descriptive: "You seem to be a young man who..."

How you finish these sentence stems will have a significant impact on a young man's conceptualization of manhood as well as how they view their own masculine status.

à un âge adulte misérable.) À l'inverse, la sensibilité, la vulnérabilité émotionnelle et la tendre intimité sont les caractéristiques que les hommes modernes doivent embrasser sans que cela mette en cause leur masculinité. Malheureusement, la plupart des artistes et des athlètes endossent des stéréotypes traditionnels. Donc, considérez développer une liste d'hommes admirables à laquelle vous pourrez vous référer et qui offre une vision plus complexe et diversifiée de la virilité : des hommes durs qui sont sensibles, des hommes puissants qui sont humbles, des hommes désirables qui sont sexuellement monogames, des hommes dominants qui sont confortables avec des leaders féminins.

Parler de la masculinité de manières différentes.

Ce que les garçons considèrent comme masculin (ou non) se communique fortement par le langage. Les termes que vous utilisez pour vous adresser à des garçons et des jeunes hommes peuvent élargir leurs perceptions de la masculinité ou perpétuer par inadvertance des conceptualisations archaïques. Trouvez des moyens de souligner des concepts plus inclusifs des vertus mâles (comme décrit ci-dessus). La résistance comme la tolérance de la douleur ou l'endurance physique est peu pertinente dans la société moderne. La résistance comme détermination par contre est une caractéristique très révélatrice du succès dans la culture moderne. Le leadership est une manifestation bien plus inclusive et nuancée de dominance. Ce que les adultes notent, complimentent, commentent et admirent fait une différence, spécialement si cela fournit une alternative aux messages que les enfants reçoivent de la culture (et des uns et des autres).

Encadrer directement la virilité.

Les adultes avec de l'influence ont également l'opportunité de définir directement la virilité et la masculinité pour les garçons. Il y a un nombre de conventions linguistiques qui peuvent être utilisées pour valider et façonner la vision d'un enfant de la virilité et la masculinité.

- Normatif : « être un homme signifie... »
- Proscription : « Ceci n'est pas ce qu'être un jeune homme implique... »
- Indirecte : « Vous savez, la difficulté d'être un homme... »
- Prospective : « Quand vous faites face aux responsabilités d'être un homme... »
- Descriptive : « Vous semblez être un jeune homme qui... »

Comment vous finissez ces phrases aura un impact significatif sur la conceptualisation de la virilité par un jeune homme ainsi que sa vision de son propre statut masculin.

Micro rites de passage.

Bien que la construction et la mise en place de rites de passage formels pour les garçons dépassent le descriptif des tâches typiques d'un conseiller d'école, il y a un certain nombre de moyens pour reconnaître les étapes que les garçons franchissent vers l'appropriation complète de la virilité dans la société. Les rites de passage sont des rites qui aboutissent à l'initiation et la démonstration de qualités considérées nécessaires chez un homme adulte dans des conditions extrêmement difficiles. Les garçons font face à d'innombrables petits défis, mais qui sont significatifs,



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Micro rites of passage.

While constructing and implementing formal rites of passage for boys is beyond the typical school counsellor's job description, there are a number of ways they can acknowledge the steps boys take toward the full assumption of manhood in society. Rites of passage are about rituals that result in initiation and the demonstration of qualities considered necessary in an adult man in extremely challenging conditions. Boys face countless small but significant challenges relevant for demonstrating masculine virtues at school. School personnel are ideally situated to recognize the implications of these kinds of experiences and validate a boy's mature (i.e., manly) response to these challenges. For some boys it will be standing up to social pressure by showing strength of character. For others, it will be having the determination and courage to challenging themselves despite the possibility of failure. For still others, it will be testing himself in ways that lead to personal growth.

What do boys need?

Like everyone, boys need love, support, encouragement, meaning, purpose, challenge, joy, connectedness, and validation. In this period of historically unprecedented social change and personal opportunity, traditional views of manhood no longer fit. As our society works to construct a concept of masculinity and manhood that is both respectful of the differences between males and females and inclusive enough to embrace the many ways manhood can be manifested, the task of those responsible for shaping boys into young men remains the same as it has always been: helping boys grow into loving, confident and productive partners, fathers and neighbors.

*A word about manhood versus womanhood.

The nature of manhood and masculinity has historically been defined in contrast to womanhood and femininity. A modern definition of manhood should not require boys to choose between being masculine or feminine but rather should encourage them to embody virtues that can be expressed in a variety of ways across many domains. "Masculine" virtues are just as relevant to the fullest expression of a girl's potential as they are to that of boys. Indeed, you could substitute the term adulthood for manhood in talking about these characteristics. Nevertheless, there continue to be empirically significant differences in the socialization and behavioural characteristics of boy and girls. What it takes to be an adult man is still distinguished (often by kids themselves) from what it takes to be an adult woman. The issues discussed in this article are not an encouragement to promote arbitrary differences between the sexes. Rather it is a recognition that school counsellors (and all of us) encounter these differences as they struggle to respect social, cultural or family conventions while not inadvertently perpetuating ideologies that constrain the fullest expression of abilities, talents and interests of individual children. That's easy, right? 🌱 CSC

Dr James Wellborn, author of the book *Raising Teens in the 21st Century*, is a clinical psychologist in private practice focusing on adolescents and families. For more information, visit www.DrJamesWellborn.com.

pertinents à la démonstration de vertus masculines à l'école. Le personnel enseignant est idéalement positionné pour reconnaître les implications de ce genre d'expérience et valider la réponse mature (c.-à-d., virile) d'un garçon à ces défis. Pour certains garçons ce sera de se tenir debout devant la pression sociale en démontrant de la force de caractère. Pour d'autres, ce sera d'avoir la détermination et le courage de se défier eux-mêmes malgré la possibilité d'un échec. Pour d'autres encore, ce sera se tester eux-mêmes de façons qui conduisent à la croissance personnelle.

De quoi ont besoin les garçons?

Comme tout le monde, les garçons ont besoin d'amour, de support, d'encouragement, de signification, d'un but, de défis, de joie, de connexion et de validation. Dans cette période de changements sociaux historiques sans précédent et d'opportunité personnelle, les visions traditionnelles de la virilité n'ont plus leur place. Alors que notre société travaille à construire un concept de masculinité et de virilité qui soit respectueux des différences entre les mâles et les femelles et suffisamment inclusif pour embrasser les nombreuses façons qu'a la virilité de se manifester, la tâche de ceux qui sont responsables de façonner les garçons en jeunes hommes demeure identique à ce qu'elle a toujours été : aider les garçons à croître pour devenir des partenaires, des pères et des voisins aimants, confiants et productifs.

*Un mot à propos de la virilité par opposition à la féminité.

La nature de la virilité et la masculinité a historiquement été définie par opposition à la féminité. Une définition moderne de la virilité ne devrait pas demander aux garçons de choisir entre être masculin ou féminin, mais elle devrait plutôt les encourager à concrétiser des vertus qui peuvent s'exprimer de façons variées dans plusieurs domaines. Les vertus « masculines » sont tout aussi pertinentes à la pleine expression du potentiel d'une fille qu'à celui d'un garçon. De fait, vous pourriez substituer le terme âge adulte à virilité en parlant de ces caractéristiques. Néanmoins, il continue à y avoir des différences empiriques significatives dans la socialisation et les caractéristiques comportementales des garçons et des filles. Ce qui est requis pour être un homme adulte est toujours distinct (souvent par les enfants eux-mêmes) de ce qui est requis pour être une femme adulte. Les sujets discutés dans cet article ne sont pas un encouragement à promouvoir des différences arbitraires entre les sexes. C'est plutôt une reconnaissance que les conseillers d'école (et nous tous) rencontrent ces différences lors de leur combat pour respecter les conventions sociales, culturelles ou familiales tout en ne perpétuant pas par inadvertance des idéologies qui restreignent l'expression complète des habiletés, des talents et des intérêts des enfants pris individuellement. C'est facile, n'est-ce pas? 🌱 CSC

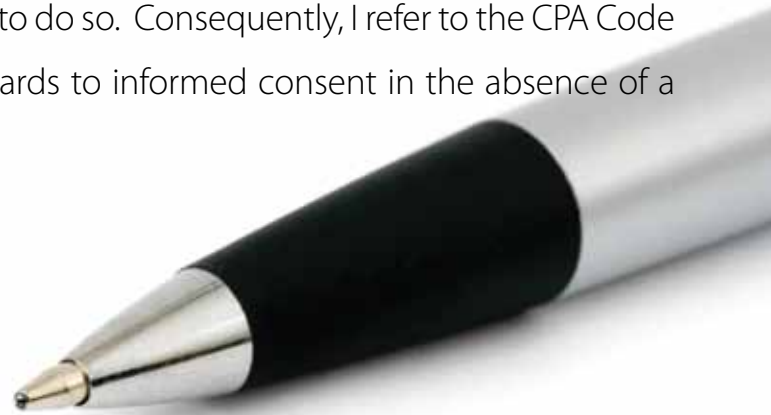
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Ethical and Professional Obligations in School Counselling:

An Argument in Favor of Incorporating Informed Consent

Informed Consent in High School Counselling

Obtaining informed consent as a school counsellor is a complex and often confusing issue. As a high school counsellor in Alberta, I struggle with this for a variety of reasons. To begin with, I follow a provincial code of professional conduct for teachers, but it does not distinguish my role as a counsellor in the school system and as a result, it does not provide me with the guidance I require about informed consent. Additionally, my school board policy makes reference to limits to confidentiality with regards to the Child Welfare Act but does not extend to other aspects of consent. Lastly, as a graduate student, I studied the Canadian Psychological Association (CPA) Code of Ethics; I am not ethically obligated to adhere to this code, however, I feel a professional obligation to do so. Consequently, I refer to the CPA Code of Ethics as an aspirational standard with regards to informed consent in the absence of a similar document for school counselling.



Signature _____

Informed consent in counselling is about providing the necessary information to students and/or parents in order for them to make an informed decision. (Canadian Psychological Association, 2001). Maintaining these professional obligations is not always easy for school counsellors whose role in the school system is often ambiguous (Joy, Hesson, & Harris, 2011). The ethical obligations that school counsellors uphold may vary depending on province, school board, and professional/regulatory bodies under which a counsellor practices and are therefore beyond the scope of this article. Instead, the focus of this article is the professional obligations of school counsellors with regards to informed consent and providing the best possible ethical services to students.

The intention of this article is to examine these central questions about obtaining informed consent in high schools. In the first section, I focus on why it is important to obtain informed consent and the second section includes ways in which to obtain it. In order to address these areas, I rely primarily on research and augment this information with my personal experience as a school counsellor. In the third section, I provide an informed consent template for high school counsellors to use and adapt as a means of revisiting their informed consent process.

The Importance of Informed Consent

When informed consent is not part of school counselling, counsellors may be missing out on a valuable opportunity

Incorporating Informed Consent in High School Counselling

What you've always wanted to know about counselling but were too afraid to ask

Hello and welcome to Student Services at _____ School!
My name is _____ and here is some information about me.....

You are always welcome to come in and talk to me about:

1. personal problems,
2. scholarships,
3. careers, and/or
4. post-secondary school.

You can expect me:

- to listen without judging you
- not to tell you what to do or give you advice
- not to tell your parents/teachers everything
- to try to help you figure things out

Your rights in counselling:

- Talk about what you want to talk about.
- Come as often or as little as you like.
- Stop counselling at any time.
- Have a conversation that is 100% about you.
- See a different counsellor.
- Express yourself through art, music, or talking.
- Set your own goals.

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Incorporating Informed Consent in High School Counselling

A few more things you should know about counselling ...

Risks of counselling:

- Talking about personal issues can be uncomfortable and you may end up working through more feelings than you had before
- It may be frustrating for you when I bring the focus of the conversation back to you even though you may be talking about someone else
- You may make decisions that you wouldn't have considered before counselling
- Some adults may need to know a little bit about what you are going through; we would talk about who will be told what and when

What is private???

What you choose to share with me is private. At the same time, part of my job is keeping students like you safe, so there are some situations in which I am legally required to involve other people, such as:

1. you express an intention to seriously harm yourself or someone else,
2. you state that you are being abused or neglected,
3. you have information about the abuse/neglect of a child or dependent adult, or
4. the school is court-ordered to release your file.

with students and parents. Among the strengths of the counselling profession are communication and empowerment of others; informed consent is one means of building on these strengths. By obtaining informed consent, school counsellors are demonstrating that they respect students as competent individuals who can make decisions for themselves (Crowhurst, 1993). According to Pomerantz (2010), additional benefits attached to the informed consent process are collaboration and helping students develop skills in self-advocacy. From my own experience, another significant benefit is having the opportunity to have a conversation with students that is different from what they typically expect from high school staff; exploring informed consent allows counsellors to differentiate their role in the school from the teachers and the administrators. With so many benefits, perhaps the question should no longer be, "Should I obtain informed consent?" but instead, "How will I incorporate informed consent into my practice?"

How to Obtain Informed Consent

School counsellors work under a variety of expectations with unique populations, therefore there are many ways in which to obtain informed consent. How this topic is presented to students will influence the likelihood of a student seeking counselling services (Tymchuk, 1997). It is important for school counsellors to consider the following when determining how best to obtain informed consent in their school: school board policy, any specific school policies, and any ethical obligations associated with their regulatory bodies. Once these areas have been explored, school counsellors have a few decisions to make concerning how they are going to tailor the process to their practice, particularly with regards to timing, what information to include, and the format.

When to Address Informed Consent

Timing is a key factor in presenting information about informed consent to students. Consensus among psychologists does not exist as to when to approach specific points about informed consent (Pomerantz, 2006a), likely because individual circumstances ought to be considered. In my experience, I do not approach the subject unless the conversation goes

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beyond academic queries. In any event, school counsellors need to use their own professional judgment about when to talk to a student about informed consent.

There are some beliefs about informed consent, though, in which counselling professionals do agree. Foremost is the idea that informed consent is a conversation to be revisited throughout the counselling process (Tymchuk, 1997). Knowing when to address informed consent and how much information to share are interconnected decisions that school counsellors need to make.

What Information to Include

It is important to identify the criteria of informed consent in order to determine what school counsellors may include in their process. Informed consent includes: limits to confidentiality, the risks and benefits of counselling, responsibilities of counsellor and client, alternative treatments, an explanation of the counselling process, the rights of the client, how to decline treatment, and any other questions that the client may have (Crowhurst, 1993). This is often considered the minimal requirement for informed consent. The most salient points to address with students as early as possible are: school policies, confidentiality, and general questions that a student may have about the counselling process (Pomerantz, 2006a). Arguably, what students want most to know about is if the counsellor is going to talk to their parents or teachers and so this issue of confidentiality is a priority in informed consent. Basically, students need enough information so that they can make an informed decision.

Informed Consent Format

In recognizing the diversity of students, there is not just one correct way in which to address informed consent. Informed consent can be implied, verbal, or written (Crowhurst, 1993). With implied consent, one could argue that the counsellor makes a number of assumptions about students such as their levels of understanding about counselling, their voluntariness, and their comprehension about their rights as a client. These are assumptions that I am not comfortable making. Verbal consent may be effective particularly with students whose reading or language skills are compromised. For all other students though, the verbal aspect of informed consent can be complimentary to a written format.

Incorporating Informed Consent in High School Counselling

Counselling notes

You will always see what I write down in my notes about your counselling and you are welcome to add your own ideas in these notes. My very brief notes are meant to keep both of us on track so that you can reach your goal as quickly as possible.

These notes are kept in a locked drawer in my office which only I can see (teachers or principals cannot see these notes). You can see your file whenever you like. Sending me emails and texts is not a good idea because I would have to include these in your counselling file.

Your Parents/Guardians: If you are under the age of 18, they have the right to know that you are seeking counselling and they may want to know a little bit about why you are coming or the progress that you are making. We will talk about what you believe is ok for me to share with them. I also have to let them know if I am seriously concerned about your safety. I will talk to you about how this will work.

As a student at _____ School, I consent to counselling and understand that:

I have rights in counselling, there are some limits to privacy, I can stop coming or leave the counselling office at any time, I can see my counselling notes, and I know that there are benefits and risks to counselling.

Name	Signature	Date
------	-----------	------

Adapted from the work of Shelley Skelton (2012) with feedback from Dr. Dawn McBride. Consent notes. Calgary, Alberta, Canada.



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There are many advantages to using a written consent form. The written consent form serves as a reference for counsellors, students, parents, and other school staff. Also, the process involved for counsellors to create the form provides a useful opportunity to reflect on professional practice. Because it is recommended that counsellors document informed consent regardless of the format (Pomerantz, 2006b), having a written format seems like an efficient method of documentation.

If counsellors choose to use a written format for informed consent, taking into account the writer, the content, and most importantly, the reader, may be helpful in creating the template. In terms of the writer, counsellors need to decide how they wish to present themselves. Is it going to be formal and written in the third person, or informal with self-disclosure and written in the first person? With regards to the content, it is important that it is reader-friendly; examples include using large print, grouping information into sections, labelling sections, and using a question format for headings (Tymchuk, 1997). In addition, the consent form is intended to be read by students and possibly by parents and

so the language ought to be informal, free of counselling jargon, and at an appropriate reading level (Pomerantz, 2006b). I found it useful to make the consent form as much about the student as possible. By that I mean writing in the second person, and beginning statements with the word 'you'. In doing so, the message that students will ideally receive is that this process is about them and for them. Informed consent is about the student and therefore the consent form ought to be written with the student in mind.

What information to include in a consent form has been addressed however, how to present that information deserves further attention. Having gone through the writing and editing process, I have a few ideas about how to effectively present this information. Starting with information about the counselling process, what the counsellor can provide, and the rights of the student is a positive way to introduce this information. The information that may appear more intimidating, such as limits to confidentiality and the risks associated with counselling can be listed closer to the end of the document. Ideally by the time students reach the last part of the consent form, they will recognize the many benefits to counselling and can consider all aspects of counselling in order to make an informed decision.

Consent Form Template

As I indicated earlier, I recognize the value of creating a consent form. I believe that the process facilitates reflection and clarity


about professional practice. Conversely, school counsellors have numerous demands on their time and reinventing the wheel is not always feasible. It is for this reason that I include a consent form template for school counsellors to use and adapt for their own practice. I request that use of this template include referencing as listed below. Adapted from the work of Shelley Skelton (2012) with feedback from Dr. Dawn McBride. Consent notes. Calgary, Alberta, Canada.

Conclusion

There are many questions surrounding informed consent for school counsellors. The intention of this article was to address many of these questions and to provide an argument in favor of incorporating informed consent with students. Informed consent can look different in each school depending on factors such as school policy, provincial regulations, regulatory bodies, and most importantly, the student population. In terms of minimum standards, a resource like the CPA Code of Ethics may provide valuable information about what informed consent should include. I support the written format of informed consent because I believe that it allows for sound ethical counselling practice and a high standard of service for students. ♣ CSC

Shelley Skelton has a background in high school counselling and is currently an assistant professor at Mount Royal University. She has a B.A. from Dalhousie, did her teacher training at McGill and has a Masters in Counselling from Athabasca.

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THE TERRIBLE

CONFRONTING OBESITY AMONG HIGH SCHOOL STUDENTS



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Issues related to weight pervade the psyche of many teenagers. Too fat, too thin, too tall, too short, and so on, a youth's perception of themselves, and their sense of how others perceive them, is a significant driver behind self-esteem, behaviour, and attitude. However, weight can be one of the most observable characteristics of any teenager, whether seen through their own eyes or those of others. It is also one of the most difficult for him/her to change without taking significant, and potentially risky, action.

The statistics fill headlines; today's children and youth are heavier and less active than the generations that came before. Since 1981 rates of overweight and obesity among boys aged 15-19 increased from 14% to 31%. The picture is not much better for girls, where overweight and obesity increased from 14% to 25%. A contributor is dramatically increased rates of inactivity. The Canadian Physical Activity Guidelines recommend that children and youth take part in 60 minutes of moderate to vigorous physical activity every day. According to the most recent data, only 5% of 5 to 17 year olds meet this standard.

At its simplest, youth today are burning fewer calories than in the past and consuming foods with higher caloric counts.

This is a simple formula for overweight and obesity, but does not help to implement a solution.

Concerns around overweight and obesity are intertwined with broader issues such as social and emotional health, eating habits, recreational habits, and socio-economic status. In this light, to address concerns around weight is to also focus attention on these other factors.

Forget the Scale, Think Lifestyle

Being physically active is a strong predictor of overall health. But it is more than that: children and youth who are physically active are more focussed, better prepared to learn, have more positive relationships with their peers, and deal with adversity more positively. But if an individual does not possess the basic skills to be physically active, they won't reap the benefits.

Recognizing the interconnectedness between physical health and social, emotional, and intellectual well-being, a new term has emerged: physical literacy. The concept provides a whole-person perspective and transcends ability. A person who is physically literate possesses the basic movement skills that form the foundation to more complex activities. For instance, someone who can kick or dribble can participate in activities like soccer or skating. Hopping or dodging might open access to track and field or dance.

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Physical literacy is more than skill competency. It is also about participating in diverse activities in a variety of environments. Taken together, this leads to the healthy development of the whole person: physically, emotionally, and cognitively.

So what does physical literacy have to do with weight?

When an individual is struggling with weight, the discussion should begin with activity and habits. Do they participate in extracurricular activities that elevate their heart rate? How much time is spent doing sedentary activities? What are the barriers they face to being more active? Are they eating a variety of nutritious foods or mostly calorie-rich, nutrient-poor foods?

Physical Activity is More Than Just Playing Sports

There is a perception that being physically active means participating in, and excelling at, sports. However, there are a number of activity alternatives. The goal is to reach a level of activity where your heart is beating faster and it's a bit more difficult to speak. For some, this can be achieved with a brisk walk, dancing, doing yard work, or swimming.

Youth, especially young girls, begin to disengage from physical activity between grades 7-9. This typically aligns with the onset of puberty. There are a number of factors that arise at this time: public performance anxiety, sweatiness, the desire for social acceptance, and changes in coordination brought by a changing body. Added to this is their current level of skill development. Those who have not developed their fundamental movement skills are surpassed by those peers who have, worsening imbalances that already existed. With more independence and opportunities to opt out, those students who have struggled or are insecure about their body may stop participating.

There are a number of ways that schools can promote opportunities for physical activity. Intramurals and extra-curricular clubs are one avenue. With intramurals it is critical that all students have ownership and leadership in deciding programming. Instead of focussing on the mainstream sports – basketball, soccer, volleyball, for example – a school can attract underrepresented students by asking and undertaking activities that would be of interest to them. Swordplay, yoga, hip-hop, breakdancing, are just a few activities that attract individuals who may not enjoy mainstream sports.

Meanwhile, physical activity components can be added to club experiences. Students in the drama, chess, trivia, or yearbook clubs benefit from regular DPA-style stretch breaks or games.

Whether it's intramural leagues or clubs, the goal is to be active and to have fun in a positive, encouraging atmosphere.

Guidance: Towards a Healthy School Community

Schools do not exist in isolation – they are comprised of stakeholders within the school and outside of it. Directly connected to the school are students, administrators, teachers, guidance personnel, custodial staff, cafeteria staff, and parents. But school communities also include the municipality, before and after care providers, service organizations, and local businesses. A healthy school community recognizes these aspects and harnesses their influence to foster students who are healthy, rounded, resilient individuals.

Guidance counsellors are uniquely positioned to advocate for the benefits of physical activity and to support healthy choices among students. Within a high school setting, the guidance counsellor represents a hub that connects school departments, administrators, parents and external stakeholders. In addition, they also provide a trusted, safe place for students by connecting them to a variety of

supports and resources within the community. While at first glance overweight and obesity seems an issue principally of physical health, it is one wrapped up in much broader issues. As such, there are a number of diverse opportunities to help students grappling with these concerns. 🍁 CSC

Brent Gibson is the Communications Manager at Physical and Health Education Canada (PHE). PHE Canada is the national voice for physical and health education. They work with educators and on-the-ground professionals to develop the resources, understanding, and networks to ensure that all children have the opportunity to develop the knowledge, skills and attitudes necessary to lead active, healthy lives, now and in their future. For more information visit www.phecanada.ca or connect with them via Facebook or Twitter.

Resources

Physical and Health Education Canada has developed a number of resources to help teachers, administrators and other members of the school community to foster a healthy, active school community:

Video: Connecting Physical Literacy and Physical Education (<http://youtu.be/GU7LVXkxvAM>) - What is the connection between physical education, physical literacy and community sport participation? And what role can teachers, school administrators, school boards, and parents play in supporting physical literacy? PHE Canada has produced a video exploring these issues and illustrating the importance of physical literacy in children.

Health Promoting Schools Project Funding (www.phecanada.ca/hps-funding) - Given the clear link between health and education, many school authorities are developing and implementing policy regarding the health and wellbeing of their students and staff. If your school believes in the philosophy of Health Promoting Schools (HPS) and would value from implementing HPS initiatives, PHE Canada may support your efforts with project funding of up to \$1000.

Active Living After School (www.phecanada.ca) - This kit includes a How-to Guide and a variety of physical activity equipment. The Guide has been designed as a convenient one-stop resource that highlights the critical elements of a successful after school program and provides information and practical tips for ensuring that physical activity and healthy eating are integral components of all after school programs.

Leading the Way - Youth Leadership Guide (www.phecanada.ca/leadingtheway) - *Leading the Way* was developed to improve youth leadership skills and to encourage participation in physical activity. It will support young people to develop the skills they need to successfully plan, organize and implement their own programs.

Passport for Life (www.passportforlife.ca) - Passport for Life is a physical literacy assessment tool that focuses on supporting the assessment, development, advancement and understanding of physical literacy among children, youth, educators, and parents.

Intramuralology: A quick reference guide for intramural programs (www.phecanada.ca/intramuralology) - This resource sets out to quickly orient and introduce the reader to the many experiences for students and the components of an intramural program. This guide will help you design and launch a new intramural program, or enhance an existing one.

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Photos courtesy of Boys and Girls Clubs of Canada

“ While a key component of the program is a solid hour of physical activity like dodgeball, basketball and running in the gym, and supervised trips to the beach, the heart of Get BUSY is about creating a safe place to engage local youth. ”

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Get **BUSY** Building the Ultimate and Sensational You

Healthy Living - Boys and Girls Clubs lead by example

By Travis Parnaby and Alanna Mitchell

Coast-to-coast, thousands of young Canadians are making big changes in their lives to be more active and discover the value of good nutrition thanks to Boys and Girls Clubs of Canada's Get BUSY program.

Supported by the Public Health Agency of Canada (PHAC) and Sun Life Financial, Get BUSY (Building the Ultimate and Sensational You) tackles the growing problems of obesity by getting children and youth involved in new activities and educating them on the importance of making healthy choices. Participants in Get BUSY get to try a wide range of activities they may have never experienced before including yoga, rock climbing and archery. The program also develops leadership in teens 12-18 years of

age by involving them as role models and program leaders, helping to get younger children involved.

Gander is one such Boys and Girls Club to turf out junk food and inactivity in favour of sports, dance and healthy eating. With Newfoundland and Labrador experiencing the highest rate of obesity in Canada, the club is taking an active approach to curbing the obesity epidemic gripping the province. Gander Boys and Girls Club program coordinator Lori Roach said young people were more inclined to spend time in front of the TV or computer and reach for fast food when they were hungry.

To change this mindset, the Club's Get BUSY program gives local children extra





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physical activity opportunities and promotes healthy eating choices. Gander also developed a team of youth who are mentoring children and motivating everyone to keep fit and active while in the kitchen; children learned how to make healthy snacks. The Club has also included parents and other community members in the program, offering advice and encouragement about healthy cooking and living. "The kids who participate in the program benefit from positive role models, while the youth leaders develop lifelong skills around nutrition and healthy living," Ms. Roach said.

From East to West

It's a similar picture on the west coast. Penticton Boys and Girls Club runs the Get BUSY program in the gymnasiums of Penticton's three middle schools, encouraging local youth to live healthier lives through exercise and good nutrition.

While a key component of the program is a solid hour of physical activity like dodgeball, basketball and running in the gym, and supervised trips to the beach, the heart of Get BUSY is about creating a safe place to engage local youth. Teens were responsible for organizing their own camping trip, complete with archery and rock-climbing sessions, and made their own nutritious snacks. "The youth developed into these outspoken and confident leaders," said Lara Skrt, the program leader.

The program's highlight for many of Penticton youth was the chance to take care of younger children at the Boys and Girls Club's after-school daycare. Under supervision from Westley Harbinson, the Club's after-school program coordinator, the Get BUSY crowd planned karaoke sessions and team games for the younger children.

The daycare kids were in heaven and told Mr. Harbinson the next day how much they loved having the older kids around. He said the teens showed superb leadership behaviour for their younger charges. "It was a pleasure to watch."

Emily, 12, a student at KVR Middle School, said her experience in Get BUSY let her do things she'd never done before and made her feel like a valuable member of the community. She encouraged one of her daycare charges to learn to read, becoming not just a helper, but also a role model. "It was really fun," she said.

"Something about being connected as a group and cared for really resonated with something inside the students," added Steve LaPointe, a Grade 7 leadership teacher at KVR Middle School.

Get BUSY has been made possible by the generous support of PHAC and Sun Life Financial, which has enabled Boys and Girls Clubs of Canada to expand the program into low-income, rural, remote and northern communities.

"Sun Life is very proud to support Boys and Girls Clubs of Canada, specifically the Get BUSY program, because we are committed to promoting health and wellness in the communities where we live and work," said Sun Life Financial spokesperson Mary De Paoli, Executive Vice-President, Public and Corporate Affairs and Chief Marketing Officer. "We believe this program has huge potential to educate and encourage young Canadians to live healthier lives and become role models to future generations."

Boys and Girls Clubs of Canada was recently honoured by the Canadian Medical Association for Excellence in Health Promotion for its programs, including Get BUSY, that have made a significant contribution toward a healthy population and a healthy community. CSC

MAKING A DIFFERENCE:

The Role of an Early Child Educator

By Alison Zenisek

A career in early childhood education offers today's graduates the opportunity to make a difference in the lives of young children. The demand for trained early childhood educators (ECEs) is growing as more and more parents are joining the workforce and therefore need a safe, stimulating, and caring environment for their young children.

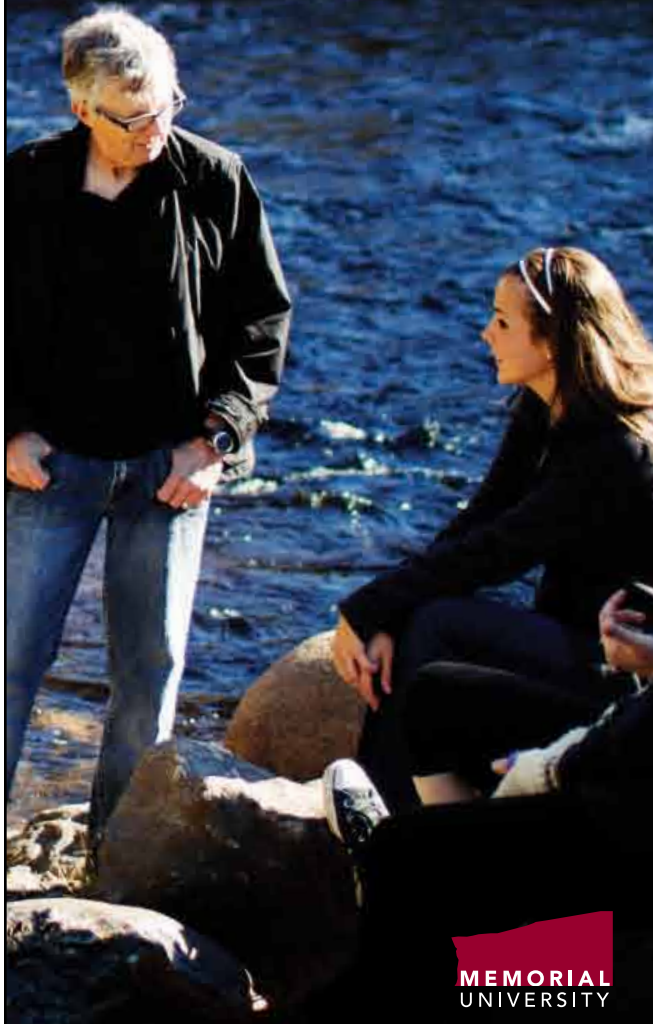


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The Canadian government is under increasing pressure from economic forces to provide child care and education to dual-income families. Proponents of full day kindergarten and universal pre-school say that early educational intervention closes the achievement gap between children of low income and immigrant families and their more advantaged peers.

Early childhood educators plan and organize activities for pre-school and school-age children. Their primary responsibility is to provide care and guidance for their overall physical, emotional, social, and cognitive development. ECE's are employed in child-care centres, kindergartens, nursery schools, agencies for exceptional children, and other environments where early childhood education services are provided, or they may be self-employed as advisors to organizations and governments. They are charged with the responsibility of developing the children's skills in order to equip them to become self-reliant citizens who will be competent to face the future.

Early Child Educators wear many hats. Overall, they develop and implement daily activities that support and promote child development. They may lead children in activities by telling or reading stories, teaching songs, and demonstrating the use of simple musical instruments. A work day may consist of preparing craft materials, providing opportunities for creative expression through drama, art, music and physical fitness, or co-ordinating field trips to local points of interest. Responsibilities include teaching children everyday skills such as how to choose nutritious foods and dress themselves, being able to recognize learning disabilities or emotional problems and knowing the appropriate action to take. Assessing the abilities, interests, and needs of every child and knowing how to discuss issues with parents and other staff members are skills which grow with experience. Another necessary part of the job is establishing and maintaining collaborative relationships with other community service providers. Attending workshops to develop and discuss new teaching



methods are important to furthering professional development. Many early childhood educators plan and organize activities for school-age children in child-care programs before and after regular school hours. They may also be called upon to supervise and co-ordinate the activities of other ECEs and ECE assistants. Employment requirements for these positions are a Bachelor's degree or college diploma in early childhood education.

Governments are starting to realize the long-term benefits of investing in early childhood education, so the future looks bright for job opportunities in this profession. Successful graduates have a range of career options in this field. These options may include child care, educational assistant, camp counsellor/director, preschool school teacher, or parent educator. The salary for an Early Child Educator can range from \$24,037 to \$41,769 depending on education and experience. Median pay is around \$31,168. The children under the care of an ECE range in age from birth to five years of age, sometimes older.

Early childhood educators in Canada hold a variety of positions in a wide range of programs and services. Professionals in this field commonly work as teaching and care staff in childcare facilities, or as consultants. The Early Childhood Educators Act determines the educational requirements to obtain a position in this field. Training at an approved early childhood education college for a certificate or diploma program is usually the minimum requirement for employment.

A variety of colleges in Canada offer ECE training programs from two-year diplomas to four-year bachelor's degrees. Securing a position requires specialized training and experience; different facilities may require longer periods of study and salaries are dependent on the degree of education attained. For a list of the colleges offering certificates or diplomas see: http://www.ehow.com/list_6610407_early-childhood-education-colleges-canada.html. Degree programs and specializations in early childhood education

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are also available for both the undergraduate and graduate levels at many Canadian universities. For a list of these degree programs see: www.ehow.com/list_6597827_early-childhood-education-degrees-canada.html.

Early childhood education training is structured to teach both the theoretical and practical aspects of early childhood development. Five essential characteristics that should be a part of early childhood education training are: knowledge of a variety of disciplines; understanding the significance of play in child development; knowledge about developmental theories and their application in practice; understanding that families are a primary context for a child's learning; and the ability to supervise and coordinate teaching with other adults. A degree in ECE focuses on preparing students to nurture, engage, and teach children, how to prepare lesson plans and know what material is age appropriate. Early child education majors learn about children's literature, as well as different learning styles. Eventually students will observe early childhood classrooms and go on to teach themselves. Many colleges and universities offer these programs at an entry level, meaning the requirement is a secondary school diploma or its equivalent. Nevertheless students should be aware of other possible admission requirements. A degree or a diploma program may ask for references, evidence of volunteer work, an admissions test or interview. Immunizations, a health certificate, and Police Record Checks are often required before working with youth. The best way for a secondary student to prepare for this career is to work at a day care or camp or gain added experience through babysitting.

A graduate of an ECE program, whether with a diploma or degree, can be sure of one thing: they will be part of building a foundation that will influence these children for the rest of their lives. From teaching important concepts such as sharing and compassion, to helping them learn how to read, each graduate will build the future of Canada one child at a time. 

Associations related to Early Childhood Education

- Childcare Resource and Research Unit [CCRU]: www.childcarecanada.org/
- Ontario Coalition for Better Child Care [OCBCC]: www.childcareontario.org/
- Child Care Advocacy Association of Canada: www.ccaac.ca/
- Association for Early Childhood Education, Ontario [Aeceo]: www.aeceo.ca/
- Canadian Association for Young Children [CAYC]: www.cayc.ca/
- Canadian Association of Family Resource Programs [FRP]: www.frp.ca
- Canadian Child Care Federation [CCCF]: www.cccf-fcsge.ca/
- National Association for The Education of Young Children [NAEYC]: www.naeyc.org/
- Association For Childhood Education International: www.acei.org/
- The Council for Exceptional Children [CEC]: www.cec.sped.org/
- www.ehow.com/list_6610407_early-childhood-education-colleges-canada.html



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Getting Back Into the GROOVE

After a much deserved break returning to work can leave you feeling as if you have walked in on the middle of a dance class. You know that you should know the moves, but you just can't get your body and mind to keep up with the rest of the group. We all get out of the groove every once in a while, miss a few steps or step on some toes, but, we can get back in sync.

So, how do you find your rhythm again?

Reset your Focus -

It can be hard to focus and re-motivate yourself when you start work again in the fall. Whether you like your job or not, going back to work after time off can be as much fun as learning to dance with a broken toe. It's normal to drag your feet and have a hard time re-engaging in your routine. The first day, week, maybe even month, is going to be rough. Resign yourself to the fact that summer is over. You can live it up recounting your exploits with fellow teachers at lunch, but you need to shift your perspective. You need to focus on the positive aspects of your job, what you love about it, why you chose your career path, what you missed about work - even if it is just the pasta salad in the cafeteria. If you think and act negatively, you will only attract more negativity into your life so try to bring a positive attitude into work with you. Get excited about your job again.

Make a Plan -

Don't set unrealistic goals for yourself; use the first few days back to catch up. Clean out your inbox, read memos, re-organize your desk. Make yourself short to-do lists to help you plan for the day. Try to put no more than three *must do* things on it per day - if your list is too long, you will find it harder to get back into the swing of things.

Take it Easy -

Don't be a hero and spread yourself too thin by trying to multitask and stressing yourself out even more. Try taking a ten minute break after every hour of work. Breaks help us to de-stress, rejuvenate our brains, and remain focused on our work.

Don't take work home with you - Take advantage of your time at home.

Do something you enjoy. If you take work home every night it will sap your energy and put you in a bad mood for the next day. Take a dance class or read Canadian School Counsellor. Relax.

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