

CANADIAN SCHOOL Counsellor

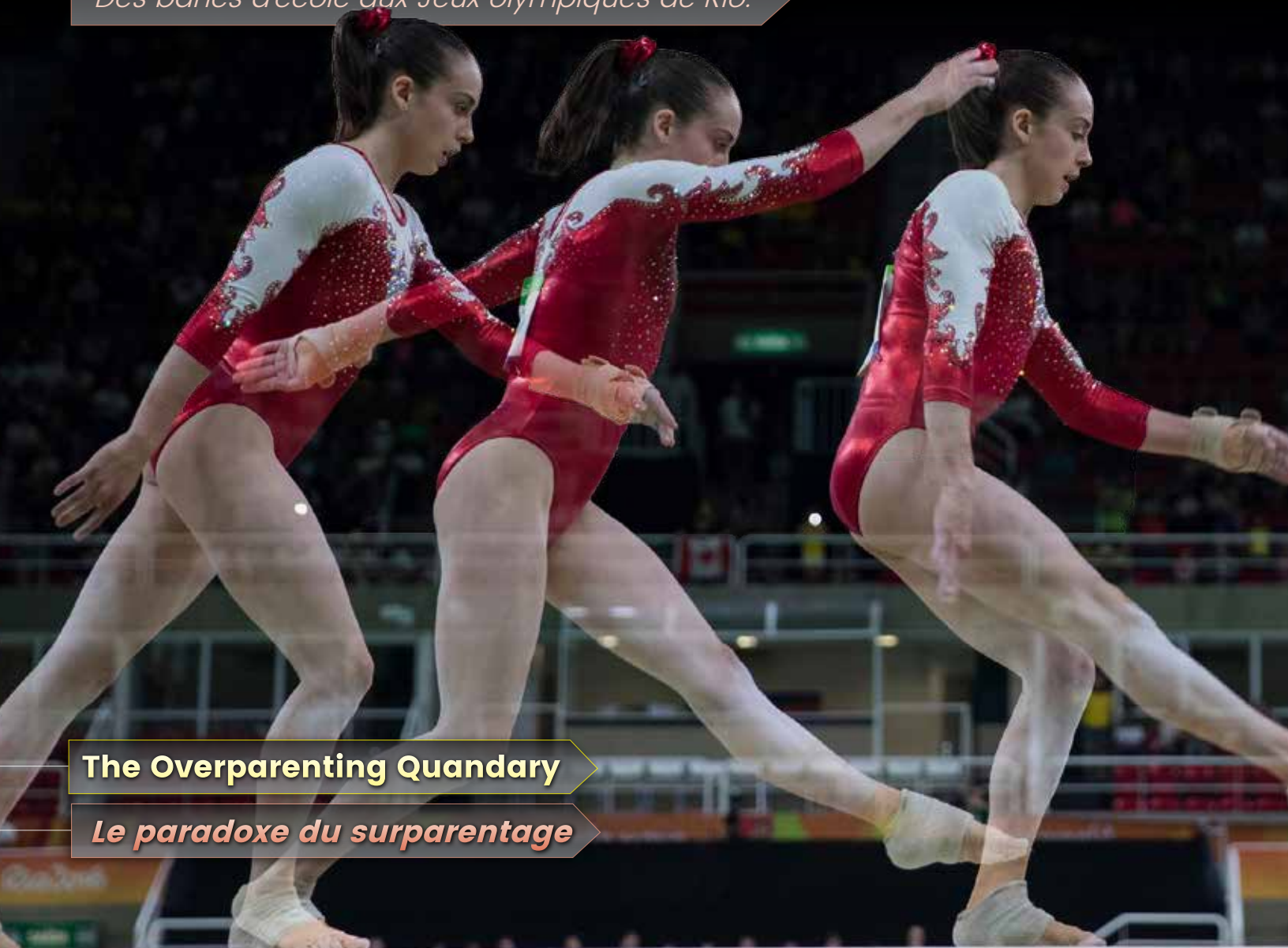
MAGAZINE

Isabela Onyshko:

From high school grad to the Rio Olympic Games.

Isabela Onyshko:

Des bancs d'école aux Jeux olympiques de Rio.



The Overparenting Quandary

Le paradoxe du surparentage

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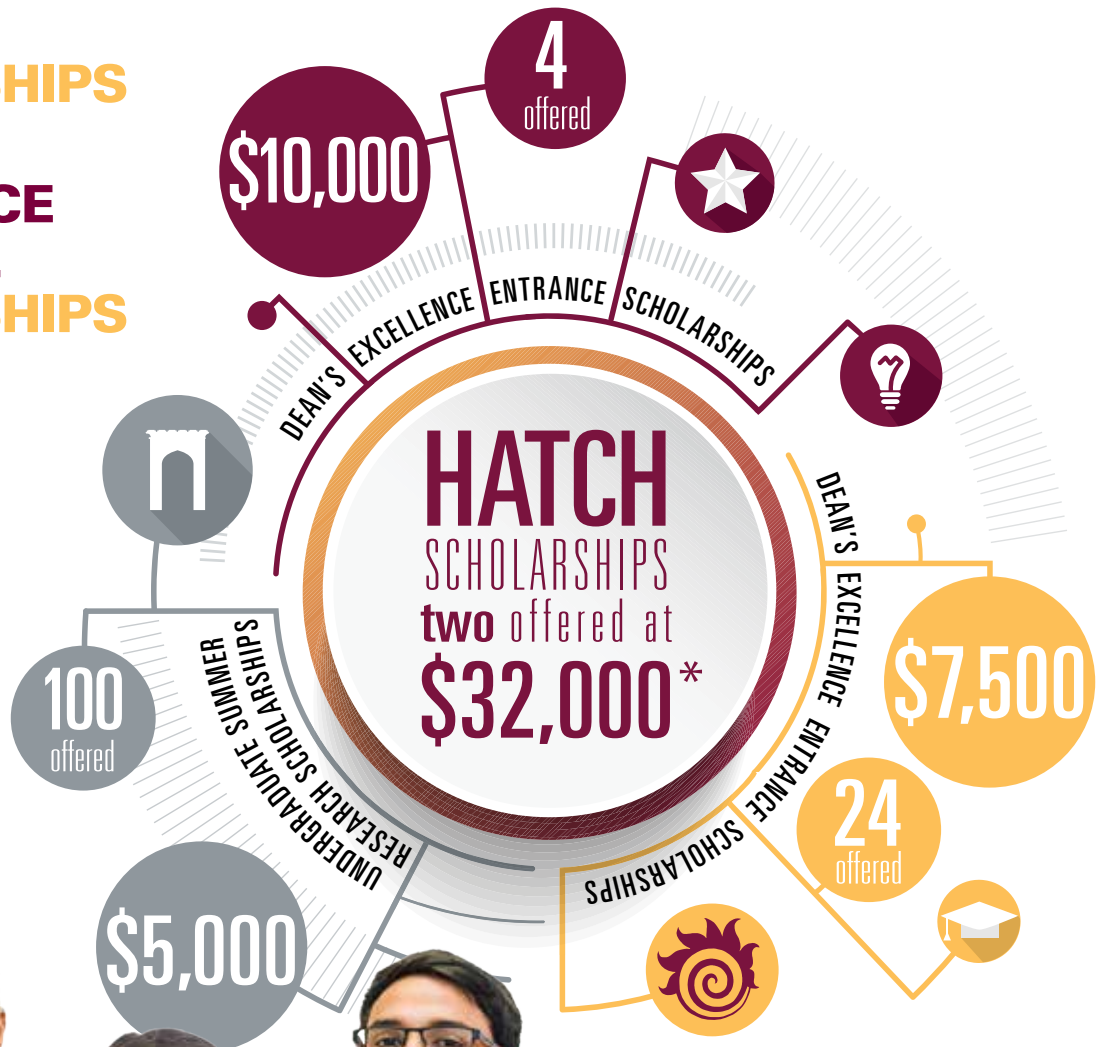
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Canadian School Counsellor
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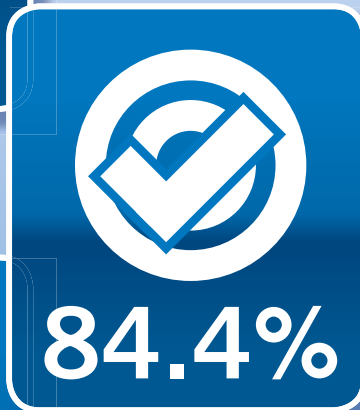
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Cannexus National Career Development Conference returns to Ottawa in January



Cannexus17

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The conference will include sessions geared to school counsellors such as


- Career Development in Ontario, Kindergarten to Grade 12.
- Improving School-to-Work Transitions in Canada.
- Gamified Exploration of Post-Secondary & Career Options.
- Children Are Ready for Career Development: Are We?
- Actively Engaging Youth with 3 Cs of Chaos.

In recognition of Canada's 150th anniversary, Cannexus17 will present keynotes from three Canadian luminaries:

- Roberta L. Jamieson, President & CEO, Indspire
- Louis Courmoyer, Professor & Researcher, University of Quebec in Montreal
- Marc Kielburger, Co-Founder, WE Day, Free The Children and ME to WE

“The largest bilingual conference of its kind in Canada, Cannexus explores innovative approaches in career counselling and career development. Cannexus17 is expected to welcome 900 professionals from education, community, government and private sectors to Ottawa.”

Past conference attendees say that Cannexus is an excellent opportunity to attend sessions relevant to their work and to make valuable connections. “Sometimes, when you see something out of context, it gives you an idea to take back to your ‘day-job,’” said Karen Nesbitt, Guidance Counsellor, Lester B. Pearson School Board in Montreal. “I returned to both of my schools, one regular high school, one alternative program for at-risk youth, infused with energy, new ideas and the drive to connect.”

Delegates can save if they register by the November 1 Early Bird deadline. For more information on Cannexus and to register, visit www.cannexus.ca. 

TD Canada Trust Introduces Four Year Scholarship Program


News flash: Research shows one impressive student wins a big scholarship while another doesn't even apply because a counsellor or teacher encouraged that winning student to apply. Students often think they are not good enough – but encouragement from a trusted adult can make all the difference.

The TD Scholarship for Community Leadership applications are open now. The scholarship is worth up to \$70,000 over four years – plus summer jobs! Applications are due November 18, 2016. Do you have a student who has made a difference in her or his community? Tell them to get busy!

There are only a few four-year scholarships in Canada, and each is a little different.

The TD Scholarship can be used to study at either university or community college. These awards don't go to only super-geniuses - students only need to have an average of 75% in the year before they apply to qualify. Students don't have to excel in many areas; the TD Scholarship is really focused on community

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leadership. If a student has noticed a problem and shown initiative and innovation in leading their peers to solve it – TD wants to hear about it. And TD winners are not all from big cities leading huge initiatives. Small-town students can make a big difference in their small community, and win this award.

The TD Scholarship asks for three letters of recommendation from counsellors, administrators, teachers, or community members. TD knows this is a lot of work for these people, but these letters can change a students' life. You can say

things in a letter of recommendation that students won't say about themselves. You can put the student in the context of other students in the school, in the community, and your career. "This student has made a real difference in this school and is the strongest community leader I have seen in my twenty-year career." that's powerful!

Not every student who applies will win. But every year, 20 students DO win: for up to four years, winners have their tuition and fees paid up to \$10,000 per year. They

receive a cash stipend of \$7500 every year to help with other costs of attendance. And they are offered summer jobs with TD or a community agency.

The only students who have no chance of winning are the ones who don't apply.

Change a life. Send your students to td.com/scholarships. Applications due November 18, 2016. 

Ontario program trains Indigenous youth for careers in natural resources, from chainsaws to forest fire fighting.

Courtesy of CBC News



It's been a whirlwind summer in the forests of Northern Ontario for a group of Indigenous youth, but they have a new and valuable skill set to show for it.

Forty-six youth celebrated their graduation from the award-winning First Nations Natural Resources Youth Employment Program on Thursday afternoon with a ceremony at the Fort William First Nation Pow Wow Grounds on Mt. McKay.

The ceremony marked the beginning of a new career in the natural resources sector, built on the skills they'd learned over the last two summers, which included chainsaw and brush saw operation, forest fire fighting (the students receive their forest fire suppression ticket as part of the program), and tree planting.

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“It’s been a whirlwind summer in the forests of Northern Ontario for a group of Indigenous youth, but they have a new and valuable skill set to show for it.”

Important for youth

“This program’s important for all youth,” said Savannah Bondy of Eagle Lake First Nation, one of this year’s grads. She’ll be attending Confederation College’s forest ecosystem management technician program in the fall.

“I’ve noticed big changes with many of my friends who came through here,” she said. “Even for me, when I first came through here, I was super shy, I didn’t really want to talk to many people. But as the summer went by, everybody became close and we’re building networks.”

Mark Kmill, a supervisor based at the program’s Mink Lake camp, said the program prepares youth for the workforce.

National Theater School

“As the summer went by, everybody became close and we’re building networks.”

“A lot of these kids, they come in with no resume,” he said. “We, throughout the program, give them enough certification and employment experience that they are able to flesh out a fully-functional resume.”

“We encourage everybody to attend post-secondary,” Kmill added, but said the program’s participants can go directly into jobs after graduation. 

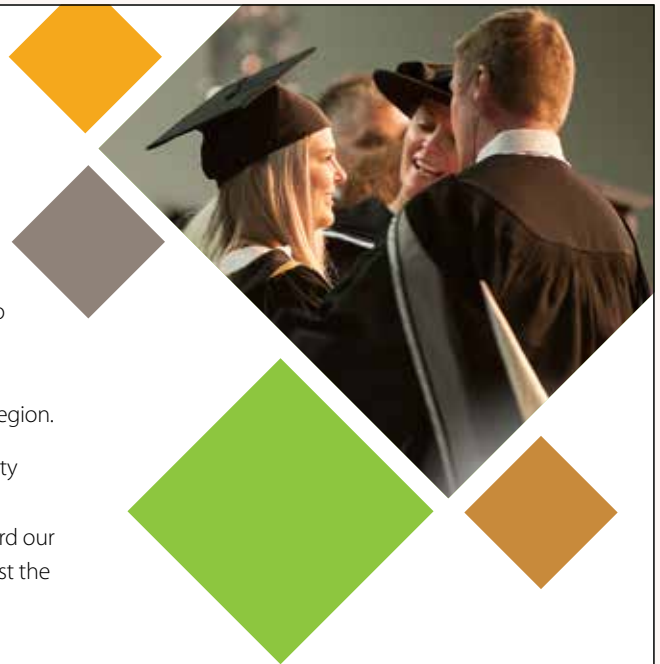
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Gustavson earns Gold for Aboriginal Education and partnerships

Krista Boehnert, Associate Director, External Relations boehnert@uvic.ca

The Northwest Aboriginal Canadian Entrepreneurs (NW-ACE) Program, a partnership between the Tribal Resources Investment Corporation (TRICORP), regional and provincial governments and the Peter


B. Gustavson School of Business, has been honoured with the 2016 Alan Blizzard Award from the Society for Teaching and Learning in Higher Education (STLHE). Encouraging collaboration in teaching, the Alan Blizzard Award is a national award given out once every two years to a project that reflects significant collaboration in student learning or teaching.

NW-ACE is open to Aboriginal people, and involves a mixture of 6 weeks of face-to-face, in-class learning, delivered by Gustavson faculty, followed by 12 weeks of mentorship and coaching. The NW-ACE Program team was recognized at the STLHE


Annual Conference, at Western University in London, Ontario on June 24, 2016.

"It is an honour to be recognized for what is truly a collaborative effort. We are proud that our partnership with TRICORP and others is helping to launch new businesses within BC and promoting Indigenous entrepreneurs," says Saul Klein, Dean of the Gustavson School of Business.

Working together, the faculty at the Gustavson School of Business provides the training and mentorship, and TRICORP helps participants upon completion of the program to secure the funding necessary to bring their entrepreneurial projects to fruition. The program also involves close collaboration between the Gustavson School of Business and various First Nations communities in Northwestern British Columbia, as Gustavson professors travel to each community to deliver the curriculum. The Program has been steadily growing since it was established in 2013, with four additional programs launched within new northern BC communities this year.

STLHE is a national organization that aims to be the pre-eminent voice in Canada for enhancing teaching and learning in higher education. Through a number of ongoing initiatives, STLHE supports dissemination, awareness, and application of research through scholarly teaching and learning. Past Alan Blizzard Award winners include University of Toronto (2014) and McMaster University (2012). 

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Boys and Girls Clubs of Canada and Quesada Burritos & Tacos Announce National "Walk This Way Day"

\$1 from Every Burrito Sold on October 18 to Support Expansion of Youth Program

Courtesy of Boys and Girls club of Canada

Boys and Girls Clubs of Canada is pleased to announce that they have teamed up with Canadian-owned and operated restaurant chain Quesada Burritos & Tacos to raise funds for a unique program that promotes physical activity and learning by encouraging young people to explore their community on foot.

The walk this way program began when Gavin Lumsden, a volunteer at Boys and Girls Club of Ottawa, was looking for a way to get kids active while teaching them about their communities. He designed the program to take participants on long treks to surrounding points of interest, encouraging them to keep fit and play tourists in their own cities.

After seeing the incredible success of Walk This Way in Ottawa, Lumsden raised funds to help Boys and Girls Clubs of Canada create a national version of the program. Thanks to Quesada's support, that dream will now become a reality.

The national fundraising event, Walk This Way Day, will take place across Canada on Tuesday, October 18 at more than 60 Quesada locations, with \$1 from every burrito sold going to support the national expansion of Walk this Way.

"After seeing how well-received Walk This Way was at Boys and Girls Club of Ottawa, we are excited to bring this active-living program to more Clubs across the country," said Owen Charters, President & CEO, Boys and Girls Clubs of Canada. "Thanks to the hard work of Gavin Lumsden and the support of Quesada, we will now be able to ensure that even more young people get to know their cities while learning the benefits of a healthy lifestyle."

"We're thrilled and honoured to support Boys and Girls Clubs and we feel Quesada customers will be equally as enthusiastic about supporting healthy, happy lifestyles among Canadian youth," said Steve Gill, Founder and CEO, Quesada Burritos & Tacos.

Boys and Girls Clubs members and staff will be on hand at Quesada restaurants on Oct. 18 to help make Walk this Way Day a success. In addition to purchasing a burrito, customers will also have the opportunity to make additional donations.

About Boys and Girls Clubs

Boys and Girls Clubs of Canada is dedicated to supporting and encouraging children and youth as they discover, develop, and achieve great futures. We are a national charity serving 96 member Clubs that provide services to 200,000 young people in 625 locations across Canada. Our trained staff and volunteers listen to the opinions and ideas of children and youth, applaud their accomplishments, lend support during their struggles, and provide ways for them to explore their interests and

talents. With this encouragement, young people develop the confidence and sense of belonging that helps them overcome barriers, form positive relationships and mature into responsible, caring adults. For 116 years, we have welcomed children, youth, and their families into Clubs that reflect the diversity of Canada in small and large cities, and rural and Indigenous communities. 🍁 CSC

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We Are All Leaders



By Sean Dolan



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An education system needs strong leadership if it hopes to guide students toward success. In my experience, people will get behind a leader as long as they have communicated a clear vision and demonstrate a genuine concern for the well-being of others. In a sense, a leader walks in unison with her/his people and steps forward either when it is time to provide guidance or when it is necessary to absorb the brunt of criticism for something. This is particularly important in educational leadership. The strong leaders know when to step up. The weak leaders don't have a clue where they are stepping.

So what makes a strong leader in the realm of education? Well let's see if we can't build a picture of leadership that we can all live with and it all starts with a definition of learning. Early in my career, I struggled to find an effective working definition of learning. This was at a time when computers were just coming on the education scene and the Internet had yet to become a working reality in schools. Nonetheless, everyone seemed paranoid that the computer was about to replace the teacher and the Internet was going to be the all-knowing source that would make schools obsolete. I challenged this premise at the time through a great deal of reflection and a bit of research. In the end, I came up with this definition of learning:

Learning is the free and open offering of information from a source to a seeker.

The source is the provider of information. The source can be a teacher, a parent, a guidance counsellor, a book, a computer, or an idea. The source simply shares information with the seeker. The seeker is the one who wants to know something. The new information, provided by the source, is freely offered to the seeker to process. When the information has been processed, learning has occurred. The entire education system is mandated to honour this process.

Which brings us back to leadership. In a sense, everyone involved in the education process is a leader. Students assume a leadership role when they take responsibility for their learning. Teachers lead when they construct lessons and work with their colleagues to deliver the curriculum. Guidance counsellors lead when they help students develop a plan and give them direction as they transition through and out of high school. Administrators lead when they work to ensure that all the pieces are in place for a school to run in a cohesive fashion. In other words, everyone needs to accept their responsibilities as leaders to make sure that

“Everyone needs to accept their responsibilities as leaders to make sure that the best learning outcomes take place.”

the best learning outcomes take place while honouring the unique exchange that takes place between the source and the seeker.

What distinguishes strong leaders from mediocre or weak leaders is their ability to see the things that need to be done. They know when to offer a word of encouragement, provide constructive criticism or (and this one's a big one) when to get their hands dirty. Whether we like it or not, Guidance

Counsellors are school leaders. We are the ones who are called on to help the kids who need the most help. Some of those kids seek us out while many of them are referred to us by our colleagues. We are the ones who encourage, constructively criticize and do the dirty work of exposing kids to the things that are impeding their ability to learn. If we are really taking the time to thoughtfully examine our position in the school community, we have to recognize our role as leaders. We have to accept the fact that we are one of the sources who imparts critical information to those who seek to embrace the learning process. And, for those who don't embrace the opportunity to learn, we are further encouraged to prod them toward learning in as convincing a way as we deem fit.

The most important character trait of a leader is humility. It is only through the lens of humility that a leader can see what needs to be done, sense the struggles of those whom they serve, and immerse themselves in the work that will make learning possible. Humility allows a leader to be an honest source through which those seeking knowledge and wisdom can learn the most.

This is what I have to offer to you (in as free and open a way as possible) about the role of the Guidance Counsellor as a vital leader in any educational community. As we head back to our offices for another school year, hold your head high and get ready to lead. 🍁csc



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

Skills Canada: Energy for a Bright Future

By Alison Zenisek



A young auto technician displays his skill.



Team Newfoundland makes a grand entrance at the Welcome Reception.



A student engaged in trying out her carpentry skills.

Photos Courtesy of Alison Zenisek

In early June many of Canada's most kinaesthetically gifted students gathered at the Moncton Coliseum to demonstrate their skills in the various trades represented. Skills Canada 2016 was memorable for the high degree of energy, talent, and enthusiasm the students brought with them from each province and territory. One individual likened it to the Olympics of the trades and the competitions included brick layers, robotic technicians, potters, draft designers, carpenters, auto technicians, mechanics, plumbers, and many more. The event was well organized, inspiring, and entertaining for the 7,500 visiting students who attended.

The three day competition which was held in the Coliseum included 500 student competitors, as well as judges from the various industries represented. Displays of tools, technology, pipes, safety equipment and other instruments used in the many trades abounded. Try-a-Trade and technology booths kept students and other guests busy exploring their own skills. The competitors are evaluated based on industry standards. They are judged on the precision of the work, correct work procedures, and safety. Theoretical and practical knowledge are also assessed, and in certain tasks, speed. More than 200 medals are awarded to the industry champions in six skilled trade or technology categories including transportation, construction, manufacturing, information and technology, service, craft and design.

More than 60 of Canada's top employers, institutes and government partners, as well as associations and unions were stationed in the Career Zone with booths and interactive activities for students and other attendees. Some of the primary sponsors included names such as J. D. Irving Limited, Stanley, DeWalt, MacTools, Volvo, and the Canadian Forces. The competition brings together representatives from industry, government, and education. The competitors are given the opportunity to further develop their skills in these hands on events alongside their peers. They also compete for being named the country's best in their chosen field. Over 40 skilled trades are represented.

“More than 200 medals are awarded to the industry champions in six skilled trade or technology categories including transportation, construction, manufacturing, information and technology, service, craft and design.”

The Welcome Reception, sponsored by Stanley/DeWalt, officially kicked off the 22nd Skills Canada National Competition in great style. The Moncton Wesleyan Celebration Center was the venue for the evening events. The energy was electric as teams from each province and territory wearing colourful hats and t-shirts took turns cheering and banging their thunder sticks. Delicious platters of food and various drinks provided by the Delta Hotel were happily consumed by all. Later, when all attendees gathered in the auditorium, the opening ceremony began with a parade of the teams. Once again cheers and thunder sticks echoed around the packed auditorium. The Premier of New Brunswick, Brian Gallant, and MaryAnn Mihychuk, the Federal Minister of Employment, Development, and Labour, addressed the general audience, corporate sponsors, and alumni. The lively entertainment for the evening included an Acadian fiddler and her band, as well as Aboriginal drummers and dancers.

Interviewing students and instructors revealed one quality they all shared. In every trade and every skill they never stop learning and growing. This desire to be the best they

can possibly be, and this commitment to excellence, was evident in all the interviews. One of the main goals of Skills Canada is to promote the skilled trades and technology as inviting career choices to high school students. The Skills Canada Competition is the only national multi-trade and technology event of its kind for young apprentices. These gifted youth represent the bright future for Canada and its economy.

Paul Protasovitski is one such example of an outstanding student. Tall, with a strong build, sandy hair, and an intense manner, his enthusiasm was undeniable as told me his story. “I come from a family tradition of working in the trades, and I am immensely proud of that. When my family arrived in British Columbia from Eastern Europe 20 years ago, it happened to coincide with Halloween and it really freaked us out. Now we laugh about it.”

Paul just turned 18 and loves the competition Skills Canada provides. He spent his last semester in high school at Accelerated Credit Education Training through Kwantlen University which provides students with 16 high school credits. The trade he chose to

learn was plumbing, but this young man also had prior experience in construction. “I had already learned how to install hardwood flooring, roofing, fences, and had first-hand experience with demolition. I chose plumbing as my specialty because it is an easy skill to branch out from.” Paul made honour roll in grade 12 and also received the Raider Hansen Award. Raider Hansen is Western Canada’s largest independent industrial supplier. The company awards \$1,000 to a student enrolled in the Plumbing or Piping Foundations program. Paul told me that he enjoyed the theoretical aspect of book learning at university. He finished his course work on a Friday and was interviewed and hired the following Monday.

One of his plumbing instructors, Jeff Doolan, was sitting nearby. “The students competing at Skills Canada are forced to push their limits, and as a consequence, experience growth. I enjoy watching them compete and seeing what they can achieve.” Jeff teaches at Kwantlen Polytechnic University, and is gratified when he sees students’ skills translate into good jobs. According to Jeff, “plumbers have the skill and knowledge to install, maintain, and repair a variety of pipes, both copper and plastic. Knowledge of building codes and regulations are part of the job.” KPU offers foundational skills and three levels of apprentice technical training.

British Columbia is also known for its ACE IT program, an acronym for the Accelerated Credit Enrolment in Industry Training which is an in class component of a high school apprentice. It gives students interested in the trades a head start on their careers. ACE IT programs are usually offered as partnerships between school districts and post-secondary institutions with onsite training at either location. Students who successfully complete the ACE IT program earn credit towards both high school graduation and a post-secondary credential. Enrollment in the program is free, but students are expected to cover the cost of textbooks, tools, and other items specifically needed to work in their chosen industry.

Mackenzie Collins of Newfoundland has participated in Skills Canada since she was in grade 9. Mackenzie won provincially her



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last 3 years of high school. Now only 17 years old, she received the National gold medal in the Prepared Speech portion of the Skills Canada National Competition of 2016. She also received a "Best in Region" award. This talented daughter of Richard and Beverly Collins also plays violin, sings, and dances ballet and tap. Mackenzie has obviously learned the very adult skills of a good work ethic and the ability to set goals for herself.

I asked Mackenzie how Skills Canada prepared her to face life's challenges. "My competition was Public Speaking which entailed both a prepared speech, as well as an impromptu speech.... Communication is very important in today's workforce and being able to communicate effectively will certainly be an advantage in my future endeavors." When asked which character quality she gained through the many competitions, she had this to say: "It certainly enhanced my confidence to place nationally amongst other fantastic speakers. I also gained a lot of pride and appreciation for my home province of Newfoundland."

The memories she will always cherish were of her parents, her teacher Ms. Sheehan, and Team NL who supported her every step of the way. "...Looking into the audience to see them all there to support me was one of my most cherished moments." Winning the gold medal at this year's Skills Competition was also a special memory for Mackenzie. "I will never forget that incredible feeling of pride as I stood on the podium and realized that my hard work really did pay off!"

John Oats is the president of Skills Canada and has long supported the development of careers in the skilled trades and technologies among Canadian youth. John could be found at many of the scheduled events during the competition. He has been a part of Skills Canada in one supportive role or another for 15 years. "I love interacting with the students and telling them about the different career options available to them. I am always impressed by the levels of passion and dedication that is demonstrated by the participants."

He believes that there will continue to be a high demand for skilled workers both within Canada and around the world. "Skills Canada

is a great organization and I encourage anyone who is interested to get involved." Mr. Oats is looking forward to leading Skills Canada into the future, advocating for the role skilled trades and technologies play in making Canada great. John has extensive experience in strategic planning and board governance, all qualities that will well serve the bright vision of Skills Canada.

An Educators Forum hosted various speakers highlighting the importance of Essential Skills needed for success in the skilled trades

and technologies. The nine essential skills include the following abilities: document use, numeracy, oral communication, reading text, thinking, writing, continuous learning, digital, and working with others. While oral communication was highlighted this year, Skills Canada is seeking to improve the mastery of all nine essential skills as students seek out a career in the trades or technologies. Educators, industry, and the trades all need to be on the same page regarding the importance of students acquiring these skills before they leave high school.

Skills Canada

The level of education needed for the trades is higher than ever. The modern trades demand a level of skills far greater than before, and the work itself is more complex than in the past. Thinking, problem solving, and digital skills are an imperative. The educators at the forum agreed that introducing real life competencies at an early age would go a long way to preparing students for any career path. Employers in Canada, both now and in the future, will struggle to hire and retain skilled workers. Although essential skills are being introduced in some classrooms, they are not


yet part of the curriculum. The goal is to provide stronger programs in these competencies for youth across the nation. These skills are critical. Community colleges are teaching them, but clear communication as to why they are important is lacking. Employers are now asking for these competencies specifically.

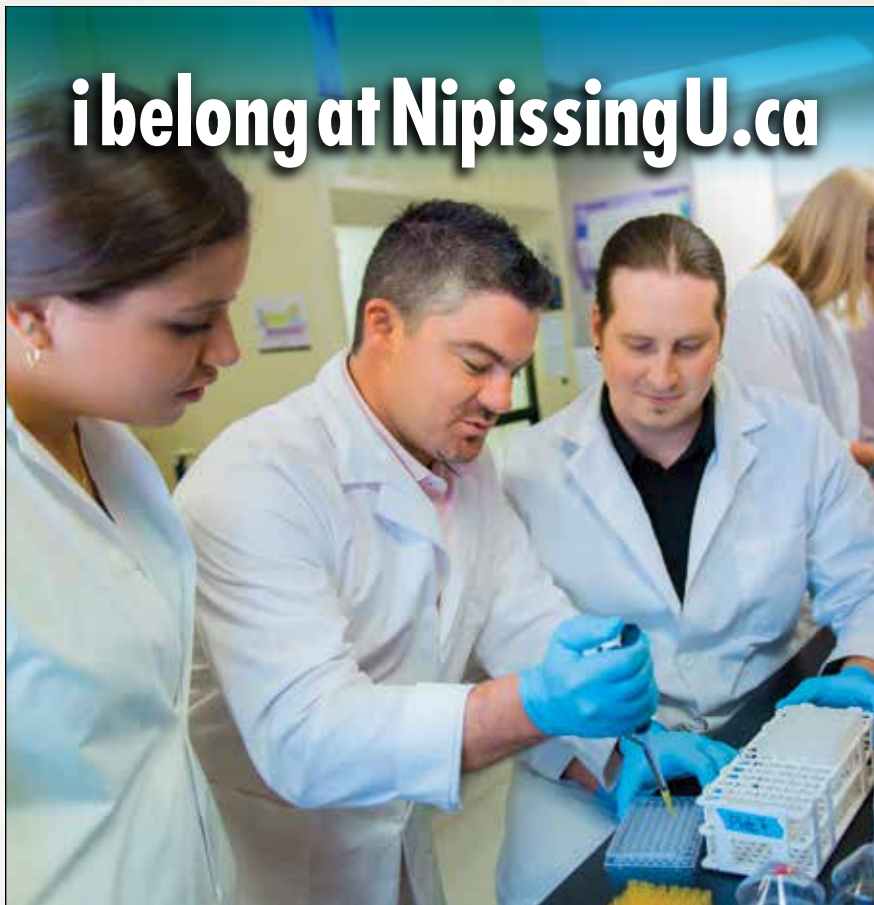
A difference of 30% in reading skills can make a difference of 30% in productivity. One half of all Canadians are ill prepared for the workplace. Communication is so important in our digital world. Our teachers are our

prime innovators and they understand that students need to be prepared for their next step. Teachers would benefit from additional resources made available so they could incorporate teaching these skills as part of their daily lesson plans. School administrators can do much to facilitate this process, such as finding the appropriate community partners that can transform the importance of these abilities into an essential and concrete reality for the students.

Among students, trust is gained through conversation with their teachers about what matters most to them, and what interests them. Conversation itself is a pedagogical moment, as good communication is a learned skill. The workplace only runs smoothly when face to face communication is achieved, as mobile devices are essentially unsafe in industrial settings. Employers also need to be willing to understand this new generation of workers. Knowing that 70% of oral communication is non-verbal will go a long way to establishing good working relationships between employees and their employers. A high school diploma in workplace essential skills would be an ideal preparation for the trades.

The 2016 Skills Canada National Competition was well organized and impressive. The work of numerous volunteers, industries, governments, educators, and the competing students was evident in every square meter of the event. It would be remiss not to mention the organization, courtesy, patience, and hard work of the Canadian Forces who tirelessly provided the transportation to and from the venues. Their example of an excellent work ethic did not go unnoticed.

The values instilled in the students through the Skills Canada program were also evident and noteworthy: safety, excellence, commitment, accountability, fairness, integrity, camaraderie, and inclusivity. "The goal of this annual competition is to recognize the excellence of young Canadians in the skilled trades and technologies," according to Shaun Thorson, Chief Executive Officer of Skills Canada. In light of the competencies showcased by the students in Moncton this goal was certainly achieved. A selection of national competition winners will go on to participate in the World Skills Competition in Abu Dhabi next year. 



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The Overparenting Quandary

Le paradoxe du surparentage

The negative developmental effects and suggestions as to how to combat it.

Effets négatifs et conseils pour résister

By/Par: Sean Dolan

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In case you hadn't noticed, the overparenting crisis is not showing any signs of going away. Teachers continue to express justified concern over remarkably aggressive parents fighting for higher grades for their kids and, in some cases, ghost writing their children's work to get the results they want. Meanwhile, teachers are trying to find ways to create authentic learning experiences for students that keep parents from becoming overly involved. This is posing a huge challenge for educators.

Plenty of ink has been spilled on the topic of overparenting. Just last issue, Laurie Nealin featured Dalhousie professor Michael Unger's perspective on snowplow parents who knock down everything standing in the way of their children. For Unger and a host of other academics, the evidence is clear: too much parental involvement not only inhibits learning, it can be dangerous in terms of a child's psychological development.

Vous l'aurez sûrement remarqué : la crise du « surparentage » bat son plein. Les enseignants ne cessent d'exprimer des inquiétudes fort légitimes parce que des parents singulièrement agressifs se battent pour qu'on attribue de meilleures notes à leurs enfants ou font carrément les travaux des enfants afin d'obtenir les résultats voulus. Pendant ce temps, des enseignants s'efforcent de proposer aux élèves des expériences d'apprentissage authentiques, de nature à empêcher les parents de s'y immiscer. Leur défi est énorme.

Le sujet fait couler beaucoup d'encre. Dans le dernier numéro de, d'ailleurs, Laurie Nealin a sollicité l'opinion de Michael Unger, professeur à l'Université de Dalhousie, sur ces parents « rouleaux compresseurs » qui écrasent tout ce qui se trouve sur le chemin tracé pour leur enfant. De l'avis du Pr Unger et de bien d'autres universitaires, la preuve est indubitable : non seulement la présence exagérée des parents nuit aux apprentissages, mais elle peut aussi inhiber le développement psychologique de l'enfant.

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Danger #1: Narcissism

More and more academics are using the word narcissist when referring to overparented kids who reach adulthood. Certainly encouragement is a vital part of parenting and teaching a child. However, when the encouragement becomes excessive and children are complimented even when they fail (with soft expressions like “good effort”), a new set of problems emerge. Over time, that child believes that they have special powers, even though they may be of average or below average abilities. They are prevented from learning to accept who they are and where they can improve mainly because they have been told, on an ongoing basis, that they are perfect. San Diego State University’s Jean Twenge claims that this can lead to the birth of a narcissist – someone who believes they are better than they actually are and who will alienate anyone who disagrees with their sense of self. Narcissists not only have an inflated view of their abilities, they are also incapable of expressing appropriate empathy for people who deserve a break. Twenge and co-author Keith Campbell bring this perspective to life in their book *The Narcissism Epidemic*. In one of their many poignant arguments, the authors show how recent survey results indicate that youth between the ages of 18 and 25 value three things more than anything: being a celebrity, looking good and getting rich. Twenge and Campbell call this the narcissism triumvirate which they see as a triple delusion that encourages extreme self-centredness.

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Danger no 1 : Le narcissisme

Les spécialistes sont sans cesse plus nombreux à employer le mot « narcissique » pour qualifier le comportement des jeunes adultes soumis à un parentage outrancier. Certes, l'enfant a un besoin vital d'encouragement, mais si ce dernier devient excessif et que l'élève est complimenté même quand il échoue (au nom de l'euphémisme « effort louable »), d'autres problèmes surgissent. L'enfant finit par se croire doué de pouvoirs spéciaux même si ses capacités sont tout au plus moyennes. Il n'apprend pas à s'apprécier tel qu'il est et ne sait pas comment s'améliorer puisqu'on lui dit constamment qu'il est parfait. Jean Twenge, de l'Université de San Diego, est convaincue que cette attitude produit des narcissiques, c'est à dire des personnes si certaines d'être supérieures à tous qu'elles s'aliènent quiconque ne partage pas cette opinion. Les narcissiques ont une idée exagérée de leurs capacités et sont incapables d'empathie. C'est la thèse que développent Mme Twenge et Keith Campbell dans l'ouvrage intitulé

“ L'enfant finit par se croire doué de pouvoirs spéciaux même si ses capacités sont tout au plus moyennes. Il n'apprend pas à s'apprécier tel qu'il est et ne sait pas comment s'améliorer puisqu'on lui dit constamment qu'il est parfait.”

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Danger #2: Anxiety and depression

Narcissism is just one byproduct of the overparenting problem. Another is anxiety and depression. Certainly schools have noticed the wave of students making their way into their guidance counsellor's office to discuss these two significant mental health problems. According to Statistics Canada, the number of young people between the ages of 12 and 19 identifying their mental health and well-being as poor or fair rose from 3.4% in 2011 (females: 4.1%; males: 2.7%) to 5.6% in 2014 (females: 6.9%; males: 4.3%).¹ In other words, young people – constituting 173,000 Canadians – are self-identifying as struggling in the area of mental health and well-being. Those who study the overparenting crisis claim that these types of attitudes can be directly related to helicopter or snowplow parenting with anxiety and depression being the most common unwanted mental health outcomes of this approach to child-rearing.

While overparenting always starts with the best of intentions, the overall effect can be to shield young people from adversity and unhappiness – two powerful teachers that helps kids become resilient. According to Julie Lythcott-Haims, the author of *How to Raise an Adult*, denying kids the opportunity to learn, grow and fail is tantamount to robbing them of their childhood. Parents need to take a step back and stop micromanaging their kid's lives. She says, "Our children are mortgaging their childhoods – a debt that can never be repaid. One of the key life skills our children must develop is the ability to live without us." Without a developed sense

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un adulte), refuser à l'enfant ces importantes occasions d'apprendre, de croître et d'échouer revient à le priver de son enfance. Les parents doivent laisser un peu d'espace autour de l'enfant et s'abstenir de gérer le moindre détail de sa vie. Mme Lythcott-Haims écrit : « L'enfance hypothéquée est une dette impossible à rembourser. S'il est une compétence que les enfants doivent acquérir pour se préparer à la vie, c'est bien celle de se passer de nous. » Dépourvus d'un bon sens de l'autonomie, les jeunes éprouveront beaucoup d'anxiété devant un obstacle ordinaire comme une faible note ou les problèmes habituels entre camarades.

L'enfance perdue peut aussi être le fruit de cet autre désir mal inspiré des parents : maintenir leur progéniture dans un état de bonheur continu. Selon Barry Schwartz, théoricien des relations sociales et professeur au Collège Swarthmore, « le bonheur comme produit dérivé de la vie, c'est magnifique, mais le bonheur comme objectif, c'est la recette d'une catastrophe annoncée. » Les jeunes qui cherchent le bonheur dans la célébrité, la beauté et la richesse (le tiercé narcissique) se préparent une vie de déceptions, marquée par l'anxiété, si leurs rêves ne se réalisent pas, et par la dépression s'ils ont le sentiment de ne pas être autonomes.

Et l'école, dans tout ça?

Que peut faire l'école pour contrer les conséquences négatives du surparentage? Jessica Lahey, auteure de *The Gift of Failure* (l'échec en cadeau) exhorte les parents, les enseignants, les conseillers d'orientation et les administrateurs à ne pas se

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of independence, young people experience a heightened sense of anxiety when facing common life challenges like a poor grade or problems in their peer group.

Corresponding with the idea of a lost childhood is a misguided parent's desire to keep their kid in a state of constant happiness. According to social theorist Barry Schwartz of Swarthmore College, "Happiness as a byproduct of living your life is a great thing. But happiness as a goal is a recipe for disaster." And if today's young people think the key to happiness is fame, beauty and wealth (the narcissism triumvirate), they are going to quickly discover a life of disappointment characterized by anxiety if they fall short of their dreams and depression if they feel they cannot manage to live their lives independently.

What can schools do?

So what can schools do in the face of the challenges presented by the overparenting crisis. Well, according to Jessica Lahey, author of *The Gift of Failure*, step one would be for parents, teachers, guidance counsellors and administrators to stop wagging their fingers at each other. Lahey says, "Schools and parents need to stop blaming each other, and work together to show children that we value learning. We can talk about the importance of education all we want, but our kids are too smart to fall for that hypocrisy. As long as we continue to worship grades over learning, scores over intellectual bravery, and testable facts over the application of knowledge, kids will never believe us when we tell them that learning is valuable in

The Narcissism Epidemic. Parmi nombre d'arguments saisissants, les auteurs rapportent les résultats d'un sondage récent, selon lequel les trois vœux les plus chers des jeunes de 18 à 25 ans sont : le vedettariat, la beauté et la richesse. Pour les deux auteurs, ce « tiercé narcissique » est une triple illusion qui nourrit un égocentrisme extrême.

Danger no 2: Anxiété et dépression

Le narcissisme n'est que l'une des conséquences du surparentage. Il y a aussi l'anxiété et la dépression. Les autorités scolaires observent une augmentation du nombre d'élèves qui se plaignent aux conseillers d'orientation de ces deux symptômes d'une mauvaise santé mentale. Selon Statistique Canada, le nombre de jeunes âgés de 12 à 19 ans qui qualifient leur santé mentale de mauvaise ou passable a augmenté de 2011 à 2014, passant de 3,4 p. 100 (4,1 p. 100 chez les femmes et 2,7 p. 100 chez les hommes) à 5,6 p. 100 (6,9 p. 100 chez les femmes et 4,3 p. 100 chez les hommes)¹. Autrement dit, les jeunes – en l'occurrence 173 000 Canadiens – constatent eux-mêmes leurs problèmes de santé mentale et leur mal-être. Les chercheurs qui étudient le surparentage assurent que ces réponses sont une conséquence directe du comportement des « parents hélicoptères » ou « rouleaux compresseurs », l'anxiété et la dépression étant les effets indésirables les plus courants.

Les parents sont sans doute animés des meilleures intentions, mais leurs excès ont globalement pour effet de préserver l'enfant ou l'adolescent de toute adversité et de tout découragement, deux outils pourtant indispensables à l'édification de la résilience. Selon Julie Lythcott-Haims, auteure de *How to Raise an Adult* (ou : comment élever



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and of itself." No doubt, problems exist. The emergence of narcissism, anxiety and depression as problems facing today's students are a reflection of overall problems plaguing society as a whole. What Lahey is suggesting is shift in values away from awards/grades based methodologies and back to fostering an inherent love of learning. She says, "...we as a society [are] so obsessed with learning as a product – grades, scores and other evidence of academic and athletic success – that we have sacrificed learning in favour of these false idols." Therefore, step one if schools hope to help kids is to cultivate a love of learning and push back hard when parents argue that school is solely about grades, scores and awards.

The next thing schools can do is offer constructive criticism and honest feedback to students so that they can experience hardship and failure during their formative years in elementary and secondary school. This will help students to understand that they are not perfect and allow them to build the resiliency skills

blâmer mutuellement. « L'école et les parents doivent cesser de se montrer du doigt et travailler de concert pour montrer aux enfants l'importance que nous accordons à l'apprentissage. Inutile, en effet, de discourir pendant des heures sur la valeur de l'éducation, nos enfants sont trop brillants pour se laisser prendre à cette hypocrisie. Tant que nous vouerons un culte aux notes plutôt qu'à l'apprentissage, aux classements plutôt qu'à l'habileté intellectuelle, à la capacité de recracher des faits par cœur à l'examen plutôt qu'à celle d'appliquer des connaissances, les enfants ne croiront pas à la valeur de l'apprentissage. » Il y a un problème manifeste mais, en fait, l'émergence du narcissisme, de l'anxiété et de la dépression chez les élèves traduit des maux qui touchent la société dans son ensemble. Jessica Lahey propose un changement de valeurs : abandonnons les méthodes fondées sur les récompenses et les notes et revenons à la valorisation d'une passion intrinsèque pour l'apprentissage. Elle poursuit : « notre société est tellement obsédée par l'apprentissage comme

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they will need when they reach adulthood. According to psychologist Lisa Firestone, "Very few of us are likely to be the 'most' or 'best' at anything. But success, happiness and a good life aren't really about this.² They're about learning to accept ourselves and pursue what has meaning to us. That is the best standard we can hold for ourselves and the most valuable lesson we can pass on to our children." In other words, teachers need to build meaning and value into the curriculum and steer students (and, by extension, their overparents) away from things that will not bring them intrinsic satisfaction and contentment.

To put it simply, teachers, guidance counsellors and administrators need to do what they do best: connect with kids and teach them how to live their lives independently with dignity and conscientiousness. While grades continue to play an important role in the education process, they need to be openly regarded as a measurement that helps explain the main goal of teaching which is LEARNING. While many schools pay lip service to this ideal, few are actually putting learning first and grades a distant second. Unless educators are willing to promote (and fight for) learning over metrics, the overparenting revolution will continue to forge ahead while kids become more narcissistic, anxious and depressed. 🍁 CSC

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produit – sous forme de notes, de classements et d'autres preuves de succès scolaire et athlétique – que nous avons sacrifié l'apprentissage au profit de ces veaux d'or. » Si l'école espère aider les enfants, elle doit en premier lieu cultiver chez eux l'amour d'apprendre et repousser énergiquement les arguments de parents qui ne jurent que par les notes, les classements et les récompenses.

L'école peut aussi formuler une critique constructive et une rétroaction honnête pour offrir aux élèves l'expérience des difficultés et de l'échec dès les années formatives, c'est-à-dire au primaire et au secondaire, le tout pour les aider à comprendre qu'ils ne sont pas parfaits et à développer la résilience dont ils auront besoin à l'âge adulte. Lisa Firestone, psychologue, rappelle : « Nous sommes très peu nombreux à être le meilleur ceci ou le plus cela, mais ce n'est pas, de toute façon, ce qui fait la réussite ou le bonheur ou ce qui rend la vie belle². » Il faut apprendre à nous accepter et à nous concentrer sur ce qui donnera un sens à notre vie. C'est la meilleure norme que nous puissions nous imposer et la leçon la plus utile que nous puissions donner à nos enfants. » Autrement dit, les enseignants doivent rendre les programmes d'études plus concrets et utiles et détourner leurs élèves (et, partant, les parents « hélicoptères ») de tout ce qui ne leur procurera pas une satisfaction intrinsèque.

En résumé, les enseignants, les conseillers d'orientation et les administrateurs doivent faire ce qu'ils font le mieux : établir une relation authentique avec les enfants et leur enseigner à vivre de manière autonome, digne et consciencieuse. Certes, le bulletin joue encore un grand rôle en éducation, mais il doit être considéré comme une mesure qui contribue à expliquer le principal objectif de l'enseignement, qui est d'apprendre. Or, beaucoup d'écoles ne manifestent qu'un intérêt de pure forme envers cet idéal et bien peu donnent préséance à l'apprentissage en laissant les notes loin derrière. Pourtant, à moins que les enseignants n'acceptent de promouvoir l'apprentissage plus que la mesure, et de se battre pour cet idéal, le surparentage gagnera du terrain et les enfants deviendront encore plus narcissiques, anxieux et dépressifs. 🍁 CSC

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TEENS AND ONLINE PORNOGRAPHY

The necessity of a serious discourse to address the problem

By Amanda Thomas

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Before the insurgence of the internet, smart phones and apps, Canadian teenagers had a much more difficult time accessing hardcore pornography but today anyone can view thousands of images with the click of a button. How has this affected our youth and the way they view sex? There have been countless studies on this topic and the results range from troubling to alarming. The impact explicit sexual images have on adolescents can be detrimental and in some cases life altering.

“Determining that an adolescent may have a pornography addiction can be difficult as few people are comfortable opening up to others about such a touchy personal subject and there are not necessarily the usual tell-tale signs that would normally accompany a more visible problem like substance abuse.”

Before the insurgence of the internet, smart phones and apps, Canadian teenagers had a much more difficult time accessing hardcore pornography but today anyone can view thousands of images with the click of a button. How has this affected our youth and the way they view sex? There have been countless studies on this topic and the results range from troubling to alarming. The impact explicit sexual images have on adolescents can be detrimental and in some cases life altering.

In a recent study performed by the Journal of Sexual Research, 80% of the 400 teens surveyed were able to differentiate between the scripted sexual fantasies depicted in pornography and real life sexual encounters. This is positive and somewhat comforting news however there are obviously a significant number of teens whose views on sexual intimacy have been adversely skewed from viewing pornographic materials.


Such distortion can occur when a young viewer who has not yet had any real life romantic or sexual experiences primarily learns about the “birds and the bees” from viewing commercial grade explicit sexual materials. It is unlikely that the sexually inexperienced viewer would be able to properly process and analyze what the imagery on their screens is truly depicting. Teenagers may immediately sense feelings of confusion, isolation and shame when they view pornographic content, however some teens will experience an instant thrill and seek out these readily available materials at an addictive rate, which can lead to sexual dysfunction issues into adulthood. It also seems that there is a difference between how males and females react and respond to pornographic materials.

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The difference between how males and females internalise pornographic materials

Young males who have been exposed to pornography often times have unrealistic expectations of how their first sexual experiences will unfold. As their views may have been warped by the artificial content that they have been exposed to in a typical pornographic scene, boys may not be able to properly determine their and their partner's role in a real life sexual encounter. They may be led to believe any manner of unhealthy attitudes about sex, which can lead to unequal/unhealthy sexual relationships. Young males may also be intimidated by how they perceive that they are required to perform or "measure up" in the bedroom and in isolated cases some young males may even be completely desensitized in a real life sexual encounter. Moreover, in some rare cases with teen boys that are heavy users of pornography they may have difficulty maintaining an erection.

For girls the negative side effects of viewing pornography can include a need for validation from their partner, accepting an inferior role in the bedroom, and forgoing of their right to an equally satisfying experience, leading to a focus on solely pleasuring their male partner. Girls are also much more likely to feel self-conscious when trying to match or imitate the female standard that these materials portray and the expectations thereof. Cases of teen girls becoming addicted to pornography are rare and in many countries no data on this is available. There is definitely a greater risk of pornography addiction with the males than females.



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How pornography can become addictive to adolescents

Like video games and surfing the net, there have been numerous studies that have confirmed adolescents are becoming increasingly addicted to online pornography. Much like substance abuse, pornography becomes addictive because the brain releases large amounts of the neurotransmitter dopamine when it is being viewed. This is the same chemical that drives reward-seeking behavior in a typical addiction. As a result even after the teen has consumed many hours of pornography they are still left craving that ultimate thrill. Additionally, younger brains are particularly susceptible to the stimulating effect of dopamine as compared to adult viewers as their brains are not yet fully developed. Teen brains are the most sensitive to dopamine at around age 15 and react up to four times more strongly to images perceived as exciting and new.

Determining that an adolescent may have a pornography addiction can be difficult as few people are comfortable opening up to others about such a touchy personal subject and there are not necessarily the usual tell-tale signs that would normally accompany a more visible problem like substance abuse.

What is sexting and is it a gateway to viewing pornography?

Sexting has become prevalent in high schools across Canada and it is considered a possible portal leading teenagers to seek out other pornographic materials. A "sext" is a picture or video message that is sent from one individual to another that is sexual in nature. These messages may include nudity, or suggestive body positioning, usually they are meant for the recipient's eyes only but are often forwarded along to other students.

One in five high school students surveyed in 2015 by the Ottawa-based MediaSmarts group said they had received a sext message of someone that was forwarded to them by a third party, with the practice more common in grades 11 and 12.

In what is billed as the largest and most comprehensive study of internet and app use by young Canadians, MediaSmarts found that 32% of boys in grades 7 through 12 say they had received a "sext" - which they defined as "sexy, nude or partially nude photo or video" - created by a similarly aged sender. Only 17% of teenage girls said they had received one. Overall, between both sexes, only 8% of the students surveyed admitted to sending a sext of themselves, with the proportion rising in tandem with the grade number.

The same 2015 survey revealed that more young Canadians are actively seeking pornography online with the number increasing from 16 to 23% in the ten year span from the previous 2005 survey. The upward trend while not surprising is one of the results from the survey of young Canadians that is cause for concern among parents and educators.

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“Much like substance abuse, pornography becomes addictive because the brain releases large amounts of the neurotransmitter dopamine when it is being viewed. This is the same chemical that drives reward-seeking behavior in a typical addiction.”

What role are Canadian educators currently playing in addressing the problem of teen usage of pornographic materials.

How teens can access information about the dangerous effects of pornography and where to reach out for help if they are struggling with an addiction is at this point still a gray area in a lot of the country. Much of the public believes that sex education begins at home, while others think that sex education and internet safety should be part of the national high school curriculum in our country. Although in some of the Canadian provinces parents can now access parental resources that will provide information for them about ways to speak to their teenagers about pornography, sexting and internet safety.

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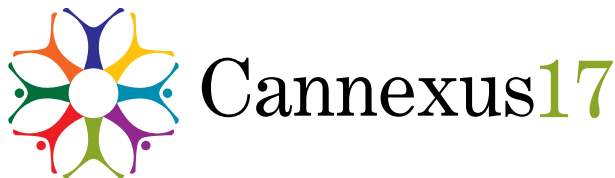
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One factor that differs from province to province is when students start learning about sex education in the classroom. This chart relates the grade in which students are first taught about internet safety, online predators and sexting:

British Columbia:	Grade 4
Alberta:	unknown
Saskatchewan:	Grade 4
Manitoba:	unknown
Ontario:	Grade 4
Quebec: (conversations start with online exploitation and how to identify it)	Grade 1
New Brunswick:	unknown
Prince Edward Island:	unknown
Nova Scotia:	Grade 9
Newfoundland and Labrador:	unknown

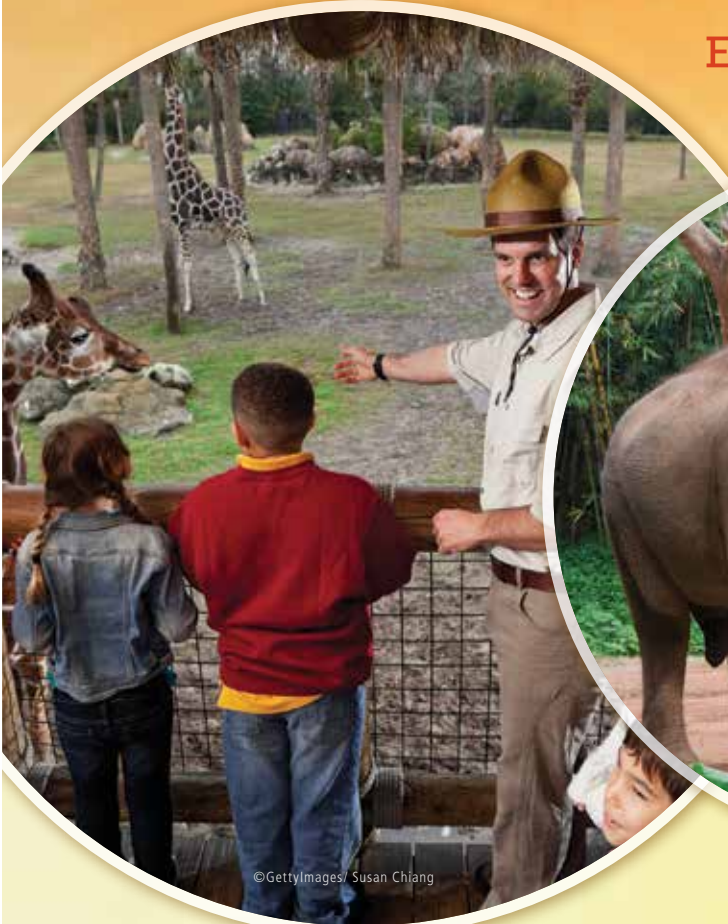
With the growing number of teens who admit to watching pornography online at least once a week, at some point this matter will demand to be addressed. There is a case to be made that it become mandatory that high schools introduce a unit of sex education devoted solely to pornography and its harmful developmental effects.

In conclusion, pornography is easier than ever for our youth to access and the use of it is on the increase. It is imperative that parents and educators at all levels begin a serious discussion as to how plan a cohesive response to the problem. 🍁 csc

The ABC's of Zoology

Everything you wanted to know about a career in zoology, from academics to zygotes.

By Jackie Fritz



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When most people think about zoologists, they have a mental picture of a bespectacled scientist, slogging through the Amazon rainforest, searching for new species of animals and coming up with unique names and descriptions for their new-found discoveries.

That is, indeed, one part of the science, but there are a myriad of career opportunities for someone with a degree in zoology. Zoology is an important part of biology and is defined as the scientific study of the behavior, structure, physiology, classification, and distribution of animals. The study of zoology gives students many different options for areas of specialty.

Dr. Kenneth Welch Jr., Ph.D., is an Associate Professor, Department of Biological Sciences, University of Toronto Scarborough and Department of Cell and Systems Biology/Department of Ecology and Evolutionary Biology, University of Toronto. He explains, "Teaching and research are obvious avenues where zoologists can help others to learn and appreciate animals. But animals are important to us humans as pets, livestock or food, and as part of the functioning environment around us. So, there are many, many professions where training in zoology is extremely helpful. Zoologists can be anything from museum or zoo workers, to pest control professionals, to agricultural and livestock managers. Zoologists can work in the government, with non-governmental organizations, or in the private sector. In addition, since we humans are animals too, any career in health or medicine has at least some bases in zoological training." The most rapidly expanding areas of study are related to genetics and molecular biology. Advances in molecular biology have provided such information like DNA fingerprinting, but studies and research have also given the world genetically-engineered medications to treat such devastating diseases such as cancer and Alzheimer's.

Welch and his team are currently studying exercise, metabolism and muscle function in animals with unique metabolic systems or muscular capabilities. "I'm particularly interested in how hummingbirds regulate energy balance and power their extreme form of locomotion," he explains. "Obviously, this has a lot to do with their special, extremely sugar-rich diet of floral nectar. But, there is much left to learn. I'm interested in how hummingbirds manage energy balance because that knowledge, better understanding the diversity in biology and how evolution, ecology, and

“They must have a sense of curiosity, first and foremost. Tenacity, drive and heart. Learning more about animals and how they work requires patience and persistence.”

physiology evolve and shape each other, is valuable by itself. It is also possible that what we learn might help medical researchers to approach human treatment from new angles or imagine new solutions that they had never previously considered.”

To properly study animals, a zoologist will be required to observe the behaviours of single and multiple groups in both their natural environment, and in a laboratory setting. They will need to keep lab animals, dissect and examine specimens and

prepare slides for examination. They will conduct experiments and write articles and papers based on their findings. Their work environment will include spending time in the office completing tasks like paperwork and studying research data, work in the laboratory processing specimens, and field studies observing natural animal behaviours.

A future zoology major will want to focus their studies on obtaining a solid foundation in the core sciences of chemistry, mathematics and physics. Proper communications skills

are also an essential part of being a zoologist. Scientists must be able to write papers for peer review and professional publications so a good understanding of language and grammar is essential. In addition, many zoologists will be called upon to make oral presentations. Courses in public speaking are always an asset.

Education alone isn't enough to prepare someone for a career in zoology. There are certain personality traits that will also be important for a future zoology student. Welch says of students considering a career in the field, “They must have a sense of curiosity, first and foremost. Tenacity, drive and heart. Learning more about animals and how they work requires patience and persistence.”

Undergraduates will find that acquiring practical experience as soon as possible is very important. There are usually research assistant jobs available for the summer at most Canadian universities. Research work can also assist the student to determine what specialty they wish to pursue. Most employers and advanced degree university programs will require their applicants to have field research experience.

Field research can be an intense process. Welch describes his own research scenarios, “For my research on hummingbirds, I have to get up before dawn, as dawn is when hummingbirds are most active. Following several hours of studying them, I might take a midday break and then continue later in the day. But, I have done a fair amount of work on bats as well. In that case, my ‘day’ might begin at 10-11 pm, and continue throughout the night. When studying animals, you work around their schedule.”

There are biology and zoology departments in universities across Canada. Requirements for admission to a Bachelor of Science program are high school graduation with at least a C average, and completion of English, mathematics, biology, physics and chemistry are required.

Students wishing to go on to graduate studies in zoology must already hold a previous undergraduate degree in a related subject with an average of at least B+ over the last two years. To be admitted to a Ph. D. program, the student must either have an undergraduate degree with an average of at least A-, or a Master's degree with a B+ average.

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Following university, the vast majority of zoology graduates are employed in the education field. Teaching at a university level will likely require a doctorate degree and many years of post-doctoral work experience. Competition for these positions can be very intense and academic performance is one of the top considerations for employment. Teaching science at a secondary school does not necessarily require a Bachelor of Science degree, however it will likely put the candidate at the top of the short list.

Many zoologists are employed by the Federal government in agencies such as Environment Canada with the Canadian Wildlife Service and Parks Canada, Health and Welfare Canada, Industry Science and Technology, Fisheries and Oceans, Agriculture Canada, and the National Research Council. Employment opportunities in these areas include food and drug officers, naturalists, agriculture zoologists, museum curators and research officers.

Various industries related to biology that also employ zoology graduates are the oil and gas sector, mining, forestry, pharmaceutical companies, public utilities and biotech companies. Environmental consultation companies, zoos, non-profit organizations, aquariums, biomedical engineering firms, livestock farms, animal clinics and hospitals are also places a zoology grad can look to for employment. Other career opportunities include positions in the health care field, in both clinical and research applications.

Remuneration for a zoologist with a Bachelor's degree is generally in the range of \$60,000 to \$70,000 per year but can vary depending on years of experience and area of employment. Advanced degrees will increase salary expectations. University professors can earn a salary in the \$100,000+ range per year.

So what kind of advice would Dr. Welch give to a high school student with an interest in zoology? "Take classes in biology and the other sciences, of course. But, don't forget to take classes in language, writing, and even acting or public speaking. In studying animals

and how they work, a critical part of the job is communicating what we know and learn to others in ways that are easy to understand and are compelling and interesting. Nothing replaces being up close with animals, learning not to be afraid of them and what makes them strange and wonderful. Learn from experts so you can treat animals carefully and respectfully, both for your own safety and for theirs. As you move along through the years, look for opportunities to volunteer or work with veterinarians, animal husbandry workers, or scientists and researchers. Curiosity is a key asset for a zoologist. Nurture your curiosity." 



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From High School Grad to Olympian

Gymnast lives her dream in Rio

By/Par: Laurie Nealin

Graduating with honours from a public high school while climbing the ranks as a high-performance, globe-trotting athlete requires tremendous focus, self-discipline, work ethic and time management -- at school and in training.

Olympic artistic gymnast Isabela Onyshko has those qualities in spades. She also had a dedicated resource teacher in her corner who helped her navigate the academic lane on the road to Rio.

All photos by Jason Ransom, Courtesy Canadian Olympic Committee

Isabela Onyshko had a favour to ask as her graduation from Vincent Massey High School approached this past June. Could she slip into the alphabetical convocation queue -- somewhere around the Bs and Cs -- to receive her diploma and scholarships earlier in the day?

It wasn't that the honour roll student (with a 97.86 average) didn't want to participate in the four-hour ceremony, but there was the matter of the Rio Olympic Games to consider. Convocation just happened to coincide with Onyshko's departure for Gatineau, Quebec, where she would vie for a berth on Canada's Olympic gymnastics team. The national all-around champion also wanted to squeeze in training time before making the two-hour drive from her home in Brandon, Manitoba to Winnipeg, where she'd catch her flight to Ottawa.

As she had since Grade 9, Onyshko turned to resource teacher Courtney Forsyth for help in getting those disparate ducks in a row. One last time, Forsyth secured approval to accommodate the Olympic hopeful in their midst. In Gatineau, Onyshko took care of the rest.

The 18-year-old gymnast teared up when Olympic officials announced her selection to the team, realizing her long-held Olympic dream would come true in Rio de Janeiro. "We went to the trials knowing I was in a good position (to make the Olympic team) but it was still a shock, and it was like, 'Oh, my god, it actually happened,'" Onyshko recalled.





Des bancs d'école aux Jeux olympiques

Une gymnaste vit son rêve à Rio

Figurer au tableau d'honneur des diplômés du secondaire tout en s'élevant vers les podiums sportifs autour du monde exige une concentration à toute épreuve, de l'autodiscipline, une éthique rigoureuse et une aptitude à gérer son temps, à l'école comme à l'entraînement.

Isabela Onyshko, gymnaste artistique de calibre olympique, possède ces qualités en abondance. Son autre atout : une professeure titulaire dévouée, qui l'a aidée à naviguer vers Rio sans négliger la voie scolaire.

A

l'approche de la remise des diplômes à l'école secondaire Vincent-Massey, en juin dernier, Isabela Onyshko a demandé une faveur. Lui permettrait-on de sauter quelques rangs dans l'ordre alphabétique, disons jusqu'à B ou C, pour qu'elle puisse recevoir diplôme et bourses un peu plus tôt dans la journée?

Non pas que l'élève modèle (97,86 de moyenne) n'ait pas voulu profiter des quatre heures de la cérémonie, mais il lui fallait tenir compte des Jeux olympiques de Rio. Le hasard a voulu en effet que la remise des diplômes coïncide avec le départ d'Isabela pour Gatineau, au Québec, où elle devait se battre pour une place parmi l'équipe olympique canadienne de gymnastique. Notre championne nationale voulait également s'entraîner un peu avant les heures de route qui séparent la résidence familiale, à Brandon, au Manitoba, et Winnipeg, d'où elle s'envolerait pour Ottawa.

Comme elle le fait depuis sa 9^e année d'école, Isabela a demandé l'aide de Courtney Forsyth, sa professeure titulaire, pour favoriser l'alignement de toutes ces planètes. Une dernière fois, Mme Forsyth a obtenu pour elle l'autorisation qu'il fallait. À Gatineau, Isabela a veillé au reste.

La jeune gymnaste de 18 ans n'a pu endiguer ses larmes quand les autorités ont annoncé qu'elle ferait partie de l'équipe. Elle a compris que son rêve d'olympisme deviendrait réalité à Rio de Janeiro. « Nous sommes allés aux qualifications sachant que j'étais en bonne position [pour obtenir une place parmi l'équipe olympique], mais ça tout de même été un choc. Je me suis dit Mon Dieu! Ça y est! » se rappelle la jeune femme.

Under the Olympic rings

In August in Rio Olympic Arena, Onyshko shone as Canada's top performer in the gymnastics competition opener. Tasked to lead off her team's campaign, she nailed her routine on balance beam – that treacherous four-inch wide apparatus that can foil a jittery gymnast. "I was really nervous for that," Onyshko admitted in a phone chat from Brazil.

Still, she earned one of eight berths in the individual beam final and, with solid performances on uneven bars, floor and vault, landed in the prestigious individual all-around event. "It's been an amazing experience, but when you get on the floor and start competing, the Olympics hasn't been that terribly different than a world championship or Pan Am Games. "I felt a bit more nervous than at those meets, but comfortable," said the Olympian who, ultimately, finished eighth in the beam final and 18th in the all-around.

Her long-time coach Lorie Henderson described Onyshko's performance as "pretty darn good for a first Olympics," saying she "couldn't be prouder" of the athlete. The Games marked the second time Onyshko had competed in Rio. The Olympic test event last April gave her the chance to become familiar with the Olympic venue. Onyshko said she also "lucked out" being able to compete at two, major multi-sport events before competing under the Olympic rings.

The 2014 Commonwealth Games in Glasgow and 2015 Pan Am Games in Toronto gave her experience competing in front of large, loud crowds and on podium – the elevated platforms on which the apparatus are set. "The more competitions you do, the more you learn how to control nerves – how to harness them when you need them like when you're tumbling, how to keep them at bay when you're on balance beam," explained Onyshko. "The more relaxed I am going into competition, the more I approach it as trying to have fun."

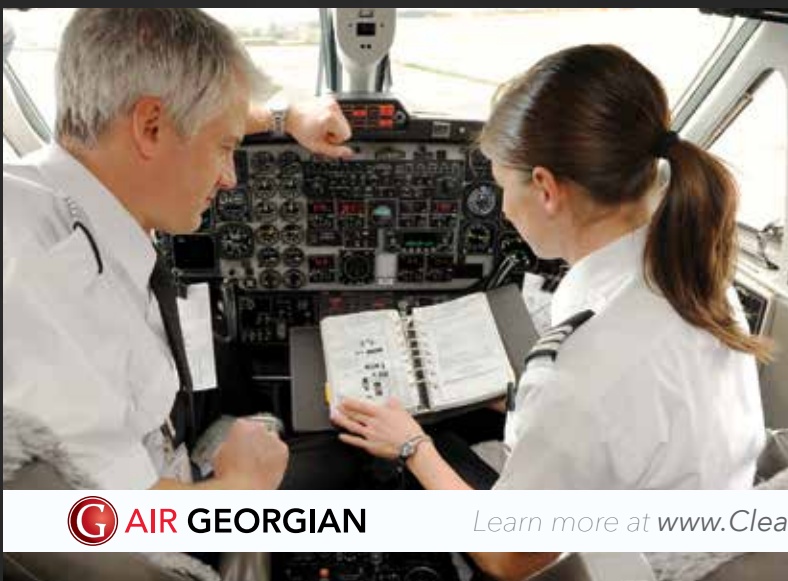
Sous les anneaux olympiques

Au stade olympique de Rio, en août, Isabela a brillé dès la première compétition, prenant la tête de l'équipe du Canada. Meneuse de la campagne canadienne, elle a maîtrisé son programme sur la poutre, ce traître appareil de dix centimètres de large qui peut ruiner les plans d'une gymnaste trop fébrile. « J'étais nerveuse », a admis Isabela au cours d'une conversation téléphonique depuis le Brésil.

Elle a pourtant gagné l'une des huit places de la finale individuelle à la poutre et, grâce à une solide performance aux barres asymétriques, au sol et sur la plateforme de saut, elle a pu participer au prestigieux concours général individuel. « C'est une expérience sans pareille, mais quand vous arrivez au stade et que la compétition commence, les Jeux olympiques ne paraissent pas vraiment différents d'un championnat du monde ou des Jeux panaméricains. « Je me sentais un peu plus nerveuse, mais tout de même à l'aise », assure l'olympienne qui, au total, a terminé 8e à la finale sur la poutre et 18e au total.

Lorie Henderson, son entraîneuse de longue date, est formelle : elle ne pouvait pas être plus fière de cette « performance sacrément bonne pour une première participation aux Olympiques ». Les Jeux représentaient un second voyage à Rio pour Isabela. Les essais d'avril dernier lui avaient permis de se familiariser avec les lieux. L'athlète dit avoir eu la chance énorme de participer à deux grandes rencontres multisports avant de se retrouver sous les anneaux olympiques.

En effet, les Jeux du Commonwealth de 2014, à Glasgow, et les Jeux panaméricains de 2015, à Toronto, lui ont donné un aperçu des concours sur estrade (les plateformes où sont disposés les agrès), devant un public nombreux et bruyant. « Plus vous faites de compétitions et plus vous apprenez à maîtriser vos nerfs : à en tirer parti quand vous alignez les culbutes et à les faire taire quand vous êtes sur la poutre », explique-t-elle. « Plus je suis détendue quand j'aborde une compétition, plus j'essaie d'avoir du plaisir. »



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“The more competitions you do, the more you learn how to control nerves -- how to harness them when you need them like when you’re tumbling, how to keep them at bay when you’re on balance beam,” explained Onyshko. “The more relaxed I am going into competition, the more I approach it as trying to have fun.”

It takes a village

None of the staff at Vincent Massey realized that Onyshko was on the fast track to becoming an elite, international athlete when she enrolled in Grade 9. Nor did they know all that she would require of them and of herself on her journey towards Rio 2016. “I think they realized after Grade 10,” chuckled Onyshko, whose summer holidays that year included competing at the Commonwealth Games in Scotland. “Gymnastics isn’t a very big sport in Brandon so, at first, they probably thought I was doing it more recreationally or for fun. But, my teachers were never not supportive. If I missed, they gave me the homework, or if I was late because of morning conditioning, they understood.”

Forsyth offered, “It was a revelation for all of us -- teachers, resource teachers and admin -- at how high a level she was competing. It was like, ‘Holy cow! This kid is amazing; she’s a world gymnast.’” Isabela’s very modest, so unless you follow her name on Twitter or Instagram you don’t hear of all the wonderful things she’s doing.”

The Grade 9 and 10 resource teacher developed such a strong relationship with Onyshko at the outset that permission was given for her to continue assisting when the guidance counsellor assigned to her left the school. Forsyth helped the student-athlete tailor her core subject schedule so she could train 30 to 35 hours weekly -- both mornings and in late afternoon. “She always wanted to take the highest math, science and English courses,” Forsyth said. “In Grade 9, she was able to fast track some of her courses and then it was a matter of planning for her credits because she couldn’t take as many in a year.”

The school’s alternative programming -- a self-directed learning course -- allowed Onyshko to accumulate elective credits she didn’t have time to earn at school. “It was a definite learning curve for us as we went along. Communication with parents, the student and teachers is important,” Forsyth noted. Onyshko’s mom Paula Moreira attended all parent-teacher interviews to make sure everyone was on the same page. “I thought there was a need to communicate what was happening with Isabela and what her sport required her to do, and the time away required. The teachers were all very good and supportive and did whatever was needed to support her,” Moreira said. “Courtney Forsyth was so incredibly open and supportive of Isabela right off the bat. It was really quite amazing.”

Il faut tout un village

Personne, à Vincent Massey, n’a pressenti qu’Isabela allait si rapidement devenir une athlète digne de l’élite internationale quand elle s’est inscrite, en 9e année. Et personne ne savait tout ce qu’elle allait exiger d’eux et d’elle-même, sur la route de Rio 2016. « Je pense qu’ils ont compris après la 10e année », rigole la championne, dont les vacances d’été cette année-là comprenaient un passage aux Jeux du Commonwealth, en Écosse. « Comme la gymnastique est très populaire, à Brandon, ils ont dû penser d’abord que je le faisais pour le plaisir. Mais mes professeurs n’ont jamais tenté de me décourager. Quand je m’absentais, ils me donnaient les devoirs à faire et si j’étais en retard à cause de mon entraînement matinal, ils comprenaient. »

Courtney Forsyth se rappelle : « C’a été une révélation pour nous tous, enseignants, titulaire et administrateurs, de voir à quel niveau elle en était. On s’est dit “Sacrébleu! Cette fille est fantastique! C’est une gymnaste de calibre mondial! » « Mais Isabela est très modeste et à moins de la suivre sur Twitter ou Instagram, vous ne saurez rien de toutes ces choses merveilleuses qu’elle fait. »

Dès le départ, l’enseignante titulaire de la 9e et de la 10e années a développé une relation si étroite avec son élève qu’elle a obtenu l’autorisation de continuer à l’aider quand la conseillère d’orientation a quitté l’école. Mme Forsyth a aidé la jeune athlète à aménager l’horaire des matières de base de sorte qu’elle puisse s’entraîner de 30 à 35 heures par semaine, le matin et en fin

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“It was a revelation for all of us -- teachers, resource teachers and admin -- at how high a level she was competing. It was like, ‘Holy cow! This kid is amazing; she’s a world gymnast.’”

High-school globetrotter

Moreira noted that although her daughter is an exceptional student, eventually she was missing about half the school year with travel for training and competition. There were World Cups in Qatar, Croatia and Slovenia, meets in France and the U.S., camps in Italy and Japan, world championships in China and Scotland, national meets in various Canadian cities and the test event in Brazil. “We knew about Isabela’s lengthy absences in advance and did some pre-teaching,” Forsyth said. “We also had to be flexible in her programming and her assessments to make it work for her and the school. Sometimes she had to write exams early. “She didn’t ask for special treatment, so you go the extra mile because she is studying her butt off.”

Because Onyshko wanted to continue her high-end sciences and math, Forsyth worked with teachers to make that possible. They provided notes and assignments to email to her in whatever country she happened to be competing, and made adaptations for labs so she could learn the material when she was home.

d’après-midi. « Elle voulait toujours suivre les cours de mathématique, de science et d’anglais enrichis. En 9e année, elle a pu suivre un programme accéléré. Ensuite, c’est devenu une question de planification parce qu’elle ne pouvait plus viser autant de crédits en une année. »

Le programme adapté offert à Vincent-Massey, fondé sur l’apprentissage autonome, a permis à Isabela d’obtenir les crédits des cours facultatifs qu’elle n’avait pas le temps de suivre à l’école. « C’était de toute évidence une courbe d’apprentissage pour nous. La communication avec les parents, l’élève et les enseignants est importante », souligne Mme Forsyth. Paula Moreira, la mère de l’athlète, a participé à toutes les rencontres parents-enseignants pour s’assurer que tout le monde était sur la même longueur d’onde.

« J’estimais qu’il fallait faire savoir ce qui se passait et ce que le sport exigeait d’Isabela, y compris les heures d’absence. Les enseignants étaient tous très bons et encourageants. Ils ont fait ce qu’il fallait pour l’aider », assure Mme Moreira. « Courtney Forsyth a fait preuve d’une remarquable ouverture d’esprit. Son aide a été précieuse pour Isabela, dès le départ. C’était vraiment extraordinaire. »

Une globetrotteuse du secondaire

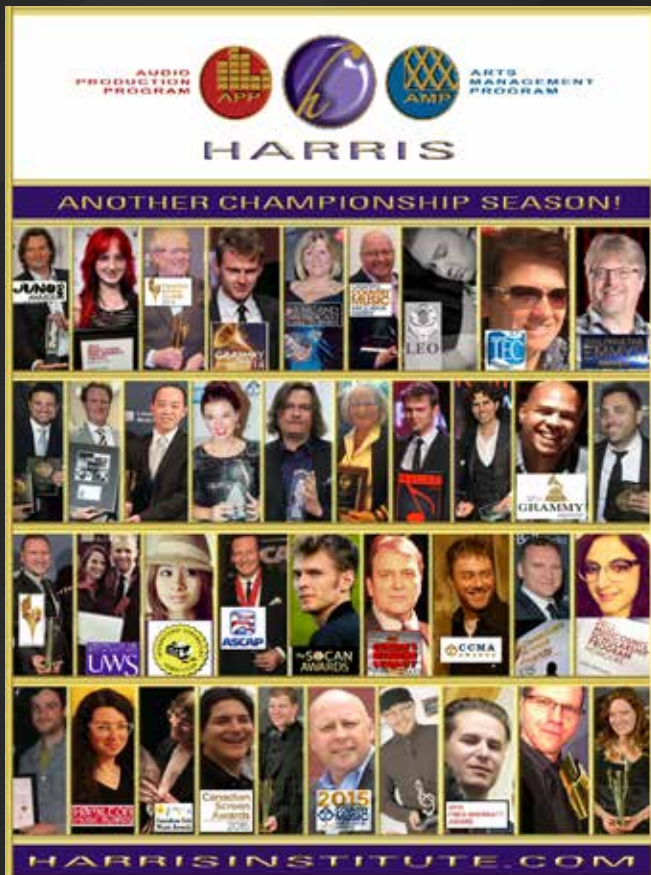
Mme Moreira souligne que bien que sa fille soit une élève d’exception, elle a tout de même manqué la moitié de ses années scolaires à cause des déplacements pour l’entraînement et les compétitions.

Il y a eu des coupes du monde au Qatar, en Croatie et en Slovénie, des compétitions en France et aux États Unis, des camps d’entraînement en Italie et au Japon, des championnats du monde en Chine et en Écosse, des rencontres pancanadiennes dans différentes villes du pays et les essais au Brésil. « Nous étions prévenus des absences les plus longues et nous lui enseignions un peu de matière à l’avance. Nous avons dû programmer les cours et les évaluations de manière assez souple pour que tout fonctionne, pour elle comme pour l’école. Parfois, elle faisait les examens avant les autres. « Elle ne demandait jamais de traitement de faveur, mais on n’hésitait pas à faire des efforts particuliers parce qu’elle étudiait vraiment au max. »

Isabela tenait toutefois à continuer dans la voie des sciences et des mathématiques enrichies et Courtney Forsyth a pris entente avec les enseignants pour que ce soit possible. Ses collègues fournissaient les notes et lui décrivaient les travaux par courriel dans tous les pays où la jeune fille était en compétition, en plus d’adapter les laboratoires pour qu’elle puisse apprendre quand elle était chez elle.

Isabela se souvient : « Mme Forsyth a réduit mon stress. Je savais qu’elle serait là pour m’aider à résoudre tous les problèmes avec les enseignants, tous les contretemps qui pourraient survenir en route. « Les athlètes, et en particulier les gymnastes, ont beaucoup de stress, mais son travail en a éliminé une part, ce qui m’a vraiment aidée. »

Fait étrange, la plus grosse difficulté scolaire a été, pour Isabela, d’obtenir les crédits d’éducation physique obligatoires, sans



Onyshko recalled, “Ms Forsyth took an element of stress off my shoulders. I knew she would be there to help with any problems, with the teachers, any hiccups that I encountered along the way. “As an athlete, especially with gymnastics, you have a lot of mental stress so that took one aspect of the stress away which was really helpful.”

lesquels les autorités manitobaines ne délivrent pas le diplôme d'études secondaires. Il a fallu démontrer par écrit que son entraînement en gymnastique et les activités connexes, y compris les séances de psychologie sportive et l'étude du code antidopage et des drogues interdites étaient suffisants au regard des critères du cours sur l'éducation physique et la santé. Courtney Forsyth,

An Olympian's advice

Isabela Onyshko offers this advice to high school educators who find an Olympic-stream athlete in their midst:

- Support the athlete from the outset
- Keep lines of communication open
- Accommodate scheduling to allow for training time
- Understand that their absences are legitimate
- Qualify their training activities for phys ed course credit(s)
- Publically celebrate competitive achievements (an elite athlete's success can inspire fellow students)

Conseils d'une olympienne

Quelques conseils d'Isabela Onyshko aux enseignants du secondaire qui ont un athlète olympique dans leur classe :

- encourager l'athlète dès le départ;
- favoriser la communication;
- adapter l'horaire en fonction du temps d'entraînement;
- comprendre les absences légitimes;
- considérer l'entraînement comme valide en vue des crédits d'éducation physique;
- souligner publiquement les résultats de compétitions (le succès d'un athlète d'élite peut inspirer d'autres élèves).

La Cite

Ironically, the biggest education stumbling block for Onyshko was the mandatory physical education credits required for graduation in Manitoba. Written evidence had to be submitted to prove that her gymnastics training and related activities, including her sports psychology sessions and studies of the anti-doping code and prohibited drugs, were sufficient for the phys-ed/health course credits. Forsyth, Gymnastics Canada, Moreira, Onyshko, her coaches and sports psychologist expended considerable time and effort compiling the documentation. Credits were granted in the end, but it was a frustrating process, Moreira said.

Up next

After the Games, Onyshko planned to take some time off, "to heal the little aches and pains" and enjoy a family trip to Portugal to visit relatives. She'll enter Brandon University this fall, but will heed fellow Olympic gymnast Ellie Black's advice not to over-extend herself given the on-going demands of her full-time job as Olympic athlete. Onyshko intends to take "two courses at the most" in the Bachelor of Science program to start. Her next big gymnastics goal is to compete for Canada at the 2017 world championships in Montreal.

And then there's the 2018 Commonwealth Games in Australia and 2020 Olympics in Tokyo. "To hit another (four-year) cycle of Games would be nice because you'll approach it in a different way. I think it will be more fun and exciting; you'll know what to expect," Onyshko said. "I don't see a point in retiring now; there's still so much more to do." 🍁 csc

Gymnastique Canada, Paula Moreira, Isabela, ses entraîneurs et sa psychologue sportive ont déployé beaucoup de temps et d'efforts pour réunir ces documents. L'élève a finalement obtenu ses crédits, mais la démarche a été plutôt frustrante, rapporte Mme Moreira.

Et maintenant...

Après les Jeux olympiques, Isabela a prévu quelques jours de congé, « pour guérir les petits bobos » et profiter d'un voyage familial au Portugal auprès de la parenté européenne. Elle entre à l'Université de Brandon cet automne, mais compte suivre les conseils d'Ellie Black, elle aussi membre de l'équipe olympique, qui lui recommande de ne pas trop en faire : l'olympisme est un travail à temps plein et est très exigeant. Isabela ne suivra donc que deux cours du baccalauréat en sciences, pour commencer. Son prochain objectif d'importance, en gymnastique, est de représenter le Canada au Championnat du monde 2017, à Montréal.

Puis, il y aura les Jeux du Commonwealth en 2018, en Australie, et les Jeux olympiques de 2020, à Tokyo. « Ce serait bien de participer à un autre cycle olympique [de quatre ans], parce qu'on l'envisage alors d'une autre manière. Je pense que ce sera plus agréable et plus stimulant parce que je saurai à quoi m'attendre », dit Isabela. « Je ne vois pas pourquoi j'arrêteraï maintenant : il y a encore tant à faire. » 🍁 csc



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Rio 2016



Overcoming Anxiety and Depression;

A success story and a mental health strategy that teachers can deliver.

By Sean Dolan

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It seemed that the problem kept getting bigger each time the team met. Every month, the student success team would gather to share their concerns and, inevitably, yet another student (or two) would be showing signs of being so plagued with anxiety or depression that their academics were slipping. The team (comprised of the school's student success teacher, guidance counsellors, psychologist, social worker, child and youth worker, chaplain and administration) knew that something needed to be done. Eventually, they came to a consensus: create a dedicated class for students with mild to moderate symptoms of anxiety and depression and see if a concerted effort could get these students back on track. And that is exactly what the staff at Mississauga, Ontario's St. Joan of Arc Secondary School did in early 2016.

Let's be clear from the start: the St. Joan of Arc student success team was not targeting the 'non-attenders' – students so afflicted by anxiety and depression that they wouldn't leave their homes. Their target demographic was student's who found themselves overwhelmed when they were about to write a test or do a presentation. These were very capable kids who needed a little help to develop their coping skills and build their confidence.

So how did they do it? After the team identified the problem, the administration, under the leadership of school principal Sharon Goodland, made space for kids in the target group by creating a section during period two of second semester. Goodland brought with her a wealth of experience from her stint as the principal of an alternative education school that created Sanctuary, the Dufferin-Peel Catholic School Board's first education based mental health program. Sanctuary was designed for students with significant mental health issues. The program involved intensive support from board psychologists, social workers, and child youth workers. In essence, Sanctuary was able to put kids who were seriously off-track on course to earn their high school diploma.

Goodland knew that Sanctuary could not be re-created at St. Joan of Arc because the necessary supports were simply not available.

Instead she gave her staff the green light to pursue a program that would help the kids that they could help: students suffering from mild to moderate mental health struggles. So she got out of the way and let the student success team get to work.

The first item on the agenda was to find a teacher to run the class. In no time, the student success team recommended Suzana Penich. A veteran teacher and department head, Penich had the right stuff: a mixture of compassion, flexibility and pedagogical experience that would allow her to provide a safe space for students while delivering curriculum that would help students to earn credits toward the post-secondary destinations of their choice.

An early planning meeting led to some solid ideas in terms of the shape and form of the class. The administration would dedicate one of the morning classes to the target group. The form of delivery would be a combination of World Cultures (a course for university bound students), Anthropology, Sociology and Psychology (a course for college bound students) and credit recovery (for students who were looking to make up for credit deficits). The student success team agreed to cap the class at 15 students, knowing that the group needed to be small and that the teacher would be delivering at least three different curriculums.

“Sanctuary was designed for students with significant mental health issues. The program involved intensive support from board psychologists, social workers, and child youth workers. In essence, Sanctuary was able to put kids who were seriously off-track on course to earn their high school diploma.”

Next the guidance counsellors, working with the rest of the student success team, began recommending the class to certain students. Whoever had the best relationship with the student, recruited them for the class. It didn't take long to hit the target number of 15. With the students in place, and an enthusiastic team ready for innovation, St. Joan of Arc began delivering the program in February of 2016.

The team made their mandate clear from the start: the primary focus of the course was education. In no way was this class going to turn into group therapy or a place for students to gather to share their personal struggles. Instead the emphasis would be on delivering strategies that would help students overcome the obstacles that were impeding their progress. While Penich delivered the curriculum, the support staff came in and provided workshops. Child and Youth Worker Kevin Berthiaume did a workshop called Foods and Moods where students learned about the effects of a healthy (or unhealthy) diet on a person's emotional state. Psychologist Gia Pugliese delivered a workshop on anxiety and school performance, outlining strategies to help students deal with anxious states of mind that interfered with academics. St. Joan of Arc also recruited

teachers with certain gifts to help the class. Specifically, Eva Bruni, a science teacher and yoga instructor, provided ongoing yoga classes for the students in the school's dance studio. Her focus was on poses that promoted relaxation and the release of inner tension. While she was not surprised that the students enjoyed the practice of yoga, she was surprised that the students preferred silence to ongoing direction and music. They let her know – in the kindest of ways – that less was more. One empowering thought that proved to be a great takeaway for the students was the idea that “no one can take your breath away” – an important message for anyone struggling to find out what was within their personal control.

After one semester, the student success team felt that the group had made great strides. Overall, student attendance had improved while academic performance either improved mildly or stayed about the same. However, all staff associated with the program said the students felt more comfortable in their own skin. They were more engaged and less inclined to worry about the little things. Guidance Counsellors Dave Joly and Natalie Meier reported that the students in Penich's class were not coming into Guidance



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office as often for “emergency” visits. Child Youth Worker Kevin Berthiaume echoed this observation, saying that the students in the class, while far from being anxiety and depression free, were no longer coming to his office in crisis mode.

Overall, the St. Joan of Arc program catered to what educators do best: TEACHING. With a focus on education, this group of

professionals managed to capture some students who were about to slip through the cracks. At no time did they view their students as mental health “patients” because that would have been contrary to their skill set as educators. Instead they invited this unique cohort of students to continue to pursue their goals while providing them with the opportunity to discover the skills that would help them navigate through life’s unpredictability. 🌟csc

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School profile: St. Joan of Arc Secondary School

Location: Mississauga, Ontario

Student population: 1 100

Student Success Team: Student Success Teacher (chair), Administration, Guidance Counsellors, Special Education Department Head, Psychologist, Social Worker, Child Youth Worker, Chaplain.

Additional information provided by the St. Joan of Arc staff:

CYW Kevin Berthiaume’s recommended apps to help kids find a bit of calm in a hectic world:

Headspace

<https://www.headspace.com/>
a beginner’s guide to meditation.

Mood Gym


<https://moodgym.anu.edu.au>
helps students develop tools and strategies around coping and working through anxiety.

Anxiety Mind Shift

<https://www.anxietybc.com/resources/mindshift-app>
develop an understanding of how to relax and manage anxiety as well as positive ways of thinking with a special emphasis on self-talk.

Psychologist Gia Pugliese’s resource list for students:

Topic	Name/Link	Cost	Description
Anxiety	MindShift/iTunes	Free	Helps people learn how to relax and develop more helpful ways of thinking
Crisis Line Help	Always There/iTunes	Free	Connect to the Kids Help Phone and Live Chat and provide accurate information on health topics
Mindfulness/Meditation	Tactical Breather/iTunes	Free	4-count method of breathing designed to help create a relaxation response
Mindfulness/Meditation	Calm - Meditate, Sleep, Relax/iTunes	Free	Seven guided relaxation sessions from 2-30 minutes - Help with stress, increase calm, improve mood
Mood Trackers	Moody Me/iTunes	Free	Mood diary app to track moods, note what affects mood, record events, symptoms and treatments



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Walter Mustapich and Jim Crescenzo.

Man Up!

An Afterschool Program That Transforms Troubled Boys.

By Laurie Nealin

Helping boys grow up to be good men. It's what the Boys Club Network does. And now, with 12 successful years under their belts, the Vancouver-based educators who founded the program want to bring their winning formula to more high schools -- particularly in B.C., but also beyond.

Vice-principal Walter Mustapich and theatre and film teacher Jimmy Crescenzo launched the Boys Club Network, or BCN, in 2004. Reunited that year at the secondary school both had attended in their youth, the long-time friends fretted over the regression they were seeing among their male students compared to the girls. "We realized boys had fallen behind academically and socially, that too many were living according to the belief "it's cool to be a fool," Mustapich explains.

Knowing that adolescent boys have a much higher likelihood than girls to commit a crime, drop out of school and commit suicide, Mustapich and Crescenzo decided to act. A plan was hatched to develop a program for boys at risk of being lost to gangs, depression and suicide. In consultation with fellow staff, the men recruited 15 boys to attend weekly, after-school meetings and the Boys Club Network was born. "We were told that by Christmas the group would be half that size, but all 15 boys finished the year and, in subsequent years, all of them graduated," Mustapich says proudly.



BCN Steps for Syrian Refugees.

Moral compass

“Our mentorship program helps boys develop a moral compass. When they leave after a year or five years, they’ve heard enough stories and had enough conversations to be able to make the right choice in a tough situation. “Our formula is simple, but it works,” he adds. Meetings feature a guest speaker at least twice monthly, usually a man who has faced adversity in his own life but, by making some very challenging choices, became very successful -- not just financially but also morally, career- and community-wise.

BCN speakers include millionaires and billionaires, athletes, tradesmen, former gangsters and police officers -- many of whom were those boys in their youth. “Some of the speakers -- businesspeople who rose from modest backgrounds to become leaders in their fields -- are also bankrolling the organization,” Mustapich says. Only boys are allowed in the meetings, the exception being a female guest speaker. These strong women are slowly integrated into the agenda to counter media images and personal experiences that may have shaped the boys’ view of women. “Boys tend not to share feelings and experiences when a woman is in the room,” Mustapich says. “We want them to realize strong men can be vulnerable and also need to be good communicators, while still respecting their innate masculinity.” When there is no guest speaker discussions center on a theme, such as respect.

Good men

“Our big objective is to teach these boys how to become good men. How does a good man treat women, friends, family, community, each other? There are some basic core values that are universal. For whatever reason, they’re not hearing this at home or anywhere else. “We thought they might find this dopey but, no, they were like sponges!” Pizza or sandwiches are always served to start. The food settles the boys down so they’re ready to listen and learn. For some, it will be their only meal that day.

“People make the assumption that these are the ‘bad boys’ of the school, but they’re not. Many are good kids who, for whatever reason, are not connected in their school or community and experience anxiety and depression,” Mustapich says. Generally, boys who join the BCN program were not involved in sports and regular school clubs. Afterwards, more do get involved, even taking on leadership roles. Mustapich reports that 95% of BCN boys stay in school. Moms see changes at home. Their sons help out, stay out of trouble. BCN graduates have gone on to post-secondary education in the trades, music, science and law enforcement.

“Our mentorship program helps boys develop a moral compass. When they leave after a year or five years, they’ve heard enough stories and had enough conversations to be able to make the right choice in a tough situation.”


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Choices, not excuses

The Boys Club Network, a registered charitable foundation, has grown to 12 chapters in Lower Mainland and Fraser Valley high schools. Principals identify a man in the extended school family who would be an ideal candidate to lead the chapter – someone who can tolerate poor behaviour at times and isn't put off by lack of academic success. They are teachers, administrators and school social workers. "The (BCN) instructors tell us that working with these boys is the most fun they have all year because they feel they are making a difference, they're

changing lives," Mustapich says. "There are profound moments with our incredible speakers that resonate with these kids. You can see their eyes light up. Regardless of their socio-economics, cultural backgrounds and belief systems, at the end of the day, it's about that moral compass." Ultimately, the boys learn that there are no excuses for them not being successful; there are just choices. Whenever someone asks Mustapich, 'what are you doing for the girls,' he doesn't get defensive. Instead, he answers with assurance and conviction, "The Boys Club Network." ♣ csc

Learn more at <http://www.boysclubnetwork.com/>

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The Stage Play

A play entitled *Man Up!* is BCN's calling card. It's based on the stories of four troubled boys who gave the Boys Club Network its start. The cast includes former BCN members and professional actors. Some 18,000 people have seen the play. Thanks to BCN sponsors, tickets are free. "It's how we get people to understand what we're all about," Mustapich explains. "It inspires people to start a chapter, or creates understanding that we do have an issue with our adolescent boys, and that they are really falling behind."

He intends to bring *Man Up!* to Ottawa and perhaps Toronto in November, and welcomes enquiries from school counsellors, who will work with him and their school boards to make that happen.

To contact Walter Mustapich, email info@boysclubnetwork.com.



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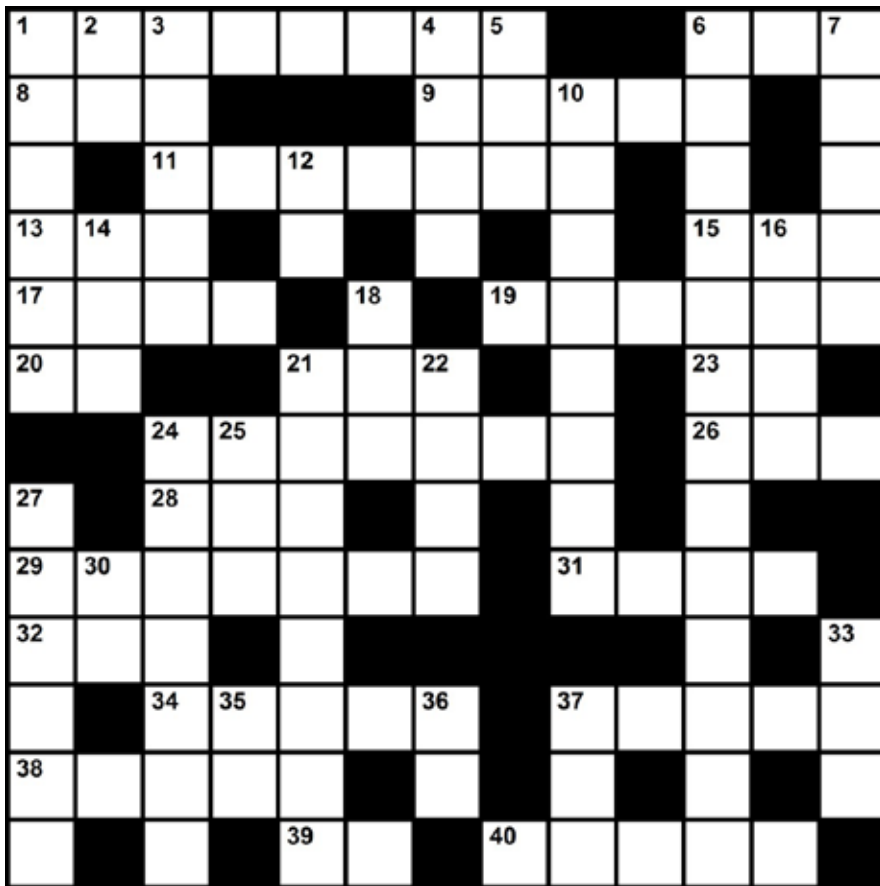
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CROSSWORD SOLUTIONS ON PAGE 42

Stitt Feld Handy Group

Across

- 1 Rush band frontman who promotes the value of music education, 2 words
- 6 Criticize often and too much
- 8 Take advantage of
- 9 Online invitation
- 11 Perplexing situation kids can often work out for themselves successfully
- 13 Part of a web address
- 15 Duffel, e.g.
- 17 Imitate in a way
- 19 Pressure
- 20 Yonge is one in Toronto
- 21 Short for dollar
- 23 Southeastern state in the US
- 24 Never making mistakes... an unreal ideal
- 26 Company going public
- 28 Letters after arc or lemon
- 29 Career position working with numbers and risk predictions
- 31 Canada's only national, multitrade and technology competition for students and apprentices. abbr.
- 32 Speed
- 34 Hangs around for something
- 37 Contest-judging group
- 38 Often it's better to allow kids to ___ how to solve their own problems
- 39 Approval

Down

- 1 Steers in the right direction
- 2 It is, in Spanish
- 3 Profundity
- 4 Electrical fishes
- 5 Sistine Chapel ceiling figure
- 6 Organization starting a program to provide services to at risk children in Toronto, 2 words
- 7 Violent groups, a dangerous influence in schools
- 10 Copies
- 12 Approve
- 14 Thanksgiving month, for short
- 16 "Right away!"
- 18 "Lord of the Rings" good guy
- 21 Imagining the future
- 22 Lean (on)
- 24 Route to a career
- 25 College e-mail address ending
- 27 Take a chance
- 30 Canadian news agency, for short
- 33 Big deer common in Canada
- 35 Accounts receivable, briefly
- 36 Therefore
- 37 For each one

a
PLACE
ON THE WAY

WE ARE ALL ON A JOURNEY TO
FIND OURSELVES, OUR PATH, OUR VOICE,
BUT SOMETIMES WE JUST NEED
A SAFE PLACE ON THE WAY.



IT DIDN'T TAKE ALLY
LONG TO REALIZE
SHE WOULDN'T WANT
TO BE ANYWHERE ELSE.

(Green)

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