

CANADIAN SCHOOL Counsellor

MAGAZINE

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Main Feature

40 Young Canadians Carving Out Rewarding Careers in the Skilled Trades

De jeunes Canadiens se bâtissent une carrière enrichissante grâce aux métiers spécialisés.

Also In This Issue

23 The United Kingdom: A guide for those considering post-secondary studies abroad

35 Teen Gambling Addictions: The convergence of gaming and gambling combined with ease of access is raising the odds of teen gambling problems - Part II of a two part series

Le jeu compulsif chez les ados :
La convergence des jeux vidéo et des jeux de hasard et leur facilité d'accès accentuent les risques de problèmes de jeu chez les ados. Dernière de deux parties.

51 Treating the Emotional Dysregulation Dilemma

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CSC-Q0317 - BACK TO SCHOOL**

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Departments

09 **Across Canada**

57 **Outreach**

60 **Counsellor's Crossword**

61 **A Place on the Way**



62 **Advertiser's Index**



19 Counsellor's Corner

Sometimes We Need a Win



33 Great Idea

How the Better Business Bureau's LIFT program is elevating awareness of the importance of personal ethics to teens

Science beyond the classroom



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- Experiential and work-integrated learning to develop soft skills
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For more information on Cannexus and to register, visit www.cannexus.ca.

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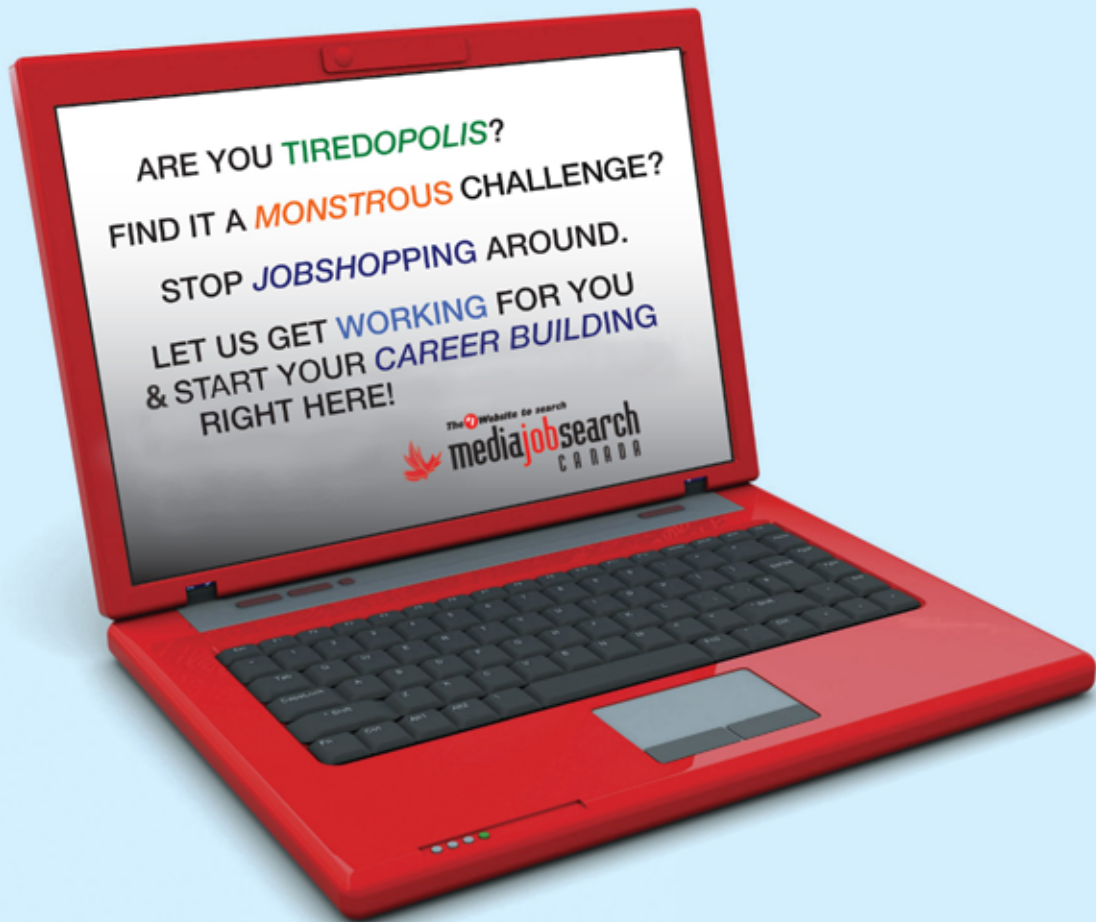
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Jewish and Arab Youth Find Common Ground at Canadian Summer Camp

By Ari Blaff - Courtesy of The Canadian Jewish News: cjnews.com

Twenty Israeli teenagers – half Jewish and half Arab – recently came to Canada to learn more about one another. Hosted by Camp Shomria in Perth, Ont., the teenagers are the latest group to participate in Heart to Heart, a program designed to encourage the building of mutual understanding between the often-conflicting communities. Heart to Heart began in 2011 and was built on the basis of “children teaching children,” said its founder, Yaniv Sagee. During their two-and-a-half week stay in Canada, the teenagers joined in a dialogue about competing historical narratives, power dynamics and politics.

One of the more contentious discussions revolved around the Israeli anthem, Hatikvah, because of its overtly Hebraic symbolism and yearning for Jewish self-determination, which does not resonate with Arab-Israeli youth. “There was always an issue with the Israeli anthem,” Sagee said. While the Arab students normally stood quietly and respected the anthem, recently the group split on the issue. “The Arabs said it did not reflect them, while Jews said it did.” So the teenagers took the initiative to collaborate on another anthem, one that is more inclusive and reflective of the experiences of Israel’s non-Jewish minority. Nonetheless, Sagee stressed that this was not an attempt to erase Israeli history, or to be iconoclastic. “It was not a replacement for the Hatikvah, but merely an addition,” he said.

Sagee noted that the program is gaining in credibility. This year, for instance, two of the Arab-Israeli girls participating are daughters of Israeli mayors. One is Mursi Abu Mokh of Baqa al-Gharbiyye, the other is Hassan Atamne of Kfar Kara. Sagee’s daughter, Matar, is also part of the program. Sagee intentionally chose Canada to host the summer program and serve as the backdrop for such encounters. “Canada has a good background for learning about majority-minority relationships,” he said,




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adding that Israelis could also learn much about how “diverse societies operate.”

Over the next few years, Sagee hopes to achieve a working relationship with the

Israeli government and design a state-level program aimed at building a shared society, because he believes that, “What the children go through, Israelis should go through.” 

“Heart to Heart is a program designed to encourage the building of mutual understanding between the often-conflicting communities.”



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Igniting Faith: FacetoFace Ministries Programs Reach Out to Catholic Youth

by Darlene Polachic



Jon Courchene - executive director

Jon Courchene and his team ministered to 27,000 Catholic youth last year. Courchene is executive director of FacetoFace Ministries, a ministry that reaches out to Catholic youth across Western Canada.

The ministry had its beginnings in 1999 when a parish youth minister, Ken Yasinski, organized a weekend retreat at St. Walburg, SK. The retreat went well and Yasinski was invited to hold similar retreats in other locations. By 2003, he was doing it fulltime as FacetoFace Ministries.

Courchene first heard about the organization when his parents urged him to attend a FacetoFace retreat.

"I brushed them off," he says, "but in 2005 I became a parish minister and learned that a FacetoFace retreat was booked for my area. I saw immediately it was a legitimate ministry the Lord was using. I was very impressed with the team that led it, and the retreat which really kick-started our youth group."

When Courchene returned to Saskatoon in 2007, he began volunteering with FacetoFace while attending the U of S. He became its executive director in the fall of 2012.

The ministry has always been based out of Saskatoon. In 2006, it received registered charity status, and the following year began branching out with more programs.

One popular program is Ignite Summer Camp which is held for a week each summer in Bruno at St. Therese Institute of Faith and Mission. About 100 youth come together for the camp that includes three teaching sessions a day along with large group games and prayer.

"Ignite is a chance for youth to grow in their faith," Courchene says. "Everything we do goes back to our vision: that all people would encounter Christ and embrace the call to be saints. Our mission is to live and proclaim the fullness of the Catholic faith."

"How do we facilitate this? God is always reaching out to us, and we have the opportunity to respond. We try to 'prime the pump,' so to speak, by getting kids ready

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for the encounter, then staying out of the way and letting God do the work."

The three daily sessions involve praise and worship, hearing a testimony from a volunteer team member and teaching from a guest speaker, plus involvement in small groups to discuss and unpack it all.

Courchene says the week also provides plenty of time for fellowship. "We want youth to connect and grow and see that there's a bigger church out there than their local community. Often the highlight of the weekend is Eucharistic Adoration which involves sitting in silence with the Lord. We do a good job of explaining it."

FacetoFace still holds weekend youth retreats, but one of the biggest aspects of the ministry, and the one that keeps staff and volunteers busiest, is school retreats. The team does 80-plus school retreats across Western Canada each year for elementary, junior high and high school students.

Often, Courchene says, they are repeat visits. "A Catholic school division will book us for a whole week and assign us to various schools. In large divisions, we may go to half the schools one year and the other half the next."

In elementary schools, retreats start with a large group assembly at the beginning of the day, then break into different age grouped activities, followed by an assembly at the end of the day.

Each year, the ministry chooses a different theme "to get the message across" and gears the talks, games and music to the theme. Last year's theme was 'The Moment!'

FacetoFace also runs a bus trip pilgrimage to the U.S. each year. Students go to Steubenville, Ohio, to a weekend conference run by the Franciscan University of Steubenville. Two thousand Catholic youth hear top speakers and great bands. They also do mission work in soup kitchens or elsewhere to serve people in need.

The biggest event of the year for FacetoFace is the United Conference which is held in Saskatoon in November. This is a youth conference with an adult track. It draws

about 350 people. "The conference is youth-focused, but we had so many parents saying, 'My kid's been transformed. How can I get that, too?' that we've opened it to adults," Courchene says.

Besides four fulltime staff, FacetoFace typically employs two summer students to help facilitate the summer program.

"Plus, we have a whole bunch of amazing volunteers. An Ignite Camp, for instance, will involve as many as 35 young adults volunteering their time to make a difference

in someone else's life. Most are former campers who want to give back."

Funding for FacetoFace comes from individuals and a monthly donor base which supplements what isn't raised through event registration. Courchene says donor giving makes the program affordable for all parishes and schools. **CSC**

For more information about FacetoFace, visit www.f2f.ca.

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Camp Aims to Recruit Indigenous Youth to Jobs in Health Care

By Gary Moore - Courtesy of CBC News

Indigenous youth from all over the province came to Corner Brook to learn about careers in the medical field and how to get the education they need to work in those jobs.

Program director Dr. Carolyn Sturge Sparkes said the week-long Healers of Tomorrow camp is for youth between 14 and 19 and is designed to give them a look at a wide range of health-care jobs.

"We needed to outreach into the communities more deeply to younger students," says Sturge Sparkes, who said the camp is a spinoff of the Aboriginal health initiative at Memorial University's faculty of medicine. "Unless we get them into university, we're not going to get them into the professional schools."

It's the second time the camp has been offered — the first was held for 11 students in 2015. This year 22 students are taking part and some have come from remote parts of the province, including the coast of Labrador.

Sturge Sparkes said that was one reason for hosting the camp in Corner Brook. "I think the [students] feel more comfortable being here in this community, than in a bigger setting."

Wide Range of Medical Careers

The camp touches on a wide range of health-care professions with short sessions taught by facilitators working in the field. The week also has sessions about well-being and Aboriginal culture taught by elders and healers.

For 14-year-old Cassidy Lambert of Conne River, the week has been full of possibilities. "I like the fact of being able to help people and to be able to change people and the world in general," said Lambert who is interested in pursuing a health-care career. "It's very interesting to see — somewhat — the behind the scenes of how doctors get to where they are now, and people getting to choose their paths."

Robert Kavanagh of St. John's is excited to be taking part in the camp. He's just finished



Photo courtesy of CBC news



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Sturge Sparkes says out of the 11 students from the first camp in 2015, four are currently studying nursing. "I think that's a pretty good batting average," she said, adding that she hopes to see a similar number of recruits from this session. 🍁 CSC

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Jobs to Pay for University: New program looks to break cycle of youth poverty in Saint John

Program aims to connect Saint John students to employers, building networks

By Joseph Tunney - Courtesy of CBC News

A Saint John organization is trying to break the circle of poverty for youth in the city's old north end by connecting them to employers and saving money for their education at the same time. "We respond to what our community asks for," said Barry Galloway, director for ONE Change, a non-profit aimed at improving the city's north end. "And our youth have been talking to us quite a bit about 'we need to earn money for our education.'"

10 Employers, 10 Internships

The organization is looking for 10 employers willing to take on one youth each in the community, said Galloway. ONE change wants them to create an internship lasting 20 weeks and 200 hours, to take place during the next school year.

The employer would also create a tax-deductible bursary fund for \$2,500 in the student's name, to be kept safe by the Greater Saint John Community Foundation. The students would access the bursary after

they graduate, and can only use it toward their post-secondary education, he said.

Galloway added that youth are welcome to sign up for the program more than once,

and work with a different employer each year. This could help them "be exposed to different types of careers," he said. "Not only will they get to do a work at a site a couple hours a day - if the employer is

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doing any staff training, having any staff event, anything like that, they're going to include these kids in that."

Mother and Son Grateful

Ward 2 in Saint John, which includes the north end, has a child poverty rate of 76%. 43% of families living in the area are single parents. Only 50% of students here complete high school in four years, and the region has an unemployment rate of 51%.

Caleb Murphy, a soon-to-be Grade 11 student, already volunteers at the community centre run by ONE Change. When he told his mother, Carla Murphy, that he was selected for the work program, she reacted very emotional, he said. "I brought her in to talk to Barry," he said. "I knew she would be excited about it. I think she almost cried."

Carla Murphy said going to university was never beyond reach for her youngest son. But the two had a difficult relationship in

the last few years, and they both needed this, she said. "It's just nice to see," the single mother of three said. "I tried to give him that: 'See Caleb, be proud of yourself. ... someone noticed you Caleb. It was you.'"

Connections Needed

Galloway said students in other parts of the city often find their first jobs through family or friends. "Those natural networks that you would typically find in more affluent neighbourhoods don't exist here," he said. "There aren't a lot of jobs here or people who can put in a good word for you."

Galloway said he never heard about a similar program as the one ONE Change is trying to start. He also hopes to bring more employers on board in the future. And while the centre focuses on the old north end, it won't turn anyone away looking to take advantage of the program's services, he said. "I will be honest," he said. "If I have more than 10 employers come forward, I will find a way to make this work." **✳ CSC**

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Sometimes We Need a Win

By Sean Dolan



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All of our careers follow an ebb and a flow. Some years are good and some years are not so good. In the end, we need to avoid getting too attached to the good years and not feel too beat down by the bad years. It's the bad years that pose the greatest challenge and, as we get deeper into our careers, the bounce back becomes much more difficult. Sometimes we just need a win or two to get us back on our feet.

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I've got three students on my mind as I get ready for another school year. They could be three stories that wind up in the win column.

The first student crossed my path when she was in Grade 9. We had to deal with a few challenges related to her course load and the college program destination she hoped to follow. Early on, her performance was not lining up with her goals. Things were kind of sputtering along and then, suddenly, her home life fell apart. She found herself living with a relative in another city at the start of the next school year. She returned to us at the beginning of second semester and we put a plan in place as she transitioned back to life at home. She really kept the family struggle to herself with the odd visit to the Child Youth Worker serving to introduce some stability to the situation. However, at school, we were in trouble: down nearly an entire school year, we needed to make up for lost credits and transition to the college destination pathway. The objective was to help her graduate on time with her peers. I have to say that I had my doubts when we put the plan in place but, by the end of Grade 11, this young lady defied the odds and has put herself in a position not only to graduate, but to also get into a fairly competitive college program. This one feels like a win already but I am going to hold off celebrating until she gets her diploma.

The second student poses a bit more of a challenge. This young man came to our school last year and, despite the best efforts of his parents and the school staff, could not bring himself to attend regular classes. We wound up delivering credits to him in our alternative education classroom on a reduced timetable. It turns out that this student had been experiencing school anxiety through his middle school years and was quite terrified about entering a classroom. This anxiety materialized in the form of illnesses (mostly head and stomach aches) and, eventually, non-attendance. While his parents sought out help with a few health care professionals, no one could really figure out why he wouldn't/couldn't go to class. Our team is going to work with this student again this year but, if he refuses to go to the classes that we offer him, we are going to have to send him to an alternative education school so that he can earn credits and get back on track to graduate. My hope is that this student will break through the barriers that are impeding his progress and he will be victory number two for the coming school year.

The third student I have in mind for a win is an elite athlete who is trying to balance a rigorous training schedule with a challenging school workload. We have done our level best to modify this student's timetable as best we can but the overall plan is very ambitious. She has plenty of family support and the teachers on our staff are quite accommodating so these are two factors in her favour. However, we are not an "elite

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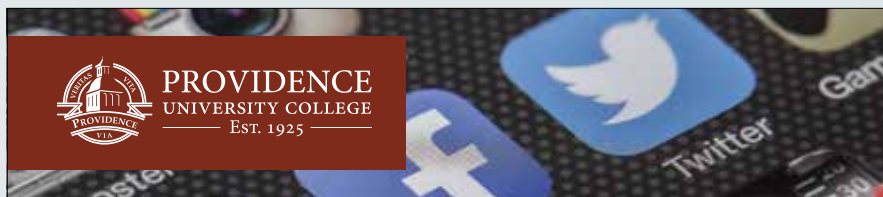
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sports school” so we are trying to help an elite athlete achieve her goals while working within the existing structure of a regular school. This sometimes creates challenges when the family asks for something that our school structure is not really equipped to provide. However, I have to say, the conversations between myself and this young lady’s family have led to some pretty creative ways to keep the credit count on track without resorting to anything too out of the ordinary. It has also forced me out of a rigid this-is-the-way-things-are-done stance when it comes to serving the needs of a student who is just trying to see how good she can be in the sport that she loves.

So, there you have it: three students and three potential wins. No doubt there will be a few losses this year but, in my opinion, these three are winnable. I am coming off a discouraging year on the job. My eyes have been opened to things I didn’t want to see. I am definitely on an “ebb” going out to sea and trying to “flow” back to land. If these students can pull through, they just might be the wins that I need to bounce back. Who will your “wins” be? 



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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.

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Across the Pond

The UK offers students the perfect blend of a world leading education and a life enhancing experience.

By Donna Billey

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As defined by the Oxford Dictionaries, the United Kingdom (proper noun), is: A country of western Europe consisting of England, Wales, Scotland and Northern Ireland; *population*: 64,700,000 (estimated 2015); *capital*: London; *full name*: United Kingdom of Great Britain and Northern Ireland.

To most Canadian travellers, the United Kingdom is familiarly known as the birthplace of The Beatles, recognized for famous landmarks and attractions such as Big Ben, Edinburgh Castle, Stonehedge and Piccadilly Circus [to name but a few], home to the Royal Family and such century old universities such as Oxford and Cambridge. To Canadian high school students seeking to study abroad, however, the UK is full of intrigue and opportunity.

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University of Essex

*In fact, most recently the **UK** has become one of the **most popular destinations** for **study** around the world.*



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As an English-speaking nation, it offers some of the world's most renowned institutions that provide Canadian students with flexibility and options that many other English-speaking countries, don't. International students have always been an important presence in the UK (welcoming over 400,000 higher education students each year) and the number of students continues to increase as it now ranks second in popularity for international students behind the United States. As a great option offering English-language instruction, the recruitment efforts of the UK schools are creating awareness in Canada that they hope to capitalize on.

Referred to as the gateway to Europe, low cost airlines and infrastructure additions make access to other European countries quick and convenient – within a few hours by train or plane.

As a multi-cultural society, the UK welcomes new cultures and traditions, which is part of what allows for a smooth transition for Canadian students and others from around the world.

Quality and Class

Holding several of the spots in the top ten of the World University Rankings, universities in the UK have a reputation for developing a skillset many employers seek. While receiving worldwide recognition, students holding degrees from UK schools stand out and are in demand.

In addition to attending lectures, students receive enhanced learning through seminars and discussions, which allow for development of critical thinking, creativity and confidence. While benefitting from these academic practices at many of the UK's most famous universities, students also have access to their world-class research facilities.

The Application Process

Once they have done the research and decided on which UK university they'd like to attend, they will have to make sure they meet the entry requirements. Most undergraduate courses will consider applications from students with a [Canadian] high school diploma with an average of 80% in at least five acceptable Grade 12 courses. However, these requirements will vary depending on the province in which the student has graduated from. Below are some examples:

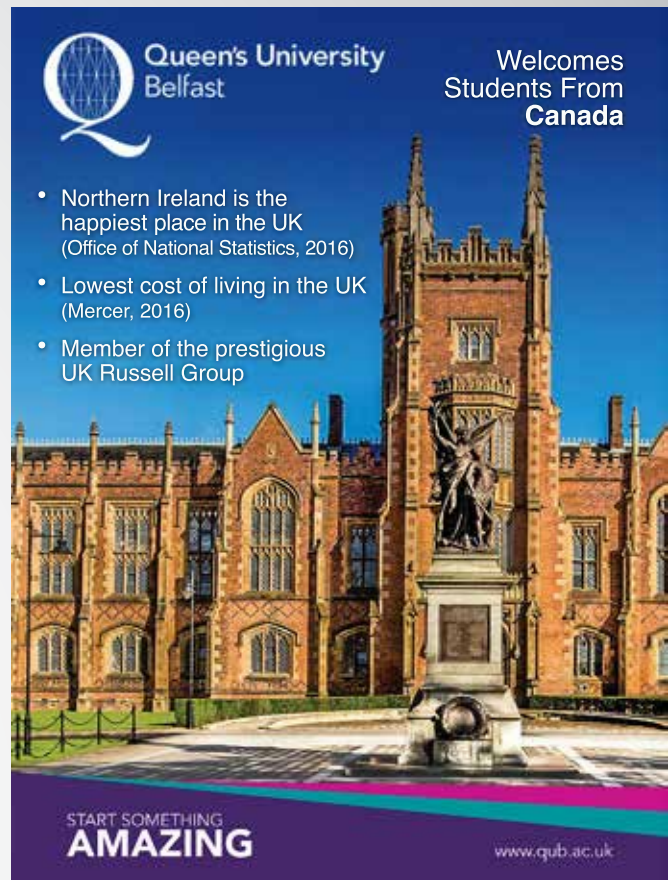
Alberta: General High School Diploma with a minimum of 80 – 90% in five acceptable Grade 12 courses

British Columbia: Senior Secondary Graduation Diploma with at least five B's in acceptable subjects

Manitoba: High School Graduation Diploma with five credits at the 300 level in at least four subject areas [average greater than 75% each]

Ontario: Minimum of 80% in six Grade 12 courses; at least five of which must be University Preparatory Courses (4U) with the sixth perhaps a University/College Preparation Course (4M)

More specifics about provincial requirements can be found on the individual university websites as well as requirements for faculties that have their own specific requirements [such as Law or Medicine for example]. Because many of these requirements are unique, planning well advance is great advice to share with the students. Once the university and course have been decided, all students register and apply through Universities and Colleges Admissions Service (UCAS).¹



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Some students, however, who are not completely certain of their commitment to study abroad, elect to enroll in a shorter course to “test the waters” across the pond. In this instance, if the course is less than six months, students do not require a Student Visa; only appropriate travel documents to cross the border must be presented. If students choose the shorter-term courses, they may arrive up to one week within the start date.



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Show Me the Money

While studying in the UK (as is the case in many countries), students will be asked to provide proof of financial support. To understand how much a student's living expenses will be while attending school is the million-dollar question, however. Because of its diversity, the cost of living varies significantly from north to south – and living in a major southern centre such as London for example, can prove to very costly as opposed to other parts of the country. To make the most informed decision, have them take the time to extensively research the availability of accommodations and transportation in the area – this information will provide them with the facts to ensure their financial means are sufficiently realistic.

Many UK schools will offer international students financial aid to perspective students; it's a good idea for your students to include a request for such information at the time that they request the application form. Some schools may also provide an opportunity for an exchange student program between Canada and the UK and this too can reduce the costs associated with the international tuition.

Understanding that there are scholarships, grants, and loans for Canadian students studying in the UK to access and apply for doesn't necessarily mean they'll qualify for them. Some scholarship eligibility will have testing score requirements, and others are dictated based on the citizenship of the country the student is from. There are a wide variety of resources for students to utilize when researching scholarships – many will have online access that will ask for an individual account to be created before the search can begin. But, it is important to note that

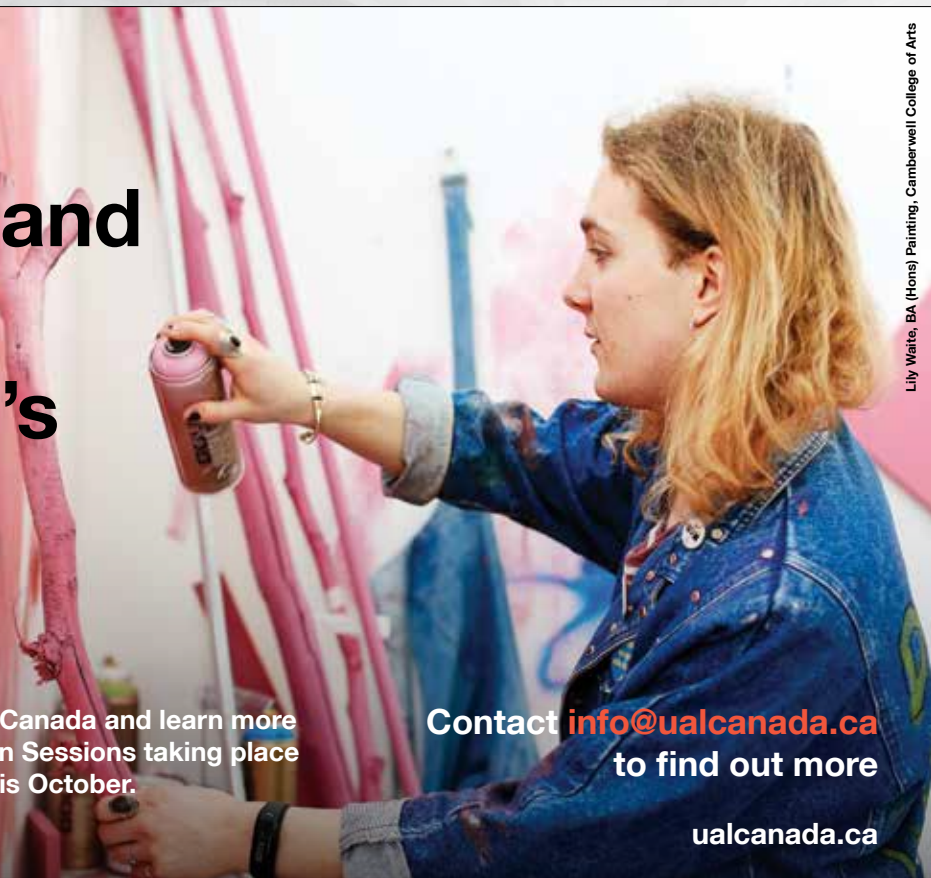
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there are as well a number of scholarship scams. A good rule of thumb to share with students to help them identify these fraudulent sites is that you generally don't have to pay money to apply for money – never provide a credit card or banking information to receive information.

Once they've determined the source of their required revenue, having them identify and including all their annual costs – tuition, fees and living expenses (including entertainment – let's face it, that's part of the attraction of seeking education abroad) and generating a budget will make this entire experience more enjoyable.

The Experience

A great education at some of the world's most noted universities is one of the best reasons to study in the UK. The notoriety a graduate receives and opportunities available upon graduation – at home and abroad – are unfathomable to most.

But learning in multi-cultural environment, with extensive student-support services is most appealing. According to the British Council, 91% of international undergraduates are happy with their experience in the UK. Students in the UK enjoy a great lifestyle that combines city life, historic sites, beautiful countryside and music and culture. CSC

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¹ <https://www.ucas.com>

² <https://www.gov.uk/healthcare-immigration-application/pay>

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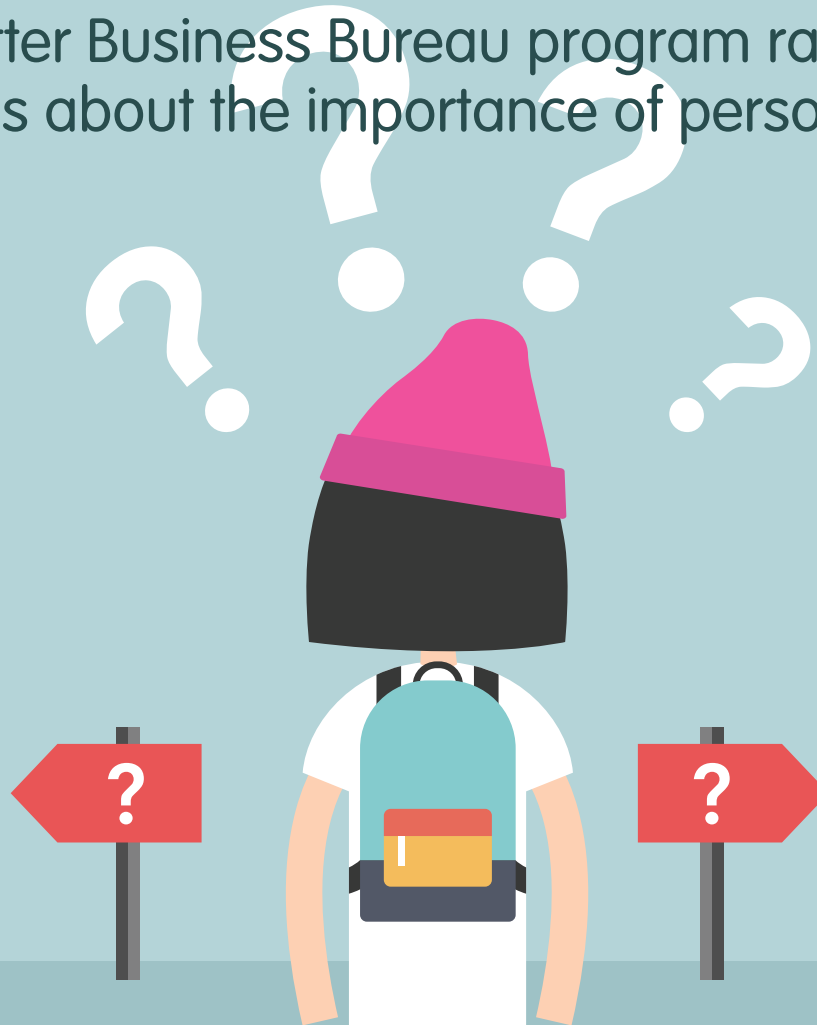
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LIFTing Teen Ethics?

A new Better Business Bureau program raises awareness about the importance of personal ethics.

By Laurie Nealin



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Have you ever realized you got too much change from a store clerk and promptly handed back the extra money? At work, do you limit your personal use of the internet and your smartphone to your breaks? Do you always stay to the end of your work day even when no one would know if you left early?

If you answered “yes” to those questions, then you understand what ethical behaviour looks like. Unfortunately, it seems more and more people don’t.

That’s why the Better Business Bureau (BBB) serving Manitoba and Northwestern Ontario is offering ethics education to youth in its region, and has encouraged their counterparts across Canada to follow suit. “It was a direction we wanted to move in to give back to our community, to introduce a program that helps kids understand how critical it is to make good decisions every day,” explains Len Andrusiak, CEO of the regional BBB headquartered in Winnipeg.

What ethics is and is not

Ethics refers to standards of behaviour that endure across time and cultures. These standards tell us how we should act in many different situations. Ethics is not feelings, religion, law or society standards.

Ethics, he believes, is something kids should be taught -- especially these days when high-profile examples of unethical behaviour are all around them. "We need to recognize that media stories are full of situations where questionable ethical decisions are being made -- not just by young people but by politicians and community leaders, by doctors and lawyers who are being challenged on decisions they've made in their positions," Andrusiak points out. "It can't hurt to start in the school system and with kids who've already made mistakes in their lives to help them learn how to be good team players and understand the importance of doing the right thing."

An ethical LIFT

Known as LIFT, the BBB's program emphasizes the importance of ethics and integrity and how those qualities can positively shape a person's own personal brand. It provides young people with tools to navigate ethical dilemmas they encounter in their school, work or personal life. The potential consequences of unethical behaviour are discussed.

In five, 45-minute, in-class workshops -- which dovetail nicely with high school business courses as well as many other subjects -- students learn the steps they can take to find ethical solutions. The curriculum also offers an introduction to business ethics as well as personal character lessons focusing on topics such as responsibility, character, values and development. Social media is cited as an example where displaying integrity and ethics can have a positive effect now and in the future, while the opposite can have immediate and long-lasting repercussions for someone's personal brand. "I don't think some students today understand with social media how quickly you can damage your personal brand by making a wrong decision, and how important a good personal brand is for your relationships with your employer, or employees if you become a business owner. It's also impacts relationships in personal life," says Andrusiak, a former entrepreneur and business owner himself.

LIFT was developed by the BBB in Denver, Colorado, and introduced in schools there three years ago. To date, over 1500 Denver students have successfully completed the program. Two Winnipeg high schools were the first in Canada to welcome LIFT into their classrooms earlier this year and feedback has been positive. Andrusiak is also promoting LIFT to organizations that work with at-risk kids and youth involved with the justice system. The Boys & Girls Clubs of Winnipeg has already signed on.

LIFT workshops conclude with each student presenting an ethics-related project which requires about 10 hours of their own time to complete. As well, they have the option of signing the LIFT commitment, promising ethical conduct at school, work and in their personal life. Students who make that commitment, fulfil all program requirements and demonstrate knowledge of ethical workplace standards receive LIFT Certification which could give them an edge when applying for employment.

Although Andrusiak recognizes the critical role that parents play in teaching their children ethics, he realizes that kids don't always listen to what their parents say. That's why he considers allowing teens to discuss various ethics-related scenarios with each other to be "the most powerful, important part" of the program.

Revealing stats


A 2012 survey of American youth on the topic of ethics found that only 28% feel the average person is ethical, while almost 60% believe successful people do whatever is necessary to win, even if others consider it cheating. And, 95% admitted to cheating on a test, plagiarism or copying someone else's homework. Those stats concern Andrusiak. "I think that's where we're missing the boat. We can't let that become the norm," he warns.

Still, there was good news in that U.S. survey. 98% of youth recognize that trust and honesty are essential in the workplace, and 95% said that being thought of as ethical and honourable is a high priority for them. "The objective of LIFT is to help young people succeed," Andrusiak concludes. "The Better Business Bureau is an organization of collective businesses that wants to promote ethics, honesty and integrity and we feel there's no better place to do that than with our youth."

Want to know more?

Find out more about LIFT at <https://www.bbb.org/manitoba/bbb-foundation/>

School counsellors or youth agencies in Manitoba and NW Ontario interested in introducing a LIFT program can contact the **Manitoba BBB at 204-989-9011** or connect@manitoba.bbb.org

In other provinces, educators should contact their regional BBB to determine if they plan to introduce LIFT in their areas. (Note that there is no BBB affiliate in Quebec.) 

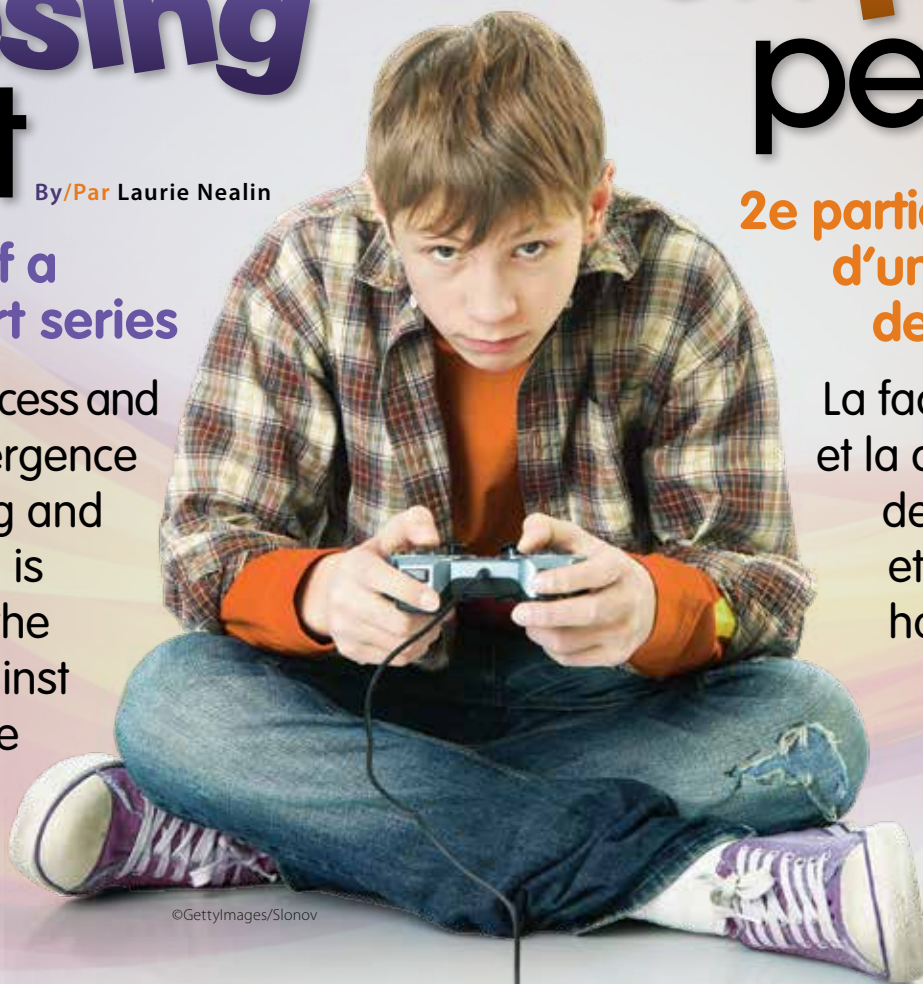


A Losing Bet

By/Par Laurie Nealin

Part 2 of a two-part series

Ease of access and the convergence of gaming and gambling is stacking the odds against vulnerable teens.



©Gettyimages/Slonov

Today's teenagers are growing up with the option to gamble at their fingertips and in-game gambling embedded in their video games. Gambling has become normalized in our society as government-run gambling continues to expand -- whether it's casinos or online gambling.

Research tells us that 4 to 8% of Canadian teens suffer from problem gambling. A further 10 to 15% are at risk of developing a problem. Now, simulated gambling games and the convergence of gaming and gambling have experts in the field of problem gambling concerned, wondering if an increase in those statistics is in the cards.

In this second installment of our two-part series on the perils of teen gambling, we share their insights about these current trends and their potential to put youth at greater risk for problem gambling.

(You can read Part I in the Summer Break 2017 issue.)

Un pari perdu

2e partie Dernière d'une série en deux parties

La facilité d'accès et la convergence des jeux vidéo et des jeux de hasard pipent les dés au détriment des ados vulnérables.

Les jeux de hasard sont à portée de doigts des adolescents d'aujourd'hui; ils sont même intégrés à leurs jeux vidéo. Dans notre société, le jeu de hasard est désormais un phénomène normalisé; l'État continue d'élargir la gamme de jeux qu'il exploite, des casinos aux jeux en ligne.

Les données de recherche nous apprennent que de 4 à 8% des ados canadiens souffrent de jeu pathologique, et de 10 à 15% de plus risquent de développer une dépendance. Aujourd'hui, les jeux de hasard simulés et la convergence des jeux vidéo et des jeux de hasard amènent les spécialistes du domaine du jeu pathologique à s'inquiéter de la croissance éventuelle de ces statistiques.

Dans cette seconde et dernière partie de notre série sur les périls du jeu de hasard chez les jeunes, nous discutons avec ces spécialistes des tendances actuelles et de leur potentiel d'accroître le risque de jeu pathologique chez les jeunes.

(La première partie de cette série a paru dans le numéro Été 2017.)



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Enticed to Gamble

"Nobody becomes a problem gambler, a pathological gambler overnight. It takes a while," says Dr. Jeffrey Derevensky, professor and director of the International Centre for Youth Gambling Problems and High Risk Behaviours at McGill University. "With this generation of kids who have grown up with gambling being readily accessible, and often supported by the parents, will that have a negative effect in five or 10 years? I don't know, but I am concerned."

Dr. Derevensky's research has found that an increasing number of youth are gambling online and through social media for virtual currency, and that doing so may lead to gambling for money. "We're making it more accessible. B.C. and Manitoba (among others) have online gambling. Yes, they try to make sure underage individuals don't access it, but do they? Yeah. They're pretty smart in being able to do that."

Young people generally aren't attracted to slot machines or VLTs, so the industry is trying to make it more enticing for them to gamble, our experts say. Dr. Derevensky notes, for example, that the machines in casinos now have touch-sensitive video screens and include shoot 'em games you play using a gun. The Montreal-based child psychologist and his colleagues have been studying the intersection between gaming and gambling and how the two are becoming more and more synonymous.

Illusion of Control

"I've watched young kids play simulated slot machines or blackjack games. I was sitting next to a young kid who said, 'Look, daddy. Look how good I am. Can we play a real slot machine?'" Dr. Derevensky says, recalling his experience at an airport where free gambling games were available on public-use ipads. "That's where the problem comes about. It's what psychologists call transfer of learning," he added.

Many online gambling sites have trial practice sites where you can "learn" how to play the game. Dr. Derevensky says beginners are given disproportionately high odds. "If you were a young person and saw your chip level grow, the natural inclination is to say, 'If I had only been doing it for real money, look how much money I would have had.' What looks random, is not necessarily so random. It gives people a perceived illusion of control."

While games like poker and blackjack do have some skill involved compared to VLTs where chance alone determines the outcome, the danger is in a player's belief that they are really good at the game. "We've had kids in treatment for gambling on online poker. They start off playing for nickels and do really well. They progress to dimes, then quarters and dollars and continue to do okay. Once they start betting five dollars the tide turns because the higher the stakes the better the other players are that they're playing against."

Mina Hazar, provincial program director of the Youth Gambling Awareness Program (YGAP) at the YMCA of Greater Toronto, warns, "Teens are gambling when they may not know how gambling works."



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L'incitation à jouer

« Personne ne devient un joueur pathologique du jour au lendemain. Cela prend un certain temps », explique le Dr Jeffrey Derevensky, professeur et directeur du Centre international d'étude sur le jeu et les comportements à risque chez les jeunes, à l'Université McGill. « Avec cette génération de jeunes qui ont toujours eu facilement accès aux jeux de hasard, souvent avec l'appui de leurs parents, verrons-nous un effet négatif dans cinq ou dix ans? Je ne sais pas, mais ça m'inquiète. »

Selon les recherches du Dr Derevensky, de plus en plus de jeunes jouent en ligne et dans les médias sociaux pour des devises virtuelles, ce qui risque de les amener à jouer pour l'argent. « Nous rendons le jeu plus accessible qu'avant. La Colombie-Britannique et le Manitoba (entre autres) ont des jeux de hasard en ligne. Certes, ils s'efforcent d'en fermer l'accès aux personnes mineures, mais est-ce qu'ils réussissent? Voire. Les jeunes sont très doués dans ce domaine. »

Selon nos spécialistes, comme les machines à sous et les appareils de loterie vidéo (ALV) n'attirent généralement pas les jeunes, l'industrie tente de rendre le jeu plus attrayant pour eux. Le Dr Derevensky observe, par exemple, que dans les casinos, les machines sont maintenant dotées d'écrans tactiles et qu'on peut y jouer au tir à la carabine. Le pédopsychologue établi à Montréal et ses collègues étudient l'intersection entre le jeu vidéo et le jeu de hasard et la synonymie qui s'installe progressivement entre les deux.

Une maîtrise illusoire

« J'ai observé de jeunes enfants qui jouaient à des jeux simulant des machines à sous ou une table de blackjack. J'ai vu, assis à côté de moi, un jeune enfant qui disait : "Regarde, papa. Regarde comme je suis bon. Est-ce qu'on peut jouer avec une vraie machine à sous?" », raconte le Dr Derevensky à propos d'une expérience vécue à un aéroport où des jeux de hasard gratuits étaient accessibles sur des tablettes à l'usage du public. « C'est là que le problème survient. C'est ce que les psychologues appellent le transfert des apprentissages. »

Beaucoup de sites de jeu de hasard en ligne s'accompagnent de sites d'essai où on peut « apprendre » à jouer. Selon le Dr Derevensky, ces sites donnent des chances disproportionnées aux débutants. « Une jeune personne qui voit sa pile de jetons s'élever est naturellement encline à se dire : "Si seulement j'avais joué pour de l'argent, imagine tout ce que j'aurais gagné." Un jeu de hasard ne laisse pas nécessairement toute la place au hasard. Cela donne aux gens l'illusion de maîtriser le jeu. »

Certes, les jeux comme le poker et le blackjack exigent une certaine adresse, contrairement aux ALV, où le résultat dépend uniquement du hasard. Mais le danger est que le joueur se croie très habile. « Nous avons traité des jeunes qui jouaient au poker en ligne. Ils commencent par miser cinq cents, et ça marche vraiment bien. Puis ils misent à coups de dix cents, de vingt-cinq cents, d'un dollar, et ils continuent de bien faire. Quand ils se mettent à miser cinq dollars, la chance tourne, parce que plus la mise est haute, plus les joueurs qu'ils affrontent sont aguerris. »

Mina Hazar, directrice à l'échelon provincial du Programme de sensibilisation aux jeux de hasard chez les jeunes (PSJJ) au YMCA of Greater Toronto, prévient : « Les ados s'adonnent parfois aux jeux de hasard sans en connaître le fonctionnement. » Elle observe qu'en ligne



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She notes that online and through free apps youth can play casino-style games that could encourage their migration to gambling. Although they don't win money, some of them consider it training to transition to traditional gambling. Video games, which are based on skill, are also incorporating gambling content, which is based on chance." When you incorporate the two, it gives the player a sense of control and that's not reality."

50% of Canadians play video games, Hazar says. With video games, people can win or progress to higher levels with practice. They wrongly assume they can also control the outcome of the gambling component if they persist and practise.

et sur des applis gratuites, les jeunes peuvent jouer à des jeux de casino susceptibles de favoriser leur migration vers les jeux de hasard. Même s'ils ne gagnent pas d'argent, certains d'entre eux considèrent ces applications comme une formation avant la transition vers le jeu conventionnel. Des jeux vidéo basés sur l'adresse incorporent aussi des contenus fondés sur des jeux de hasard. « Quand on intègre les deux types de jeux, on donne au joueur une impression de maîtrise qui ne correspond pas à la réalité. »

Cinquante pour cent des Canadiens jouent à des jeux vidéo, affirme Mme Hazar. Dans ces jeux, les joueurs peuvent gagner ou progresser vers les niveaux supérieurs à force de s'exercer. Ils croient à tort qu'en persévérant, ils pourront aussi contrôler le résultat du volet des jeux de hasard.

Gambling Online

A Youth Gambling study conducted in 2013 with students ages 13 to 19 in Ontario, Saskatchewan, Newfoundland revealed:

- Nearly 10% of the teenagers had gambled online while 42% had gambled in any form in the previous three months
- Males were significantly more likely to gamble online than females
- Among adolescents who reported gambling online, 17% were classified as high risk for problem gambling (using a scale that measures problem gambling) compared to 1% of participants who participated in land-based gambling only
- The high proportion of teens who are gambling in any form is concerning because research suggests that the earlier people start to gamble, the more likely it is to be a problem later on

Review the full report at <http://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-016-2933-0>

Les jeux de hasard en ligne

Selon ce que révèle une étude sur les jeunes et les jeux de hasard menée en 2013 auprès d'étudiants âgés de 13 à 19 ans de l'Ontario, de la Saskatchewan et de Terre-Neuve :

- près de 10% des adolescents ont déjà joué en ligne et 42% des répondants se sont adonnés à une forme ou une autre de jeu de hasard au cours des trois mois précédant l'enquête;
- les garçons sont significativement plus susceptibles que les filles de jouer en ligne;
- parmi les adolescents déclarant jouer en ligne, 17% sont considérés à haut risque de jeu pathologique (selon une échelle de mesure spécialisée), comparativement à 1% des participants qui ne jouent qu'à des jeux de hasard concrets;
- la forte proportion d'ados qui s'adonnent à une forme de jeu de hasard est préoccupante, car la recherche indique que plus une personne commence tôt à jouer, plus cela risque de lui poser un problème par la suite.

Le texte intégral du rapport est accessible à l'adresse <http://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-016-2933-0>.

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Harm Reduction

The convergence of gaming and gambling is certainly a top-of-mind issue for David Horricks, executive director of the community supports division at B.C.'s gaming policy and enforcement branch. "There is evidence that there are significant problems with gamers who play compulsively over too much time at the expense of other elements of their life. They are also most likely to engage in gambling offerings currently being put into their games simply because it can enhance their ability to win their game," Horricks says.

With 2,000 illegal gambling sites online, kids can gamble at any time, Horricks also points out. "It's a burgeoning problem and I think we haven't seen the tsunami of problems yet because it hasn't gotten bad enough and it's masked in gaming." For that reason, adults should look beyond the traditional gambling model when considering whether a young person is at risk for problem gambling. As well, gambling on a smartphone or the internet can easily occur without anyone noticing. Horricks adds, "Our challenge as parents, educators, government regulators and treatment providers is to engage proactively in harm reduction to minimise the negative consequences that will capture a significant number of these young people."

Hazar emphasizes that there are many ways to integrate problem gambling awareness and prevention into the curriculum. Critical thinking and media literacy discussions lend themselves well to the topic, as do math classes when it comes to understanding gambling odds, probability and chance. She encourages educators to tap into the bounty of educational resources that are available to schools across the country. ♣ csc

Editor's Tip

Ontario's Youth Gambling Awareness Program has developed a "Game-bling" workshop that explores the blurred boundaries between online gaming and gambling.

<http://youthbet.com/workshop-options/>

La réduction des dommages

La convergence des jeux vidéo et des jeux de hasard est certes un enjeu essentiel pour David Horricks, directeur général des services à la collectivité à la direction des politiques et de l'application de la loi sur les jeux de hasard de la Colombie-Britannique. Comme il l'explique : « Tout porte à croire que les adeptes compulsifs des jeux vidéo qui y consacrent trop de temps, au détriment des autres aspects de leur vie, ont de graves problèmes. En effet, ils sont fortement susceptibles de céder aux offres de jeux de hasard qui sont actuellement intégrées à leurs jeux, simplement à cause de la possibilité d'améliorer leur capacité de gagner. »

Il existe plus de 2000 sites illégaux de jeux de hasard en ligne, de sorte que les jeunes peuvent jouer en tout temps, signale aussi M. Horricks. « C'est un problème émergent, et je crois qu'il nous reste à voir le tsunami qu'il va provoquer, parce qu'il n'est pas encore assez pris au sérieux et qu'il se cache dans les jeux vidéo. » Pour cette raison, les adultes se doivent de dépasser le modèle conventionnel des jeux de hasard quand ils évaluent si une jeune personne risque de devenir une joueuse ou un joueur pathologique. En outre, il est facile de s'adonner au jeu à l'insu de tous, que ce soit sur un téléphone ou par Internet. D'ajouter M. Horricks : « Notre défi, à titre de parents, d'éducateurs, d'organismes de réglementation et de fournisseurs de soins, consiste en un engagement proactif à réduire les dommages, afin d'atténuer le plus possible les conséquences négatives qui guettent une forte proportion de ces jeunes. »

De son côté, Mina Hazar souligne qu'il existe bien des façons d'intégrer la sensibilisation au jeu pathologique et la prévention dans les programmes d'études. La réflexion critique et les discussions sur la culture médiatique se prêtent bien à ce sujet, tout comme les classes de mathématiques lorsqu'il s'agit de comprendre les chances et les probabilités qui régissent les jeux de hasard. Elle encourage les éducateurs à exploiter la mine de ressources pédagogiques offertes aux écoles canadiennes. ♣ csc

Suggestion de la rédaction

Le Programme de sensibilisation aux jeux de hasard chez les jeunes a élaboré un atelier intitulé Blurred Boundaries, qui explore les frontières floues entre les jeux vidéo et les jeux de hasard en ligne.

<http://youthbet.com/workshop-options/>

Education resources

Gambling Awareness Program for High Schools
(British Columbia)

<https://www.bcreponsiblegambling.ca/prevention-education/high-school>

The International Centre for Youth Gambling Problems
<http://www.youthgambling.com/>

YMCA Youth Gambling Awareness Program
(Ontario)

<https://ymcagta.org/youth-programs/youth-gambling-awareness-program>

Ressources pédagogiques

Programme de sensibilisation aux jeux de hasard pour l'école secondaire (C.-B., en anglais)

<https://www.bcreponsiblegambling.ca/prevention-education/high-school>

Centre international d'étude sur le jeu et les comportements à risque chez les jeunes (Université McGill)
<http://www.youthgambling.com/>

Programme de sensibilisation aux jeux de hasard chez les jeunes du YMCA (Ontario, en anglais)
<https://ymcagta.org/youth-programs/youth-gambling-awareness-program>

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The Right Stuff

Canadian youth discovering their calling in the skilled trades

By/Par Alison Zenisek



All photos Courtesy of Skills Compétences Canada

From the start the RBC Convention Centre was humming with activity as the annual Skills Canada National Competition came to life and roared through Winnipeg from May 31 through June 3, 2017. The energy was palpable as 550 youth from all regions across Canada prepared to compete in the trades and technologies. These gifted young people were ready to challenge each other in six sectors: construction, information technology, manufacturing, employment, engineering, transportation and service. Industry representatives were on hand to discuss skilled trade and technology opportunities and issues related to their particular industry.

Skills Canada, founded in 1989 and based in Ottawa, Ontario, is a national, non-profit organization created to work with educators, employers, labour groups, and governments to promote skilled trade and technology careers for Canadian youth. This organization finds itself in the unique position, through both public and private sector partners, to secure Canada's future needs for skilled labour. Of equal value is the assistance the program provides that enables Canada's youth to discover and pursue rewarding careers. A winning formula for all involved!

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La jeunesse canadienne se découvre
une passion pour les métiers spécialisés.



Dès le coup d'envoi des Olympiades canadiennes des métiers et des technologies qui ont déferlé sur Winnipeg du 31 mai au 3 juin 2017, le Centre des congrès RBC bourdonnait d'activité. Cinq cent cinquante jeunes de talent des quatre coins du Canada se préparaient à s'affronter dans le cadre de concours liés à six domaines de formation professionnelle et technique : la construction, les technologies de l'information, la fabrication, l'emploi, le génie, le transport et les services. Des représentants de l'industrie étaient aussi sur place pour discuter des possibilités et défis propres à leurs domaines respectifs.

Fondé en 1989, Compétences/Skills Canada est un organisme national sans but lucratif établi à Ottawa. De concert avec les employeurs, les éducateurs, les syndicats et les gouvernements, il fait la promotion des carrières dans les métiers et technologies auprès des jeunes Canadiens. Fort de partenaires des secteurs public et privé, l'organisme aide à combler les besoins futurs du Canada en main-d'œuvre qualifiée, tout en permettant aux jeunes de découvrir et de poursuivre des carrières enrichissantes. Une formule gagnante sur toute la ligne!

“Students from all over Manitoba were bused or flown in to attend the event as spectators; over 550 competitors from across Canada came to compete for gold, silver and bronze medal placement in their field.”

The Skills Canada National Competition provides an opportunity for young Canadians studying a specific trade to compete in their chosen field and hone their own skills as they acquire knowledge from their fellow competitors. Statistics Canada recently reported that 50% of Canada’s GDP relies on the skilled technology and trade sectors. Yet many youth do not have the specific information that would help them make clear decisions about their future careers. The purpose of the competition is to address this issue by raising awareness for attendees and to encourage youth to excel in their chosen trade or technology. Each of the 43 competition projects is designed and judged by a National Technical Committee that is made up of industry experts from across Canada. The Skills Canada National Competition remains the only event of its kind in Canada which brings together students and apprentices in order to demystify over 40 trades and technologies. Students from all over Manitoba were bused or flown in to attend the event as spectators; over 550 competitors from across Canada came to compete for gold, silver and bronze medal placement in their field.

Teachers and guidance counsellors who attend the event and watch these highly skilled students compete often ask how they can successfully match their particular students to a trade or technology in order to begin the journey to compete at this level. What are both

Chaque année, les Olympiades de Compétences/Skills Canada permettent aux jeunes Canadiens et Canadiennes qui étudient un métier de se mesurer à leurs pairs et d’apprendre les uns des autres par la même occasion. Selon des données récentes de Statistique Canada, 50% du produit intérieur brut canadien dépend des technologies et métiers spécialisés. Et pourtant, de nombreux jeunes ne disposent toujours pas de l’information qui les aiderait à prendre des décisions éclairées sur leur avenir professionnel. Les Olympiades ont pour objectif de corriger ce problème en fournissant de l’information aux participants et en les encourageant à exceller dans leur métier ou technologie de prédilection. Chacun des 43 concours est conçu et jugé par un comité technique national composé d’experts provenant de différentes régions. Unique en son genre au Canada, la compétition rassemble des élèves et des apprentis pour faire connaître plus de 40 métiers et technologies. Des élèves de partout au Manitoba sont arrivés en autobus ou par avion pour voir plus de 550 participants et participantes de différentes régions du pays se disputer l’or, l’argent et le bronze dans leurs domaines respectifs.

Les enseignants et conseillers en orientation qui assistent aux concours se demandent souvent comment aider leurs propres élèves



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« Des élèves de partout au Manitoba sont arrivés en autobus ou par avion pour voir plus de 550 participants et participantes de différentes régions du pays se disputer l'or, l'argent et le bronze dans leurs domaines respectifs. »

the learned and inherent qualities that assure success? Educators across the country would like nothing better than to see their students find the right niche for their future. Interestingly, the qualities that assure success and that will be explored in this article do not vary much from trade to trade. There is no magic formula by which one can predict this level of success, but there are inherent skills to be mined and character qualities to be encouraged. The event provides student visitors with hands-on-experience in over 50 Try-A-Trade® and Technology activities which give each student the opportunity to discover their abilities, and perhaps their passion. The Essential Skills Forum is available for educators, career practitioners, administrators, and parents, which outlines the Essential Skills needed for future success in any workplace setting. These Essential Skills are: numeracy, digital aptitude, document use, reading text, working with others, thinking skills, oral and written communication, and continuous learning.

Having arrived at the event in pursuit of some kind of formula by which educators might gage the suitability of a student for the trades and technologies, I was stopped in my tracks by an interview with John Oates, the President of Skills Canada. John has a long history of promoting careers in the skilled trades and advocating for an increase in training opportunities. Regarding competitors and the inherent qualities they

à choisir un métier ou une technologie qui leur permettra un jour de suivre les traces de ces concurrents de haut niveau. Quelles qualités, tant acquises qu'innées, faut-il posséder pour réussir? Les éducateurs de partout au pays ne demandent qu'à aider les jeunes à trouver leur voie. Or, il est intéressant de savoir que les qualités qui mènent à la réussite – exposées dans le présent article – sont essentiellement les mêmes d'un métier à l'autre. Bien qu'il n'existe aucune formule miracle pour atteindre l'excellence, certaines compétences et qualités innées gagnent à être exploitées. Les 50 activités pratiques et interactives Essaie un métier et une technologieMC permettent aux élèves spectateurs d'explorer leurs habiletés, voire de découvrir leur passion. Les enseignants, conseillers en orientation, administrateurs et parents peuvent quant à eux assister au Forum sur les compétences essentielles pour en apprendre plus sur les compétences essentielles à la réussite, communes à tous les milieux de travail : le calcul, les compétences numériques, l'utilisation de documents, la lecture, le travail d'équipe, les capacités de raisonnement, la communication orale, la rédaction et la formation continue.

J'étais arrivée aux Olympiades en quête d'une espèce de formule qui permettrait aux éducateurs de déterminer si un étudiant était



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“Aimee Yurris won the gold medal at the Northwest Territories’ competition. She baked a lemon meringue pie, a vanilla sponge cake, and cream puffs. By now she was hooked.”

«Aimee Yurris remporté l’or au même concours avec une tarte au citron meringuée, un gâteau éponge à la vanille et des choux à la crème. Elle avait attrapé la piqûre.»



share, John had this to say. “They need both an interest in and a passion for their chosen trade.” He added that “today employers look for strong communication skills, no matter what the field of work is.”


Today’s jobs increasingly need employees that can master the complicated technologies so they can solve problems as they come up. “Employers are looking for students that are strong in academics.” The trades are simultaneously seeking apprentices with strong kinesthetic aptitudes. “Traditionally the weak students were funneled into the trades, but that no longer applies to the present job site realities,” explained John. Soft skills such as leadership, flexibility, critical thinking, and conflict resolution are also in high demand. The demand for skilled workers is already great, and this demand will peak between 2020 and 2025 as the older labour force retires.

John recommended that guidance counsellors and other educators make contact with their provincial Skills Canada office for further information, and that they consider an in-service covering the many alternative career opportunities available to their students. He emphasized that knowledge of the many paths open to students would prove invaluable to them. One possibility that might initially be explored: a Skills Canada presentation at the secondary school level to inform students about the many training opportunities and apprenticeships available. Further information about these presentations can be accessed at: skillscanada.com

At the 2016 Skills Canada National Competition in Moncton, New Brunswick, the Essential Skills Youth Forum participants, which included several Skills/Compétences Canada (SCC) alumni from across Canada, came together to discuss Skills/Compétences Canada programming. Following their discussions, they recommended the creation of a national alumni program. The idea was partly in recognition of Canada’s 150th birthday. Skills Canada, in partnership with its Member Organizations, selected approximately 40 Alumni ‘Champions’ who had previously participated in provincial/territorial, national, and in some cases international activities or events. In short they act as ambassadors for the program. Skills Canada communications staff recommended that four alumni be interviewed, each representing their chosen sectors: technology, service, manufacturing, and construction. Communications Content Specialist Michele Rogerson kindly set up the interviews with the appropriate alumni.


Aimee Yurris is a prime example how one initial choice combined with the right guidance and paired with creativity, intelligence, and ambition can open unimagined vistas for a student. Aimee is from Yellowknife, NWT. While in high school she serendipitously filled an open spot on her schedule by taking the Foods Program. “It was a random choice, but I found that I loved the baking module.” She then joined an after school baking club which offered her the opportunity to compete in Skills Canada. She won the silver medal in the Northwest Territories Skills in grade 9. At this point it occurred to her that, “this might be something I would like to do forever.” The following year she participated in the Baking Club again, and won the gold medal at the Northwest Territories’ competition. She baked a lemon meringue pie, a vanilla sponge cake, and cream puffs. By now she was hooked.

Aimee received a lot of encouragement from her mom and Arnold Krause, her guidance counsellor. She was always strong academically and graduated from John Franklin High School in Yellowknife. Her


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fait pour les métiers et technologies, mais une entrevue avec John Oates, président de Compétences/Skills Canada m'a fait changer de cap. John est un champion de longue date des métiers spécialisés. Il réclame aussi depuis longtemps une augmentation de la formation dans ces domaines. Interrogé sur les éventuelles qualités innées communes à tous les concurrents, il répond : « Ils doivent à la fois avoir un intérêt et être passionnés pour le métier qu'ils ont choisi. » Il ajoute : « Aujourd'hui, tous les employeurs, peu importe dans quel domaine, cherchent des gens qui savent bien communiquer. »

Le marché de l'emploi actuel a de plus en plus besoin de gens capables de maîtriser les technologies complexes qui leur serviront à résoudre les problèmes à mesure qu'ils se présentent. « Les employeurs cherchent des étudiants qui sont forts à l'école », explique John. Du côté des métiers, on cherche des apprentis qui ont de fortes aptitudes kinesthésiques. « Avant, ce sont les étudiants faibles qu'on orientait vers les métiers, mais ça ne correspond plus à la réalité du marché du travail », précise-t-il. Des compétences non techniques comme le leadership, la souplesse, le raisonnement critique et la résolution de conflits sont aussi très recherchées. La demande en travailleurs spécialisés, déjà très forte, atteindra son point culminant entre 2020 et 2025, alors que se multiplieront les départs à la retraite.

John recommande aux conseillers en orientation et aux autres éducateurs de communiquer avec les bureaux de Compétences/Skills Canada de leur province pour plus d'information, et aussi de suivre une formation pour se familiariser avec la myriade de possibilités de carrière moins connues qui s'offre à leurs étudiants. John est convaincu que cette connaissance leur serait d'une aide incroyable. Autre possibilité à explorer : une présentation de Compétences/Skills Canada pour informer les élèves du secondaire des nombreux programmes de formation disponibles. On trouvera plus d'information sur ces présentations sur le site skillscanada.com.

Lors des Olympiades de 2016 à Moncton (Nouveau-Brunswick), les participants au Forum sur les compétences essentielles, dont plusieurs anciens de Compétences/Skills Canada (SCC) des quatre coins du Canada, se sont rassemblés pour discuter des activités de l'organisme. Dans la foulée de leurs discussions, et en partie pour souligner le 150^e anniversaire de la Confédération canadienne, ils ont recommandé la création d'un programme national d'anciens. Compétences/Skills Canada, en partenariat avec ses organisations membres, a sélectionné une quarantaine de « champions » ayant déjà participé à des activités et concours provinciaux, territoriaux, nationaux et même, dans certains cas, internationaux. Ces personnes sont en quelque sorte les ambassadeurs du programme. Le personnel de communication de Compétences/Skills Canada a recommandé qu'on fasse des entrevues avec quatre anciens, chacun représentant un secteur distinct : les technologies, les services, la fabrication et la construction. La spécialiste des communications Michele Rogerson s'est gentiment occupée d'organiser les entrevues.

L'exemple d'Aimee Yurris démontre à merveille comment un premier pas guidé par de bons conseils et soutenu par la créativité, l'intelligence et l'ambition peut entraîner un élève dans une voie insoupçonnée. Aimee vient de Yellowknife, dans les Territoires du Nord-Ouest. Pendant qu'elle était au secondaire, elle a rempli un trou

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dans son horaire en choisissant, par un heureux hasard, le programme culinaire. « J'ai choisi ça au hasard, mais je me suis découvert une passion pour la pâtisserie », confie-elle. La jeune femme s'est ensuite jointe à un club de pâtisserie parascolaire qui lui a donné la possibilité de participer aux concours de Compétences/Skills Canada. En neuvième année, elle a remporté la médaille d'argent au concours des Territoires du Nord-Ouest. C'est là qu'elle a pensé : « C'est peut-être ça que je veux faire de ma vie. » L'année suivante, elle s'est réinscrite au club et a remporté l'or au même concours avec une tarte au citron meringuée, un gâteau éponge à la vanille et des choux à la crème. Elle avait attrapé la piqûre.

Aimee a reçu beaucoup d'encouragements de la part de sa mère et d'Arnold Krause, son conseiller en orientation. Bonne élève, elle a reçu son diplôme de l'école secondaire John Franklin de Yellowknife avant de s'inscrire au programme d'art culinaire du Northern Alberta Institute of Technology (NAIT), qu'elle a terminé en 2016. Aimee étudie maintenant en santé publique et autochtone à l'Université de Lethbridge. Elle aimerait retourner travailler dans le Nord. Le secret de la réussite selon elle? « Du courage, de la passion et beaucoup, beaucoup de pratique », déclare Aimee, qui manifestement ne manque pas de ces trois choses.

Leanne Bentley, la monitrice du concours de pâtisserie, n'hésite pas lorsqu'on lui demande quelles sont les qualités innées ou acquises nécessaires pour réussir dans ce domaine : l'entraînement, la passion, le sens de l'organisation, la créativité et le talent. Elle ajoute que les meilleurs étudiants ont de bonnes aptitudes kinesthésiques, une belle attitude et le souci constant de la sécurité dans la cuisine. Tout



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next step was to study Culinary Arts at Northern Alberta Institute of Technology (NAIT) where she graduated in 2016. Aimee is now at the University of Lethbridge studying Public and Aboriginal Health. She hopes to return to the North to work in the community. Her take on success? "It takes courage, passion, practice, and more practice". Aimee has all three of these qualities in spades.

Leanne Bentley, the baking instructor at the competition, was asked what learned or inherent qualities were needed to succeed in the field. She didn't hesitate when she listed the following: practice, passion for the subject, organization skills, artistic ability, and talent. She added that her successful students are kinaesthetically able, have a good attitude, and are consistently aware of safety issues in the kitchen. Like John Oates, Leanne emphasized the importance of all the soft skills, especially good communication skills. Ian Cook, another Skills Canada Alumni who is a journeyman in sheet metal, brings passion, creativity, and skill to his chosen profession. He chose the field because of the diversity of opportunities open to him. Sheet metal workers design, fabricate, assemble, install and repair sheet metal. He began taking part in the local skilled trades' competitions in high school. He enjoys drawing, sketching, and building his own creations such as a small covered wagon made of copper, which was on display at the event. Ian is from a farming background in Alberta. He has been doing sheet metal since he was 12 and was planning to be an architect.

In high school he met Andrew Krul, the off campus coordinator for the Registered Apprentice Program. Krul pushed him to engage in a career and Ian's skills have increased tenfold through the program. He has acquired welding skills, learned about controls, and basic fabrication. Ian believes that everyone has a different

comme John Oates, Leanne insiste sur l'importance des compétences non techniques, surtout la communication.

Ian Cook, un autre ancien de Compétences/Skills Canada, est apprenti tôlier, métier au service duquel il met sa passion, sa créativité et ses compétences. Il a choisi ce domaine pour le grand nombre de débouchés qu'il offre. Les tôliers et tôlières conçoivent, fabriquent, assemblent, installent et réparent le métal en feuille. Ian a commencé à participer aux compétitions professionnelles locales à l'école secondaire. En plus du dessin et du croquis, il aime fabriquer ses propres créations, comme ce petit wagon couvert en cuivre qui était exposé lors des Olympiades. Ian vient du milieu agricole albertain. Celui qui se destinait à l'architecture fait de la tôlerie depuis l'âge de 12 ans.

Au secondaire, il a rencontré Andrew Krul, le coordonnateur hors campus du programme de formation des apprentis inscrits. Andrew l'ayant convaincu de choisir un métier spécialisé, Ian s'est inscrit au programme et a décuplé ses compétences. Il a notamment appris à souder et s'est familiarisé avec les méthodes de contrôle et de fabrication. Chaque personne a sa propre perspective, croit Ian, et ce sont ces différences qui stimulent notre intérêt et nous aident à apprendre. Le moniteur du concours de tôlerie aux Olympiades avait une idée claire de ce qu'il faut pour réussir dans ce domaine : du talent, de la passion, une bonne éthique de travail et de la détermination. Selon lui, de 15 à 18 pour cent des étudiants abandonnent le programme pendant la première année. Avant de devenir apprentis, les jeunes doivent passer un examen final. Ian voit l'avenir avec enthousiasme et se plaît déjà beaucoup à travailler chez Whisper Heating, une petite entreprise florissante.

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Anastasia Cook était un peu perdue au secondaire, jusqu'à ce qu'un enseignant qui avait remarqué qu'elle aimait le dessin et les ordinateurs lui présente une tablette à stylet. Ce petit appareil, qu'on appelle aussi « tablette graphique », est surtout utilisé en infographie. La surface tactile en plastique transmet les mouvements du stylet à un ordinateur. Pour Anastasia, ce fut le coup de foudre. Elle passait tous ses dîners et ses temps libres à s'exercer sur la tablette. Elle a notamment appris à créer des animations 2D et 3D à partir d'images plates. Au mois d'août 2017, elle obtiendra son diplôme du Collège Da Vinci à Halifax et entend faire carrière en animation.

Selon Anastasia, ses compétences lui ouvrent des emplois dans l'industrie du jeu vidéo, l'armée, la publicité ou la manipulation d'images. Ses deux années comme concurrente aux concours de Compétences/Skills Canada lui ont permis de prendre beaucoup d'assurance. Elle a remporté la médaille d'or à l'échelle de la province, puis la médaille de bronze à Toronto dans sa catégorie. « Les concours, c'est stressant, mais il ne faut pas lâcher, souligne-elle, parce qu'après, on ressent un grand soulagement et une grande fierté. J'essaie de frayer un chemin pour les jeunes femmes dans mon domaine. J'interagis avec elles en ligne. » Elle est reconnaissante du soutien de son professeur, de son copain et de sa communauté. Elle aimerait un jour ouvrir son propre studio et créer des jeux vidéo. Il y a fort à parier qu'elle y parviendra.

Jason Harnum se démarquera toujours des autres. Brillant, déterminé et d'une sagesse peu commune à son âge (24 ans) il entre dans la salle d'entrevue d'un pas assuré. Jason vient de Conception Bay South à Terre-Neuve. Présentement apprenti mécanicien de machinerie lourde, il rêve d'être un jour superviseur de l'entretien d'une flotte, chef d'équipe en atelier ou formateur. Il a toujours eu une grande soif d'apprendre. C'est un enseignant, Greg Ryan, qui lui avait parlé de Compétences/Skills Canada à l'époque de ses études au College of the North Atlantic. John a commencé tôt à s'intéresser à la mécanique et à faire des réparations. Il vient d'une famille de pêcheur et, plus jeune, prenait déjà plaisir à réparer des moteurs de bateau avec son père. Jason est particulièrement fier d'avoir construit son propre bateau à partir de zéro. Après son secondaire, il a fait quatre ans au Marine Institute de St. John's, où il a obtenu son diplôme avec d'excellentes notes.

perspective, and it's those differences that engage people and help them learn. The sheet metal instructor at the competition was firm in his assessment of what his apprentices needed to succeed: aptitude, passion, a good work ethic, and commitment. In his experience 15 to 18% of his students drop out of the program in their first year. In order to become a journeyman the apprentices need to take the final exam. Ian is excited about the future and enjoys working at Whisper Heating, a small company poised to grow.

« Ian Cook enjoys drawing, sketching, and building his own creations such as a small covered wagon made of copper, which was on display at the event. »

« En plus du dessin et du croquis, Ian Cook aime fabriquer ses propres créations, comme ce petit wagon couvert en cuivre qui était exposé lors des Olympiades. »



Anastasia Cook drifted in high school until a teacher who had noticed her passion for drawing and computers introduced her to a drawing tablet. Also known as a graphics tablet it is a hardware input device used primarily by digital artists. They have a hard plastic, touch-sensitive drawing surface that transfers stylus movements to a monitor. Anastasia was thrilled. She spent all her lunches and free time practicing on it. She learned to be adept at building and moving 2D and 3D animation from a flat image. She is graduating in August of 2017 from daVinci College in Halifax and will pursue a career in animation.

Anastasia explained that her creative skills could take her into the gaming industry, the military, advertising, or photo manipulation. She gained her confidence from the two years she spent competing in Skills Canada. She won gold provincially and in Toronto she won bronze in her category. "Competitions are stressful but you can't stop pushing because the result is pride and relief. I try and forge a path for young women in the field. I engage with them online." She credits her teacher, boyfriend, and community for all their support. Anastacia plans to open her own studio and create new gaming titles. The odds are she will.

Jason Harnum will always be ahead of the pack. Bright, intense, and wise beyond his years, he strode confidently into the room for his interview. Jason is 24 years old and from Conception Bay South, Newfoundland. He is presently a Heavy Equipment Mechanic apprentice and dreams of someday being a fleet maintenance supervisor, a shop lead hand or instructor. His passion is and always was learning. A teacher, Greg Ryan, introduced him to Skills Canada when he was attending the College of the North Atlantic. His interest and ability to handle machine repairs started young. His family fished and he enjoyed fixing boat engines with his father. Jason is particularly proud of building his own boat from scratch. After high school Jason studied four years at the Marine Institute in St. John's where he graduated with top marks.

He explained the qualities needed to succeed in his line of work: "You must have an excellent work ethic, be skilled in technology as it has become a huge part of servicing heavy equipment, cultivate a constant awareness safety issues, and have the ability to focus and endure a high pressure internship." In order to compete at the in Heavy Equipment Maintenance contest area one has to be in an

Pour réussir dans son domaine, prétend-il, « Il faut avoir une excellente éthique de travail, maîtriser la technologie, qui est maintenant un aspect central de la mécanique de machinerie lourde, porter une attention constante aux questions de sécurité et avoir la détermination nécessaire pour faire un stage très exigeant. » Les participants au concours de mécanique de machinerie lourde doivent être inscrits à un programme de formation des apprentis. Celui de Jason comprend deux mois de cours suivis de six mois de stage, cycle répété six fois en quatre ans. Jason en est maintenant

apprenticeship program. Jason's apprenticeship requires two months of schooling followed by six months on the job. This block of training is repeated six times and takes four years to complete. Jason is now in his fifth block. His advice? "Remain humble, never be afraid to learn something new, and try fresh ways of doing things." My hunch is that this young man will achieve both his goals and his dreams.

Rather than discovering a ready formula by which to fit a particular skill set to a specific trade or technology, what became clear through the interviews was the importance of each student discovering his or her ability and passion. These stories also reveal the importance of caring adults to guide and encourage students in discovering their particular vocation. Skills Canada has proved invaluable to each one of these successful students. The young people featured in this article represent but a sampling of all the students who yearly compete to be their best. Canada would be a poorer nation had Skills Canada not created such meaningful opportunities for youth and for their future. ♣ csc

à son cinquième cycle. Ce qu'il conseille? « Restez humble, n'ayez pas peur d'apprendre quelque chose de nouveau et d'essayer de nouvelles façons de faire. » Pour ma part, je ne doute pas qu'il réalisera tous ses objectifs et ses rêves.

Plutôt qu'une formule infaillible permettant d'apparier un ensemble de compétences à un métier, les entrevues ont fait ressortir l'importance, pour chaque élève, de trouver son talent et sa passion. Les histoires présentées ici mettent aussi en relief le rôle crucial que jouent les adultes attentionnés qui guident les élèves et les encouragent à trouver leur voie. Compétences/Skills Canada a été un atout très précieux dans le cheminement des jeunes présentés dans cet article, qui ne sont que quatre exemples parmi tous les élèves qui participent chaque année aux concours dans l'espoir de se démarquer. En créant des occasions aussi enrichissantes pour les jeunes qui se cherchent un avenir, Compétences/Skills Canada rend de fiers services à notre pays. ♣ csc

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Examining Emotional Regulation in Children and Youth

By Laura Hamilton

Suggestions to help diagnose and treat emotional dysregulation



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Have you ever had witnessed the reaction of a toddler whose toy is taken from them? Or who is denied something that they want? Or whose caregiver leaves the room right when they wanted a hug? While each child is different, it is likely that the reaction will involve tears, screaming, and perhaps sprawling on the floor, kicking up a storm. Ah, the toddler years! Very young children typically wear their hearts on their sleeves in profound ways, and express their emotions with abandon. Their sadness, anger and frustration - as well as their joy and their delight - know no bounds. These little humans live in a world of emotional extremes.

Over time, as we grow, most of us learn to manage our emotions in more effective ways - to understand how we are feeling, to put our feelings in perspective, and to reduce the intensity of emotional reactions when necessary. But there are many youth who - for a variety of reasons - may not have learned to self-regulate in this way, and continue to experience their emotions in unmanageable extremes. Think of the 15 year old boy who can't answer a question when called upon in class, is called 'dumb' by a classmate, and reacts by slamming his desk, yelling, or storming out of the room. Or the girl whose friend tells one of her secrets behind her back, and her embarrassment or sense of betrayal leads her to isolate and avoid school for a prolonged period of time. In both of these situations, the youth has had a strong emotional reaction, and has not been able to effectively manage that reaction, such that it is now impacting their functioning. They are struggling with Emotional Regulation.

» Emotional Regulation

The keys to emotional regulation are the abilities to identify, understand, and effectively respond to our emotional experiences. These skills are increasingly recognized as being associated with positive mental and emotional health in children and adolescents. When a youth is not able to use healthy and effective strategies to manage their emotions, this is often referred to as being emotionally dysregulated. Emotional dysregulation has been linked to depression, anxiety, and other mental health disorders (Berking & Whitley, 2014). As in the examples above, when emotions are too big, or too overwhelming, for a youth, it may lead outbursts, aggression, confrontation, or isolation. Emotional dysregulation may also lead youth to seek out unhealthy strategies to quell their overwhelming emotions, such as drugs & alcohol, or self-injury.

A child or youth's ability to express and regulate their emotions effectively is thought to be influenced by both biological and environmental factors:

Hereditary or biological predisposition: We each come into the world with different temperaments and ways that we respond to situations. Some individuals naturally feel emotions more intensely, or react to situations with more intensity, than others. This natural disposition towards greater intensity of emotion can make regulation more of an uphill battle for some youth.

Models of emotional dysregulation: As with most issues, there is a nature/nurture component to emotional regulation. How a child learns to manage their emotions is strongly tied to how they have witnessed the expression and regulation of emotions in their parents or other significant individuals around them. Unfortunately, many children have not experienced positive, healthy or effective models of emotional regulation.

Trauma: Youth who have experienced trauma often tend to present with emotional extremes – they either feel too much (sense of being overwhelmed), or too little (a sense of numbness or nothingness). The intensity of these emotional experiences can make them more difficult to manage, and is a reason that many youth who have experienced trauma may turn to the unhealthy coping strategies identified earlier.

How to help youth learn emotional regulation

While it may seem to youth as though intense emotions are instinctive and devoid of any thinking or reasoning, in fact our emotions are intricately tied to the cognitive processes that accompany them – even if we are not consciously aware of those cognitive processes. Below is a practical way that we can conceptualize the connection between situations, thoughts, emotions and behaviour:

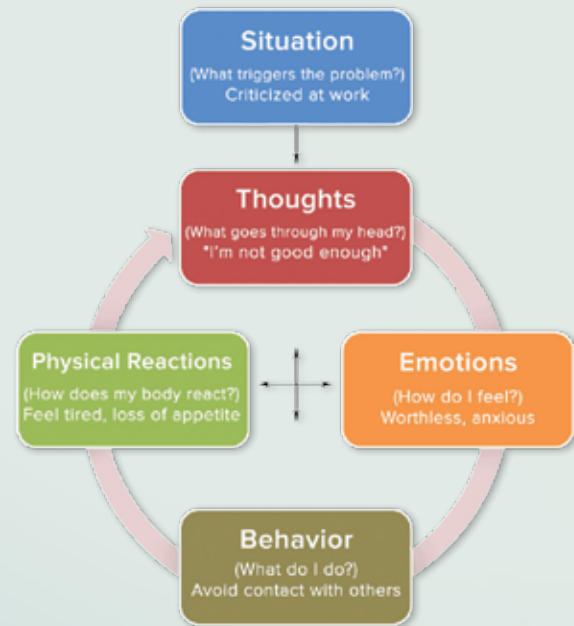


Figure from: www.online-therapy.com/cbt

Therapeutic modalities such as Cognitive Behaviour Therapy, and Dialectical Behaviour Therapy are rooted in an understanding of the relationship between our thoughts, emotions and behaviour. When specifically addressing Emotional Regulation, we want to help youth to gain a better understanding of what their emotions are, as well as the thoughts that are accompanying them, in order to find healthier and more effective ways of managing them. Intervening at any point in the cycle can lead to more positive emotional experiences, as well as greater control over one's emotional responses.

Mindfulness: Previous issues of this magazine have discussed both the benefits of Mindfulness, and methods of practicing and teaching mindfulness in various settings. Mindfulness is the act of being focused and aware of our thoughts, feelings and sensations in the present moment, without judging them or trying to change them. Mindfulness programs are increasingly being brought into both elementary and high schools, and are relatively easy to implement. Mindfulness can help children and youth become aware of how they are feeling (and how to not run away from those feelings) which then forms the foundation for getting those feelings under control.

Emotional Awareness: Have you ever asked a youth how they are feeling, and had them genuinely respond “I don’t know”? When we work with much younger children, we expect that they will have limited language or understanding of the range of emotions that they might be feeling. A multitude of books, games, posters, and other activities have been created to support children in identifying emotional experiences. But it is important to recognize that many children reach adolescence and still lack this language or understanding, and it can be that more overwhelming as the range of emotions felt in adolescence can be quite complex. Are they feeling anger? Hurt? Betrayal? Jealousy? Embarrassment? Excitement? Anxiety? It is very difficult to get control over your emotions if you don’t even know what they are. By teaching youth to identify what they are feeling, they can gain the ability to talk themselves through their emotional experience, as well as understand where it may have come from.

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Cognitive Strategies: As noted above, our emotions are generally reactions to thoughts that we are having about a situation, even though we are often unaware of what those thoughts are. Once a youth is able to identify what they are feeling, help them to talk through what situation led to their feelings, and what thoughts they are having about the situation. Our thoughts can be very unhelpful at times, and be full of assumptions and negative self-talk. By changing some of those thoughts, or framing situations in a more neutral light, youth can decrease the intensity of what they are feeling. As well, once a youth has become mindfully aware of their emotions, and can think through why they are feeling what they are, they may be in a better (and less impulsive) state to decide how they will respond.

Relaxation: While Mindfulness teaches us to be aware of how we are feeling without trying to change it, there is also a role for relaxation strategies in Emotional Regulation. Intense emotional reactions often come with physiological symptoms (e.g., racing heart, shortness of breath, tense muscles, etc.). It can be helpful to teach youth ways that they can relax their body and get control over these physical symptoms, which can then lead to an increased ability to engage in a thinking process.

Behavioural strategies: As discussed above, in the absence of healthy coping strategies, youth may turn to less helpful or healthy strategies (self-harm, drugs, alcohol) to cope with how they are feeling. While emotional awareness and cognitive strategies are integral to a youth's long-term ability to regulate their emotions,

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sometimes what is needed in the moment is just for them to DO something different. Dialectical Behaviour Therapy teaches a skill called “Opposite Action”, which is essentially the practice of doing the very opposite of what you feel like doing in the moment. If your feelings are leading you to isolate yourself – call someone or go for a walk. If your feelings are leading you to be aggressive or violent towards someone – walk away and do a kind act for someone else. This is rooted in the idea that sometimes our emotions will catch up with our actions. It can give a youth a concrete sense that they can in fact have influence or control over how they are feeling, instead of believing that their emotions are in control of them.

Finally, the value of healthy living strategies (getting adequate sleep, eating well, getting exercise, socializing with positive friends) cannot be underestimated in the context of managing emotions.

These things will not change the stressors in a youth’s life, nor will they change the thoughts or emotions associated with them. However, healthy life habits can make a youth more resilient in the face of stressors or difficult emotions, and give them at least one step towards a sense of emotional balance. ♣csc

» REFERENCES/RESOURCES

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Strongest Families Institute

Innovative social services program improves accessibility to mental health treatment.

By Sean Dolan



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They're innovators in an era where innovation is desperately needed. Not giving credence to the nay-sayers who believe a distance education platform for youth mental health programming is a utopian quest for a quick fix, Dr. Patricia Lingley-Pottie and Dr. Patrick McGrath developed a mechanism that has given families struggling with mental health issues the help they require. With 15 to 18% of children in Canada facing mental health challenges, and less than 30% of those children receiving timely interventions, someone needed to come up with an alternative to the snail's-pace traditional approach to mental health care for youth. Lingley-Pottie and McGrath think they have come up with a plan that could both help the health care system and help the children and families that need the help the most.

Here's how the two innovators came up with their model. Academic and professional colleagues for the better part of their careers, both Lingley-Pottie and McGrath wondered why traditional mental health services had such a poor retention rate. One would think that, after a long wait to get in to see a mental health professional, the client(s) would be eager to stay the course and work toward a resolution to what was ailing them. However, a staggering 40 to 70% of those who start traditional mental health treatment wind up leaving before their issues are resolved. McGrath noted, "I naively thought they weren't motivated. But it dawned on me that the system was the problem and we needed a better system to deliver care."

“However, a staggering 40 to 70% of those who start traditional mental health treatment wind up leaving before their issues are resolved.”

This prompted Lingley-Pottie and McGrath to delve into the systemic problems that were causing mental health patients to give up on services and they came up with a few common sense explanations:

- + long wait times (often up to a year) to get in to see a child psychologist or psychiatrist.
- + a shortage of qualified youth mental health practitioners
- + the social stigma associated with seeking help for mental health problems
- + appointment times mostly occurred during the work day, causing many patients or parents of patients to have to book off work for the day. In many cases, this affected their livelihood and they were forced to make a choice: work or therapy.
- + a spinoff of the work day appointments was the problem of travel and expense. Besides the lost wages (which is huge!), the cost of travel and day care expenses, traditional mental health care proved to be a costly endeavour.

Lingley-Pottie and McGrath set about creating a mechanism for providing youth mental health care that addressed the issues listed above. One thing was clear from the start: any program needed to have metrics to measure success or failure. Research colleagues at Dalhousie University in Halifax, the two were committed to tangible solutions to real life mental health problems that could stand the rigours of scientific testing. In other words, no program would be put in place without evidence based research to back it up. Drawing on a wealth of knowledge and experience from their work at the IWK Health Centre, Lingley-Pottie and McGrath determined that a distance education model could be employed to help people learn to address their mental health concerns and/or the mental health problems that emerge in their families. And so, in 2011, in the face of plenty of skepticism, the Strongest Families Institute (SFI) was founded.

Mental health education programs were created by the two innovators and their team of associates that targeted the mental health concerns of children and their families. The programs themselves were informed by the clinical and research work of Lingley-Pottie and McGrath. To this day, SFI focuses on family-centred care with a primary focus on anxiety and behaviour problems. Clients referred to SFI are usually dealing with moderate mental health challenges that are interfering with their everyday lives. People suffering with more severe mental health problems – ones where they might hurt themselves or others – are not strong candidates for the program. When SFI was founded as a not-for-profit in 2011, it quickly grew to a staff of 15 serving 700 clients

and their families in Nova Scotia. Today, SFI has a staff of 60 serving 4 200 clients right across Canada. This year it earned charitable status which the institute hopes will help with the ongoing challenge of funding programs and maintaining service.

So, what makes SFI so effective? First, there is no wait time. When a client is referred to SFI by a partner agency, they get right in. This eliminates any kind of prolonged delay for those seeking help. Second, SFI programs are psychologically informed and based on best science. They are education oriented, not therapy oriented. Let's say a young person is dealing with anxiety and is referred to SFI's Defeat Anxiety program. That young person and their family would take part in a program that targets 11 to 12 key skills tailored to the particular challenge(s) they are facing. The young person and the family would be assigned to a coach who would guide them through a series lessons via handbooks (either print or online) and audio-visual materials that target certain essential skills. The coach would actively monitor and guide the young person and their family over 17 phone sessions. While some clients and their families may finish the program in a short period of time, the SFI model allows for more time if needed. In other words, the program is flexible and customized to the needs of the client and their family. For example, Coach calls are scheduled at the youth's convenience (i.e., after school/work, evening, night) and SFI staff shifts extend to 2:00 a.m. to accommodate time differences. The ultimate outcome is the acquisition of coping and management skills that allows those participating to learn about what is impeding them and how to deal with those issues once the program is completed.

This begs the question: does the program work? SFI's CEO and President Dr. Patricia Lingley-Pottie says the proof is in the data. Of all the clients referred to SFI, 90% complete the program and 85% of those participants report significant improvements to their mental health. This is an attractive alternative to traditional mental health care and it's 30 to 60% retention rate. While the work of the highly trained and dedicated coaches is integral to program delivery, SFI's computer brain trust, IRIS, keeps everyone at the institute informed as to the program's success. Lingley-Pottie calls IRIS a "huge brilliant beast" that drives down organizational waste, improves staff efficiency and, most importantly, makes sure no client slips through the cracks. In other words, Strongest Families is dedicated to quality assurance and client service with IRIS delivering important information that allows the project to evolve.

And what does all this mean for guidance counsellors across Canada? No doubt just about every jurisdiction has reported a rise in cases of anxiety and depression. They have also seen a growing rise in cases of attention deficit, hyperactivity and oppositional behaviour. Most of these cases warrant immediate attention and the traditional system is severely backlogged. This has put many

a counsellor in the uncomfortable position of simply applying makeshift bandages to the institutional scrapes that each case brings to their portfolio of students. However, SFI programs have the potential to allow students and their families to enter into a treatment option in a timely manner. Ultimately, a student suffering from a moderate mental health problem wants to feel like they are (a) not alone and (b) are moving toward a solution to what is hindering them. Waiting for up to a year to see a child

psychologist does not help in this kind of situation. However, enrollment in a program where a caring individual/coach helps them move forward could make a world of difference. According to Lingley-Pottie, "This is a program that has a long term impact because we're teaching families, youth and children life skills they can use long after the program is over." It is the teaching component that makes Strongest Families an attractive referral option for Guidance Counsellors across Canada. 🍁 CSC

To find out how to refer a student to the **Strongest Families Institute**, go to <http://strongestfamilies.com/> and follow the **Contact Us** link. You can also email the organization: info@strongestfamilies.com.

Strongest Families Institute Fact Sheet

- **SFI** delivers timely educational programming for young people and their families dealing with moderate anxiety and behavioural challenges.
- **SFI** programs include:
 - **Parenting the Active Child** (3-12 years olds with disruptive behaviour problems)
 - **Chase Worries Away** (6-12 year olds with anxiety problems)
 - **Dry Nights Ahead** (5-12 year olds who experience nighttime bedwetting)
 - **Defeat Anxiety** (12-17 year olds with anxiety problems)
- **SFI** is based in Nova Scotia but offers programming in Newfoundland and Labrador, New Brunswick, Prince Edward Island, Ontario, Alberta and British Columbia.
- **SFI** hopes to expand beyond Canada's borders and is currently working on a project in Vietnam.
- While **SFI** maintains its commitment to youth mental health, they hope to develop adult mental health services in the future.
- **Awards:** The Ernest C. Manning Principal Encana Award for innovation (2013); the National Mental Health Award in Social Innovation (2012) awarded by the Mental Health Commission of Canada; the Innovation in Practice: Health Award (2012) by Progress Magazine.



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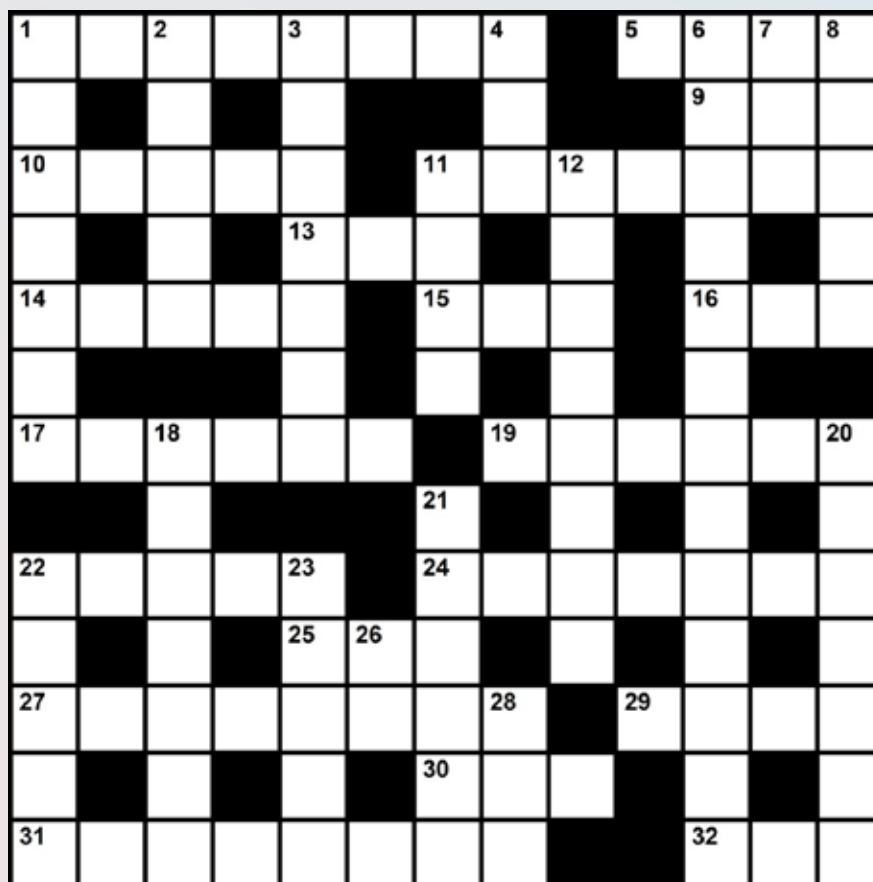
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Across

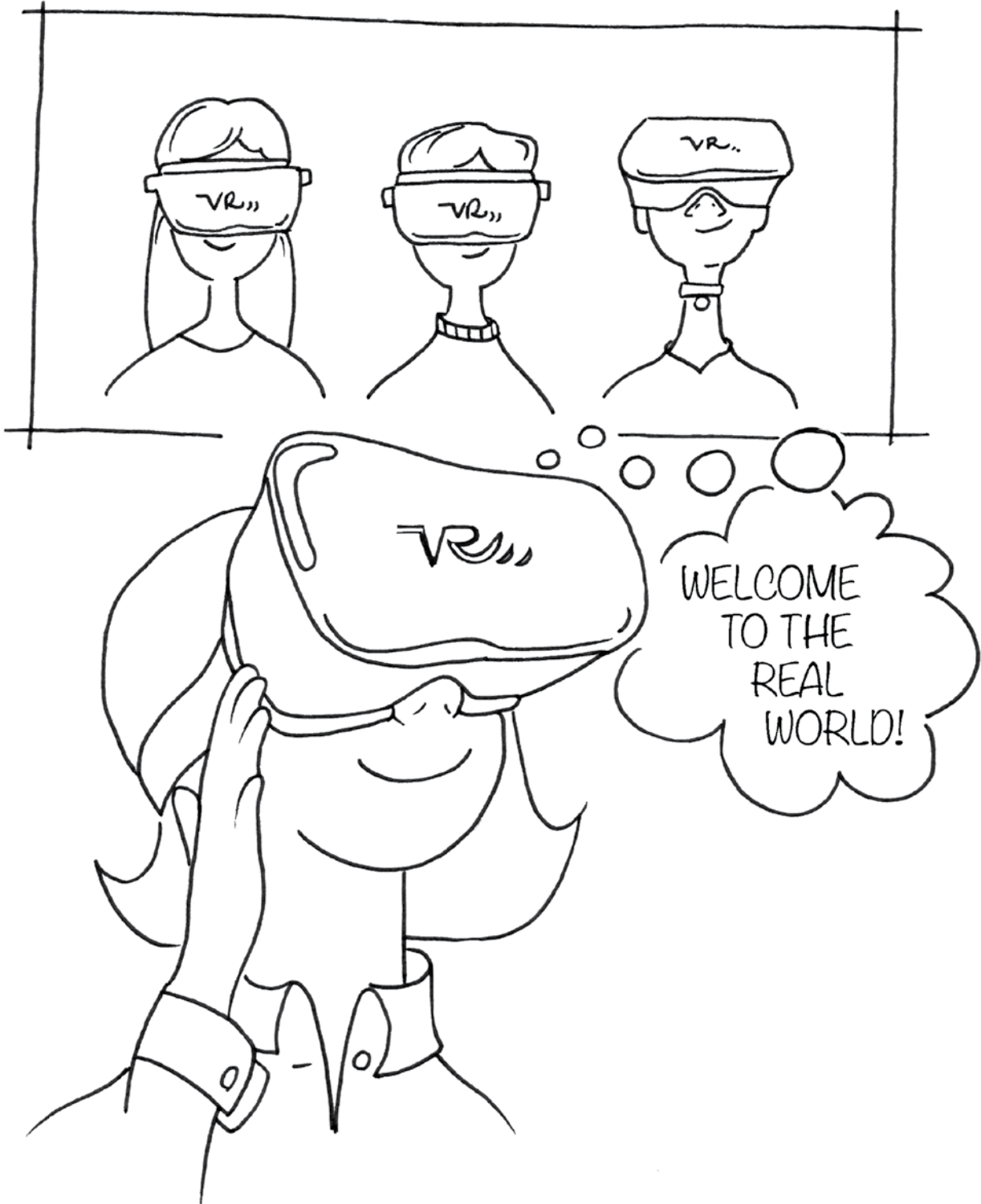
- 1 Key role of a school counsellor
- 5 Large Canadian First Nation tribe
- 9 Subj. including grammar
- 10 State an opinion, for example
- 11 Teaching staff
- 13 PC's brain, for short
- 14 Inspiration
- 15 Not a thing
- 16 Small kid
- 17 Summaries
- 19 Grapevine tidbits
- 22 Make a fresh ____
- 24 Go-between
- 25 ____ Dhabi
- 27 Speculation in card games, etc- it can become addictive
- 29 Arm or a leg
- 30 Prattle
- 31 Avoid an issue
- 32 Form entry

Down

- 1 Another key role of a school counsellor
- 2 There you have it!
- 3 Physical exam, 2 words
- 4 Historical period
- 6 Basic building blocks of trust
- 7 Medical specialty, for short
- 8 Land of the pyramids
- 11 Provide money for
- 12 Related to the different ways of living by different peoples and groups
- 18 Shut (up)
- 20 Children's play area
- 21 Take the ____, dive in
- 22 Indicators
- 23 They may be tall
- 26 __-lingual
- 28 Missing piece

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Advertiser's Index

Air Georgian.....	38	Centre for Distance Education.....	8
All Saints University.....	36	CERIC.....	45
Ambrose University.....	37	College & Association of Respiratory Therapist of Alberta.....	42
American University of Paris.....	3	College Boreal.....	49
Apex Academy.....	11	Columbia College.....	20
Apply Alberta.....	48	Crandall University.....	47
Aston Medical School.....	25	CWA Foundation.....	6
Booth University College.....	44	Denturist Association of Canada.....	14
Canada's National Ballet School.....	60	Emily Carr University of Art and Design.....	43
Canadian Institute of Actuaries.....	50,55	Encounters With Canada.....	17
Canadian Mennonite University.....	54	Enterprise Ireland.....	22
Canadian Payroll Association.....	53	Goldsmiths, University of London.....	32
Canadian Tourism College.....	18	Horizon College & Seminary.....	46
		Humber College.....	12
		La Cite.....	46
		McGill University.....	7
		McMaster University.....	2
		Media Job Search.....	10
		Monash University.....	5
		Nipissing University.....	62
		Norwich University of the Arts.....	28
		Pearson College UWC.....	32
		Providence University College.....	21
		Queen's University Engineering.....	59
		Queen's University Belfast.....	25
		Red Deer College.....	54
		Royal College of Surgeons in Ireland.....	64
		Scholarships Canada.....	53
		Skills Compétences Canada.....	63
		St. George's University.....	56
		St. Mary's University.....	17
		Study & Go Abroad Fairs.....	11
		Study in Scotland.....	26
		TD Canada Trust.....	16
		Teenagers Abroad.....	29
		Universite De Saint-Boniface.....	13
		University of Buckingham.....	30
		University of Essex.....	24
		University of Gloucestershire.....	31
		University of Greenwich.....	28
		University of Guelph, College of Business and Economics.....	9
		University of Lethbridge.....	36
		University of Liverpool.....	15
		University of Northampton.....	4
		University of Northern British Columbia.....	20
		University of Reading.....	29
		University of South Wales.....	24
		University of the Arts London.....	30
		University of the Commonwealth Caribbean.....	49
		University of Victoria.....	52
		University of Windsor.....	21
		Vancouver Island University.....	18



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