

# CANADIAN SCHOOL **Counsellor** MAGAZINE

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# Main Feature

## En vedette

**40** **The Grizzlies:** how Nunavut youth rallied a community to overcome deadly dysfunction

*The Grizzlies : l'histoire de jeunes habitants du Nunavut qui ont mobilisé leur communauté contre le suicide*

## Also in This Issue:

**20** **Preparing students for the rise of artificial intelligence in the workforce**

**25** **CBT:** an effective practical means of helping students combat negative self-talk and thinking

**La TCC :** un moyen efficace d'aider les élèves à combattre les verbalisations intérieures et les pensées négatives

**37** **The Rise Initiative:** helping youth escape the horrors of sexual exploitation and human traffickers



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## Departments

**08** [Across Canada](#)

**13** [Counsellor's Corner](#)

**53** [Career Opportunity](#)

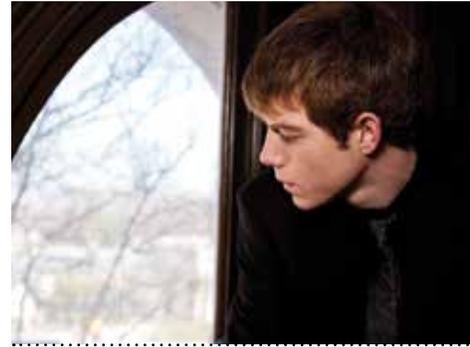
**64** [Crossword Puzzle](#)

**65** [The Last Period](#)

**66** [Advertiser's Index](#)



**15** [Great Idea](#)  
[902 ManUp](#)



**59** [Outreach](#)  
[Jack.Org](#)

The advertisement for Harris Institute features a dark purple background with a large, close-up image of a brass instrument's valves on the left. The Harris Institute logo, a stylized 'H' inside a circle, is at the top center. Below the logo, the text lists several achievements: "#1 Private College for 7th Year" (2019 Media Arts Education Report), "100% Graduate Employment Rate" (Ministry of Training, Colleges and Universities), "100% Graduate Satisfaction Rate" (Ministry of Training, Colleges and Universities), "0% Student Loan Default Rates X 4" (Ministry of Training, Colleges and Universities), and "247 Awards for Alumni in last 2 yrs." The website "HARRISINSTITUTE.COM" is displayed at the bottom in a gold, outlined font.

  
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## A space for gender identity exploration and expression, youth attend unique summer camp in Thunder Bay, Ont.

*It's the third year for Gender Adventures, a six-day summer program for gender non-conforming youth aged 12-17*

*By Logan Turner, courtesy of CBC News*



A peer panel of gender non-conforming young people speak to their peers about their own journeys to understand and express their gender identities at the Gender Adventures summer camp program in Thunder Bay, Ont. (Logan Turner / CBC)

A group of young people sat around a long, narrow table in a board room at the Norwest Community Health Centre. The discussion ebbed and flowed as they worked on a creative activity. At times, the conversation was light and laughs aplenty, and it seemed like any other summer camp for teenagers. But then the discussion would turn towards heavier, more complex topics like bullying, problems with family and friends and self-esteem, and it became clear that this is a unique youth program.

For most in the room, it was their first time attending the Gender Adventures weeklong day camp and their quiet, nervous energy was apparent.

According to Cameo Ferguson, one of the program volunteers who helped with the camp last year as well, by the end of the week, the individuals will become a coherent support network and each person will leave stronger and more self-aware.

"Over the rest of the week, they have a large journey of self-acceptance and exploration and expression."

The Gender Adventures camp began two summers ago to provide support and educational resources for young people aged 12 to 17 who identify as transgender, non-binary or questioning. It adapts lessons from the Gender Journeys adult trans-support programming and applies

them to activities more suitable for teenagers trying to navigate their own gender identity. The program this year ran Aug. 19-24.

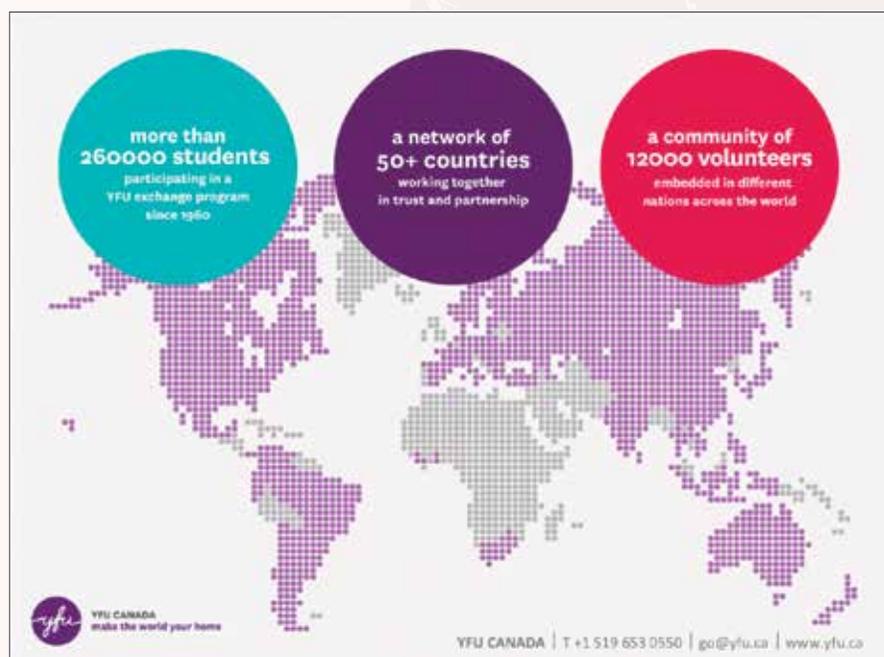
Ferguson added, "We go through a bunch of activities with the kids about life and coming out and dealing with discrimination and family and the whole world around you. So it is just teaching them how to navigate all of that and helping them express that and become the best them they can be."

### Providing up-to-date and relevant information

Laurie Hollis-Walker, a psychotherapist with Norwest Community Health Centre and one of the Gender Adventures lead facilitators, said the camp was created to help gender non-conforming youth find each other and learn more about themselves and the possibilities for their own gender journeys.

"We hold firmly to the belief that all kids have the right to be with people who are like them and all kids have a right to be included and to be respected for who they are. That doesn't necessarily happen even if it is allowed or inclusive in the schools."

Hollis-Walker added, "I like to quote Hershel Russell, who started Gender Journeys, who said 'there's no one way to be trans.' There's all this diversity about how to be trans. This camp is intended to open some doors of possibilities for how these young people might be in these days going forward." **✶ CSC**



## 1st Powell River Scouts celebrate 2019 milestone

### Youth discover Canadian Path

Courtesy of the Powell River Peak

Fun adventures. Amazing outdoor experiences. Personal growth. Parents and youth will find them all on the Canadian Path, Scouts Canada's new program being rolled out in Powell River.

Over the past 100 years, parents and guardians have played an important role in encouraging their children to challenge themselves in their scouting program, and the Canadian Path is no different, says 1st Powell River Scouts group commissioner Chris Bolster. "The Canadian Path is really the next natural step in delivering Scouts Canada's mission to develop well-rounded youth, better prepared for success in the world," says Chris. "For our youth, it's all about having fun, learning and going on adventures during their time in Scouts."

For 1st Powell River, 2019 has been a milestone year, he adds. "After being effectively closed for a few years, we found some really great adult volunteers and were able to open a Beaver Colony and Cub Pack this spring," says Chris. "This wouldn't be possible without the support from the community."

The Canadian Path, emphasizing personal growth through firsthand experiences, was fully implemented as Scouts Canada's program in 2015, but since 1st Powell River has been dormant for the past few years, 2019 will be the first year for the group, explains Chris. "Across the country, we are finding youth are more engaged in Scouting," he adds. "We're excited about bringing the Canadian Path to Powell River."

Scouting on the Canadian Path encourages youth to develop in their own way, at their own pace, and to take advantage of the unique opportunities for discovery that our natural world offers. "As our girls and boys progress through Scouting's unique challenges and adventures, they develop into confident and capable individuals," says Chris.

Contributed photo



The 1st Powell River Scouts on Valentine Mountain in Powell River, BC.

*"The Canadian Path is really the next natural step in delivering Scouts Canada's mission to develop well-rounded youth, better prepared for success in the world."*

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The Canadian Path program includes a focus on being youth-led, emphasizing new adventures, and Scouts Canada's plan-do-review approach to experiential learning. "Being youth-led doesn't mean there isn't adult supervision," says Chris. "Rather, the youth decide what activities they want to undertake and what challenges they wish to give themselves."

Adult Scouters play an active role in mentoring, encouraging, guiding and inspiring the youth, he adds. "It's quite personally fulfilling to volunteer," he says. "I encourage any young adults who want to work with children in their careers to contact us."

Using Plan-Do-Review, Scouts work as a team at every stage as they plan and pursue their adventures, he says. "Planning is where youth leadership begins," explains Chris. "As the youth carry out the activity they learn new skills. They then review how things went, present accomplishments and discuss how things could be improved next time." It's key to the group's development, too, he adds. "Review is really impactful for other youth in the group as it helps them relate to and learn from their peers," says Chris.

Youth are able to choose from among dozens of possible adventures, each supported by a trail card that guides them safely along the way. Each adventure falls

within one of six program categories, including environment and the outdoors, leadership, active and healthy living, citizenship, creative expression, and beliefs and values.

All of these adventures follow a framework that supports youth growth and development in six areas, including socially, physically, intellectually, in character, emotionally and spiritually, he adds. "This whole-person approach is what sets Scouting apart," says Chris. "You won't find many other youth organizations doing this." 

## Educators to gather at Cannexus to learn how to equip students with future-ready skills

### CANNEXUS20

By/Par CERIC

With only 44 percent of Canadian youth feeling adequately prepared for the workforce (McKinsey & Company) and given a rapidly evolving economy, it is essential to ensure students are equipped for success. Cannexus, Canada's largest bilingual National Career Development Conference, returns to Ottawa, Jan. 27-29, 2020,

to help educators and counsellors ready students for the future.

Bringing together more than 1,200 professionals from K-12, post-secondary, community, government and private sectors, the conference will provide emerging research and best practices across 150 sessions that include:

- Youth career education and career exploration
- Integrating career into curriculum and experiential learning
- Building foundational employability skills
- Impact of automation on the labour market and emerging careers
- Navigating post-secondary and workforce transitions

The 3-day conference is presented by CERIC, a charitable organization advancing career development research and education in Canada. Supporting organizations have included the Ontario School Counsellors Association, Saskatchewan Career and Work Education Association and Career Education Society of BC. 

Learn more at [cannexus.ca](http://cannexus.ca).

## U of M to host United Nations Sustainable Development Goals Youth Training Day

By Andrea Macron, courtesy of UM Today News

The University of Manitoba and the Foundation for Environmental Stewardship (FES) are pleased to present the Sustainable Development Goals (SDGs) Youth Training Canada in Winnipeg on Saturday, Oct. 5.

On Sept. 25, 2015, 193 countries unanimously adopted the 17 Sustainable Development Goals (SDGs) by framing their agendas and political policies over the next 15 years to end poverty, protect the planet and ensure prosperity for all. The SDG Youth Training Canada program aims to engage youth from across Canada to take action toward the SDGs.

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*“Young people are the most capable of the transformation required, having the most to gain or lose from the success or failure of the Agenda.”*

So far, the SDGs Youth Training Canada has mobilized 5,900+ students from 77 post-secondary institutions at 32 training sessions across Canada. Winnipeg is up next! This unique opportunity will provide students with training to increase their understanding of the United Nations’ 17 SDGs and empower them to take action on issues such as sustainable development, poverty, education, inequality and climate change.

“Young people are the most capable of the transformation required, having the most to gain or lose from the success or failure of the Agenda.” – Peter Thomson, President of the United Nations General Assembly.

As the next generation of leaders, youth have a crucial role in making their voices

heard, inspiring others, meeting pressing challenges, creating opportunities, adopting changes and advocating for a sustainable future, at the global and local level. This is your chance to be a driving force of transformation and implementation.

**Event Information:**

**When:** Saturday, Oct. 5 – 9 a.m. – 5 p.m.

**Where:** 2nd Floor, Multipurpose Room, UMSU University Centre – 65 Chancellors Circle

**Fee:** \$20 per student – includes certificate of completion and food throughout the day.

**Tickets available at:**  
<https://UMSDG.eventbrite.ca>

Open to all post-secondary students in Manitoba. Limited amount of tickets available to the public.

**How is the U of M helping the SDGs move forward?**

- The U of M is a member of the United Nations Academic Impact (UNAI) and was recently named as the hub for Sustainable Development Goal #6 (Ensure availability and sustainable management of water and sanitation for all). As education, research and teaching are part of the foundation of a university environment, students are also encouraged to facilitate their selected SDG goals, right here on campus.
- The U of M SDG report is a stepping-stone to identify the work underway at the U of M and start the conversation toward the advancement of the 2030 Agenda for Sustainable Development. 



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# From the Classroom to Guidance: The Anxieties New Counsellors Face

By Anna Macri



©GettyImages/PeopleImages

When I became the Department Head of Guidance three years ago, I had 10 years of guidance experience under my belt in two different schools. I replaced the existing guidance head who was retiring and he ran our department with ease. It was wonderful working for and with him. We had a small team that consisted of our department head, myself and two other counsellors. In many ways, it was like a “dream team.”

Then came my turn. In the three years since I took over the position, the role and department has changed. This year, our department is welcoming two new guidance counsellors to replace two seasoned veterans who retired this past June. I know these new counsellors are going to be anxious. I often think of the time when I was hired on as a guidance counsellor many years ago, and the fears and anxieties I had leaving the classroom to take on this wonderful and impactful role.

In my situation, I came to the position after I was approached by my Principal to see if I was interested in transitioning into Guidance. It sounded like a great opportunity. However, I remember the fear, the uncertainty and the anxiety around trying to suddenly learn student timetabling, the details of various post-secondary programs, not to mention learning strategies to help counsel students. I didn't know if I was really ready to leave the classroom permanently at that time, but I met the challenge head on. I came in early and stayed late, trying to learn as much as I could from my colleagues. They were outstanding teachers and I am forever grateful to them. They were very patient with me but they were also very busy themselves. I quickly learned that the pace of guidance was incredibly different from that of a classroom teacher insofar as we are not bell-driven, but rather, calendar-driven. Where I had a prep period when I was in the classroom, as a counsellor I found I had no time.

Fast-forward 13 years and now I am the Department Head of Guidance at a different school, with established practices. This September, as the new counsellors come on board, I wonder how they feel about leaving their classrooms to join our team and work with the students in a different capacity. I hope they know how welcomed they are and how much of an impact they will be making. I arranged for a few training sessions with them as the 2018-2019 year drew to a close. I had them job shadow the veteran counsellors, helped them learn a bit about timetabling, gave them a primer on career counselling – basically helping them to get their feet wet. Above and beyond the daily tasks, I tried to help them see the more subtle qualities that make a fantastic counsellor.

I also shared some advice that I found helped me as a novice counsellor many years ago:

- ✓ **Fear of “Getting it Wrong”.** We all make mistakes...all of us. As a new counsellor, there is always a fear of giving the wrong answer to a student. However, one piece of advice I was given, and that I continue to follow (and all the best counsellors I know follow as well) is: if in doubt, just ask! We encourage counsellors in our office to interrupt the experienced counsellors and ask their questions; there is no question too small or insignificant to ask. As a new counsellor, I remember asking my fellow counsellors and department head many questions. They never seemed bothered by my interruptions and always encouraged me to keep asking. We continue this practice in our department today. All counsellors, novice and experienced are encouraged to ask when in doubt.
- ✓ **Detailed-oriented work.** In our role, we perform detail-oriented tasks. We double and triple check course codes, post-secondary pre- and co-requisites, scholarship application requirements, failure reports, summer/night school applications, course registrations, missing pre-requisites for various courses, and specialty program requirements. My advice would be to take your time. Even if some tasks seem tedious, they are all necessary tasks that need to be met with care and detail.
- ✓ **What’s in the best interest of the student?** The best and most important piece of advice I would offer to a new counsellor was shared with me many years ago by my first department head. As I sat in an unfamiliar office, with piles of registration packages and course request forms on my newly inherited desk (and I’m sure a look of dread on my face), he said to me, “Anna, if all else fails, always remember, if it’s in the best interest of the student sitting across from you, then you are making the right decision. We are here for the students and to assist them on their journey.”

As this school year begins, teachers new to Guidance will sometimes be uncertain of all the rules, expectations, and mitigating factors involved in the job - and that is okay. The impact you are making on each individual student who sits across from you will long be felt by many of those students years after they have graduated. Always remember that if, during those uncertain times, you are making a decision for a student that is in their best interest, you are doing great! Welcome to Guidance! 🍀 CSC



» BIO  
**Anna Macri** has spent most of her 20 years in education in Guidance and Career Education. She recently took on the position of Department Head of Guidance at St. Marcellinus Secondary School, in Mississauga, Ontario.



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# WHEN IT'S TIME TO "MAN UP"

Community advocacy and  
Nova Scotia's 902 Man Up

By Sean Dolan

©Gettyimages/PeopleImages



*When Marcus James and Peter Campbell noticed a spike in the Halifax murder rate – and the fact that a third of the victims were men of colour – they knew it was time to “man up.” Enough was enough. It was time to get serious about building community pride and helping people feel more connected.*

This is how 902 Man Up was born. James, a community advocate working for the Halifax North Memorial Public Library, put his expertise to work with the help of Campbell. They felt that as older generation African Nova Scotians they had an obligation to help the younger generation – the one's that seemed to be so lost and, in some cases, were losing their lives to violence. James says, "I got tired of attending funerals of young men. Talking about it and seeing people hurt, I think challenged me to say, 'Okay, what can I do?'" So, in 2016, James and Campbell decided to put themselves at the forefront of something that would bring a sense of purpose to those who needed it most. In time, and with the help of likeminded allies, they came up with a name: 902 Man Up. The "902" was picked because it is one of the telephone area codes for Nova Scotia.

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is going to feed her children or a man who has recently left incarceration, 902 Man Up refuses to get stuck on policies, directives and the red tape that can often bog down a fledgling organization. Instead they take a “here’s what needs to be done” approach that caters to the specific needs of those who need help. Working independently and without the aid of government funding, 902 Man Up seeks to provide community members with what they need, when they need it. According to James, “We take it upon ourselves to say...what is it [that] we can do to change the narrative and not rely on outside sources.” Often the aid needed is derived from within the organization. At other times, 902 Man Up volunteers will connect people with local agencies. However, more than anything, the volunteers are there to provide a listening ear to those who are struggling to get their life on track.

902 Man Up is made up of over 100 volunteers who advocate for the black community in and around Halifax with a focus on mentorship for young black men. If you were to try to come up with a specific description of what the organization

does you’d be hard pressed to find one. 902 Man Up is organic - responding to the needs of the individuals and groups that approach them for help. Whether they are dealing with a teenager trying to find his way, a single mother at a loss over how she

This is where the story gets very personal. Corey Wright spent two stints in prison for a total of nine years. It was the second stay in prison that changed him. He knew that he needed to take a different route. However,

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was the fact that a group of people were all interested in helping him that made the difference. According to Wright, "When you have a collective saying something, it hits harder. You realize we're all for the same goal, the same struggle." Now Wright is an active and influential volunteer within the agency.

"We created 902 Man Up to showcase the good things that are happening in our community", says Peter Campbell. They now co-sponsor cultural events, organize fundraisers, run back to school drives for students who need school supplies and recently started a scholarship fund for black students attending St. Mary's University. They have made 902 Man Up one of the "go-to" agencies when it comes to highlighting community success and pride.

finding help wasn't easy. Wright explains, "There are programs that help you do things, but they aren't for the incarcerated. Then there's programs for the incarcerated that don't help regular people." Wright felt trapped between two worlds.

Enter his uncle, none other than Marcus James, mentor and community advocate – and co-founder of 902 Man Up. Wright credits James and 902 Man Up with being the ones who listened to him, advised him and pointed him in the right direction. It

902 Man Up also serves as a powerful voice for African Nova Scotians. When the province announced plans to place an overdose prevention site in a primarily black community, 902 Man Up stepped in and demanded consultation before the decision was finalized. James said the site was being

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thrown into the community without any conversation or dialogue. While 902 Man Up does not oppose overdose prevention sites, they do oppose arbitrarily picking a neighbourhood and telling those who live there to grin in bare it. The location of the site is now being reconsidered by local authorities. The organization is also actively seeking the participation of African Nova Scotians in the Cogswell Redevelopment Project – a \$900 million infrastructure plan. 902 Man Up is

arguing that African Nova Scotians suffer from economic disparity when compared with other groups. With 39 percent of African Nova Scotians living in poverty, and an unemployment rate of 16 percent (nearly twice the provincial unemployment rate), 902 Man Up maintains that it's time to spread the wealth and include the black community in the process – both through consultation and jobs – that starts to level the playing field with white Nova Scotians.

It's clear to see that 902 Man Up is becoming a force to be reckoned with in Nova Scotia. The organization's leadership continues to build community pride and stand up for those who need help. They are also not afraid of going toe-to-toe with developers and local governments when the needs of the community are being either ignored or overlooked. This is why many Nova Scotians believe that 902 Man Up is here to stay. 🍀csc

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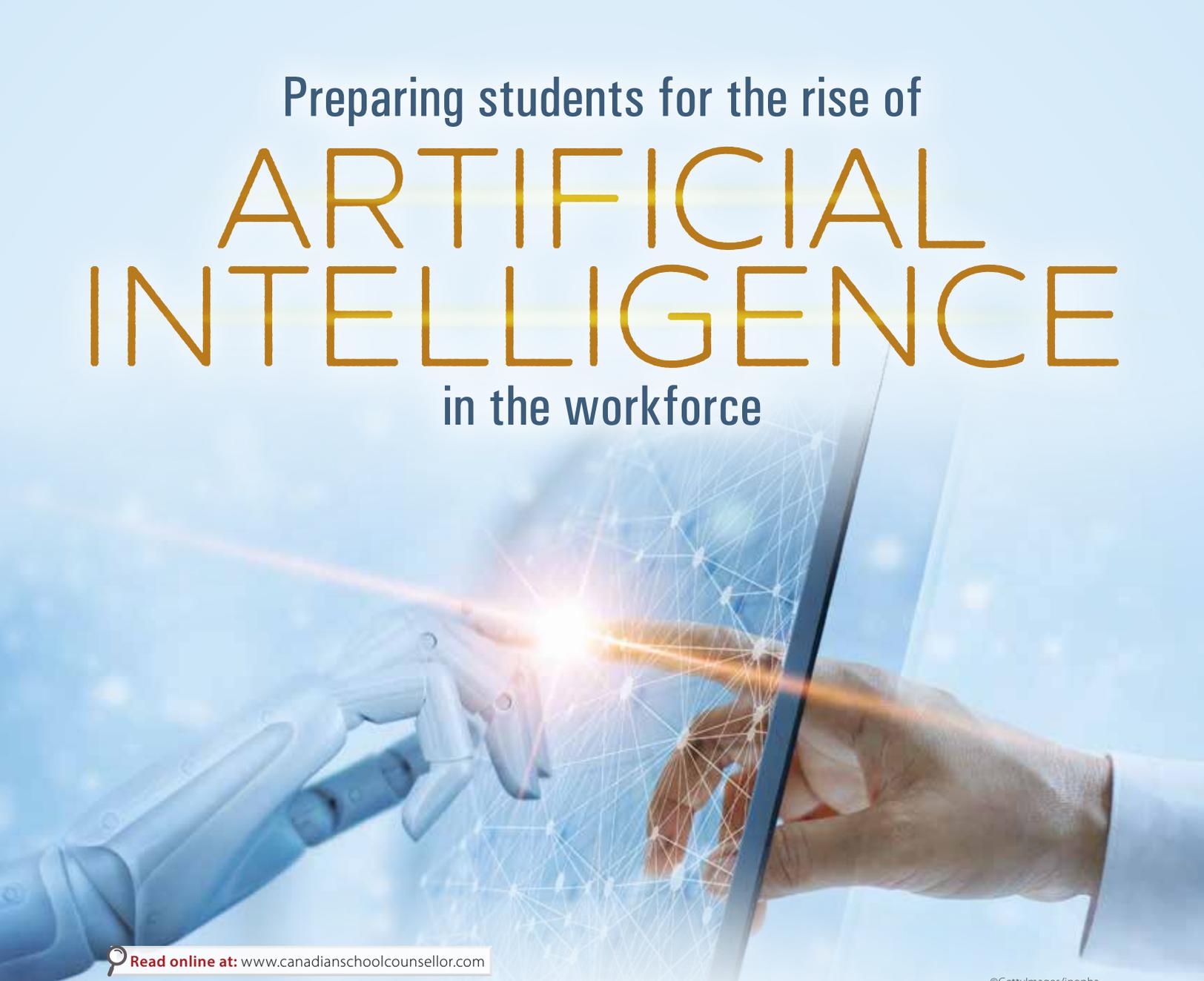


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# Preparing students for the rise of ARTIFICIAL INTELLIGENCE in the workforce

A hand and a robotic hand touching over a digital network background. The background is a light blue color with a network of white dots and lines, resembling a neural network or data flow. A bright orange and yellow light flare is at the point of contact between the hand and the robot. The overall image has a futuristic, technological feel.

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**The future impacts of artificial intelligence (AI) on society and the labour force have been studied and reported extensively. In a recent book, *AI Superpowers*, Kai-Fu Lee, former president of Google China, wrote that 40 to 50 percent of current jobs will be technically and economically viable with AI and automation over the next 15 years.**

Artificial intelligence refers to computer systems that collect, interpret and learn from external data to achieve specific goals and tasks. Unlike natural intelligence displayed by humans and animals, it is an artificial form of intelligence demonstrated by machines. This has raised questions about the ethics of AI decision-making and impacts of AI in the workplace.

With computing power increasing rapidly in recent decades, the capabilities of AI have also risen dramatically. Vincent Müller, a philosopher at Eindhoven University of Technology, and Nick Bostrom, a philosopher at Oxford University, conducted a survey in 2016 about AI's future potential.

Respondents indicated a 50 percent likelihood that the capabilities of AI will exceed human intelligence by 2040 to 2050. Other technology leaders have predicted this will occur much earlier. Since AI continually learns and improves, a new form of AI super-intelligence may emerge well beyond human intelligence.

How are universities responding to this challenge? Do traditional subjects and competencies taught in university need to be re-examined in view of the coming disruption of AI in the job market? As the Dean of Engineering and Applied Science at Memorial University, I'm concerned about this disruption from the perspective of skills that students should be learning to successfully adapt to AI in the workplace.

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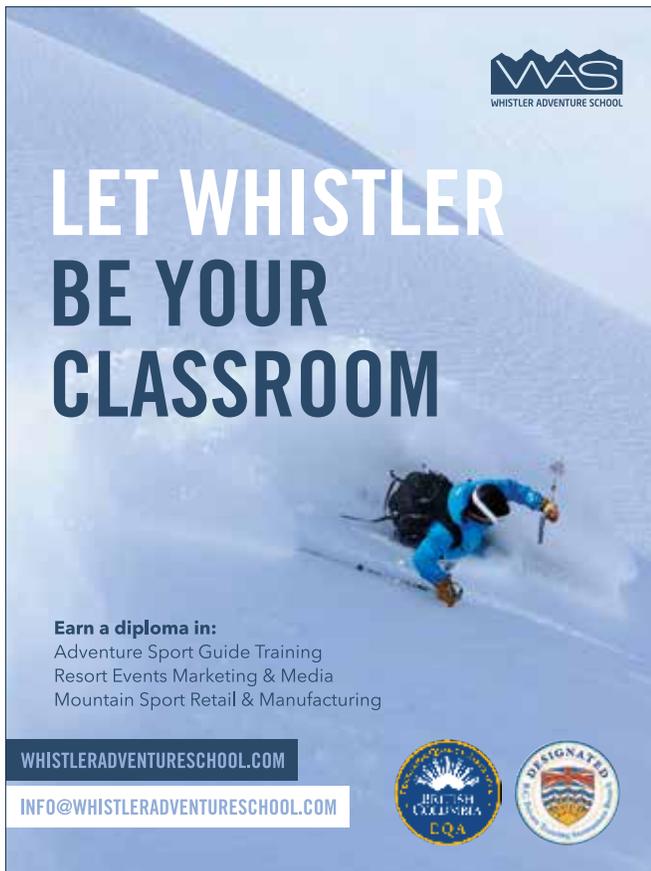
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### ‘Resilient competencies’

Recently I supervised a project conducted by two undergraduate research assistants, Joud Omary, a computer engineering student, and Deep Patel, an electrical engineering student, on the susceptibility of various graduate attributes to computerisation. They analysed the probabilities of various student competencies becoming automated in the next 10 to 20 years.

The most automation-resistant skills were determined based on a Brookfield Institute report which examined the probabilities of automation of work tasks over a range of occupations associated with university degrees.

Repetitive skills like pattern recognition, information retrieval, optimization and planning are most vulnerable to automation. On the other hand, social and cognitive skills such as creativity, problem-solving, drawing conclusions about emotional states and social interactions are least vulnerable.

The most resilient competencies (those least likely to be displaced by AI) included critical thinking, teamwork, interpersonal skills, leadership and entrepreneurship.

Yuval Harari, a historian at the Hebrew University of Jerusalem, described the rise of AI as a “cascade of ever-bigger disruptions” in higher education rather than a single event that settles into a new equilibrium. The unknown paths taken by AI will make it increasingly difficult to know what to teach students.



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Economist Carl Frey, and engineer Michael Osborne, both at the University of Oxford, reported the susceptibility of a range of professions to computerisation including those associated with traditional university degrees, e.g., accountants, auditors, geoscientists. Interestingly, even for engineers who are significant developers of AI technologies, there is a susceptibility of various disciplines of engineering to computerisation.

In such a context, “resilient competencies” are always relevant. Joseph Aoun, president of Northeastern University and a linguist, argues in his book that what will matter most is experiential learning (co-op education), life-long learning and a curriculum focused on humanics (the study of human affairs).

As AI technologies become more powerful and capable over a range of professions, it will become increasingly important for today’s students to be equipped with the right skills that add value beyond what AI can achieve. As AI displaces old jobs, it will also lead to new jobs.

### ‘Outcomes-based education’

Traditional learning outcomes in engineering programs have included a strong knowledge base, problem analysis, design and the use of engineering tools, among others.

But engineers today have a growing diversity of demands in their professional lives. Non-technical skills are increasingly important to work effectively in a business environment. These include



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## » Preparing for AI in Workforce

communication skills, project management, life-long learning and the interdisciplinary impact of engineering on society and the environment.

At Memorial University's Faculty of Engineering and Applied Science, one way that we have responded to this changing environment is by mapping the learning outcomes throughout the curriculum to ensure that all graduates of our co-op programs have a desired set of graduate attributes.

For example, a traditional fluid mechanics course measured only the technical skills of the subject matter. Today, the course tracks a range of other learning outcomes such as communication skills through written reports and presentations.

More broadly across the curriculum, it is determined where and how each graduate attribute is taught and evaluated for each course. The evaluation of each attribute is recorded, for example through a tutorial, exam question, or assignment. Appropriate rubrics are established for each attribute. Afterwards courses are evaluated and continuously improved to see how students are gaining the desired graduate attributes.

Engineering students are also required to take complementary studies courses in other disciplines, such as humanities, to raise their awareness of the role and impact of engineering on society and culture.

Memorial's Faculty of Humanities and Social Sciences has strong links with the human literacy areas noted by Aoun. Across a range of disciplines – from philosophy to political science, sociology to geography – students work in teams, reflect on challenging ethical questions and engage in dialogue about important public concerns.

Also, Memorial's Faculty of Business Administration introduces students to AI and provides exposure to a range of key non-technical business skills. To successfully manage organizations in which work processes will be redefined by AI, graduates will more than ever need to know how to build strong relationships, work in teams and communicate effectively.

A shift in higher education from what students are taught in the classroom to learning outcomes instead and graduate attributes will become increasingly important with the rise of AI. A shift to outcomes-based education will enable students to gain critical automation-resistant competencies to succeed and thrive in the future workforce alongside AI. 

## THE CONVERSATION

By **Greg Naterer**, Dean and Professor, Faculty of Engineering and Applied Science, Memorial University of Newfoundland, Courtesy of **THE CONVERSATION**

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# COGNITIVE BEHAVIORAL THERAPY

A practical approach to addressing negative thought patterns and behaviours.

## THÉRAPIE COMPORTEMENTALE ET COGNITIVE

Une démarche concrète pour vaincre les pensées et les comportements négatifs

By/Par Zara Canteenwalla, MSW, RSW, CCC

Read online at: [www.canadianschoolcounsellor.com](http://www.canadianschoolcounsellor.com)



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Canadian classrooms are oversaturated with students; schools are even employing pop-up classrooms outdoors to accommodate with teachers and support staff seeing classrooms with as many as 40 students. With such high volume, school staff often struggle to give the necessary attention to the students that would benefit from social and psychological assistance. Accordingly, school counsellors today need strong and effective applications at their fingertips to be able to identify and create meaningful treatments for students. However, with limited time and resources along with so many in need, how are counsellors to know what will work effectively and reach the largest population?

### What is CBT?

Cognitive Behavioral Therapy, or CBT as its commonly known, is a form of mental health treatment that is regularly used with adults and youth alike to help them cope, maintain and thrive in basic daily living. Created and founded by Dr. Aaron T Beck, as an alternative option to the psychoanalytic approach that was popular in the 1960s. CBT is effective in treating many different mental health concerns such as anxiety, depression, self-esteem issues, PTSD and OCD to name just a few. CBT has been particularly effective in the treatment of youth and teens, who are displaying significant rates of anxiety through the school years. Left untreated, these symptoms can lead to suffering with their mental health through adulthood, which can leave a long-term impact to daily functioning and general wellness.

Les écoles canadiennes sont pleines à craquer, si bien qu'on y voit surgir des classes dans les cours pour loger des enseignants et du personnel administratif qui se retrouvent avec près d'une quarantaine d'élèves. Avec de pareils effectifs, le personnel scolaire a souvent du mal à accorder toute l'attention nécessaire à des élèves qui auraient pourtant besoin d'aide sociale et psychologique. Les conseillers d'élèves ont plus que jamais besoin d'avoir à portée de main de bons outils pour trouver et créer rapidement des traitements efficaces. Le temps et les ressources leur étant comptés, toutefois, comment peuvent-ils savoir ce qui fonctionnera le mieux et aider tous ceux qui en ont besoin?

### Qu'est-ce que la TCC?

La théorie comportementale et cognitive, ou TCC, est une forme de thérapie psychologique fréquemment proposée aux adultes et aux jeunes pour composer avec leurs difficultés et mieux vivre au quotidien. Inventée par le Dr Aaron T. Beck comme solution de rechange à la démarche psychoanalytique populaire dans les années 1960, la TCC permet de traiter nombre de problèmes psychologiques comme l'anxiété, la dépression, une estime de soi déficiente, le stress post-traumatique et le trouble obsessionnel compulsif, entre autres. Elle est particulièrement efficace chez les adolescents, qui sont nombreux à souffrir d'anxiété pendant toute leur scolarité, un problème qui, s'il ne n'est pas pris en charge, peut évoluer en troubles mentaux à l'âge adulte et influencer à long terme sur le fonctionnement quotidien et le bien-être.

"CBT is effective in treating many different mental health concerns such as anxiety, depression, self-esteem issues, PTSD and OCD to name just a few."

The success of CBT lies in its practical application, as students become actively involved in their sessions and have to use their own thinking, experiences and thoughts to create an impact in treatment. Since CBT is action based, along with documenting the thoughts and feelings, students become the driver in the process and create meaningful change for themselves.

### How is CBT applied with students?

CBT works by teaching students to identify how their thoughts and behaviors interact to create a resulting action. School counsellors can work with students to recognize how their self-talk and negative thought patterns influence their feelings and behaviors, thus creating emotional responses that can be both internal and external.

Le succès de la TCC tient à son application pratique. En effet, les élèves participent activement aux séances et mettent à profit leur propre réflexion et leurs propres expériences. La TCC étant fondée sur l'action et la consignation des idées et des sentiments, les élèves deviennent les moteurs du processus et parviennent à changer durablement leur état.

### Comment faire de la TCC avec les élèves?

Il s'agit de montrer aux élèves à comprendre comment leurs pensées interagissent avec leurs comportements et induisent certaines actions. Autrement dit, les conseillers aident les élèves à voir que leurs verbalisations intérieures et leurs pensées négatives influencent leurs comportements et génèrent des réactions émotives intériorisées et extériorisées.

Au cours d'une séance, le conseiller ou la conseillère intervient au besoin pour aider l'élève à modifier son schème de pensée, lui enseigner



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« la TCC permet de traiter nombre de problèmes psychologiques comme l'anxiété, la dépression, une estime de soi déficiente, le stress post-traumatique et le trouble obsessionnel compulsif, entre autres. »

Part of the school counsellor's role while applying CBT in session is to gently intervene where necessary to support changing negative thought patterns, teach CBT skills (most commonly done through writing), and change negative behaviors. Charting thoughts, moods and patterns is essential to the long-term success of treatment.

However, before starting to challenge negative thought patterns, students need to understand and firmly grasp the relationship between their thoughts, feelings, and behaviors. This is where working with writing will be the main tool for the student, as through writing they will start to make the connections between their thinking, moods, and how it impacts their actions that follow. Hundreds of CBT worksheets are available online or through workbooks like Christine Padesky's Mind Over Mood, specifically directed towards thought records and engaging in the charting part of the CBT process.

certaines habiletés propres à la TCC (qui font surtout appel à l'écrit) et lui montrer comment arriver à changer ses comportements. Il est essentiel au succès à long terme de la thérapie que l'élève arrive à représenter sous forme graphique ses idées, ses humeurs et son schéma de pensée.

Avant de remettre en question un schéma de pensée négatif, toutefois, l'élève doit bien comprendre la relation entre pensées, sentiments et comportements. C'est à cet égard que l'écriture devient son principal outil, puisqu'elle lui permet d'établir les liens entre ses pensées et ses humeurs, et de comprendre comment celles-ci l'incitent à agir comme elle ou il le fait. Il existe des centaines de fiches de TCC sur le Web, ainsi que des guides comme celui de Christine Padesky, intitulé Mind Over Mood (adapté en français par l'auteure et Dennis Greenberger sous le titre Dépression anxiété : comprendre et surmonter par l'approche cognitive – Un guide pratique), où les élèves peuvent noter leurs idées et commencer la représentation graphique nécessaire à la TCC.



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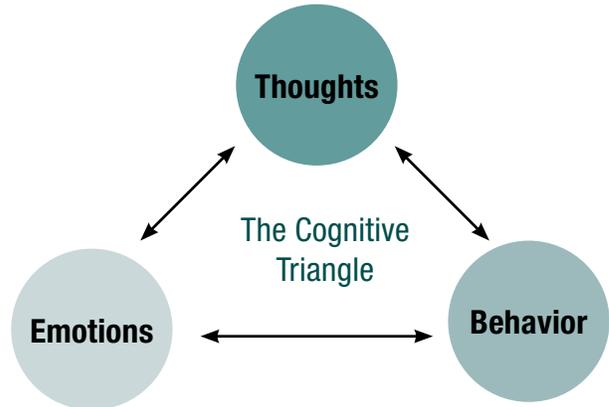
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Examples of thought records are easily accessible online to help the student get some ideas on what would be most meaningful to them and create the most change in their personal experience.



Counsellors can then ask the student to identify their thoughts by practicing writing them down in session, and then completing the thought record throughout the week or as needed to continue the work at home. Although there are many different styles of thought records, it should have some basics such as areas to describe situations that they experience, record the thought they had during that situation, and then the resulting consequence (both a behavior and emotion). In the absence of identifying how thoughts and emotions are linked, the most significant core thoughts and beliefs will pass by unnoticed and unchallenged.

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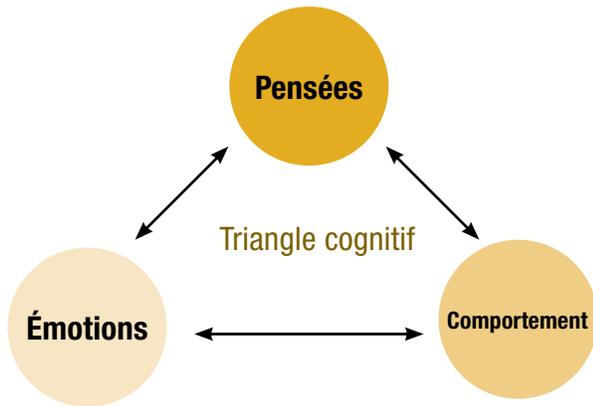
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Le conseiller pourra ensuite inviter l'élève à exprimer ses pensées, à s'exercer à les consigner par écrit, puis à continuer de le faire pendant la semaine, chez lui, quand il en sentira le besoin, afin de poursuivre le travail. Il existe divers styles de registres pour ce faire, mais peu importe la forme, il doit toujours s'y trouver quelques éléments de base comme un espace où l'élève peut décrire les situations qu'il a vécues, les pensées qui lui sont venues pendant ce temps ainsi que les comportements et les émotions qui en ont résulté. Faute de comprendre les liens entre pensées et émotions, l'élève n'arrivera pas à isoler ses pensées et ses convictions les plus profondes et ne pourra pas les remettre en question.

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**But be mindful...**

Students have a stronger sense of empowerment and accountability working with CBT if they have a strong understanding of the counselling process. Make sure they fully understand what is expected of them, and how to do it. Examples are so important here, and practicing in session is essential to success. If the process is rushed or not fully understood, feelings of failure may arise for the student and set back the process.

Encourage your students to really celebrate any successes they achieve in practicing CBT, as each success is a building block to further achievement in treatment. Encouraging your students to celebrate their achievements in treatment builds further self-esteem and sense of self, which complement the exercises within CBT and support change in thinking.

**Attention!**

Les élèves se sentiront plus autonomes et plus responsables à l'égard de la TCC s'ils en comprennent bien le sens et l'utilité. Il faut donc veiller à ce qu'ils comprennent bien la part qu'ils doivent y prendre et la manière de le faire. Les exemples sont très importants à cet égard, tout comme les exercices en cours de séance. Si la démarche est bousculée ou mal comprise, l'élève risque de le prendre comme un échec personnel et de reculer d'un pas.

Encouragez vos élèves à se réjouir de tous leurs succès en cours de TCC. Chacun est un pas dans la bonne voie. Vos encouragements contribuent à leur estime de soi et les aident à se percevoir de façon plus positive. Ils complètent fort bien les exercices prévus par la TCC et favorisent la réorientation d'un schème de pensée.



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# UniSR

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## Why CBT is so successful with students?

CBT is an evidence-based practice that continues to demonstrate success with students and adults alike. It is considered to be one of the most effective methods for creating change even in one session; the skills learned in the session are transferable and can prompt the smallest change in thinking, which can lead to change in behavior.

Since school counsellors do not always get sufficient time with their students, CBT charting is an effective way to keep up the most meaningful work in between sessions; not only do students master the skill themselves, but they gain a strong sense of accomplishment in working on their mental health and learning to gain some level of control. This is a different approach to other modalities of counselling where change and impact only happens inside the session, but little change takes place in between those sessions. This can create a reliance on the school counsellor as being the pinnacle for change, whereas CBT supports active practice and experimentation outside of counselling sessions, and this is where the real success happens. Moreover, CBT is an ideal tool for school counsellors because not only does it treat such a plethora of mental health issues and can be applied to a wide range of individuals, it is structured and measured, which lends itself to identifying improvement throughout the counselling relationship. CBT can continue to be practiced over the summer when students are out of classes, to keep up the momentum of change and continue to be the driver in the maintenance and improvement of their mental health.

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La TCC est une méthode éprouvée, qui réussit bien avec les jeunes comme avec les adultes. Elle serait l'une des plus efficaces, même au terme d'une seule séance. Les habiletés apprises au cours de la séance sont transférables; elles entraînent d'abord de modestes changements dans le schème de pensée, qui débouchent sur un changement de comportement.

Puisque les conseillers n'arrivent pas toujours à passer assez de temps avec leurs élèves, les graphiques de la TCC sont un bon moyen d'inciter ces derniers à poursuivre la portion la plus utile du travail entre les séances. Les élèves sont aux commandes et peuvent en tirer le sentiment bénéfique de travailler eux mêmes à l'amélioration de leur santé mentale et de reprendre le dessus. Avec les autres méthodes, les changements et les répercussions s'observent surtout pendant les séances, et il se passe très peu de choses entre-temps. Les élèves ont alors tendance à tout attendre du conseiller. La TCC, en revanche, favorise leur participation active et l'expérimentation en dehors des séances, où se remportent les véritables succès. En outre, la TCC est l'outil idéal pour les conseillers parce qu'il est applicable à tout un éventail de problèmes de santé mentale et à des personnalités très diverses. Elle est structurée et assortie de moyens d'évaluation qui permettent de constater les progrès. Elle peut se poursuivre pendant l'été, après les cours; il importe en effet que les élèves profitent de la dynamique amorcée et restent le principal agent du maintien et de l'amélioration de leur santé mentale.



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CBT is also accessible by almost any age. Even young children that cannot write or read can start to practice CBT with the support of a counsellor, and working with pictures, faces or drawings to identify thoughts and feelings and then connect them to actions and behaviors. 🍁 CSC

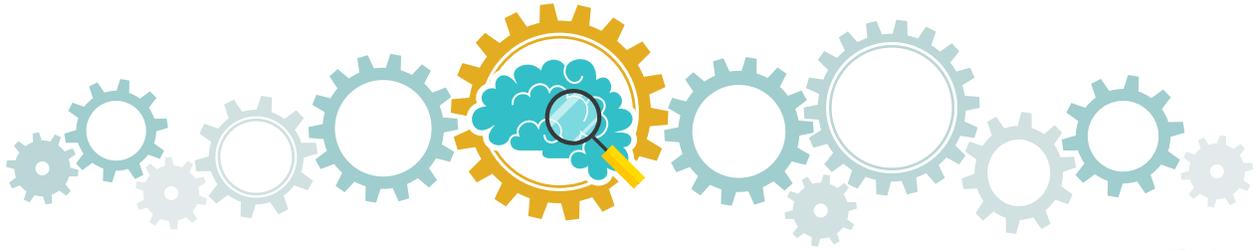
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Robert L. Leahy, PhD, Cognitive-Behavioral Therapy: Proven Effectiveness. CBT is the treatment of choice. Psychology Today, 2011  
Edmund J. Bourne, The Anxiety and Phobia Workbook, Fifth Edition, 2010  
Padesky, Christine PhD, Mind Over Mood, First Edition: Change How You Feel by Changing the Way You Think, 1995  
Therapy Aid, CBT For Kids: Thoughts Feelings Actions, 2018

La TCC est accessible pratiquement à tout âge, même aux jeunes enfants qui ne savent ni lire ni écrire. Avec l'aide du conseiller, ils décrivent leurs pensées et leurs sentiments au moyen d'images, de mimiques ou de dessins, qu'ils peuvent ensuite relier à des actions et à des comportements. 🍁 CSC

**Références**

Robert L. Leahy, « Cognitive-Behavioral Therapy: Proven Effectiveness. CBT is the treatment of choice », Psychology Today, 2011.  
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**Matt Evans started his journey into professional sport at Hartpury University, whilst studying a BSc (Hons) Sports Coaching degree. He broke onto the international rugby scene in 2008 when he represented Canada's U20 side. He went on to represent Canada in the 2011 and 2015 Rugby World Cups and was part of the squad that qualified for the 2019 Rugby World Cup.**

Here he talks about his time at Hartpury and journey into professional sport.

"I wasn't really sure what I was going to do university-wise. I had the opportunity to attend Hartpury and further my education, with the added chance of being able to play rugby. I wasn't sure what level that would be at, but it was an avenue and I jumped at the chance.

I joined Hartpury on a sports coaching degree. I really enjoyed it and I was very fortunate and ended up getting my BSc with honours – so, yeah, it worked out well!

I have hugely fond memories. I think Hartpury shaped me into who I am. You encounter new things at university, you're stepping in as an adult, learning how to support yourself and stuff like that.



For the first couple of years I lived in New Vicarage halls on campus with a lot of the international students - people from Zimbabwe, China, all sorts of places. Being in a multicultural house like that was great.

My tutor was hugely influential in my career. I didn't have the aspirations to

play professional rugby until I had been at Hartpury for three years. I then thought, 'Well, maybe I could actually make a run at this'. That led to my international caps with Canada.

You don't realise you're building the skills at the time, but at Hartpury I learnt how to manage my time and understand what it takes to train at an elite level. It was a good educational platform for me stepping into the senior men's rugby world.

I've been lucky to play in two World Cups for Canada. Playing New Zealand in 2011 was something I never thought I'd do. I stood there, facing the Haka - it was pretty mesmerising but you get back to reality pretty quickly when the whistle blows and you kick off.

I've been very lucky in my career and it's all stemmed from being at Hartpury, I'm indebted to Hartpury in many ways for that and it's great to see its still churning out internationals now.

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**JONATHAN ANGELL (CANADA-ON)**

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“I think of Pearson (College) all the time. From the Western perspective, I was fortunate to receive a scholarship. But if I look at my education from the Indigenous standpoint, it was the most incredible gift. These were invaluable teachings gifted to a young person and it didn't have to happen. I am eternally grateful.”

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# Rising Above

By Sean Dolan

## Rhonelle Bruder and the RISE Initiative



**It's a scary world out there when you consider the continued presence of societal scourges that common sense says shouldn't exist. Sexual exploitation, homelessness, poverty and violence are all gross violations of human dignity. Despite public exposure and dialogue surrounding these problems, movement toward eradicating them seems to be creeping along at a snail's pace.**

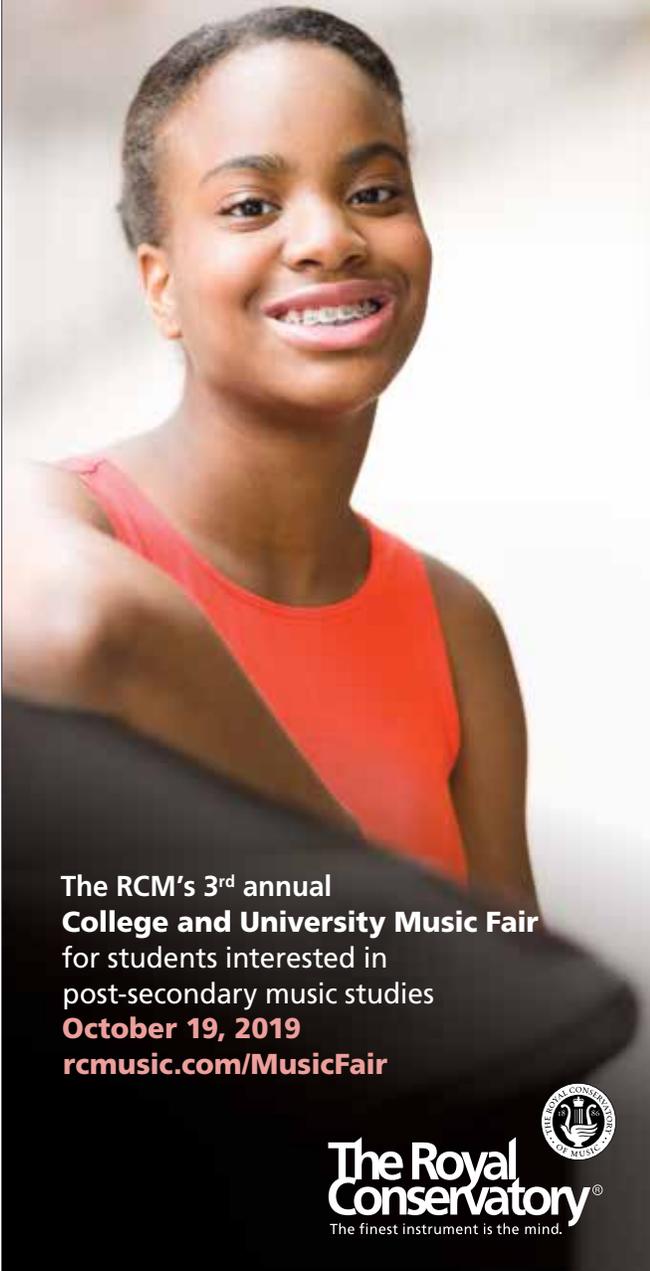
One particular issue is starting to get a lot more attention: human trafficking. Several times a year the media hone in on this topic and the public is starting to get the message: human trafficking is no longer a problem based in faraway lands – it's something that happens right here in Canada. In fact, 90 percent of human trafficking cases in Canada involve people born here. Toronto Police recently reported that, over a five year span, they dealt with over 1,000 cases of human trafficking and that they were able to help around 300 victims. Experts say that the Toronto numbers are just the tip of the iceberg. They say that over 60 percent of human trafficking cases in Canada emerge in the Greater Toronto Area alone. If Toronto cops are dealing with 1,000 cases (and that number is believed to be a very low estimate), one can only imagine the true extent of this problem.

Enter Rhonelle Bruder – herself a victim of human trafficking. Bruder was born in the Caribbean but was raised by her adoptive family from the age of three here in Canada. However, while growing up in a loving home, she was often the victim of vicious bullying and discrimination at school. Despite her adoptive parent's efforts to protect her from this abuse, Bruder felt isolated, eventually dropping out of high school, leaving the confines of home and winding up on the streets of Toronto. From there, she shuffled from one youth shelter to the next in a state of constant instability.

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"Now 36 years old, Bruder points out that she escaped this life of fear and intimidation at a time when human trafficking was not a mainstream social concern. In fact, she did not even know she was a victim of human trafficking at the time."



©GettyImages/asiandelight

It didn't take long for a Toronto-based human trafficker to recognize Bruder's vulnerability and lure her into the sex industry. She was compelled to work in strip clubs across Ontario, living in a state of fear and isolation, constantly under the vigilant watch of her trafficker.

Things changed for Bruder after she witnessed a vicious assault on a woman at the hands of her trafficker. She knew it was time to get out. When Bruder tells her story, people ask, "Why didn't you leave earlier?" If only it were that easy. Experts working with victims of sexual exploitation and human trafficking report gradual coercion and grooming until the victim loses all sense of self. In fact, many victims don't want to be helped because they believe their trafficker has their best interests at heart. Bruder likens the situation to Stockholm Syndrome – the process whereby victims develop an allegiance to their captors. This is why her emergence from a life of exploitation and victimization is all the more remarkable.

Now 36 years old, Bruder points out that she escaped this life of fear and intimidation at a time when human trafficking was not a mainstream social concern. In fact, she did not even know she was a victim of human trafficking at the time. Certainly there were agencies that could lend a hand to at-risk youth, but specific help for those forced to endure life in the sex industry under the domain of a human trafficker was not even on the radar back then. Now there's a name for the experience. Back then, she was flying blind.

Rhonelle Bruder credits the support from fellow street kids and some friends who provided her safe-haven as she made the move away from her previous life. She also credits her family for welcoming her back into the fold. However, despite her courageous decision to escape her human trafficker, Bruder still had some hurdles to face. She became pregnant at 18 and had to begin raising her daughter as a single mother. Wanting to provide a better life for the two of them, she went back to school - first to complete her GED and then to on to earn an Honours Bachelor of Science in Health Services Administration and a Master of Science in Health Informatics. Since then, Bruder has built a successful career working in the healthcare industry as both an analyst and researcher.

However, it was through her extensive experience as a volunteer with at-risk youth that her new passion, the RISE Initiative, was born. Bruder would offer her advice only to get the brush off from people she was trying to help. She found herself being challenged by at-risk youth who would say, "You just don't understand." She would respond by telling her story to them and an almost immediate alliance would develop. Bruder says the walls that stood between them would come tumbling down and the work of helping the young person would begin. This is what led her to take things one step further with the founding of the RISE Initiative – an acronym that stands for Resilience, Inspiration, Strength and Encouragement.

Bruder believes her lived experience is what gives her an authentic voice when speaking with victims of sexual exploitation, homelessness and poverty. Now she uses RISE to reach others through her workshops and presentations. Recently she conducted a workshop for sex trafficking survivors at Covenant House in Toronto. She also conducted a series of workshops with the Youth Justice Program at For Youth Initiative. This program helped youth recognize the need to alter the direction of their lives and convert their efforts into something more positive.

Rhonelle Bruder's efforts have not gone unnoticed. She was recently invited to participate in a roundtable discussion in Toronto designed to provide a perspective that would help vulnerable members of society. The initiative included a face-to-face with Prime Minister Justin Trudeau with the overall goal of creating a forum for economic entrepreneurship for groups – including women of colour – who often see their efforts thwarted by certain systemic biases.

While the RISE Initiative is essentially in its infancy, Bruder hopes that the organization will grow to be an agent of social change. She'd like to use RISE to not only help vulnerable youth after they have had to overcome adversity and hardship but also help young people avoid falling victim to things like human trafficking, homelessness or poverty from the very start. This would be accomplished through education and preventative work that would allow people to see their value in society as whole. 🍀 CSC



For more information on **Rhonelle Bruder** and the **RISE Initiative**, go to <https://rhonellebruder.com/>.



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# THE MIGHTY, MIGHTY GRIZZLIES



A scene from *The Grizzlies*  
Photo by: Shane Mahood, courtesy of Mongrel Media

## ***How Nunavut youth rewrote the narrative of a school and community***

Russ Sheppard is quick to dispel the notion he empowered his students to make profound shifts in their lives amid an epidemic of youth suicides and addiction in their western Nunavut hamlet of Kugluktuk. “They empowered themselves,” the former teacher countered. “They just used the door we opened.”

The Kugluktuk students’ inspiring story of hope, perseverance and resiliency is chronicled in the acclaimed feature film, *The Grizzlies*, which premiered at the Toronto Film Festival last fall. The movie played in theatres across Canada earlier this year and is now available for screening in schools.

Sheppard was just 23 in 1998 when he moved from Saskatchewan to teach Grades 7 through 12 at Kugluktuk High School. “It was something I knew nothing about, this entire area and culture, yet it was within my own country. It really intrigued me,” Sheppard said, recalling his decision to launch his teaching career in the Inuit community located 1600 kilometres north of Edmonton on Coronation Gulf in the Arctic Ocean.

His second year there proved to be a devastating one for the school and the community. Kugluktuk was making headlines due to its tragically high rate of suicides. “We had a lot of dysfunction in the community and a bunch of teen suicides from the school,” said Sheppard, recalling three students and two young adults died that year. “When I made the decision to come back (after being offered an indeterminate position), the decision was also that I was to be committed and a number of staff were going to be committed to changing some of those narratives. Part of that process was a culture shift in the school. “It was a typical school but very non-typical clientele as far as the students. Some students didn’t come to school. They didn’t care. Others did come, but there wasn’t a lot of energy. A lot of the school’s approach was punitive. If you didn’t come to school you got a truancy report. If you did, you got pats on the back. The staff cared, but it was a typical school setting and that had to change because the population of our school needed something different.”

In the summer of 2000, Sheppard started a lacrosse program after seeing how much his students liked the sport and how quickly they had picked up the skills the previous school year. The staff decided to build on that by using sports to entice students to commit to their schooling. Despite some initial skepticism, the kids bought in.



# DES GRIZZLYS TRÈS PUISSANTS

By/Par Laurie Nealin

## *Au Nunavut, des jeunes ont réécrit l'histoire d'une école et d'une communauté*

Russ Sheppard est prompt à nier avoir donné à ses élèves le pouvoir de transformer leur vie malgré une épidémie de suicides et de toxicomanie chez les jeunes du hameau de Kugluktuk, dans le Nunavut. « Ils en ont trouvé la force eux-mêmes », assure cet ancien enseignant. « Ils ont profité de la porte que nous avons ouverte. »

L'histoire inspirante de l'espoir, de la persévérance et de la résilience des élèves de Kugluktuk est l'objet du long métrage intitulé *The Grizzlies*, qui connaît le succès depuis la première au Festival des films de Toronto l'automne dernier. Plus tôt cette année, le film est sorti en salle un peu partout au Canada. Il est maintenant à la disposition des écoles.

Sheppard n'a que 23 ans, en 1998, quand il quitte la Saskatchewan pour enseigner à l'école secondaire de Kugluktuk. « Je ne savais rien de cette région ni de sa culture, et c'est pourtant dans mon propre pays. J'étais vraiment intrigué », raconte Sheppard de sa décision d'amorcer sa carrière dans cette communauté inuite située à 1600 kilomètres au nord d'Edmonton sur le golfe Coronation, dans l'océan Arctique.

À sa deuxième année, une catastrophe bouleverse l'école et la population : le nombre dramatique des suicides vaut à Kugluktuk de faire les manchettes. « La communauté était très dysfonctionnelle et il y avait beaucoup de suicides chez les élèves », résume-t-il, rappelant que trois jeunes et deux jeunes adultes sont morts cette année-là. « Quand j'ai décidé de revenir [on lui a offert un poste à durée indéterminée], il était entendu que je m'impliquerais avec d'autres membres du personnel pour changer le cours des choses. Il fallait notamment changer la culture de l'école. « C'était une école typique, mais les élèves étaient tout sauf typiques. Certains ne venaient jamais. Ils n'en avaient rien à faire. D'autres se présentaient, mais sans beaucoup d'énergie. La direction avait adopté la voie punitive. Un élève absent récoltait une mention d'absentéisme et un élève présent, une petite tape sur l'épaule. Le personnel se souciait vraiment des jeunes, mais l'école était comme toutes les autres et c'est ça qu'il fallait changer, parce que ces élèves avaient besoin d'autre chose. »

À l'été 2000, Sheppard inaugure un programme de crosse. Il a constaté que ses élèves adorent ce sport et qu'ils en ont très rapidement maîtrisé les techniques l'année précédente. Le personnel décide de tirer parti de la situation et de se servir du sport pour inciter les élèves à suivre leurs cours. Il y a un certain scepticisme au départ, mais les élèves adoptent le programme.

The school's lacrosse and other sports teams – christened The Grizzlies – became the catalyst that transformed students and, ultimately, their community, home to 1400 people.

### The shift

In the ensuing years, the school's lacrosse and other sports teams – christened The Grizzlies – became the catalyst that transformed students and, ultimately, their community, home to 1400 people. The Grizzlies moniker was chosen because it personified the perseverance that teachers wanted the kids to identify with, Sheppard explained.

While the film focusses on the Grizzlies lacrosse team that traveled south to play games in places like Edmonton, Saskatoon and Winnipeg, Sheppard noted that soccer, volleyball and basketball teams were equally important in building friendships and family, for working together through tough times. Stacey Aglok MacDonald was one of the film's producers. She grew up in Kugluktuk. "I had a mix of experiences, some really wonderful experiences growing up in Kugluktuk. The land is so beautiful. In the summer we'd play outside in the 24-hour sunlight, be outside all the time and go

### Le changement

Au fil des ans, les équipes scolaires de crosse et d'autres sports – toutes appelées The Grizzlies – deviennent de véritables catalyseurs de changement, d'abord à l'école, puis parmi la population, qui compte 1400 personnes. Le grizzly symbolise la persévérance. C'est pourquoi les enseignants ont choisi ce nom, explique Sheppard. Ils souhaitent que les élèves s'y identifient. Le film montre surtout l'équipe de crosse qui va jouer dans le sud du pays, à Edmonton, Saskatoon et Winnipeg, entre autres, mais Sheppard souligne l'existence des équipes de soccer, de volleyball et de basketball, tout aussi importantes, à l'origine de liens d'amitié et familiaux plus solides, qui aident le petit village à traverser les moments difficiles.

Stacey Aglok MacDonald est l'une des coproductrices du film. Elle a grandi à Kugluktuk. « J'y ai vécu toutes sortes de choses, y compris des expériences magnifiques. C'est un très beau territoire. L'été, nous jouions

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## Les équipes scolaires de crosse et d'autres sports – toutes appelées The Grizzlies – deviennent de véritables catalyseurs de changement, d'abord à l'école, puis parmi la population, qui compte 1400 personnes.

fishing with our families. "There were other times that were a lot darker and more challenging, particularly in the '90s when I was a teenager. Things in Kugluktuk had gotten bad and a lot of our young people were dying by suicide," Aglok MacDonald said.

She considers herself fortunate that her parents quit drinking as she entered her teenage years, but she watched many friends and classmates struggle in dysfunctional situations. After high school, Aglok MacDonald left Kugluktuk to study Inuit history at Nunavut Sivuniksavut College in Ottawa. It was there that she came to learn about the intergenerational trauma that stemmed from colonization, residential schools and marginalization, and to understand her community. Her perspective shifted. "You see the results of the trauma, but you don't understand the trauma. You're never given insight to the trauma or have any knowledge about why it is the way it is. As a kid, I was growing up feeling some shame, some internalized racism even towards myself, my own family, my community because all I was seeing, especially in those teenage years, was the trauma."

sous le soleil de minuit et nous allions pêcher en famille. « Il y avait aussi des périodes très sombres et plus difficiles, surtout dans les années 1990, quand j'étais adolescente. La vie à Kugluktuk était devenue infernale. Beaucoup d'adolescents se sont suicidés », poursuit-elle. Elle estime avoir eu de la chance : ses parents ont cessé de boire quand elle est devenue adolescente, mais elle a vu nombre de ses amis et camarades de classe aux prises avec des dysfonctionnements familiaux.

Après le secondaire, la jeune femme a quitté Kugluktuk pour aller étudier l'histoire inuite au Collège Nunavut Sivuniksavut, à Ottawa. C'est là qu'elle a appris ce qu'est le traumatisme intergénérationnel issu de la colonisation, des pensionnats et de la marginalisation et qu'elle a compris sa communauté. Sa perspective a changé. « On observe les résultats du traumatisme, mais on ne comprend pas. Personne ne nous aide à comprendre ce qui s'est passé et on ne sait pas pourquoi les choses sont ce qu'elles sont. Quand j'étais enfant, j'éprouvais une certaine honte, une sorte de racisme intériorisé envers



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## » The Grizzlies

Energized and with a new understanding of her community, Aglok MacDonald returned to Kugluktuk determined to be a better part of her community. "When I did go home, the Grizzlies had started and, for sure, the energy that the youth and, particularly, the school had was completely different from the school I had graduated from just four years before," said Aglok MacDonald, who accepted an opportunity to work as a substitute teacher.

"The Grizzlies with all their competitions and sporting events were getting the community out to watch and we were all coming together to support something good and something fun, something our youth were involved in. It was very community-oriented and our youth, I think, were moving through town with a lot more confidence and joy. The Grizzlies players were "definitely one of the stepping stones" in her community's journey towards healing, Aglok-MacDonald said.

### Banding together

In order to play for one of the Grizzlies sports teams students had to be at school four of five days, and they had to put in an effort. Rather than determining eligibility strictly on academic scores which would have set up many prospective players to fail, teachers assessed how hard a student had worked.

"If you met a certain standard on both (criteria) then you were allowed to play on our sports teams. If you didn't, you were off all the sports teams until you fixed it," Sheppard recalled. "We put all the control on the kids and said to them, 'if you show up and work hard, good things

moi, ma famille et ma communauté, parce que tout ce je voyais, en particulier à l'adolescence, c'était le traumatisme. »

Plaine d'énergie et forte d'une meilleure compréhension de son entourage, Stacey Aglok MacDonald est retournée à Kugluktuk déterminée à mieux faire pour la population de son village. « Quand je suis revenue, The Grizzlies existaient déjà et l'énergie parmi les jeunes, et à l'école, surtout, était manifestement très différente de ce qu'elle était à la fin de mon secondaire seulement quatre ans plus tôt », relate la jeune femme, qui a accepté un poste d'enseignante suppléante dans son village. « Avec toutes les compétitions et les matchs, The Grizzlies faisaient sortir les gens, qui encourageaient ensemble une activité agréable et saine, à laquelle nos jeunes participaient avec cœur. C'était très axé sur la communauté et nos jeunes manifestaient beaucoup plus de plaisir et de confiance en eux, à mon avis. » Les jeunes sportifs « ont certainement été une étape » du cheminement de la communauté vers la guérison, conclut Aglok-MacDonald.

### Se serrer les coudes

Pour être admis dans l'une des équipes, les élèves devaient se présenter à l'école au moins quatre jours sur cinq et y fournir de réels efforts. Au lieu de lier l'admissibilité aux seuls résultats scolaires, ce qui aurait nui à de nombreux sportifs en herbe, les enseignants ont préféré évaluer les efforts déployés. « Les élèves qui répondaient assez bien aux deux critères pouvaient faire partie de l'une des équipes. Autrement, ils devaient d'abord résoudre leurs problèmes », rappelle Sheppard. « Ils étaient aux commandes. Nous leur avons dit que s'ils travaillaient



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Russ Sheppard (Ben Schnetzer) in a scene from *The Grizzlies*  
Photo by: Shane Mahood, courtesy of Mongrel Media

Once students' hard work resulted in successes for them, achieving success became addictive and that spilled over into the community. Success bred success.

are going to happen for you.' For us on staff, it was a life lesson. That's kind of the way things work. If you show up and work hard you're going to be in a good spot." Any students who used drugs or alcohol were automatically off the teams, which included as many girls as boys.

To engage students who weren't athletically inclined, the teachers enlisted them to run businesses – social enterprises such as a youth centre arcade and a food takeout and catering service. At any given time, 10 to 12 students would be employed with those ventures.

Aglok MacDonald noted that it's all about finding something that can band the community together. It doesn't have to be

fort, ils vivraient de belles choses. Pour nous, le personnel, ça a été une leçon de vie. C'est un peu comme ça que les choses fonctionnent. Il faut être là et travailler fort pour être en bonne posture. » Les élèves qui consommaient de la drogue ou de l'alcool étaient automatiquement expulsés des équipes, composées à parts égales de filles et de garçons.

Pour stimuler la participation des jeunes qui n'étaient pas très portés sur le sport, les enseignants leur ont proposé la direction de quelques entreprises sociales, comme une salle d'arcade pour les jeunes, un comptoir alimentaire et un service de traiteur, qui employaient dix à douze élèves en tout temps. Stacey Aglok MacDonald insiste : il s'agit d'abord et avant tout de trouver une activité qui rallie la population.

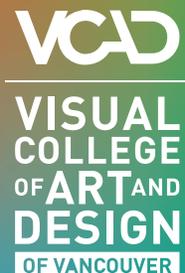
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« Le travail des élèves a porté ses fruits; le succès les a passionnés et leur passion s'est répandue dans toute la population. Le succès a engendré le succès.



Former Kugluktuk teacher Russ Sheppard on the set of *The Grizzlies* in Guelph. Photo by: Jasper Savage

sports. Other communities that were suffering with a rash of suicides turned to activities such as music, film and even circus performances. "The teams created a gang of like-minded people who had each other's backs. It created a family who were trying to do the right thing, who could commit to each other – not just the kids, the teachers, too," said Sheppard, who has since made a career change and works as a lawyer in Cranbrook, B.C.

Once students' hard work resulted in successes for them, achieving success became addictive and that spilled over into the community. Success bred success. "We never had another suicide in the last five years I was in the school," Sheppard reported. "It has never again been the focal point that it was then. There are still some struggles like in any community, but I do think the community is definitely healthier. "The making of *The Grizzlies* prompted Sheppard to re-examine what had transpired in Kugluktuk.

### Allegiance and allies

"Looking back now, almost 20 years later, I realized what we all did is care for each other. Because of that connection through the heart, we all committed to helping each other through some hard times and good times. When you have that connection and commit to a common goal, what you can achieve is pretty unbelievable."

That theme is front and centre in the uplifting film and the takeaway for people working in education, Sheppard said. "You can't fake caring. You have to respect (students) and develop that. We've all had teachers and counsellors who have influenced our lives. Those are the ones that we knew instantly they cared about us.

"The other message is we all have to work together. There can't be a hierarchy of teachers versus students. This is a working together program – teachers, students and parents are in this together. Counsellors, principals, we all need to have our ears open and we shouldn't always just decide what's best for kids; we should utilize their input and look at their skills and their strengths," added Sheppard, who still coaches lacrosse and hasn't ruled out a return to the field of education.

Ce n'est pas forcément le sport. D'autres villages où le nombre de suicides était élevé ont choisi la musique, le cinéma et même le cirque. « Les équipes réunissaient des personnes qui avaient des intérêts communs et qui étaient prêtes à s'entraider. Elles sont devenues des familles dont tous les membres s'efforçaient de bien faire les choses et d'aider les autres. Pas seulement parmi les enfants, d'ailleurs, parmi les enseignants aussi », ajoute Russ Sheppard, qui a quitté l'enseignement et est maintenant avocat à Cranbrook, en Colombie-Britannique.

Le travail des élèves a porté ses fruits; le succès les a passionnés et leur passion s'est répandue dans toute la population. Le

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Former Kugluktuk teacher Russ Sheppard (right) with actor Ben Schnetzer (who played Russ in *The Grizzlies*) and director Miranda de Pencier on the set in Guelph. Photo by: Jasper Savage

...If the kids in Kugluktuk worked through the problems they had, there's no reason I can't. It's really given me an understanding of that power.

The filmmakers were committed to ensuring *The Grizzlies* did not espouse the cliché of the white saviour coming to the rescue. "Russ Sheppard had an idea of the way he could contribute, but

succès a engendré le succès. « Il n'y a pas eu un seul suicide pendant mes cinq dernières années à l'école », dit Sheppard. « Cela n'a plus jamais été le centre de l'attention. La communauté a encore des difficultés, mais je pense qu'elle est plus saine. » Le tournage de *The Grizzlies* a incité Sheppard à analyser cet épisode de l'histoire de Kugluktuk.

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### Alliances et allégeances

« Quelque vingt ans plus tard, je comprends que nous avons simplement pris soin les uns des autres. C'était un lien de cœur. Nous avons décidé de nous aider pendant des moments difficiles et de vivre ensemble les bons moments. C'est fou ce qu'on peut faire avec des liens pareils et un objectif commun. »

C'est le thème de ce film encourageant et c'est ce que les gens du milieu de l'éducation doivent en tirer, fait valoir Sheppard. « Vous ne pouvez pas faire semblant. Vous devez respecter les élèves et cultiver ce respect. Qui n'a pas eu une enseignante ou un conseiller qui a changé sa vie? Nous avons immédiatement senti que nous comptions pour cette personne. « L'autre volet du message, c'est que nous devons conjuguer nos efforts. Il ne peut pas y avoir de paliers hiérarchiques entre les enseignants et les élèves. C'est un programme collaboratif : enseignants, élèves et parents doivent tous y mettre du leur. En tant que conseillers et directeurs, nous devons être à l'écoute et nous ne devons pas tout décider pour les élèves. Il faut tenir compte de leur opinion, de leurs habiletés et de leurs forces », poursuit Sheppard, qui entraîne encore une équipe de cosse et n'exclut pas un retour à l'éducation.

Les cinéastes ont veillé à éviter le cliché du sauveur blanc à la rescousse. « Russ Sheppard avait une idée de ce que pourrait

« ...si les enfants de Kugluktuk ont pu résoudre leurs problèmes, rien ne m'empêche d'en faire autant. L'expérience m'a permis de comprendre ce pouvoir.



The Grizzlies co-producer Stacey Aglok MacDonald (left) with actor Madeline Ivalu (centre) and director Miranda de Pencier on the set in Iqaluit. Photo by: Jasper Savage

nothing would have happened with that idea had those kids not been like 'yes, this is what we want to do,'" Aglok MacDonald stated. "He was an ally, and part of that is not making yourself indispensable. I think that's one of the big mistakes that's commonly made – especially with people from more privileged countries or backgrounds coming into more underprivileged communities. They want to be heroes, the star of the story."

Aglok MacDonald pointed out that beyond introducing something that the kids and community gravitate to, it's crucial to give people the opportunity to step up and become leaders themselves, to develop the skills and knowledge necessary to carry on. "When you're an ally, which Russ was, he gave all the skills to those students. They were the ones who were valued; they were the ones who kept the Grizzlies going, and are still going today, long after Russ left," said Aglok-MacDonald, who now resides in Iqaluit, Nunavut's capital.

Sheppard described being "totally changed" by his experience in Kugluktuk, having gained a new understanding of the power of youth and the human spirit. "It really changed my core and fibre to not put limits on myself personally. If the kids in Kugluktuk worked through the problems they had, there's no reason I can't. It's really given me an understanding of that power."

In that regard, Aglok MacDonald believes *The Grizzlies* sends an important message: Inuit people are strong. Indigenous people are strong. We're the heroes of our own stories. We're heroes of our own lives, of our communities. Today, the original Grizzly kids are leaders in Kugluktuk and beyond. Among them are a director with the Government of Nunavut, a department supervisor in a mine, an MLA, conservation officer and several teachers. ♣ CSC

être sa contribution, mais rien n'en serait sorti si ces enfants n'y avaient pas souscrit », commente Spacey Aglok MacDonald. « Il a été un allié, en partie parce qu'il ne s'est pas rendu indispensable. Selon moi, c'est une erreur commune, surtout de la part de gens de pays ou d'horizons plus favorisés qui arrivent dans une communauté moins nantie. Ils veulent être des héros, les vedettes de l'histoire. »

Aglok MacDonald conseille de présenter un projet attrayant pour les enfants et la population en général, mais surtout, de donner à chacun la possibilité de réussir, de devenir un leader, de développer ses aptitudes et d'acquérir les connaissances nécessaires pour continuer. « Un allié, comme Russ l'a été, met toutes ses compétences au service de ces élèves. Ce sont eux qu'il faut mettre en vedette. C'est grâce à eux que *The Grizzlies* existent encore, alors que Russ est parti depuis longtemps », dit Aglok-MacDonald, qui vit maintenant à Iqaluit, capitale du Nunavut.

Sheppard s'avoue « totalement transformé » par son expérience à Kugluktuk, qui lui a permis de comprendre le pouvoir des jeunes et de l'esprit humain. « En ne m'imposant pas de limites, j'ai changé d'optique du tout au tout : si les enfants de Kugluktuk ont pu résoudre leurs problèmes, rien ne m'empêche d'en faire autant. L'expérience m'a permis de comprendre ce pouvoir. »

Pour Aglok MacDonald, *The Grizzlies* contient un message important à cet égard : les Inuits sont des gens forts. Les Autochtones sont des gens forts. Nous sommes les héros de nos propres histoires. Nous sommes les héros de nos vies et de nos communautés. Aujourd'hui, les premiers Grizzlies sont devenus des leaders, à Kugluktuk et ailleurs. L'un d'eux est cadre au gouvernement du Nunavut, un autre est superviseur de secteur d'une société minière; il y a aussi un député, un agent de conservation et plusieurs enseignants. ♣ CSC

## SCREENING THE GRIZZLIES AT SCHOOL

*The Grizzlies* is classified 14A and does deal with suicide. Its overarching theme, however, encompasses hope, resilience and perseverance, and clearly conveys the message that suicide is never the answer.

Former Kugluktuk teacher Russ Sheppard believes the film, as well as the accompanying resources for educators, will transcend borders. "There are just so many messages. What's interesting for me since the release of the movie is how many different populations can identify with the themes that we lived – inner city youth in Canadian cities, inner city youth in U.S. cities, First Nations, teachers, parents, sports teams. "This movie has so many themes. Teachers can watch it and be inspired. Coaches can be inspired. Inner city youth, First Nations can be inspired."

Two options are available to educators who want to bring *The Grizzlies* to students at their school.

### Criterion-on-Demand

Many schools in Canada have Criterion's license and subscribe to its digital platform Criterion-on-Demand, allowing feature films to be screened in the school. *The Grizzlies* DVD is available now and the on-demand version will be available in October. Educators can verify if their school/school board is a current subscriber or obtain licensing rights, by contacting Suzanne Hitchon at [suzi.hitchon@globaleagle.com](mailto:suzi.hitchon@globaleagle.com)

### Hello Cool World Educational License

*The Grizzlies* Educational License is available for DVD and digital formats as of September 3, 2019 at [www.hellocoolworld.com/store](http://www.hellocoolworld.com/store). Schools in Canada can receive half off the posted price by using the promo code: **grizzlies4csc**

### Resources for Educators

Hello Cool World is offering educational modules for teachers via a login provided with the purchase of its educational license. Intended for use in conjunction with screening of *The Grizzlies*, this resource will be available in September.

In partnership with their mental health partners – Embrace Life Council, Nunavut Tunngavik Incorporated and We Matter – the filmmakers assembled resources for educators that can be downloaded from The Grizzlies website [www.thegrizzliesmovie.com/educational/resources-downloads](http://www.thegrizzliesmovie.com/educational/resources-downloads)

*The Grizzlies* co-producer Stacey Aglok-MacDonald noted, "We, as Canadians, need to do a better job of educating ourselves about the Indigenous people in our country and the trauma that is carried because of either overt or inadvertent racism. I think the number one way to end that is just to be more aware – read books by Indigenous authors, watch films by Indigenous directors, spend some time learning about Indigenous communities and people. Once we have more understanding and more empathy, we can all be on a better path towards healing."

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## PROJETER THE GRIZZLIES À L'ÉCOLE

*The Grizzlies* est classé 14A, car il y est question de suicide. Toutefois, le film parle surtout d'espoir, de résilience et de persévérance. Le message fondamental est que le suicide n'est jamais la bonne solution.

Russ Sheppard, qui a enseigné à Kugluktuk, estime que le film et les ressources connexes destinées aux enseignants vont transcender les frontières. « Il est très riche en messages de toutes sortes. Depuis la sortie, je constate avec intérêt que de nombreuses populations peuvent se reconnaître dans ce que nous avons vécu : les jeunes des quartiers défavorisés des villes canadiennes et américaines, les Premières Nations, les enseignants, les parents et les équipes sportives. « Le film propose de nombreux thèmes : les enseignants pourront s'en inspirer, tout comme les entraîneurs d'équipes sportives. Ainsi que les jeunes et les Premières Nations. » »

Deux choix s'offrent aux enseignants qui veulent montrer *The Grizzlies* aux élèves de leur école.

### Criterion-sur-demande

Beaucoup d'écoles au Canada sont titulaires d'une licence de Criterion et d'un abonnement à la plateforme numérique Criterion-sur-Demande, qui permet la projection de longs métrages. Vous pouvez vous procurer le DVD du film dès maintenant. La version sur demande sera prête en octobre. Pour vérifier si votre école ou commission scolaire est abonnée à la plateforme ou pour demander une licence, il suffit d'écrire à Suzanne Hitchon, à l'adresse [suzi.hitchon@globaleagle.com](mailto:suzi.hitchon@globaleagle.com).

### Licence éducative Hello Cool World

Il est possible de se procurer une licence pour l'usage éducatif du DVD et d'autres formes numériques du film *The Grizzlies* depuis le 3 septembre 2019, auprès de [www.hellocoolworld.com/store](http://www.hellocoolworld.com/store). Les écoles canadiennes bénéficient d'une réduction de moitié du prix affiché. Pour en profiter, il faut utiliser le code promotionnel « **grizzlies4csc** ».

### Ressources à l'intention du personnel enseignant

Hello Cool World offre des modules pédagogiques aux enseignants dès l'achat d'une licence pour usage éducatif. Ces modules, à utiliser dans le cadre de la projection de *The Grizzlies*, seront offerts à partir de septembre.

En partenariat avec des associations de promotion de la santé mentale, dont Embrace Life Council, Nunavut Tunngavik Incorporated et We Matter, les cinéastes ont réuni diverses ressources à l'intention des enseignants [en anglais], qui peuvent les télécharger depuis le site Web du film, à l'adresse [www.thegrizzliesmovie.com/educational/resources-downloads](http://www.thegrizzliesmovie.com/educational/resources-downloads).

Laissons la conclusion à Stacey Aglok-MacDonald, coproductrice : « Nous, Canadiens, devons faire davantage pour nous renseigner sur les peuples autochtones du pays et sur le traumatisme qui perdure à cause du racisme, qu'il soit manifeste ou commis par inadvertance. Je crois que la meilleure manière d'y mettre fin est de s'informer, de lire des livres d'auteurs autochtones, de regarder des films produits par des Autochtones, de se renseigner sur les communautés et les peuples autochtones. Quand nous comprendrons mieux et quand nous aurons plus d'empathie, nous pourrons tous cheminer vers la guérison. »

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## LIGHTS, CAMERA, ACTION

*The Grizzlies* was almost 10 years in the making with the first auditions conducted in 2008. In all, some 600 Inuit youth from across Nunavut and the Northwest Territories auditioned for the film. Sixty of them were invited to Iqaluit for workshops in acting, filmmaking and traditional Inuit performance arts. From that group, many of the film's actors were chosen.

Ninety percent of *The Grizzlies* cast, including many who had never acted before, and one-third of the crew were Inuit or Indigenous.

The production also included a paid mentorship program for Inuit and Indigenous crew members, actors and musicians. "It's all a part of building the film industry (in Nunavut)," said producer Stacey Aglok MacDonald, who works in film production and teaches workshops in video, photography and media arts in Nunavut.

The film, featuring original music by Indigenous artists, was shot in Iqaluit, Niaqunnguut and Guelph. Initially, former teacher and coach Russ Sheppard's involvement in the making of *The Grizzlies* was telling his story to the writers who produced the script. When it came time to shoot the film in 2016, Sheppard, now a lawyer with a young family in B.C., put his real life on hold. He was on set for eight weeks as an authenticity consultant to ensure the activity in a scene was realistically depicted. "My whole commitment to this project from the start was to get a story told about the strength and perseverance of an unbelievable group of kids I worked with because I think it's pretty inspirational for people," said Sheppard, who appears as an extra in the film as a lacrosse game referee.

Actor Ben Schnetzer played Sheppard. "It's odd to be on set and somebody else using your name and watching and observing you so they can pick up some of your mannerisms to make it a more real position. It's obviously flattering that I had an actor such as Ben portraying me, but it was definitely an odd experience to go through."

## LUMIÈRES, CAMÉRA ET ACTION!

Il aura fallu près de dix ans pour tourner *The Grizzlies*. Les premières auditions ont eu lieu en 2008. Au total, environ 600 jeunes Inuits du Nunavut et des Territoires du Nord-Ouest ont été auditionnés. Soixante ont été invités à Iqaluit pour des ateliers sur l'interprétation, sur le tournage et sur les arts de la scène inuits traditionnels. Nombre des acteurs du film ont été choisis parmi eux.

Quatre-vingt-dix pour cent de la distribution, dont beaucoup n'avaient jamais été acteurs, et un tiers de l'équipe de tournage sont inuits ou autochtones.

La production se doublait d'un programme de mentorat rémunéré à l'adresse des membres inuits et autochtones de l'équipe, des acteurs et des musiciens. « C'est essentiel si l'on veut qu'il y ait une industrie cinématographique[locale] », explique Stacey Aglok MacDonald, qui travaille en production cinématographique et dirige des ateliers de production vidéo, de photographie et d'arts médiatiques au Nunavut.

Le film, porté par une musique originale composée par des artistes autochtones, a été tourné à Iqaluit, à Niaqunnguut et à Guelph. Au départ, la participation de Russ Sheppard, ancien enseignant et entraîneur, consistait à raconter l'histoire aux scripteurs. Une fois venu le temps du tournage, en 2016, Sheppard, père d'une jeune famille et avocat en Colombie-Britannique a mis sa vie entre parenthèses. Il est resté sur le plateau pendant huit semaines, à titre de conseiller chargé d'assurer l'authenticité et le réalisme des scènes. « Je voulais que le film raconte la force et la persévérance de ce groupe exceptionnel avec lequel j'ai travaillé parce que j'étais convaincu que c'était une histoire inspirante », commente Sheppard, qui y joue un rôle de figurant, comme arbitre des matchs de crosse.

C'est l'acteur Ben Schnetzer qui le personnifie. « C'est étrange d'être sur le plateau et de voir quelqu'un utiliser votre nom, vous observer et vous surveiller afin d'adopter vos manies et de rendre le personnage plus réel. C'est forcément flatteur d'être joué par un acteur comme Ben, mais c'est définitivement une expérience étrange. »

# Cognitive Science

## The Mind and the Machine

By Alison Zenisek



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**An exciting multi-faceted career awaits those who explore a degree in Cognitive Science in their post-secondary education.**

Cognitive Science is a growing field of research that incorporates many disciplines and has its origins in the mid 1950's, when intellectuals from various fields began to develop theories of the mind and its thought processes. As the complexity of this inquiry became apparent, collaboration between the disciplines of neuroscience, linguistics, artificial intelligence, psychology, and philosophy brought a more comprehensive understanding of how the mind works. Exploring the mechanisms and activities of the mind that affect thinking, information processing, and learning is a fascinating endeavor. New discoveries are then incorporated into the existing body of research which makes this field of study both challenging and exciting.

"Exploring the mechanisms and activities of the mind that affect thinking, information processing, and learning is a fascinating endeavor. New discoveries are then incorporated into the existing body of research which makes this field of study both challenging and exciting."



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A major in cognitive science offers opportunities for graduates to find employment in various industries. These include information systems, government agencies, education and medical services, and non-profit agencies. The goal of the education is to understand the principles of intelligence, which lead to a better comprehension of the mind and of learning. This expertise brings about the opportunity to develop intelligent devices and to extend human abilities. University programs in cognitive science in Canada are generally restricted to students in the Arts & Science degree program (B.A. / B.S.C.). An undergraduate

degree in cognitive science can help prepare students for a graduate program in the same, or in a related field. At the graduate level the programs are intended to train students to be professional cognitive scientists skilled in AI, computer modeling, linguistic analysis, and independent research.

A background in cognitive science can also be a foundation for a career in law, medicine, education, engineering, or business. The knowledge acquired from an undergraduate degree in cognitive science will enhance an understanding of human intelligence and the ways we

acquire, represent, and use information. This in turn will deepen awareness of the relationships between computing, linguistics, philosophy, and psychology, as well as the interconnected nature of our universe. Some of the necessary skills developed through a cognitive science major are critical and analytical thinking, research and problem solving, and enhanced written and verbal communication skills. Hands on training in the use of technical and scientific equipment are yet another bonus. Today cognitive science has developed into the interdisciplinary study of cognition in humans, animals, and machines. This

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field of study integrates a great body of research with applications that focus on optimizing language acquisition, mathematical comprehension, and the processes that form behavior. The science of artificial intelligence is one branch of cognitive science that is growing at a break neck speed and will continue to provide high paying jobs for the most qualified applicants.

The blueprint is the human brain, how it processes information, how learning takes place, as well as exploring thought processes. One of the primary and most lucrative career options in cognitive science that is growing rapidly is machine learning, which is primarily how to create intelligent behavior, the ability to learn, and flexibility in machines. Web developers, programmers, technical writers, and post-secondary instructors all work in this field and are expected to experience faster-than-average job growth through 2024. The interests and experience needed to pursue a career in artificial intelligence are a familiarity with machine learning, statistical analysis, data mining, personal/academic projects and publications. Knowledge of one or more scripting language, a proven computer science background, and exposure to the higher maths are all a must.

The term AI covers a number of disciplines and tasks such as speech recognition, machine learning, deep learning, biometrics, text analysis, and processing. Given the level of specialization each requires, not many professionals can master more than one of these disciplines. AI engineers command the highest salaries. AI is not a discipline you can teach yourself. To participate in this rapidly growing field, a master's degree or a PHD is required in order to even qualify for most of the available jobs. Knowledge of computer technology and mathematics are the backbone of artificial intelligence programs. Competence in the higher mathematics such as linear algebra, as well as a strong grasp of physics, engineering, robotics, and computer science are a must. So it's easy to comprehend why there is such a high demand for employees with the requisite skills and why AI salaries are on the rise.

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One example of such a job opportunity with IBM in Canada would involve joining a consulting team composed of other professionals to conceptualize, develop, and deploy cognitive solutions to solve the large scale problem of a given enterprise. Product managers, partners, data scientists, architects, and software engineers would tackle the challenge together, each bringing subject matter expertise, data science, and technical execution to the table. These

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certain aspects of human thought such as imagery, emotion, and analogy. There is still much to discover.

Salaries are high for artificial intelligence experts who are benefiting from a rapidly growing field and a scarcity of talent. For example, a machine learning engineer in San Francisco can easily bring home \$169,930/year. A Global News inquiry revealed that top graduates in Canada are increasingly crossing the six figure mark for entry level jobs. Salaries are generous if you have earned the credentials that a firm needs. One tenured professor was offered triple his \$180,000 salary to join Google, which he declined for a different teaching position. Anything artificial intelligence related is in very high demand. The top companies in Canada doing the most hiring of candidates with AI skills are RBC, IBM, Scotiabank, Amazon, and TD Bank. Montreal and Toronto have become global hubs of AI study.

collaborations have brought exciting breakthroughs to the field of cognitive science as a whole.

Artificial intelligence has been part of cognitive science since the beginning and is presently one of the fastest growing endeavors, generating widespread interest and recognition. The most impressive advances in AI come from the approach of deep learning. Breakthroughs in gaming, translation, and object

recognition have extended the abilities of machines and people. Deep learning builds on the ideas of artificial neural networks and theoretical neuroscience using the human brain and intelligence as a model. The human brain has powerful mechanisms for learning from examples, and for learning actions that are reinforced by successes. Although deep learning has produced dramatic improvements in AI systems, it is not completely clear to scientists how it can be applied to

These jobs, though plentiful, mean working in the tech sectors which are often confined to just a few big and expensive cities such as Vancouver, Toronto, New York, and San Francisco. Another caution is that these six figure jobs often come with 15 hour days that can easily spill into the weekends. Still, opportunities are growing across the world in this ever expanding field of research. Glassdoor, a popular job search site, listed Facebook, NVIDIA, Adobe, Microsoft, and Accenture as the 5 best companies to work for in 2018 with job openings for AI positions at 19 percent. Toronto's tech industry is presently booming and has emerged as a hub for AI job opportunities. Overall, Ontario is home to 54 percent of these jobs.

As mentioned previously, a career in cognitive science begins with an undergraduate degree. The foundations needed to study cognitive science involve related disciplines such as linguistics, higher mathematics, computer science, philosophy, and neuroscience. In Canada, the universities that offer cognitive science programs are the University of Toronto, McGill, Simon Fraser University, University of British Columbia, and McMaster, to name just a few. Schools known for their excellence in cognitive science and machine learning in the United States are



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"Artificial intelligence has been part of cognitive science since the beginning and is presently one of the fastest growing endeavors, generating widespread interest and recognition."

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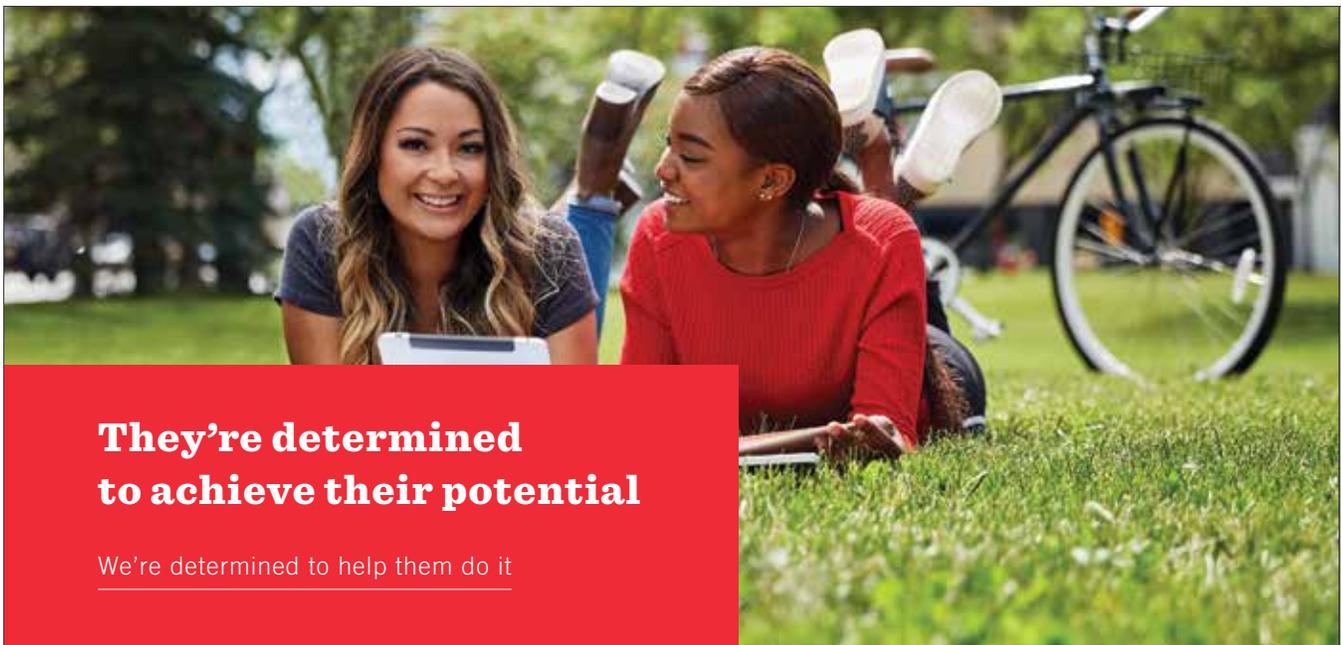


Carnegie Mellon, Stanford University, and the University of California-Berkeley. There is no degree to be had in data science or AI. Graduates taking up those jobs often have majors in mathematics, statistics, computer science or computer engineering. Candidates who have obtained a master's degree or a doctoral degree in cognitive science can command the highest

salaries in industry level research, software development, artificial intelligence, and post-secondary instruction.

Competition is fierce for the brightest and the best students. Large corporations set up shop on university campuses each September in order to attract the top techies at the local science fairs. The labour market is tight, so

recruiting becomes a two way street. Not only is it about finding the right people, but also convincing them to work for the company, rather than one of their competitors. Head hunters are looking for employees who can think on their feet, have a positive frame of mind and a good disposition. With the requisite skills, education, and temperament, the sky is the limit. 🍀csc



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# JACK.ORG:

## No More Silence on Youth Mental Health

By Alison Zenisek



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Eric Windeler founded the national network *Jack.org* as a legacy to his son who died tragically by suicide in March of 2010. Jack's death was an unexpected shock as he was a promising first year student at Queen's University. The outpouring of support from friends and the family led them to request that donations be made to the Kids Help Line in Jack's memory. This overwhelming show of support also inspired the founding of the Jack Project. That same year, Windeler, his wife Sandra Harrington, and their closest friends started the organization as a way to reach youth struggling with mental health. Business interests were put aside so that Eric could devote his energy and time to leading the organization. His goal is to inspire more discussion about mental health, primarily among youth and as a consequence to reduce the isolation, shame, and suffering of young people struggling with mental illness.

At *Jack.org* the vision statement is "No More Silence" on the subject of youth and mental health. Their primary goal is to see a reduction in youth suicide and an increase in wellbeing in Canada's young people. In the fall of 2012 the Jack Project moved onto the campus of Queen's University. They began to work with student leaders to develop youth inspired and directed initiatives to tackle the stigma associated with mental illness. Improving the general mental health of students on campus was the objective. Out of this initiative Canada's first ever student- led youth mental health summit was born. They named it "Unleash the Noise." After that, events moved quickly. In July of 2013, the Jack Project became an independent entity, and in August it became *Jack.org*. By October of the same year, it was incorporated as a registered Canadian Charity.

"Programs created by *Jack.org* are designed to reach all youth and to encourage and enable them to care for their own mental health and that of their peers."



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Traditional methods of tackling mental health issues in Canada have rarely reached the greater population. For the present generation of young people who

grew up on the internet, social media, and text messaging, the traditional approach to mental health awareness wasn't working. Programs created by

*Jack.org* are designed to reach all youth and to encourage and enable them to care for their own mental health and that of their peers. The aim is to shatter the stigma of mental illness and create long term change in societal attitudes. *Jack.org* trains young speakers to visit schools and work to transform the way students perceive mental illness. These young leaders also share their own experiences and explain the building blocks to mental health. Students easily identify with these peer leaders who address the issues of mental health in a candid fashion without conveying the usual stigma and shame attached to these issues.

Through *Jack.org* programming, students learn that mental health is something we all share and need to take care of. Peer to peer engagement is a powerful force when applied in any educational setting. Through encounters with peer leaders, students feel more comfortable opening up about their own struggles and triumphs in the context of mental health. Once a year, 250 delegates gather in Toronto for Canada's National Jack Summit. This year the keynote speakers were Ayishat Akanbi, Harrison Browne, Kelsey Darragh and Tunchai Redvers. Each

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shared their personal story of struggles with mental health, leadership, and their desire to be advocates for students. For the summit *Jack.org* has partnered with other organizations like Textbooks for Change, Get REAL, and Wear Your Label to create skill building workshops. These workshops provide delegates with the tools they require to transform their stories and ideas into relevant action. The educational resources empower these young leaders to be effective agents of positive change in their communities. *Jack.org* works tirelessly to connect students across Canada so they can be a resource to one another. At the end of each Jack Summit the delegates return to their communities inspired and equipped to make a difference.

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Students had this to say about the summit. "This weekend was amazing. I met amazing people, and learned amazing things..." said Cameron Jette. "Thank you people of Jack Summit for changing my world forever, I hope we can all make a difference out there even if only for one person!" exclaimed Emerald May. Julia Caddy explained her experience at the summit in a way that would make *Jack.org* proud. "My personal experiences with depression, anxiety, and anorexia have led to mental health being a huge part of my life, and consequently I've developed an unmeasurable amount of passion towards mental health."

One remarkable young woman, Maggie Harder, took on Amazon in a letter writing campaign for selling T-shirts that mocked suicide. Amazon pulled the product, and Maggie went on to attend the conference in Toronto promoting youth leadership on the subject of mental health issues. Apparently this is just the beginning of the Calgary teen's activism. She intends to target the language used in our culture that demeans mental illness. She has seen first-hand how those suffering from mental illness are ridiculed or shunned. She intends to hone the skills that were

apparent in her challenge to Amazon in order to win more supporters to the cause and improve public awareness. "It was my first endeavor, but not my last."

Starting university signals a massive period of transition in the lives of many students. Leaving established support systems for the academic pressure and anonymity of a university campus can be overwhelming and stressful. Ideally a foundational awareness of mental health and how to care for one's own has already been laid, but that is not always the case.



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**"Jack.org works tirelessly to connect students across Canada so they can be a resource to one another. At the end of each Jack Summit the delegates return to their communities inspired and equipped to make a difference."**

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After accidents, suicide is the leading cause of death in young people across Canada. By the age of 25, one in five young Canadians will have struggled significantly with mental illness. According to *Jack.org*, three quarters won't receive the help they need to recover.

Dr. Nancy Low, a psychiatrist and clinical director of McGill's Mental Health Service, confirms that demand for services by 2017 had increased by 35 percent since 2010. This demand translates into a longer wait

times to access needed help, sometimes up to four months for individual psychotherapy. Low does not think it is good enough, even though it is a shorter wait time than in the general community. "The demand is there and we haven't seen a commensurate increase in services; we are really trying to make efforts to address the demands that we are seeing." *Jack.org* is active on McGill's campus and Dr. Low believes it is very effective. That more mental health services are needed becomes clear, particularly for emotionally

vulnerable youth before they go out into the workforce or attend university. Knowledge based skills need to be in place with the adults who interact with youth, both in school and at home, so that mental health issues can be spotted early and addressed. *Jack.org* is working to make mental health awareness a reality in communities across Canada. Finding skilled and competent help varies greatly from community to community.

Within schools and on campuses the goal of this energetic organization is to improve mental health literacy among the students and entire school staff. According to *Jack.org* mental health literacy is defined as:

- Understanding how to foster and maintain good mental health
- Understanding mental health disorders and their treatments
- Decreasing the stigma associated with mental illness
- Understanding how to seek help effectively

*Jack.org* has a substantial library of programs which are customizable to the needs of guidance counselors, teachers, and students. In addition, the organization has created their evolving Mental Health

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and High School Curriculum Guide. Their programs and resources are not only used in Canada, but also internationally, with success confirmed by researched evidence. Progress has been made across the world in understanding issues of mental health, illness, and how the brain functions. Canadian youth spend most of their waking hours at school and at home. Therefore school seems to be the logical place for our youth to learn about mental health issues and disorders.

*Jack.org* is constantly seeking ways to connect with teachers, guidance counselors, and school boards in order to pilot, test, and improve their programs. The organization has come to understand that the most challenging aspect for educators is how to select a safe, effective, and evidenced based program from the plethora of heavily marketed choices available. Jack has responded to this challenge by partnering with educators across Canada to develop a scientifically rigorous methodology in order to critically evaluate programs prior to purchase. This program is called "Critically Evaluating School Mental Health" or (CESMH) and is available to schools and other educational entities in order to assist them in their choice of available programs.

In the September of 2016, 19 student leaders representing *Jack.org* joined the Duke and Duchess of Cambridge on a tall ship for a trip around the harbor at Victoria, BC. The purpose of this event was to discuss mental health and the challenges youth face seeking the help they need. It is hoped that the international spotlight on William and Kate will help to combat the stigma around mental health and bring attention to the subject. Mental health is an important issue for the royal couple as they are spearheading their own campaign with Prince Harry called Heads Together, which provides frontline support and works to combat the stigma for those seeking help in times of psychological distress. Like *Jack.org*, the Heads Together campaign aims to change the national conversation on mental wellbeing.

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Eric Windeler continues to work tirelessly in all aspects of running the organization and his efforts extend to fundraising and partnership development with key mental health experts and organizations across Canada. Eric was honoured by Queens University in 2015 for his work in the field of mental health, receiving an honorary degree. Eric sits of the board of Partners for Mental Health, a charity. He is also actively involved with the Ministry of Health and

Long Term Care Leadership Advisory Council for Ontario. Currently *Jack.org* operates 3 programs: Jack Summit (the national student mental health conference), Jack Talks (50 trained youth speakers) and Jack Chapters (85 student-led mental health clubs at high schools, colleges and universities across Canada). The legacy of his son's life and tragic death is an abundance of hope and resources for youth across Canada, a legacy to be proud of. 🇨🇦 CSC

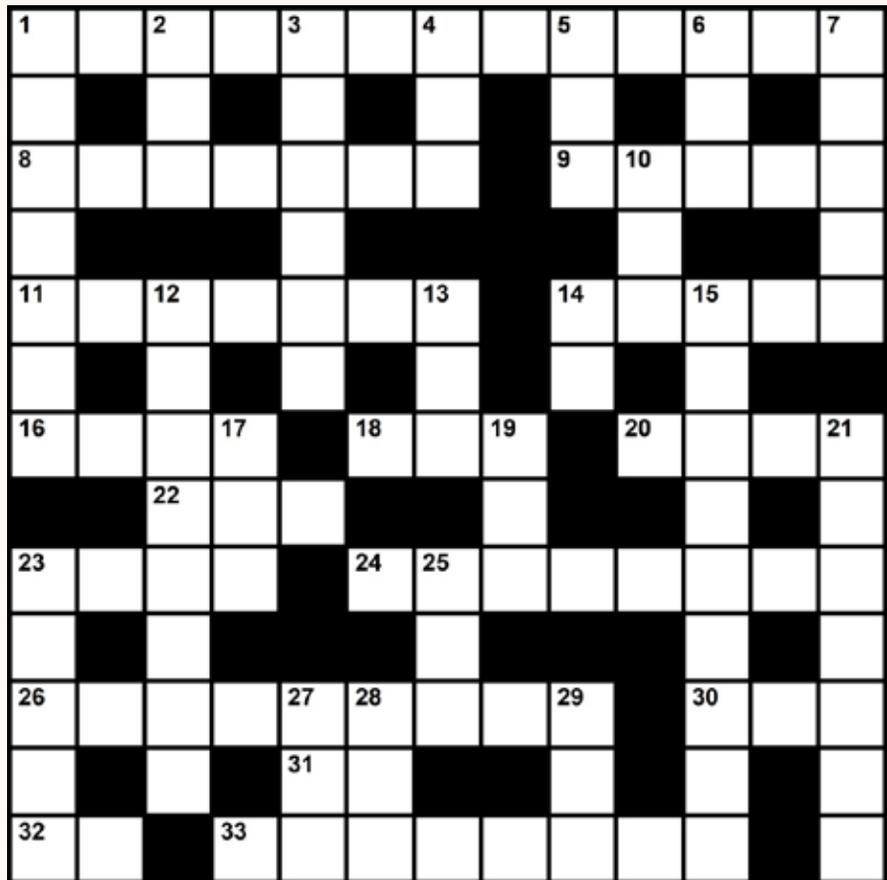
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## Across

- 1 Opportunity for students to come to Ottawa and learn about democracy and government, 4 words- goes with 26 across
- 8 Training meeting
- 9 Go through life with no ambition or purpose
- 11 Make something comprehensible
- 14 Self-confident to a fault
- 16 Miss a class, for example
- 18 Winnipeg centre helping inner city kids to explore and express their creativity, goes with 23 across
- 20 13 and 16 for example
- 22 Short sleep
- 23 See 18 across
- 24 Industry segment including pilots, flight attendants and traffic controllers offering good career opportunities
- 26 See 1 across
- 30 Follower's suffix
- 31 Hospital room for emergencies
- 32 Common word for a Canadian
- 33 Having imagination and the ability to come up with new ideas and artistic work



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## Down

- 1 Encourages
- 2 Deep sleep believed to benefit learning, memory and mood
- 3 Mind related
- 4 Canadian hockey great, Bobby
- 5 Up to this point of the year, to a CPA, abbr.
- 6 \_\_\_versity
- 7 Bold and courageous
- 10 Brazilian city
- 12 Branch of artistic creation
- 13 Neither's partner
- 14 Data or music storer
- 15 Relating to the ability to study and increase knowledge
- 17 Salary
- 19 Prefix with lingual or angle
- 21 Politician: one who might participate in 1 across
- 23 Repeated sequence of events
- 25 Itinerary word
- 27 German for the
- 28 Anger or rage
- 29 Runner on the slopes



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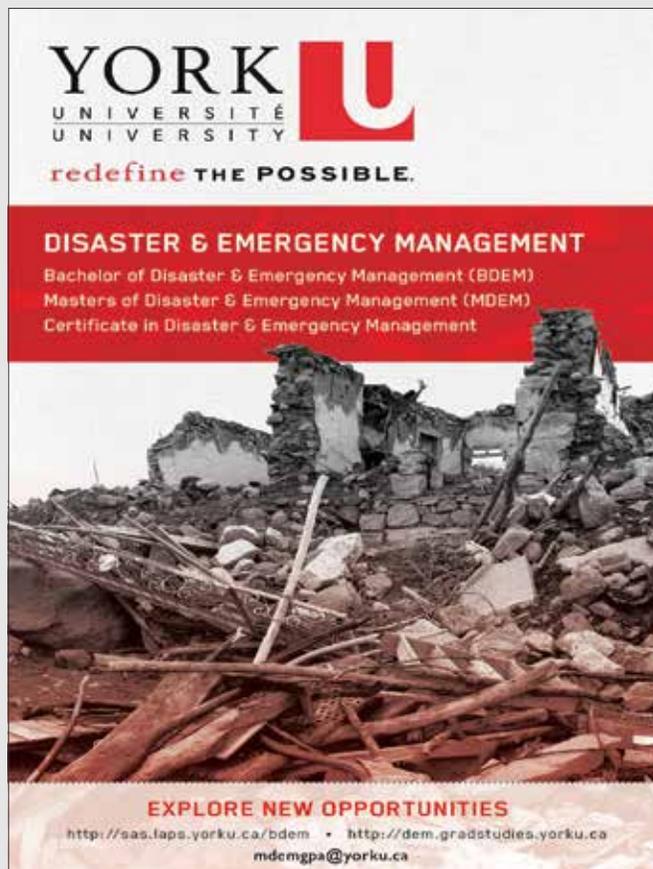


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## Advertiser's Index

AFOA .....	9	Jazz Aviation LP.....	64
Air Transport Association of Canada .....	5	Keele University .....	56
Ambrose University.....	28	Le Cordon Bleu.....	62
Apply Alberta.....	48	Manitoba Institute of Trades and Technology.....	61
Blyth Academy .....	16	McGill University.....	56
Booth University College .....	63	Media Job Search Canada.....	6
Bow Valley College .....	26	Pacific Institute of Culinary Arts.....	39
BuildForce Canada.....	17	Parent Action Plan.....	28
Campion College.....	32	Pearson College UWC.....	36
Canada's National Ballet School .....	50	Project Learning Tree .....	30
Canadian Centre on Substance Use and Addictions .....	60	Royal College of Surgeons in Ireland .....	68
Canadian Council for Aviation & Aerospace .....	51	Royal Conservatory of Music.....	38
Canadian Education Exchange Foundation .....	63	Saint James School of Medicine.....	42
Canadian Foundation for Aids Research .....	14	School Finder.....	29
Canadian Institute of Actuaries.....	19,33	SKEMA Business School .....	29
Canadian Payroll Association .....	16	St. Mary's University.....	61
Canadian Union of Skilled Workers.....	24	Stratford Chef School.....	23
CANNEXUS 20.....	23	Study in the UK.....	11
CDI College.....	27	TD Canada Trust .....	45
Centre for Distance Education.....	3	Teen Mental Health.Org.....	54
College & Association of Respiratory Therapists of Alberta.....	4	United Association .....	67
College Boréal.....	55	University of Lethbridge.....	47
Crandall University .....	55	University of Lincoln.....	66
Education in Ireland.....	58	University of Manitoba, Biosystems Engineering.....	43
Fanshawe College.....	12	University of Manitoba, Faculty of Law.....	10
Fire & Emergency Services Training Institute.....	18	University of Winnipeg.....	57
Focus College.....	18	Visual College of Art & Design .....	46
Forest Products Association of Canada.....	21	Vita Salute San Raffaele, University of Milan.....	31
Harris Institute.....	7	Whistler Adventure School .....	22
Hartpury College .....	34	World Class Programs .....	44
Horizon College & Seminary.....	32	YFU Canada.....	8
Humber College, Social & Community Services.....	22	York University, Disaster & Emergency Management.....	66
International Union of Painters and Allies Trades.....	2		



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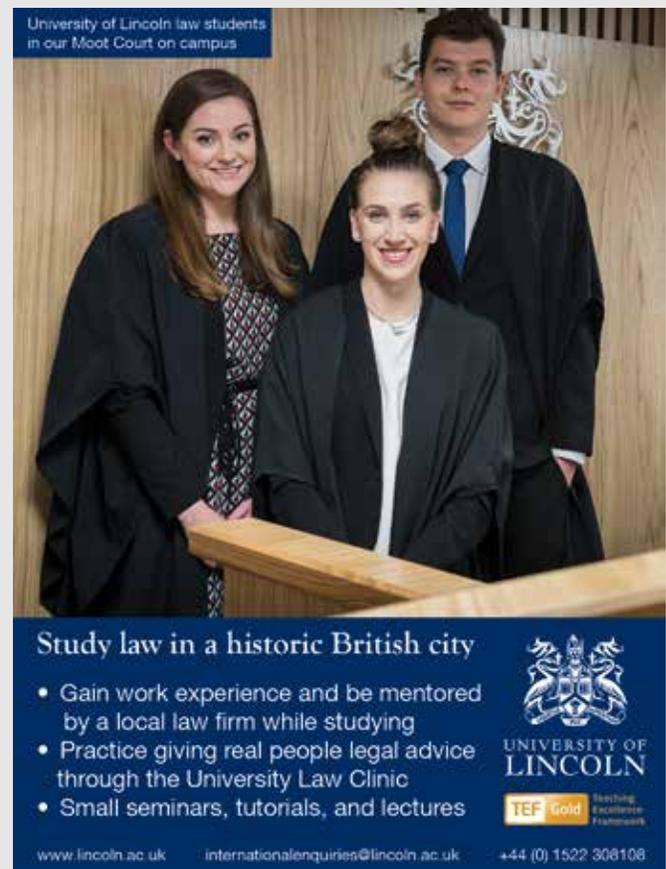
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