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MAGAZINE

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CROSSWORD PUZZLE INSIDE - PAGE 65

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NOC Code – 3221 Denturists

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

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

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Classification nationale des professions : 3221 – Denturologistes

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

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

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Winter is coming. It isn't too cold yet and the snow has stayed away as I write this, leaving us with a mild fall so far. Winter may not be here yet, but Christmas sure is. The stores started bringing in the holiday decorations on November 1st, and the music started playing soon after. With previous years of working retail, I don't miss the hustle and bustle of helping people frantically find the right gift for the right person, while drowning in festive music that seems to replay the same song over and over. I do love this holiday season the best though and, like many of us, it is impossible to avoid the shopping malls and other stores as we need to get our own shopping done before Christmas Eve rolls around.

This is my first issue as Editor for Canadian School Counsellor. It has certainly been exciting these past couple of months as we put this magazine together. My own experience with school counsellors stems from my high school days. I did not frequent the counsellor's office a great number of times but when I did, it was for career advice – career advice that has led me down the path to eventually become an Editor for a certain magazine that you hold in your hands right now.

In this issue we tackle a number of topics. Our cover story is a follow up to our previous one about teenage boys and masculinity. This time we focus on teenage girls, femininity and the modern woman. Both of these cover stories were written by Dr. James Wellborn. We also take a look at Outward Bound, a youth program that takes our nation's youth on outdoor adventures in locations all across Canada. In Counsellor's Corner, we take a closer look at the laws that surround a school counsellor in their every day work environment, with some examples that lawyer Chris Wullum gives us his professional opinion on. Bullying is featured in this issue, as we profile Stop A Bully, a program that makes reporting bullies faster and easier, and we take a look at what it might take to make our schools safer.

The Holiday season can be a wonderful time of year. I hope you take the time to properly enjoy it and to unwind from all the craziness that stems from the first half of the school year.

Happy Holidays!
Thomas Shirliffe

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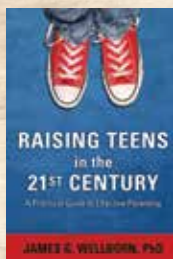
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RAISING TEENS IN THE 21ST CENTURY

By: Dr. James G. Wellborn

Publisher: 12 Mile Bayou Press (September 11, 2012)

ISBN: 978-0985661403

470 Pages

Dr. Wellborn, a clinical psychologist who specializes in individual, family and group psychotherapy with children and adolescents, has written a practical guide to parenting that presents effective strategies for dealing with a whole host of teenage issues. Writing in everyday language, he skillfully blends proven psychological principles with practical parenting advice.



BULLYING PREVENTION: WHAT PARENTS NEED TO KNOW

By: Dr. Wendy Craig, Dr. Debra Pepler, Dr. Joanne Cummings

Publisher: CreateSpace Independent Publishing Platform; first edition (March 22, 2013)

ISBN: 978-148256774

62 Pages

This comprehensive but clear and practical new book, written by three top experts in the field, takes an authoritative research-based look at bullying and tells parents what they can do to prevent bullying at all ages and school levels.



SPEAKING OUT: LGBTQ YOUTH STAND UP

By: Steve Berman

Publisher: Bold Strokes Books (Sept. 20, 2011)

ISBN: 978-1602825666

288 Pages

Speaking Out features stories for and about LGBT and Q teens by fresh voices and noted authors in the field of young adult literature. These are inspiring stories of overcoming adversity (against intolerance and homophobia) and experiencing life after “coming out.” Queer teens need tales of what might happen next in their lives, and editor Steve Berman showcases a diversity of events, challenges, and, especially, triumphs.

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Canada’s First Student Loan Webinar Hosted at Mactech

It is no secret that webinars are gaining popularity as a communication tool. Mactech Distance Education, an innovator in distance learning, has a student body spread over a large geographical area so the introduction of webinars is a natural progression for the college.

Mr. Joseph Geizer, representing the National Student Loan Service Center, presented the first ever Repayment Webinar in Canada at Mactech Distance Education on June 6th, 2013. Mactech Student Debt Coordinator Christa Fortune says, “We are pleased to host the webinar-based version of the National Student Loan repayment seminar to educate our students about their loan responsibilities and promote successful financial outcomes.”

The interactive element of a webinar is what makes it so great. The transmission is two way; the audience and the presenter can interact with one another in real-time, often through an instant messaging tool or e-mail.

Webinars can often be overlooked amidst a raft of social media communication but offer several key benefits:

Convenient – you can attend from your office, your home... just about anywhere

User Friendly – all you need is a computer with an Internet connection and speakers

Cost effective – registration fees are usually low or in some cases FREE

Next time you get an invite to a webinar, you just might want to check it out!

Kids in Winnipeg’s Elmwood neighbourhood can now play in a park named after an Olympic champion, as the Clara Hughes Recreation Park opened on Tuesday October 15.

The park is located on the old Kelvin Community Centre site on Henderson Highway, in an area where Hughes spent much of her time as a teenager. The club was torn down in 2007.

“Access to play spaces is so important for kids. For me, I think back and without this I would not be who I was as an athlete, but I [also] wouldn’t be who I am as a person,” the six-time Olympic said. Hughes is the only athlete in Olympic history to have won multiple medals in both the summer and winter games. She didn’t bring her other medals along with her for the unveiling of the park.



Photo courtesy of Clara Hughes

“I didn’t bring them here today because quite honestly this is the seventh and most beautiful, most brightly shining medal of all, and it is the resurrection of this space and this place for kids to come and have an outlet to play, to express themselves,” said Hughes.

The \$758,000 project includes a skateboard pod, accessible playground, hockey skills area, site improvements, new entry plaza and landscaping. Federal, provincial and city officials were on hand with Hughes as the project was funded by each level of the government.

“Clara Hughes Recreation Park is now a wonderful place for Elmwood families to come together and participate in a wide variety of activities, year-round,” said Winnipeg Mayor Sam Katz in a release.



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\$1.8 million in funding for trades training in BC.

Advanced Education Minister Amrik Virk today announced \$1.8 million in one-time funding for 456 foundation seats in targeted trades training at 10 public post-secondary institutions.

The minister made the announcement during a visit to Northwest Community College’s Terrace campus, where he was

joined by college president Denise Henning, staff, students and industry representatives for a visit to the college’s trades training facilities.

“Trades will continue to be a vital component of our economy now and even more so in the future,” said Virk. “In addition to targeting specific trades, the funding also supports the trades discovery program that gives young people an insight into what

can be an exciting career and will put a pay cheque in their back pocket.”

Foundation training programs provide students with the basic knowledge and skills needed for entry into a particular occupation. Students receive credit for the first level of apprenticeship training in a specific field by the Industry Training Authority once they have successfully completed the foundation program.

The identified trades meet the labour market and economic development priorities of the BC Jobs Plan and Skills and Training Plan.

“A skilled workforce is a key driver of B.C.’s economic growth and with one million jobs to fill in B.C. by 2020, it has never been more important to prepare British Columbians with the right skills,” said Minister of Jobs, Tourism and Skills Training and Responsible for Labour Shirley Bond. “Foundation training programs are a great example of how government is taking action through the BC Jobs Plan and the Skills and Training Plan to support training opportunities and ensure British Columbians are first in line for jobs.”


After a call for proposals, 10 public post-secondary institutions received funding for priority trades programs such as carpentry, automotive refinish technician, millwright and heavy-duty mechanic. This year, in addition to funding for foundation trades programs, the Ministry of Advanced Education has allocated a portion of the funding to support trades discovery programs on a limited pilot basis.


This will provide students with the opportunity to explore career options in trades and help them to progress onto foundation skills and apprenticeship programs.

“The ministry’s important investment fits directly to the distributed learning model that is so critical to our communities and industries in the northwest,” said Dr. Denise Henning, president and CEO, Northwest Community College. “This funding allows us, along with our educational, industry and community partners, to bring job skills training directly to where it is needed, developing a valuable, skilled northern workforce that will help drive our economy.”

“The BC Construction Association will make the most of these increased opportunities for skills training to assist participants in our Skilled Trades Employment Program,” said Manley McLachlan, BC Construction Association president. “With the increased demand for skills that we are facing in our sector, this is good news.”


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In total, the \$1.8 million will create 456 student spaces in 2013-14 with \$1.6 million allocated for priority foundation programs. The remainder will be allocated to the pilot trades discovery programs at four of the 10 institutions.

This is the sixth year that the ministry has provided this type of targeted funding. From 2008-09 to 2013-14 the total funding for foundations skills programming is \$10.3 million.

For more information on The BC Jobs Plan and Skills Training Plan: www.bcjobsplan.ca/skills/bc-skills-and-training-plan/

Teen Entrepreneurs Showcase Solutions to Human-Powered Commuting at National Competition

On October 24, 2013, at the prestigious Shad Valley Entrepreneurship Cup event, Canada's brightest young innovators revealed their solutions designed to improve the safety and efficiency of year-round, human-powered transportation in Canada. This annual signature competition tests the entrepreneurial prowess of the

nation's top students by challenging them to establish an unmet need, transform ideas into tangible products and develop a business strategy within a viable market.

15 teams of the newest-minted Shad alumni unveiled their inventions, ranging from bike racks to back packs, to various applications. The top prize winning team, VISIBL from Shad Valley University of Saskatchewan, developed a new jacket that improves road visibility for cyclists. Featuring LED turn signals operated by convenient



We Day, an initiative of international charity and educational partner, Free The Children, is a stadium-sized educational event and movement of young people leading local and global change. It connects world-renowned speakers and performers with thousands of students and educators in an inspirational setting to learn about some of the most pressing local and global issues. Past participants include Archbishop Desmond Tutu, Martin Sheen, Demi Lovato, Nelly Furtado, Hedley and many others.

Students can't buy a ticket to We Day, they earn it through service; by making a commitment to take action on at least one local and one global initiative of their choice as part of the year-long educational program called We Act (www.freethechildren.com/weact). The We Act program supports students and educators with free educational resources, student-led campaigns and support materials to help turn the inspiration from We Day into sustained activation. Together We Day and We Act provide a blueprint for raising a generation of active local and global citizens.

The largest season to date, We Day will stop in twelve cities across North America and, for the first time ever, internationally with We Day UK in Spring 2014, truly making this a global movement for change. Learn about how you can get involved with We Day at www.weday.com.

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VISIBL team with Shad Valley President Barry Bisson. Photos courtesy of Shad Valley



VISIBL Team Lead Kabir Nadkarni receives trophy from Shad Valley President Barry Bisson.

switches at the cyclist's fingertips, VISIBL aims to increase cyclists' safety by providing motorists with clear indications of the cyclist's direction of travel and most importantly, alert them of their presence on the road.

"The Shad Valley Entrepreneurship Cup is a visible manifestation of our mission in action – unleashing the entrepreneurial

and innovative potential of exceptional youth," said Barry Bisson, President of Shad Valley International. "Shad Valley instills self-confidence and empowers our students to develop the attributes needed for success in entrepreneurship - qualities such as passion, vision, resilience and determination. This entrepreneurial process, from idea

to execution, enables youth to witness a transformation in themselves and their team."

In total, VISIBL placed in five of the seven categories at the event, four of which were first place awards:

- 1st - Best Overall
- 1st - Best Application of Theme
- 1st - Best Marketing Plan
- 1st - Best Business Plan
- 3rd - Best Application of Scientific Principles

The Shad Valley Entrepreneurship Cup is an extension of Shad Valley's annual four-week enrichment program, held at Canadian university campuses from coast to coast. A platform for students to learn to lead among leaders and use their creativity and knowledge of science, technology, engineering and mathematics to develop solutions to real world problems, the Shad program offers workshops, lectures and team-building activities run by industry and academic leaders.

With this distinguished conclusion to Shad Valley 2013, the application process is now open for 2014, and submissions will be accepted until December 12. High school students with high academic achievement as well as exceptional drive, initiative and creativity are encouraged to investigate the opportunity. To learn more, please visit www.shad.ca/apply.



Earlier acceptance, more scholarship money and customized updates - Incoming students benefit from changes at the U of M

Congratulations – a word prospective students won't have to wait long to hear thanks to a new application process at the University of Manitoba.

The university is the first in the province to launch a new system which has students self-report their anticipated Grade 12 marks to find out if they have been tentatively accepted. If they indicate they've met all the admission requirements—and after a brief assessment by the U of M—they'll receive a conditional offer of admission. Students who apply before the Feb. 21 deadline could hear back in as little as 24 hours.

"It will really help school counsellors because they won't have students worrying and fretting about when they're going to hear from us," says director of student recruitment Lisa Kachulak-Babey. "It's hard to wait. They want to get a sense of what next year will bring." The predicting of grades could also prove to be a good motivator for students to maintain their high marks or make some

improvements to get into their program of choice, notes Kachulak-Babey. Final transcripts are eventually sent to the U of M for verification.

Most, but not all, academic programs can provide these early offers. Some (such as Music, the School of Art, Dental Hygiene, Kinesiology and Recreation Management) consider other criteria in addition to grades or hold selection committee meetings.

This new enrollment process also informs students if they might be eligible for an entrance scholarship. These awards have been simplified from five tiers to three and the top amount was recently upped from \$2,000 to \$3,000. "It's a more streamlined process," says Kachulak-Babey. "It's easier for students to understand and there is more money available for high-achieving students, which is very exciting."

These developments follow the launch last year of UMConnect, another major initiative targeting high school students. At umconnect.ca, prospective students can create an online profile, essentially building their own personalized website where they can access U of M information related to their

areas of interest. From here, students can get summaries on specific programs, along with relevant links; get updates on important deadlines and events like open houses; and apply and track their application status.

Creating a UMConnect account is quick, easy and a good way to start a conversation with the U of M, says Kachulak-Babey. She describes it as a useful tool that supplements the efforts of school counsellors. "It gives students that personalized, one-on-one communication and the opportunity to get their questions answered."

UMConnect registrants so far extend beyond local Grade 12 students to: international students, high school grads and those much younger, including Grade 9 students who want to start getting to know the university. "They want to explore a bit and they're welcome to do that," Kachulak-Babey says.

To learn more about the University of Manitoba's new enrollment process or UMConnect, contact Student Recruitment at 204-474-8808 or email Lisa Kachulak-Babey at Lisa.Kachulak@umanitoba.ca.



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A Hidden Side of Cyber Bullying

According to the 2011 KidsHelpPhone survey on Cyberbullying, it “remains a significant problem for many young people in Canada...”. Cyberbullying may consist of threats, insults, and, as we have seen in a tragic case here in Canada, unwanted photos/videos posted on social networking sites.

There’s a whole other side to this I wasn’t aware of until I started doing research on this in the past few weeks. Self-cyberbullying or, as researcher Danah Boyd calls it, “digital self-harm”. In her 2010 article, she points out, “...there are teens out there who are self-harassing by “anonymously” writing mean questions to themselves and then publicly answering them.”

More recently there have been a couple of high profile cases in the USA and the UK where the threats, nasty comments and harassment have been traced to the victim’s own account or IP address.

Elizabeth Englander, Director of the Massachusetts Aggression Reduction Center, conducted some research with first

year university students on this topic. She found, “9% of the subjects told us that they had falsely posted a cruel remark “against” themselves, or cyberbullied themselves, during high school....about half of these “digital self-harmers” had done this only once or very infrequently; the other half reported that they had cyberbullied themselves more regularly or had one, ongoing episode which lasted at least several months”

It’s not a huge percentage though as Boyd says, “the fact that it exists at all should be a warning to us.”

Which leads me to ask– what lies behind this type of behavior? In Boyd’s article she surmised three possible explanations:

- It’s a cry for help
- They want to look cool
- They’re trying to trigger compliments

Knowing youth as I do I can see how these would be potential explanations. Not necessarily rational or logical but still explanations.

Englander’s students were “most likely to say they actually did this in an attempt to gain the attention of a peer...Girls were more likely than boys to say that their motivation was “proving I could take it,” encouraging others “to worry about me,” or to “get adult attention.” Boys were more likely to say that they did this because they were mad, as a way to start a fight...”

It’s clear that more research needs to be done in this area.

Regardless of whether someone’s experience of cyberbullying is “real” or self-directed the key is to, as Englander says, “focus on the targets of online abuse. When a student claims to be a victim of cyberbullying, they need our support and attention. That need should be front and center, regardless of whether the cyberbullying is real or manufactured. In fact, students who self-cyberbully may be among those who need our attention most of all.”

Dawn M. Schell, MA, CCC, CCDP is an affiliate of Worldwide Therapy Online Inc. <http://www.therapyonline.ca>



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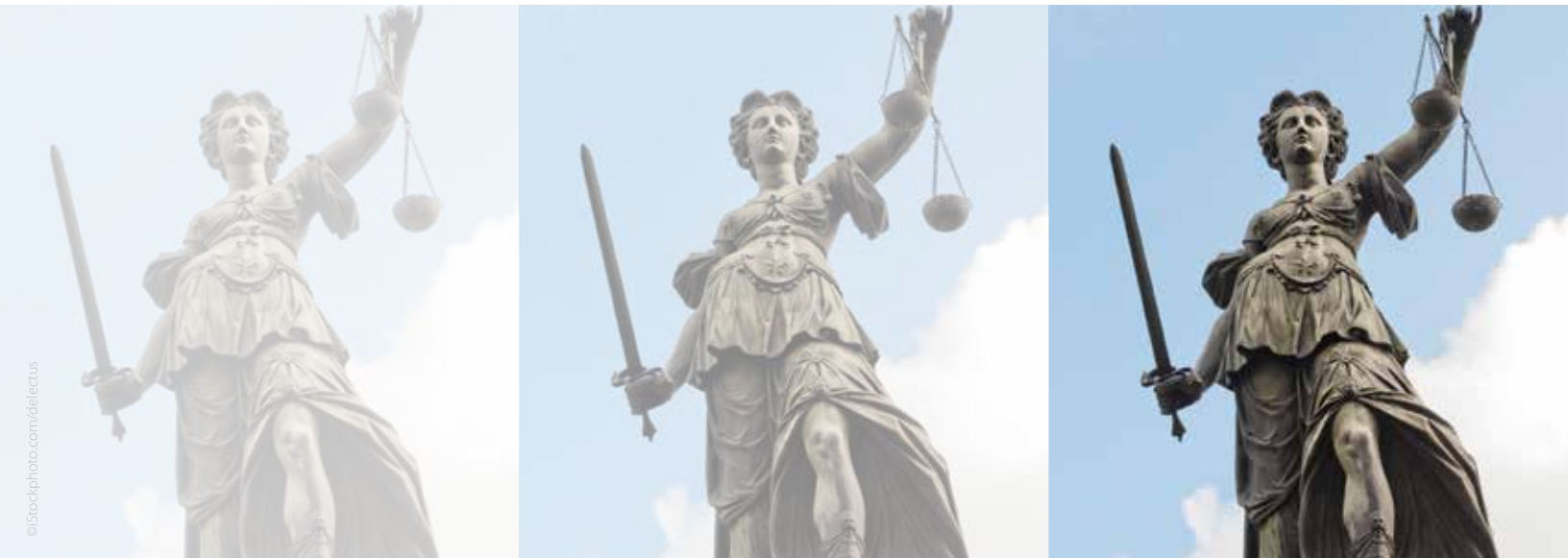
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Under the LAW

When a counsellor comes face to face with a unique situation that could potentially have legal consequences, what is a counsellor required to do? Chris Wullum, a lawyer based in Winnipeg, Manitoba, sheds some light on this question and breaks down the obligations of a school counsellor in regards to the law.

By Thomas Shirtliffe



When there is an issue or situation at their school that the counsellor is aware of, there may be a positive obligation for the counsellor to report the incident to their superiors or legal authorities, depending on their particular chain of responsibility.

"For the most part at law, individual people do not have a positive obligation to even report a crime or to report offences they may see, except in specific certain circumstances." Wullum says. "Because of the role of guidance counsellors, and even teachers, there are

certain scenarios where there is a positive obligation in place where it wouldn't normally apply."

There are two areas of legislation where such a positive duty stems from: the child welfare legislation and the public schools act of each province. Both of these exist and differ slightly in each province and territory.

Under the child welfare legislation, the counsellor can be obliged to report any instances of abuse to children or youth that may have occurred. They are usually obligated

to report them to the particular child welfare agency in the province or territory.

Under the public schools, legislation applicable in each province or territory, staff of the school will usually have a positive obligation to report instances of unacceptable conduct by a student to the principal or other person in authority.

Both pieces of legislation are broad in their wording and will require counsellors to use their judgement when considering reporting different situations.

"It becomes the exercise of professional judgement that a counsellor will have to apply, as to whether or not there is an instance of abuse that requires reporting to the proper authorities. That's not so much a legal question, now it becomes a question of skill or judgement by the counsellor."

The counsellor needs to ask themselves if the situation fits within the context of abuse or unacceptable conduct (which can often involve matters of crime or bullying), and if it does, then to consider who they need to report the matter to. Consult with the principal or person of authority at your school to determine what the proper chain of responsibility is in accordance with your school and province.

The other aspect of the law that a counsellor should pay attention to is what is known generally as tort law. A simple definition of tort is: a wrong that is committed by one person against another. Negligence is a common tort found in court proceedings these days and it is considered an unintentional tort (as opposed to an intentional tort where the person intends to cause harm to another, such as an assault). It happens when a person is not necessarily intending to cause harm to another party, but because of some act or omission on their part they end up causing harm to the other party. The courts start by looking to see if there is a "duty of care" that is owed by one person to the person that ends up being harmed. That will exist because of the circumstances and the relationship between the parties.

How does duty of care apply to guidance counsellors?

"When you have a situation with a guidance counsellor in relation with the student it's pretty easy for the court to find that there is a duty of care that is going to be owed by the guidance counsellor to the student, to provide certain care or exercise their



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“It becomes the exercise of professional judgement that a counsellor will have to apply, as to whether or not there is an instance of abuse that requires reporting to the proper authorities. That’s not so much a legal question, now it becomes a question of skill or judgement by the counsellor.” ”

professional judgement in relation to what they're doing in relation to that student."

When courts have a case like this, they look to determine what the appropriate standard of care is for the professional (in our case a guidance counsellor). The standard of care is determined by looking at what a reasonable and average guidance counsellor would do in a particular situation.

"Then, you look at the act or the omission by this particular guidance counsellor in the circumstance to see whether or not it meets that standard of care that would be expected of the counsellor." Said Wullum. "How do you come up with what is in the standard of care? Well, the law doesn't have any specific rules in relation to that."

Wullum says that it becomes a matter of evidence in a legal proceeding in which you have to seek evidence from another guidance counsellor or expert in that field to comment on what you would expect from a guidance counsellor in that particular situation. After establishing the standard of care, the court would then look to see if the standard had been breached by the conduct of the counsellor in the circumstances. If the counsellor's conduct fell below the standard of care expected in those circumstances, the counsellor could be liable for the injury or harm caused to the student. Clear damages or harm will necessarily have to exist in order for negligence to exist. Speculative harm or the potential for harm will generally not suffice.

He also stresses that counsellors should try to keep up to date with their training and professional development in order to properly respond to these issues as they arise in their school. This way they will know whether or not their conduct is the best and most reasonable exercise of their professional judgement in any given situation.



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There is always the issue of a counsellor not taking a step to intervene in a situation when they could have in order to try to prevent some harm that may then occur to a student. If harm occurs to a student there is always the potential for liability to be found against the counsellor in the form of a negligence claim. Also, there is a statute of limitations that lasts a certain number of years from the time an alleged incident occurs (it will differ slightly in each province). That allows

the injured party to pursue a counsellor in a legal matter up until after a certain number of years have passed. However, the statute of limitations does not apply to minors in some provinces and the specified time period would only start once the student reached the age of majority in that particular province or territory. Some intentional tort claims, such as sexual assaults or abuse, can have limitation periods that last for much longer lengths of time than less serious offences.

Examples of three different situations were provided to Wullum. He reviewed them and gave his opinion on what the law says about each of them.

- 1) A 15 year old girl is being blackmailed by a fellow student with a photo she had sent him. Does it become a situation where the parents and/or authorities are to be contacted?

"A counsellor may have a positive obligation to report that under their school legislation in their particular province or the code of conduct the school may have. The other aspect of it is the nature of the picture, as it could in theory constitute a criminal offence if the picture could constitute pornography for instance. If the student is under the age of eighteen and it involves some sort of pornographic aspect to it than that is a criminal offence for possession. As a result of that it could easily constitute an assault where it might be positive obligation on the guidance counsellor to have to report it."

Wullum also stated that the counsellor could also become the subject of a negligence claim if they failed to report such an incident and the student were to come to harm in some way as a result of the counsellor's omission to do anything.

- 2) A 16 year old boy is showing signs of going through a difficult time but will not confide any details to anyone. The counsellor suspects it may be a sexual identity issue but isn't sure. Even though the student doesn't wish to talk about it, is it appropriate for the counsellor to ask or probe?

"I don't see a law that there is any kind of specific prohibition to say that it is inappropriate or illegal or unlawful for the guidance counsellor to approach that issue with the student." Wullum says. If the counsellor approaches the student in a reasonable and professional manner there should not be any great risk of legal liability for the counsellor, unless the situation is pressed in a discriminatory way (in which case it could become a human rights issue) or if harm comes to the student as a result of the conversation if it was handled in a negligent way.

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3) A girl that is under the age of consent is indicating that she is having sexual relations with someone of a legal age. What is the counsellor required to do?

Wullum provided information from the Department of Justice website that explains the age of consent:

The age of consent is 16. However, the age of consent is 18 where the sexual activity "exploits" the young person.

"In that scenario what you're looking for might be a proper exercise of professional judgement in terms of how much you want to be inquiring about that scenario to see whether there is an instance of abuse or something improper in terms of the relationship where the younger student is in a position where there might be some harm occurring to them." 

Chris Wullum has practiced civil litigation at the law firm Tapper Cuddy LLP in Winnipeg, Manitoba since 1997 after receiving his Juris Doctor (J.D.) from the University of Manitoba in 1996. Chris specializes in tort law, particularly negligence claims, along with matters of employment law and media law issues. He routinely handles and advises on litigation matters in the Province of Manitoba and has appeared at all levels of court both in the Province and Federally. Tapper Cuddy LLP is a full service law firm in Winnipeg, Manitoba that was originally founded in 1979 (www.tappercuddy.com).



Links:

Manitoba – The Public Schools Act - web2.gov.mb.ca/laws/statutes/ccsm/p250e.php

The Child and Family Services Act - web2.gov.mb.ca/laws/statutes/ccsm/c080e.php

Age of Consent - justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html



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STOP A BULLY

SAFE & ANONYMOUS



Changing how we deal with bullies in our schools!

By Thomas Shirliffe

Stop a Bully is a registered national charity and Canada-wide anti-bullying program developed in 2009 which allows any student who is a victim or witness of bullying and cyber bullying to be able to safely report the details to school officials. Any student, at any school in Canada, can use this reporting service which is provided at no cost to all students and schools. The program helps increase bullying awareness & accountability within schools to allow officials to be more proactive in preventing serious incidents of bullying.

We corresponded with Trevor Knowlton, President and Founder of Stop a Bully, about the program. He explains a bit more about what they are all about, how it got started and how they have grown in nearly five years time.

How did it all start? What event triggered the website to be made?

In May 2009 there was an incident at the school where I teach that sparked the beginning of Stop A Bully. A student had to go to great efforts to make a report of

bullying to school staff and I was shocked to realize that there was no such service available already for our students to report bullying and cyber bullying. Four days later I launched the program which allowed any student, at any school in Canada, the ability to safely report incidents of bullying and cyber bullying to school officials. There have never been resources to promote Stop A Bully so I knew it would be decided by the public by word-of-mouth if this was a service that was wanted and needed by students and parents. After nearly 5 years of incredible growth it is obvious that this is a key tool which is needed in schools efforts to counter the epidemic of youth bullying and cyber bullying.

How does the website work?

Any student, at any school in Canada, can submit an Incident Report. From the beginning I wanted the program to be accessible to any Canadian student if and when they needed the support in reporting a bullying incident. There is a misconception that only member schools can use the service, we allow schools to join as member schools to make it easier for their students to submit a report. When a student of a member school submits a report, their Principal automatically receives a report notification. I have heard an example of a Principal begin to take action literally within a minute after a student submitted a report from in the Counsellor's office. When we receive a report for a non-member school we have to seek out the best way to pass along the notification to the school Principal which can sometimes be a challenge.

What has been the results? Have a number of bullying issues been stopped?

The goal of Stop A Bully is to ensure the principal receives the Incident Report so that they can decide on the best action with the information given. Sometimes it might be just to make the staff the heads up so that they themselves may witness an incident and be able to deal with it immediately. Stop A Bully is not able to follow up with principals on individual reports which can limit hearing about successes on an individual basis. We have, however, received tremendous feedback from principals who have been able



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to put a stop to incidents of bullying from the details they received from the program reports. One excellent example is when a Principal received several reports on a Friday evening of a website which was set up to cyber bully students within his school. The Principal was also notified of the creators of the website and took action that evening in phoning them at home. In this case a website that was clearly causing concern within the student body was shut down by Saturday morning, it was not able to spread and cause greater student anxiety for the entire weekend.

We also know of an example where a Principal was informed of an incident that occurred during a weekend party. This incident was known by all students of that school and would likely cause extreme anxiety for the student returning to school on Monday morning. In receiving information through a Stop A Bully report, the Principal would be able to arrange for Counselling support to be prepared for any student who may be in crisis as a result of the incident.

How has the program grown in and outside British Columbia?

We're actually growing too fast, far beyond the little resources that we have. Our program is still without a national sponsor. All of our volunteers work on top of their regular full-time jobs and I continue to work on Stop A Bully 7 days a week on top of my teaching job. An example of how overwhelming our growth is, in August we launched a national PINK WRIST Campaign (www.PinkWrist.ca) to promote anti-bullying culture and raise awareness for the Stop A Bully service. We secured great support from TELUS, CN and CIBC to order 800 pounds of pink anti-bullying wristbands which were going to be distributed free to schools, police and youth organizations across Canada during the 2013/14 school year. The wristbands were all gone after only 12 days - for a campaign that was intended to last the entire school year we didn't even make it to the first day of school. The wristbands went out to Grand Falls, NL to Victoria, BC and everywhere in between. We are currently trying to secure sponsorship to relaunch the Pink Wrist Campaign.

Here are some initial photos of the Pink Wrist Campaign:



Photos courtesy of STOP A BULLY



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Stop A Bully has been used by students all across Canada and we also have member schools across the country. Here is map of our member schools:

<http://tinyurl.com/lsmnoht>



What kind of statistics have you been able to gather from the last five years?

One of the side benefits of the Stop A Bully reporting system is our statistics, we get a very clear picture of what is happening in Canadian schools and at what age. We provide all these statistics on the website so others who are developing school bullying programs, etc. can use them to focus on key areas. There are available to view at: stopabully.ca/about-us/stopabully-statistics

The statistic that I am most proud of is when students are reporting they are asked who else has already been notified about this bullying and most of the students are stating that they are using the program to report it for the first time. This shows that Stop A Bully is opening the lines of communication between the students and key adults. In most schools there seems to be an information gap between what the students see that is happening and what information is getting to the adults. Stop A Bully is acting like an 'information bridge' to allow school officials to be told what is happening at the school and online.

Stop A Bully has also received some great recognition in it's short lifespan. They were invited to testify on Parliament Hill at the Senate Committee for Human Rights on the Federal Government Report on Bullying in April of 2012. In October of 2012, Senator Nancy Greene Raine stood in the Senate to speak about the program to her colleagues and Trevor Knowlton himself has received recognition for his work with the program and his teaching. He was the recipient of the Prime Minister's Teaching Award in 2012.

Stop a Bully has become an organization that is continually growing and is changing the landscape on how schools deal with bullies in Canada. 🇨🇦 CSC

"Stop A Bully has allowed us to be pro-active as opposed to reactive. Typically, we are usually the last ones to find out about bullying...Students often times endure bullying because they hope it will go away and/or they fear the outcome may be retaliation if they speak up! This reporting system allows the victim, the friends of the victim and/or the parents to report the situation to the school administration. From the report, we are often able to gather initial information that assists us in following through with the matter...Thanks for your wonderful website that has enabled us to create awareness and an opportunity to address bullying. All secondary schools should have an anonymous reporting program."

Julie Rousseau, Principal
Rick Hansen Secondary School (Abbotsford, B.C.)



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SAFE SCHOOLS:

What Does it take to keep our schools safe?

By Alison Zenisak

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“ Bullies make the everyday tasks that are a part of the school day something to be dreaded. They can turn something as simple as a ride on the bus, lunch in the cafeteria, or a stop at a locker into a fearful event. ”



How is a safe school created? Educating the educators begins the process that ultimately creates a safe and inclusive environment for the students. The administration plays a vital role by establishing clear and ethical guidelines of acceptable behaviour for their school. Educators are also given opportunities to learn how to promote a safe environment in the classroom. Students learn that opposing bullying is synonymous with the defense of human rights. Student initiated support groups are encouraged at a secondary school level. It sounds simple, but it takes vigilance and hard work.

The rewards are of value for the whole school community. It becomes a place where students feel safe and as a result are free to learn. Bullying will never be totally eradicated, and a bullying personality often has its inception in the student's home. We can safeguard students by promoting a safe environment with zero tolerance for disrespect. The following paragraphs will discuss bullying, evaluate what has worked, what is still being tried, how LGBTQ groups are faring, and gain the perspective of some dedicated administration, educators, and guidance counsellors.

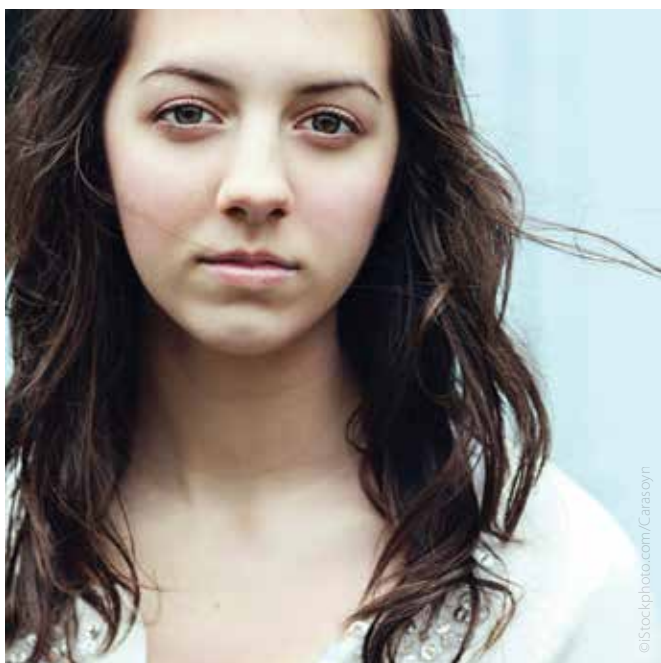
Bullies make the everyday tasks that are a part of the school day something to be dreaded. They can turn something as simple as a ride on the bus, lunch in the cafeteria, or a stop at a locker into a fearful event. Students who are bullied often experience low self-esteem and depression, whereas as a youth that has a history of bullying may go on to engage in more destructive, antisocial behaviours as teens and adults. Bullies have many times been bullied themselves, and pick on others to feel powerful, in control, and perhaps as an attempt to gain popularity. The behaviour is often ongoing and they can antagonize the same students repeatedly

Sadly, bullying is widespread and statistics confirm this. Cyber bullying is a relatively new phenomenon and it began surfacing as modern communication technologies advanced. Through email, instant messaging, Facebook, and internet chat rooms, and via cell



camera-cell phones, cyber bullies spread hurtful images and messages. Bullies use this technology to harass victims at all hours, at long range, and at lightning speed. Multiple negative messages delivered from several students in a short time span is known as “mobbing” and can leave the victim feeling isolated. Stories of youth driven to suicide by this behaviour are all too present in news.

Bullies frequently target people who are different and seek to exploit these differences. They also choose victims who they think are unlikely to retaliate. Like the victims they are tormenting, they often have low self-esteem. The dysfunctional method of dealing with their problems is to bully. Bullying is intended to cause fear, intimidation, humiliation and distress or harm to another's body, feelings, self-esteem, reputation or property.



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“A high incidence of girl on girl bullying had been recently observed by one guidance counsellor. She recommended that the initial solution to the problem is to suggest to the victim that she shut down her Facebook account.”

One form of bullying that has recently caught the attention of provincial governments, school boards and school administrations is gender bullying, which is usually accompanied by homophobic slurs. One of the strategies for dealing with it has been to accommodate any student-led groups such as the Gay-Straight Alliance that promotes a positive school environment that is inclusive and accepting of all. GSA and other resource centres help fledgling groups educate their peers on different LGBTQ issues. One such issue is the power language has in the human community.

To develop an inclusive and safe school, resource kits are often provided to classroom teachers, and seminars that promote respect for human diversity are made available. When general bullying and LGBTQ-related bullying is examined, the interventions used and the

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consequences given by administration and teachers are usually similar and address the same dynamics. Training and education received by organizations such as Gay Straight Alliance does make a significant difference in the quality of the intervention and in the education of the student body. LGBTQ groups are springing up in schools across Canada and offer a place of safety and solidarity for gay students and their friends.

The following are observations made by school administrators, teachers, and guidance counsellors, as well as programs they recommend. A high incidence of girl on girl bullying had been recently observed by one guidance counsellor. She recommended that the initial solution to the problem is to suggest to the victim that she shut down her Facebook account. She observed that the down side of this technologically mobile generation is that they do not live in the present moment, but are continuously scanning their phone for messages during class. Too much of their self-esteem rests on the messages they receive, which makes them particularly vulnerable. She believes that we haven't done enough to address the toxicity of social media, and that the parents should be involved with the process. Regarding their LGBTQ group, only two students had joined their GSA group this year, but many members had graduated as seniors in 2013. She asserted that a sense of identity and pride can be fostered through groups and clubs for students who are marginalized.

A high school administrator also had positive comments to make regarding student involvement in clubs and groups. This school was promoting School Wide Positive Culture and had 20 teachers involved in staff and student wellness. He believed that it helped create a focus and re-established a critical link between students and their teacher advisor. The school also supports an aboriginal group that actually mentors younger students throughout the division. It boasts a vital student council group, as well as a GSA group. He believes that parents and society as a whole need to be involved to prevent bullying, that the responsibility should not be the school's alone. Another guidance counsellor felt that consequences were missing. He believed that much of the bullying behaviour was the home life internalized.

Some creative programming is taking place to minimize bullying in Canadian schools. One memorable one was Circle of Power and Respect. At the start of the day each class begins with a greeting, a share, an activity, and a morning message. This program is led by the classroom teacher or a guidance counsellor and continues through grade 8. It draws the marginalized students into the school community and strengthens their self-esteem. According to the guidance counsellor the program was instrumental in turning around one autistic boy's life. She told me that bullying has become more subtle now. At her school much of the bullying revolves around material possessions or the lack thereof. At the end of our conversation we both agreed, the human heart cannot be legislated, but it can learn. 🍁 CSC



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I Can Get A High School Credit Doing



WHAT?!?

A student on the Northern Ontario White Water Discovery Course shares her art piece, reflecting on the day's excursion.

As a school counsellor, you are well aware that every year a familiar situation starts to come up as June approaches. There are students struggling to earn credits within a traditional classroom environment and then faced with making up credits over the summer. There are students just looking for a few extra credits during the summer break, but they could really use a new way to challenge themselves. Or, there are students who could really thrive if they had access to programs like summer camp, sports, or other group activities, but it's just not a possibility that their family can afford. As counsellors, the challenge then becomes matching these students with educational programs that address their unique needs. So we wanted to share a little about an organization that provides programming to address all of these scenarios...and they'll bring the marshmallows for evening campfire too.

Outward Bound Canada (OBC) is a non-profit, charitable educational organization dedicated to providing outdoor adventure-based opportunities for personal growth ... AND they offer High School Credits. That's right, Canadian students fifteen-years-old or older are eligible for a high school credit upon successful completion of courses 17 days or longer (15 days for their Toronto-based Urban Discovery course). That means your students can earn credit while canoeing in Algonquin Park, hiking the Rocky Mountains, kayaking

in the Bay of Fundy or camping on Toronto Island. Furthermore, with Outward Bound Canada's 43-year history of supporting and facilitating youth through the difficult personal transitions in their life, students walk away re-connected to who they are and displaying improved resilience, compassion, attention to craftsmanship, physical fitness and the confidence and leadership skills needed to help them excel as they move forward. Courses vary from 17 to 21 days or more, include a community service component, and the Toronto Centre also offers a day program for students who may want to have a part-time job, go to the cottage on weekends, or who just aren't as keen on sleeping in a tent.

- ▶ Inspected and approved by the Ontario Ministry of Education, OBC's 2014 high school credit options include:
- ▶ Grade 12 Healthy Active Living (PPL40) – Available on most courses
- ▶ Grade 11 Healthy Active Living (PPL30) – Available on the Northern Ontario Youth Challenge and Nunavut Youth Challenge courses designed for youth at-risk
- ▶ Grade 11 Leadership and Peer Support (GPP30) – Available on the Northern Ontario Leadership Program
- ▶ Grade 12 Interdisciplinary Studies (IDP40) – Available on the Toronto Urban Discovery course which is also a day-program

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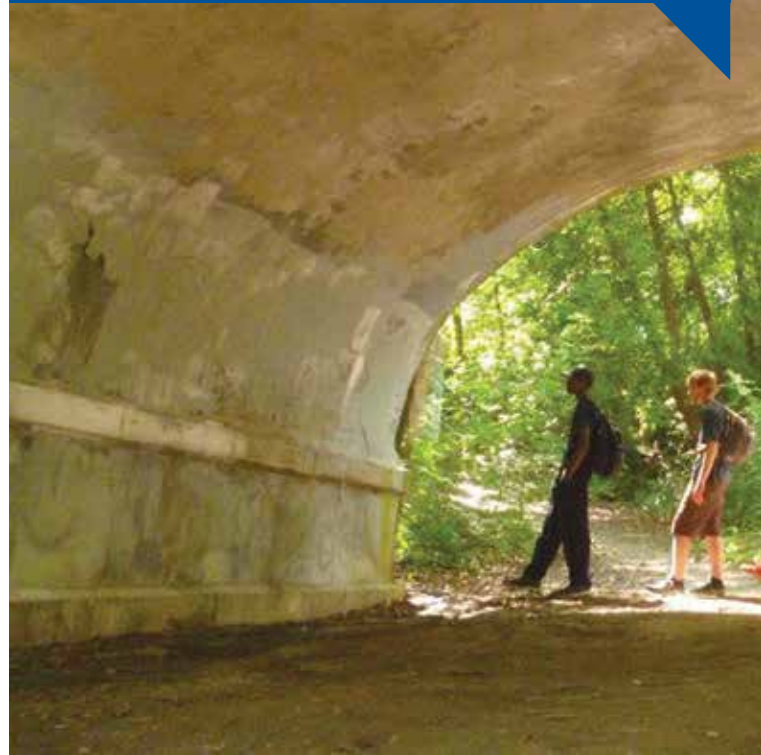
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Taking an Urban hike through Toronto's ravines is a great way for students to learn more about their city's history... as well as some philosophy, urban planning and even how to use a digital camera to take beautiful photos such as this!



Furthermore, as a registered charity and non-profit, OBC has a number of options to ensure that their courses may be easily accessed by students from all backgrounds and abilities. In fact, in 2012 fifty-five per cent of all OBC participants received funding for their course through the organization.

How can students access program funding? There are few options to choose from, depending on the specific student's need. The first option is that students may apply for one of the spaces available on one of their fully-funded programs such as the Northern Ontario Youth Challenge, Nunavut Youth Challenge or Toronto Urban Discovery courses. Once a student has applied for one of these courses, their application is reviewed and selected students are placed. Funded programs are also a great way for students from unique backgrounds to find an accessible program that meets their unique needs. For example, the Nunavut Youth Leadership Program is a land-based rafting trip on the Soper River in Katannilik Territorial Park specifically for Nunavut youth. Or, the Toronto Urban Discovery program takes place right in downtown Toronto and operates as a day program, so students (or parents) not able to travel a longer distance for programs can access this course right at home. As one participant describes their funded OBC experience:

"Outward Bound was something I signed up for as a spur of the moment decision. I joined it not expecting much, just something to do during the summer while everyone else was working, and I came out of it with friends that I adore, and a sense of accomplishment. I



Students doing some orienteering work with their instructor, navigating through the Rocky Mountains is a great way to learn about teamwork and communication, as well as how to find a route that matches the group's physical abilities, how to use a map and how to use a compass.



thought that it'd be nothing but physical achievements, but Outward Bound also helped me gain strength in mental and emotional ways. I think if someone has the opportunity to go on an Outward Bound course, they should absolutely do it! I found out a lot of things about nature and culture that I never knew, while also finding things out about what makes me who I am today. It taught me leadership, perseverance and teamwork, and I think others could greatly benefit from it as well!"

The second option is for students to apply for an OBC bursary, designed to financially assist bursary recipients with their personal quest for greater strength and understanding about themselves, others and the world they live in. To apply, students who are Canadian residents may submit a fully completed Bursary Application for consideration. Priority is given to first time applicants and the bursary funding pool does vary from year to year, so the amount awarded to recipients will be based on the applications received and the funds available but every effort is made to support applicants as much as possible.

Finally, students ineligible for bursaries or spots on funded programs but still wanting some support in paying for their course have the option of fundraising for their course themselves! OBC offers a fundraising tool kit that provides fundraising ideas, guidelines on setting up a Canada Helps personal fundraising page and directs them to facts, stats and documents that can be used to help.

And how are these credit programs received by the students? James MacDonald, OBC alumni and graduate, explains the effect that this style of outdoor, experiential education can have on youth:

"I had just come from a number of years of struggling through your "regular" high school experience. It wasn't as if I wasn't an intelligent person. I just found it incredibly difficult to care about the classes I was in. Furthermore the way the classes were structured made them even more disengaging.

With support from [Outward Bound Canada] and through a number of very intimate and highly engaging activities, I was guided to solutions I didn't know I was in need of. By that I mean, they helped me learn about myself and how to better understand the way I learn. Once they pointed me in the right direction I noticed I started to get better grades. I also found that, once I was doing well academically, I was actually enjoying learning for the first time in a long time.

Here's an example: while canoeing through rural Quebec and seeing lumber harvesting practices I was a million times more motivated to write an essay on Canadian forestry than I ever would have been in "regular" high school. While reading a book can be highly informative it lacks the emotional motivation that I needed to be inspired to contribute my thoughts in the form of a written paper.

Once I was aware of my learning needs I was able to pursue the things I really wanted to. First I went to the Ontario College of Art and Design (OCAD) for fine arts and found that I was still a better learner



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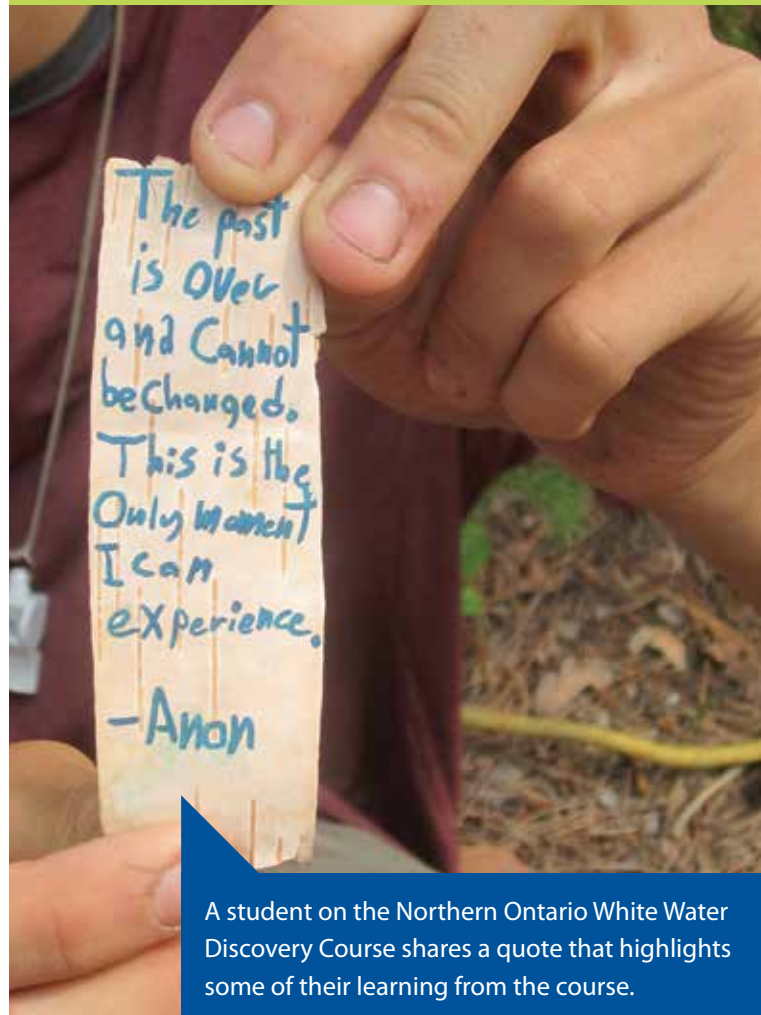
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A student on the Northern Ontario White Water Discovery Course shares a quote that highlights some of their learning from the course.

than I had been before, even in a more traditional setting such as a social science lecture. Now, in a highly academic MBA program at Schulich, not only do I still use the skills I learned at OBC, but this program has also provided me a way to give back."

So how do you know if you have a student that's a fit for one of these High School Credit programs? There is no need for prior experience hiking, camping, canoeing, kayaking or climbing, no need for IEPs or formal assessments. They just have to be the right age and have an interest in taking a course. From there, OBC will support them safely through the experience – teaching them the skills they need and helping them be the best they can be by the end of the course. 🌟 CSC

For more information about Outward Bound Canada High School Credit programs please feel free to visit www.outwardbound.ca or contact one of the following OBC staff directly:

- Lindsay Cornell, Eastern Canada Program Director – lindsay_cornell@outwardbound.ca or 1-888-688-9273 x206
- Brendan Madden, Rocky Mountain Program Director – brendan_madden@outwardbound.ca or 1-888-688-9273 x213
- Michael Richardson, Toronto Centre Manager – michael_richardson@outwardbound.ca or 1-888-688-9273 x207



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SELF HURT



Understanding the dynamics of self-injury in youth

By Laura Hamilton, M.Ed, R.S.W. Vancouver, British Columbia

Comprendre la dynamique de l'automutilation chez les jeunes.

Par Laura Hamilton, M. Ed, R.S.W. Vancouver, Colombie-Britannique

Increasingly, school counsellors are encountering the issue of self-injury in youth. Nixon, Cloutier, & Jansson (2008), in their population-based study of self-injury in Canadian youth, found that 17% of the youth surveyed reported having self-injured at some point.

De plus en plus, les conseillers scolaires sont confrontés aux problèmes de l'automutilation chez les jeunes. Nixon, Cloutier, & Jansson (2008), par leur étude en population générale sur l'automutilation chez les jeunes Canadiens, ont trouvé que 17 % des jeunes de l'étude ont rapporté s'être automutilés à un moment donné.

“ The most important thing to remember when speaking to youth about their self-injury, is to do so in a calm, respectful way. ”

This is congruous with most reports, which place the lifetime prevalence of self-injury at about 15%, although many also suspect that this is an underestimate of the actual prevalence, given that many youth never report their self-injury to anyone. Generally, when we think of self-injury, cutting is the first thing that comes to mind – and with good reason as studies have found cutting to be the most commonly reported method of self-injury. Other methods of self-injury can also include burning, hair-pulling, purging, head-banging, hitting oneself, and ingesting toxic substances.

A common question is whether the incidence of self-injury has been increasing. It is difficult to know the answer. However, what is clear is that there has been an increase in both the reporting, and



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Cette constatation s'accorde avec la plupart des rapports qui situent la prévalence de l'automutilation au cours de la vie à environ 15 %, bien que plusieurs soupçonnent que cette valeur est une sous-estimation de la prévalence réelle du fait que plusieurs jeunes ne rapportent à personne leurs automutilations. En général, quand nous pensons à l'automutilation, la première chose qui nous vient à l'esprit sont les coupures et avec bonne raison, car des études ont trouvé que les coupures sont la méthode d'automutilation la plus communément rapportée. Les autres méthodes d'automutilation incluront les brûlures, se tirer les cheveux, les purges, se cogner la tête, se frapper et l'ingestion de substances toxiques.

Une question qui revient est de savoir si la fréquence des automutilations a augmenté. Il n'est pas facile de trouver la réponse. Il est cependant clair qu'il y a eu une augmentation des rapports et de la visibilité des automutilations. Cela est peut être le résultat d'un accroissement de l'incidence, mais c'est peut être aussi une réflexion de l'augmentation de la volonté des jeunes à rendre publique leurs automutilations ou du niveau de conscience des professionnels qui les rend plus aptes à identifier les jeunes qui s'automutilent.

L'automutilation est un problème complexe. Elle est souvent incomprise et peut susciter plusieurs réponses différentes de la part de ceux qui travaillent avec les jeunes, incluant l'empathie, la tristesse, le choc, l'anxiété et même le dégoût ou le jugement. Il est aidant de

visibility of self-injury. It might be that this is due to an increase in the actual incidence, but it may also be reflective of an increase in the willingness of youth to go public with their self-injury, or an increase in the awareness level of professionals, which makes them more able to identify self-injuring youth.

Self-injury is a complex issue. It is often misunderstood, and can also elicit many different responses from those who work with youth, including empathy, sadness, shock, anxiety, and even disgust or judgment. It is helpful to understand some of the reasons why youth self-injure, in order to best support them in choosing more healthy coping mechanisms.

So why do youth self-injure?

Youth who engage in self-injury report doing so for a variety of reasons. Typically, these youth feel very intense emotions, and have difficulty regulating these emotions. Therefore, when they feel intense anger, sadness, or anxiety, youth engage in self-injury in order to relieve their distress. Other times, youth will self-injure in order to combat a sense of numbness, to gain a sense of control, to express anger, to punish themselves, or to elicit nurturing or sympathy from others.

Youth who persist in self-injuring often do so because they feel better afterwards, even if only for a time. In a sense, the self-injury “works” for them as a coping strategy. As such, they may come to rely on self-injury as their only effective means of reducing distress. Some youth even talk about being “addicted” to self-injury, or being unable to stop themselves.

Is self-injury a suicidal act?

A common misconception is that a self-injurious act is also a suicidal act. Certainly, those who self-injure are at increased risk of suicidality, in that they are experiencing intense distress, may be suffering from depression, and may have many of the risk factors (e.g., history of abuse/trauma, few positive supports, poor coping skills) associated with suicidality. However, it is important to recognize that the majority of those who self-injure are attempting to *cope* with their pain, and are explicitly *not* intending to end their life. Even though acts of self-injury can be dangerous, and sometimes messy, we must remember that they may also be the only things reducing the youth’s distress and preventing them from becoming suicidal. Nonetheless, whenever we discover that a youth is self-injuring, it is important to assess their level of suicide risk, as the negative thoughts and feelings associated with self-injury can lead to later suicidality.

What to ask

The most important thing to remember when speaking to youth about their self-injury, is to do so in a calm, respectful way. Listen to them without shock or judgment. Encourage them to use their voice, rather than their bodies, as self-expression. Approach the conversation with an open mind, and aim to understand both their distress, and how self-injury is helping them cope. At the same time, in a school Counselling role, we have an obligation to ensure safety and minimize harm. As well, the more that we know about the dynamics of self-injury in a youth’s life, the better equipped we are to help them find other coping strategies that will help reduce their distress. It can be

comprendre certaines raisons pour lesquelles les jeunes s'automutilent afin de mieux les supporter pour qu'ils choisissent des mécanismes de défense plus sains.

Donc, pourquoi les jeunes s'automutilent-ils ?

Les jeunes qui s'automutilent le font pour plusieurs raisons. Typiquement, ces jeunes ont des émotions très intenses et ont de la difficulté à contrôler ces émotions. Donc, quand ils ressentent intensément la colère, la tristesse ou l'anxiété, les jeunes s'automutilent pour soulager leur détresse. Par ailleurs, les jeunes s'automutilent pour combattre un sentiment de torpeur, pour avoir un sentiment de contrôle, pour exprimer la colère, pour se punir ou pour susciter la présence ou la sympathie des autres.

Les jeunes qui persistent à s'automutiler le font souvent parce qu'ils se sentent mieux après, même si c'est pour une courte durée. D'une certaine façon, l'automutilation « fonctionne » pour eux comme une stratégie pour faire face. Comme tels, ils peuvent en venir à se fier à l'automutilation comme étant le seul moyen efficace pour soulager la détresse. Certains jeunes disent même être « accros » à l'automutilation ou être incapables de s'arrêter.

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L'automutilation est-elle un geste suicidaire ?

Une fausse idée courante est que l'automutilation est aussi un geste suicidaire. Assurément, ceux qui s'automutilent présentent un risque élevé de suicide puisqu'ils vivent une détresse intense, qu'ils peuvent souffrir de dépression et peuvent avoir plusieurs facteurs de risque associés au suicide (par ex. une histoire d'abus/de traumatismes, peu de support positif, de piètres habiletés pour faire face). Cependant, il est important de reconnaître que la majorité de ceux qui s'automutilent tentent de faire face à leur douleur et qu'ils n'ont pas explicitement l'intention de mettre fin à leurs jours. Bien que les gestes d'automutilation peuvent être dangereux et parfois compliqués, nous devons nous rappeler qu'ils sont peut-être les seuls moyens d'un jeune pour soulager sa détresse et l'empêcher de devenir suicidaire. Toutefois, quand nous découvrons qu'un jeune s'automutile, il est important d'évaluer le niveau du risque pour le suicide puisque les pensées négatives et les sentiments associés à l'automutilation peuvent conduire au suicide.

Que demander

La chose la plus importante à se rappeler quand on parle à un jeune de son automutilation est de le faire de façon calme et respectueuse. Écoutez-les sans être choqué ou sans juger. Encouragez-les à utiliser leur voix plutôt que leurs corps comme moyen d'expression personnelle. Abordez la conversation avec un esprit ouvert et visez à comprendre leurs détresses et comment l'automutilation les aide à faire face. Également, comme conseiller scolaire, nous avons l'obligation d'assurer la sécurité et de minimiser les blessures. Aussi, plus nous en savons à propos de la dynamique de l'automutilation dans la vie d'un jeune, mieux sommes-nous équipés pour les aider à trouver d'autres stratégies pour faire face qui réduiront leur détresse. Ce peut être toute une question d'équilibre délicat que d'obtenir de l'information tout en restant présent, empathique et à l'écoute de l'histoire du jeune ! Certains domaines à explorer avec le jeune peuvent inclure :

- Les circonstances de vie.
 - Que se passe-t-il dans leur vie qui fait qu'ils ressentent le besoin de s'automutiler ?
- Les détails de l'automutilation
 - Que font-ils ? Qu'utilisent-ils ? Combien de fois ?
 - Où sur leur corps s'automutilent-ils ?
 - Est-ce à des moments particuliers/des situations qu'ils s'automutilent.
 - Comment l'automutilation les aide-t-elle ?
- La sévérité de l'automutilation
 - Si cela est respectueux et approprié, vous pouvez demander de voir les cicatrices/les blessures
 - Voyez à tout besoin médical, évaluez les soins pour la blessure

Interventions

Une fois que nous avons établi la communication et compris la nature et la fonction de l'automutilation du jeune, qu'est-ce qui suit ? Les interventions spécifiques dépendront de la situation particulière du jeune et des raisons de son automutilation. Chaque jeune qui s'automutile le fait pour ses propres raisons et toute intervention

quite a delicate balancing act to gather information while remaining present, empathic and attuned to the youth's story! Some areas to explore with the youth can include the following:

- ▶ Life circumstances.
 - What's going on in their life that makes them feel they need to self-injure?
- ▶ Details of the self-harm
 - What do they do? What do they use? How often?
 - Where on their body do they self-injure?
 - Are there particular times/situations when they self-injure?
 - How does self-injuring help them?
- ▶ Severity of the self-harm
 - If it seems respectful and appropriate, you may ask to see the scars/injuries
 - Address any medical needs, assess wound care

Interventions

Once we have opened the lines of communication, and gained an understanding of the nature and function of the youth's self-injury... then what? Specific interventions will depend on the youth's particular situation, and the reasons why they are self-injuring. Each youth engages in self-injury for their own reasons, and any intervention must match the need, and area of distress, in order to be effective. However, traditional interventions with self-injuring youth generally focus on the following areas:

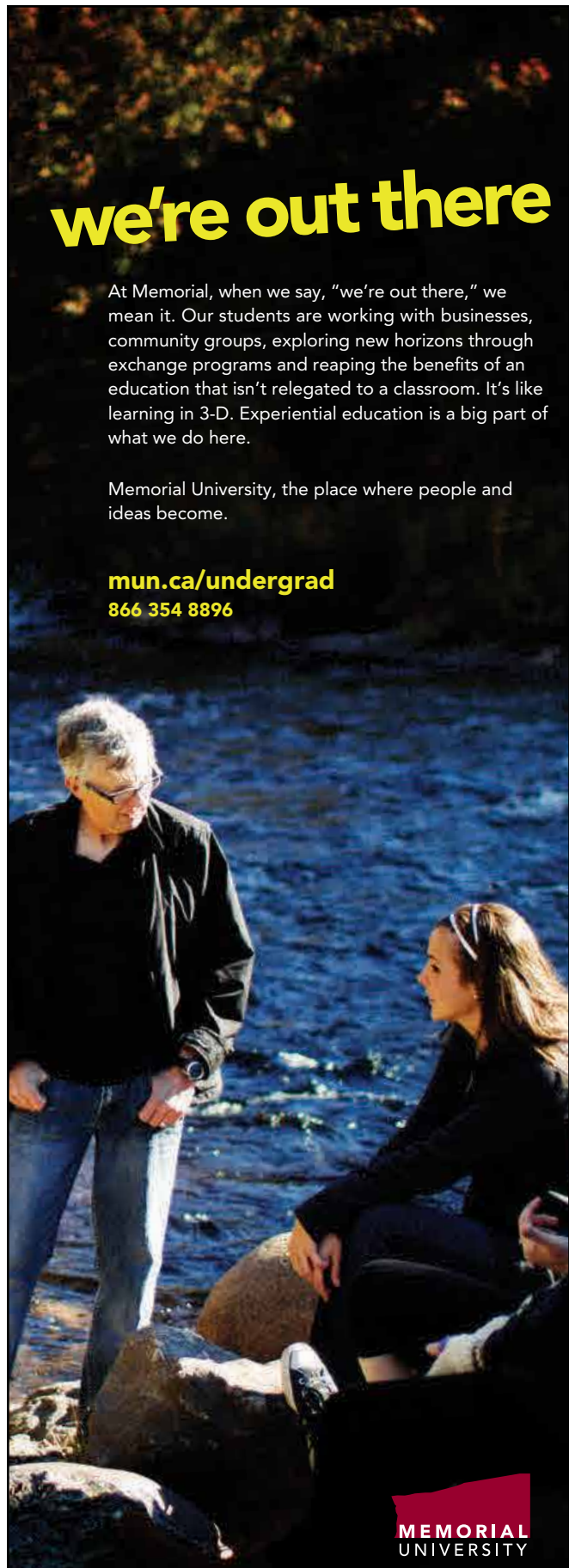
- ▶ Increasing awareness of self-injury triggers. Are there particular times & places where a youth feels more likely to self-injure? Does it always occur after a conflict? Do certain music/television/internet sites trigger thoughts of self-injury? Awareness and avoidance of triggers *can* sometimes prevent emotions from escalating
- ▶ Working with you to identify any negative thinking patterns that may be contributing to their distress. Sometimes negative thought patterns (e.g., catastrophizing, self-blame, black-or-white thinking, jumping to conclusions) can contribute to their distress and make self-injury more likely.
- ▶ Teaching alternate coping strategies. Remember that self-harm serves a function and is "working" for the youth. A focus on eliminating the self-harm, without enhancing more positive, healthy coping skills, may just lead to the adoption of an even more harmful one. Healthy coping strategies may include:
 - Distraction techniques (listening to music, talking to friends)
 - Cognitive strategies (positive self-talk, e.g. "I can handle this")
 - Increasing emotional awareness and expression
 - Self-soothing techniques
 - Exercise/endorphin release
 - Increasing positive social support (e.g., talk to friends, family, counsellor, etc.)
- ▶ Provide psycho-education on how healthy lifestyle habits (e.g., eating well, sleeping well, exercise) can positively impact their ability to cope with stress

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As noted, self-injury is a complex issue, but if we are able to gain a better understanding of the dynamics of self-injury, we will be better able to support a youth in finding healthier, more positive ways to manage, and reduce, their distress. ♣ CSC

Laura Hamilton, M.Ed., R.S.W., works as a mental health crisis counsellor in the Vancouver area. She has a background in Social Work, School Psychology and Mental Health. Her professional interests include child and adolescent mental health; the impact of complex trauma on later functioning; and building resiliency in at-risk youth. She may be reached at laura_hamilton@shaw.ca.

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doit correspondre au besoin et au domaine de la détresse pour qu'elle soit efficace. Cependant, les interventions traditionnelles pour l'automutilation des jeunes se concentrent sur les suivants:

- Augmentation de la conscience des déclencheurs de l'automutilation. Quels sont les moments et les endroits où un jeune se sentira plus enclin à s'automutiler ? Cela se produit-il toujours après un conflit ? La musique, la télévision, certains sites Internet déclenchent-ils des pensées d'automutilation ? Prendre conscience et éviter les déclencheurs peut parfois prévenir l'escalade des émotions.
- Travailler avec vous pour identifier des schémas de pensées négatives qui peuvent contribuer à leur détresse. Parfois, des schémas de pensées négatives (par ex. dramatisation, culpabilité, penser en noir et blanc, sauter aux conclusions) peuvent contribuer à leur détresse et rendre plus probable l'automutilation.
- Enseigner des stratégies alternatives pour faire face. Souvenez-vous que l'automutilation sert une fonction et « travaille » pour le jeune. Se concentrer à éliminer l'automutilation sans augmenter des habiletés saines et plus positives peut simplement mener à l'adoption d'une automutilation plus dommageable. Les saines stratégies pour faire face peuvent inclure :
 - Des techniques de distraction (écouter de la musique, parler à des amis)
 - Des stratégies cognitives (discours intérieur positif, c.-à-d. « Je peux gérer cela »)
 - Accroître la conscience et l'expression émotionnelle.
 - Des techniques autoapaisantes
 - Exercices/libération d'endorphines
 - Augmenter le support social positif (par ex., parler à des amis, la famille, un conseiller, etc.)
- Fournir une psychoéducation pour montrer comment de saines habitudes de vies (par ex., bien manger, bien dormir, l'exercice) peuvent affecter positivement leur habileté à faire face au stress.

Comme nous l'avons noté, l'automutilation est un problème complexe, mais si nous pouvons mieux comprendre les dynamiques de l'automutilation, nous pourrions mieux aider un jeune à trouver des moyens plus positifs pour gérer et réduire sa détresse. ♣ CSC

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Références

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TEENAGE GIRLS

Femininity and the Modern Woman

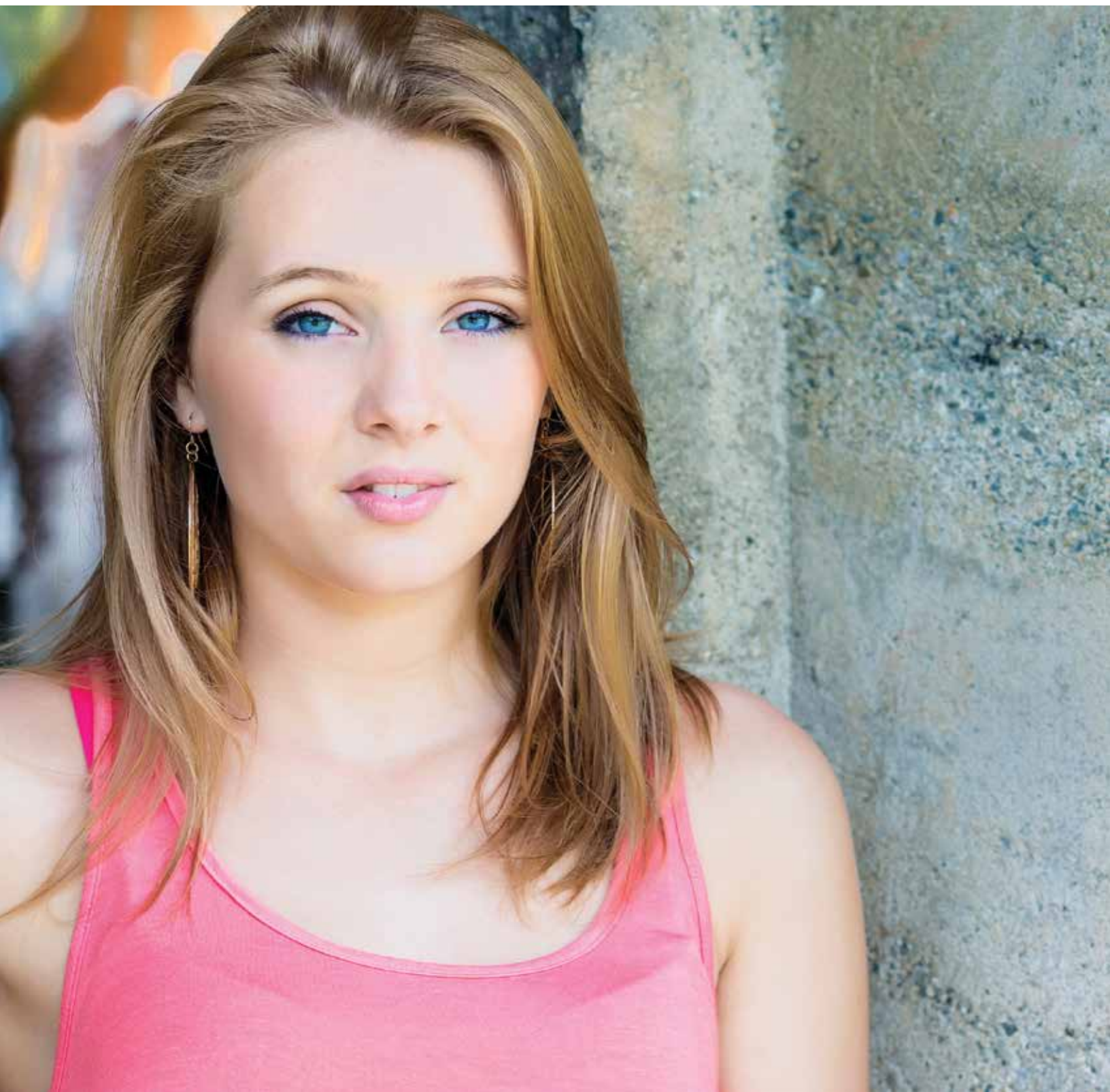
By Dr. James Wellborn

LES ADOLESCENTES

la féminité et la femme moderne

Par Dr. James Wellborn

The legacy of the feminist movement in the North American continent is that women can now be anything they want to be: professional, maternal, sexual, virginal, intellectual, laborer, passive, aggressive, cooperative, competitive, athlete, empathic, cold blooded, married, single, polite, assertive, crude, reserved, and boisterous. There is a clear recognition that male privilege (while still operating in many social and cultural spheres) is illegitimate. Women, it has finally been recognized, have rights to all the opportunities society has to offer.



L'héritage du mouvement féministe, dans le continent nord-américain, est que les femmes peuvent maintenant être tout ce qu'elles veulent être : professionnelles, maternelles, sexuelles, virginales, intellectuelles, travaillantes, passives, agressives, coopératives, compétitives, athlètes, empathiques, de sang froid, mariées, célibataires, polies, affirmées, grossières, réservées et turbulentes. Il y a une reconnaissance claire que le privilège mâle (bien qu'il soit toujours présent dans plusieurs sphères sociales et culturelles) est illégitime. Les femmes, comme on l'a finalement reconnu, ont le droit à toutes les opportunités que la société a à offrir.

This hard won and well deserved freedom does not mean that women have been relieved of the pressure to conform to historical gender roles. Indeed, as has been widely recognized, subtle expectations have arisen that a “real” woman should either reject traditional feminine roles or, better yet, be all of them at once. This has led to heated debates about modern womanhood (and whether there should even be expectations for a “woman” or a “man”).

Unfortunately, society has not caught up with these necessary (and necessarily academic) discussions. Masculinity and femininity are still relevant, influential social categories. Girl rules still exist and teenage girls are caught in the middle of these fluctuating gender ideologies.

School counsellors (along with educators and parents) are an important source of support and guidance for teenage girls as they negotiate these sometimes confusing and often competing social demands. Here are some thoughts on how counsellors can encourage the fullest expression of teenage girls’ personhood and interests while also supporting them as they establish their own sense of feminine identity.

Being Female

Despite all the cultural and social advances in gender equity in the Western world, the old ideologies of what it means to be feminine still hold sway. Femininity continues to be defined in terms of beauty and sexual desirability. And it negatively affects girls.¹ When an emphasis is placed on beauty and sexual desirability girls have performance decrements in traditionally male dominated academic subjects (e.g., science, technology, engineering and math), express more limited career aspirations, report greater shame and disgust with their bodies and increased feelings of dissatisfaction about their appearance. Beauty and sexual desirability are also strongly associated with poorer sexual health, greater sexual risk taking through decreased condom use and decreased sexual assertiveness. There is much that school counsellors can do to counter these effects.

Feminine as more than beauty

As an influential adult in the lives of teenage girls, school counsellors are in a position to draw attention to the unrealistic and unhealthy focus on physical attractiveness as a measure of personal value. One place to begin is through awareness and education. Teenage girls need to be aware of the messages being promulgated by the culture. They need to be more informed consumers of media and the values it promotes. They need to be educated about the negative, limiting effects of an exclusive focus on beauty as the only (or most) relevant characteristic

Cette liberté durement acquise et bien méritée ne signifie pas que les femmes ont été libérées de la pression de se conformer aux rôles historiques des sexes. Effectivement, comme cela a été largement reconnu, de subtiles attentes sont apparues pour qu’une “vraie” femme rejette les rôles féminins traditionnels ou mieux encore, qu’elle soit tous ces rôles en même temps. Ceci a conduit à de chauds débats à propos de la femme adulte moderne (et s’il devrait même y avoir des attentes pour une “femme” ou un “homme”).

Malheureusement, la société n’a pas rattrapé ces discussions nécessaires (et nécessairement académiques). La masculinité et la féminité demeurent toujours des catégories sociales influentes. Des règles pour les filles existent toujours et les adolescentes sont prises au centre de ces idéologies fluctuantes des sexes.

Les conseillers scolaires (ainsi que les éducateurs et les parents) sont une source importante de soutien et de guidance pour les adolescentes alors qu’elles négocient ces exigences sociales qui sont parfois confuses et souvent compétitives. Voici quelques pensées à propos de la façon dont les conseillers peuvent encourager la pleine expression de l’identité individuelle des adolescentes et de leurs intérêts tout en les appuyant quand elles établissent leur propre sentiment d’identité féminine.

Être femme

Malgré toutes les avancées culturelles et sociales pour l’équité des sexes du monde

occidental, les vieilles idéologies de ce que signifie être une femme subsistent toujours. La féminité continue à être définie en termes de beauté et de désirabilité sexuelle. Cela affecte les filles de façon négative.¹ Quand l’accent est placé sur la beauté et la désirabilité sexuelle, les filles perdent de la performance dans les sujets académiques dominés traditionnellement par les mâles (par ex., les sciences, la technologie, l’ingénierie et les mathématiques), elles ont des aspirations de carrière plus limitées, elles manifestent plus de honte et de dégoût pour leur corps et des sentiments plus forts d’insatisfaction à propos de leur apparence. La beauté et la désirabilité sexuelle sont également fortement associées à une pauvre santé sexuelle, à une prise de risque sexuel plus élevée par une moindre utilisation du condom et une diminution de la confiance en soi sexuelle. Les conseillers scolaires peuvent faire beaucoup pour contrer ces effets.

Féminine comme plus que la beauté

Comme adultes influents dans la vie des adolescentes, les conseillers scolaires sont bien placés pour souligner qu’il est irréaliste et malsain de considérer l’attraction physique comme mesure de la valeur

“ there are a number of ways that school counsellors can address the view of women as sex objects. Having a sex positive (rather than sex shaming) view of female sexual desire will be important. ”

of a woman. This can be accomplished through classroom lessons⁴¹ and school wide awareness campaigns (e.g., The Girl Declaration,⁴² the Girl Bill of Rights,⁴³ the United Nations International Day of the Girl⁴⁴). It can be addressed through exposing girls (and boys) to the full range of abilities, roles and careers of girls and women.⁴⁵ There are a number of eye-opening resources that illustrate the distortion of beauty—for both males and females.⁴⁶ Unfortunately, girls are worse than guys at policing standards of beauty. Through a casual conversation here and a comment there school counsellors can undermine this social dynamic and support young women who are not following the beauty script.



Feminine as more than just sexy

The sexualization of girls and women can be a particularly complicated issue to sort out given the emerging sex drive of adolescents and their difficulty in managing the expression of sexual desires. And, girls want to feel sexy. Nevertheless, there are a number of ways that school counsellors can address the view of women as sex objects. Having a sex positive (rather than sex shaming) view of female sexual desire will be important. Sexy is not wrong. It is an option. Appreciating sexiness is not demeaning. Insisting on sexiness as a necessary quality in valuing another person is oppressive. Viewing sexiness as an invitation to behave in a sexual way is sexual harassment. These are discussions teenage girls and guys need to have.

School-wide campaigns promoting the importance of respect, dignity and the illegitimacy of gender stereotypes can be a way to create a more accepting community of peers. (This is as opposed to more traditional anti-bullying/harassment programs that may actually increase instances of bullying.⁴⁷) A useful model to consider can be that of workplace harassment and the conditions that create a hostile work environment.

personnelle. Nous pouvons commencer par la prise de conscience et l'éducation. Les adolescentes ont besoin d'être consciente des messages propagés par la culture. Elles ont besoin d'être des consommatrices mieux informées des médias et des valeurs qu'ils véhiculent. Elles ont besoin d'être éduquées à propos des effets négatifs et limitants d'une concentration exclusive sur la beauté comme étant la seule caractéristique importante (ou la plus importante) d'une femme. Ceci peut s'accomplir par des leçons en classe⁴¹ et des campagnes de sensibilisation dans toute l'école (par ex., la Déclaration des filles,⁴² la Charte des droits des filles,⁴³ la Journée internationale de la fille des Nations Unies⁴⁴). Nous pouvons l'aborder par l'exposition des filles (et des garçons) à une gamme complète d'habiletés, de rôles et de carrières de filles et de femmes.⁴⁵ Il y a un bon nombre de ressources éducatives qui illustrent la distorsion de la beauté, autant pour les hommes que pour les femmes.⁴⁶ Malheureusement, les filles sont pires que les garçons pour contrôler les standards de beauté. Par une conversation informelle ici et un commentaire là, les conseillers scolaires peuvent amoindrir cette dynamique sociale et soutenir les jeunes femmes qui ne suivent pas le scénario de la beauté.

Féminine comme plus que juste sexy

La sexualisation des filles et des femmes peut être un problème particulièrement compliqué à résoudre étant donné la pulsion sexuelle émergente des adolescentes et leur difficulté à contrôler l'expression des désirs sexuels. Et les filles veulent se sentir sexy. Néanmoins, il y a plusieurs façons par lesquelles les conseillers scolaires peuvent aborder l'image des femmes comme objets sexuels. Posséder une vision sexuelle positive (plutôt que honteuse) du désir sexuel de la femme sera important. Le sexe n'est pas mal. C'est une option. Apprécier le sex-appeal n'est pas dégradant. Insister sur le sex-appeal comme qualité nécessaire pour valoriser une autre personne est oppressant. Voir le sex-appeal comme une invitation à se comporter sexuellement est du harcèlement sexuel. Ce sont des discussions que les adolescentes et les adolescents doivent avoir.

Des campagnes d'école faisant la promotion de l'importance du respect, de la dignité et de l'illégitimité des stéréotypes sexuels peuvent être une façon de créer une communauté de pairs plus acceptante. (Ceci en opposition aux programmes plus traditionnels anti intimidation/harcèlement qui peuvent actuellement accroître les cas d'intimidation.⁴⁷) Un modèle utile à considérer peut être celui du harcèlement en milieu de travail et les conditions qui créent un environnement de travail hostile.

L'éducation et l'augmentation de la conscience des messages véhiculés par la télévision, les films, les vidéos musicales, les paroles de chansons, les revues, la publicité, les jeux vidéos et l'Internet sont une autre façon de contrer la sexualisation des femmes. Comme mentionnée précédemment pour aborder les idéaux irréalistes de la beauté, une plus grande conscience des techniques utilisées par divers médias pour manipuler et influencer les consommateurs peut être utile. Finalement, des occasions continues d'éducation pour l'école peuvent aider à accroître la conscience des moyens par lesquels les adultes font par inadvertance la promotion des stéréotypes sexuels et elles peuvent fournir l'information à propos de moyens de promouvoir toute la gamme d'expressions de la féminité.

Education and increased awareness of the messages that are promulgated in television, movies, music videos, music lyrics, magazines, advertising, video games and the internet is another way to counter the sexualization of women. As mentioned previously in addressing unrealistic ideals of beauty, greater awareness of the techniques used by various media to manipulate and influence consumers can be useful. Finally, continuing education opportunities for school faculty can help increase the awareness of ways adults inadvertently promote gender stereotypes and provide information on ways they can promote the full range of expressions of femininity.

New Womanhood

Not only are girls (and women) faced with unburdening themselves from these antiquated views of femininity but they also must navigate a new, broader conceptualization of womanhood. With all the rights and opportunities accessible to girls, the old definitions of what it means to be a woman no longer fit. Women are no longer confined to finding fulfillment in the role as wife, mother and nurturer. These have become just three out of many possible life choices. Nevertheless, gender differences still exist. Compared to men, women are more expressive (versus stoic), cooperative (versus competitive), focused on group cohesion (versus individualistic), collaborative (versus dominating) and emotionally vulnerable (versus tough). As women move into these newly accessible roles and pursue social and career opportunities that were primarily the domain of men they are confronted with the contrast between “male” and “female” way of doing things. School counsellors can help girls navigate this cultural transition by helping girls integrate traditionally masculine values into their repertoire rather than choosing between one or the other.

Nouvelle femme adulte

Non seulement les filles (et les femmes) doivent se défaire de ces visions antiques de la féminité, elles doivent aussi naviguer une nouvelle conceptualisation plus large de la femme adulte. Avec tous les droits et les opportunités accessibles aux filles, les vieilles définitions de ce que signifie être une femme n'ont plus leur place. Les femmes ne sont plus confinées à trouver l'épanouissement dans un rôle d'épouse, de mère et d'éducatrice. Ceux-ci sont devenus juste trois choix parmi plusieurs choix de vie possibles. Néanmoins, les différences sexuelles demeurent toujours. Comparées aux hommes, les femmes sont plus expressives (contrairement à stoïques), coopératives (versus compétitives), centrées sur la cohésion de groupe (versus individualistes), collaboratrices (versus dominantes) et émotionnellement vulnérables (versus fortes). Quand les femmes prennent ces rôles nouvellement accessibles et poursuivent des opportunités sociales et de carrière qui étaient principalement du domaine des hommes, elles sont confrontées au contraste entre les façons de faire “mâles” et “femelles”. Les conseillers scolaires peuvent aider les filles à naviguer cette transition culturelle en les aidant à intégrer des valeurs traditionnellement masculines dans leur répertoire plutôt que de choisir entre une ou l'autre.

Confiance en soi

Un nouvel ensemble de pressions et d'attentes est apparu avec la transformation profonde des opportunités pour les filles et les femmes de compétitionner au niveau scolaire et social avec les garçons. En une courte période de temps, les caractéristiques de coopération, de support mutuel et de cohésion de groupe qui définissaient la féminité sont devenues des boulets dans ce monde de nouvelles possibilités. Gagner par compétition directe avec les



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Assertiveness

With the sea change in opportunity for girls and women to compete with boys academically and socially came a new set of pressures and expectations. In a short period of time the defining feminine characteristics of cooperation, mutual support and group cohesion became liabilities in this world of new possibilities. Winning through direct competition with males was now possible and is often explicitly encouraged. Girls who continued to try to get along with people and consider the feelings of others were left behind in the new egalitarian rat race of winner takes all. The terrible irony is that girls increasingly suffer from the problem boys have struggled with for so many millennia. They mistake aggressiveness for assertiveness. School counsellors have resources and opportunities to encourage and teach girls how to assertively (rather than aggressively) pursue goals and agendas. At the same time, counsellors can help girls see the value of traditional feminine characteristics such as cooperation and collaboration.

Toughness

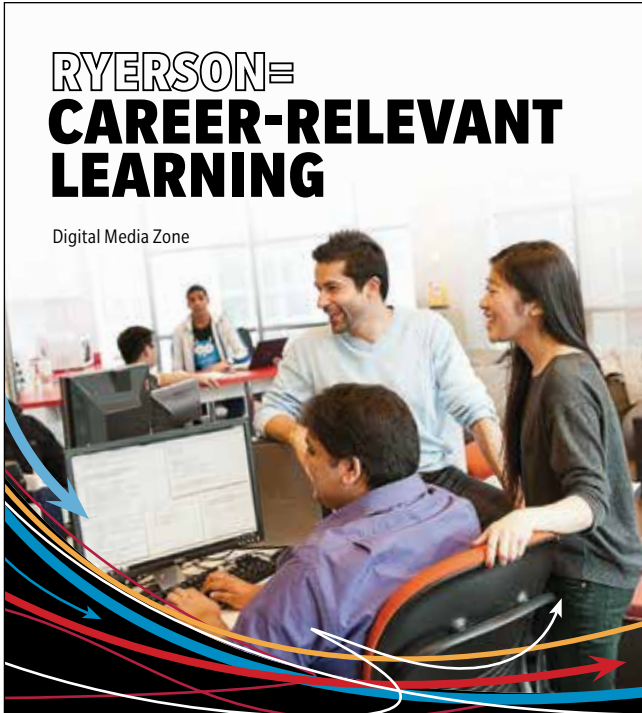
Boys are no longer the only ones saying “don’t be a girl about it.” Girls are increasingly buying into the denigration of the traditionally feminine values of love, tenderness, cooperation, empathy. This is happening while girls are still committed to these values. School counsellors can help girls begin to appreciate a more nuanced view of traditional masculine virtues rather than just incorporating them whole. For example, toughness can be represented by determination and strength of will rather than the rejection of tenderness and empathy.

Sexual desire

And, finally, the legitimacy of female sexual desire has begun to be recognized. Girls may openly acknowledge and act on their personal sexual desires. Unfortunately, girls are stuck between competing standards. The transition to the full acceptance and legitimacy of girls having sexual desires (and acting on them) is incomplete. In this case, it is between the traditional role as sexual gatekeeper (i.e., woman) and sexual libertine (i.e., man). Unfortunately, the most readily available model that includes an explicit acceptance of the legitimacy of sexual desire is the male model of sexuality—conquest, competitiveness and experience. Thus predatory sexual behavior is now increasingly being evidenced by girls toward their sexual partners. As a confidant of teenage girls, school counsellors will increasingly be required to help girls view their sexual interests as a relevant priority. The additional challenge will be to encourage girls to retain the traditionally female respect for sexual intimacy as an expression of relationship (rather than just an act).

What do girls need?

Girls need love, support, encouragement, meaning, purpose, challenge, joy, connectedness and validation like everyone else. As society opens up opportunities and girls are provided with access to social and economic power, traditional concepts of femininity and womanhood provide incomplete preparation for the challenges they will face. Girls need permission to pursue their own agendas. They are hungry for options that match the scope of their interests and talents. Girls require validation that it is legitimate for them to insist that others




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FAITH INSPIRED LEARNING

mâles est maintenant possible et souvent encouragé explicitement. Les filles qui ont continué d'essayer de bien s'entendre avec les gens et de considérer les sentiments des autres ont été laissées pour compte dans la nouvelle course folle égalitaire du gagnant rafle tout. La triste ironie est que les filles souffrent de plus en plus des problèmes avec lesquels les garçons se sont débattus pendant tant de millénaires. Elles confondent agressivité et confiance en soi. Les conseillers scolaires possèdent les ressources et les opportunités pour encourager et enseigner aux filles comment poursuivre des objectifs et des idées avec assurance (plutôt qu'avec agressivité). En même temps, les conseillers peuvent aider les filles à voir les valeurs des caractéristiques traditionnelles de féminité comme la coopération et la collaboration.

Dureté

Les garçons ne sont plus les seuls à dire "ne fais pas la fille". Les filles s'adonnent de plus en plus au dénigrement des valeurs féminines traditionnelles d'amour, de tendresse, de coopération et d'empathie. Cela se produit pendant que les filles sont toujours engagées envers ces valeurs. Les conseillers scolaires peuvent aider les filles à commencer à apprécier une vision plus nuancée des vertus masculines traditionnelles plutôt que de simplement les incorporer en entier. Par exemple, la dureté peut être représentée par la détermination et la force de la volonté plutôt que par le rejet de la tendresse et l'empathie.

Désir sexuel

Finalement, la légitimité du désir sexuel féminin a commencé à être reconnue. Les filles peuvent reconnaître ouvertement et agir sur leurs désirs sexuels personnels. Malheureusement, les filles sont prises entre des standards compétitifs. La transition vers l'acceptation complète et légitime de filles ayant des désirs sexuels (et agissant sur ces derniers) n'est pas terminée. Dans ce cas, c'est entre le rôle traditionnel de gardien sexuel (c.-à-d. la femme) et le libertin sexuel (c.-à-d. l'homme). Malheureusement le modèle le plus accessible qui inclu une acceptation explicite de la légitimité du désir sexuel est le modèle mâle de sexualité--conquête, compétitivité et expérience. Par conséquent, les filles montrent de plus en plus un comportement sexuel de prédateur envers leurs partenaires sexuels. Comme confident d'adolescentes, les conseillers scolaires devront de plus en plus aider les filles à considérer leurs intérêts sexuels comme une priorité pertinente. Le défi supplémentaire sera d'encourager les filles à retenir le respect féminin traditionnel pour l'intimité sexuelle comme une expression de relation (plutôt que simplement un acte).

De quoi ont besoin les filles?

Comme tout le monde, les filles ont besoin d'amour, de support, d'encouragement, de signification, d'un but, de défis, de joie, de connexion et de validation. Alors que la société offre plus d'opportunités et que les filles obtiennent l'accès au pouvoir social et économique, les concepts traditionnels de femme adulte fournissent une préparation incomplète pour les défis qu'elles devront affronter. Les filles ont besoin de permission pour poursuivre leurs propres idées. Elles ont faim d'options qui sont l'égal de l'étendue de leurs intérêts et talents. Les filles ont besoin de validation qu'il leur est légitime d'insister pour que les autres respectent leurs limites physiques et sociales. Par ces moyens et plusieurs autres, les conseillers scolaires (et autres adultes) s'attribuent la tâche de façonner les filles en jeunes femmes confiantes, qui ont confiance en elles et sont épanouies.

“ As society opens up opportunities and girls are provided with access to social and economic power, traditional concepts of femininity and womanhood provide incomplete preparation for the challenges they will face. ”

respect their physical and social boundaries. In these and many other ways, school counsellors (and other adults) are taking on the task of shaping girls into confident, assertive and fulfilled young women.

A word about womanhood and manhood

Womanhood and femininity and manhood and masculinity have traditionally been defined in terms of each other. However, these concepts are independent collections of characteristics that can exist together in the same person. They are not either/or. “Feminine” virtues are just as relevant to the fullest expression of a guy’s potential as they are to that of girls. School-wide interventions or campaigns addressing the issues that are particularly relevant to teenage girls will also be useful to teenage boys. Nonetheless, there continue to be empirically significant differences in the socialization and behavioral characteristics of girls and boys. What it takes to be an adult woman is still distinguished from what it takes to be an adult man. The issues discussed in this article are not an encouragement to promote arbitrary differences between the sexes. Rather there is a recognition that school counsellors encounter these differences as they struggle to respect social, cultural or family conventions while assisting teenagers in the fuller expression of abilities, talents and interests. ♣ CSC

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

Un mot à propos de la femme adulte et l’homme adulte

La femme adulte, la féminité, l’homme adulte et la masculinité ont traditionnellement été définis en termes des uns et des autres. Cependant, ces concepts sont des collections indépendantes de caractéristiques qui peuvent exister ensemble dans une même personne. Ils ne sont pas ou bien / ou. Les vertus « féminines » sont tout aussi pertinentes à la pleine expression du potentiel d’un garçon qu’à celui des filles. Des interventions au niveau de l’école ou des campagnes abordant les problèmes qui sont particulièrement pertinents pour les adolescentes seront tout aussi utiles pour les adolescents. Néanmoins, il continue à y avoir des différences empiriques significatives dans la socialisation et les caractéristiques comportementales des filles et des garçons. Ce qui est requis pour être une femme adulte est toujours distinct de ce qui est requis pour être un homme adulte. Les sujets discutés dans cet article ne sont pas un encouragement à promouvoir des différences arbitraires entre les sexes. C’est plutôt une reconnaissance que les conseillers scolaires rencontrent ces différences lors de leur combat pour respecter les conventions sociales, culturelles ou familiales tout en aidant les adolescents pour la pleine expression d’habiletés, de talents et d’intérêts. ♣ CSC

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^{viii} www.hindawi.com/journals/jcrim/2013/735397/

D I V O R C E



TEENS, AND THE DRIVE FOR INDEPENDANCE

By Alex Deneka

Adolescence is a trying time in the best of circumstances, and when parental divorce becomes a factor the situation becomes complicated quickly. Adolescents are taking their initial shaky steps into independence, and in an ideal situation they would do so with the full support of a stable home life behind them. Divorce shakes the foundations of a teen's known environment, and can leave them feeling insecure, angry and confused.



Whereas younger children will often become clingy and attached to their parents in an attempt to maintain what is familiar in their lives, teens are more likely to pull away from their parents as a result of divorce. They may see the divorce as a selfish act by their parents, and begin to focus more on themselves and their own self-reliance, since their parents have shown themselves to be unreliable. This is commonly expressed through acting out behaviours that are unusual for that individual. Such acting out behaviours can include skipping school, a sharp drop in grades, a sudden change in temperament or attitudes, or even physical changes to their appearance.

Now some of these behaviours sound conspicuously familiar, particularly to professionals who have been working with the high school subset for a while. These behaviours are common for adolescents, even those who are not dealing with a trauma like a parental divorce, as a part of their search for individuality and independence. So as with all things in counselling, the individual case must be examined holistically and with context for that student.

Generally speaking, there are three dynamics that drive teens to distance themselves from their parents; they are separation, differentiation, and opposition. Separation has much to do with the individual's transition from being socially reliant on their nuclear family to spending more and more time and social energy within their peer groups. High school age teens are developing their sense of self and their understanding of where they belong in society within their peer groups. In the event of a large scale social disruption, such as parental divorce, these peer groups become even more essential to the student's sense of identity. Tragically, some adolescents dealing with parental divorce often find that their ability to relate to their peers is compromised when they need it most, as their own ability to form meaningful, long lasting bonds is brought into question by the destruction of what was supposed to be a profound love between their two parental figures.

Differentiation centres on the desire of the developing adolescent to differentiate their new, more adult selves from the highly dependent children they used to be. Childhood being a very vulnerable state, a teen might rush to differentiate from their

childhood selves in an attempt to avoid that vulnerability during a painful time in their lives, such as parental divorce. Differentiation often takes the form of drastic changes to their behaviour or physical appearance, a rushed way to leave the old childhood identity behind.

Opposition is perhaps the most recognizable of the dynamics that drive teens to become independent of their parents. This is the opposition to conventional authority, and the drive to do things one's own way. This can be expressed through the breaking of household rules or even the rejection of the values and beliefs they were raised with. For students dealing with parental divorce, these contrary attitudes may be particularly focused on the rejection of the authority of one or both parents.

One of the key things a school counsellor can do for a student that is suffering due to a parental divorce is to encourage open communication and expression on the part of the student. Many students who are in this situation will feel helpless and angry in the face of the pain caused by their family's changing status. Because of the tendency

to draw away from their parents discussed throughout this article, it may be very difficult for teens to communicate their complicated thoughts and feelings regarding the divorce. It is important, then, for the school counsellor to become a trusted resource, someone who can create a safe place for the expression and communication of these feelings. Some students will wish for validations of feelings they think are wrong for them to have. A counsellor must assure the student that they have the right to feel the way they do, no matter how much conflict there may be.

There are several strategies that can be used to create such a safe space, such as the use of active listening techniques. Such techniques show the student that someone is listening, being affected and reacting accordingly to their expressed thoughts and emotions. This can help alleviate feelings of helplessness and aid in the regaining of a sense of control for the student, making the need to oppose all adult authority less urgent when they no longer feel they are being oppressed by said authority.

Another strategy is to be sure to look for clues and cues that can lead to a better




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understanding of what the student might be feeling. It would be nice if those that are hurting always expressed themselves honestly so that they may be better helped, but this simply isn't the reality. Paying attention to what is unsaid allows one to assist without forcing communication the student isn't ready for. This gives the student more control over the conversation, like they might have in a conversation with their peers, allowing their natural movement toward communicating with their peer group rather than their family or other adults to aid in the sharing.

A third strategy is to try and present teens with choices regarding the steps they wish to take to help in coping with the divorce or the related behavioural problems. Make sure these choices have a recognizable effect on the outcome for the student, as empty gestures may increase feelings of frustration. By allowing them to make meaningful decisions about their future, their need to differentiate from their vulnerable childhood state will be fulfilled.

By helping to create a safe space for expression a school counsellor can help a student dealing with parental divorce cope with the experience. This can be done in cooperation with natural drives for independence instead of in spite of them through simple strategies like active listening, watching for unspoken cues, and offering up opportunities for teens to make positive choices that affect their futures in a meaningful way. Hopefully, this will lead to a future where the student is comfortable expressing themselves in a positive way regarding their family's new status, helping to open the door for them to cope positively with other life obstacles they may encounter. 🍀 **CSC**

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F.R.E.E.

Photo courtesy of Stonewall Collegiate



In the End, we will remember not the words of our enemies, but the silence of our friends.
Martin Luther King, Jr.

Stonewall Collegiate

Sets the Standard

By Alison Zenisak

Something remarkable has sprung up some 25 kilometres north of Winnipeg in the small town of Stonewall: a clarion call from a group of students working hard to establish human rights in their community and beyond.

The call has been heard and continues to be transformational for both their school and community. These students have become both leaders and examples of what inclusion means. It all began at the Stonewall Collegiate with two guidance counsellors, Karen Murray and Tara Didychuk. Both recognized the need for a supportive group for the LGBTQ students, and so in September of 2011 a sign-up was advertised to create a Gay/Straight Alliance group. Immediately twenty students signed up and their group became known as F.R.E.E., an acronym for Friends Recognizing Everyone Equally.

Although no one knew exactly how to run such a group, they began by holding informal meetings to socialize. Soon the group decided it would also focus on volunteering within the community, as well as facilitating education and awareness within the school. The group contacted the Rainbow Resource Centre in Winnipeg and requested training on LGBTQ issues so that they could better educate their peers. They also attended a provincial GSA conference, and invited Jeremy Diaz from Jer's Vision to deliver diversity workshops. By the end of the

first school year the group had become sure of their direction, and understood how better to reach others with their message.

F.R.E.E. has built a strong relationship with a primary school in Stonewall. They meet at the school once a month with their reading buddies to promote literacy. They have volunteered at Siloam Mission in downtown Winnipeg, a place of refuge for the homeless and hungry. The group has also started to organize activities within their collegiate that promote awareness of some LGBTQ issues. One of the issues addressed is the negative

power of homophobic language when aimed at victims of harassment. Both staff and students are made aware that each is responsible for helping create an atmosphere of inclusion and safety. The group plans to continue to build alliances with peers, administration, teachers, parents, business owners and other community members.


Although the main goal of F.R.E.E. is to support the LGBTQ community, the group extends a welcome to other students who might be marginalized or victimized. To

this end the group aligns itself with the vulnerable: students with special needs, those who struggle to make friends, and those students who also advocate for human rights issues. According to Tara Didychuk, the school administration and the Board of Trustees have been supportive of the group throughout its inception and growth. Tara is comfortable with a more directive approach towards the group, such as moving the students towards developing and meeting shared goals.

The group was selected by school board officials to do diversity training for all staff in the Interlake School Division. It began after students met with the school board and senior administrators to discuss Bill 18, the government's anti-bullying law that was passed in Manitoba on October 10, 2013. The group communicated the importance of having a safe gathering place for students who have been marginalized in one way or another. The school division has responded by recruiting F.R.E.E. to be their gay-straight alliance ambassadors. One of their mandates is to instruct teachers on how to make GSA groups successful. This has been an affirming event for the group and reveals the faith the community has placed in the students and their work.

It is instructive to hear from some of the students in this remarkable group. One student said: "I joined F.R.E.E. because it was important to me for people to feel safe and accepted. It sucks to be the kid who was bullied... when you don't have anyone to help you out." Another student: "I met people who understood and actually wanted to listen to me.

...when I decided to tell my family that I wasn't straight, I had people to help me get the courage to speak up." From another student: "My family taught me that diversity is good and to always be who you are. I believe that F.R.E.E. will help many students who don't have the support that I had growing up. It is a place to feel safe..." A student said: "I joined F.R.E.E. because I wanted to make a difference in my school and community, and make sure that everyone had a place they could feel welcome.

In truth, everyone wants and needs a place to belong and F.R.E.E. gives students just that. Recently the Stonewall Collegiate hosted their annual Evening of Excellence. F.R.E.E. was the recipient of the Town of Stonewall Youth Community Service Award. This award was especially meaningful to the group as it represented acceptance and acknowledgement of their work by the community. These dedicated students have proven time and again that they do have a voice, and that one small group can make a difference. 

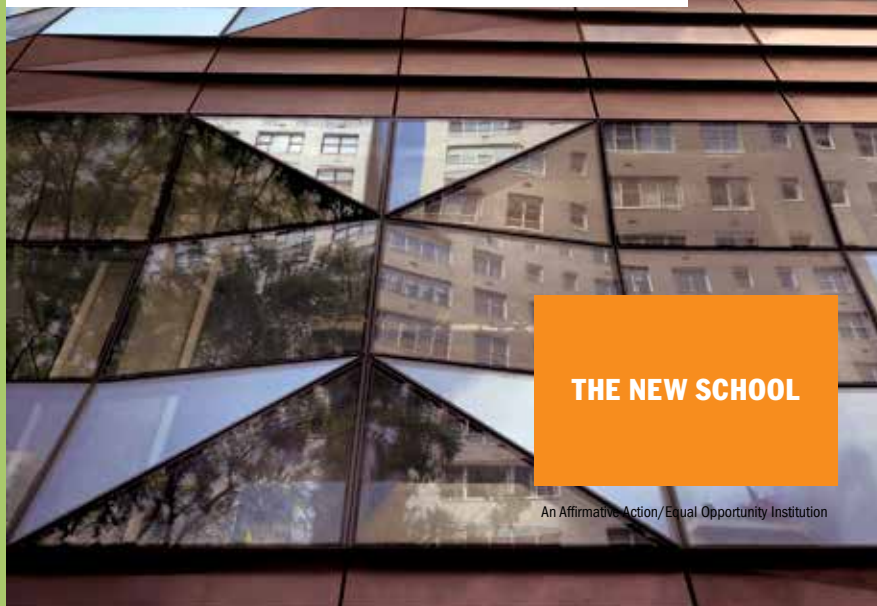


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INTERIOR DESIGN

More than what meets the eye

By: Julia Salerno

You may be surprised to learn that a career in interior design is about more than picking out fabrics and colours to create beautiful spaces. Interior designers are skilled professionals who combine extensive training with creativity to become qualified. They work with clients to develop design solutions that are safe, functional, attractive and meet the needs of the people using the space.

To

become an interior designer in Canada, you must meet the national standards set by Interior Designers of Canada (IDC) and its nine provincial regulatory bodies. These standards include specific education, experience, and examination requirements – better known as the “Three E’s.”

Education

North American educational standards are set by CIDA, the Council for Interior Design Accreditation. These standards address what students must learn to become professional interior designers. Programs that voluntarily meet CIDA requirements are considered to be reliable and to offer quality interior design education. The standards also address curriculum structure, faculty, facilities and other important elements necessary in interior design learning environments.

When choosing a school, students should consider one that is not only a good fit for them socially, but one that offers a degree program. Diploma programs will be phased out and degree programs will become the new minimum education standard as of July, 2015. Come 2017, a bachelor’s degree program that has been recognized by CIDA will be the minimum education requirement.

Experience

Following formal education, the next phase of an interior designer’s career is supervised work experience. An internship program is recommended to supplement design education and help enhance development as a professional. Before settling on a particular area of expertise, internships can be effective transitions between formal education and professional practice for emerging professionals to gain a broad range of work experience in multiple design sectors.

At this point in an interior designer’s career path, the emerging designer can apply to their provincial interior design association as an Intern/Provisional member. This status lets the public know that they are still transitioning from student to professional and that they have not yet written the interior design qualification examination.

Examination

The final step to becoming an interior designer is examination. Interior designers are required to pass a qualifying exam just as lawyers, accountants, architects and medical professionals must. The Council for Interior Design Qualification (CIDQ) is the recognized examination body throughout North America. The exam is a method for identifying interior designers who have met the minimum standards for professional practice and is a way of ensuring an individual is qualified in terms of particular knowledge and skills required for the job. Successful completion of the exam is the mark of a competent professional who protects the health, safety and welfare of the public.

Successful completion of the qualifying examination is required for professional registration in all provincial professional interior design associations. In some provinces, Titles Act legislation prevents those who are not registered with a professional association to call themselves an interior designer.

Professional Practice

Interior design is a rewarding profession that requires an understanding of building and construction, building materials and products, building and fire codes, specification writing, and technical drawings and planning. Interior design is research-based, and interior designers should have a good command of technology. Interior designers must also consider how lighting, colour and texture combine to create the finished space.

Communication skills are integral to the profession, as they must know how to communicate clearly and effectively, yet be good listeners. Many interior designers are their own bosses, so they also need to know how to run a business and how to sell their ideas to potential clients. Interior designers should also have the ability to manage projects, teams, trades, and tight deadlines. Good problem solving skills are also integral to the job.

Interior designers create interior environments in the corporate, healthcare, hospitality, institutional, residential and retail sectors. Many work in more than one sector, however most tend to specialize in just one or two. Some interior designers become educators, helping to train the next generation of professionals. Sustainability, designing for an aging population and for people with disabilities are some of the more specialized design approaches interior designers use in their work. Interior designers can work for government, corporations, interior design firms, or be self-employed as firm owners. They also work closely with other design disciplines, including architects, engineers, trade persons, contractors, manufacturers, suppliers and retailers and project managers.

Continuing education is a large part of an interior designer's career. Not only is life-long learning mandated and encouraged by the provincial and national associations, it is critical to an interior designers' work. It is a rapidly evolving discipline where research, standards and principles are ever-changing. Interior designers apply their knowledge to the projects they work on and use an evidence-based approach as a method of finding a design solution that protects the health, safety and welfare of the people using the space.

The earning potential for an interior designer can vary and depends on a number of factors: years of professional experience, whether or not they are self-employed, regional location and the type of design they practice all play a role in determining pay. As in many other professions, entry-level salaries are low, and senior practitioners and firm principals or partners have much higher earnings. IDC's 2010 Salary Survey, a sample of 423 design practitioners within all stages of their career, determined that emerging interior designers earn on average \$38,000 per year. Intermediate interior designers can earn on average \$50,507, and principles or partners can earn on average from \$72,939, to more than \$130,000 a year.

The economy determines demand for interior design services and competition is, like in many other disciplines, high. The industry in North America is community-based and tight knit. Interior designers often rely on this community for advice and support.

It takes a lot of hard work and dedication to become a fully qualified interior designer, but the reward is a fulfilling career in a profession that helps build the spaces where we live, work, and play. For more information on how to become an interior designer, visit idcanada.org.

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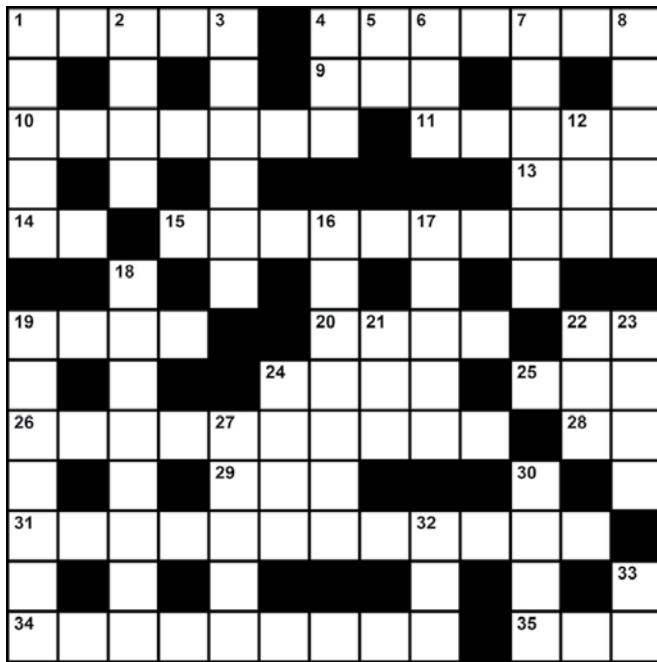


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Crossword answers on page 62

Across

- 1 Government support for students
- 4 Practical real world type of experience (2 words)
- 9 Take advantage of
- 10 Impart knowledge
- 11 Compose
- 13 Top of a cooking pot
- 14 Canadian province initials
- 15 Brings into accord
- 19 Budget reductions
- 20 Agricultural students may work here for practical experience
- 22 Financial expert, abbr.
- 24 It carries hereditary characteristics
- 25 French for May
- 26 Traveling film festival that visits high schools promoting Canadian films and culture (2 words)
- 28 Stephen Harper, currently
- 29 Photo ____ (media events)
- 31 Career related to design, materials and structures
- 34 Formal education
- 35 Surveys show a majority of parents want this type of education provided in schools

Down

- 1 Environmentally friendly color
- 2 Graduate, for short
- 3 Practical occupations
- 4 Colour
- 5 Top grades
- 6 Innovative
- 7 They are tested in a competitive environment in the Canada ____ Competition
- 8 Special ____ students
- 12 Often worn with a suit
- 16 Violation of school regulations
- 17 Felt concern for
- 18 Power
- 19 What counsellors advise on
- 21 Historical collections as in Victori ____
- 22 Limit
- 23 Counsellors try to help students achieve their ____ (goals)
- 24 Be amazed
- 27 Unit to live in
- 30 Responsibility
- 32 Floor cover
- 33 Former



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It's that time of year again. The temperature is dropping, the snow is coming, and the town is being covered in red and green decorations. That's right – Christmas time is here again and it is time to take stock on how good you have been this year. Were you a saint and will handily find yourself on Santa's good list come Christmas Eve? Or, do you think you committed one too many misgivings since the last time the holiday season was upon us, and you will surely be on the naughty list come December 24th?

If you find yourself amongst the latter group, have no fear! There is still time to redeem yourself and get you in Santa's good books! Check out some tips and hints on how to claw back onto Santa's good list, just in time for Christmas Eve:

- ☞ Be polite – Simple, right? Well, sometimes people forget about this one the most. Remembering to say thank you, holding the door for a stranger and making a positive comment about someone will make everyone's day better, including yours. Remember to use a turn signal when switching lanes on the way to the mall (and to wave when someone lets you in), and don't honk excessively when someone forgets. It's a high stress time of year and honking will only add more anxiety to the situation.
- ☞ Be nice to your family and friends – Your friends and family are the people that keep you sane at this time of year, so show them a little courtesy. Stop by to say hello, have dinner or just simply watch the hockey game. You don't want to aggravate these people, even if your cousin Bob still hasn't given you back your favourite drill you lent him three months ago. Enjoy the pleasantries of the holiday season and the company of those you love most. You can ask Bob for that drill back once the New Year rolls around.
- ☞ It isn't the store clerk's fault – Okay, you are at the store looking for a gift for a family member or maybe for the school librarian, and you know what you want to get but you can't find it. You call the store clerk over and they can't find it. The gift idea is perfect and it is crumbling before your very eyes. Stay calm. The clerk doesn't control these things so there is no need for a mini-freak-out at them. They are doing their best in the busiest shopping time of the year. Thank them for their help and keep on looking.
- ☞ It's the most wonderful time of year – Make sure to enjoy the holiday season. Go out into the snow and build a snowman, have a snowball fight, make snow angels or go on a sleigh ride. Grab a hot chocolate and sit by a warm fire, or if you really catch the holiday spirit, go caroling! A simple tip: try doing something you used to love to do as a child.
- ☞ No School – You finally get a well deserved break from work. You get a bit of time off from school and you should make the most of it. Do something for you and unwind. Watch that blockbuster movie that is coming out or read that book you haven't had time to read. Whatever you do, make sure you do it for you.

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