



CANADIAN SCHOOL
Counsellor
MAGAZINE

Joannie Rochette
Olympian and Scholar

Balancing Athletics and Academics
While Pursuing a Dream

Joannie Rochette
Olympienne et étudiante

Concilier sport et études tout
en nourrissant un rêve

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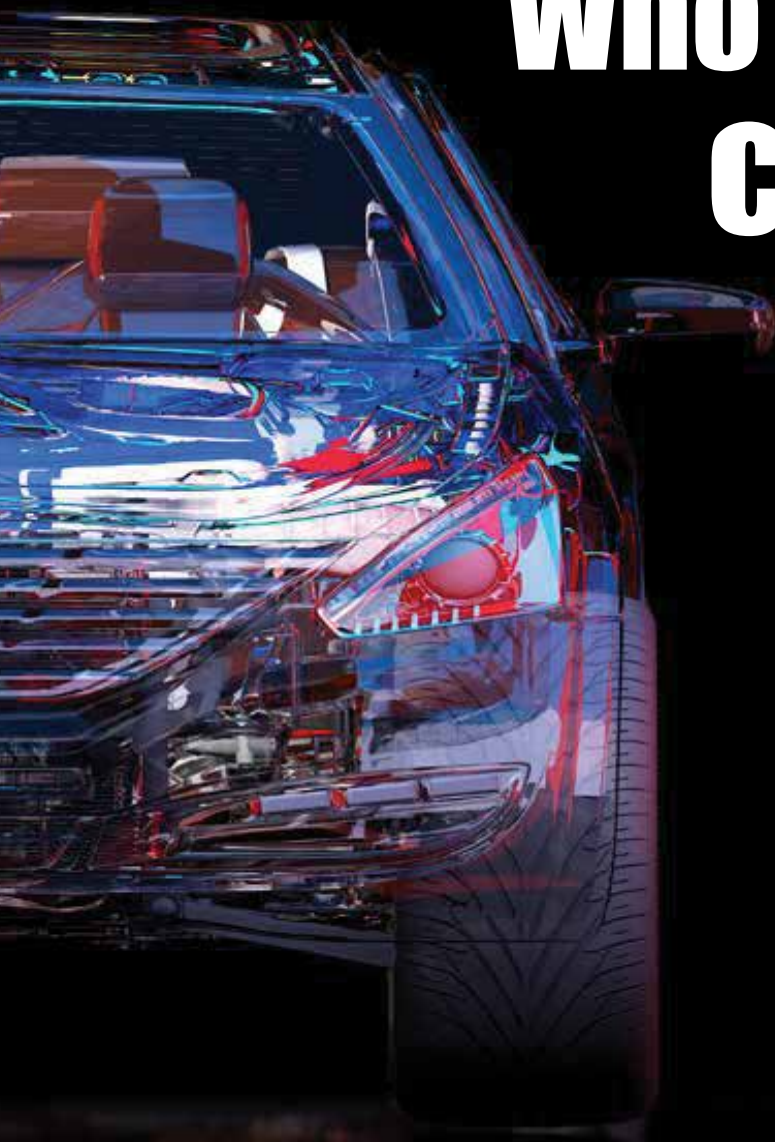
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FRENCH TRANSLATION: La Boîte à mots

COVER IMAGE: Canada's Joannie Rochette on the podium
after winning the bronze medal in the women's figure
skating competition at the Vancouver 2010 Olympics in
Vancouver, British Columbia,

Photo Courtesy of AP, by Mark Baker



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Main Feature:

32 Olympic medalist recalls her struggles to achieve excellence both on and off the ice.

La quête d'excellence d'une médaillée olympique sur la glace et sur les bancs d'école.

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WorldSkills Team Canada 2017 Achieves Excellence at 44th WorldSkills Competition, in Abu Dhabi

WorldSkills Team Canada 2017 awarded with 1 Medal and 13 Medallions of Excellence

Courtesy of Skills Canada



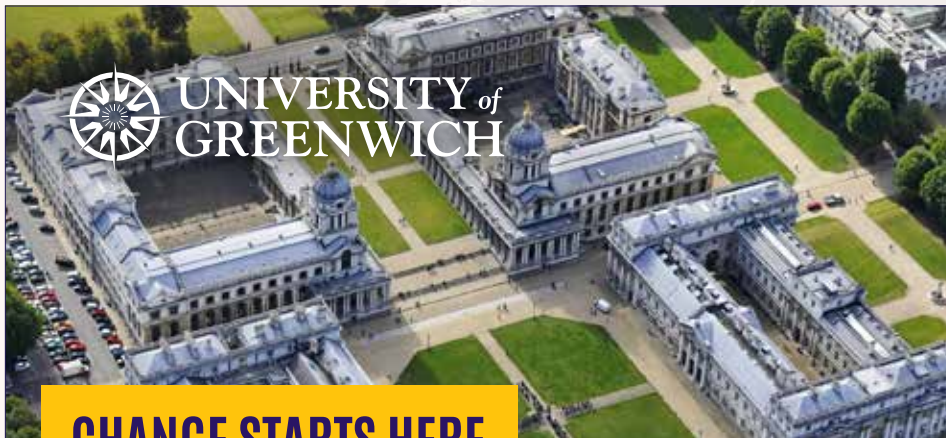
A national, not-for-profit organization, Skills/Competences Canada, that actively promotes careers in skilled trades and technology, today announced that WorldSkills Team Canada 2017 has been presented with 13 Medallions of Excellence, as well as

one medal at WorldSkills Abu Dhabi 2017. Canada's Best of Nation Award was presented to Avery Bird (Toronto, Ontario) and Theodor Willert (Etobicoke, Ontario) for their performance in Mechatronics. The complete list of the medals and recognition

presented to WorldSkills Team Canada 2017 for their performance at WorldSkills Abu Dhabi 2017 is provided below and available online at skillscompetencescanada.com.

The WorldSkills Competition, held every two years, is the largest vocational, education and skills excellence event in the world that truly reflects global industry standards. WorldSkills Abu Dhabi 2017 took place October 15 – 18, at the Abu Dhabi National Exhibition Centre, in United Arab Emirates and recorded over 100,000 visitors. WorldSkills Abu Dhabi 2017 was the largest event in the 67-year history of WorldSkills with approximately 1,300 competitors from 59 Member countries and regions from around the globe. This represents Canada's 14th participation in a WorldSkills Competition.

"We are very proud of the 31 members of WorldSkills Team Canada 2017 for their outstanding performance at the 44th WorldSkills Competition," said Shaun Thorson, Chief Executive Officer, Skills/Compétences Canada. "The determination, hard work and skills that these talented young individuals have demonstrated is truly remarkable."



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We look forward to seeing them prosper in their careers as they join Canada's skilled trade and technology workforce."

WorldSkills Team Canada 2017 is made up of 31 young skills champions, ranging in age from 16 - 24, including 22 males and 9 females from across the country. This talented group participated in 28 out of 51 skill areas relating to the following six sectors: Construction and Building Technology, Creative Arts and Fashion, Information and Communication Technology, Manufacturing and Engineering Technology, Social and Personal Services and Transportation and Logistics. To read their biographies and follow their journeys, go to skillscompetencescanada.com.

The next WorldSkills Competition is scheduled to take place August 29 – September 3, 2019 in Kazan, Russia. For more information on WorldSkills Kazan 2019 visit www.worldskills2019.com.

Skills/Compétences Canada was founded in 1989 as a national, not-for-profit organization that works with employers, educators, labour groups and governments to promote skilled trades and technology careers among Canadian youth. 

For information on Skills Canada's programs and competitions visit
www.skillscanada.com.

Saskatchewan Indigenous youth treatment centre helps give graduates a sense of identity

Leading Thunderbird Lodge celebrates 10 years

By Brad Bellegarde, Courtesy of CBC News



Staff and graduates from Leading Thunderbird Lodge attend a celebration in Fort San, Saskatchewan. The gathering was to recognize the contributions the organization has made to the lives of hundreds of male Indigenous youth over the last 10 years.

People filled the gymnasium of Saskatchewan's Leading Thunderbird Lodge at an emotional event to celebrate the facility's 10 years of helping youth.

The Leading Thunderbird Lodge (LTL) is a mental health and addictions treatment facility for Indigenous male youth located in the resort village of Fort San, Sask. Since its opening, the youth treatment centre has

helped more than 500 young Indigenous men. Azure Johnson said that the LTL "was the first place I thought of" when she heard her son was making some bad choices. "It was geared towards Aboriginal boys," said Johnson. "It was very comforting and helpful to know that there was a program that existed in Canada that was specific to my culture and my son's culture."

The lodge is deep-rooted in Indigenous knowledge with a focus on teaching the youth about traditional Indigenous practices. "I really loved the sweats," said Johnson's son, Tymon Carter, a member of Onion Lake Cree Nation. "The drumming, scraping the [buffalo] hides, soaking the hides. We learned a lot of the language as well," said Carter, who was 14 when he attended the program.

Carter, now 19, has experienced a wealth of opportunity since graduating from his treatment program. "After I left [LTL], my mom got me into acting," said Carter. "My first role was on Lewis and Clark, a TV mini-series for HBO, and it kind of just took off from there."

Johnson said since her son has left the lodge, he has strong cultural identity and

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is proud of being a young Indigenous man. "He dances traditional now. Being able to go sit at the drum and going to ceremonies; he attends more because he's learned more."



Photo by Brad Bellegarde

Azure Johnson, left, and her son Tymon Carter stand side by side at the Leading Thunderbird Lodge celebration. Carter, 19, attended the LTL treatment program when he was 14 and since graduation, has seen great success in his life.

'A sense of identity'

Karen Main, executive director of LTL, said it's been an exciting 10 years. "More so it's seeing the youth that come through," she said. "They come in with their heads held down, lack of confidence, lack of self-esteem, and they leave three months later. They have a sense of identity."

The facility is perched alongside a hill overlooking Echo Lake, minutes away from the location where Treaty 4 was signed in 1874. "A lot of the youth that come in are struggling with addictions," said Main. "We don't look at the addictions when they come in. It's part of it [but] we look at whole person wellness." A recent graduate of the LTL program, Phoenix Peters, 18, said the program helped him realize who he is and made him a better person all together. Peters, who is originally from Saskatoon but now lives on Kinistin Saulteaux Nation, said Indigenous youth who may feel lost in life right now should consider the LTL program. "If you want a better life and you want to change your life ... come here because this place is awesome and it will change your life forever," he said. 🍁 CSC

Vernon School District proactive in battling the opioid crisis

By: Jennifer Smith, Courtesy of Vernon Morning Star, Black Press



The Vernon School District is taking a proactive approach to battling the opioid crisis. Rather than waiting for drug problems to develop, school counsellors, backed by the district, are tackling potential problems before they materialize through a new program.

Prevention, a school-based preventative drug and alcohol program, aims to reduce drug and alcohol use in high-risk teenagers. "The starting point is prevention, then intervention," said Doug Rogers, district substance abuse prevention counsellor.

The Canadian-developed program screens Grade 8 students for four personality traits that are considered at risk: sensation-seeking, impulsiveness, anxiety sensitivity and hopelessness, as research indicates that up to 90 percent of at risk youth can be identified from these traits. And, as these traits are prevalent in youth at a young age, it allows counsellors to reach at risk students earlier. "This doesn't start in high school, it starts much earlier than that," Rogers said. "Let's deal with it now."

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Adolescents that are brought into the program attend two 90-minute workshops focused on educating and motivating youths to understand how their personality traits impact emotional and behavioural actions. "A trait isn't a weakness," Rogers said. "It's who you are."

To demonstrate the potential of Preventure, director of instruction in student support services Truman Spring, alongside University of British Columbia Okanagan psychology professor Marvin Krank and lead for child and youth mental health and substance use of Interior Health Authority

David Smith have invited minister of mental health and addictions Judy Darcy to see the program in action, as the Vernon School District is one of the first to implement the program. "We are one of the few districts in Canada that are actually doing that," Spring said of the screening process. "Our most at risk, those are the kids we really try to target. The key thing in the school district is prevention."

Research has shown that benefits of the Preventure workshops last for up to two years. "It's research based. It's evidence based," Spring said. "We need to have


programming in place to help the kids move forward." School staff is trained on Preventure procedures, with counsellors conducting the screenings.

Preventure is the Vernon School District's frontline to battling the opioid crisis, however, it is not their only defence. In all district high schools and alternate schools, naloxone kits are available should the need for their use arise. "We're probably much more aggressive and active than other school districts," Spring said. "As the opioid crisis is taking everybody by storm, I think we're at the front end for putting this together." Rogers and Spring began discussing the possibility of having naloxone when the opioid crisis was coined, and have had kits available in schools for just over a year. "We had some push back initially, but it's always better to be prepared," Rogers said.

Naloxone — an antidote that can reverse an opioid overdose temporarily, is available to anyone without a prescription in B.C. for emergency use, and is not harmful to youths.

Part of the need for the antidote in schools, Rogers said, stems from the prevalence of fentanyl. "Eighty percent of drugs in the Lower Mainland have fentanyl in them," Rogers said. "We're not insulated from that." The district foot the bill for introducing the kits, and hold regular training seminars with school administrators and first aid. "Everybody said the same thing—it makes sense," Rogers said.

Naloxone kits are now recommended by officials to be available in all high schools across the province. With the same purpose of prevention and preparation, the North Okanagan-Shuswap School District is looking at having naloxone available in select schools. "An assessment is being done at each school to determine what schools, sites and student population may be at risk," said Alice Hucul, North Okanagan-Shuswap School District communications officer. "If it is determined to be at risk, the school district will follow up with training to staff on how to use the naloxone kits."

Risk assessments are currently underway in the North Okanagan-Shuswap district, and a trained first aid professional will provide necessary training, with the district hoping to have everything in place by mid-December. 



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College and University Music Fair: Your Music, Your Future

Courtesy of Royal Conservatory of Music



Photo Courtesy of Royal Conservatory of Music

On Saturday November 4, 2017 The Royal Conservatory of Music was proud to host the inaugural **College and University Music Fair** at its downtown Toronto location. The exhibit hall featured displays from 19 colleges and universities, as well as media partner Canadian Musician. The fair provided an opportunity for high school students interested in pursuing music education to connect with post-secondary institutions that offer music programs.

The Fair targeted primarily high school students interested in pursuing a post-secondary music education, as well as their teachers and families. Over 350 people attended from across Ontario, parts of Quebec, and even the northern US.

Exhibitors also had the opportunity to present a 20-minute showcase. They could use their time slot to talk about their programs, career prospects in music, or to feature a performance by one of their students.

Feedback from attendees and the participating schools was overwhelmingly positive. Students and their families felt that the event was extremely worthwhile and a far more valuable use of time and money than attending big university and college fairs. Participating schools shared their excitement at talking to hundreds of interested music students versus 10-15 students at a typical university or college fair. All exhibitors expressed interest in attending the fair again in 2018. 🇨🇦 CSC

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The second annual College and University Music Fair will take place in Fall 2018. For information and updates visit www.rcmusic.com/musicfair.

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By Sean Dolan

It's an epidemic I tell you! They're coming down to my office in droves telling me how overwhelmed they are feeling.

It could be the product of the fast-paced world we live in. With everything needing to be done in an instant, maybe we lack the patience to slowly and methodically see things through to the finish, and this is why we are so easily overwhelmed. Perhaps we are just trying to do too much — trying to force the issue and squeeze the most out of every situation — and this is why we are feeling overwhelmed. Or maybe feeling overwhelmed is just a part of the human condition.

Before we go too much farther, let's attempt to define the state of feeling overwhelmed. The Oxford Living Dictionary defines the word "overwhelm" with a slew of descriptors that include: inundate, bury, drown, defeat and overpower. In other words, to overwhelm is to completely dominate. Therefore, to be overwhelmed is to feel like you are inundated, buried, drowned, defeated and overpowered. You suffer crushing immobility in light of the emotional weight of a given situation.

“I like to remind them that life is about learning to cope with the stress that comes our way. The more capable we are of handling stress, the more capable we are of taking on more responsibility.”



When students visit me, and describe how they are feeling overwhelmed, I have to remain conscious of the burden that accompanies that particular state of mind. I have to be as empathetic as possible. I have to do my best to recognize that they are feeling so inundated that they are in a state of emotional and intellectual paralysis. Certainly, this all sounds a little dramatic but, if I am being honest, this is where they are at when they come to see me.

However, empathy is just step one. If we stop with empathy our students will remain trapped in that overwhelming feeling. The next step is to recognize how they became overwhelmed in the first place. Sometimes the fact that they are encountering a new experience or new knowledge can be overwhelming. Sometimes there is a stressful mood in the building – particularly around report card and exam times – that is washing over them. Sometimes they have hit their academic limit. Sometimes they have neglected things and the overwhelming feelings are a result of their own actions (or lack thereof). An honest

appraisal of what brought the student to feeling overwhelmed is a key to helping them move forward.

Once the root cause of the feeling is exposed, I can start offering suggestions that might provide them with a way out of what is a pretty desperate situation. However, all I can do is offer them suggestions. Ultimately, they have to choose whether to accept or reject what I have to offer. Often a student who is feeling overwhelmed doesn't want to hear their guidance counsellor say: "it takes time to learn new material" or "everyone's tense right now because exams are coming" or "maybe this is the best you can do" or "of course you're overwhelmed – you didn't study for your test."

Sometimes, I find the best strategy is get them to tell me how they think they came to feel overwhelmed. When they do that, I like to remind them that life is about learning to cope with the stress that comes our way. The more capable we are of handling stress, the more capable we are of taking on more responsibility.

So, perhaps this state of being really is just part of the human condition. As I sat down to write this column, I was a little overwhelmed. Beyond my regular duties as a guidance counsellor, I had a deadline for this column to meet, a word count to hit, and an editor to please. I also had another project that required me to write two articles and edit two others. All of the deadlines crashed into each other and I was a little breathless at times. However, I have been down this road before; I know that I can meet my commitments and that the key is to stay calm and believe that I can do it. I refuse, as a matter of principle, not to be overwhelmed to the point of inaction. When the tidal wave of stress comes, I do my best to NOT feel buried, drowned, defeated and overpowered because I know that the feeling is temporary and that I can do the things I need to do. In the end, if we can help our students to feel the same way – to believe that they can overcome that overwhelming feeling – we are contributing to their ability to build resilience in the face of life's adversities. ♣ csc

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» BIO

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



A Ticket to Ride

Enhancing the Academic Resume Through Extracurricular Activities

By Alison Zenisek

Active participation in the community, selflessness, and a willingness to assist others are character qualities that are sure to catch the eye of an admissions office.

Specifically, a student who is willing to give of their time and resources reveals a desire to be involved with the community for no expected remuneration. This community can take the shape of a sports team, the choir or band, or a theatre group within or outside of the high school setting. The need for peer tutors at this level is another option for students who would like to be a support in their high school. The broader community can also be accessed, for example, through volunteering to serve Thanksgiving dinner at a homeless shelter or walking dogs at an animal rescue organization. There is no dearth of opportunities for a student willing to give of their time and talents.

One of the primary benefits for students actively evolved in the myriad of opportunities available can be found on their academic resumes. An academic resume is a document created for a specific purpose such as applying to a college or university, for scholarships, or even for a job at their university. A willingness to step up, participate, and help, no matter which demographic the student is from is always an eye catcher in any selection process.

“High quality after-school programming is a crucial component to developing well-rounded, healthy, and socially skilled students.”



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Similar to a career resume, the academic resume focuses primarily on the personality behind the resume, and presents their academic and work history clearly and accurately. Personal information such as name, e-mail address, street address, phone number should be current and up-to-date. Educational information should be detailed and include the name and location of the school, GPA, and academic standing. Any awards and honours should be included. Here is where past or present extracurricular activities will make a student stand out and shine. Personal references should always be included in an academic resume as it is often used to apply for scholarships. Readers need to be confident that they can access someone to vouch for the student's character.

Ahniko Handford, an experienced employment specialist, had this to say about academic

resumes and extracurricular involvement. “You tapped into an important point that we continually stress in our workshops... I know there are endless ideas of ‘important things to remember’ out there regarding resumes, but if I could pick only one, this subject would be it. Extra-curricular activities mean you never have to say you ‘took directions well to achieve goals’ without a meaningful story: for example, how you played piano from the age of six, and now are competing in provincial events at a grade 12 level!” Handford emphasized the importance of describing how the specific skill set is important to a selection committee. They need what is referred to as “prove statements.” The extra-curricular activities when described also make the academic resume seem a cut above the others who simply stop at ‘took directions well and worked to achieve goals,’ which is boring, clichéd, and tells nothing about the student.

Extracurricular sports are also a stand out activity on a resume, especially if they are team sports. The reasons for this are many: They speak to team work, collaboration, punctuality, work ethic, commitment, and even leadership skills if the student is a team captain or a team lead. Positions of leadership can develop the student's ability to guide, provide moral support, and teach for the purpose of improving the skill set of the other players. Within this context these leaders are simultaneously developing their own organizational skills, self-discipline, and integrity, all desired qualities for any resume. All life experience counts on an academic resume.

Volunteering is a wonderful way to gain this life experience. Volunteer experience can be placed under the section “Employment History,” if it pertains to the particular goal of the student such as becoming a teacher. Activities such as peer tutoring in an area of one's own strength, let's say in mathematics, will develop patience, teaching skills, adaptability, and will often consist of working with students from diverse cultures and with different learning styles. These are skills that are sought after by any given employer, program, or university. All positive and community enhancing extracurricular activities can be used to prove skills on a resume.

What many don't realize is that some activities within certain organizations can also count towards high school credits. One prime example is the Royal Conservatory of Music in Toronto, one of the largest and most respected music education institutions in the world. Their Senior Academy of the Phil and Eli Taylor Performance Academy for Young Artists currently accepts students 14 to 18 in the disciplines of piano, strings, and voice and

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as such are able to receive credit for passing exams in the various levels of instrumental skill and music theory. Their students typically graduate from the program at the end of high school. There is an additional opportunity for students to take an extra year of musical training between their secondary and post-secondary education at the Taylor Academy. The school provides exceptional musical training, quality facilities, and a variety of performance opportunities.

Dance is another wonderful way to channel the boundless energy of high school students. It promotes physical strength and overall health. Regular dance practice will increase a student's flexibility, range of motion, and balance. Dance is also a highly social environment where cooperation can be enhanced and friendships made. Students can overcome shyness as they become accustomed to performing before an audience. Youth who regularly perform in dance gain increased confidence as they acquire a sense of their own physical abilities.

The Royal Winnipeg Ballet is one of the world's premier dance companies. Located

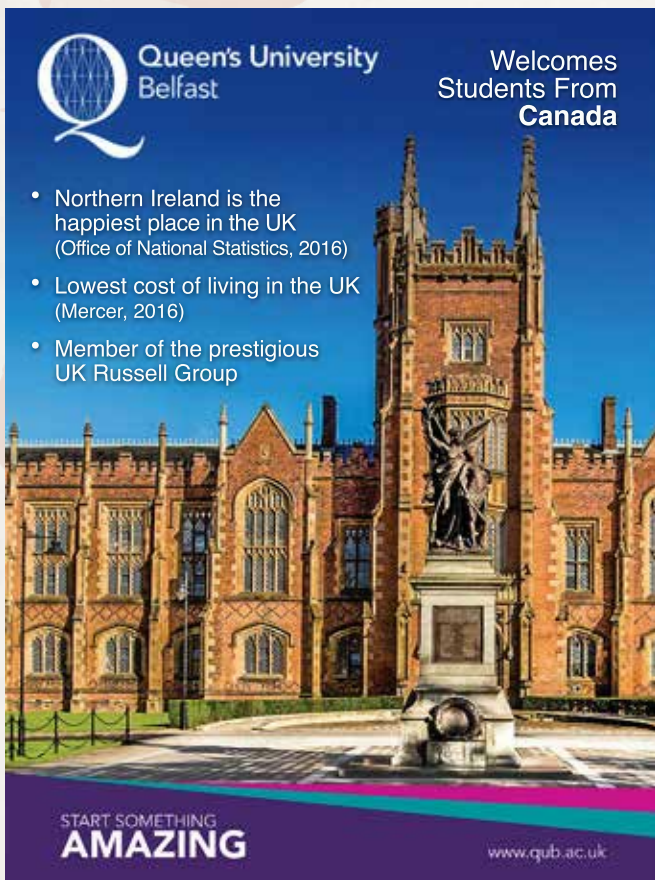
in historic downtown Winnipeg, it is the oldest and the longest continuously operating ballet company in North America. The School's modern facility is home to the more than 1,500 students. Their dance school includes both a professional and a recreational division. The Professional Institute trains professional dancers and dance teachers. The Recreational Division of the RWB School provides quality dance instruction in ballet, tap, jazz, modern, lyrical, and hip hop and is open to Manitoba dancers of all ages, levels, and interests.

High school students can earn credits when they are registered in the senior levels of the Royal Winnipeg Ballet Professional Program. The RWB School's integrated dance program allows their students to pursue professional ballet training fulltime, while meeting all academic requirements for university entrance. The RWB partners with the University of Winnipeg Collegiate insuring that their high school students receive a quality education.

For educators and school counsellors there are many reasons to encourage

their students to become participants in extracurricular activities. Educational administrations across the country believe that extracurricular activities are essential, whether or not the students receive credit for them. High quality after school programming is a crucial component to developing well-rounded, healthy, and socially skilled students. Extra-curricular opportunities can provide ways to explore diverse interests and perhaps discover a passion.

For high school students the opportunity to become involved in unsafe behaviours coincides with the hours between the end of the school day and when their parents arrive home from work. After school extracurricular activities create a buffer against this danger and provide the opportunity for positive relationships between school staff and the student. As a result students form an attachment to their school that can translate into a better academic performance and a successful graduation. That these activities also provide material for a top shelf academic resume is a valuable bonus. 🍁 CSC



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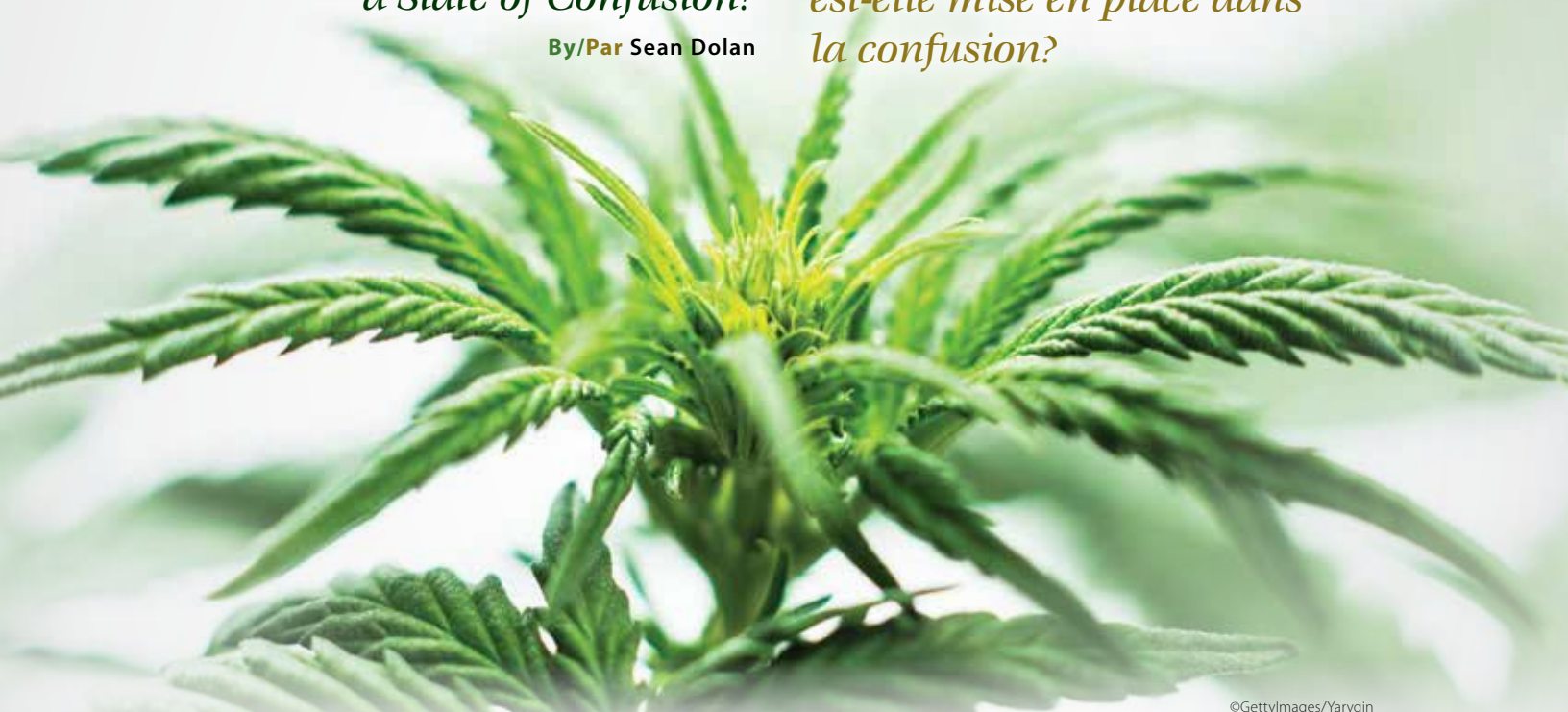
A Growing Concern: *Are We Ready for Weed?*

Is Canada's Rollout for Marijuana Legalization in a State of Confusion?

By/Par Sean Dolan

Une inquiétude croissante: *sommes-nous prêts pour l'herbe?*

La légalisation de la marijuana est-elle mise en place dans la confusion?



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While the Trudeau Liberals ready the nation for the legalization of marijuana, health experts are looking on in amazement.

Why? Because not much has been done in the area of public education in relation to the weed rollout.

The medical community is reminding legislators that they have an ethical responsibility to warn people — and youth in particular — that a mind-altering drug is about to become fair game for people 18 and over. This is extremely important in light of the scores of studies that demonstrate the adverse effects of marijuana on the developing brain of young people.

Pendant que les libéraux de Justin Trudeau préparent le pays à la légalisation de la marijuana, des spécialistes de la santé examinent la situation avec étonnement. **Pourquoi?** Parce qu'il ne s'est pas fait grand-chose en matière d'éducation du public dans le cadre de la mise en œuvre de ce projet.

La communauté médicale rappelle au législateur sa responsabilité éthique d'avertir la population — et en particulier les jeunes — qu'une drogue psychotrope est en voie de devenir accessible aux personnes de 18 ans et plus. Ce fait est extrêmement important, compte tenu des dizaines d'études qui démontrent les effets nocifs de la marijuana sur le développement du cerveau des jeunes.

Marijuana: The teen drug of choice

The need to educate youth on the risks of marijuana use may be coming a little late in the game. Canada is just months away from legalization and cannabis use by young people is already a nationwide cause for concern. Dr. Amy Porath of the Canadian Centre on Substance Abuse and Addiction has conducted extensive research into youth pot use. Her research confirms something most people already know: cannabis is the drug of choice for teens. Where Porath sheds additional light is in her assertion that Canadian youth cannabis use is among the highest in the world. She cites a 2016 study by the World Health Organization (WHO) that looked at youth marijuana use over a 30-day period. Canada ranked second among 40 countries (France finished first) with 13% of Canadian youth having smoked weed within the focus period. There is also a WHO report from 2009 that has Canadian youth leading the developed world in terms of cannabis use in a survey of 29 countries.

Going deeper

When you dig deeper into the statistics, the breakdown brings the pot picture into more focus. According to some estimates, one in five Canadian youth have smoked weed within the last year. Statistics Canada reports that cannabis consumption increases through each year of high school (Grade 9, 10.3%; Grade 10, 25.2%; Grade 11, 35.1%; Grade 12, 37.2%). Studies have also revealed that daily marijuana use is more common than daily alcohol use for senior high school students with five to six percent admitting to smoking weed every day (as opposed to the two to three percent who drink alcohol).

La marijuana, drogue de choix des ados

La nécessité de sensibiliser les jeunes aux risques associés à la consommation de marijuana arrive peut-être un peu tard. Le Canada n'est qu'à quelques mois de légaliser le cannabis, dont la consommation par les jeunes est déjà une source d'inquiétude à l'échelle nationale. La Dre Amy Porath, du Centre canadien de lutte contre les toxicomanies, a mené une vaste recherche sur la consommation de cannabis chez les jeunes. Cette recherche confirme ce que la plupart des gens savent déjà : le cannabis est la drogue de choix des ados. La Dre Porath nous éclaire davantage lorsqu'elle affirme que le niveau de consommation de cannabis chez les jeunes Canadiens figure parmi les plus élevés au monde. Elle cite une étude réalisée en 2016 par l'Organisation mondiale de la santé (OMS) sur la consommation de marijuana chez les jeunes sur une période de 30 jours. Le Canada occupe le second rang sur 40 pays (après la France), 13% des jeunes Canadiens ayant fumé de l'herbe pendant la période à l'étude. De plus, selon un rapport publié par l'OMS en 2009, le Canada est en tête des pays développés (dans une enquête menée dans 29 pays) pour ce qui est de la consommation de cannabis chez les jeunes.

Un examen approfondi

Quand on approfondit l'examen des statistiques, la ventilation des données donne une image plus précise de la consommation. D'après certaines estimations, un cinquième des jeunes Canadiens a fumé du pot au cours de la dernière année. Statistique Canada avance que la consommation de cannabis augmente à chaque



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Building awareness

So the data makes it clear: Canadian youth are already smoking a great deal of marijuana. With the Cannabis Act (Bill C-45) ready to make recreational marijuana use legal for people 18 and over after July 1, 2018, authorities are starting to realize that public education needs to set its sights on informing people of the potential dangers of pot use. This is a rather late response to the government's November 2016 blue ribbon panel that called for "...a robust and ongoing national public education campaign [that] requires proper funding and implementation as soon as possible, prior to legislation." It wasn't until the last budget that the government made a commitment to educating the public with the announcement of \$9.6 million earmarked for an awareness campaign. The problem with the monetary pledge is that it is slated to be spent over five years. Marc Paris of Drug Free Kids Canada believes that the government should be spending \$10 million a year on public awareness with a major part of the focus aimed at cannabis use and driving.

Myth: Marijuana helps you drive better

Paris, along with his counterparts at Mothers' Against Drunk Driving (MADD) and the Canadian Automobile Association (CAA), refuse to wait for the government to get on board with building awareness. His organization has already put ads together to attack a common myth about smoking up and getting behind the wheel – that cannabis use leads to better driving. While this seems counter-intuitive to most reasonable people (how can a mind-altering substance that slows down your reflexes and impairs your judgement make you better at a task that requires ongoing decision making with quick

année du secondaire (9e année : 10,3%; 10e année, 25,2%; 11e année, 35,1%; 12e année, 37,2%). Des études révèlent également que la consommation quotidienne de marijuana est plus courante que la consommation quotidienne d'alcool chez les élèves de la fin du secondaire, dont 5 à 6% admettent fumer de l'herbe tous les jours (comparativement à 2 ou 3% qui boivent de l'alcool).

La sensibilisation

Les données sont donc claires : les jeunes Canadiens fument déjà beaucoup de marijuana. Maintenant qu'avec la Loi sur le cannabis (projet de loi C-45), on s'apprête à légaliser la consommation de marijuana à des fins récréatives par les personnes de 18 ans et plus après le 1er juillet 2018, les autorités commencent à se rendre compte que l'éducation du public doit viser à informer les gens des dangers potentiels de la consommation de marijuana. C'est là une réponse bien tardive au Groupe d'experts du gouvernement qui, en novembre 2016, jugeait nécessaire de « consacrer un financement adéquat pour mettre en œuvre, dans les plus brefs délais et avant la légalisation, une campagne nationale d'éducation dynamique et continue auprès du public ». Ce n'est que lors du dépôt de son plus récent budget que le gouvernement s'est engagé à éduquer le public en annonçant un investissement de 9,6 millions de dollars dans une campagne de sensibilisation. Le problème, c'est que cet engagement financier est réparti sur cinq ans. Marc Paris, de Jeunesse sans drogue Canada, croit que le gouvernement devrait consacrer 10 millions de dollars par an à la sensibilisation du public et axer une portion importante de cette campagne à la conduite avec facultés affaiblies par le cannabis.



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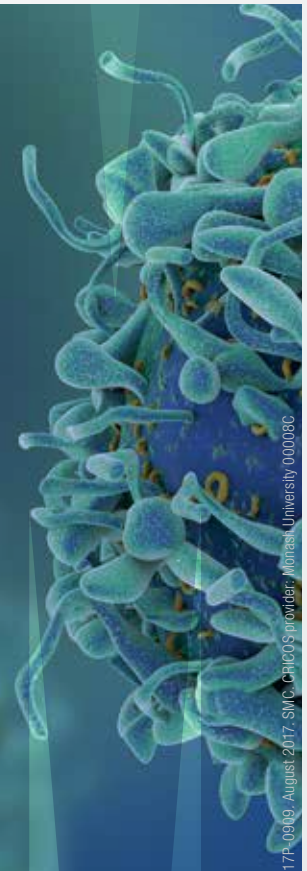
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reaction times?), many drug users have effectively spread this myth. A recent EKOS public opinion poll found that 25% of Canadians admitted to driving after smoking marijuana. Another 30% said they were passengers in a car driven by someone who had been smoking marijuana with that number shooting up to 42% when the survey was broken down into people aged 19-24. Now safety advocates like Paris are trying to lead the charge in dispelling the myth and convincing people that smoking marijuana and driving is the same thing as drinking alcohol and driving. Put plainly: the two don't mix and they never have! This message needs to be delivered to young drivers in particular.

Cannabis and the developing brain

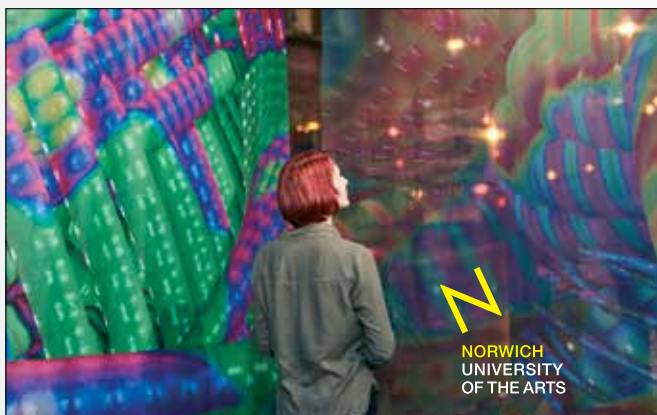
While Drug Free Kids Canada, MADD and the CAA are doing their best to defeat cannabis impaired driving, the government is on the hook to deliver what they promise will be an in-your-face, evidence-based education campaign that targets youth with the truth: that marijuana is not harmless. Dr. Christina Grant, an adolescent medicine specialist and associate professor at McMaster University in Hamilton, Ontario, warns, "There can be no doubt regarding the scientific literature that cannabis use prior to the mid-20s is associated with structural and functional harmful effects on the developing brain." Why? Because the pre-frontal cortex of people under the age of 25 is still developing. This is the area of the brain responsible for reasoning and impulse control. Regular marijuana use (this could be daily or weekly depending on the individual) alters the brain's chemistry and can increase the likelihood of psychotic episodes for many users by up to 40%. This is why many health officials are asking for 25 to be the age requirement for people to legally use cannabis.

Un mythe : la marijuana aide à mieux conduire

Tout comme ses homologues de MADD Canada et de l'Association canadienne des automobilistes (CAA), M. Paris refuse d'attendre que les pouvoirs publics amorcent leurs activités de sensibilisation. Son organisme a déjà conçu des publicités qui s'attaquent à une idée reçue sur la conduite après avoir fumé, à savoir que le cannabis améliore la conduite. Ce mythe paraît contradictoire à la plupart des gens raisonnables. Comment, en effet, une substance psychotrope qui émousse les réflexes et affaiblit le jugement pourrait-elle améliorer l'exécution d'une tâche exigeant constamment de prendre des décisions et de réagir rapidement? Pourtant, bon nombre de consommateurs ont réussi à propager cette idée fautive. Dans un récent sondage d'opinion EKOS, 25% des Canadiens interrogés ont admis avoir conduit après avoir fumé de la marijuana. Une autre tranche de 30% déclare avoir pris place dans une voiture conduite par une personne ayant fumé de la marijuana; cette proportion grimpe à 42% chez les répondants de 19 à 24 ans. Maintenant, les défenseurs de la sécurité comme M. Paris tentent de mener la charge pour réfuter ce mythe et convaincre la population que la conduite avec facultés affaiblies par l'alcool ou par le cannabis, c'est bonnet blanc et blanc bonnet. Pour dire les choses simplement : consommer et conduire, ça ne va pas ensemble! Il faut transmettre ce message, en particulier aux jeunes conducteurs.

Le cannabis et le développement du cerveau

Si Jeunesse sans drogue Canada, MADD Canada et la CAA font de leur mieux pour contrer la conduite avec facultés affaiblies par le cannabis, le gouvernement s'appête à lancer ce qu'il annonce



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Myth: marijuana is not addictive

Marijuana is also addictive (many users claim it is not addictive – yet another cannabis myth) because it is a mind and mood altering drug that taps into the brain's reward system. Put simply: in many users, smoking marijuana brings pleasure. This causes the release of dopamine into the user's system. Dopamine is a chemical and neurotransmitter that tells the user, "This is good, do it again." This message turns into a craving and a desire to repeat the experience. According to Victoria L. Creighton, the Clinical Director of the youth addiction focused Pine River Institute, "Most teens believed that marijuana was a benign substance, "just not a big deal" until they were too far down the road. We know from our experience that early and frequent use of cannabis has a number of negative consequences for youth, specifically around emotional maturity."

A government controlled market

So this is what the government is up against as they prepare to launch a campaign to make youth more aware of the effects of marijuana use in a legalized pot Canada. From Prime Minister Justin Trudeau's

comme une campagne d'éducation percutante et fondée sur les faits, ciblant les jeunes avec cette vérité : la marijuana n'est pas inoffensive. La Dre Christina Grant, spécialiste en médecine des adolescents et professeure agrégée à l'Université McMaster de Hamilton, en Ontario, est catégorique : « D'après les écrits scientifiques, il n'y a aucun doute possible que la consommation de cannabis avant le milieu de la vingtaine est associée à des effets structurels et fonctionnels délétères sur le développement du cerveau. » Pourquoi? Parce que le cortex préfrontal des personnes de moins de 25 ans continue de se développer. Cette région du cerveau est le siège du raisonnement et du contrôle des impulsions. La consommation régulière (quotidienne ou hebdomadaire, selon les individus) de marijuana altère la chimie du cerveau, ce qui, chez beaucoup d'utilisateurs, provoque une augmentation du risque d'épisodes psychotiques pouvant atteindre 40%. C'est pourquoi bon nombre de responsables des services de santé réclament que l'âge minimum de la consommation légale de cannabis soit fixé à 25 ans.

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perspective, the stats say that kids are already smoking weed and that legalizing cannabis should make use of the drug a safer prospect. He says, "We know that, as it stands now, underage Canadians have easier access to marijuana than just about any other country in the world." Trudeau believes that legalizing weed will allow the government to control the quality and quantity of cannabis on the market. He hopes to cut the legs out from under the drug dealers and make marijuana sales and distribution a government domain. In fact, the Liberals are so relaxed about legalization that they are even decriminalizing possession: youth (12+) can possess up to five grams and adults (18+) can possess up to 30 grams without being charged with a drug offence.

In the meantime, the public awareness campaign should start in the spring of 2018. This is very late according to many critics. The Liberals knew legalization was coming after they were elected in the fall of 2015. Perhaps they were counting on groups like Drug Free Kids Canada to step up the public education campaign on their behalf. Either way, the government has to take responsibility for a marijuana rollout that has, thus far, provided limited focus on youth education.

Nonetheless, the nation is just months away from legalization. The government is hoping that an innovative marketing company wins the public education tender and delivers programming that touches on key themes dealing with the risks of cannabis use and the effects of cannabis on the developing brain. This could be accomplished through advertising, concerts or festivals aimed directly at influencing youth to know what they are getting into when they choose to smoke weed. ♣csc



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Un mythe : la marijuana ne crée pas de dépendance

Malgré un autre mythe répandu par les consommateurs, la marijuana est bel et bien toxicomanogène, car il s'agit d'une drogue psychotrope qui altère l'humeur et agit sur le système de récompense du cerveau. Pour parler simplement, chez bien des consommateurs, la marijuana est une source de plaisir, qui libère de la dopamine dans le système de l'utilisateur. La dopamine est un neurotransmetteur chimique qui dit au consommateur : « Ça, c'est bon, refais-le. » Ce message se transforme en un état de manque et un désir de répéter l'expérience. D'après Victoria L. Creighton, directrice clinique de l'Institut Pine River, un centre de traitement des jeunes aux prises avec des problèmes de dépendance : « La plupart des ados croyaient que la marijuana était une substance inoffensive, "pas vraiment un problème", jusqu'à ce qu'ils soient allés trop loin. Notre expérience nous a appris que la consommation précoce et fréquente de cannabis a plusieurs conséquences négatives pour les jeunes, en particulier sur le plan de la maturité émotionnelle. »

Un marché contrôlé par l'État

Voilà donc le défi à relever par le gouvernement dans la campagne qu'il se prépare à lancer pour sensibiliser les jeunes aux effets de la consommation de marijuana dans un Canada où elle sera légalisée. Du point de vue du premier ministre Justin Trudeau, les statistiques indiquent que les jeunes fument déjà de l'herbe et que la légalisation du cannabis devrait rendre sa consommation plus sécuritaire : « Nous savons qu'à l'heure actuelle, les mineurs ont plus facilement accès à la marijuana au Canada que dans pratiquement tous les autres pays du monde. » M. Trudeau croit que la légalisation permettra à l'État de contrôler la quantité de cannabis sur le marché et sa qualité. Il espère couper l'herbe sous le pied des trafiquants et faire de la vente et de la distribution de marijuana un monopole public. En fait, les libéraux s'en font si peu au sujet de la légalisation qu'ils vont jusqu'à décriminaliser la possession : les jeunes de 12 ans et plus peuvent posséder jusqu'à cinq grammes et les adultes d'au moins 18 ans, jusqu'à 30 grammes, sans être accusés d'infraction à la loi.

Dans l'intervalle, la campagne de sensibilisation devrait débuter au printemps 2018, ce qui est très tard, selon bon nombre de critiques. Les libéraux savaient que la légalisation allait découler de leur élection à l'automne 2015. Ils comptaient peut-être sur des groupes comme Jeunesse sans drogue Canada pour s'occuper de la campagne d'éducation du public en leur nom. Quoi qu'il en soit, le gouvernement doit assumer la responsabilité d'un calendrier de légalisation de la marijuana qui, jusqu'ici, n'a guère mis l'accent sur l'éducation des jeunes.

Néanmoins, le pays n'est qu'à quelques mois de la légalisation. Le gouvernement espère qu'une société de marketing innovatrice remportera l'appel d'offres pour l'éducation du public et présentera un programme touchant aux thèmes essentiels : les risques de la consommation de cannabis et ses effets sur le développement du cerveau. Ce programme pourrait se concrétiser sous forme de publicité, de concerts ou de festivals visant directement à faire comprendre aux jeunes dans quoi ils s'embarquent quand ils choisissent de fumer de l'herbe. ♣csc



Additional information:

Cannabis slang – marijuana, bud, blunt, chronic, dab, dope, ganja, green, hash, herb, joint, loud, Mary Jane, mj, pot, reefer, shatter, skunk, smoke, trees, wax, weed.



Short term effects of pot use

- ✦ feeling happy, relaxed
- ✦ increased sociability
- ✦ heightened sensations
- ✦ problems with memory and learning
- ✦ distorted perception, impaired thinking
- ✦ paranoia
- ✦ body tremors, loss of motor control, increased heart rate, panic attacks



Long term effects of pot use

- ✦ changes in thoughts, feelings and behaviours
- ✦ regular pot use by youth can increase the likelihood of psychosis or psychotic episodes by up to 40%
- ✦ If a person comes from a family with a history of mental illness, marijuana can trigger an increase in things like anxiety and depression - and even schizophrenia
- ✦ regular use is linked with poor grades and a decrease in cognitive ability
- ✦ regular use by youth can restrict or impair the development of the pre-frontal cortex (the part of the brain dealing with impulse control, working memory, planning, problem solving, and emotional regulation)

(Source: Drug Free Kids Canada)



Renseignements supplémentaires :

Le jargon du cannabis – marijuana, bat, beu, canna, chanvre, dope, fumette, ganja, hasch, herbe, joint, mari, marie-jeanne, pétard, pot, shit, sinsemilla, space cake.



Effets à court terme

- ✦ Sentiment de plaisir, de détente.
- ✦ Sociabilité accrue.
- ✦ Sensations exacerbées.
- ✦ Problèmes de mémoire et d'apprentissage.
- ✦ Distorsion de la perception, faculté de réflexion affaiblie.
- ✦ Paranoïa.
- ✦ Tremblements, perte du contrôle moteur, accélération du rythme cardiaque, crises de panique.



Effets à long terme

- ✦ Évolution des pensées, des sentiments et des comportements.
- ✦ La consommation régulière de marijuana par les jeunes peut provoquer une augmentation du risque de psychose ou d'épisodes psychotiques pouvant atteindre 40%.
- ✦ Chez les personnes ayant des antécédents familiaux de troubles mentaux, la marijuana peut déclencher une augmentation du risque d'anxiété, de dépression et même de schizophrénie.
- ✦ La consommation régulière est associée à l'insuccès scolaire et à une baisse des capacités cognitives.
- ✦ La consommation régulière chez les jeunes peut restreindre ou compromettre le développement du cortex préfrontal, la région du cerveau qui est le siège du contrôle des impulsions, de la mémoire de travail, de la planification, de la résolution de problème et de la régulation des émotions.

(Source : Jeunesse sans drogue Canada.)

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Common Therapeutic Practices in **Youth Mental Health**

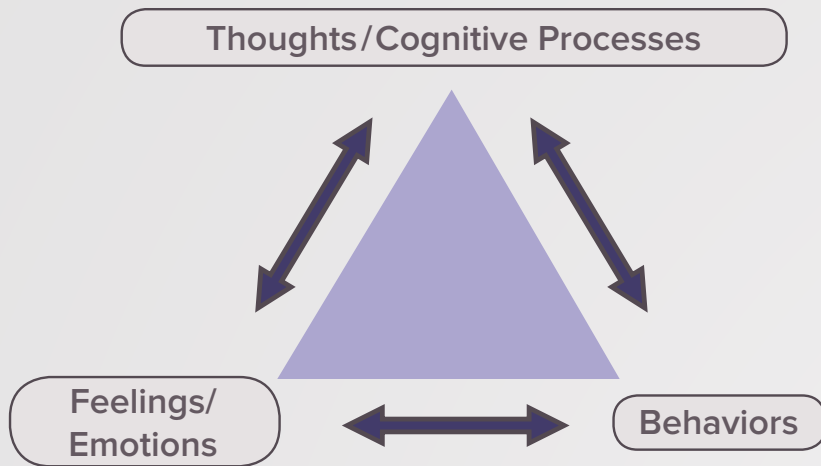
By Laura Hamilton



©GettyImages/wildpixel

As school counsellors, we want to foster the health and wellness of youth to whatever degree we can. We want to see them succeed, and help them tackle the issues that may be holding them back. When it comes to mental health, this can be difficult at times, as school counsellors typically have neither the training, nor the mandate to engage in mental health therapy with our students. Sometimes youth are engaged with therapists outside the school, and it can be helpful for school counsellors to have an understanding of the work that they are doing, in order to support and reinforce that work at school. At other times, if a youth is not engaged in therapy, it might be useful to have a basic understanding of some therapeutic practices in order to build up our toolkit of helpful strategies and learn new ways of talking to youth about their difficulties.

When we refer to therapy for mental health, we are most often talking about “talk therapy” - specifically therapy where a youth learn to talk through their struggles and use language to explore their feelings. While certainly not the only form of therapy, many types of “talk therapy” are highly effective in treating issues such as depression and anxiety, and in changing the perspectives and behaviour of youth.



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Cognitive Behaviour Therapy

Cognitive Behaviour Therapy (CBT) is probably the most common type of therapy used with youth when it comes to mental health, and may be the one school counsellors are already the most familiar with. CBT is rooted in the theory that our feelings arise out of maladaptive thought patterns, and that by changing our ways of thinking (and shifting our behaviours), we can increase our mood or decrease our anxiety and distress. CBT has been found to be very effective with Depression and Anxiety, but is also often used with symptoms of eating disorders, phobias, anger issues, substance use, and trauma.

Youth are taught first to become aware of the thoughts they have, to articulate them, and to reflect on whether or not they are helpful. A youth will learn to identify distorted thinking patterns, for example:

- **Black-or-White thinking**
"If I'm not perfect, then I'm a failure"
- **Overgeneralization** *"nobody likes me"*
- **Jumping to conclusions**
"My boyfriend is talking to that girl - he must be cheating on me!"
- **Catastrophizing** *"If I fail this test, I'll never get into university"*
- **Mind reading** *"I saw how she looked at me... she must hate me"*

Once they have learned to identify distorted thinking patterns, CBT teaches youth to challenge the negative thoughts with more realistic ones, or to reframe situations in a more helpful, effective light.

CBT also teaches strategies such as muscle relaxation and deep breathing to help youth become more aware of their body and physical reactions. While relaxation strategies will not make anxiety or depression disappear, they will help increase a youth's ability to ride out their feelings and more effectively engage their rational brain.

CBT treatment will generally occur over a period of 8-20 sessions. It is a very practical therapy, and can be used even with very young children.

Mindfulness

Mindfulness-based therapies have gained in prominence in the last decade, and may also be very familiar to school counsellors. The practice of mindfulness is rooted in the belief that much of our distress comes from placing too much focus on what has happened in the past, or what might happen in the future, rather than focusing on the present. As well, we become distressed when we judge ourselves harshly. Mindfulness teaches youth that they can decrease their distress by learning how to focus on the present moment, and by accepting the moment (and themselves) with a lack of judgment. Mindfulness can be taught in a therapeutic context, but also in classrooms, and other less formal environments. Mindfulness is appropriate for all ages, and is even used with children as young as 2-3 years of age. Mindfulness skills can be highly effective on their own, but are also often taught alongside (or as a component of) other therapies.

Dialectical Behaviour Therapy

Dialectical Behaviour Therapy is a type of Cognitive Behavioural Therapy that teaches youth how to manage difficult emotions and have more effective interpersonal relationships. It is typically recommended for those youth who have already tried other types of therapies, but who have not seen a significant improvement in their lives or functioning. It is used most often with youth who display chronic suicidal thoughts or self-harming behaviour, impulsive risk-taking behaviour, difficulty maintaining relationships, substance use, or eating disorders. The "Dialectical" in DBT can be confusing as it is not a commonly used word, but essentially means coming to a place of balance between two things that are seemingly opposite - for example, accepting who and where you are and seeking to change. It can be thought of as moving from a framework of "either/or" to a framework of "both/and".



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DBT is typically broken down into the acquisition of 4 different types of skills:

- **Mindfulness** - How to be present in the moment, fully, and without judgement
- **Emotional Regulation** - Moving away from the intense highs and lows of emotion, and finding ways to bring oneself back to a more stable emotional middle-ground
- **Interpersonal Effectiveness** - How to establish positive, healthy, and effective relationships and interactions with others
- **Distress Tolerance** - How to ride the wave of difficult emotions, and get through them without resorting to unhealthy or harmful behaviours

DBT is not a brief therapy, and typically lasts at least 6 months. Youth who are engaged in a DBT program will typically be involved in both individual therapy as well as a skills group. Parents are often included in the therapy as well.

An advertisement for the University of Guelph's Business program. At the top, a group of diverse young people (men and women of various ethnicities) are smiling and holding up blue and silver medals. Below them, the text "Business at GUELPH" is written in a large, white, sans-serif font. Underneath that, the text "CHANGE THE BUSINESS WORLD" is written in a bold, blue, sans-serif font, with a yellow double arrow pointing to the right. Below this, "Bachelor of Commerce" is written in a smaller, blue, sans-serif font. At the bottom left, there is a black square with the University of Guelph logo in white. At the bottom right, the text "College of Business + Economics" is written in a bold, black, sans-serif font, with a plus sign between "Business" and "Economics". Below this, a yellow banner contains the text "Discover us at:" in black. At the very bottom, the website address "www.uoguelph.ca/business" is written in a black, sans-serif font.



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“... by **changing** our ways of **thinking** (and **shifting** our **behaviours**), we can **increase** our mood or **decrease** our **anxiety** and **distress.**”

Interpersonal Psychotherapy

Although Interpersonal Psychotherapy (IPT) has been modified for use with a variety of issues, it is primarily intended for the treatment of depression. It focuses on our relationships, our life transitions, and the way we relate to others. It is premised on the theory that while a youth's relationships will not cause depression, depression occurs in an interpersonal context - a youth's relationships will affect, and be effected by, depressive symptoms. IPT teaches youth to identify links between their emotions and the events/relationships in their lives. IPT will also teach youth to identify more effective ways of communicating or expressing themselves with others. IPT can vary in length, but typically comprises a fairly structured 12 -16 week course.

Emotion-Focused Therapy

Emotion-Focused Therapy (EFT) is more commonly used in family therapy or couples therapy, but can also be used individually with youth. It focuses on how a youth experiences and deals with their emotions, and is premised on the theory that much of our distress comes when we avoid or distance ourselves from our emotions. It might be used to address symptoms of depression, trauma, substance use or eating disorders.



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Family Therapy

Family therapy is not designed to treat a particular mental health concern, but can sometimes be a very helpful option for a youth who is struggling. When a youth is in individual therapy, their family may be engaged by the therapist to support them in some way, or to reinforce skills and strategies that they are learning. In family therapy, however, the “client” is the entire family, not just the youth. Family therapy looks at the roles that each family member plays, and the systems that are in place within the family, and then seeks to understand how these roles and systems contribute to the health or distress of the family members. It is not uncommon for a youth to be engaging in one of the individual therapies above, while also engaging in family therapy with their parents and siblings. One will help the youth learn skills to better tackle the issues in their life, while the other may help the youth’s family live together more supportively and cohesively. ♣csc



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For more information on these therapeutic practices, counsellors can refer to these helpful links:

Kelty Mental Health: <http://keltymentalhealth.ca/types-of-therapy>

Mindfulness: <http://mindfulnessforteens.com>

CBT: www.anxietybc.com/help-resources/cbt/self-help-cognitive-behavioural-therapy

DBT: <https://childmind.org/article/dbt-dialectical-behavior-therapy/>

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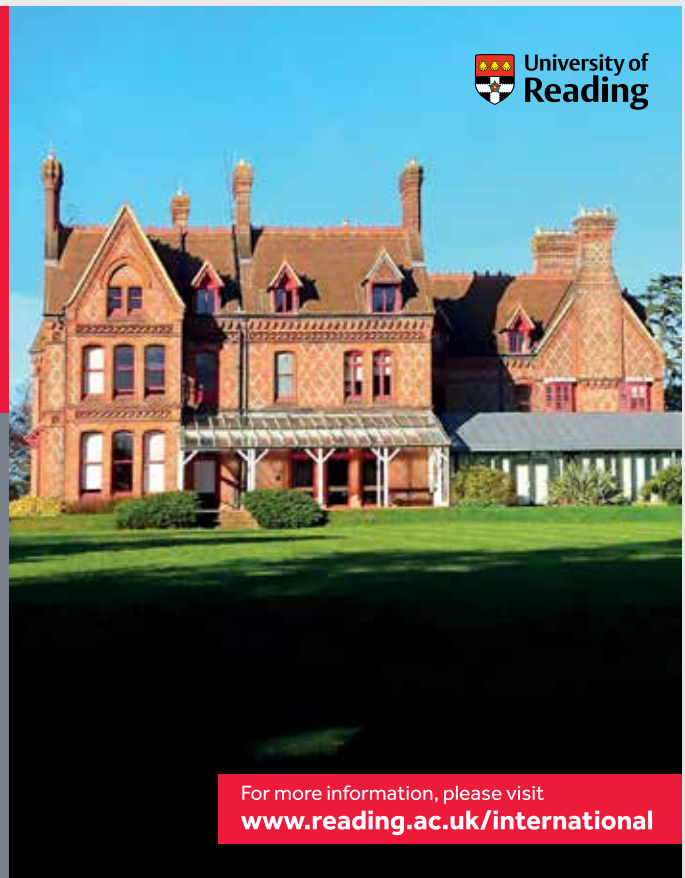
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Olympian and Scholar

Joannie Rochette – Her Path to Success:
The Athletic and Academic Journey

Courtesy of Joannie Rochette



Courtesy of Skate Canada / Gerard Chataigneau



Courtesy of McGill University Faculty of Medicine
Photo by: Owen Egan



At McGill's White Coat Ceremony this fall, Rochette marked the beginning of her Med 2 year with Dr. Donald Boudreau, MD, a core member of the McGill Centre for Medical Education.

School. Study. Sleep. Repeat.

That basically sums up figure skater Joannie Rochette's routine since she traded her jetsetter lifestyle and the ice show spotlight for a decidedly less glamorous, but no less desirable pursuit. Many Canadians will remember Rochette as the young woman who stoically took the ice at the 2010 Olympic Games in Vancouver and won the bronze medal for Canada, just days after her mom Thér se died unexpectedly of a heart attack. A decade on from that bittersweet culmination to her competitive career, Rochette expects to become Dr. Joannie Rochette, MD, when she graduates in 2020 from McGill University's Faculty of Medicine.

While Rochette's lofty academic goal will come as a surprise to many, those closest to her know she was always a top-flight student who put as much emphasis on succeeding academically as she did on excelling on the ice, even in high school. "School was very important to me. Back then, skating was important but I didn't think I'd make a living out of it. It was just a hobby and I always knew I needed a real job after skating. "You never know how things will work out in sport. Only a few figure skaters can make a living from the sport, so it's important to have a plan B," Rochette advised.

Olympienne et étudiante

Le parcours de **Joannie Rochette** – ou comment la vie après le sport se prépare sur les bancs d'école

By/Par Laurie Nealin



Courtesy of Skate Canada / Gerard Chataigneau



Courtesy of Joannie Rochette



Aller en classe. Étudier. Dormir. Répéter.

Voilà en gros à quoi ressemble le quotidien de Joannie Rochette depuis qu'elle s'est éloignée du feu des projecteurs et de sa vie de star du patinage artistique pour se consacrer à un projet résolument moins glamour, mais non moins inspirant. Pour bien des Canadiens, Joannie Rochette restera à jamais celle qui s'est présentée stoïque sur la glace aux Jeux olympiques de Vancouver de 2010, pour remporter la médaille de bronze quelques jours seulement après le décès subit de sa mère, Thérèse, emportée par un infarctus. En 2020, soit dix ans après ce point culminant doux-amer de sa carrière compétitive, Joannie Rochette l'athlète compte bien devenir Dre Joannie Rochette, diplômée de la Faculté de médecine de l'Université McGill.

Cet ambitieux objectif professionnel en étonnera plus d'un, mais les proches de Joannie savent que cette élève modèle a toujours accordé autant d'importance à sa réussite scolaire qu'à ses performances sur la glace, même au secondaire. « À cette époque, l'école était très importante pour moi. Le patin aussi, mais je ne me voyais pas en vivre. C'était un loisir et je savais qu'il me faudrait un vrai travail plus tard. On ne sait jamais comment les choses vont tourner dans le sport. Seuls quelques patineurs artistiques réussissent à vivre de leur discipline, alors il faut un plan B », dit-elle.




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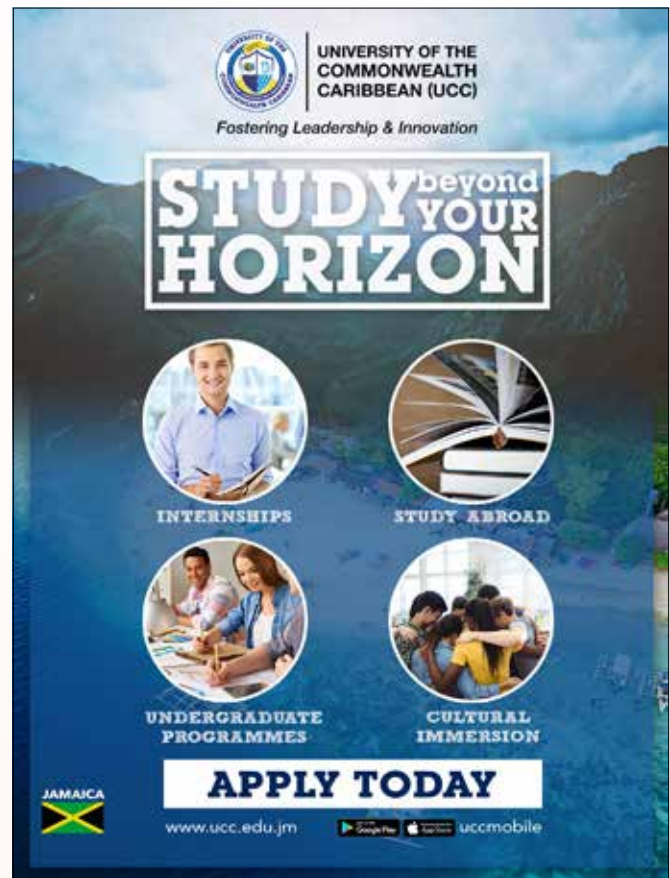
“It was quite motivating to walk into the school to see the pictures of all your idols, Olympic medallists on the wall.”




©GettyImages/jameslee1


As it turned out, the the six-time Canadian champion and 2009 world silver medalist did land among the elite group of figure skaters able to earn a good living from their sport, performing in ice shows and competing in invitational events. “Without really realizing it, that had become my job and, at one point, I said ‘You know, I want something else out of life. When I’m 50, I don’t see myself doing that anymore,’” said Rochette, who applied in 2015 to do the one year of medical preparation studies required to qualify for medical school in Quebec.


As an athlete, Rochette developed a keen interest in anything related to anatomy. “Because we worked with our bodies so much, I was fascinated by the human body. I always wanted to (go to medical school) even before my mom passed away. “Of course, I have a bit more interest in cardiology now. I wanted to understand what happened to my mom but, at the same time, I don’t think I’ll end up doing cardiology. We’ll see,” said Rochette, now 31 and in her second year of the medical program at McGill.






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« Sur les murs, il y avait toutes ces photos de nos idoles, médaillés olympiques, qui avaient fréquenté l'école avant nous. C'était très motivant. »

Finalement, celle qui fut six fois championne canadienne et médaillée d'argent aux championnats du monde de 2009 a fait partie de ce groupe sélect de patineurs artistiques qui parviennent à bien vivre de leur sport, en participant à des tournées de spectacles sur glace et à des compétitions internationales sur invitation. « Un peu sans que je m'en aperçoive, c'était devenu mon travail et un jour je me suis dit "je veux faire autre chose dans la vie, je ne patinerai plus à 50 ans" », raconte-t-elle. En 2015, elle s'est donc inscrite au programme préparatoire d'un an qui devait précéder son admission à l'école de médecine.

Comme athlète, elle a développé un vif intérêt pour tout ce qui concerne l'anatomie. « Dans le sport, on travaille tellement de choses physiquement, j'étais fascinée par le corps humain. Je rêvais d'étudier la médecine bien avant la mort de ma mère. Bien sûr, la cardiologie m'intéresse un peu plus aujourd'hui. J'ai voulu comprendre ce qui était arrivé à ma mère. Mais je ne pense pas finir cardiologue. Enfin, on verra... » À 31 ans, elle en est à la deuxième année du programme de médecine à McGill.

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Juggling priorities

An international competitor since her early teens, Rochette learned early on how to balance skating and school, although she admits it was stressful juggling the demands of both.

Necessitated by her talent and training needs, Rochette moved twice during her high school years. She relocated from her hometown of Berthierville, Que., to attend sport-academic programs, first at a high school near Trois-Rivières and then another in Montreal.

During that time, Rochette won the Canadian titles at both the novice and junior levels and competed at the junior and senior world championships. She figures it would have been easier to do her studies at home through correspondence, but she didn't want to miss the high school experience. "I really cherish my high school years and going to a regular school, even though it was a sports school. That social interaction with other kids every morning was important for me."

Rochette's alma mater in Cap-de-la-Madeleine caters to students who have a burgeoning talent and want to devote more time to it - whether in music, sports or languages. She points out that a multiple-specialty school is more viable for a smaller community than a sports-only program would be.

Attending classes in the morning, Rochette then was bussed to her figure skating training facility. She followed a condensed timetable - five math classes each week instead of six - and was exempt from phys ed, given she trained on and off the ice several hours each day. "We didn't go to school in the afternoon,

Rochette visited Ghana this past July as an ambassador for Right to Play, an international organization that uses the transformative power of play to improve education outcomes for children. Her first trip with RTP was to Rwanda in 2013.

Apprendre à jongler avec les priorités

Entrée dans le circuit des compétitions internationales dès le début de l'adolescence, Joannie a dû apprendre tôt à concilier le patin et les études et reconnaît que de composer avec les exigences des deux était stressant.

L'ampleur de son talent et ses besoins de formation l'ont menée à déménager deux fois durant ses études secondaires. Elle quittera ainsi sa ville natale de Berthierville, au Québec, pour fréquenter des écoles offrant des programmes sport-études, dans la région de Trois-Rivières, puis à Montréal.

Au cours de cette période, Joannie a remporté les titres novice et junior des Championnats canadiens et a concouru aux Championnats du monde junior et senior. Il aurait été plus simple pour elle de faire ses études par correspondance, mais elle ne voulait pas être privée de l'expérience du secondaire. « Je chéris le souvenir de ces années et suis tellement heureuse d'avoir fréquenté l'école normalement, même si c'était dans un programme sport-études. Cette interaction avec d'autres jeunes chaque matin, c'était important pour moi. »

Son alma mater de Cap-de-la-Madeleine accueille des élèves particulièrement doués pour la musique, le sport ou les langues et qui souhaitent s'y consacrer de façon soutenue. Joannie note qu'une telle offre multidisciplinaire est plus viable dans une petite municipalité qu'une plateforme exclusivement sportive.

Joannie et les autres patineurs allaient en classe l'avant-midi, puis étaient transportés par autobus jusqu'au centre où ils s'entraînaient. Ils avaient un horaire comprimé - en mathématiques, par exemple, ils voyaient la matière en cinq cours par semaine plutôt que six - et était

Joannie Rochette s'est rendue au Ghana en juillet dernier à titre d'ambassadrice pour Right to Play (RTP), une organisation internationale qui mise sur le potentiel du jeu pour améliorer la réussite scolaire des enfants. Sa première mission pour RTP remonte à 2013, au Rwanda.



but there were teachers available so if you missed a week for competition, you could stay at school and catch up the week that you were back. "You would also get work in advance of when you were leaving to help you prepare for an important exam," she recalled.

With her subsequent move to École secondaire Antoine-de-Saint-Exupéry in Montreal, even more resources were available, including the best off-ice trainers and physiotherapists.

And better yet, the rink was next door. During breaks from training, Rochette could walk back to school to meet with teachers when she had questions about an assignment. "It was quite motivating to walk into the school to see the pictures of all your idols, Olympic medallists on the wall," said Rochette who, by that time, was competing often at events around the world. "The teachers knew we were missing school - not because we weren't motivated, but because we had competition. They were really keen on helping us when we were there."

exemptés des cours d'éducation physique puisqu'ils s'entraînaient plusieurs heures par jour, sur glace et hors glace. « Nous n'allions pas à l'école l'après-midi, mais des enseignants étaient là pour nous; si nous manquions une semaine en raison d'une compétition, nous pouvions rester à l'école après les classes pour nous rattraper la semaine suivante. On nous donnait aussi des travaux avant notre départ, pour nous aider à nous préparer pour des examens importants », se souvient-elle.

Plus tard, à l'École secondaire Antoine-de-Saint-Exupéry, à Montréal, Joannie a bénéficié de ressources additionnelles, dont l'encadrement des meilleurs physiothérapeutes et entraîneurs hors glace.

Mieux encore, la patinoire était à deux pas de l'école – l'idéal pour revenir demander des explications sur un devoir, au besoin, entre deux entraînements. « Sur les murs, il y avait toutes ces photos de nos idoles, médaillés olympiques, qui avaient fréquenté l'école avant nous. C'était très motivant. » À cette époque, Joannie concourrait souvent à l'étranger. « Les enseignants savaient que nous allions manquer des cours à cause de compétitions – pas par manque de motivation. Ils faisaient tout pour nous aider quand nous étions là. »

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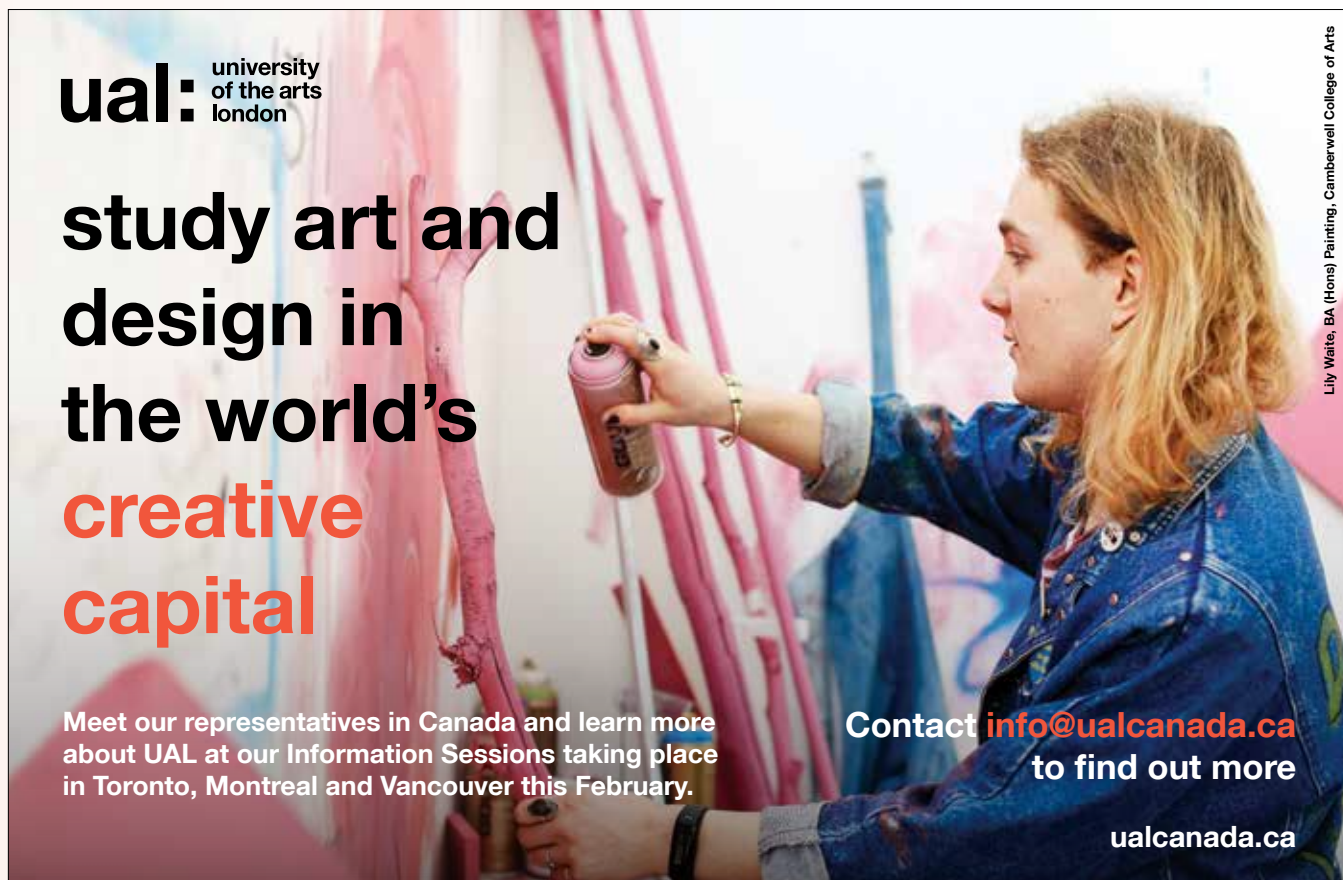
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If problems arose, Rochette and her fellow student-athletes counted on Ralph Bitton, then director of the sport-études (sport-academic) program, to offer help. "He was very good at managing our schedule and if we had any trouble with a teacher, he would come and explain the situation. If we had a plane to take at the end of the day, we could leave our suitcase in his office. Little things like that. "For students who had difficulty, he would meet with them one-on-one. It's hard to connect with high school kids sometimes, but he was really good at connecting with us and understanding our reality. That was very comforting."

An athlete's exam could be rescheduled if travel schedules interfered, but Rochette said it was challenging to keep up with her studies nonetheless. Students were required to maintain a 75% average to remain in the program.

Away at competitions, Rochette had to dig deep to find the motivation to go back to her hotel room and study while older skaters who had finished high school headed out for dinner, to sightsee or party. She remembers doing her best studying on the airplane en route to and from competitions when she could focus free from distraction. "Sometimes I would do eight hours straight of homework. When you're in high school that goes a long way to getting caught up. Still, that was added pressure. School, to me, was always a bit stressful because of the grades. "To make it to med school, I had to do really well, so I did my CEGEP (Quebec's pre-university college



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Lily Waite, BA (Hons) Painting, Camberwell College of Arts

Résister aux tentations

En cas de problèmes, les étudiants-athlètes pouvaient compter sur le directeur du programme sport-études, Ralph Bitton. « Il faisait une excellente gestion de notre horaire et, au besoin, venait expliquer une situation à un enseignant. On prenait un vol en fin de journée? On pouvait laisser nos valises dans son bureau – ce genre de choses. Il rencontrait individuellement les élèves qui avaient des difficultés. Il peut être difficile de tisser des liens avec des adolescents; M. Bitton y excellait et comprenait notre réalité. C'était très rassurant. »

En cas de conflit d'horaire, l'examen d'un athlète pouvait être déplacé. Le programme n'en demeurait pas moins exigeant. Les élèves devaient y maintenir une moyenne d'au moins 75%.

En compétition, Joannie devait aller puiser loin la motivation de retourner étudier à l'hôtel alors que d'autres patineurs, qui avaient fini leurs études secondaires, sortaient ensemble manger, faire des visites ou faire la fête. L'endroit où elle étudiait le mieux, c'était dans l'avion, avant et après les compétitions, parce qu'elle pouvait s'y concentrer sans distractions. « Je pouvais parfois faire des travaux pendant huit heures d'affilée. Au secondaire, vous en faites beaucoup en huit heures. Mais ça restait un surcroît de pression. Pour moi, l'école a toujours été un peu stressante, à cause des notes à maintenir. Pour être admise en médecine, je devais avoir d'excellents résultats. C'est pourquoi j'ai fait mon cégep [études collégiales préuniversitaires au Québec] à temps partiel. Pendant les saisons olympiques [2009-2010, de même que 2005-2006, où elle s'est classée 5e], j'ai interrompu mes études pour me concentrer sur le patin. Quand

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program) part-time. In Olympic seasons (2009-10 and 2005-06, when she ranked 5th), I didn't go to school at all so I could focus on skating. "When I did do both, I was so tired at the end of the day and stressed out. But, at the same time, I don't regret it. It felt like I had a balance in life. I had interest in something other than skating," added Rochette, who was recently named to Skate Canada's Hall of Fame.

For the first time since she was a little girl, this year Rochette relegated figure skating to the back burner. Not even the upcoming 2018 Winter Olympics in South Korea will keep the veteran of three Olympic Games - she worked as a broadcaster in 2014 in Sochi - from her medical mission. Rochette, the scholar, is chasing a different dream now. ♣csc

je faisais les deux, je finissais mes journées tellement fatiguée et stressée. Mais je ne regrette pas d'avoir alterné entre sport et études. J'avais le sentiment d'avoir une vie équilibrée; j'avais de l'intérêt pour autre chose que le patin », ajoute celle qui était récemment intronisée au Temple de la renommée de Patinage Canada.

Cette année, pour la première fois depuis sa tendre enfance, Joannie Rochette a véritablement relégué le patinage artistique à l'arrière-plan. Même les Jeux olympiques d'hiver de 2018, en Corée du Sud, ne réussiront pas à détourner la double médaillée olympique – et commentatrice aux Jeux de Sochi de 2014 – de sa mission médicale. Joannie Rochette, l'étudiante, poursuit désormais un nouveau rêve. ♣csc

An Olympian's advice for student-athletes

Are there student-athletes at your school who consider excelling in sport more important than succeeding at school? If so, Joannie Rochette suggests they stop to consider:

- ✓ There are no guarantees in sport. An injury can end your athletic career at any time.
- ✓ You can develop other skills and interests in parallel with sport.
- ✓ A lot of what you learn in sport can be applied to help you succeed in school.
- ✓ Academic accomplishments are protective against the difficult transition that follows retirement from a sports career.
- ✓ It's difficult to go back to school when you're older. It's easier stay in school now.
- ✓ Sport might be a big part of your life now, but will you still be able to do that when you're 50? Think about life after sport.

Conseils d'olympienne aux étudiants-athlètes

Connaissez-vous des étudiants-athlètes pour qui l'excellence sportive passe avant la réussite scolaire? Joannie les invite à prendre le temps de réfléchir à ce qui suit :

- ✓ Il n'y a pas de garanties dans le sport. Une blessure peut mettre fin à votre carrière d'athlète à tout moment.
- ✓ Rien ne vous empêche de développer d'autres habiletés et intérêts parallèlement au sport.
- ✓ Une grande partie de ce que vous apprenez dans le sport peut vous aider à réussir à l'école.
- ✓ Les acquis scolaires jouent un rôle protecteur pendant la transition difficile qui suit la fin d'une carrière sportive.
- ✓ Il est difficile de retourner aux études quand on a vieilli. Le mieux, c'est de poursuivre vos études maintenant.
- ✓ Votre sport occupe une grande place dans votre vie aujourd'hui. Mais le pratiquerez-vous encore à 50 ans? Réfléchissez à la vie après le sport.

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Advising Students on Post-Secondary Options

9 Tips for Guidance Counsellors

By Anna Candido, Assistant Registrar,
Communications, University of King's College

This article has been modified from the original which appears on www.ukings.ca.

Choosing the right post-secondary option is an important decision that impacts students' most formative years.

Ally Read, the Director of University Guidance at Armbrae Academy, a primary-to-12 school in Halifax, and Yolana Wassersug, University of King's College Assistant Registrar of Recruitment, share nine helpful tips to support young people through the significant process of transitioning from high school to university or college.



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1 Let the student lead.

Students (who inevitably must live with the decision) should lead the process. Getting an outside opinion can help—whether that’s an academic counsellor, private consultant, family member or friend who can offer unbiased advice. A neutral, informed second opinion helps to round out conversations about students’ choices.

2 Encourage students to begin considering schools and programs early.

Researching schools and asking questions in grade 11 help alleviate pressure when students begin sending in applications in grade 12. Those who rush through the process can find themselves in schools or programs that aren’t quite the right fit, Read observes. Doing research and asking important questions earlier will allow students to make decisions under less pressure.

3 Ask: what do you like and what are you good at?

From there, ask an associated series of questions, advises Read. She starts with: where do your interests and abilities cross paths? What makes you feel good, engages you, and piques your curiosity? Where do you find success or feel a sense of achievement?

For grade 11 students, Read likes to start with more general questions: what are your interests? What are you fascinated by or concerned with? What do you spend your time doing? What excites you? Asking follow-up questions that look for patterns and underlying feelings behind their answers, is usually a great starting point for connecting the dots.

4 Start conversations about money/budgets early.

Wassersug suggests that price points are important factors when considering schools, but should not necessarily be the starting point of the conversation. Asking the above questions is a great way to think meaningfully about what a student wants out of their education, and to make sure you are making sustainable investments in education.

Grade 11 is a great time to begin having conversations about how to finance a student’s education. They may find they can use the summer after grade 11 to work and save up for the program of their dreams.

Read helps her students think about finances by getting them to create a budget. Students are asked to consider what their sources of income will be, and then compare that with the costs of education—tuition, fees, school books or supplies, cost of living or residence, groceries or meal hall, transportation, etc.

Discussing money in a realistic and constructive way can also help students see the value and importance of seeking out and applying for scholarships. Not only does this require planning ahead to stay on top of deadlines, obtaining reference letters, and meeting scholarship requirements, but most scholarships take into account a student’s involvement and contributions over time. Starting to volunteer and be involved in October of Grade 12—when a student realizes there are scholarships on the horizon that consider those contributions—is not the best way to approach earning scholarship money. Likewise, jumping into 20 activities on a superficial level is not ideal either. Students should look for meaningful ways to contribute to their schools and wider communities, and follow through on their commitments to give back.

5 Dispel myths.

Societal myths such as, “To be a doctor, I need to have an undergraduate science degree,” and “An Arts degree will only lead to a job as a barista,” can cloud students’ judgment about how to choose the right post-secondary option.

Read says, “Don’t assume anything. Don’t assume one undergraduate degree will create a direct path to anything. If you’re not finding success in your studies, and you’re not interested in the material, you’re not going to get the grades needed to get into law or med school, so don’t go into science if you want to spend your time learning music.”

Be honest and ask questions: what do you like to read? What instrument have you always wanted to play? Do you want to play sports or join a theatre society? These help students choose an option that they can put their heart into.

6 Don't focus solely on careers as the end goal of education.

Young people do need to learn about career options, but when they focus narrowly on one career path and lining up all their educational decisions in relation to that career, planning for education gets stressful. Taking steps one at a time reduces stress and makes for a more open process that students are ultimately happier with.

When conversations about happiness are defined only by money, it can narrow the conversation. In these instances, students will focus on the few professional careers they know about—lawyers, doctors, and engineers. This is an incredibly limited vision of the world of work, especially today with new technologies and rapidly changing forms of work.

Speaking with the Times Higher Education in February 2017, Dean of IE Business School, Martin Boehm said, “We [will] see significant changes in labour markets of the future... Eighty percent of jobs that will exist in 2025 don't exist today.” Boehm suggests, “One thing that's always going to be important is critical thinking skills, the ability to solve complex problems...having this cognitive flexibility is absolutely key to adapting.” Further, he notes that communication, teamwork, and intrapersonal and interpersonal skills are critical for the future of work.

7 When researching schools, look at more than just the academic programs.

Wassersug suggests that when you help a student research a school, remind them to explore more than just the program options. Check out what supports and services are available, the clubs and societies on campus, and places or groups beyond the classroom. Read adds that students should visit campus to get a feel for it. Attending open houses or going on a road trip to tour campuses with a parent can illuminate whether a school should be on a student's list of places to apply to—or not, which is just as valuable.

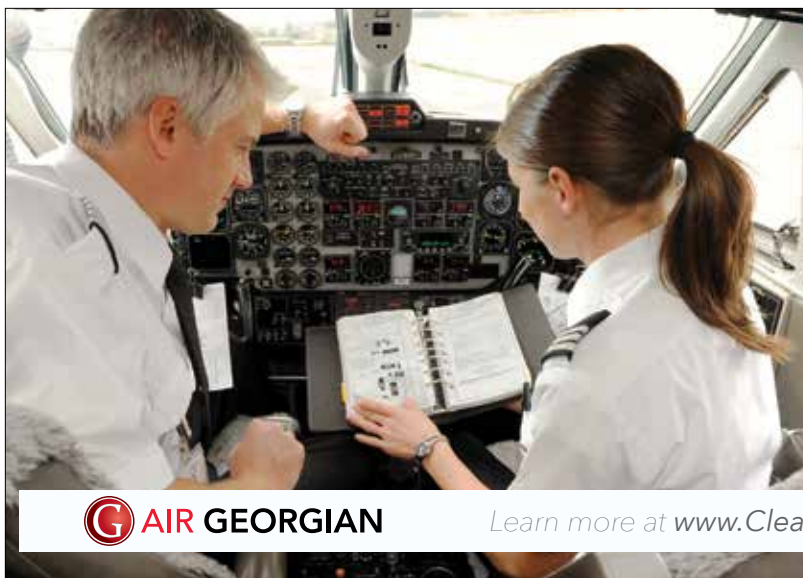
8 Teach students to be self-advocates.

Teach teens to make phone calls and send emails inquiring about the programs, services, and clubs that they're interested in. This experience will lay the groundwork for when they actually begin university or college and need to do more advocating for themselves.

Accessibility centres for students with disabilities or learning differences are a key resource to access in the spring or summer before a student starts their studies. Getting these supports in place before they arrive in September will go a long way in ensuring their success in the first term of post-secondary studies. Students need to be the leader in this process!

9 Access resources.

With so much information online, students can learn not just about schools and programs, but also find admissions processes, timelines and helpful resources online. You can follow guidance counsellors' Facebook pages, Twitter accounts, blogs, or pages on their school websites. ✨csc



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Not Exactly as Seen on TV

By Jackie Fritz

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You're out for a walk in the woods one spring afternoon and up ahead, just off the trail you notice something that looks out of the ordinary. You decide to investigate and carefully make your way through the brush. Bending down to peer more closely at the object you suddenly realize with shock and horror that you've stumbled across a human skull. With shaking hands, you pull out your phone and call 9-1-1. And that's where forensic science comes in.

An example straight from the small screen, yes, but it's not quite that simple. Forensics is the use of scientific principles to solve crime. Forensic scientists develop and utilize advanced techniques to study and translate evidence that will be used to help establish the guilt or innocence of the accused in criminal cases, and in civil cases, the use of forensics can aid in identifying and evaluating physical evidence associated with the case.

“students with academic achievements in chemistry, physics and biology, as well as an inquisitive nature, an interest in crime and crime-solving techniques and a desire to help others would be an ideal candidate for a career in the field of forensics.”

Photo Courtesy of Dr. Barbara Hewitt

There are a wide variety of forensic specialties but generally, students with academic achievements in chemistry, physics and biology, as well as an inquisitive nature, an interest in crime and crime-solving techniques and a desire to help others would be an ideal candidate for a career in the field of forensics.

Dr. Barbara Hewitt is an anthropologist who is currently teaching at the university level and also consults with local police and RCMP detachments when they need forensic assistance with cases.









“You have to be patient since lots of the work happens slowly. You have to be detail-oriented. Small pieces of information can be critical in a forensic case and you never really know what’s going to be important until you start putting all of the information together. You must be willing and able to not discuss the work with family and friends. Some can’t do that, and people that talk about cases tend not to last long working with law enforcement. The only time/place you should be talking about what you’ve found is with law enforcement or in the courtroom,” she explains.

There is a need for crime-solving experts in almost every field imaginable including accounting, anthropology, autopsy techniques, DNA analysis, document examination, economics, digital media, engineering, entomology, fingerprinting, linguistics, pathology and toxicology.

Forensic science traditionally includes anthropology (to identify bodies and recover remains), ballistics and firearm identification, chemistry (to determine the substances that make up a particular item), document examination (to compare writing samples, identify ink and imprints), hair and fibre analysis, odontology (to identify bite marks and tooth structure), pathology (to examine samples of body tissues and fluids in the laboratory), serology (to diagnose blood samples for the purposes of establishing immune system response to pathogens or substances) and toxicology (to determine levels of alcohol, drugs or poisons in the system).

The use of forensics is continually changing with advancements in technology and research. Many newer forensic applications being

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utilized today including blood stain pattern identification, biometrics (studying the personal characteristics of suspects that can be used for identification purposes like facial features, fingerprints, handwriting and voice print analysis), botany (can help locate hidden burial sites, link suspects or victims to certain areas, and help investigate drowning deaths by analyzing fluid found in the victims' lungs), cheiloscropy (analysis of lip prints which are unique to every person), entomology (studying insects that inhabit corpses to establish time of death), geology (analyzing rocks, soil, and minerals in an attempt to link a suspect or victim with possible crime scenes), meteorology (to establish if and how weather has affected a crime), nursing (caring for victims and perpetrators of crimes, with special training in injury identification and specialization in legal matters), psychiatry (providing court-ordered assessments to determine whether someone is competent to stand trial, as well as the treatment of accused and convicted criminals) and taphonomy (the study of changes that occur to human remains post-mortem).

"I am a physical anthropologist, specializing in biogeochemistry of human remains," Dr. Hewitt says, "I excavate and analyze human remains from archaeological sites, and look at things like how and when people moved across the land based on the biochemical signatures in their bones and teeth. When doing forensic work, I help law enforcement agencies identify and recover human remains. Most police officers are not trained to tell human bones apart from animal bones, so a lot of what I do is telling them if what they've found is human or not. If it is, I then analyze the bones to see if we can identify the sex, age, and other individuating features. Sometimes, we know who we are looking for but can't find them,

so I'll advise searchers on where they should start based on how a body decomposes and moves once it's disarticulated."

Depending on an individual's interests and preferences, forensic science courses are offered at the college, undergrad and graduate levels at various learning institutions across Canada.

Students wishing to pursue a career in forensic science may have a wide range of employment opportunities, from field work to a laboratory career. Not only can forensic science be used in legal matters, there are also many positions in research, quality control and medical/health applications. Occupations that are laboratory related are some of the fastest growing in the country.

In some cases, a career in forensics will be a full-time occupation but in others, like anthropology for example, it may account for only a portion of one's work.

"In Canada, our crime rate is so low that we have almost no full time forensic anthropologists," says Dr. Hewitt. "We are all anthropologists working at Universities who do forensic work when needed. The RCMP largely have their own forensic units, and it's only when they need anthropological expertise that they ask us to consult with them. Generally, anthropologists who do forensic work don't get paid for those consultations. We are sometimes compensated for court time."

Financial remuneration for forensic work will vary with the extent of expertise required and the level of education obtained by forensic scientists. ✨CSC

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Dans quelles provinces la profession est-elle réglementée? La denturologie est réglementée dans toutes les provinces et tous les territoires canadiens. Elle l'est aussi dans d'autres pays.

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 puis-je aller à l'école pour le programme denturologie? Actuellement, il y a 6 écoles de denturologie au Canada. Les écoles de denturologie qui sont accréditées par le Comité consultatif des programmes et approuvées par l'Association des denturologistes du Canada sont George Brown College (www.georgebrown.ca), Northern Alberta Institute of Technology (de www.nait.ca) et le Collège CDI (www.cdicollege.ca). Non-Accréditées sont Oxford College (www.oxfordedu.ca), Collège Edouard-Montpetit (www.college-em.qc.ca) et Georgian College (www.georgiancollege.ca).

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



Reel Youth

Brining Healing and Hope Through Film Production

By Alison Zenisek



Photos Courtesy of Reel Youth

Reel Youth is a media empowerment project that delivers community development programming to youth across Canada and around the world.

Founded in 2005, the program is meant to give creative voice to young people about the issues that are most important to them. Many of these participants are growing up in communities with social and economic challenges. Through video, photography, music videos, stop motion animation in plasticine, Reel Youth seeks to enable marginalized youth to communicate their vision for a better world. The film production and distribution programs pulled together by these participants and their mentors are intended to create positive growth in their lives. This growth is achieved through technical skill building, leadership training, creative collaboration with peers, and renewed connections to their community and its resources.

The program is free and is a guided creative journey in how to produce short films and an opportunity for young people to produce and distribute short films about what they see are the issues that undermine the possibility of a more just and sustainable world. The process itself is a journey of collaboration and communication between peers, their community, and eventually the world at large.



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“**Articulating** their thoughts and frustrations through the **engaging** and **dynamic** medium of film creates a **path** to **self-discovery.**”

Participants in Reel Youth learn how to tell an engaging story about something that is close to their heart. At the same time, they learn the technical aspects of film production such as camera use, sound, lighting, and editing. Due to time restraints, they also learn to work as a team to produce a film in short order. Finally they are taught how to edit their film by a professional and choose a soundtrack from the organization’s data base of original Canadian music, some of which was produced by youth in previous programs.

The facilitators at Reel Youth are artists in their own right, and are experienced in inspiring and guiding youth through the process of creating media. Trained also as mentors, they facilitate the participants’ best efforts in the creative process, without intruding on their control or

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CHRIS, ASTON GRADUATE,
WORKING AT BMW.



vision for the film. Self-reflection and team building are encouraged. The program provides all the processes and materials required to promote the films at the Reel Youth Film Festivals. The materials include: stickers, posters, handbills, and the DVD of their completed project. All the films are screened as part of each community's film festival. The Reel Youth program engages the participant where they live in the context of their community and seeks to facilitate communication and healing.

The participants learn that media production can be an agent of harm, or at its best, become an agent of healing and understanding. The process of educating the youth in the norms and ethics of media creation equips them with the analytical skills that are invaluable in our society where the negative aspects of internet culture are pervasive. Articulating their thoughts and frustrations through the engaging and dynamic medium of film creates a path to self-discovery. As they learn the skills of good story telling, there is the opportunity to think more critically about the media they consume online. The result is the development of critical thought and the ability to discern the creative over the destructive. Tapping their own thoughts and creativity opens avenues and opportunities that might have been missed without this chance at self-expression.

Every time this program is at work in a community and among the youth, their hard work is followed by the Reel Youth Film Festival where their short films are celebrated. The event is both entertaining and profoundly moving. Whether it's a humorous zombie movie, a Moroccan animation, or a clip about ageism in Manitoba, laughing and learning are guaranteed at each festival. The proceeds from each screening raise money for the local screening partners, and the audience votes on the festival winners. Each screening includes up to 25% of the local films so that these youthful filmmakers can be recognized in their community.

The Reel Youth Film Festival gathers films from around the world that tell funny, diverse, and compelling stories that have been chosen by a youth jury from over 1500 submissions. Submitted films are rated by the following criteria: technical strength, message, creativity, innovation, originality, and entertainment value. The selected films are screened globally in partnership with youth media organizations, high schools, and community groups. The collection showcases the work of a gifted group of emerging young film makers.

Since the creation of Reel Youth they have made well over 2000 films with people from communities in Saskatchewan, Manitoba, Ontario, Yukon, Northwest Territories, Nunavut, Newfoundland and Labrador. Internationally they have also engaged youth and produced movies in Vietnam, India, Morocco, and Nepal. Reel Youth is a project of Tides Canada, a national Canadian charity dedicated to improving economic prosperity, social equity, and the environment. The Tides Canada platform provides governance, financial and grant management, and human resources for Reel Youth and 40 other projects across Canada. These resources empower projects to more effectively achieve their goals, and simultaneously free them from the burden of the bureaucratic and financial responsibilities.



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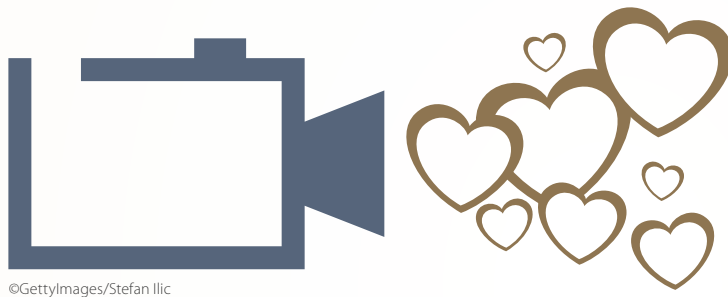


The films produced by Reel Youth are created in part to bring healing to each community that participates. It provides the opportunity to hear both the pain and the passion in the souls of their youth through the narratives they have created on film. The underlying issues that are revealed help the adults in the audience to better understand what has been driving some of the negative behaviours in their young people. The films also serve as a catalyst for more honest conversations. When we strive to listen to youth, they in turn become more open to hear us. From the bustling streets of India to a youth custody centre in Western Canada, the voices of the next generation can reach us through their films. ♣csc

Take a look at all of the most recent projects at:
reelyouth.ca/gallery.html

Is your school or community are interested hosting a Reel Youth event?
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ABOUT ERIC FRIESEN

- Aims to be a professional research scientist
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Eric graduated with a Bachelor of Science, Major in Biology in June 2017.



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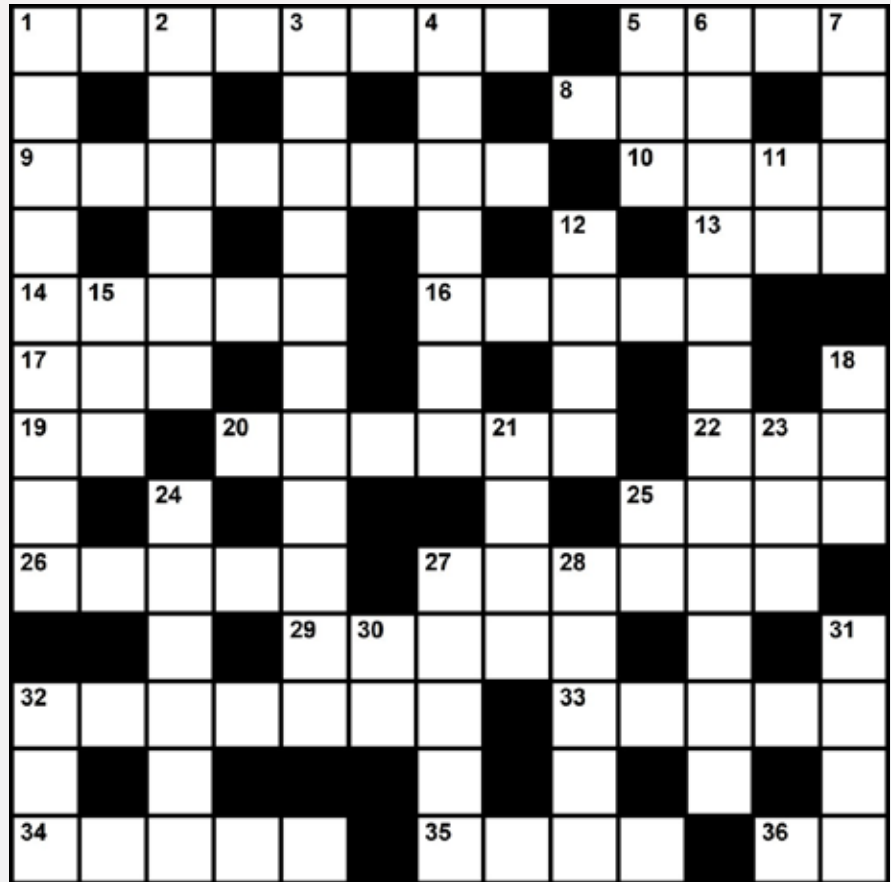
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TO LIVE IN YOUR PARENTS BASEMENT.



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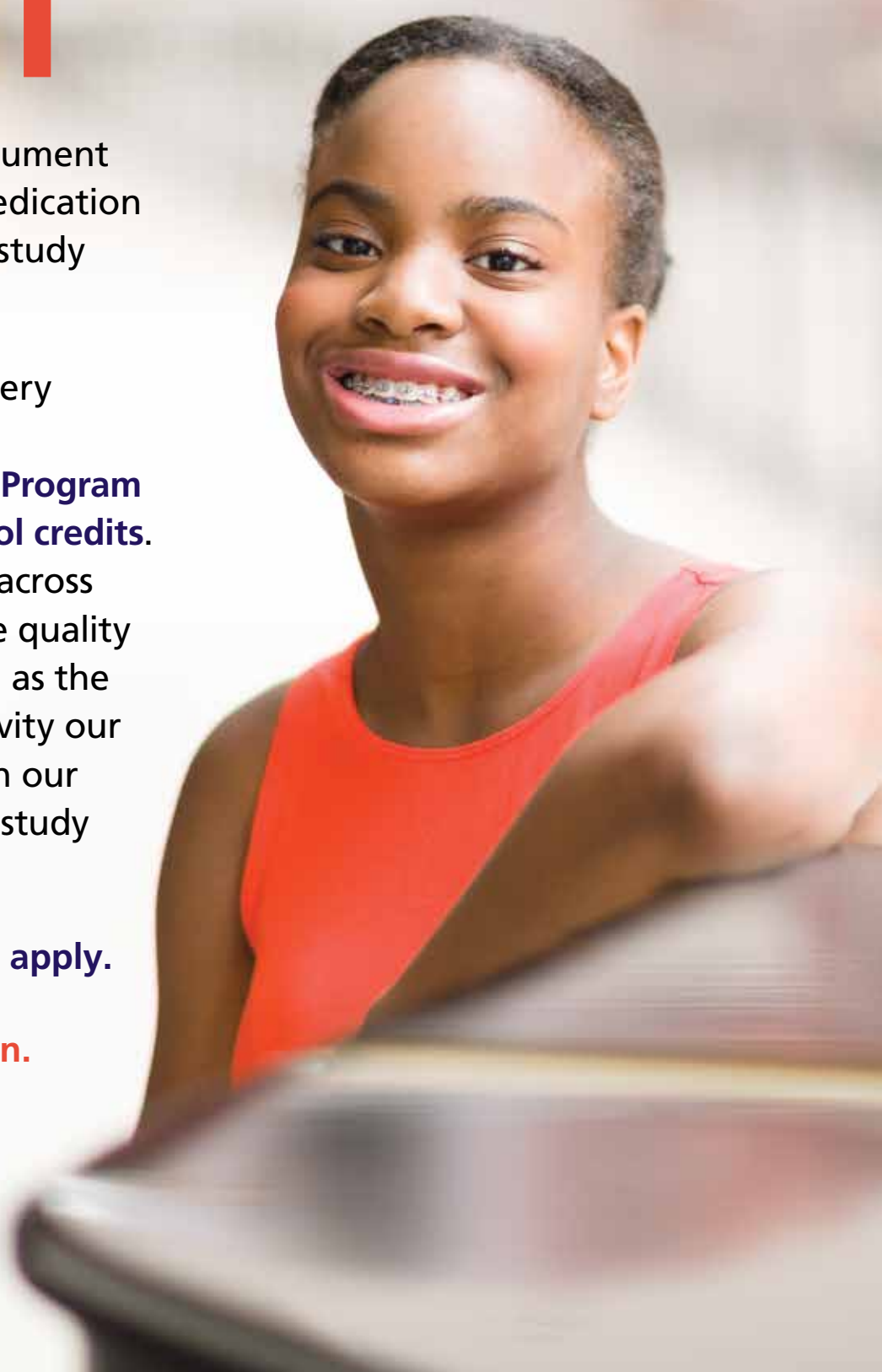
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