

CANADIAN SCHOOL Counsellor

MAGAZINE

Social Media:
an examination of
it's effects on youth
mental health

**Médias
sociaux :**
Analyse de
leurs effets sur
la santé mentale
des jeunes

Entering S.A.D. Season:
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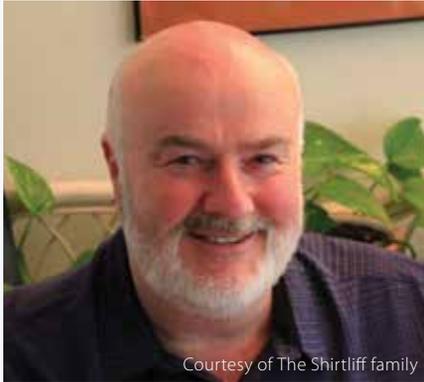
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This issue of Canadian School Counsellor is dedicated to the memory of Trevor H. Shirtliff.



Courtesy of The Shirtliff family

"Kids today need to be guided and given direction based on their individual needs; they can't all be given the same advice. It's like a pair of shoes, if you're told to walk in shoes that don't fit, you don't get far."

In 2008, Trevor had a dream. That dream was to provide useful, informative and educational content to the guidance counsellors across Canada. Trevor believed that these guidance counsellors, more specifically those in high schools had a strong influence with today's youth and would be the mentors to closely direct the next generation of leaders in this country.

With a drive and determination to succeed, Trevor began this little magazine from the basement of his house. He spent endless hours researching what it was this demographic was faced with - the challenges, the obstacles and the barriers - which to this day, have them managing so many life-altering situations as a result of this vastly changing society.

"Kids today need to be guided and given direction based on their individual needs; they can't all be given the same advice. It's like a pair of shoes, if you're told to walk in shoes that don't fit, you don't get far" he'd say.

He realized that these counsellors are laden with responsibility at such a critical point in a student's life, so he wanted them to have access to as many resources and tools as possible. He believed that they could provide them direction to a future that they were best suited for; to research the available resources to equip the counsellors with the information about programs or post-secondary education and career options would be useful; he felt that this would be time well spent. From this vision, Canadian School Counsellor magazine was launched. And more than ten years later, we continue to provide valuable resources to those counsellors who today, have a job much more challenging than it was in 2008.

Trevor valued his staff for their contributions. He was committed to making his workplace one that people wanted to work in; a positive environment. As an owner of small business, he made it very clear to his management and staff that each person played an integral role in the success of maintaining and growing his business and this business was as much theirs as it was his. Whether there was a chance to make a positive difference to his staff, or to simply say thanks for a job well-done, Trevor made sure you knew how appreciated you were.

Giving back and providing for the less than fortunate was a natural passion for Trevor. When he wasn't at the office, he was generally out helping someone, do something, somewhere. His phone was always ringing, with people asking for help; people who knew if he could, he would. From that, he drew a great sense of pride and pleasure. He loved the outdoors and being active. Suffice it to say, Trevor's presence was felt, wherever he was.

Trevor passed away suddenly on Friday, November 8, 2019.

Over the ten years of working with him, his management, staff and team of extremely talented and gifted researchers and writers have learned from Trevor. And from that, we are committed to continuing his legacy by bringing you all the quality content from an array of resources that made us the successful product you all enjoy today through the continued publishing of Canadian School Counsellor, and our entire suite of publications dedicated to education and career development.

As always, we welcome your comments and feedback. We're here because of you. And because of Trevor. ♣ csc

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Revelstoke high school starts 'buy-back' program for vape pens

Over 45 vapes have been bought and exchanged for cafeteria credit

By: Liam Harrap, courtesy of Maple Ridge-Pitt Meadows News



A British Columbia high school has launched a vape buy-back program to reduce and stop students from vaping.

The program in Revelstoke encourages students to exchange their vape devices for credit at the cafeteria. As of Oct. 30, 45 vapes have been "bought."

At a school assembly at the start of the year, Greg Kenyon, the principal for Revelstoke Secondary School (RSS), told students about the dangers of vaping. "If you choose to vape, you are hurting your health, and, in the case of indoors especially, you are hurting others too – be good to each other," said Kenyon.

Mike Hooker, superintendent of School District 19 in Revelstoke, said this program may be the first of its kind.

Last month, Kenyon sent an email to parents about the dangers of vaping. "We believe that the entire school community needs to address this issue. As such, parents need to continue to have great proactive discussions with their children about the harmful effects of vaping," said the letter.

It also explained two other approaches the school is taking to help curb vaping. One includes seizing vapes and not returning when used in the school or on school property.

"Vaping numbers in Revelstoke appear to be dropping. He said anecdotal evidence suggests fewer students are vaping during breaks and lunch off school grounds. In addition, incidents of vaping in school have decline significantly."

The other encourages students to pursue cessation assistance, whether that means speaking with a health professional, visiting a local pharmacy for nicotine replacement, or just chewing the free gum RSS offers.

According to youth drug survey data from 2017, more than half of high school students in Revelstoke reported that they have tried vaping and 12 per cent vaped daily.

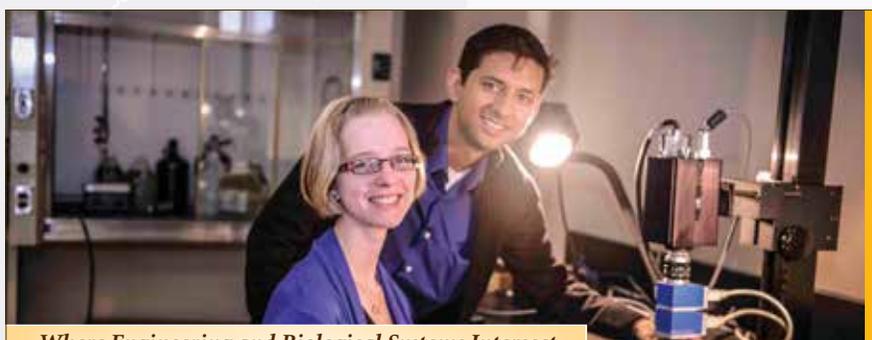
A study from the University of Waterloo last year said Canadian teenage vaping rates have substantially increased by roughly 80 per cent in one year alone across Canada.

However, Hooker noted in a school board meeting this week that vaping numbers in Revelstoke appear to be dropping. He said anecdotal evidence suggests fewer students are vaping during breaks and lunch off school grounds. In addition, incidents of vaping in school have decline significantly.

He attributes the drop partially to recent lawsuits being brought against vaping companies and increasing reports on vaping causing illnesses. For example, two B.C. men have filed a civil claim with the Supreme Court of British Columbia against vape brand Juul, after allegedly suffering "adverse health conditions" including pulmonary disease, from using the company's popular e-cigarettes.

The two men accuse Juul Labs Canada in Vancouver and Juul Labs Inc. in San Francisco of "misleading and/or deceptive statements" including marketing to minors and implying that vaping is safer than smoking. Hooker said Revelstoke students are also "feeling used and tricked" by vaping companies. "The students are getting that it was marketed towards them," he said.

According to Health Canada, as of Oct. 29, there are five confirmed or probable cases



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of severe lung illnesses related to vaping. Two of which are in Quebec, two in New Brunswick and one in B.C.

Latest numbers from the Center for Disease Control and Prevention in the U.S. links 38 deaths to vaping. However, the center also reported that the number of people sickened by vaping-related illnesses has jumped to 1,888 in the U.S.

Health Canada is advising Canadians who use vaping products to monitor themselves

for symptoms of pulmonary illness (e.g., cough, shortness of breath, chest pain) and seek medical attention promptly if they have concerns about their health.

At the Revelstoke school board meeting earlier this week, the board passed a motion urging the provincial and federal health authorities to quickly enact "necessary legislation and/or regulation to assist schools in efforts to protect students from series health risks associated with vaping." 🍁csc

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"Students can expect to learn practical skills that will provide them with a diploma and certifications that will enable them to start their career with confidence."



Ski Tuning Course: Photos courtesy of WAS

offered through Specialized Bikes Canada! This in-depth course alone will open up career opportunities for any student interested in pursuing a career in bicycle mechanics or repairs. Students will also learn how to create an in-depth Business Plan to educate them on the potential opportunities available in business and the entrepreneurial process.

In the Retail Manufacturing Program, students are required to complete a co-op placement enabling them

to use their newly developed skills while gaining valuable experience and making the connections to pursue their dream career.

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Youth Activist Calculates:

Issue + Gift = Change

By: Laurie Nealin



One person, one action, one moment can make a big difference.

Impassioned youth activist Hannah Alper has been imparting that message for half her young life. "Little things add up. Anyone can make a difference -- no matter how young, how old, where they live or how much money they have," says Alper, a Grade 11 student at Alexander MacKenzie High School in Richmond Hill, Ont.

Alper, who will celebrate her 17th birthday in January, has been described as an eco-warrior and activist, but she prefers to be known as a change-maker. "I help raise awareness about the issues I'm passionate about so more people start taking action. I just try to motivate people to recognize they have the power and capacity to make a difference," explains Alper, the only Canadian and only person under 18 to make Bloomberg's 2018 Top 50 to Watch list.

"As a change-maker, you can take action on as many issues as possible. I am an eco-warrior and I also fight for education world-wide, homelessness and all kinds of things. There's so many huge, daunting issues in the world, it seems so big and not doable, but the thing is that when we're all educated and researched, when we're all aware of the problem, we can then find the solution when we work together."

Her book entitled *Momentum: Small Acts, Big Change*, published in 2017, reflects that belief.

At age nine, Alper was inspired to start a blog after attending a digital media conference with her parents. They approved of her plan but added a caveat -- she had to write about something she was passionate about, something that she wanted to change in the world.

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“You find your issue and then your gift, the talent, the thing you’re good at that you’ll use to make a difference. You put those two things together to **change the world.**”

Initially, her blog focussed on environmental issues and gained traction by word of mouth. Then came social media.

Those communication channels proved to be a game changer, allowing Alper to extend her reach exponentially via tweets and Instagram posts. (She’s attracted over 50,000 followers combined.) Alper also soon realized she was “not bad at talking and could do this thing called motivational speaking,” affording her another platform to share her message. She’s a veteran of 37 WE Day events, having been both a speaker and WE ambassador.

As her advocacy activities expanded, Alper turned her attention to an ever-growing number of issues including homelessness, bullying, girls’ education and mental health. She’s quick to note that

none of that would have been possible without the unwavering support of her parents, friends and teachers.

“My teachers have been truly the biggest champions in my journey and I truly do believe that an educator is the most important role that someone can play in a young person’s journey of change. My educators have been so incredibly flexible and accommodating, welcoming of what I do. They recognize that me going out and talking to people about how to make a difference might be more useful than learning what $y = mx + b$ is,” says the teen, who advises math is not her strong suit.

“My guidance counsellors are a huge support system for me at school. They always check in on me, not just on my academics but

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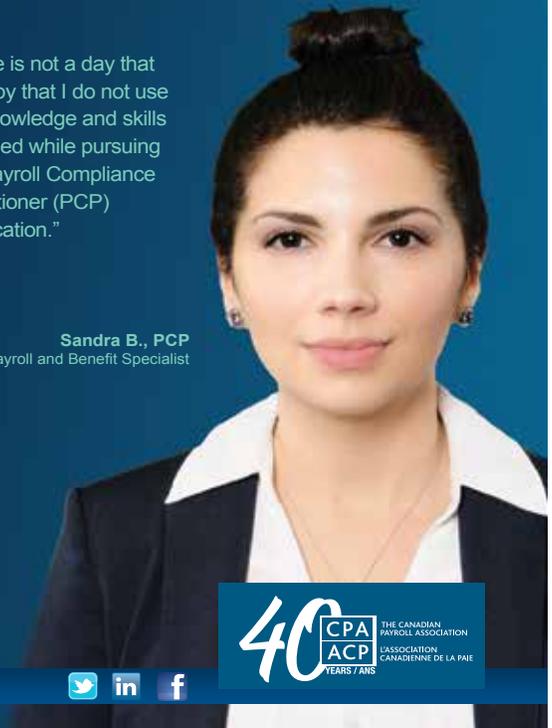
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Payroll and Benefit Specialist



also my mental health which I really, really appreciate, as do all the students at my school. When there are people at your school who care about you, then you feel supported and even more compelled to do well at school and also to share and open up about things.”

Alper’s overarching goal is for more young people to learn about or take action on an issue that they’re passionate about. She’s put forward a formula for that: issue + gift = change. “You find your issue and then your gift, the talent, the thing you’re good at that you’ll use to make a difference. You put those two things together to change the world,” she explains.

Writing and releasing her book was an “amazing, mind-blowing” experience, Alper says. She interviewed 19 of her role models who had inspired her -- activists and celebrities such as Malala Yousafzai (Nobel Peace Prize winner), Brad Montague (creator of Kid President) and Lilly Singh (YouTube star and late-night talk show host) – hoping that other young people would be inspired by them, too.

“I really do believe that our generation is the one that’s making a difference. There’s so many amazing examples such as the March for Our Lives kids, or Malala, or Severn Suzuki, so many incredible young people making a difference, but we need more.”

Alper loves what she does and wouldn’t trade it for the world, but as she wrote in a 2018 blog post, being a change-maker is “not always sunshine and rainbows.” A passionate anti-bullying advocate, Alper knows first-hand what bullying feels like. She has been mocked by schoolmates because of her activism, and endured their sarcastic taunts.

“I really do believe the only way that people are going to be able to take care of the world is when they’re feeling their best. No one’s going to be feeling at their best if we’re tearing each other down so we have to build each other up.”

Alper readily admits that she gets overwhelmed at times with all the issues coming at her. She copes by leaning on her support system, and looking at the positive things in the world and at people that are already making an impact on a particular issue. “I’m ready to join them. That’s what it’s really about. The feeling of not being alone is a really powerful thing.”

Despite the competing demands for her time, Alper is not all work and no play. She enjoys an active social life. Hanging out with her friends helps keep her grounded, she says.

Last year, Alper started a non-profit called #FeedTO¹ to help people in the Toronto area who are experiencing homelessness. She assembled care packages of donated goods and distributed them personally. “I had true connections and conversations with (the recipients.) That was really incredible and something I want to build on,” says Alper, who hopes that by using the hashtag when she writes about those activities, she’ll inspire others around the world to take action in their own communities.

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"I'm really excited to make a difference locally and that's sort of my goal this year. You can't change the world without changing your home first," she notes.

Alper's newest venture is a campaign with Girls Who Code, an international non-profit working to close the gender gap in technology by promoting computer science and coding to girls via clubs that offer free programs and online resources.²

"It's all about getting girls into STEP and also empowering girls to be leaders of the world. They have a really big campaign coming that I'm really excited to be involved in."

Alper aspires to be a journalist one day. She figures it's the perfect career to educate and inspire others to learn about issues in the world and take action on those they are passionate about. "I love talking to people and making those real life connections. That's definitely what I want to do with my life." 

¹ <http://feedto.org/>

² <https://ca.girlswhocode.com/>

Learn More from Hannah Alper

Alper's website CallMeHannah.ca and her Twitter and Instagram [@thathannahalper](https://twitter.com/thathannahalper) contain a wealth of inspirational stories, ideas and messages.

Her book *Momentum: Small Acts, Big Change* is available from Indigo, Amazon and educational publisher Nelson.

Queries about booking Alper for speaking engagements can be submitted through her website.

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S.A.D. SEASON

UNE SAISON TRISTE

By/Par: Zara Canteenwalla, MSW, RSW, CCC

Suffering through the winter blues
with **Seasonal Affective Disorder**

La dépression hivernale causée
par le **trouble affectif saisonnier**

As the seasons change and the days get shorter, many people across Canada begin experiencing a phenomenon that leaves them wondering, “why do I feel so low?” Nothing significant has changed for them in their lives, but there is a noticeable transformation in their affect and level of energy. With leaves changing and pumpkin spice lattes around every corner, many Canadians of all ages experience this transformation and for many, it’s leaving them wondering, why is everyone so S.A.D.?

Au fil des saisons, lorsque les jours raccourcissent, beaucoup de Canadiens vivent un phénomène qui les laisse songeurs : « Pourquoi je me sens si mal? » Leur vie n’a subi aucun changement particulier, mais une transformation perceptible s’opère dans leur affect et leur niveau d’énergie. Lorsque les feuilles changent de couleur et que le latté épicé à la citrouille se vend à tous les coins de rue, bon nombre de Canadiens de tout âge vivent cette transformation et beaucoup se demandent pourquoi tout le monde est si déprimé...

What is Seasonal Affective Disorder?

Seasonal Affective Disorder, or S.A.D. as it is commonly known, is an illness that affects many individuals every year over the fall and winter months. It is also known as “The Winter Blues”, named due to the temperate climate and the stark change that is felt by the body. The symptoms typically last through the winter, as sufferers have a difficult time adjusting to the shortage of sunlight in the winter months. Symptoms start to improve in the spring as the days begin to get longer. The illness will typically return the following year around the same time.

Qu’est-ce que le trouble affectif saisonnier?

Le trouble affectif saisonnier (TAS) est une maladie qui, tous les automnes et tous les hivers, touche un grand nombre de personnes. On appelle aussi « dépression hivernale » ce net changement associé au climat tempéré dont les effets se font ressentir sur le plan physique. En général, les symptômes persistent tout l’hiver et les personnes qui en souffrent ont du mal à s’ajuster au manque de lumière du soleil pendant les mois d’hiver. Les symptômes commencent à se dissiper au printemps, lorsque le jour devient plus long que la nuit, pour réapparaître le plus souvent vers l’équinoxe d’automne suivant.

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S.A.D. symptoms are nothing new to society; low mood during winter months has been recorded as far back as 1845; however, it was not formally recognised as a disorder until the 1980s. Today it is classified as a variant of depression, identified by depressive episodes that recur annually, typically around the same time each year as fall moves into winter. Although symptoms are reported to be generally mild to moderate and impacting around 25% of the population, a lesser number of individuals, 5%,

Les symptômes du TAS n'ont rien de nouveau dans la société – l'humeur maussade est associée aux mois d'hiver depuis au moins 1845 –, mais il n'a été reconnu comme un trouble que dans les années 1980. Aujourd'hui, on le considère comme une variante de la dépression, reconnaissable aux épisodes dépressifs qui se répètent chaque année à la même période, lorsque l'automne cède la place à l'hiver. Environ 25 % de la population est touchée par des symptômes bénins à modérés, mais pour 5 % des individus, les symptômes sont beaucoup plus sévères, allant jusqu'à nécessiter une hospitalisation.

On croit que le TAS est déclenché par un manque de lumière du soleil, qui occasionne une réduction de la production de sérotonine et une augmentation de la production de mélatonine, laquelle cause de la somnolence et produit les symptômes associés au TAS. Au Canada, comme l'automne et l'hiver sont souvent longs et sombres, les personnes touchées par le TAS passent parfois plus de 40 % de l'année à essayer de gérer leurs symptômes.

Quels sont les symptômes du trouble affectif saisonnier?

Les personnes touchées peuvent remarquer des changements d'humeur, des fluctuations du poids et de l'appétit, une baisse d'énergie, de l'épuisement et des problèmes de sommeil; tous ces symptômes sont souvent associés à la dépression. Elles peuvent aussi constater des symptômes d'ordre plutôt psychologique et affectif : le sentiment de tristesse, l'irritabilité, l'anxiété, le manque de concentration. Les « rages de sucre » sont également associées à cette maladie.

Ces symptômes occasionnent parfois des problèmes compliqués. Quand l'horloge interne peine à s'ajuster, la personne a du mal à rester éveillée toute la journée. Les élèves s'endorment sur leur pupitre. Le manque de sommeil nocturne réparateur se traduit parfois par un réveil tardif, par des siestes irrégulières pendant la journée et par l'impression d'être constamment épuisé.

Les symptômes du TAS peuvent aussi affaiblir le système immunitaire, rendant les gens vulnérables à la grippe et aux

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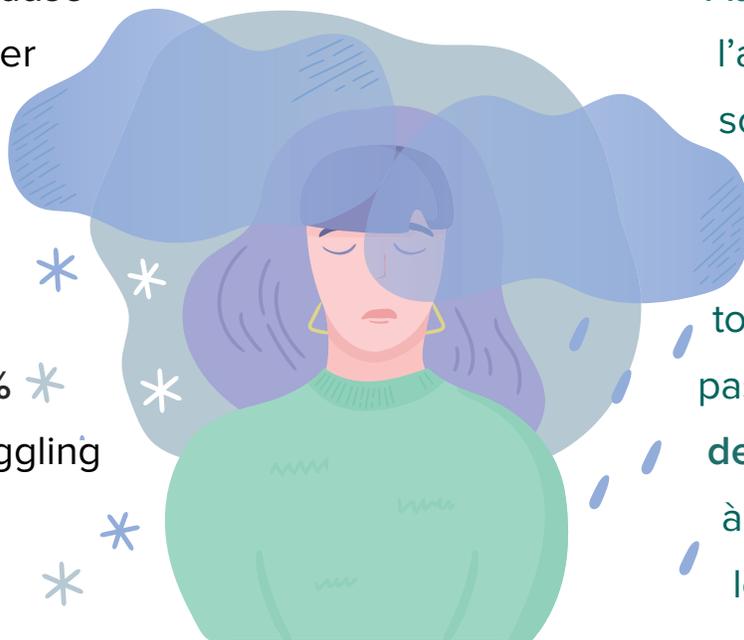
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"In Canada, because the fall and winter seasons can be long and dark, those impacted by S.A.D. can spend over 40% of the year struggling to manage their symptoms."



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"Au Canada, comme l'automne et l'hiver sont souvent longs et sombres, les personnes touchées par le TAS passent parfois plus de 40 % de l'année à essayer de gérer leurs symptômes."

will experience much more severe symptoms, sometimes so disruptive that those afflicted require hospitalization.

S.A.D. is thought to be triggered by a lack of sunlight that causes a reduction in serotonin production, and an increase in production of melatonin, which causes sleepiness, producing the symptoms associated with S.A.D. In Canada, because the fall and winter seasons can be long and dark, those impacted by S.A.D. can spend over 40% of the year struggling to manage their symptoms.

What are the symptoms of Seasonal Affective Disorder?

Individuals notice changes in mood, possible fluctuation in weight, appetite, decreased energy, fatigue, and sleep issues; all symptoms often related to depression. Individuals can also notice more psychological and emotion-based symptoms such as increased sadness, irritability, anxiety and lack of concentration. Cravings for carbohydrates are also associated with the illness.

These symptoms can lead to some challenging issues; with the internal clock struggling to adjust, individuals find themselves challenged to stay awake throughout the day; students find themselves nodding off in class while sitting at their desks. The lack of substantial sleep at night can eventually lead to oversleeping, which can result in napping irregularly during the day and finding themselves exhausted all the time.

The symptoms of S.A.D. can also weaken the immune system which makes individuals prone to colds and sickness, and can even increase premenstrual symptoms in girls and women, further impacting the physical health of those afflicted.

maladies et pouvant même empirer les symptômes prémenstruels chez les filles et les femmes, ce qui renforce l'impact sur la santé physique des personnes touchées.



What is the treatment for Seasonal Affective Disorder?

Although there is no sure way to prevent the onset of S.A.D., there are a several very effective strategies that can help lessen the impact and manage the symptoms throughout the long winter months:

- Arrange home and classroom environments to maximize exposure to direct sunlight.
- Engage in activities indoor that require movement such as a class project to keep the body moving and as invigorated as possible.
- Socialize – Canadians have a tendency to hibernate rather than fight the cold in the winter, and understandably so. However, the behavior lends itself to isolation, which fuels the symptoms of S.A.D.
- Exercise indoors and outdoors as much as possible. An idle body is an unmotivated body.
- Where possible and when temperature permits, take walks outdoors between 10am - 2pm to maximize natural sunlight exposure.
- Try light treatment therapy by a UV lamp to combat the symptoms of S.A.D. Light therapy, when administered properly and regularly, has been noted as most effective, and reports higher energy levels in individuals.
- Consider vitamin supplements such as vitamin D, and other immune boosting supplements that our bodies lack in the winter months.

Comment se traite le trouble affectif saisonnier?

Il n'existe aucun moyen sûr de prévenir l'apparition du TAS, mais plusieurs stratégies très efficaces peuvent contribuer à atténuer son impact et à gérer ses symptômes pendant les longs mois d'hiver :

- Aménagez l'environnement de la maison et de la classe de manière à maximiser l'exposition directe à la lumière du soleil.
- Organisez des activités intérieures qui obligent les participants à bouger, tel un projet de classe visant à activer et revigorer l'organisme au maximum.
- Cultivez vos rapports sociaux. Les Canadiens ont tendance à hiberner plutôt qu'à combattre le froid hivernal – on peut les comprendre. Toutefois, ce comportement favorise l'isolement, qui nourrit les symptômes du TAS.
- Faites le plus d'exercice possible, à l'intérieur comme à l'extérieur. L'inaction physique est source de démotivation.
- Lorsque c'est possible et que les conditions le permettent, allez marcher dehors entre 10 h et 14 h, pour maximiser votre exposition à la lumière du soleil.
- Faites l'essai d'une lampe de luminothérapie pour combattre les symptômes du TAS. Administrée adéquatement et régulièrement, la luminothérapie est reconnue comme un traitement très efficace et énergisant.
- Envisagez de prendre des suppléments de vitamine D et d'autres stimulants du système immunitaire qui manquent à notre organisme pendant les mois d'hiver.

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"Struggling students may appear to **isolate themselves**, as well as seem **sad, detached** and **withdrawn**. Motivation to engage and participate tends to drop, particularly from **December to February**."

Are youth more vulnerable to the symptoms of Seasonal Affective Disorder?

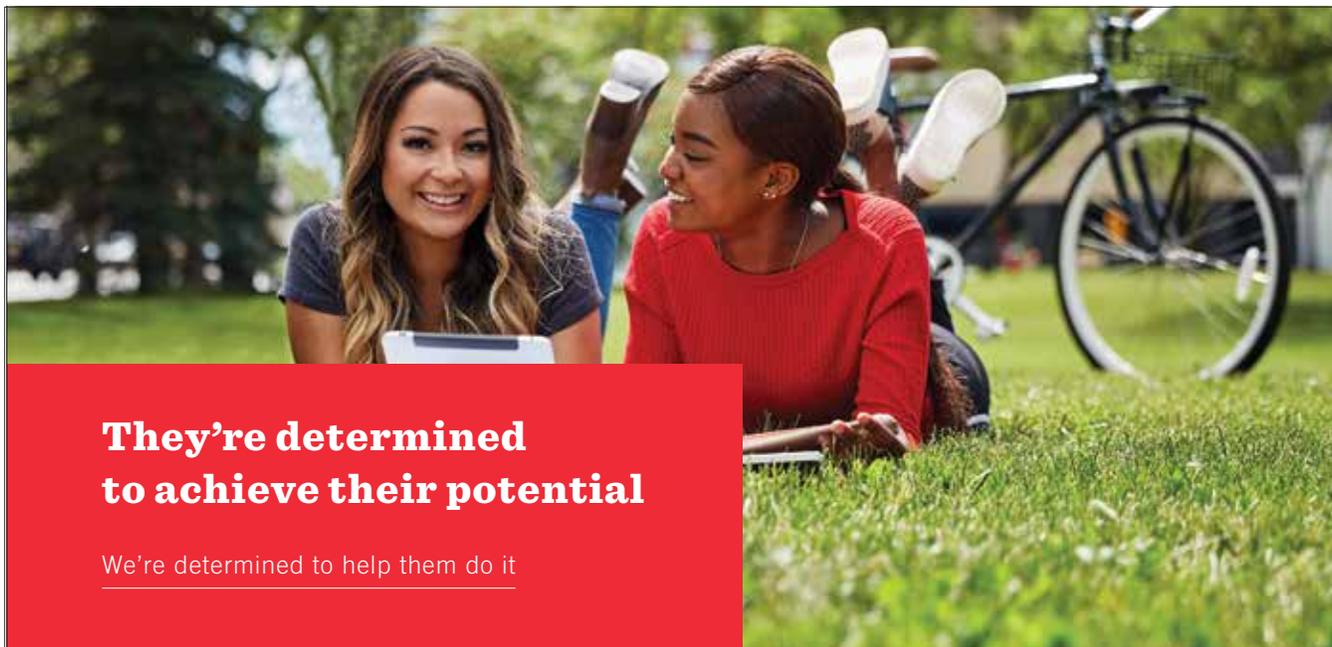
Research indicates that young people in the onset of teen years are at the highest risk of developing S.A.D. Women are second to adolescents, and the risk is thought to decrease with age. Canadian students that live in Northern areas are at the highest exposure, where sunlight is often absent throughout long periods of the year.

Family history and genetics can play a role in the susceptibility of S.A.D., therefore it's helpful for students to know if anyone in the family has experience with managing the symptoms of S.A.D., and what has been most successful.

Les jeunes sont-ils particulièrement vulnérables aux symptômes du trouble affectif saisonnier?

D'après des recherches sur le sujet, c'est au début de l'adolescence que le risque de souffrir du TAS est le plus élevé. Les femmes sont les plus touchées après les adolescents, et on estime que le risque diminue avec l'âge. Les élèves canadiens des régions nordiques sont les plus à risque, compte tenu de l'absence de lumière du soleil pendant une longue période de l'année.

Comme les antécédents familiaux et la génétique peuvent jouer un rôle dans la réceptivité au TAS, il est utile pour les élèves de savoir si un membre de leur famille a de l'expérience dans la gestion des symptômes du TAS et, le cas échéant, quelles stratégies se sont révélées les plus efficaces.



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"Les élèves en difficulté semblent **chercher à s'isoler** et paraissent **tristes, détachés** et repliés sur eux-mêmes. La motivation à s'engager et à participer tend alors à faiblir, surtout de **décembre à février.**"

School staff can be on alert for symptoms of S.A.D. in students where they notice impactful changes; they may notice emotional symptoms like sadness, low mood, fatigue and lack of ability to engage or participate. This can impact not only on the academic level, but at the social level as well. Struggling students may appear to isolate themselves, as well as seem sad, detached and withdrawn. Motivation to engage and participate tends to drop, particularly from December to February.

Psycho-education is the best tool available to lessen the impact of S.A.D. We cannot alter its onset -- Canadian winters are unlikely to change. Therefore, educating students and communities about S.A.D., and providing resources and tools to combat the symptoms is the first and most important line of defense.

Le personnel scolaire peut être à l'affût des symptômes du TAS chez les élèves lorsque des changements significatifs sont observables; il pourrait remarquer des symptômes affectifs tels que la tristesse, l'humeur maussade, la fatigue et l'incapacité à s'engager ou à participer. L'impact de ces symptômes peut se faire sentir sur le rendement scolaire, mais aussi sur les relations sociales. Les élèves en difficulté semblent chercher à s'isoler et paraissent tristes, détachés et repliés sur eux-mêmes. La motivation à s'engager et à participer tend alors à faiblir, surtout de décembre à février.

La psychoéducation est le meilleur outil dont on dispose pour atténuer l'impact du TAS. Il est impossible d'en empêcher la survenue : les hivers canadiens ne changeront pas de sitôt. Par conséquent, la principale ligne de défense consiste à informer les élèves et la collectivité au sujet du TAS, et à leur offrir des ressources et des outils pour en combattre les symptômes.

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For students that experience heavier and prolonged symptoms of S.A.D., psychotherapy may be an option to provide; talk-therapy can help youth find the right words and feelings associated with their own symptoms, and give them a more effective way to communicate their experience. This can help avoid misdiagnoses or assumptions, and potential unnecessary interventions. It can also help normalize this illness and work to combat stigma around mental health in the classroom and in our communities. ♣ CSC

References and Resources

CAMH SAD 2019: <https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/seasonal-affective-disorder>
Kids Health 2019: <https://kidshealth.org/en/parents/sad.html>
Light Therapy for Seasonal Affective Disorder: A Review of Efficacy. Terman, Michael et al. Neuropsychopharmacology 1989 Vol 2, No. 1.

Pour les élèves qui subissent le plus lourdement et le plus longtemps les symptômes du TAS, la psychothérapie est une option possible; une thérapie verbale peut aider la jeune personne à trouver les bons mots et les sentiments associés à ses symptômes, et lui donner un moyen plus efficace de communiquer son expérience. Cette stratégie aide à éviter les erreurs de diagnostic, les a priori et, parfois, les interventions inutiles. Elle peut aussi contribuer à normaliser cette maladie et à combattre la stigmatisation des troubles de santé mentale, en classe comme dans la collectivité. ♣ CSC

Références et ressources

CAMH TAS 2019 : <https://www.camh.ca/fr/info-sante/index-sur-la-sante-mentale-et-la-dependance/le-trouble-affectif-saisonnier>
Kids Health 2019 : <https://kidshealth.org/en/parents/sad.html>
Michael Terman et coll. (1989). « Light Therapy for Seasonal Affective Disorder: A Review of Efficacy », Neuropsychopharmacology, vol. 2, no 1.

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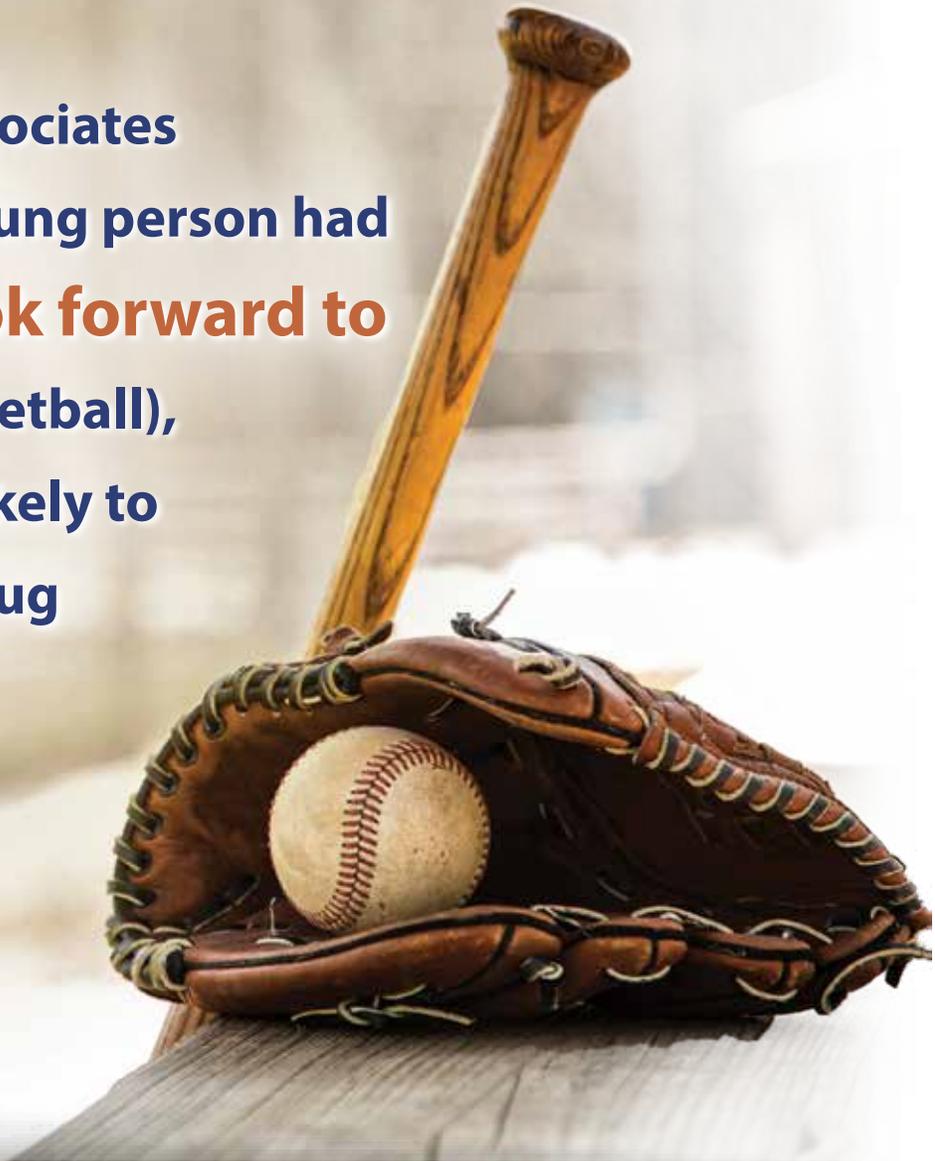
By: Sean Dolan



When asked why he decided to start the KidsPlay Foundation, Vancouver police officer Kal Dosanjh said, “It’s very [easy] for us to take a very simple, apathetic, complacent role within the community and just accept things the way they are. I’m not willing to do that.” Dosanjh was drawing on his experience as a beat cop in Vancouver’s Downtown Eastside.

Often described as one of the most destitute neighbourhoods in Canada, the Downtown Eastside is a hub for petty crime, drug abuse, poverty and prostitution. Dosanjh’s job was to police a population of people who were cut off from the greater community, seemingly abandoned and set adrift by the mainstream because they were so consumed by their inner demons. This was heartbreaking for the police officer so he decided that he couldn’t be “apathetic” or “complacent.” Instead he needed to be a proactive community builder.

"Dosanjh and his associates believed that, if a young person had something to look forward to (like a soccer or basketball), they would be less likely to be pulled into the drug and gang culture."



So in 2015, Dosanjh spearheaded an initiative called the KidsPlay Foundation. It's goal: to get disaffected youth engaged in their communities through education and sports before the gangs could draw them in. According to Dosanjh, "I was seeing a steady stream and proliferation of youth entering in that lifestyle of drugs and gangs and it bothered me. From a law enforcement perspective, we were arresting kids, putting them through the criminal justice system and they were being spewed out on the other end into a perpetual cycle of violence and becoming hardened criminals." To Dosanjh, education and sports could be the ticket out of the cycle.

In theory, Dosanjh and his associates believed that, if a young person had something to look forward to (like a soccer or basketball), they would be less likely to be pulled into the drug and gang culture that was all too prevalent in the Vancouver Lower Mainland. It turns out his theory was on target: as of 2019, close to 50,000 youth have participated in KidsPlay events.

It all started with a soccer tournament that Dosanjh organized prior to the founding of KidsPlay. From a relatively small soccer gathering at a park in the Downtown Eastside, the soccer event has ballooned into the Super-Soccer Tournament where close to 1,000 young athletes come out for a day of fun and food at B.C. Place stadium – home of the Vancouver Whitecaps. The target group remains disaffected youth from lower socio-economic circumstances.

Along with the meteoric rise of the soccer event, KidsPlay has adapted and evolved, emerging as a community leadership organization in Vancouver and surrounding areas. Certainly the sports tournaments are having an impact. The KidsPlay website is promoting a myriad of events at any given time of year. These include soccer, volleyball, ball hockey, flag football, badminton and golf events. They even hosted a kabaddi tournament (a sport from South Asia that combines wrestling, rugby and tag).

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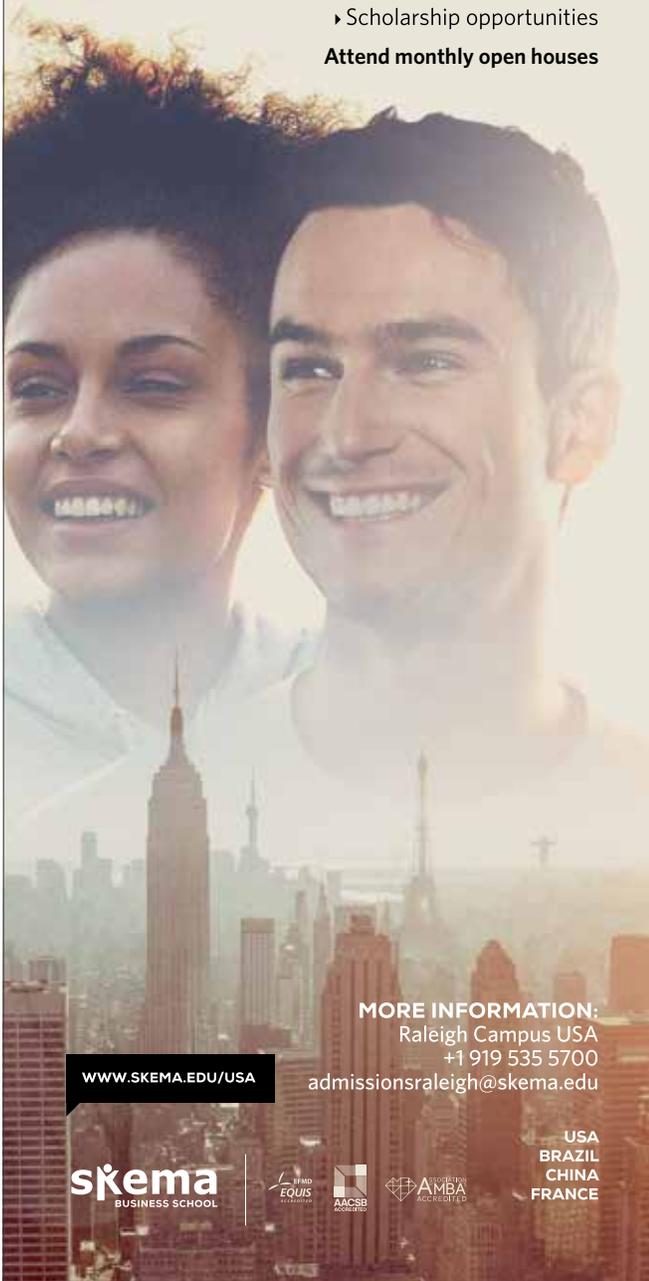
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KidsPlay also hosts community awareness activities:

- ♥ In 2016, they hosted an Anti-Guns and Gangs forum that drew 700 people. KidsPlay felt the need to stage this event after a spike in area shootings (54!) and over 71 overdoses. Their goal was to help forum attendees avoid gang life and drug use. According to KidsPlay volunteer Austin Batra, "I got mixed up with the wrong crowd. I wanted to be one of the cool kids and started participating in activities I shouldn't have. But an intervention from my father along with having mentors like Kal Dosanjh changed my life." KidsPlay hoped first-hand accounts like the one given by Batra would help youth make more constructive – and less destructive – life choices.
- ♥ In the spring of 2018, they hosted a Fighting Against Racism forum in Surrey. The event was designed to raise awareness of the prevalence of prejudice and racism in society. KidsPlay offered youth attending the chance to be a part of a "scholarship raffle" where \$2,000 worth of education funding would be given out to a number of attendees. All they had to do was attend the event to be eligible to win the money. In other words, every kid had a shot at being awarded some school funding.
- ♥ In the fall of 2019, KidsPlay hosted a tree planting event to highlight environmental awareness. Participants planted 200 trees in an afternoon in Surrey.

KidsPlay is a tight-knit, well organized group. This explains their success over a short five year period. Because they see it as their mission to steer disaffected youth away from drugs, gangs and violence, their volunteers seem to operate with more of a sense of purpose. This isn't just about letting kids play sports. This is about using sports to build community and eliminate the desire to go down a less desirable path. Volunteer Jessica Sherman joined KidsPlay after her brother, Harwin Barringh, was gunned down in Abbotsford. The police believe the shooting was gang-related. Sherman and her parents had no knowledge of Harwin being part of the gang life. Shortly after her brother's death, she joined KidsPlay to see if she could make a difference in the lives of young people. She says, "I'm my brother's keeper, and I'm going to keep working toward building his legacy." Today Jessica Sherman is the director of operations for the Abbotsford branch of the KidsPlay Foundation.

KidsPlay is a dynamic and growing organization that appears to be succeeding in its mission to steer Vancouver area youth away from drugs, gangs and violence. They are doing this by using sports to get kids off the streets. KidsPlay volunteers, a motivated and passionate group, are driven to stay on message: every kid has a place and that place isn't with a gang. At the start of this article, Kal Dosanjh was quoted as saying he wasn't willing to be apathetic and complacent in the fight against drugs, gangs and violence. He punctuated this point by adding that none of the KidsPlay volunteers are willing to do that either. Maybe it's the collective willingness to stare down apathy and complacency and provide concrete solutions to societal problems that has led to the success of the KidsPlay Foundation. ♣ CSC



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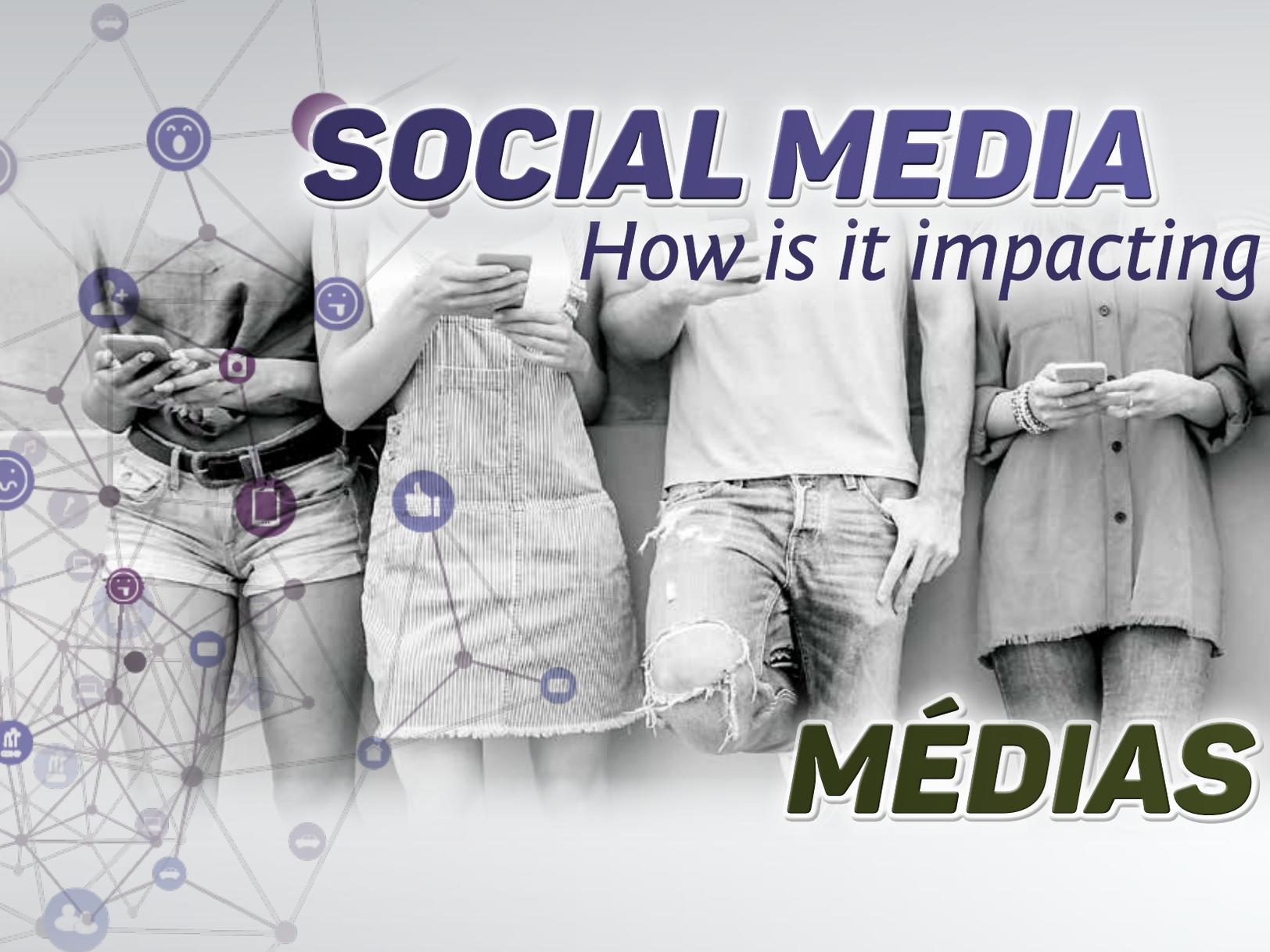


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SOCIAL MEDIA

How is it impacting

MÉDIAS

More than a few parents and teachers have been arguing for years that there must be a correlation between social media and adolescent mental health challenges like anxiety and depression. They have also been blaming screen time, and social media in particular, for the fact that young people seem to be maturing more slowly than previous generations.

They draw this conclusion because Generation Z (the so-called “digital natives” born between the mid-1990s and the early 2000s who have never known a world without a computer) seem paralyzed when it comes to making even minor life decision. They have also demonstrated a collective reluctance to leave the family home to live on their own. This has prompted some observers to say things like, “Twenty-eight is the new eighteen” – a backhanded dig at Generation Z and their immaturity.

But is it fair to simply point the finger at social media and say the Facebooks and Instagrams of the world are to blame for teen mental health problems and immaturity?

They’re all on social media

To start off with, let’s be perfectly clear: Social media use is incredibly common, with 96% of Canadian youth aged 16-24 connecting to these platforms on a daily basis. Of that number, close to a quarter are checking their smartphones almost constantly, with variations of check-in frequencies raging from there. It is no wonder that parents and teachers see social media as playing a major role in generating or promoting negative thoughts and feelings among youth. Combine this with the dark side of these sites, cyberbullying and cyberstalking (of which 15% of Canadian youth say they’ve experienced over the last year), and you can see why the adults are worried.

our youth?

By/Par: Sean Dolan

SOCIAUX

Quel impact sur nos jeunes?

Les parents et les enseignants sont nombreux à prétendre depuis des années que les médias sociaux ne sont pas étrangers aux problèmes de santé mentale des adolescents, comme l'anxiété et la dépression. Ils attribuent aussi au temps d'écran – et notamment aux médias sociaux – le fait que les jeunes d'aujourd'hui semblent mûrir plus lentement que leurs prédécesseurs.

Ce qui les mène à cette conclusion, c'est que les jeunes de la génération Z (qui sont nés entre le milieu des années 90 et le début des années 2000 et qui n'ont jamais connu un monde sans ordinateur) semblent incapables de prendre la moindre décision sur leur avenir. Ils manifestent aussi une réticence collective à quitter le domicile familial pour voler de leurs propres ailes. C'est ce qui pousse certains observateurs à dire des choses comme «Vingt-huit, c'est le nouveau dix-huit» – une pique à l'endroit de génération Z et de son immaturité.

Mais a-t-on raison de blâmer les médias sociaux et de dire que les Facebook et les Instagram de ce monde sont la cause des problèmes de santé mentale et de l'immaturité des ados?

Ils sont tous sur les médias sociaux

Commençons par les faits. L'utilisation des médias sociaux est extrêmement répandue : 96 % des jeunes Canadiens âgés de 16 à 24 ans s'y connectent chaque jour. De ce nombre, près du quart consultent leur téléphone intelligent presque tout le temps et les autres le font à des intervalles variables. Pas étonnant que les parents et les enseignants tiennent les médias sociaux largement responsables des pensées et des sentiments négatifs qui habitent les jeunes. Ajoutez à cela le côté obscur de ces plateformes – 15 % des jeunes Canadiens disent avoir été victimes de cyberintimidation et de cyberharcèlement au cours de la dernière année – et vous comprendrez pourquoi les adultes sont inquiets.

"Statistically speaking, one in five Canadian youth will develop a mental illness in their lifetime (with or without social media!)."

"Sachant qu'un jeune sur cinq au Canada développera une maladie mentale au cours de sa vie (avec ou sans les médias sociaux!)."



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No definitive link

But here's the truth: the jury is still out on the topic. Several studies claim social media can have a negative effect on an adolescent's mental health while others say there is no direct correlation. In terms of teen maturity, some brain studies hypothesize that social media may have negative effects on brain development but, overall, the topic needs much more study. Since, statistically speaking, one in five Canadian youth will develop a mental illness in their lifetime (with or without social media!), finding a definitive link between social media and youth mental illness and maturity has proven elusive.

Some alarming developments

One thing is shockingly evident: more young people are experiencing mental health challenges than ever before. The Canadian Journal of Psychiatry released a report in the late spring of 2019 that laid out some alarming developments when it comes

Un lien qui reste à établir

La vérité, c'est que les experts ne s'entendent toujours pas sur la question. Plusieurs études affirment que les médias sociaux peuvent affecter négativement la santé mentale des adolescents, d'autres ne relèvent aucune corrélation directe. Pour ce qui est de la maturité des ados, certaines études spécialisées avancent l'hypothèse que les médias sociaux pourraient nuire au développement du cerveau, mais que, dans l'ensemble, il y a lieu d'étudier la question plus à fond. Sachant qu'un jeune sur cinq au Canada développera une maladie mentale au cours de sa vie (avec ou sans les médias sociaux!), prouver hors de tout doute que les médias sociaux affectent la santé mentale et la maturité des jeunes relève de la quadrature du cercle.

Des constats alarmants

C'est une bien triste évidence que les problèmes de santé mentale touchent plus de jeunes que jamais. Une étude publiée dans la

"...teens are likely more prone to intense emotional reactions that are sometimes aroused by Instagram photos and Facebook posts."

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"...les ados sont davantage sujets à des réactions émotionnelles intenses qui peuvent être déclenchées par des photos sur Instagram et des publications sur Facebook."

the economic downturn of 2008 and increased willingness to self-report mental health struggles by youth contributed to the rising numbers. Whatever the reason, the numbers were pointing to a growing teen mental health crisis.

The Teen Brain

So how do you explain the upsurge in ER visits? Could it have to do with teen brain development? A Nature article on adolescent brain development looked at media (including social media) and potential adverse effects on youth. They wondered: since teens are highly susceptible to the opinions of their peers

ces variations, mais il suggère à première vue que l'utilisation croissante des téléphones intelligents et des médias sociaux y est pour quelque chose. Ces augmentations, avance-t-il, seraient aussi attribuables aux difficultés financières des familles dues au ralentissement économique de 2008 et à une propension accrue des jeunes à déclarer leurs problèmes de santé mentale. Quoi qu'il en soit, les chiffres font ressortir une crise de santé mentale de plus en plus aiguë chez les ados.

Le cerveau de l'ado

Comment donc expliquer l'augmentation des visites aux urgences? Y aurait-il un lien avec le développement du cerveau chez les ados? Un article sur le développement du cerveau paru dans Nature s'est penché

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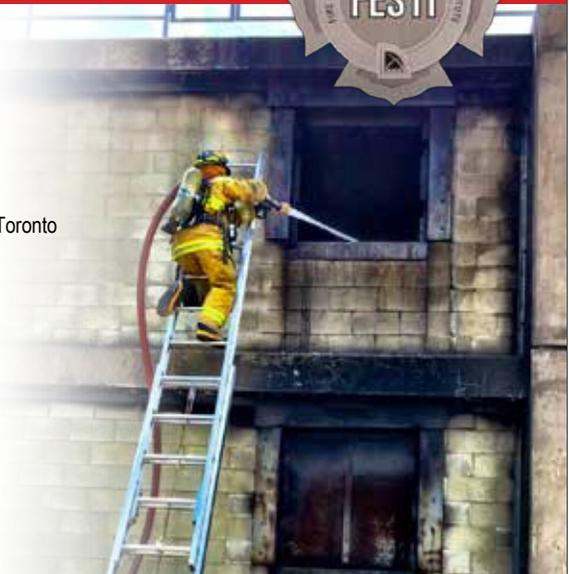


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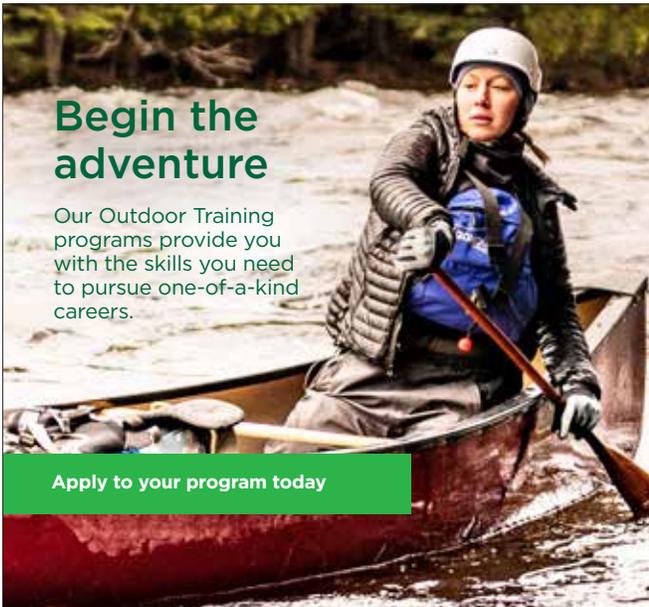
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(craving acceptance and terrified of rejection), did social media consumption alter or hinder brain development? The study was able to demonstrate the effects of things like acceptance and rejection on the adolescent brain through MRI technology but it wasn't able to say that social media necessarily delayed maturity. In fact, the study's authors concluded their report by saying, "A critical question that remains largely unanswered is how adolescents' abundant media use may impact them developmentally in terms of structural brain development, functional brain development, and related behaviour." In the end, they conclude that moderate use of social media, and consumption of media overall, is "not intrinsically harmful." Nonetheless, they warn that, since the adolescent brain is still developing until the age of roughly 25, teens are likely more prone to intense emotional reactions that are sometimes aroused by Instagram photos and Facebook posts.

Social media is to blame

Researchers have also focused on the effects of social media on the emotional lives of youth. A JAMA Pediatrics study received a lot of attention in 2019. Researchers in Montreal conducted a study of close to 4,000 youth between the ages of 12 and 16. Their focus: screen time. They wanted to know if a teen's television, social media, gaming and computer use could be linked to their sense of mental well-being. They noticed an increase in the symptoms of anxiety, depression



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sur les médias (y compris les médias sociaux) et leur impact potentiel sur les jeunes. Conscients de la grande sensibilité des ados aux opinions de leurs pairs (grand besoin d'acceptation et peur du rejet), les chercheurs se sont demandé si leur consommation de médias sociaux nuisait au développement de leur cerveau. Grâce à l'imagerie par résonance magnétique, ils ont pu démontrer les effets du besoin d'acceptation et du rejet, entre autres, mais ils n'ont pas été en mesure de déterminer si les médias sociaux entraînaient un retard de maturité. «Une grande question qui reste sans réponse, concluent les chercheurs, est de savoir en quoi la forte consommation médiatique des adolescents pourrait nuire à leur développement sur le plan du développement structurel du cerveau, du développement fonctionnel du cerveau et des comportements associés.» À leur avis, une utilisation modérée des médias sociaux et des médias en général n'est «pas intrinsèquement nocive». Néanmoins, préviennent-ils, comme le cerveau se développe jusqu'à l'âge de 25 ans environ, les ados sont davantage sujets à des réactions émotionnelles intenses qui peuvent être déclenchées par des photos sur Instagram et des publications sur Facebook.

Les médias sociaux accusés

La recherche s'intéresse aussi aux effets des médias sociaux sur la vie émotionnelle des jeunes. Un article paru dans JAMA Pediatrics en 2019 a reçu beaucoup d'attention. Des chercheurs montréalais ont mené une étude sur près de 4 000 jeunes âgés de 12 à 16 ans. Ils voulaient savoir si le temps qu'ils passaient devant un écran (télévision, médias sociaux, jeux et ordinateur) pouvait affecter leur santé mentale. Ils ont remarqué que le temps passé sur les

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"Smartphone use late into the night is affecting teen sleeping habits. This is leading to a lack of sleep and, in turn, a change in mood for many teens."

and loneliness the more time a teen spent on social media and watching television. They claimed that three hours a day of social media or passive television viewing marked the tipping point toward more negative feelings. They were surprised to note that playing video games for extended periods of time did not yield similar results (possibly because gaming has become a very social activity).

San Diego State University's Jean Twenge wouldn't have been surprised by these findings. Known for her forthright commentary on parenting and adolescent development, Twenge floated the idea that smartphones and, by extension, social media were creating problems around the time that smartphone ownership got in the hands of the majority of North Americans in 2012.

médias sociaux ou devant un écran de télévision faisait augmenter leurs symptômes d'anxiété, de dépression et de solitude. Passés trois heures par jour, affirment-ils, les sentiments se font de plus en plus négatifs. À leur grand étonnement, les chercheurs n'ont pas observé les mêmes effets chez les jeunes qui passaient beaucoup de temps à jouer à des jeux vidéo (peut-être parce que ces jeux ont pris une dimension très sociale).

Ces résultats n'étonnent pas Jean Twenge de l'Université d'État de San Diego. Connue pour la franchise de ses propos sur le rôle parental et le développement des adolescents, Mme Twenge prétend que les téléphones intelligents et, par extension, les médias sociaux causent des problèmes depuis que les Nord-Américains possèdent en majorité un téléphone intelligent, soit depuis 2012 environ.

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"L'utilisation du téléphone intelligent tard la nuit perturbe les habitudes de sommeil des ados. Le manque de sommeil qui en résulte affecte souvent leur humeur."

Twenge noted that, between 2010 and 2015, U.S. teens reported increasing feelings of hopelessness, with depression rising by 33% and teen suicide attempts rising by 23%. Tragically, in the same time period, the suicide rate among 13 to 18 year olds jumped by 31%. According to Twenge: All signs point to the screen. Her data suggested that young people who spend five or more hours a day online were 71% more likely to experience the symptoms of depression. In short, online time was taking these young people away from activities and interactions that would be beneficial to their mental health. That said, Twenge did admit that other mitigating factors – family dynamics, trauma and a predisposition to mental illness – were also major contributors to a teen's mental wellness.

Elle constate qu'entre 2010 et 2015, les sentiments de désespoir ont gagné un nombre croissant d'ados américains; les cas de dépression ont augmenté de 33 %, et les tentatives de suicide, de 23 %. Malheureusement, durant la même période, le taux de suicide chez les 13 à 18 ans a bondi de 31 %. Selon Mme Twenge, tous les indicateurs pointent vers l'écran. Ses recherches suggèrent que les jeunes qui passent cinq heures ou plus par jour en ligne ont 71 % plus de chances de présenter des symptômes de dépression. En gros, le temps que ces jeunes passent en ligne les prive d'activités et d'interactions qui seraient bénéfiques pour leur santé mentale. Mme Twenge admet néanmoins que d'autres facteurs (dynamique familiale, traumatismes et prédisposition à la maladie mentale) ont aussi un impact considérable sur la santé mentale des ados.

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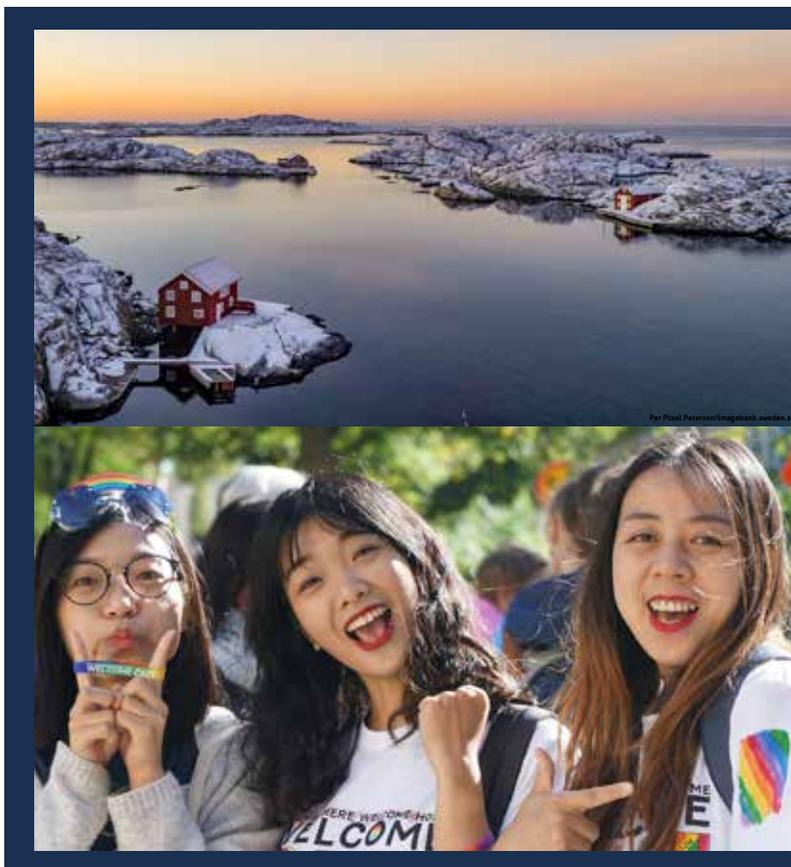
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Social media is not to blame

Some scholars are challenging the finding of Twenge and JAMA. They feel that the researchers – wittingly or not – are skewing the results to achieve the outcome they wish to see. In a study published in Nature, Amy Orben and Andrew Przybylski used data from 350,000 teen surveys and determined that there are over 60,000 ways to interpret the relationship between technology and teen mental health. While an overall analysis does point to a negative impact of heavy technology use and mental well-being, the overall impact is miniscule – a mere 0.4%. Orben and Przybylski point out that eating potatoes has a similar negative affect on a teen's mental health. Orben says, "This study isn't saying that potatoes cause teens to feel bad – just as it's not saying that using social media causes them to feel bad." She says many other factors must play a role in an adolescent's mental health profile. This premise is supported by a Lancet study that concluded that smartphone use late into the night is affecting teen sleeping habits. This is leading to a lack of sleep and, in turn, a change in mood for many teens. Missing the sleep they desperately need, concludes the Lancet study, is the problem – not the smartphone.

Some observers feel that studies like Orben and Przybylski's may be suggesting another possibility: that teens with mental health challenges may be drawn to social media. Their actual reason for



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## Les médias sociaux innocentés

Certains experts contestent les conclusions de Jean Twenge et de l'article paru dans JAMA. Ils ont le sentiment que les chercheurs ont – sciemment ou non – manipulé les données pour obtenir les résultats voulus. Dans une étude publiée dans Nature, Amy Orben et Andrew Przybylski ont déterminé, après analyse de données recueillies auprès de 350 000 ados, qu'il y avait plus de 60 000 façons d'interpréter le lien entre le numérique et la santé mentale des ados. Même si une analyse globale suggère effectivement que l'utilisation intensive du numérique est nocive pour la santé mentale, l'impact global est minime (un petit 0,4 %). Orben et Przybylski font remarquer que la consommation de pommes de terre n'est pas moins nocive pour la santé mentale d'un ado. « Cette étude ne dit pas que la consommation de pommes de terre sape le moral des ados, observe Orben. Elle ne dit pas non plus que l'utilisation des médias sociaux sape leur moral. » De nombreux autres facteurs conditionnent la santé mentale des adolescents, ajoute-t-elle. Dans la même logique une étude parue dans The Lancet note que l'utilisation du téléphone intelligent tard la nuit perturbe les habitudes de sommeil des ados. Le manque de sommeil qui en résulte affecte souvent leur humeur. Ce n'est donc pas le téléphone intelligent qui pose problème, concluent les auteurs; c'est plutôt le manque de sommeil, et on sait à quel point les ados en ont besoin.

Certains observateurs pensent que les études comme celles d'Orben et Przybylski soulèvent peut-être une autre possibilité



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"...teens may begin leaning on social media for **acceptance** and a **sense of community** – something that is only truly achieved by **face-to-face interactions**."

doing this may be to find a sense of comfort and belonging but the outcome may be increased anxiety, depression and loneliness due to things like cyberbullying or disturbing content. In time, teens may begin leaning on social media for acceptance and a sense of community – something that is only truly achieved by face-to-face interactions.

### So who's right!?!?

So who is right? Is social media delaying brain development and causing adolescents to mature later than their predecessors? Are the researchers at JAMA Pediatrics right when they say depressed teens are spending too much time on Facebook (which is only making them more depressed)? Is Jean Twenge right in suggesting we live in a world where Instagram posts are leading teens into depressive and sometimes suicidal states? Are Amy Orben and Andrew Przybylski right when they say social media is no more hazardous to youth mental health than potatoes?

Perhaps the answer is: they are all right. The abundance of social media, and the massive amount of information in general, may be delaying maturity in youth because there is simply too much to process in such a short period of time. In other words, adolescents are maturing as fast as they can based on the world they live in. In terms of growing trends of anxiety, depression and loneliness among some teens, certainly social media is fertile ground to see how great other peoples' lives are compared to one's own situation. There are always going to be people who are happier, better looking and smarter on the idealized platform of social media. However, social media does bring with it a myriad of positives (connection, community, friendship) that are beneficial to most people. While some teens suffer, and social media is contributing to that suffering, there are likely other factors that are drawing them into mental illness. These factors could include family issues, traumatic events and a genetic, familial link to mental illness. If all of the research is taken together, the conclusions seem to point to examining the whole life of the young person before simply pointing the finger exclusively at something like social media. In the end, parents and teachers would do well to help students thoughtfully examine their social media use and introspectively determine whether or not these platforms are having a negative effect on their sense of well-being. ♣csc

"...les ados en viennent peut-être à se tourner vers les médias sociaux pour combler leurs besoins **d'acceptation** et **d'appartenance** au **détriment des interactions face-à-face**."

que les ados ayant des problèmes de santé mentale soient attirés par les médias sociaux. Au lieu de combler leurs besoins de réconfort et d'appartenance, les médias sociaux – à cause de leurs travers (cyberintimidation, contenus dérangeants, etc.) – exacerberaient leurs symptômes d'anxiété, de dépression et de solitude. Avec le temps, les ados en viennent peut-être à se tourner vers les médias sociaux pour combler leurs besoins d'acceptation et d'appartenance au détriment des interactions face-à-face, qui sont le seul moyen d'y arriver vraiment.

### Mais qui donc a raison?!?

Qui a raison? Les médias sociaux retardent-ils le développement du cerveau et amènent-ils les adolescents à mûrir plus lentement que leurs prédécesseurs? Les chercheurs de JAMA Pediatrics ont-ils raison de dire que les ados déprimés passent trop de temps sur Facebook (et que ça les rend encore plus déprimés)? Jean Twenge a-t-elle raison de prétendre que nous vivons dans un monde où les publications sur Instagram plongent les ados dans des états dépressifs et parfois suicidaires? Amy Orben et Andrew Przybylski ont-ils raison de dire que les médias sociaux ne sont pas plus nocifs que les pommes de terre pour la santé mentale des jeunes?

Et s'ils avaient tous raison? L'omniprésence des médias sociaux et la surabondance d'information en général entraînent peut-être un retard de maturité chez les jeunes parce qu'elles leur en donnent tout simplement trop à traiter en si peu de temps. Autrement dit, les adolescents mûrissent aussi vite qu'ils le peuvent dans le monde qui est le leur. Pour ce qui est des symptômes accrus d'anxiété, de dépression et de solitude observés chez certains ados, les médias sociaux sont certes un espace où l'on peut facilement se laisser prendre à trouver que la vie des autres est infiniment meilleure que la sienne. Il y aura toujours des gens plus heureux, plus élégants et plus brillants dans l'univers idéalisé des médias sociaux. Cela dit, les médias sociaux ont aussi des aspects bénéfiques pour la plupart des gens (réseautage, communauté, amitié). Certes, il y a des ados qui souffrent et les médias sociaux contribuent à leurs souffrances, mais il y a probablement d'autres facteurs qui les entraînent dans la maladie mentale (p. ex. problèmes familiaux, événements traumatiques, lien familial/génétique avec la maladie mentale). Dans l'ensemble, les études semblent appeler à examiner la vie du jeune dans sa globalité au lieu de simplement pointer du doigt un seul aspect, comme les médias sociaux. Au final, les parents et les enseignants auraient intérêt à faire réfléchir les élèves sur leur utilisation des médias sociaux et à se demander si ces plateformes ont ou non un effet négatif sur leur bien-être. ♣csc

| Year | Development / Platform                                                                                                                                               | Year        | Mental health trends                                                                                                                                                                                                                                            |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1971 | First email sent.                                                                                                                                                    |             |                                                                                                                                                                                                                                                                 |
| 1986 | <b>Listserv</b> becomes the first automated email manager.                                                                                                           |             |                                                                                                                                                                                                                                                                 |
| 1988 | Chat technology emerges.                                                                                                                                             |             |                                                                                                                                                                                                                                                                 |
| 1996 | The first social networking site <b>Sixdegrees.com</b> is founded.                                                                                                   |             |                                                                                                                                                                                                                                                                 |
| 2003 | <b>LinkedIn</b> – an employment oriented social network – launches.                                                                                                  | 2003 - 2009 | <b>Self-harm</b> visits to Ontario ERs drops by over 30%. Meanwhile, youth <b>mental health</b> visits to ERs rise by 15%.                                                                                                                                      |
| 2004 | The social network superpower <b>Facebook</b> is founded. Picture sharing site <b>Flickr</b> launches.                                                               |             |                                                                                                                                                                                                                                                                 |
| 2005 | Video sharing platform <b>YouTube</b> hits the internet.                                                                                                             |             |                                                                                                                                                                                                                                                                 |
| 2006 | The interactive social network <b>Twitter</b> launches. The first streaming music network <b>Spotify</b> achieves almost immediate popularity.                       |             |                                                                                                                                                                                                                                                                 |
| 2007 | The 1st generation <b>iPhone</b> changes the smartphone landscape. Blogging, social network <b>Tumblr</b> is created.                                                |             |                                                                                                                                                                                                                                                                 |
| 2009 | Social media sites begin to emerge en masse. These include: Messaging platform <b>Whatsapp</b> and <b>Foursquare</b> , a location sharing / recommendation platform. | 2009 - 2017 | <b>Self-harm</b> visits to Ontario ERs rise by 135%. Meanwhile, youth <b>mental health</b> ER visits rise an additional 63% - that's a 78% rise since 2003.                                                                                                     |
| 2010 | Photo and video sharing app <b>Instagram</b> arrives on the internet. <b>Pinterest</b> becomes the social network for interests and hobbies.                         | 2010 - 2015 | Reports of teen <b>depression</b> jump by 33% in the U.S. Teen <b>suicide</b> attempts rise by 23%, with actual suicides rising by 31%.                                                                                                                         |
| 2011 | <b>Snapchat</b> , a messaging-based social network, starts its meteoric rise. Over 80% of Canadians have internet access.                                            |             |                                                                                                                                                                                                                                                                 |
| 2012 | Smartphone ownership crosses the 50% threshold in North America.                                                                                                     | 2012 - 2014 | Youth (15-24) represent the largest group of people with <b>mood disorders</b> in Canada. Less than half of youth with depression or suicidal thoughts seek professional help.                                                                                  |
| 2013 | The word <b>selfie</b> is added to the Oxford English Dictionary.                                                                                                    | 2013 - 2015 | A <b>Lancet</b> study challenges claims that linking social media to adolescent mental illness is too simplistic. They claim other factors (i.e. poor sleep habits, lack of exercise) could be used to explain declining youth mental health.                   |
| 2015 | Camera technology allows for professional looking smartphone photos.                                                                                                 |             |                                                                                                                                                                                                                                                                 |
| 2017 | <b>TikTok</b> , a simplified video editing/sharing platform, launches. Facebook surpasses two billion users.                                                         | 2017        | U.K. youth rank <b>Instagram</b> as the worst social media network for their mental health.                                                                                                                                                                     |
| 2018 | Of the over seven billion people living on the planet, over 40% use social media.                                                                                    | 2018        | <b>Nature</b> releases a study stating developing teen brains are more sensitive to social media's tendency to sensationalize and glamourize life. This distortion can be very unsettling to some youth.                                                        |
| 2019 | 90% of Canadians have internet access. Of that number, 94% use at least one social media platform. That number jumps to 96% when considering youth 16-24.            | 2019        | A <b>JAMA Pediatrics</b> study finds a link between teen social media and anxiety, depression and loneliness. A <b>Nature Human Behavior</b> report challenges this premise, saying social media plays a "miniscule" role in adolescent mental health problems. |

| Année | Nouveauté / Plateforme                                                                                                                                                                                                | Année       | Nouveauté / Plateforme                                                                                                                                                                                                                                  |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1971  | Envoi du premier courriel.                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                         |
| 1986  | <b>Listserv</b> devient le premier logiciel de gestion automatique des listes de diffusion.                                                                                                                           |             |                                                                                                                                                                                                                                                         |
| 1988  | Apparition de la technologie du clavardage.                                                                                                                                                                           |             |                                                                                                                                                                                                                                                         |
| 1996  | Fondation de <b>Sixdegrees.com</b> premier site de réseautage social.                                                                                                                                                 |             |                                                                                                                                                                                                                                                         |
| 2003  | Lancement de <b>LinkedIn</b> , premier réseau social à caractère professionnel.                                                                                                                                       | 2003 - 2009 | Le nombre de visites aux urgences pour des cas <b>d'automutilation</b> en Ontario chute de plus de 30 %. Parallèlement, le nombre de visites aux urgences pour des problèmes de <b>santé mentale</b> augmente de 15 %.                                  |
| 2004  | Fondation de <b>Facebook</b> , la superpuissance des médias sociaux. Lancement du site de partage de photos <b>Flickr</b> .                                                                                           |             |                                                                                                                                                                                                                                                         |
| 2005  | La plateforme de partage de vidéos <b>YouTube</b> arrive sur Internet.                                                                                                                                                |             |                                                                                                                                                                                                                                                         |
| 2006  | Lancement du réseau social interactif <b>Twitter</b> . <b>Spotify</b> , le premier réseau de musique en continu, obtient un succès presque instantané.                                                                |             |                                                                                                                                                                                                                                                         |
| 2007  | La 1re génération de <b>l'iPhone</b> vient redéfinir le téléphone intelligent. Création de la plateforme de microblogage <b>Tumblr</b> .                                                                              |             |                                                                                                                                                                                                                                                         |
| 2009  | Les sites de médias sociaux commencent à se multiplier. Signalons l'apparition de la plateforme de messagerie <b>WhatsApp</b> et de la plateforme de partage de localisation et de recommandation <b>Foursquare</b> . | 2009 - 2017 | Le nombre de visites aux urgences pour des cas <b>d'automutilation</b> en Ontario augmente de 135 %. Parallèlement, les visites pour des problèmes de <b>santé mentale</b> font un bond additionnel de 63 %, soit une augmentation de 78 % depuis 2003. |

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|             |                                                                                                                                                                                   |                    |                                                                                                                                                                                                                                                                                                                                                      |
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| <b>2010</b> | L'application de partage de photos et de vidéos <b>Instagram</b> arrive sur Internet. Pinterest s'impose comme le réseau social dédié aux intérêts personnels et aux passe-temps. | <b>2010 - 2015</b> | Les signalements de <b>dépression</b> chez les ados bondissent de 33 % aux États-Unis. Les tentatives de <b>suicide</b> augmentent de 23 % et les suicides comme tels augmentent de 31 %.                                                                                                                                                            |
| <b>2011</b> | <b>Snapchat</b> , un réseau social basé sur la messagerie, commence son ascension fulgurante. Plus de 80 % des Canadiens ont accès à Internet.                                    |                    |                                                                                                                                                                                                                                                                                                                                                      |
| <b>2012</b> | Les propriétaires de téléphone intelligent comptent maintenant pour plus de 50 % de la population nord-américaine.                                                                | <b>2012 - 2014</b> | Les jeunes (15-24 ans) forment le groupe le plus touché par les <b>troubles de l'humeur</b> au Canada. Moins de la moitié des jeunes souffrant de dépression ou de pensées suicidaires demandent l'aide d'un professionnel.                                                                                                                          |
| <b>2013</b> | Le mot <b>selfie</b> est ajouté au dictionnaire anglais Oxford.                                                                                                                   | <b>2013 - 2015</b> | Une étude parue dans <b>The Lancet</b> prétend qu'il est trop simpliste d'affirmer que les médias sociaux sont associés au déclin de la santé mentale des adolescents. Les auteurs estiment que d'autres facteurs pourraient être en cause (mauvaises habitudes de sommeil, manque d'exercice, etc.).                                                |
| <b>2015</b> | Les téléphones intelligents sont maintenant capables de prendre des photos de très haute qualité.                                                                                 |                    |                                                                                                                                                                                                                                                                                                                                                      |
| <b>2017</b> | Lancement de <b>TikTok</b> , une plateforme simplifiée de montage et de partage de vidéos. Facebook franchit le cap des deux milliards d'utilisateurs.                            | <b>2017</b>        | <b>Instagram</b> est désigné par la jeunesse britannique comme le pire réseau social pour la santé mentale.                                                                                                                                                                                                                                          |
| <b>2018</b> | Sur les quelque 7 milliards d'habitants de la planète, plus de 40 % utilisent les médias sociaux.                                                                                 | <b>2018</b>        | La revue <b>Nature</b> publie une étude selon laquelle le développement du cerveau des ados est sensible à l'image sensationnaliste et magnifiée de la vie qui est véhiculée par les médias sociaux. Cette distorsion peut s'avérer très troublante pour un ado.                                                                                     |
| <b>2019</b> | 90 % des Canadiens ont accès à Internet. De ce nombre, 94 % utilisent au moins une plateforme de médias sociaux. Cette proportion passe à 96 % chez les jeunes de 16 à 24 ans.    | <b>2019</b>        | Une étude parue dans <b>JAMA Pediatrics</b> établit un lien entre l'utilisation des médias sociaux chez les ados et leurs symptômes d'anxiété, de dépression et de solitude. Une étude parue dans <b>Nature Human Behavior</b> conteste cette idée en prétendant que les médias sociaux ont un impact «minime» sur la santé mentale des adolescents. |

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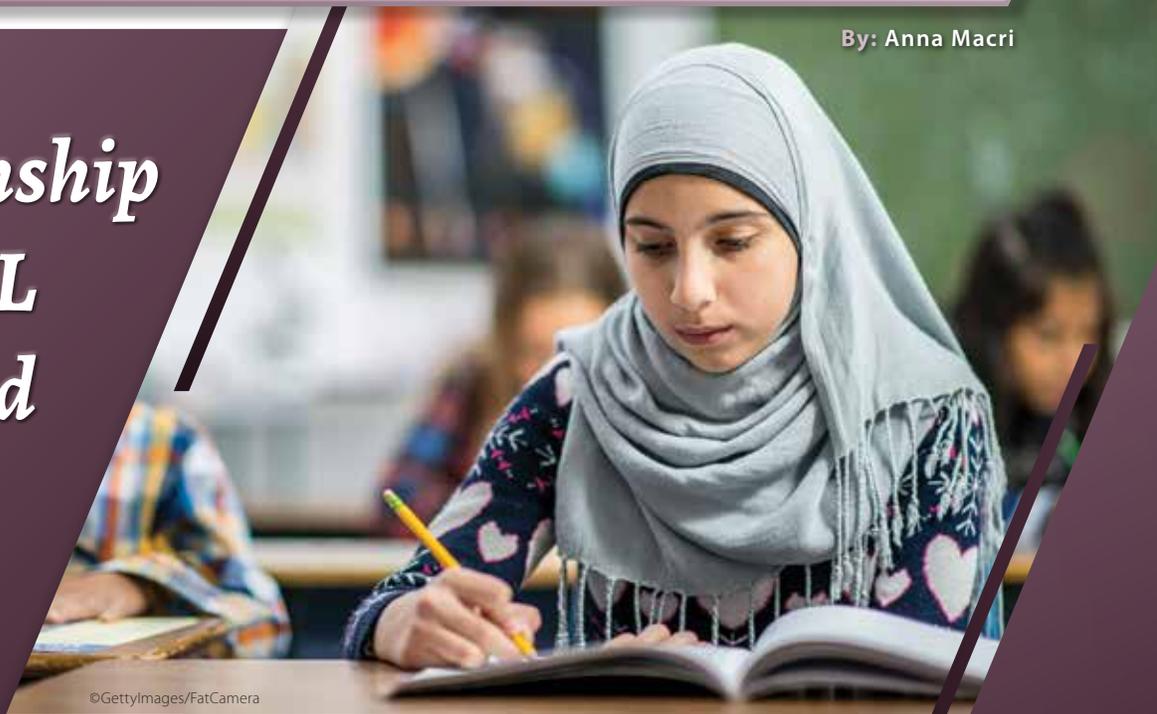


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# When They Come from Afar

By: Anna Macri

## The relationship between ESL students and Guidance



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Nhi, a 17-year-old student, started at my high school in January 2017. Born in Vietnam, Nhi came to Canada in the dead of winter, on her own, to a country far from home. She came to live with her aunt and uncle, who would act as her guardians. As an international student, Nhi remembers being welcomed to this country by -20 degree weather and lots of snow and ice. The shock of being away from her family and home - coupled by the cold, frigidity, opposite of the tropical climate she was raised in - was completely overwhelming for her.

Then came her visit to our school board's Assessment Centre, where she was interviewed and assessed in Math and English, to determine her academic level. This was also a very foreign experience to her. By the time Nhi made it to our school's intake meeting, I had before me a very nervous and shy 14-year-old girl who could barely speak English. She was about to begin her Grade 9 year with us, in a school of 1800 students.

Through lots of broken English (and with the help of her uncle who acted as her translator) I was able to work with Nhi to develop a timetable that she was happy with. To start her day, Nhi attended our ESL class. I was hopeful that our ESL teacher could work her magic and connect Nhi with other students who were new to the country and had similar worries to her own.

The plan worked perfectly. In Nhi's first day of class in Canada, she made a friend in that ESL class - a girl from the Philippines. They were able to share their stories and talk about their experience here in Canada. Nhi would confide in me later that it was easier for her to make friends in her ESL class compared to her other classes because everyone was new to the country and shared similar experiences and stories of their transition to Canada and the Ontario education system. We would also talk a lot about her life in Vietnam and some of the challenges she experienced there that she didn't have over here. For example, in Vietnam, Nhi's parents were quite strict, not allowing her to go out much. According to Nhi, she led a sheltered life back home. However, in Canada, she had a lot more freedom and independence.

As Guidance Counsellors, we service students - all students. We help students from different cultural backgrounds, learning abilities, family structures, and socio-economic situations. As such, we naturally alter how we interact with all these students based on their backgrounds and needs. The various strategies we use, and dialogues we engage in, can make a significant difference in how a student feels, especially for those who are new to the country and our education system. We need to be sensitive to these differences and value our students' journey and experiences. This could not be more true for our students who, while going through adolescence (which in and of itself is challenging!) are uprooted and moved from their home country to Canada to start anew. Our ESL (English as a Second Language)/ELL (English Language Learners) students are some of the most vulnerable, hopeful, scared, excited, intelligent, and driven students we will encounter in our offices.

At our school, we have a designated guidance counsellor who takes care of all the ESL students. Our reason for this is that we can then connect our ESL students to one another all while working closely with our ESL teacher who is our partner in this endeavour. This coordinated approach ensures that the new student's needs are being met. We help by finding tutors or friends, changing courses or lunches, connecting them with extra-curricular activities and community supports.

As Guidance Counsellors, we need to be mindful and check in with our ESL students often. Once I got Nhi settled into her classes, I would call her down often to chat with her and help transition her to a "Canadian" high school experience. To establish a relationship, I asked her about her journey and how she and her parents decided on Canada and why she made her way to us half way through Grade 9. Like so many of our other newcomer students, Nhi explained to me that her parents wanted her to have a better education compared to what was available to her in her home country. Being only 14 years of age, Nhi expressed quite clearly, that she was scared because she knew little English. She had a basic understanding of the language but could barely speak it when she first arrived. Nhi had the same worries as our Canadian born teenagers, such as the fear of not knowing how to make friends; how to ask questions in class if she didn't understand a concept being taught, and confusion over her post-secondary destination. Ultimately, although our ESL students have additional layers of worries (such as adapting and learning about the language, the school system, the post-secondary requirements to get into college/university), I have found that they are some of my most resilient and accomplished students. They are driven to succeed in many aspects of their high school experience, from making connections with peers and teachers to getting into a variety of post-secondary pathways. Nhi, who is now in Grade 12, has been part of our school's Eco Club, Chaplaincy, Sound and Light, Neuroscience, and Math Club, and is looking forward to attending university next September to study Bio-Chem. This is a girl who barely spoke a word of English when she first arrived to Canada.



Nhi in her Grade 12 year.  
Photo by: Katie McInnes

The role of the Guidance department as a player in our ESL students' success and support team cannot be understated. All of our students, especially ones new to the country need to have a safe, trusting place to stop by for a chat, ask questions, express worries and fears, research community agencies and resources. However, as much as we do to help, support and guide our ESL students and newcomers through this educational system, what we gain in return is so much more. The rich tapestry of culture, insight, experience that our newcomers bring to our schools, our classrooms, our communities usually teaches us more than the things we teach them. The stories of their journeys, their resilient spirit and fortitude, their drive and hard work, is inspiring to say the least. I am grateful for all these students who come from away and choose us! And for that, I am thankful. ♡csc

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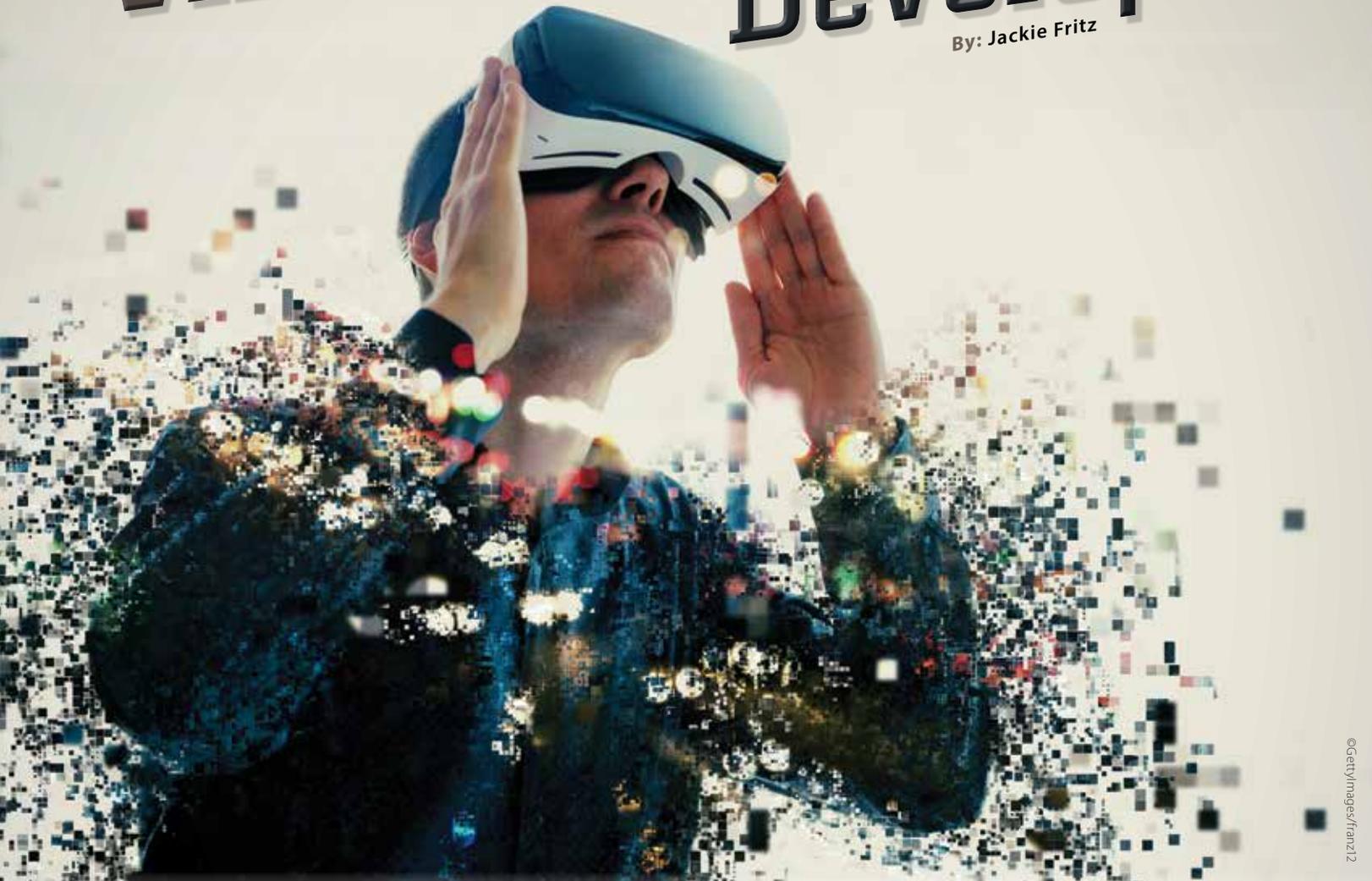
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» **BIO**

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

# Virtual Reality Developer

By: Jackie Fritz



**Meet Matthew Mazza, Chief Technology Officer at UP360 Inc. and a part-time professor at Humber College, where he teaches the Intro to UnrealEngine course. Not only is he a professor at Humber College, he is also a graduate of their Game Programming course.**

Or is he? Maybe you're actually in a virtual reality world and Mazza is a character with whom you're interacting. Virtual reality (VR) is a fascinating process where, simply put, computer technology is used to create a simulated environment.

And that's part of what Mazza does. He is a real person who runs his own start-up company which currently employs a team of close to 20 including 3D artists and game developers who are using virtual reality to create unique experiences for their clients.

Mazza says, "I've seen first-hand the hunger for VR that exists in practically every industry. Private companies love to be innovative and to experiment with new technology so VR is something they're all scrambling to get their hands on. Most of the time our clients approach us, they don't actually know what they want to use it for, they just want something in VR."



Team Meeting at UP360 Credit: Matthew Mazza

The world of Virtual Reality is a perfect fit for Mazza, who was inspired by the works of such authors as J.R.R. Tolkien and Jules Verne as he was growing up and always knew that storytelling was in his future.

"Before attending Humber, I was at the University of Toronto studying film and classical literature," shares Mazza, "(but) I ended up deciding that the medium which would best suit me was going to be games. It was then that I

decided to come to Humber for game programming. I knew I needed to break into the industry somehow and you can't just go up to a big company and tell them that you've got a great idea for a game. You need to show that you can bring something to the table and that you understand the process in general, so I figured Humber's program was the perfect thing to do that for me. It wasn't until later that virtual reality became part of my career path."

VR is a relatively new form of technology which may be difficult for some people to understand. Mazza explains, "Essentially virtual reality itself is the rendering of virtual worlds (similar to the virtual world of a video game) in a head-mounted display that the user wears. The headset itself has two lenses (one per eye) that allow you to see this world in a completely immersive environment. This headset is generally combined with a form of input-tracking (controllers) which enables the user to interact with and move around in this virtual world." Mazza continues, "The developers and artists work in what's called a game engine which is essentially a suite of tools that help us to build an immersive experience. Some of these tools include methods of adding in sounds or animations, creating quests and objectives for the users, building the environments themselves, etc. In its simplest form, 3D artists will build various models and assets for the virtual environments, while the programmers work on creating foundational systems the player can use to interact with the world. It's a bit like a car, the artists create the exterior and make it look beautiful, while the programmers put in the engine so that it can actually move, and the player is the one driving the whole thing."

While gaming is of course the most obvious use for virtual reality technology, Mazza believes the future of VR lies in other sectors.

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Matthew Mazza, Chief Technology Officer at UP360  
Credit Matthew Mazza



Where the magic happens at UP360  
Credit: Matthew Mazza

"I would strongly argue that gaming is actually the least viable use for virtual reality, and it's the area where there's the least potential for growth. VR is expensive and while prices are coming down slowly, most developers are still a bit too nervous to dip their toes into the sector," Mazza says. "To get into specifics, the medical sector is heavily investing in it right now for research purposes. In VR they can expose patients to all sorts of stimuli in a safe environment for neurological

assessment. It's also being used at multiple institutions such as University of Southern California and University of Alberta to help rehabilitate individuals with PTSD and other forms of brain trauma. The real estate and architecture industries use headsets to provide tours of unfinished buildings, condos, etc. Educational institutes are racing to create virtual classroom environments and more interactive lessons. There are countless galleries and museums using VR to create

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immersive art exhibits. And most recently, I attended a presentation where they used VR to let patients visit their schools, families, and friends right from their hospital bedside. The use cases are endless. It's all up to our imagination to determine what we want to use this wonderful technology for."

Mazza believes that the employment outlook in the VR sector is going to keep getting better and better.

"I've found that there are so many clients out there, so many industries that want to get their hands on VR, that it's impossible

for any one company to take it all. There are career opportunities aplenty in the sector however very few of them relate to games," he says. "The sheer amount of resumes that one will receive when posting a junior programmer position is staggering, and I say this from experience. This is why it's key to make connections all the time and universities and colleges can help with that."

Virtual reality developers have the potential to earn \$100,000+ per year, while those entering the workforce as a Junior Programmer will usually start at around \$50,000 per year.

However, Mazza has a word of advice for future game developers.

"I think it's important to outline one of the biggest problems with this industry. It's quite common for big companies to force employees to work 60, 80, even 100 hour work weeks in the months leading up to the release of a game or a milestone build (with no overtime pay). Over the last two or three years people have finally started speaking up about it, reporting the brutal conditions, and occasional mental breakdowns from their fellow employees during these times. They prey on passion because they know that they can, they know that you want to work on this game because they've got a prestigious name and what you're doing is pretty cool. As such they know that you'll be willing to work that 80 hour work week because if you don't, they'll find someone who will. Not all companies are like this, and it's one of the reasons why I wanted to start my own. Because crunch time shouldn't be a thing and the people working in this industry deserve to be treated better than they are," Mazza explains.

But for Mazza, the benefits outweigh the drawbacks.

"It's a new industry and no matter where you are in it you'll constantly be on the leading edge," he says. "That comes with its fair share of both pros and cons, but it will always feel as though you are discovering something brand new and that's not a feeling that you can get from just anywhere. We're always learning and rarely does a day go by that we aren't hit with some problem nobody's experienced before. It sounds scary and that's because it is, but it's also exciting and that seems like something you can get behind then this would be the place for you." ❁ csc

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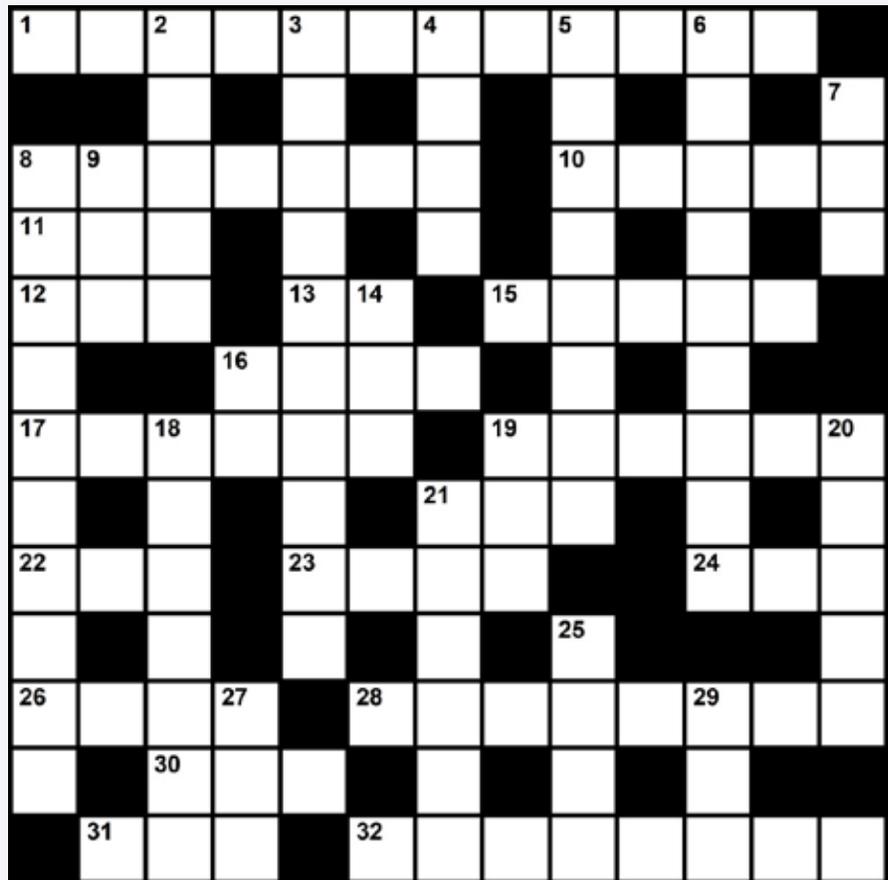
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## Across

- 1 Feature film about the turnaround at the Kugluktuk High School in Nunavut, 2 words
- 8 Schoolroom groups
- 10 Good attitude, 2 words
- 11 Computer memory
- 12 Naval rank
- 13 \_\_\_ and behold
- 15 Puts up on a social media site
- 16 Slant or prejudice
- 17 Mitigate
- 19 Doing this is good if you don't know
- 21 Day before
- 22 Enclosed vehicle
- 23 School counsellor hallmark
- 24 Interview
- 26 Useful resource
- 28 Social media site useful for networking and job finding, 2 words
- 30 Manage
- 31 Letters on a tire
- 32 Global social networking site



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## Down

- 2 Tests
- 3 The R in the RISE initiative
- 4 Gusto
- 5 Sport that energized the school in 1 across
- 6 Geniuses
- 7 E-mail in-\_\_\_
- 8 One of the skills least vulnerable to automation
- 9 Type of network, for short
- 14 Boat equipment
- 16 Oil company
- 18 Helps someone else in their career one on one
- 19 It often crosses a street, abbr.
- 20 Environmentally friendly
- 21 Beethoven's Third symphony
- 25 Kind of terrier
- 27 Him, in Quebec
- 29 Two singers



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