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- Canada's Cadet Program/
Les cadets du Canada
- Parents with Addictions
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What is a Boilermaker?

Though many Canadians may not be familiar with the Boilermakers, almost all Canadians benefit from the work of the Boilermaker trade. Advanced Boilermaker technologies are critical in the construction and operation of most industrial plants and power generating facilities. Whether filling up at the gas station or simply turning on a light switch, the work of Boilermakers has helped to provide many of the conveniences that we rely on in our daily lives. In order to continue to maintain these simple amenities, Canadians will look to the next generation of Boilermaker Apprentices to carry on this critical work.



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The Boilermaker apprenticeship operates on the premise of earn while you learn. Along with classroom instruction, the majority of an apprentice's training takes place on the job site, while receiving a competitive wage and benefit package. Training not only includes generations of time tested Boilermaker know how, but also industry leading technologies.



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Hanover Approves Addictions Counsellor – There will be an addictions counsellor working half time in all four high schools of the Hanover School Division near Steinbach, Man., for the start of school next fall. Superintendent Ken Klassen says the board agreed to add a half-time counsellor as a first step in starting an addictions program in the division. Because addictions often start early in a person's life, Klassen says, the program's goal is to be proactive and stop the addiction before it becomes a lifelong battle. The new division counsellor will address all sorts of addictions including drugs, smoking, and gambling. Klassen says the need for an addictions counsellor has been expressed in the community. The Hanover School Division will now make a request to the Addictions Foundation of Manitoba to begin the hiring process.

A New and Unique International Business Degree – Over two years ago, nine enthusiastic Nova Scotia Agricultural College (NSAC) students set in motion the university's joint Bachelor of Administration (Honours) in International Food Business with Dronen University of Applied Sciences (DUAS) in the Netherlands. In August 2010, this first class of NSAC International Business students joined their European classmates on the DUAS campus for their second year of academic studies. Over the summer months, NSAC International Business students will return home from the Netherlands. Not only will they be coming back with a new perspective of the world around them, they will also be welcoming their European classmates to Canada. In the third year of the program, the whole class will study at NSAC, followed by a three-month North American work placement.

"We need to offer university students new and unique experiences that truly open the world up for them," said Dr. Leslie MacLaren, Co-President and Vice President Academic of NSAC. "This partnership with Dronen is a shining example of real international cooperation and students will be the big beneficiaries."

Anyone wishing to learn more about the International Food Business program or to apply for fall 2011 can visit: <http://nsac.ca/internationalbusiness/>.



OFFER YOUR STUDENTS CAREER GOALS AS HIGH

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The opportunity to build a career in one of Canada's most dynamic industries has never been better.

Careers in aviation and aerospace are not limited to pilots and flight attendants. In fact, most are in manufacturing, and in aircraft maintenance, repair and overhaul. As studies point to a growing labour shortage, there are many challenging and exciting career paths in **aviation** and **aerospace** from which to choose.

Give your students a head start in the industry of the future.

To learn how your school can get involved, contact Senior Project Manager Theresa Davis-Woodhouse at 1-800-448-9715, ext. 247 or tdaviswoodhouse@avaerocouncil.ca



Gwen Barker competing in the reciprocating engine magneto timing module during a Canadian Skills Competition.



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Contact Centre Industry

More than just a job!

Are you looking for a summer job, or soon graduating from school and are eager to start your career? Or are you one of many already in the workforce but don't really know what's out there for you?

Look no further! Contact centre employers are eager to 'jump start' your career.

Have you ever . . .

Booked airplane or train reservations? Reserved a room at a hotel or resort? Booked a hall for your hockey banquet? Ordered catered food? Called a nurse at Telehealth? Needed to call for a tow truck? Called 311 for information from the City? Or called 911 in an emergency? **If so, welcome to world of contact centres!**

Here are a few more ways contact centres are commonly used – Paying bills, buying or selling on eBay, ordering through the catalogue or shopping channel, getting service for utilities, telephone, cell phones, cable, gas or water; on-line financial or loan advice; purchasing concert or sporting event tickets; or getting immediate assistance when your computer breaks down! The list is endless, but you get the picture!

What is the contact centre industry?

Every time you contact a business by telephone, through 'chat' or 'blog', by fax or on the Web, there is a team of professionals at the other end ready to assist you.

On a personal level, these professionals are developing their skills, gaining experience and building successful careers in the industry by helping people in one form or another. Four percent of all working Canadians are employed within the contact centre industry, making it one of the fastest growing industries in Canada.



Why work in a contact centre?

If you are not convinced from what you have learned so far, consider the wide range of career opportunities available in contact centres through corporate support services such as human resources, finance and accounting, information technology, legal, sales and marketing.

Advantage of a career in the contact centre industry:

- Growth industry
- Flexible hours and days
- Salaries ranging from \$25k to \$150K
- Benefits, bonuses, and rewards
- Opportunity to develop key skills that are transferable to most companies
- Ability to go anywhere in Canada or the world
- Opportunity to gain valuable experience in a chosen career while earning money
- Opportunity to build a career in the contact centre industry!

Contact centres offer training and advancement opportunities in many different sectors including telecommunications, emergency and medical, financial, engineering, insurance, tourism, transportation and retail. Because there are so many options to choose from, working in a contact centre is perfect for aspiring youth who want to gain experience in their chosen field. The industry offers flexible work hours and the ability to work remotely from your home. The transferable skills you learn in the contact centre industry offer you the mobility of working in other industry sectors, anywhere in Canada and anywhere the world.

What is Contact Centre Canada?

Contact Centre Canada (www.contactcentrecanada.ca) is a national not-for-profit organization comprised of leaders from contact centre companies across Canada as well as representatives from labour organizations and educational institutions.

Contact Centre Canada's mandate is "To support Canada's contact centre industry and its workforce through the development and delivery of industry driven programs that address human resource challenges." This is principally achieved through consulting with industry leaders across Canada to develop programs that will attract, develop and retain a qualified workforce in Canada. Ongoing activities focus on skill development, professional certification programs, best practices, and providing up-to-date labour market information.

How do I find out more?

Visit Contact Centre Canada's website (www.contactcentrecanada.ca) for more information and to learn about the many opportunities that await you in one of Canada's largest growth industries. Do not hesitate - new possibilities, opportunities, and experiences are waiting for you.



Have you ever considered a career in the contact centre industry?



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Canada



PoCo Legion Branch to Hand Out Scholarships –

The Royal Canadian Legion, Port Coquitlam Branch 133 is offering eight \$2,000 bursaries to Tri-City high school students. The Legion Poppy Fund will award four of these bursaries to qualified applicants who have a parent or grandparent who is ex-service personnel, and the remaining four will be awarded through the Branch 133 education fund. No military or Legion affiliation is required to

qualify for the education awards, as they are based on financial need and good grades. Applications can be obtained through high school counsellors, from the Legion office at 604.492.8911, or from the PoCo branch education committee's chair, Andrew Carroll at 604.464.4868.

Canadian School Counsellor welcomes comments, questions, and articles from its membership. We would also like to compile a list of counsellors across the country that we can consult when doing informal surveys, etc. The longer the list is, the more varied and inclusive the responses can be, so please send us your contact info! Email Lilliane at lrifiola@shaw.ca.



Winning Essay Earns Teen Trip to UN – Earlier this year, grade 11 student Grace Tahhan of Crocus Plains High School in Brandon, Man. was alerted to a unique opportunity available to high school students across the continent by her guidance counsellor. The Oddfellows & Rebekahs United Nations Pilgrimage for Youth was established by The Sovereign Grand Lodge Independent Order of Odd Fellows in 1949, and annually brings together high school students from around the world to study and learn about the UN. Inspired by a recent world issues class, Tahhan took on the challenge, submitted her essay, presented her speech to a panel of judges, and won, beating other competitors from across the province. All she had to do was write an essay on the importance of the United Nations. Born in Israel, Tahhan wrote about the refugee situation in Palestine and presented a speech she wrote discussing the role of the UN in the aftermath of a natural disaster. At the end of June, Tahhan will go on a 12-day journey to the UN headquarters in New York, then on to Ottawa, Niagara Falls, Washington, D.C., and Gettysburg, Penn. Information on the Pilgrimage for Youth Program can be found here: http://www.unpilgrimage.org/UNP_Program/UNP_PgmOverview.html



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No More Potato Fields for N.B. High School Students – The fall of 2012 will see the end of a long-standing tradition that gave students at Carleton North High School in New Brunswick a “potato break”. District 14’s education council’s practice of giving Bristol students two weeks off every fall to help with the potato harvest has been the subject of debate for two years, but the council is confident that it is moving forward on the right plan. Students will still be allowed to miss 12 days of school to help with the harvest, but will now have to inform the school of their plans in early September in order to for the educators to prepare appropriate catch-up lessons upon the students’ return to school. Hesitant to end a program that provides a workforce to help gather the province’s \$1.3 billion crop, District 14’s superintendent is considering course credits for science and history centred on potatoes. >



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Alberta Schools Handed New Powers

Sweeping changes have been proposed to Alberta’s education laws in an effort to improve high school graduation rates, crack down on cyber-bullying, and encourage local innovation by giving school boards more power.

Education Minister Dave Hancock says the current School Act, which has governed Alberta’s education system for roughly two decades, is out of step with today’s reality. If passed, the bill will replace the School Act.

Bill 18, the Education Act proposes to improve high school graduation rates by raising the dropout age to 17, and allowing students to stay in school for free until they turn 21. Now, the maximum age is 19.

The bill empowers school to suspend or expel bullies, wherever that bullying takes place. Although Alberta judges have already ruled that schools have this power, the proposed act makes it law.

The bill also removes specific transportation requirements, which has been criticized by NDP education critic Rachel Notley.

The act also proposed natural person powers, which in effect allow school boards to direct how education is provided, to close

schools, to set the school calendar, and to dismiss trustees who breach the new codes of conduct that will be required. Hancock sees this as an attempt to make school boards more nimble, more leading edge, while ensuring a caring, respectful and safe environment for all students.

More information can be found here: www.education.alberta.ca/educationact.

Students Can Now Earn Volunteer Hours Before High School –

Ontario high school students will now have more time to earn their required hours of community service. As of July 1, students can begin accumulating their 40 hours of non-paid volunteering in the summer before they enter Grade 9. The extended time period acknowledges the fact that many kids were already participating in their communities before high school, and reflects a program that is fair and reasonable, and willing to adapt to changing norms. Many students in fact have more time to commit to volunteer programs at a younger age, due to having part-time jobs later in high school.

Ontario’s Ministry of Education has also recently announced that it intends to expand its Specialist High Skills Major programs in schools across the province. The programs are often driven by local needs, such as specialist high skills majors geared to hospitality in a region where tourism is a big part of the local economy. ♣csc

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The Office

Written in collaboration with Amy Grewal

Office work is some of the most important work there is. Finding a job in an office is based on being able to show professionalism, being a team player, taking the initiative to do what needs to be done, and being responsible for the work that is assigned.

Working in an office setting can mean you never know what you will be doing next. This is true for any type of office. A law firm, medical, dental or marketing firm will keep employees on their toes and doing a multitude of tasks, preferably delivered with a smile.

No matter what position a person has in the office, a positive attitude is sure to help anyone get through the day. Performing one's duties in a stress-free environment will increase productivity and strengthen working relationships in the office. Leaving worries and troubles at the door when walking into the workplace sets a person off in the right direction.

Communication is vital within the legal, medical, dental and business worlds. Employees are part of an important team committed to the same end goal. Paralegals consistently speak with clients, the courts, other attorneys and—depending on their day—third parties. They work closely with their boss and giving information effectively is important. Although a student may not be qualified to be a paralegal yet, the attitude and professionalism that go along with such a position should be adopted as early as possible.

Administrators are the face of the business. These are the secretaries and receptionists at an office. They are often the first contact a client will see or speak with. They keep track of the executive's schedule, which includes meetings, appointments, commitments, and reports. They too are relied on to pass on information in a clear, effective manner.

Being technologically savvy is a definite asset in any line of work today. A quick and efficient typist is also an asset. In a medical or dental office, administrators often use software to enter in billing for insurance companies and individuals. A client comes in and the administrator verifies their insurance information and sets up the billing for their visit. Paralegals and business professionals often rely on spreadsheets, databases and word documents throughout their day.

The invaluable tool of organization is crucial in the office realm. Setting up files, indexing, sorting and categorizing data cuts down on precious time searching for information. Often, an employee will need to pull information on a moment's notice. Knowing where it is or how to access it makes a world of difference.

Workers today must multi-task effectively and efficiently. Time restraints limit how long one can spend working on one particular area. Paralegals may find themselves researching for one case, but

having to set up an appointment with a client for a different case. Prioritizing—learning what is most important and needs to be done first—is a quality skill for an office worker to have.

Training Programs

Although a high school diploma can be enough to land an entry-level administrative or clerical position, it is wise to take a course at a vocational or business school that is dedicated to this type of job training. Computer software and office skills and capabilities can be obtained through various options. Some high-school based vocational programs impart learning on how to work in an office by offering typing courses, etc. Vocational technical schools and business schools, and even community colleges offer such programs. Temporary placement agencies also sometimes offer such courses.

Depending on the student's area of interest, secretarial and administrative training in Canada is available at various educational facilities across the country. Most degree, diploma, and certificate programs require specific subject and level pre-requisites as part of the admission requirements.

The following colleges offer training in the business, technology, and health care fields:

- CDI College, a leading business school in Canada, has facilities in B.C., Alberta, Manitoba, Ontario, and Quebec <http://www.cdicollege.ca/>
- Vancouver Career College facilities in B.C.'s lower mainland offer tools, techniques, and technologies to secure a career in the fields of business, health care, law, and design. <http://www.vccollege.ca/>
- Reeves College's five campuses across Alberta offer business, health care, and legal programs. <http://www.reevescollege.ca/>
- Seneca College's eight campuses throughout the Greater Toronto Area offer courses in basic computer skills, application software, and office administration, such as the Receptionist Clerk Certificate. <http://www.senecac.on.ca/>
- Success College in Halifax, N.S. is a vocational college, offering training through hands-on, practical experience to function effectively in an office environment. www.thinksuccess.ca

Students with a bit of experience who want to find office work would do well to research the type of business that they might like to work in, such as in a real estate office, a medical office or at an insurance company or a high tech organization. Focusing on this type of business, they could check the newspaper online, as well as particular businesses online, and look under Careers

to see what types of positions they are looking to fill.

For an unskilled or under-qualified job-seeker, a staffing agency can help land that first job that may turn into a permanent position. Online searches can be performed for placement services and employment agencies that are handling particular jobs that focus on office work. Every city has such employment agencies or search firms.

Temporary staffing services or professional search firms place people into positions for companies that they have been contracted by to find someone to work in their office. Communication is very important in all job search transactions, and this type of agency should know immediately if someone has no work experience. Although most staffing agents have high-end jobs that require two to five years' experience, entry-level positions are available, usually in reception, file clerk, and data entry positions. Skill assessment tests may be performed. Diligence in calling in to check on new job postings will go far to display the determination and commitment that staffing agencies look for in potential agents.

Although students may believe they have no office experience to add to their résumé, they likely possess skills that can help them qualify for an office position. Previous employment may have helped them gain skills whose marketability they are not even aware of. Outlining all skills pertaining to office work may require a new perspective:

- A student who has used a computer to enter product data, and has typing skills of 25 words per minute or better—whether using the QWERTY system or not—has data entry skills.
- A student who has rearranged or reorganized a store or previous place of employment has organizational skills.
- A student who has dealt with the public in a previous job or volunteer position has customer service experience.
- Cashier experience entails much more than taking money and giving change; the terms “customer service clerk” or “sales clerk” sound much better and are really, more accurate.

Fantastic lies are of course a no-no. Some employers do background checks and this could affect a person's chances of getting a position once lies are discovered.

A cover letter can make or break a young person's chances of landing a job. Its text should contain facts such as no

experience, but such negatives should be tempered with other qualifications that make an applicant a potential asset to any office team. If the amount of experience required has not quite been achieved, this should not deter the applicant from trying to acquire entry-level office employment. Any goals one has for an office career can be spelled out on the cover letter as well. Even with a history of odd jobs, a word or two about the direction a student would like to see his or her office career go in can go a long way to sway a potential employer.

Office work—especially in an industry that already interests the student—can be exciting, educational, and can be a fertile environment for great achievement. ♣csc



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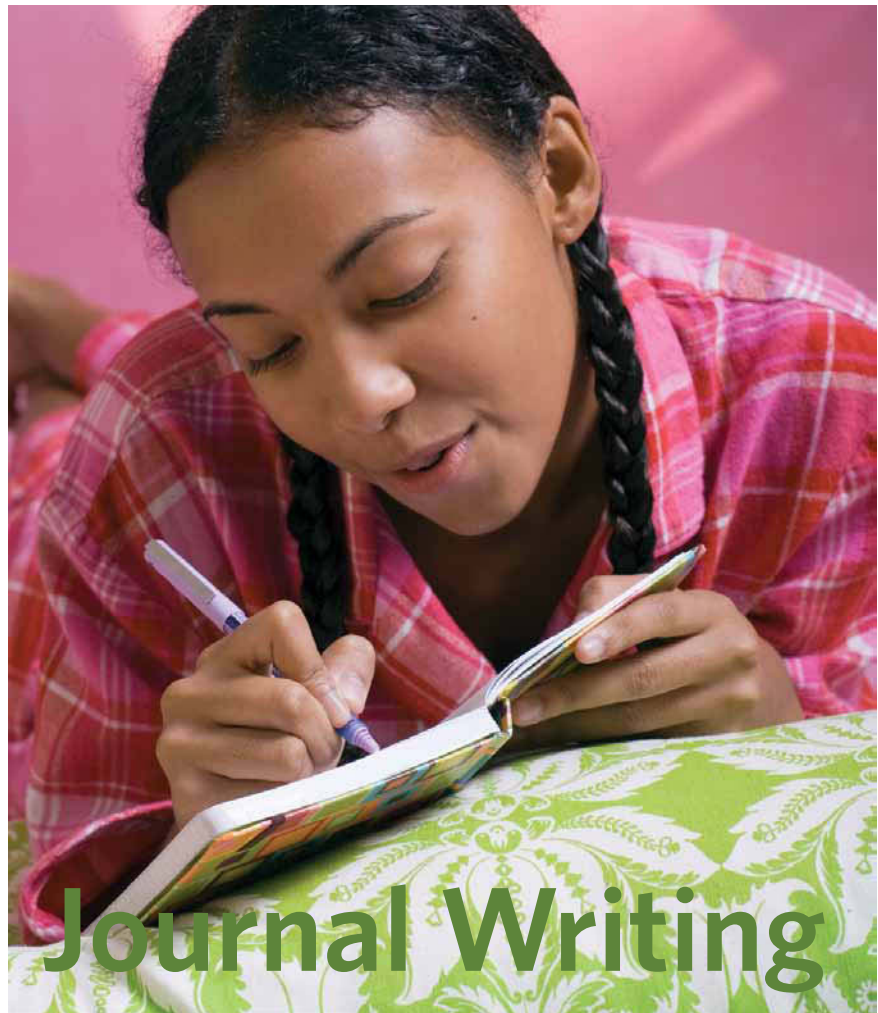
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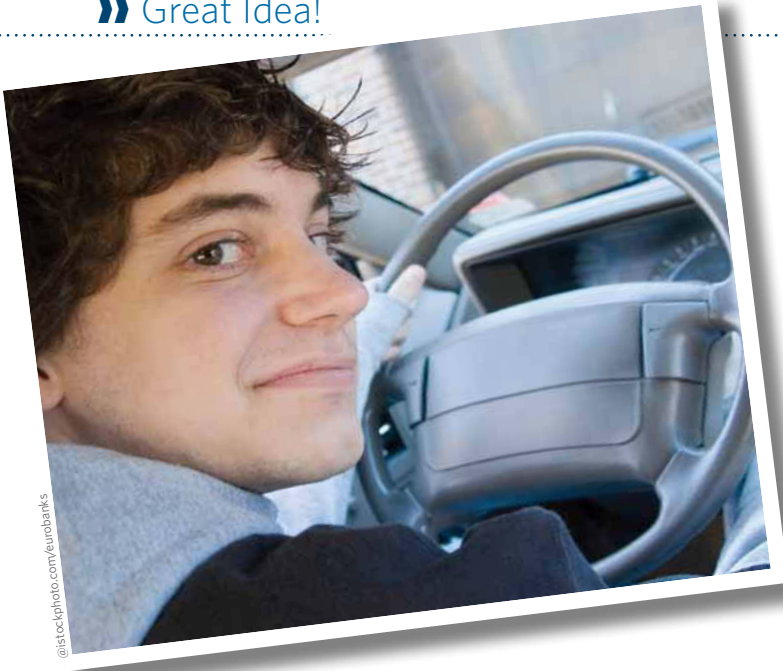
A journal is a series of writings made by a person in response to life experience and events. While a diary contains a description of daily events, a journal may also include reflections on what took place, and emotions or ideas stemming from these events. This deeper process forces one to think things through until they are understood, and eventually becomes a storing place for knowledge and experience that can be referred to later on when similar situations occur.

Although some teachers check journal writing and work on polishing skills, using journals as the one "uncorrected" form of writing that students produce frees them to express thoughts and feelings without worrying about spelling or grammar. Educators may comment by offering suggestions, constructive remarks, questions and encouragement whenever possible, but "corrections" to spelling and grammar will only serve to distract the students from expressing themselves fully.

Very often students will simply use their journal to routinely record the day's events, an activity that does not require much reflection or purpose. This problem can be turned around by encouraging students to write on a variety of topics. A list of journal writing prompts can be a very effective aid to any student experiencing a temporary writing block. Here are just a few:

- Describe something you lost or gave away that can never be replaced.
- Name one thing that you feel brings out the good in people.
- Describe how rainy days make you feel.
- Write a celebrity "crush" list.

After a while, students will look back on their writings and realize the benefits of recording past experience and emotion, and may well decide to pursue this as a lifelong habit. They will realize that "a journal is like a friend who is never too busy to listen". ♣csc



A student at Burlington, Ontario's Assumption High School proposed an idea to provincial politicians that has led to Bill-161, the Novice Driver "P" Plate Act.

It is true that some teens do not like the idea of being labelled a new driver, but at least one student believed a special plate for these drivers would make the roads safer. Eighteen-year-old Alex Don had seen "P" plates while on a trip to Australia over Christmas and upon inquiry, found out the designation had saved countless lives in the countries in which it was implemented.

Once Alex returned to Canada and completed his research, he approached the school's youth counsellor Fernando Costa, who was eager to hear about Don's idea. Costa's motivation partly derived from his past experience, as his mother was in a bad car accident several years ago and cannot drive anymore. Also, his former high school had lost two students in a car accident. Costa had been counselling the girlfriend of one of the students who died. She later ended her own life.

The graduated driving licence program allows new drivers to gain experience and skills gradually, and conditions must be met before a driver can get a graduated licence. The "P" plate would identify these novice drivers on the road.

Don and Costa approached several politicians, including Oakville MPP Kevin Flynn, about the idea of the special plate for new drivers to indicate that they have a provisional licence. The bold move has led to Bill-161, which was introduced in the Ontario Legislature and passed first reading in early March.

Flynn says the Bill has merits of its own. The fact that it comes from a young student sends the message to other young people that they can influence politics.

As for Don, the experience has piqued his interest in law and public affairs, and perhaps a political career down the road. ♣csc

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“For me there is such a great teaching of balance between weakness and strength. Sometimes your strength can be your weakness and sometimes your weakness can be your strength.”

Buffy Handel

“Once I teach them, it is no longer only mine; it is theirs to carry as well.”

Buffy Handel is a multi-style aboriginal dancer originally from bucolic Island Lake, Manitoba, 300 air miles northeast of Winnipeg. This proud Anishinabe woman is also a teacher of history, an instructor of powwow dance, a creator of regalia, a choreographer, and a business owner. The School Counsellor met with her at the Aboriginal School of Dance in Winnipeg in late March, where Handel talked about her childhood, her dance studio, and her philosophy on mentoring.

Aboriginal School of Dance

The Aboriginal School of Dance is recognized for high-quality aboriginal artistic entertainment. Members participate in powwows and volunteer at fundraisers for youth, and perform at various events. They present choreography that merges traditional and contemporary styles from different parts of the world that is intended to provoke an intense emotional experience in people of all cultural backgrounds.

“When we originally started doing performances, it was my name that the studio was riding on because I’ve been performing for about 12 years now. My first performance for anybody was actually for the Pan Am Games (1999). From there it kind of flew but because I had already had a performance name established.

“When the dance studio opened and we really started working with the students in choreography and dancing, I got bookings and I would just bring the students with me. We would do the performance together until they started putting their name out there, and now it’s spreading like wildfire.

“Last year we had seven of our students win academic awards from their school divisions because their skill level at school has actually gone up.

“Some of the other focuses that we have in the studio are academic so whenever we get a performance, we keep an eye on their attendance, we keep an eye on what they’re doing in school, and also their relationships at home. So if they’re having any disputes within their family, we have actually given them some traditional teachings to walk with so that they have a little more empathy for their parents.

Background

Buffy Handel’s German father and Anishinabe mother (who lost her Indian status when she married) were determined to raise their future children in a rural setting. They settled in her grandfather’s traditional hunting territory, and this is where she and her siblings were raised.

“We were fairly lucky. My parents had made a decision and it was actually a blessing in disguise.”

Looking back at some of the things she learned early in life, Buffy Handel asserts that the type of lifestyle she grew up in was one that ensured a strong family ethic: “a strong foundation of what family can consist of.

“My parents never left my side. Night and day, I was always attached at the hip with either my mom or my dad or my siblings. Even just learning how to play properly, you really get a strong sensation of what playing is, especially when you only have the siblings. So I had no choice but to get along because other than that there was no other option other than the dogs that we used to dogsled with.

“One of my earliest memories and I don’t think that a lot of people really remember so far back into their life but I know for

a fact that I must have been under the age of one because I still fit in the tikinagan, a baby board that my mom used to carry me in, and I

remember her lacing me up in the trap line. And I remember feeling so comfortable inside of it and practically falling asleep as she was wrapping me up in it. My mom still has that tikinagan in her house and it’s... to me, when I look at it I can’t believe I even fit in there!

“I remember being leaned up against the log cabin that my parents built with their own hands, and watching my mom.

“There’s a lot of things that I remember about my childhood like my dad telling us that we were going to make ice cream one night. And we’d never tasted ice cream before. So he got us to run out in the middle of the lake where the snow was the cleanest, and to keep bringing back buckets and pails of snow. And he mixed vanilla extract in there...

“No running water, no electricity... just being around nature constantly gives you a really great sense of what the essence of life is.”

Considering herself “lucky” to be sponsored through School Division No. 48 and to better her education in the city, Handel left home before she was 15. “Being a part of such a small community, being a part of such a small area, I really outgrew the expectations of a standard life. I wanted to see the rest of the world. I knew that there were much bigger things out there for me to explore.

“I remember sitting on my father’s lap and saying to him, dad, I will never leave you. I think he understood what I had meant was that my heart would always remain home, that I would never forget any of the things that they had ever taught me, no >

“I remember being leaned up against the log cabin that my parents built with their own hands, and watching my mom.”

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matter how successful or how far I made it or moved away, that my heart would always be home and never forget.”

Teachings

“For the past 12 years, I’ve been teaching aboriginal history on a multicultural level. I go to all these different school divisions and I teach everything from dancing to beading to medicine wheel teachings, and storytelling. I also develop other people’s programs for them and work with them on a regular basis.

“This year, I was able to send eight of the students that I mentored last year to take over some of the programs that I’ve been doing so they are now employed, not necessarily through the dance studio, but by the school divisions. We have two of them who are working with the City of Winnipeg, and these are all teenagers. They’re all such positive mentors; they’re doing really well with programming. They are being kept busy here as well as outside. For some of them, it’s become a full-time thing.

“I think it is very important that when people establish that they are or want to be a mentor, (that they know that) being a mentor isn’t just sometimes. Being a mentor, I believe, means that you really have to lead by example, inside and out. For myself, I know that the students here, they really see that. They see that this isn’t night and day; this isn’t a money scheme. They know that every single bit of what they do... I always tell them that, every time that we have a big performance I say, you know what? This is all on you. I am here to create the opportunity and to help along, but how well you do is completely yours.”

Handel also helps build pertinent curriculum in a number of schools. “It started small, when I was dance instructing in schools and then I started getting asked to do more because they realized that I knew more. Now I have teachers from all different subjects: english teachers, math teachers, biology teachers, Phys. Ed. teachers, art teachers... They call me and tell me what the curriculum is, what they’re studying, and ask if they can send me a unit that they’re working on so that I can implement and redesign a program that will allow the students to learn aboriginal culture and history through their studying.

“A good example is a math teacher who will call me and say, ‘We are studying algebra. Can you come in and implement aboriginal culture into algebra?’ And so, I take something like a beading project, and they have to calculate how many grams of which colour go in the details of the beadwork project. They also learn multiplication through the beading process, as well as calculate the right amount of beads that are sitting within the project, so it’s very mathematical. We implement all of those ideas into the beading techniques.

“Same thing with biology. We take something like molecules, and we incorporate that into the smudging process, and what molecules and energy have to do with smudging.

“So I’m able to take something that is taught in today’s society or taught in the educational field like physical education: how the muscles move, how the body works, how it reacts, to the stories that were told.

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“The new wave of what mentoring is to really change what our generation consists of. Yes, we are all affected by residential schools because it is something that has been passed on from generation to generation but we have a choice every day to be the masters of our own universe, and the sooner our young people realize that they really do have absolute and utter control of the emotions in which they are living their lives, we will have a really strong nation. We will really have a happy life. We will really have happy communities. And for those people who think life is too complex to think that way, they’re the ones that are going to have the harder motions through life.

“And so I strive to lead by example, with the things that I was taught living in the middle of nowhere, where Mother Earth is so simple. It rains, it shines, it heals itself, it constantly grows. Our tradition is not lost because our land is still there. Our Mother Earth still exists. Those teachings will always and forever be there. So the teachings not only come from elders, but they come from the land because our elders are the ones that walk on the land, and that’s where the knowledge is contained is on our Mother Earth, in natural settings.

“My dad had said something to me before that made me really think about what it’s like to be an instructor, what it’s like to be a public speaker. He says once you express an idea verbally, once you say something, after that it is never yours... and I really take that into the idea as I am instructing, is that once I teach them, it is no longer only mine, it is theirs to carry as well.

“So I think that, on a multicultural level, other instructors will come to realize that it’s not theirs, that they don’t own the idea. This is history passed on from generation to generation. And our ancestors on a multicultural level did not dedicate their lives so that people in today’s society can keep these for themselves. It is meant for everybody, not just native people, not just Asian people. You know, I’m a really strong believer in that: that we are meant to share.

“Even the traditional stories that I am told, I try to incorporate that in a business sense to create that balance not only is the business successful, but it’s also a positive business.



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Many University of Regina students take classes from First Nations University, and we have **students from across Canada** and around the globe registered here. All students are welcomed equally.

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“A traditional teaching tells us that the Creator first created four original humans. And they were told to walk in four different directions, but they were given a bundle and this was the root of their survival. And some of the items that I was taught was in their bundles was a drum, a whistle, and also medicine, medicine from the earth. The Creator said, ‘Walk in these different directions but what is in your bundles will tell you and >

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show you that you all come from the same place.'

"And so when you take that idea and you bring it into today's society, what nation does not have a drum? It might sound different, it might be shaped differently, it might be a different size, but it's still a drum. You look at all of the nations; what nation does not have an instrument that you blow your breath into to create sound? What nation does not have plants that they use to heal themselves with? And that's how we know we all come from the same place.

This is what incorporating and diffusing other cultures into our forms of performance is, and this is the biggest thing for our studio: we take a story like that, that comes from our traditional, aboriginal history, and incorporate it into today's society and into the studio. We don't try to imitate other cultures. This is our way to express multiculturalism through the eyes of an aboriginal person, with the basis of this traditional story.

"This is the way that, number one, we all know we come from the same place. And also, number two, that, through song, and through dance, through beat, it's an unspoken language that we can relate to from all over the world.

"We're not trying to overpower all of these other cultural groups by saying, oh we do that as well. No. If you want to see more, if you really like the way that this worked out, then go see this group. We always try to promote other people as well."

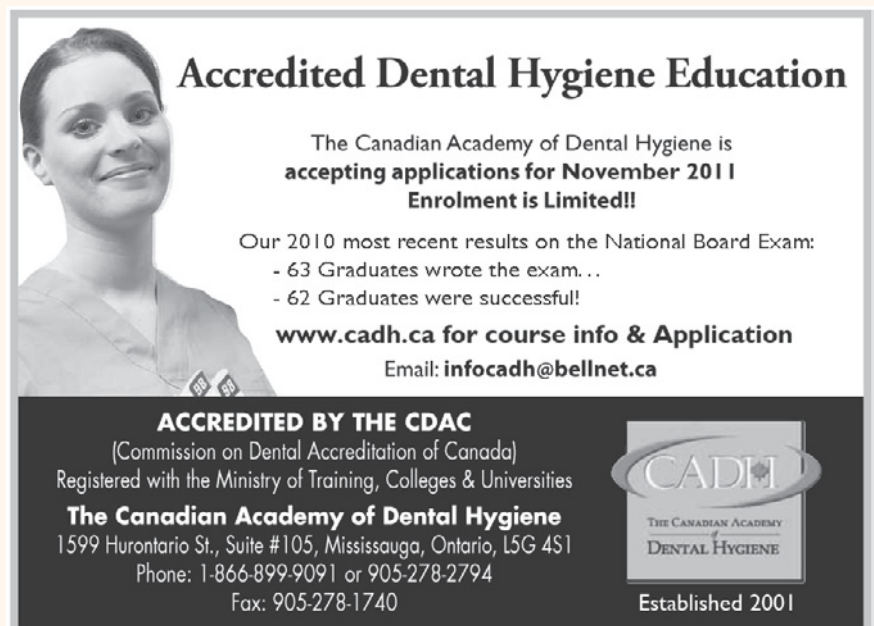
All this from such serendipitous beginnings: "I was training in Brazilian martial arts so the space was actually another cultural group's space. I was training in here and I asked them, 'If you're not using this facility on weekends, can I rent from you for the time being?' And it just kind of grew and grew. And then they asked if I'd want to take the lease over, which I did, and now it's ours and now I'm getting ready to



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go over to Regina to go look at a second studio!" she says with a little joyful laugh.

"The dance studio, there's so many wonderful things happening with it and to me, it's just lead by example. Of course I benefit, it makes me feel good to do these things, it makes

me feel wonderful, and it makes me realize what potential I have to help, what potential I have for strength, what potential I have for motivation. If all of these things are happening just because I took over a lease, then so be it." 🍁 CSC

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“Volunteer Grandparent Gains a Second Family”

- « Une femme ayant une déficience visuelle fait du bénévolat pour une organisation qui lui a sauvé la vie »
- « Un survivant d’une maladie du sang fait du bénévolat pour protéger la santé des autres »
- « Un grandparent faisant du bénévolat trouve une deuxième famille »

Current headlines on the Volunteer Canada website provide clear evidence that volunteering is a “pay it forward” type of activity. Human nature being what it is, genuine appreciation of one’s own abilities or situation, either acquired easily or through hardship, can engender a strong desire to help others.

Youth are more likely to become engaged citizens if they see someone they admire and respect helping others. Even a young child nowadays sees how much the world revolves around the dollar—the great motivator. To see an adult do actual chargeable work for nothing can be a great motivator in a completely different direction.

Volunteers tend to exude pride and a sense of accomplishment, which is not always evident in the workaday world. Teens need to see that volunteering is a viable pathway to exploring other career avenues, while helping people less

Les titres du site web de Bénévoles Canada démontrent clairement que le bénévolat est une activité du type « payez au suivant ». La nature humaine, étant ce qu’elle est, l’appréciation réelle des capacités ou de la situation d’une personne, qu’elles soient acquises facilement ou difficilement, peut engendrer un fort désir d’aider les autres.

Les jeunes peuvent plus facilement devenir des citoyens engagés s’ils voient quelqu’un qu’ils admirent et respectent aider les autres. De nos jours, même les jeunes enfants voient combien le monde tourne autour du dollar—le grand motivateur. Voir un adulte faire un travail habituellement rémunéré pour rien peut être une grande motivation avec une direction tout à fait différente.

Les bénévoles tendent à afficher de la fierté et un sentiment d’accomplissement ce qui n’est pas toujours évident dans le monde du travail. Les adolescents doivent voir que le bénévolat

Youth are more likely to become engaged citizens if they see someone they admire and respect helping others.

fortunate than themselves—and just as importantly, they need to see that there is always someone who fits this category.

The thousands of hours of volunteer service that Canadians provide on a daily basis ensure that numerous tasks are accomplished and that many people are helped. Volunteers build houses for the homeless; provide community health care, sports and recreation, heritage and arts programs; offer counselling and support services, environmental protection and advocacy, disaster relief, international development, and volunteer firefighting. Volunteers lead youth groups, coordinate programs, coach and fundraise. An adolescent who chooses to volunteer has a multitude of choices when it comes to area of interest, and should have no problem finding a volunteer position.

According to the Canada Revenue Agency, there are over 160,000 charitable and not-for-profit organizations in Canada. The following is an overview of organizations that may be more of interest to teenagers:

Katimavik. Provides the opportunity for youth to contribute to the sustainable development of communities across Canada. Seventeen-to-21-year-olds get involved in exciting volunteer projects through six-month stints in different regions of Canada. <http://www.katimavik.org/>

Projects Abroad. Provides unique experiences abroad, including two-week high school specials in the summer to 16-to-19-year-olds that involve a mixture of taught sessions, hands-on and observational work, evening activities and weekend excursions. <http://www.projects-abroad.ca/projects/2-week-high-school-specials/>

Teens interested in **modelling** can volunteer to assist in a variety of roles at a modelling agency, such as handing out flyers, assisting at photo shoots and events, decorating, etc. One such agency in Oshawa, Ont. welcomes volunteers: www.pnkpromotions.ca

The Trans Canada Trail's goal of building a continuous trail linking Canadians from coast to coast to coast requires the help of an enormous amount of volunteers, and provides an amazing summer volunteer opportunity for the **outdoor/environmental enthusiast**. This community-based project is made up of close to 400 individual trails, and provincial/territorial organizations are responsible for maintaining the trail in their region. The list of provincial and territorial partners is here: http://www.tctrail.ca/provincial_partners.php

Students interested in **animals** can apply for volunteer work at the local humane society, in zoos, aquariums, museums, and interpretive centres that can be found in most of Canada. Vancouver Aquarium volunteers get perks such as transit tickets, paid parking, discounts and field trips: <http://www.vanaqua.org/volunteer/volunteering>

There are 200 volunteer centres all across Canada. Volunteer centres are non-profit groups that foster and develop volunteerism in the community as a whole, and serve the

Les jeunes peuvent plus facilement devenir des citoyens engagés s'ils voient quelqu'un qu'ils admirent et respectent aider les autres.

est une voie qui a des chances de réussir pour explorer d'autres avenues de carrière en aidant les gens plus démunis que soi-même—et, de façon tout aussi importante, ils doivent voir qu'il y a toujours quelqu'un qui cadre avec cette catégorie.

Plusieurs tâches sont accomplies et plusieurs personnes aidées par les milliers d'heures de bénévolat faites au quotidien par les Canadiens. Les bénévoles construisent des maisons pour les sans-abri, ils fournissent des soins à la communauté, du sport et de la récréation, et des programmes patrimoniaux et artistiques. Ils offrent des services de conseils et de support, la représentation et la protection de l'environnement, de l'aide en cas de désastre, du développement international et le combat d'incendie bénévole. Les bénévoles dirigent des groupes de jeunes, coordonnent des programmes, sont entraîneurs et ils font des collectes de fonds. Un adolescent qui choisit le bénévolat a de multiples choix pour le domaine d'intérêt et ne devrait avoir aucun problème à trouver un poste de bénévole.

Selon Revenu Canada, il y a plus de 160,000 organisations de charité et à but non lucratif au Canada. Un aperçu d'organisations qui pourraient être plus intéressantes pour les adolescents est présenté ci-dessous :

Katimavik. Cette organisation fournit l'opportunité aux jeunes de contribuer au développement durable de communautés partout au Canada. Des jeunes de 17 à 21 ans s'impliquent dans des projets de bénévolat excitants de six mois de durée dans différentes régions du Canada. <http://www.katimavik.org/>

Projects Abroad. Cette organisation fournit des expériences uniques à l'étranger, incluant des programmes spéciaux pour écoles secondaires de deux semaines à l'été pour les 16 à 19 ans qui impliquent un mélange de sessions d'enseignement, un travail pratique et d'observation, des activités en soirée, et des excursions de week-end. <http://www.projects-abroad.ca/projects/2-week-high-school-specials/>

Les adolescents qui souhaitent travailler comme **mannequin** peuvent être bénévoles pour aider par différents rôles des agences de modèles comme distribuer des pamphlets, aider lors des sessions de photographie et lors d'événements, aider à la décoration, etc. Une de ces agences à Oshawa en Ontario accueille des bénévoles : www.pnkpromotions.ca

L'objectif du Sentier transcanadien de construire un sentier continu qui reliera les Canadiens d'un océan à l'autre requiert l'aide d'une énorme quantité de bénévoles et il fournit une incroyable opportunité d'été pour les **enthousiastes de plein air et d'environnement**. Ce projet basé sur la communauté consiste à près de 400 sentiers individuels dont les organisations provinciales/territoriales sont responsables de l'entretien dans leur région. La liste des partenaires provinciaux et territoriaux est ici : http://www.tctrail.ca/provincial_partners.php

Les étudiants intéressés aux **animaux** peuvent faire du bénévolat dans des sociétés locales protectrices des animaux, dans les zoos, les musées et les centres d'interprétation qu'on retrouve partout

broadest membership including volunteers and volunteer organizations. They reach across the non-profit and public sectors to include groups working in human and social services, health care, education, the arts, and recreation, regardless of their source of funding.

This website, <http://volunteer.ca/i-want-volunteer/find-volunteer-centre>, offers a map with links to volunteer centres across the country.

The interested student must decide how much time he or she is willing to commit, and must be realistic and serious about this commitment. A job done without pay is no less important than a remunerated position and must never be regarded as such. A student who has a genuine spirit of volunteerism is fully aware of its reciprocal benefits.

CADIP

Once the student is 18 years of age, volunteerism can take a whole new turn with opportunities available to adults only that involve extensive travel such as the Canadian Alliance for Development Initiatives and Projects (CADIP), a non-profit organization based in Vancouver, B.C. that has no religious or political affiliation. CADIP strives to build tolerance and understanding in multicultural and multi-ethnic surroundings among youth all over the world. Its activities

au Canada. Les bénévoles à l'aquarium de Vancouver reçoivent des avantages comme des billets de transport en commun, des places de stationnement payées, des rabais et des excursions : <http://www.vanqua.org/volunteer/volunteering>

Il y a 200 centres de bénévolat partout au Canada. Les centres de bénévolat sont des groupes à but non lucratif qui soutiennent et développent le bénévolat dans son ensemble dans la communauté, et servent le plus grand nombre de membres incluant des bénévoles et des organisations de bénévolat. Ils couvrent les secteurs à but non lucratif et publics pour inclure les groupes travaillant aux services humains et sociaux, dans les domaines de la santé, de l'éducation, des arts et du récréatif, indépendamment de leur source de financement.

Ce site web, <http://volunteer.ca/i-want-volunteer/find-volunteer-centre>, offre une carte avec des liens aux centres de bénévolat du pays.

L'étudiant intéressé doit décider combien de temps il est prêt à donner et il doit être réaliste et sérieux à propos de son engagement. Un travail exécuter sans rémunération n'est pas moins important que celui qui est rémunéré et il ne doit jamais être considéré comme tel. Un étudiant qui possède un esprit de bénévole authentique sera pleinement conscient des avantages réciproques.

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include charity work with orphans and children from disadvantaged backgrounds, environmental protection, restoration and conservation work, as well as youth exchanges and training. CADIP offers volunteer opportunities throughout the world for people over 18. Although volunteers pay their own travel expenses, accommodation and food are provided throughout the length of the project. <http://www.cadip.org/>

Volunteering—offering one’s time, energy and skills free of charge—is the most fundamental act of citizenship and philanthropy in our society. By caring and contributing to change, volunteers help reduce suffering and disparity, while gaining valuable skills and self-esteem. Volunteering has the ability to change the lives of everyone involved. 🍁 CSC

CADIP

Une fois qu’un étudiant a atteint l’âge de 18 ans, le bénévolat peut prendre un tout nouvel aspect avec des opportunités uniquement disponibles pour les adultes et qui s’appliquent à de nombreux voyages comme la Canadian Alliance for Development Initiatives and Projects (CADIP), une organisation sans but lucratif basée à Vancouver, C.-B. qui n’a pas d’affiliation politique ou religieuse. La CADIP s’efforce d’introduire la tolérance et la compréhension parmi les jeunes partout dans le monde dans des environnements multiculturels et multiethniques. Ses activités incluent du travail charitable avec des orphelins et des enfants d’origines défavorisées, la protection de l’environnement, des travaux de restauration et de conservation ainsi que des échanges et de la formation pour les jeunes. La CADIP offre des opportunités de bénévolat partout dans le monde pour de personnes de plus de 18 ans. Bien que les bénévoles paient leurs frais de transport, le gîte et le couvert sont fournis tout au long du projet. <http://www.cadip.org/>

Le bénévolat—offrir son temps, son énergie et ses capacités sans rémunération—est le geste le plus fondamental de citoyenneté et de

Gain practical skills and a career path plan.

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acquérant des compétences de valeur et de l’estime de soi. Le bénévolat possède la capacité de changer les vies de tous ceux qui sont concernés. 🍁 CSC

The Canadian Cadet Program

Le Programme des cadets du Canada

Offering leadership opportunities for youth that are anything but boring
Offrir à la jeunesse des opportunités de leadership qui sont tout sauf ennuyeuses



What do astronauts Marc Garneau and Chris Hadfield, musicians Rob James and George Canyon, and Senator Terry Mercer and former Premier Brian Tobin all have in common? They are all proud former cadets who are making valuable contributions to Canadian society on a daily basis.

The Cadet Program is the largest federally sponsored youth program in Canada aimed at 12- to-18-year-olds who are interested in participating in a variety of activities that are fun, challenging and rewarding while learning about the sea, army, and air activities of the Canadian Forces. The cadet experience encourages the development of life skills as well as leadership skills.

The three Leagues (Air, Army, and Navy) share the same overall mandate in support of this government program, and each offers some unique opportunities to cadets by funding additional activities, such as earning a pilot's license for the Air Cadets, Expedition program support for Army Cadets in Canada and

Qu'ont en commun les astronautes Marc Garneau et Chris Hadfield, les musiciens Rob James et George Canyon, le sénateur Terry Mercer et l'ex-premier ministre Brian Tobin ? Ils sont tous de fiers anciens cadets qui font des contributions de valeur à la société canadienne chaque jour.

Le Programme des cadets est le plus grand programme pour la jeunesse au Canada parrainé par le gouvernement fédéral pour les 12 - 18 ans qui souhaitent participer à une variété d'activités qui sont amusantes, qui représentent un défi, et qui sont gratifiantes tout en apprenant ce que sont les activités marines, militaires et aéronautiques des Forces canadiennes. L'expérience de cadet encourage le développement de compétences de vie ainsi qu'en leadership.

Les trois Ligues (de l'Air, de l'Armée et Navale) partagent le même mandat d'ensemble à l'appui de ce programme gouvernemental et chacun offre des opportunités uniques aux



This is a photo of the 2010 International Expedition team, climbing their way up to Mount Everest Base Camp. This is part of what is called Ultimate Army Cadet Challenge. Every year, a total of 32 cadets chosen from corps across Canada, participate in two Expeditions: 16 cadets travel within Canada and the other group of 16 cadets travel internationally to various destinations to practice the skills they've developed over the four to five years they've been with Cadets. This year's expedition will take a new team of cadets to Churchill, Man. for the National Expedition and to Alaska for the International one. This photo was provided by Capt. Cory Lohnes, Regional Training Officer for the Everest Expedition.

Ceci est une photo de l'équipe de l'expédition internationale de 2010 lors de leur ascension au camp de base du mont Everest. Ceci fait partie de ce qui est appelé l'ultime défi des Cadets de l'Armée. Chaque année, 32 cadets au total sont choisis parmi les corps du Canada pour participer à deux expéditions : 16 cadets voyagent au Canada et un autre groupe de 16 cadets voyage à l'international vers différentes destinations pour pratiquer les habiletés qu'ils ont développées pendant les quatre à cinq années où ils ont été cadets. L'expédition de cette année conduira une nouvelle équipe de cadets vers Churchill au Manitoba, pour l'expédition nationale et d'autres iront en Alaska pour l'expédition internationale. Cette photo a été fournie par le Capt. Cory Lohnes, officier à la formation régionale pour l'expédition Everest.

cadets en subventionnant des activités comme l'obtention d'une licence de pilote pour les Cadets de l'Air, l'aide au programme d'expédition pour les Cadets de l'Armée au Canada et ailleurs, et la voile et la plongée sous-marine pour les Cadets de la Marine.

L'expérience des cadets les encourage de poursuivre leurs études puisque le programme offre des opportunités d'obtenir des crédits scolaires au niveau secondaire dans la plupart des provinces (pas en Alberta ni au Nouveau-Brunswick), ainsi que l'accès à l'opportunité de se mériter des bourses d'études post-secondaires.

Le programme permet l'occasion de voyager à travers le Canada pour des activités estivales et de participer à des programmes d'échanges internationaux et domestiques, cependant la sélection est partiellement fondée sur le rendement académique.

Le programme permet aussi d'enrichir un plan de carrière et il ouvre des portes vers plusieurs compétences et métiers ainsi que l'occasion d'acquérir des qualifications reconnues par certaines industries.

Les cadets ont également l'occasion de développer leurs habiletés athlétiques, particulièrement pour le biathlon et l'adresse au tir. Plusieurs athlètes olympiques qui ont participé à ces disciplines sont d'anciens cadets. Ce sont des épreuves à trois éléments (c.-à-d. les Cadets de l'Armée, de l'Air et de la Marine).

La musique occupe une large place dans le programme des cadets. Chaque Ligue a un programme de musique qui offre l'occasion aux adolescents qui aiment la musique de développer leurs habiletés musicales dans le contexte d'une structure de fanfare avec des cuivres et des instruments à anche, ou avec cornemuses et tambour; les jeunes y apprennent individuellement comment jouer de la cornemuse.

Le programme fournit également l'occasion de gagner une prime d'instruction estivale ou de décrocher un emploi d'été.

Les Ligues de l'Armée, de l'Air et Navale fournissent le composant civil du programme en partenariat avec le ministère de la Défense nationale (MDN). Bien qu'ils agissent indépendamment pour le développement et le soutien à leur

elsewhere, and sailing and scuba diving for the Sea Cadets.

The cadet experience instills in the cadet's mind the need to stay in school, as the program can provide opportunities to earn high school credits in most provinces (not Alberta or New Brunswick), as well as access to scholarship opportunities.

High academic achievement is encouraged through increased opportunities for travel to various cadet camps across Canada, as well as through domestic and international exchange programs.

The program also provides opportunities to facilitate career pathing, and opens doors to many skills and trades, and opportunities to earn industry recognized qualifications.

Cadets are also provided an opportunity to develop their athletic skills, particularly in biathlon and marksmanship. Many Olympic athletes who have won or participated in these Olympic disciplines are former cadets. These are tri-element (i.e., Army, Air, and Sea cadets) competitions. >

Music looms large in the cadet program. Each league has a music program, which offers an opportunity for teenagers who enjoy music to develop their musical skills within a marching band structure with brass and reed instruments or with a pipes and drums band; the latter teaches a young individual how to play the bagpipes.

The program also provides the opportunity to potentially earn a monetary bonus for summer training or employment.

The Army, Air and Navy Leagues provide the civilian component of the program in partnership with the Department of National Defense (DND). Although they each act independently towards the development and support of their particular element of the program, they do have one common role in overseeing and supervising the civilian volunteers that are involved at all levels of the organization.

Each League is governed by a volunteer Executive who work at the national and provincial/territorial levels. These civilian volunteers, often parents, work especially at the local level with the corps or squadrons and assist their DND counterparts, such as the commanding officer. These volunteers provide assistance to acquire additional funding through various fundraising activities and assist with the supervision of the cadets during various activities and events. DND provides the majority of the funding budget and delivery of the program. Another important role of the Leagues is to ensure that all volunteers working with cadets are screened and qualified to provide a safe environment for the children.

élément particulier du programme, ils se partagent un rôle commun pour la surveillance et la supervision des bénévoles civiles qui sont impliqués à tous les niveaux de l'organisation.

Chaque Ligue est gouvernée par un cadre bénévole qui travaille aux niveaux national, provincial et territorial. Ces bénévoles, souvent des parents, travaillent spécialement au niveau local avec le corps ou l'escadrille et ils aident leurs vis-à-vis du ministère de la Défense comme l'officier commandant. Ces bénévoles fournissent l'aide pour obtenir un financement supplémentaire par diverses activités de collecte de fonds et ils assistent à la supervision des cadets pendant les activités et les événements. Le ministère de la Défense fournit la plus grande partie du budget de financement et la livraison du programme. Un autre rôle important des Ligues est d'assurer que tous les bénévoles travaillant avec les cadets sont présélectionnés et qualifiés, pour fournir un environnement sécuritaire pour les enfants.

Bien que le Programme des cadets du Canada offre beaucoup aux jeunes individus sous l'aspect militaire, comme un sens de direction, d'inclusion et de discipline, ses activités challengent la jeunesse et présentent un programme de développement personnel qui les aide à centrer leur attention sur l'école et à aspirer dans d'autres secteurs d'opportunité et d'ambition. Tout ceci, avec les qualités de vie dont les cadets font l'expérience à un âge critique, offert dans un environnement sécuritaire et structuré, peut durer toute une vie.

La Ligue navale du Canada

La Ligue navale du Canada a été fondée en 1895 pour promouvoir un intérêt général dans les affaires maritimes partout au Canada. Aujourd'hui, la Ligue navale du Canada est présente dans plus de 260 communautés canadiennes. Les programmes jeunesse de la Ligue bénéficient à 15,000 jeunes Canadiens chaque année et elle continue de grandir.

La Ligue navale moderne focalise sur trois programmes principaux : les affaires maritimes, les Cadets de la Marine royale canadienne, et les Cadets de la Ligue Navale.

Depuis 1948, le programme des Cadets de la Ligue Navale introduit de jeunes Canadiens à la vie nautique. Les Cadets de la Ligue Navale participent à beaucoup d'activités intéressantes et amusantes dans un environnement favorisant le travail d'équipe. Le programme des Cadets de la Ligue Navale est idéal pour que les jeunes se fassent des amis et fassent des choses qu'ils ne feraient pas ailleurs.

Outre l'implication spécifique de la Ligue Navale dans le programme des Cadets de la Marine, leurs autres objectifs sont :

- De promouvoir un intérêt pour les affaires maritimes en général partout au Canada.
- De préparer, publier et disséminer de l'information et encourager le débat à propos du rôle et de l'importance des affaires maritimes pour les intérêts du Canada.
- De promouvoir, organiser, commanditer, soutenir et encourager l'éducation et la formation de la jeunesse du pays par le mouvement cadet et d'autres groupes de jeunes avec une orientation maritime et par la disposition d'opportunités récréatives et de formation, promouvoir la santé mentale et physique des garçons et des filles qui participent aux programmes des cadets.

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Although the Canadian Cadet Program has plenty to offer young individuals in a military aspect, such as a sense of direction, inclusion, and discipline, its activities also challenge youth and present a program of personal development that helps them to focus their attention upon school and to aspire in other areas of opportunity and ambition. All of this, along with the life skills cadets experience at a critical age, offered within a safe and structured environment, can last a lifetime.

The Navy League of Canada

The Navy League of Canada was established in 1895 to promote a general interest in Maritime Affairs throughout Canada. Today, the Navy League of Canada has a presence in over 260 Canadian communities. The League's youth programs benefit 15,000 young Canadians every year, and it continues to grow.

The modern Navy League focuses on three key programs: Maritime Affairs, Royal Canadian Sea Cadets, and Navy League Cadets.

Since 1948, the Navy League Cadet Program has introduced young Canadians to a nautical life. Navy League Cadets get to participate in a lot of fun, interesting activities in an environment that emphasises teamwork. The Navy League Cadet Program is a great place for youth to make friends and do things they wouldn't get to do anywhere else.

In addition to the Navy League's specific involvement in the Sea Cadet program, their additional objectives are to:

- Promote an interest in maritime affairs generally throughout Canada.
- Prepare, publish and disseminate information and encourage debate relating to the role and importance of maritime matters in the interests of Canada.
- Promote, organize, sponsor, support and encourage the education and training of the youth of the country through the Cadet movement and other youth groups with a maritime orientation, and through the provision of recreational opportunities and training, to promote the physical and mental fitness of the boys and girls participating in the Cadet Programs.
- Hold conferences, symposiums, and meetings to discuss and exchange views in matters relating to the objects of The League.
- Assist and aid by the establishment of foundations, scholarships or bursaries those who take part in the youth activities of The League for their education and advancement as may be deemed necessary by the National Board of Directors of The League.
- Collect, receive, invest, and hold funds and property from voluntary contributions, subscriptions, gifts, and legacies for the objects of The League, as directed by donors.
- Foster the safety and general welfare of Canadian sailors and their dependents.

The Air Cadet League of Canada

The Air Cadet League of Canada is a civilian non-profit community-based and volunteer-led organization, which in collaboration with the Canadian Forces and its other partners, is dedicated to supporting the aims and objectives of the Royal Canadian Air Cadet programme, and to developing in youth the

L'EXPÉRIENCE CADETS

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Le programme propose:

- Le développement de compétences en leadership.
- L'opportunité d'obtenir des crédits scolaires au niveau secondaire dans certaines provinces ou territoires.
- L'opportunité de se mériter des bourses d'études post-secondaires.
- L'opportunité d'acquérir des qualifications reconnues par certaines industries.
- Encourage les cadets à poursuivre leurs études.
- Permet d'enrichir un plan de carrière.
- L'occasion de voyager à travers le Canada pour des activités estivales et de participer à des programmes d'échanges internationaux et domestiques, cependant la sélection est partiellement fondée sur le rendement académique.
- Permet de développer des compétences de vie .
- L'occasion de gagner une prime d'instruction estivale ou de décrocher un emploi d'été.
- Absolument aucune obligation de faire du service militaire.



www.navyleague.ca



www.armycadetleague.ca



www.aircadetleague.com

Canada



Sea Cadets participating in the National Sea Cadet Regatta in Kingston, ON. Photo courtesy of Capt. John Harris, DND

Cadets de la Marine participant à la régates nationale des Cadets de la Marine à Kingston, en Ontario. La photo est une gracieuseté du Capt. John Harris, ministère de la Défense nationale

attributes of good citizenship and leadership; promoting physical fitness; and stimulating the interest of youth in the aviation and aerospace industry, including the air element of the Canadian Forces.

The objectives of the Air Cadet League are to:

- Partner with DND in the development, deployment and conduct of the Air Cadet Program by advising and assisting with the core training program and complementing it with valuable optional elements.
- Promote and encourage the nation's youth members to develop and maintain an interest in aviation and aerospace and to foster and assist growth in those fields for those interested in pursuing such a career, in part by partnering with industry, while still supporting interest in other program elements of leadership, physical education, music, etc.
- Promote the growth and well being of the Air Cadet Movement by attracting and retaining the youth members and the adult leaders for both the DND and League roles and responsibilities.
- Provide along with DND, a voice in Canada for the Air Cadet Movement as a whole so that the Canadian public is

- De tenir des conférences, des symposiums et des rencontres pour discuter et échanger des points de vue à propos de sujets touchant la Ligue.
- D'assister et aider, par la mise en place de fondations, de financements ou de bourses, ceux qui participent aux activités pour la jeunesse de la Ligue pour leur éducation et leur avancement comme il peut être jugé nécessaire par le Conseil d'administration national de la Ligue.
- De collecter, recevoir, investir et tenir les fonds et la propriété de contributions volontaires, d'abonnements, de dons et de legs pour le but de la Ligue, selon les instructions des donateurs.
- De favoriser la sécurité et le bien-être général des marins canadiens et leurs personnes à charge.

La Ligue des cadets de l'Air du Canada

La Ligue des cadets de l'Air du Canada est une organisation civile, à but non lucratif et basée sur la communauté, dirigée par des bénévoles, qui, en collaboration avec les Forces canadiennes et d'autres partenaires, se dédie à supporter les buts et les objectifs du programme des Cadets de l'Aviation royale du Canada et à développer des qualités de bon citoyen et de leadership chez les jeunes ; promouvoir la forme physique ; stimuler les intérêts des jeunes pour l'industrie de l'aviation et de l'aérospatiale, incluant l'élément Air des Forces canadiennes.

Les objectifs de la Ligue des cadets de l'Air sont :


- En partenariat avec le MDN, de développer, déployer et diriger le programme des Cadets de l'Air en avisant et en supportant le programme principal de formation et en le complétant avec des éléments optionnels de valeur.
- De promouvoir et encourager la jeunesse de la nation à développer et entretenir un intérêt pour l'aviation et l'aérospatiale et de favoriser et aider à la croissance dans ces secteurs, pour ceux qui souhaitent poursuivre une telle carrière, en partie par partenariat avec l'industrie tout en supportant les intérêts pour d'autres éléments du programme concernant le leadership, l'éducation physique, la musique, etc.

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- De promouvoir la croissance et le bien-être du mouvement des Cadets de l'Air en attirant et en retenant des jeunes et des dirigeants adultes pour des rôles et des responsabilités au sein du MDN et de la Ligue.
- De fournir avec le MDN une voix au Canada pour le mouvement des Cadets de l'Air afin que le public canadien demeure conscient des réalisations et des aptitudes du mouvement et de sa capacité à atteindre ses buts.
- De fournir une structure organisationnelle jusqu'au

kept aware of the accomplishments and capabilities of the Movement and of its ability to fulfil its aims.

- Provide an organizational structure down to the squadron sponsoring committee level that complements and meshes with DND's to meet in a respectful, understanding and professional way the agreed and approved roles and responsibilities, including providing and considering studies and proposals as well as resolving the challenges in a progressive Air Cadet Movement.

The Army Cadet League of Canada

As a civilian non-profit organization, the Army Cadet League of Canada commits to support the Army Cadets by working in partnership with local communities and the Canadian Forces in the development of policies and methods for achieving the aims and objectives of the Canadian Cadet Movement in general, and the Royal Canadian Army Cadets in particular.

niveau du comité parrainant l'escadrille qui complète et se mêle au MDN pour répondre de façon respectueuse, compréhensive et professionnelle aux responsabilités et aux rôles convenus et entendus. Ce parrainage inclut la fourniture et la considération d'études et de propositions ainsi que la résolution de défis à l'intérieur d'un mouvement des Cadets de l'Air progressiste.

La Ligue des cadets de l'Armée du Canada

En tant qu'organisation civile à but non lucratif, la Ligue des cadets de l'Armée du Canada s'engage à supporter les Cadets de l'Armée en travaillant en partenariat avec les communautés locales et les Forces canadiennes. Ce partenariat se penche au développement de politiques et de méthodes pour atteindre les buts et les objectifs du mouvement des cadets du Canada en général, et des Cadets royaux de l'Armée canadienne en particulier.



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Cadets enjoy Aviation Day. All cadets experience a flight during this opportunity in May. More than 900 cadets converge to see 30 exhibitors from the aviation and aerospace industries. It is a great opportunity for cadets to see what the industry is developing and has to offer to youngsters in this country. It allows cadets to experience a full thrilling day and gives "air" to the Air Cadets. This aviation day is a revelation for some youngsters, and for others, it confirms the choice made.

Les cadets apprécient la Journée de l'aviation. Tous les cadets on fait l'expérience d'un vol pendant cette opportunité en mai. Plus de 900 cadets convergent pour voir 30 exposants de l'industrie de l'aviation et de l'aérospatiale. C'est une grande opportunité pour les cadets de voir ce que l'industrie développe et ce qu'elle a à offrir aux jeunes de ce pays. Cela permet aux cadets d'avoir une journée complètement palpitante et cela donne de l'« air » aux Cadets de l'Air. Cette journée de l'aviation devient une révélation pour certains jeunes, et pour d'autres, elle confirme le choix fait.

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Les objectifs de la Ligue des cadets de l'Armée sont :

- D'encourager et promouvoir l'intérêt et le support aux Cadets royaux de l'Armée canadienne.
- De faciliter et recommander la formation de corps de Cadets de l'Armée.
- D'aider au recrutement d'instructeurs pour les cadets et participer au recrutement de cadets.
- De fournir et superviser des commanditaires locaux.
- D'assurer que le programme des Cadets de L'Armée est orienté vers l'aventure, comporte des défis et soit compatible avec nos buts et qu'il est approprié à la société actuelle.
- De collecter, recevoir, tenir et investir les fonds et la propriété de contributions, de dons, d'abonnements ou de legs et d'utiliser ces fonds, selon les instructions des donateurs, pour le bien des Cadets royaux de l'Armée canadienne.
- De protéger l'ensemble des intérêts de la Ligue des Cadets de l'Armée du Canada.
- De coordonner et influencer un support effectif des corps de Cadets de l'Armée à tous les niveaux.

La Ligue est le répondant-superviseur de plus de 400 corps de Cadets de l'Armée partout au Canada. Avec l'aide de chaque succursale provinciale et territoriale, la Ligue assure à environ 18,000 Cadets de l'Armée un support financier, pour les aménagements, et pour le transport dans les programmes et services non fournis par le ministère de la Défense nationale.

Chaque Ligue s'occupe également à la commandite de divers prix supplémentaires, par exemple le meilleur Cadet de l'année, en partenariat avec la Légion royale canadienne.

Il y a plusieurs avantages et opportunités pour les jeunes qui se joignent aux cadets. C'est un programme dynamique et structuré qui offre à la jeunesse canadienne une variété d'activités intéressantes et à défi pour développer un niveau accru de confiance en soi, d'estime de soi et de conscience de soi.

Les cadets sont motivés pour améliorer leur forme physique, pour travailler plus fort à leurs études et pour redonner à leurs communautés par du bénévolat. Ils ne sont pas des membres des Forces canadiennes et il n'y a absolument aucune obligation de faire du service militaire.

Le programme des cadets a un impact direct sur notre société dans son ensemble puisque nous connaissons tous la valeur d'avoir des jeunes bien équilibrés, soucieux de la communauté et expérimentés qui sont prêts à prendre leurs places comme chefs et preneurs de décisions de demain. D'anciens cadets choisissent de bâtir leur réputation dans un domaine directement lié à leur formation de Cadet en joignant les Forces canadiennes ou en devenant pilote commercial. D'autres deviennent des athlètes de classe mondiale, des enseignants ou des conférenciers motivationnels. Peu importe ce qu'ils choisissent, la plupart des anciens cadets attribuent leur succès dans la vie à leur participation au programme des Cadets du Canada. 🍀 CSC



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The objectives of the Army Cadet League are to:

- Encourage and promote interest in and support for the Royal Canadian Army Cadets.
- Facilitate and recommend the formation of Army Cadet Corps.
- Assist in the recruitment of cadet instructors and participate in the recruitment of cadets.
- Provide and supervise local sponsors.
- Ensure that the Army Cadet Program is adventure-oriented, challenging, consistent with our aims and relevant to present society.
- Collect, receive, hold and invest funds and property from contributions, gifts, grants, subscriptions or legacies and use such funds, subject to the donor's direction, for the benefit of the Royal Canadian Army Cadets.
- Protect the overall interests of the Army Cadet League of Canada.
- Coordinate and influence effective support of Army Cadet Corps at all levels.

The League is the supervisory sponsor for over 400 Army Cadet Corps across Canada. With the aid of each Provincial and Territorial branch office, the League ensures financial, accommodations and transportation support for programs and services not provided by the Department of National Defence to approximately 18,000 army cadets.

Each League is also involved in sponsoring various additional awards, for example the Top Cadet of the Year, in partnership with the Royal Canadian Legion.

There are many benefits and opportunities to youth who join Cadets. It is a dynamic, structured program that offers Canadian youth a variety of interesting and challenging activities that develop an increased level of self-confidence, self-esteem, and self-awareness.

Cadets are motivated to improve their physical fitness, work harder at their academic studies, and give back to their communities through volunteering. They are not members of the Canadian Forces; neither is the program a prerequisite for military service.

The Cadet Program has a direct impact on our society as a whole, as we all know the value in having well-rounded, community-minded, experienced young people who are ready to assume their places as tomorrow's leaders and decision-makers. Former cadets choose to make their reputations in a field directly related to their cadet training by joining the Canadian Forces or becoming a commercial pilot. Others become world-class athletes, teachers or motivational speakers. Whatever they choose, most former cadets credit their success later in life to having participated in the Canadian cadet program. 🍀 CSC

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- Opportunities to facilitate career pathing.
- Travel opportunities to Cadet camps across Canada and through International and Domestic Exchange programs, however selection is partially based on academic achievement.
- Provides life skills.
- Opportunity to potentially earn a monetary bonus for summer training or summer employment.
- There is absolutely no military service requirement.



www.navyleague.ca



www.armycadetleague.ca



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Canada



The Problem Behind the Mask— Parents with Addictions

by Nancy Kantor

Identifying adolescents who are dealing with addiction at home may not be as easy as you think

"I forgot it on the bus!"

"My little sister used it for scribbling paper."

"My dog ate it!"

"My mom poured her brandy on it and then burned it, 'cos I tracked some mud in the house yesterday."

You may recognize the above as typical excuses for why this week's assignment was not handed in. Well, most of them are typical. One is hard to believe—the one about the dog—and one is hard to swallow because it leaves a lump in your throat and a sickening sense of the all too real world of many students today.

It is not, however, typical for a student to come forth with such blatant honesty about his or her experience of living with an alcoholic. In fact, particularly great pains are made to ensure that this ugly little family secret is kept from the "world outside" and children of addicts expend considerable energy masking

and defending against the effects of a troubled family.

Consequently, the majority of children raised in addiction do not draw enough attention to themselves to be identified as being in need of counselling. These troubled adolescents have a strong tendency to appear "normal" and act like they come from "typical" families. As a result, they are a neglected population. If they are busy and look good, they will be ignored.

The sad truth is that living in an addicted environment is highly stressful, threatening, anxiety-laden and confusing. And for an adolescent who feels trapped

in this situation, his or her survival skills will dictate what to do to be safe and to preserve the family system. This typically means that feelings are hidden behind an artificial behaviour pattern, which becomes more and more ingrained over time. Unchecked, this can become a lifelong struggle for "normalcy".

There have been significant changes in our understanding and knowledge of addiction in the past 30 years, and family secrets are much more openly talked about. Yet, for most kids growing up with addiction today, the fear, loneliness and confusion they experience are very similar to the days of the past. Many of

Getting a child to verbalize is not easy—an adolescent in particular—but once the counsellor gains the confidence of the youth and a dialogue has begun, the rewards can be enormous.

these unfortunate children continue to witness or experience direct physical or sexual abuse. They fear discussing what is happening and are learning to deny, rationalize, and tolerate the hurtful.

This denial makes it difficult for any of these problems to be recognized; nor is the problem discussed within or outside the family. Most of these children do not believe that help is available or that anyone would even believe what their home life is like. And understandably, there are serious trust issues. Their lives are just as isolated as those of children 30 years ago, and as a consequence, unless there has been some type of direct intervention along the way, the long-range impact on these children has not changed.

In research with children from addicted homes, it was found that children who were able to establish primary relationships outside the home were not as likely to become addicts in their adult lives as children who did not establish these relationships (*Children of Alcoholics: Selected Readings*, Vol. II, Robert J. Ackerman et al., NACOA, 2000). Children need to talk. Getting a child to verbalize is not easy—an adolescent in particular—but once the counsellor gains the confidence of the youth and a dialogue has begun, the rewards can be enormous.

A sense of empowerment and control are the tools that will help adolescents dealing with a parent's addiction free themselves of the situation in a healthy

manner. Understanding and knowledge will foster that important sense of normalcy and connection to other people.

The organization Al-anon, founded in 1951, can be the answer for many of these young people, and especially Alateen, which was specifically created to help teenagers deal with the difficulties of living with a problem drinker. In Alateen meetings, young people share their experiences with people their own age and in doing so they begin to understand how much they have in common with kids just like them who are being affected by a family member's drinking. Teens report that Alateen provides an anonymous, safe place to share their stories, a place where they can learn effective ways to cope with problems and understand the disease of alcoholism, and a place they can learn to feel good about themselves. www.al-anon.alateen.org

Frontline workers such as school counsellors are in the ideal position to offer needed guidance and direction, as it is not likely to come from the diseased alcoholic. Adolescents growing up with addiction need positive reinforcement, validation, honesty, and sincerity. Caring adults who offer this to troubled teens can help to replenish their hope, and "Where there's hope, there's life. It fills us with fresh courage and makes us strong again."

—Anne Frank, *Anne Frank: The Diary of a Young Girl* ✶ CSC

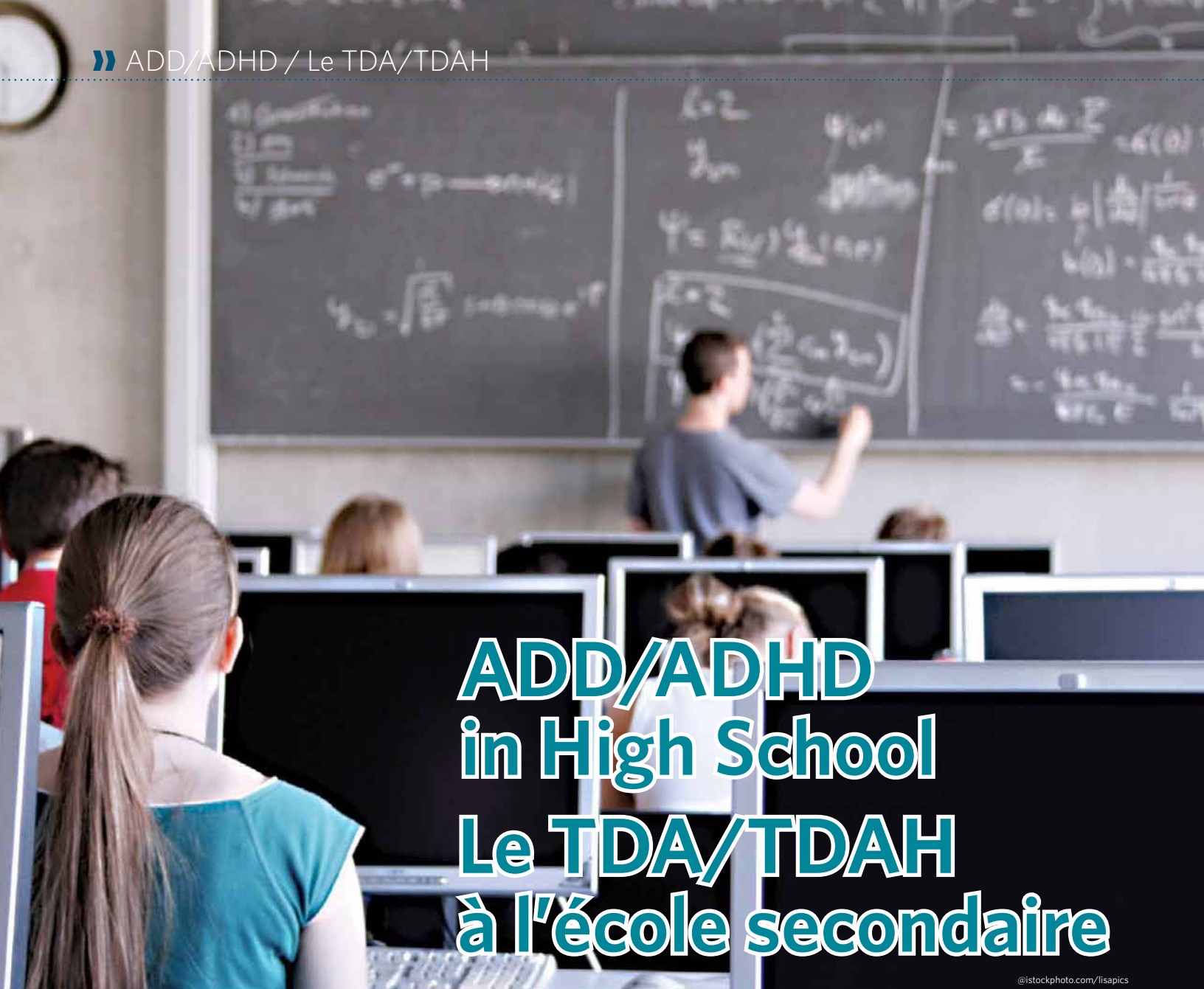


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ADD/ADHD in High School Le TDA/TDAH à l'école secondaire

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How acceptance, understanding, and effective strategies can maximize student success

Comment l'acceptation, la compréhension et des stratégies efficaces peuvent maximiser le succès d'un étudiant

It comes as no surprise, especially for the school counsellor, that Attention deficit hyperactivity disorder (ADHD or ADD) is the most commonly studied and diagnosed psychiatric disorder in children today.

ADHD is a chronic disorder with up to 50 per cent of those individuals diagnosed in childhood continuing to have symptoms into adulthood. Inarguably, the developmental stage of adolescence brings its own set of unique challenges and predicaments, but when the adolescent student also has ADHD, life can seem overwhelming.

The preponderance of children affected by this disorder today is alarming, and studies show that a classroom with 30 students

Ce n'est pas une surprise, spécialement pour le conseiller d'école, que le trouble déficitaire de l'attention avec hyperactivité (TDAH ou TDA) soit le trouble psychiatrique chez l'enfant le plus couramment étudié et diagnostiqué de nos jours.

Le TDAH est un trouble chronique dont jusqu'à 50 pour cent des individus diagnostiqués à l'enfance continuent de présenter les symptômes à l'âge adulte. Assurément, le développement de l'adolescence s'accompagne de ses propres défis et difficultés, mais quand l'étudiant-adolescent est également diagnostiqué TDAH, la vie peut sembler accablante.

La prépondérance des enfants affligés de ces troubles de nos jours est alarmante et des études démontrent que dans >

will include between 1 and 3 children with ADHD. Emotional development in children with ADHD is 30 per cent slower than in their unaffected peers.

What's more, ADHD rarely occurs by itself, typically showing up in the company of other learning disabilities in terms of oral expression, listening skills, reading comprehension and/or math. Consequently, students with this disorder can present multiple layers of instructional and classroom challenges to even the most seasoned and knowledgeable of teachers.

ADD/ADHD's primary characteristics are varied combinations of inattention, hyperactivity, and impulsivity.

ADHD-PI (predominantly inattentive) type is characterized principally by inattention, distractibility, disorganization, procrastination, forgetfulness, and apathy. This is the student who daydreams, has difficulty following through on instructions and may not seem to be listening at all at times. This adolescent becomes easily confused, forgets to hand in assignments, and frequently tends to lose things.

ADHD is characterized by predominantly hyperactive-impulsive type symptoms, and may include children who are able to pay attention, but the most common form includes inattentiveness. This student talks incessantly, is fidgety (the "pen drummer"), and has difficulty attending to quiet tasks or activities. Students afflicted with ADHD are often impatient, tend to call out inappropriate comments, and will often act without regard for consequences. They will blurt out answers before questions have been completed, interrupt or intrude on others and they have a tendency to overreact emotionally.

When teachers understand such behaviours not as attention-seeking, destructive, or acts of defiance but as manifestations of the ADHD condition, >

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Predictable schedules should be posted on the blackboard or somewhere plainly visible, and referred to often.

Des calendriers d'activités devraient être affichés au tableau ou à un endroit bien visible et on devrait s'y référer souvent.

une classe de 30 étudiants, il y en aura de 1 à 3 avec le TDAH. Le développement émotionnel des enfants affligés du TDAH est 30 pour cent plus lent que chez les enfants non affectés.

De plus, le TDAH survient rarement seul, il apparaît de façon typique avec d'autres difficultés d'apprentissage comme pour la communication orale, la capacité d'écoute, la compréhension de la lecture ou des mathématiques. Par conséquent, les étudiants avec ce trouble peuvent présenter plusieurs couches de défis didactiques et de classe pour les enseignants mêmes les plus expérimentés et les plus connaisseurs.

Les caractéristiques de base de TDA/TDAH sont des combinaisons variées d'inattention, d'hyperactivité et d'impulsivité.

Le type TDAH-IP (inattention prédominante) se caractérise principalement par l'inattention, la distraction, la désorganisation, la procrastination, l'oubli et l'apathie. C'est l'étudiant qui rêve, qui a de la difficulté à suivre les instructions et qui semble ne pas écouter du tout par moment. Cet adolescent devient facilement confus, il oublie de remettre ses travaux et il tend fréquemment à perdre des choses. Le TDAH est caractérisé par des symptômes prédominants d'hyperactivité et d'impulsivité, et il peut inclure des enfants qui sont capables d'attention, mais la forme la plus commune inclut l'inattention. Cet étudiant parle sans arrêt, il est agité (joue du tambour avec son crayon) et il a des difficultés avec les tâches ou les activités tranquilles. Les étudiants affligés de TDAH sont souvent impatients, ils tendent à faire des commentaires inappropriés et ils agissent souvent sans penser aux conséquences. Ils lâcheront des réponses avant que les questions soient complétées, ils interrompent ou s'imposent aux autres, et ils ont tendance à exagérer émotionnellement.

Quand les enseignants comprennent que ces types de comportement ne sont pas pour attirer l'attention, destructifs ou une attitude de défi, mais plutôt les manifestations du TDAH, ils peuvent répondre avec des stratégies plus appropriées que la punition et l'exclusion et ils peuvent plutôt renforcer le potentiel de l'étudiant pour un succès d'apprentissage.

Voici 10 points importants à connaître pour maximiser le potentiel d'un étudiant TDAH :

1. Ces enfants ont besoin de structure. Des tableaux et des listes auxquels ils peuvent se référer quand ils se perdent ➤

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then they can respond with more appropriate strategies than punishment and exclusion, and can instead empower the student's potential for learning success.

The following are 10 important points to know in order to maximize an ADHD student's potential:

1. These kids need structure. Tables and lists to refer back to when they get lost in what they are doing prove very beneficial to students with ADHD.

dans ce qu'ils font se sont avérés très bénéfiques pour les étudiants TDAH.

2. L'apprentissage est une expérience émotionnelle. Tous les efforts devraient être déployés pour assurer que l'étudiant TDAH trouve du plaisir dans la classe, des victoires plutôt que des défaites, une stimulation mentale plutôt que l'ennui ou la peur.
3. Les instructions devraient être données verbalement et visuellement, et être souvent répétées. Les gens avec cette affliction ont besoin d'entendre les choses plus d'une fois. La répétition devrait devenir une habitude.
4. Le contact visuel est essentiel. Un étudiant TDAH peut être « ramené » d'une rêvasserie par un simple coup d'œil intentionnel dans sa direction. Un renforcement positif s'ajoute quand le coup d'œil s'effectue avec un sourire.
5. Des limites claires et constantes sont primordiales. Pour l'étudiant TDAH, ces dernières ne sont pas uniquement nécessaires, mais elles peuvent être apaisantes et réconfortantes. L'établissement de limites devrait être consistant, prévisible, prompt et simple. De longues explications et des discussions pour justifier ces limites ne servent qu'à distraire davantage toute la classe.
6. Des calendriers d'activités devraient être affichés au tableau ou à un endroit bien visible et on devrait s'y référer souvent. Les variations de ces calendriers sont mieux reçues avec beaucoup de préavis et de préparation.
7. Il y a énormément de preuves suggérant que des examens minutés n'ont pas beaucoup de valeur éducative, ils sont contre-productifs pour les étudiants TDAH et ne démontrent pas adéquatement l'étendue de leurs connaissances.
8. À cause d'une surcharge potentielle de frustration ou d'émotions refoulées, les étudiants TDAH performant mieux quand on leur accorde un répit temporaire—quitter la classe plutôt que de « se déconnecter ». Ceci encourage également l'étudiant à développer l'usage d'importants outils d'autoobservation et d'autorégulation.

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2. Learning is an emotional experience. Every effort should be made to ensure that the ADHD student finds enjoyment in the classroom, victory instead of failure and frustration, mental stimulation instead of boredom or fear.
3. Directions should be given verbally and visually, and repeated often. People with this affliction need to hear things more than once. Repetition should become a habit.
4. Eye contact is essential. An ADHD student can be “brought back” from an unbidden daydream by a simple but intentional glance in his or her direction. This also provides some positive reinforcement, when delivered with a smile.
5. Clear and consistent boundaries are crucial. For the student with ADHD, these are not only necessary, but can be soothing and comforting. The setting of limits should be consistent, predictable, prompt and plain. Long-winded explanations and arguments in defence of these limits only serve to further distract the entire classroom.
6. Predictable schedules should be posted on the blackboard or somewhere plainly visible, and referred to often. Variations to these schedules are better received along with plenty of warning and preparation.
7. There is much evidence to suggest that there is no great educational value to timed tests, which tend to work against students with ADHD and do not aptly showcase the extent of their knowledge.
8. Because of potential overload of frustration or pent-up emotion, ADHD students perform better when they are allowed temporary reprieves—to leave the room rather than “lose it”. This also encourages the student to develop the use of important tools of self-observation and self-regulation.
9. The amount of homework done should not be as important as the quality of homework done. Students with ADHD often need a reduced load, which should be allowed as long as they are learning the concepts.
10. Regular monitoring of progress is key. All students benefit from feedback but it is especially important for the students with ADHD. Feedback helps keep these adolescents on track, lets them know what is expected of them, and can be very encouraging.

The teen years are challenging for most children; for ADHD-afflicted youth these years are doubly hard. All the usual adolescent problems—peer pressure, fear of failure both in both school and socially, low self-esteem—can be much more difficult to endure for these children. Managing ADHD in the classroom, or at home for that matter, has no easy solution. The effectiveness of any treatment for this disorder at school depends upon the knowledge and persistence of the school, the counsellor and the individual teacher. Working along with the student’s parents, involving them as much as possible, will help to achieve results, but the educator’s role should never be underestimated. Incorporating a few changes in teaching style can truly help students with ADHD reach their full potential as their experiences and expectations begin to change through increased understanding. ♣ csc

9. La quantité de devoirs faits ne devrait pas être aussi importante que la qualité. Les étudiants TDAH ont souvent besoin d’une réduction de charge qui devrait être autorisée tant qu’ils apprennent les concepts.
10. Un suivi régulier du progrès est important. Tous les étudiants bénéficient de la rétroaction, mais c’est spécialement important pour les étudiants TDAH. La rétroaction garde ces adolescents sur la bonne voie, elle leur fait savoir ce qu’on attend d’eux et elle peut être très encourageante.

Les années de l’adolescence sont un défi pour la plupart des enfants; pour les jeunes affligés de TDAH, ces années sont doublement difficiles. Tous les problèmes usuels des adolescents—la pression des pairs, la peur de l’échec scolaire et social, la faible estime de soi—peuvent être bien plus difficiles à supporter pour ces enfants. Gérer le TDAH dans la classe, ou à la maison d’ailleurs, n’a pas de solution facile. L’efficacité de tout traitement pour ce trouble à l’école dépend de la connaissance et la persistance de l’école, du conseiller et des enseignants. Travailler avec les parents de l’étudiant, les impliquer le plus possible aidera l’atteinte de résultats, mais le rôle de l’éducateur ne doit jamais être sous-estimé. Incorporer quelques changements dans le style d’enseignement peut réellement aider les étudiants TDAH à atteindre leur plein potentiel alors que leurs expériences et leurs attentes commencent à changer à la suite d’une plus grande compréhension. ♣ csc

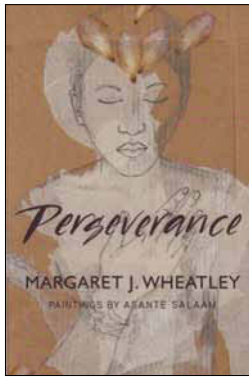
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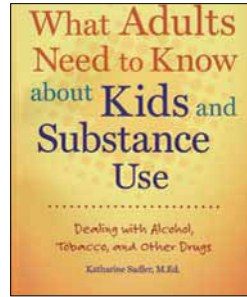


PERSEVERANCE

By Margaret J. Wheatley
Berrett-Koehler Publishers, Inc.,
San Francisco, CA

Internationally acclaimed writer, speaker, and teacher Margaret Wheatley offers guidance for how to persevere through personal life challenges at home, at school, and in the community in this inspiring and beautifully illustrated book. Wheatley attempts to answer how people manage to remain focused

and dedicated to their cause amidst failures, betrayals, and reversals. How do people sustain themselves over long periods of time? How do they preserve their health, their well-being, their faith? Through a series of short and compassionate essays, the author focuses on behaviours and dynamics that impede our efforts to persevere, and offers ways to either live with them or transcend each one. The book can be flipped through, and deliberately contains no real-life examples, because you are the example. Your personal experience is the basis for change. The poems and quotations throughout are drawn from many traditions and cultures, grounding the book spiritually with wisdom from many sources, illustrating how human beings through time have persevered.



WHAT ADULTS NEED TO KNOW ABOUT KIDS AND SUBSTANCE USE

By Katharine Sadler, M. Ed.
Search Institute Press,
Minneapolis, MN

This is a practical, hands-on resource designed to help readers decide when and how to intervene with youth. It includes

a comprehensive overview of substances that most teens are likely to abuse, including over-the-counter drugs and inhalants. Follow the entire life cycle of substance abuse, from experimentation to abuse, treatment and recovery. This book explains what to do when a student declares he or she is using drugs, or asks for help with a friend, sibling or parent who is using drugs. Know when to call a social worker. Know what to do while a student is in recovery. The book includes a CD-ROM containing reproducible handouts for distributing information to others. *What Adults Need to Know about Kids and Substance Use* provides a comprehensive, realistic—and optimistic—look at intervention with kids who encounter drugs.

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- Welding and Pipelaying
- Transportation and Logistics

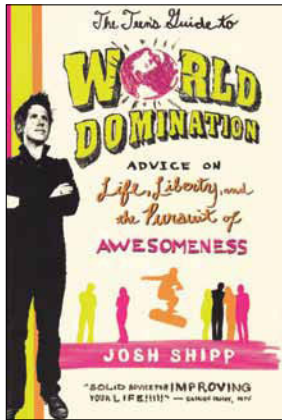
Pipeline construction is an exciting, on-the-leading edge of technology business. The Canadian pipeline industry is looking for some good people who are attracted to the flexibility and focused work that a pipelining lifestyle demands.

For more information go to:
www.pipeline.ca
For inquiries please call:
905-847-9383
or email: plcac@pipeline.ca



LiUNA!





THE TEEN'S GUIDE TO WORLD DOMINATION

By Josh Shipp
St. Martin's Griffin,
New York, NY

For the past decade, Josh Shipp has been dishing out advice that is both “in your face and on your side” to millions of teens. In this book, Josh has pulled together all of his unique wisdom for “world domination” to offer realistic insight on issues of concern

to today's teenager. Shipp shows teens how to overcome the seven “villains” that are impeding them from reaching total awesomeness:

Ghosts: Painful memories and mistakes

Ninjas: Back-stabbing “friends”

Pirates: Bullies

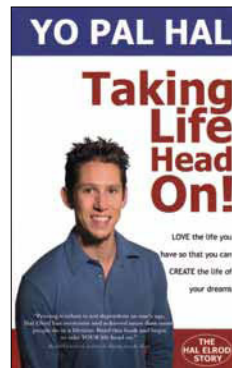
Robots: Grown-ups who want to program you to be like them

Vampires: Negative influences

Zombies: Chronic complainers

Puppies: They seem like fun, but can be trouble

This teen advice guru and motivational speaker offers advice on life, liberty, and the pursuit of awesomeness.



TAKING LIFE HEAD ON! The Hal Elrod Story

By “Yo Pal” Hal Elrod
Global Empowerment Coaching,
Sacramento, CA

“Courage is one of the great virtues missing in our society today, and our young people are in desperate need of courageous role models and mentors. Hal's story is amazing. It is a story of courage that we can all be inspired by.”

—Matthew Kelly, NY Times bestselling author, *The Rhythm of Life*

Taking Life Head On is an inspirational book that tells the true story of a remarkable young man whose drive to succeed against all odds catapulted him from a near-fatal car accident to the Hall of Fame. Living proof that we are all capable of creating miracles in our everyday lives, Hal Elrod explains how to love the life we live while empowering us with simple strategies for creating the life of our dreams. ♣csc

The educational book titles featured in “On the Bookshelf” may be found at most retail and online booksellers or directly ordered from the book publishers through their websites.

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Explore for more



Watercolour and ink, Lilliane Fiola

The Last Period of the Year

The last few weeks of any school can be very hectic for many educators as they scramble—amidst the elevated excitement of the students—to finalize reports and generally tie up loose ends before the end of the school year. Unlike for those students, the thought of summer break for some counsellors can still seem very far off, but we at the *Counsellor* managed to hold down a sampling from across Canada long enough to hear what their plans are for the summer. Apparently, these professionals are not as hazy and lazy as the days ahead!

Kevin Ash of Moncton High School in Moncton, N.B. says his two young children are busy with sports so his summer mostly revolves around all that that entails. However, Kevin did express a desire to get through a couple of books over the break, namely those of his favourite author at the moment, Malcolm Gladwell.

Eryn Hessen of Stanstead College in Stanstead, Que. will be zig-zagging her way through the summer with plans to take master's courses at the University of Calgary in July, and then she plans to head home to Nova Scotia in August for a well-deserved holiday prior to returning to Stanstead for the new school year.

Ann Marcotte of the Académie Ste. Cécile International School in Windsor, Ont. says she will be spending most of the summer rebuilding her deck and fixing her daughter's house. The first week off is still IB related, but after that she will have the summer off. However, Ann will begin prepping earlier than usual for the new school year, as she will then be the school principal as well as guidance counsellor!

Maryanne Manning of Nellie McLung Collegiate and Manitou Elementary in Manitou, Man. says she will be spending her entire summer working on her thesis towards her master's degree in guidance counselling. The title of the thesis, you ask? School-wide Positive Behaviour Support and Bullying. Go, Maryanne!

We at the *Counsellor* wish you all a splendid summer, and hope you create some lifelong memories!

Canadian School Counsellor welcomes comments, questions, and articles from its membership. We would also like to compile a list of counsellors across the country that we can consult when doing informal surveys, etc. The longer the list is, the more varied and inclusive the responses can be, so please send us your contact info! Email Lilliane at lrfiola@shaw.ca.



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Music Performance & Technology - Keyboard Major

Entertainment Business Management
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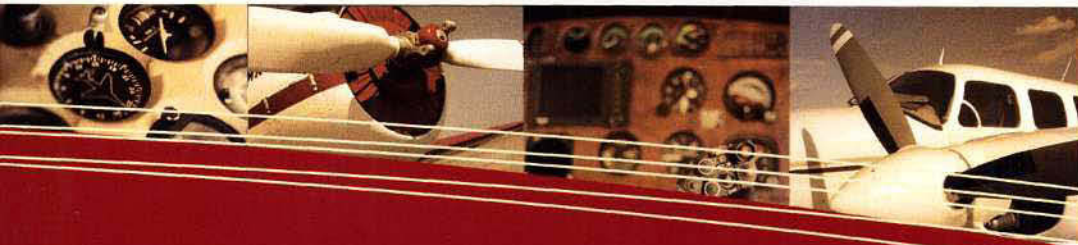
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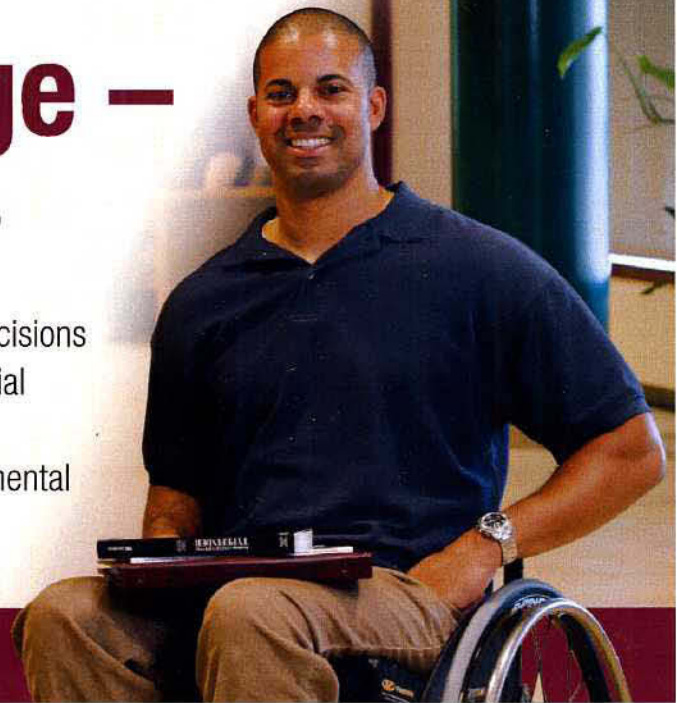


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Cambrian College – a leader in disability services

Choosing an educational path is one of the most important decisions a person can make. It's even more important if there are special circumstances related to a disability, whether it is a learning disability, a medical disability, a hearing or vision disability, a mental health disability, or a physical disability.



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The Glenn Crombie Centre for Student Support at Cambrian College in Sudbury, Ontario, is considered one of the most comprehensive special needs resource centres in North America. It is **the** place for students to reach their fullest potential.



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The Glenn Crombie Centre is a state-of-the-art 12,500-square-foot facility that includes fully-accessible computer labs equipped with assistive technology, personal care rooms, testing rooms, and private consultation rooms. The College's residence complex includes barrier-free accommodations for students with physical disabilities.

Exceptional programs

Students at Cambrian are achieving success in community services, law and justice, hospitality and tourism, business, health sciences, technology, and trades programs...in fact, in every program at Cambrian College.



Unparalleled services

Services are tailored to meet the specific needs of each student and are related to the specific disability and to the program in which the student is enrolled. Our disability advisors ensure that students are aware of all of the services and supports that are available to them and help them to achieve a positive and successful academic experience.

Specialized preparatory programs

The Glenn Crombie Centre can help students prepare for a successful college experience through its free, three-week summer orientation, other preparatory programs, and assessment services.



For more information, visit our website at www.cambriancollege.ca or call us at 1-800-461-7145. You can also e-mail us at disabilityservices@cambriancollege.ca to receive our comprehensive brochure.



Careers in Pipeline Construction



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www.pipeline.ca



Looking for Some Good People

The Canadian pipeline industry is looking for some good people who are attracted to the flexibility and focused work that a pipelining lifestyle demands.

- Do you like teamwork and a challenging work environment?
- Do you like working in a variety of locations?
- Do you like being well-rewarded for a job well done?
- Do you have skills that are transferable across different sectors?

Would you make a good pipeliner?

You might make a good pipeliner if you:

- Enjoy working in groups to get things done.
- Enjoy working outdoors doing applied work in different seasons.
- Enjoy seeing different parts of the country.
- Enjoy working with technology.
- Enjoy tangible, practical tasks.
- Are conscientious about risk and the well-being of others on the job-site.
- Are an applied learner committed to updating your knowledge and skills as new work processes, safety practices, and technologies come on-stream.
- Are prepared to be flexible and develop skills, contacts, and work in a few different sectors of construction or industry.
- Can balance focused periods of work and family commitments.
- Find satisfaction at the end of the day in seeing what you have helped to create.

If most of these statements apply then a pipelining lifestyle may be for you!



Variety • Challenge • Team

Words that characterize

Transporting and Logistics

Trucking and logistics personnel provide essential transportation and logistical services and are the life blood of pipeline construction projects.

Transportation and warehousing crews:

- move, unload and later reload and remove heavy equipment,
- move vast amounts of pipe to the pipeline construction area,
- safely transport and support hundreds of crew members daily,
- maintain inventory control and ship supplies from portable warehouses, and
- operate specialized trucks that are used to position wooden skids, to position large mobile sandblasters, and that are used to re-fuel and maintain equipment.

Operating Equipment

Heavy equipment is the backbone of a pipeline construction project. Many heavy equipment operators are required for *excavators*, *graders*, *bulldozers* and dozer-like pipelayer machines called *side booms* as well as a range of other specialized equipment.

Equipment operators:

- prepare access roads,
- set aside top-soil at right-of-way areas,
- unload sections of large pipe from trailers,
- dig precise trenches where the finished pipeline will rest,
- continuously move specialized equipment and pipe into place, and
- backfill completed pipeline trenches and help in reclaiming the land to its natural state.



• Satisfaction • Rewards • a pipelining lifestyle

Welding and Pipelaying

Welding and pipelaying sets the pace for the entire pipeline construction process. Many welders and journeyman pipelayers are used in a highly-coordinated, focused assembly line process.

Welders and journeyman pipelayers and their helpers:

- collaborate with labourers in bending pipes to align with the contour of the land,
- pre-heat pipe to specified temperatures to prepare pipe sections for welding,
- coordinate the final set-up and clamping of pipe sections prior to welding,
- complete several weld passes using either traditional hand arc or automatic welding, and
- complete *tie ins* used to connect finished sections of pipe with other pipelines.

Construction Craft Labour

Construction craft labour is the glue that binds different pipeline construction processes together through an extensive deployment of general and skilled labour. Labourers:

- clear the narrow tracts of land in forested areas where pipelines are built,
- construct fences to protect and separate land owners and live stock from construction crews as well as snow build-up,
- assist equipment operators and truckers in stockpiling and staging pipe sections,
- precisely place pipe sections according to engineering/survey information,
- operate special cold bending machines used to shape pipe sections,
- continuously organize wooden timbers called skids into various structures on which pipe sections rest,
- operate specialized quality control/inspection technologies,
- operate sand blasting equipment,
- operate induction coil tools and pipe coating application equipment, and
- various other duties as defined by the specific pipeline construction job.

Industry Overview

Demand for a secure energy supply means Canada is a critical global energy source. Getting Canadian energy to markets requires great innovation, ingenuity and teamwork.

A critical link in this process is large-diameter pipelines, also known as mainline pipelines. These mainline pipelines as well as smaller distribution system pipelines are the two major areas of pipeline construction, operations and maintenance in Canada.

Building and maintaining all pipelines requires specialized construction processes. People who do this work call themselves *Pipeliners*. They come from many skilled occupations and trades. Pipeliners work in transportation, logistics, equipment operating, welding, pipelaying and a range of construction craft labour occupations.

Focus on Mainline Pipelines

Expansive geography and diverse seasonal weather conditions has driven Canadians to be world leaders in designing, constructing and maintaining pipelines. Mainline pipelines range from 24 to 48 inches in diameter and span hundreds or thousands of kilometres.

Building a mainline pipeline is broken down into smaller projects called *pipeline spreads*. Pipeline spreads are designed, engineered, prepared and financed by large pipeline transportation companies. They are built by project-based contractor firms usually in two focused seasons of work, each spanning from many weeks to several months.

Mainline pipeline construction work varies based on the economy, energy sector development, regulatory approvals and anticipated demand for getting energy resources to markets.

Emerging Opportunities

Each year many pipeliners approach retirement. Employers along with industry and labour leaders are committed to renewing this critical Canadian workforce.

Opportunities are emerging for construction professionals from other sectors who seek new challenges and for those who have not traditionally worked in pipeline construction.





Unique Rewards!

Pipeline construction is an exciting, on-the-leading edge of technology business. It offers rewarding opportunities, accompanied by choice and flexibility. Pipeliners:

- enjoy being their best with teams who share in the pride of a job well done
- enjoy highly-competitive wages and benefits for focused periods of work
- enjoy a unique lifestyle of camaraderie, with many having enduring working friendships with other pipeliners who reside throughout Canada
- have demonstrated they have 'the right stuff,' including transferable skill-sets demanded by employers of project-based organizations in other sectors
- have scheduling flexibility outside of pipeline construction seasons to pursue travel, family or other interests
- have flexibility with inter-provincial mobility and opportunities to work abroad.

Want more information?

Come see what pipelining is all about! Check out the Careers section at www.pipeline.ca for short videos featuring pipeline construction occupations.

Or, for more information please contact

Pipe Line Contractors Association of Canada
201 - 1075 N. Service Road W
Oakville, ON L6M 2G2
T: 905-847-9383 E: plcac@pipeline.ca
Attention: Michael J. Gallardo

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2010 - 2011 PROGRAMS



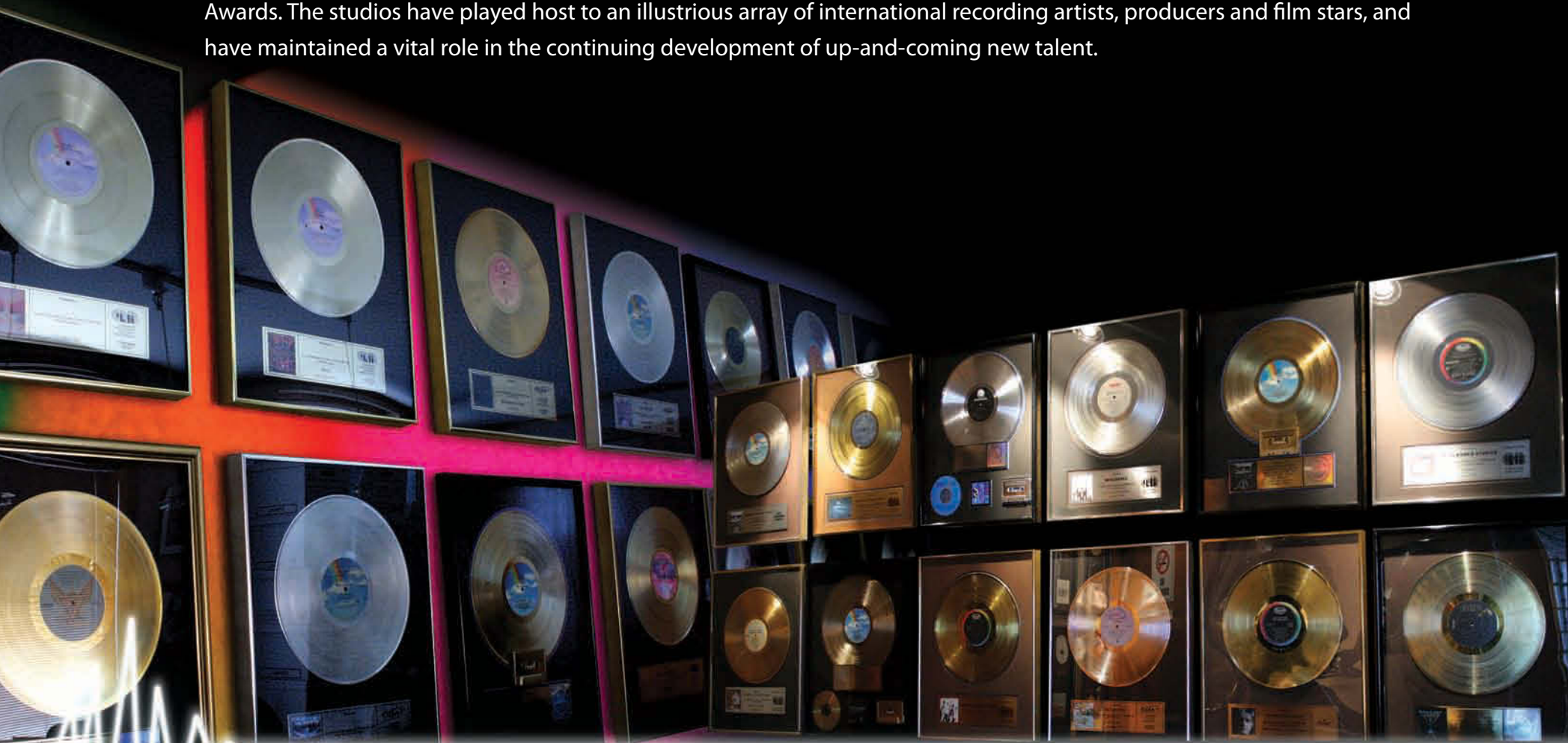
METALWORKS INSTITUTE

CANADA'S ELITE ENTERTAINMENT ARTS SCHOOL

OUR HISTORY

The genesis of the Metalworks story begins with the incorporation of Design Staging Inc. on October 11, 1977; a sound company, management hub, and creative workspace for legendary Canadian Music Hall of Fame Inductees Triumph. As Triumph's ascent into rock hierarchy evolved, the company's name was changed to Metalworks. While the initial focus was on studio recording, the Metalworks brand ultimately expanded to embrace multiple facets of the entertainment industry - from recording to live event production to education.

Metalworks Studios has maintained an unsurpassed level of excellence spanning over three decades; recognized for an unprecedented twelve consecutive years as "Recording Studio of the Year" at the Canadian Music and Broadcast Industry Awards. The studios have played host to an illustrious array of international recording artists, producers and film stars, and have maintained a vital role in the continuing development of up-and-coming new talent.



Metalworks Production Group bridges the gap from the Studio to the performance stage; specializing in audio, video, lighting and staging systems for live events. Featuring the latest systems and technologies in concert production and live touring, as well as corporate and special events, Metalworks is on the cutting-edge of live event production.

Metalworks Institute of Sound & Music Production draws on more than 30 years of award-winning industry success.

MISSION STATEMENT

Metalworks Institute of Sound & Music Production is a dynamic, independent institution dedicated to providing an incomparable level of education in the areas of music performance, audio recording, live production and the business of entertainment. MWI prepares students for lifelong learning and leadership roles in the entertainment industry through innovative instruction techniques and exceptional learning resources.

The Institute fosters investigation, research, and creative professional activity by uniting faculty and students in the acquisition and application of technical, artistic and business knowledge in a professional environment.

In addition to preparing students within their academic fields, MWI provides graduates with the fundamental skills to communicate, to solve problems and to work both independently and collaboratively towards rewarding and fulfilling careers within the entertainment industry. Our mission statement is the foundation for a set of principles that is the inspiration for the development and implementation of all the Institute's programs and services.



TWO YEAR DIPLOMA PROGRAMS

Metalworks Institute's two-year programs parallel the growing and shifting demands of today's entertainment industry. It is increasingly important for entry-level professionals to have a diversified and deep understanding of a wide range of subjects related to their career path. These programs allow students to stay current with the rapidly evolving technologies and trends that mould the structure of our industry.

PROFESSIONAL SOUND & BUSINESS - LIVE PRODUCTION MAJOR

Our Professional Sound & Business - Live Production Major program is designed for students who want a career in live event production. This fascinating and in-depth program balances the creative, technical and business management aspects related to the live event industry.

COURSE TOPICS INCLUDE:

Introduction to the Entertainment Industry
Styles & Genres I
Principles of Sound & Acoustics I
Principles of Digital Audio I
Principles of Digital Audio Lab I
Intellectual Properties
Business Communications
Practical Business Technologies I
Styles & Genres II
Principles of Sound & Venue Acoustics
Principles of Digital Audio II
Principles of Digital Audio Lab II
Event Production & Management I

Show Production Systems I
Show Production Systems Workshop I
Principles of Electricity & Electronics I
Practical Business Technologies II
Styles & Genres III
Business Ethics
Event Production & Management II
Show Production Systems II
Show Production Systems Workshop II
Principles of Electricity & Electronics II
Principles of Electricity & Electronics Lab
Introduction to Marketing
Event Production & Management III

Show Production Systems III
Show Production Systems Workshop III
Show System Maintenance Lab
Show System Maintenance
Broadcast Management
Music Publishing
Entertainment Marketing
Live Entertainment Agreements & Contracts
Record Companies
Financial Principles (A)
Audio Signal Processing Lab
Audio Signal Processing
Artist Management

Promotion & Publicity
Lighting Principles
Financial Principles (B)
Digital Distribution
Business Venture & Financing
Web Site Design & Development for eBusiness
Lighting Principles Workshop
System Installation Technologies
Entertainment Statistics & Data Analysis
Guest Lecture Series

PROFESSIONAL SOUND & BUSINESS - STUDIO PRODUCTION MAJOR

The Professional Sound & Business - Studio Production Major program is ideal for students interested in understanding the recording, music and entertainment industries. All subjects related to studio record production are thoroughly studied on creative, technical and business management levels. The program provides students with a well-rounded perspective; allowing expanded career pathways in the recording, film and broadcast industries, as well as related areas in the entertainment business sector.

TWO YEAR DIPLOMA PROGRAMS

COURSE TOPICS INCLUDE:

Introduction to the Entertainment Industry
Styles & Genres I
Principles of Sound & Acoustics I
Principles of Digital Audio I
Intellectual Properties
Music Intermediaries
Business Communications
Music Theory I
Principles of Digital Audio Lab I
Styles & Genres II
Recording Engineering I
Recording Engineering Studio I
Principles of Sound & Acoustics II
Principles of Digital Audio II
Practical Business Technologies I

MIDI & Synthesis
MIDI & Synthesis Lab I
Music Theory II
Music Production I
Principles of Digital Audio Lab II
Styles & Genres III
Recording Engineering II
Recording Engineering Studio II
Practical Business Technologies II
Business Ethics
Entertainment Agreements & Contracts (A)
MIDI & Synthesis Lab II
Music Theory III
Music Production II
Record Companies

Introduction to Marketing
Recording Engineering III
Recording Engineering Studio III
Entertainment Agreements & Contracts (B)
Financial Principles (A)
Audio Post-Production I
MIDI & Synthesis Lab III
Music Production III
Psychoacoustics
Entertainment Marketing
Song Writing Analysis
Financial Principles (B)
Audio Logistics & Electronics
Promotion & Publicity
Audio Post-Production II

Audio Post-Production Lab I
Artist Management
Principles of Digital Audio Lab III
Show Production
Live Sound
Event Production & Venue Management
Digital Distribution
Business Venture & Financing
Music Publishing
Audio Logistics II & Electronics Lab
Audio Post-Production Lab II
Entertainment Statistics & Data Analysis
Website Design & Development for eBusiness
Broadcast Management
Guest Lecture Series / Final Disertation

PROFESSIONAL SOUND

For students seeking a career exclusively in audio, we offer our Professional Sound program. This curriculum encompasses all facets of the audio world. Students learn to master every professional audio environment, from control rooms to film sets to live stages and more. This is the professional sound engineer's ultimate educational experience.

COURSE TOPICS INCLUDE:

Principles of Sound & Acoustics I
Principles of Digital Audio
Introduction to the Entertainment Industry
Musical Styles & Genres
Event Production & Management I
Principles of Electricity & Electronics I
Show Production Systems I
Show Production Systems Workshop I
Principles of Digital Audio II
Live Entertainment Agreements & Contracts
Event Production & Management II
Principles of Electricity & Electronics II
Principles of Electricity & Electronics Lab

Show Production Systems II
Show Production Systems Workshop II
Audio Signal Processing
Audio Signal Processing Lab
Lighting Principles
Lighting Principles Workshop
Event Production & Management III
Show System Maintenance
Show System Maintenance Lab
Show Production Systems III
Show Production Systems Workshop III
System Installation Technologies
Guest Lecture Series

Recording Engineering I
Music Theory I
Music Production I
Audio Post Production I
Recording Engineering Studio I
Principles of Digital Audio Lab I
MIDI & Synthesis
MIDI & Synthesis Lab I
Recording Engineering II
Music Theory II
Music Production II
Principles of Sound & Acoustics II (Studio Design)
Audio Post Production II

Recording Engineering Studio II
Audio Post-Production Lab I
Principles of Digital Audio Lab II
MIDI & Synthesis Lab II
Recording Engineering III
Music Theory III
Music Production III
Recording Engineering Studio III
Audio Post-Production Lab II
Principles of Digital Audio Lab III
Psychoacoustics

some people
make music,
others
make **history**

TWO YEAR DIPLOMA PROGRAMS

MUSIC PERFORMANCE & TECHNOLOGY - GUITAR MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - VOCAL MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - BASS GUITAR MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - KEYBOARD MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - DRUMS & PERCUSSION MAJOR

An educational concept
unexplored in Canada
...until now

Designed for musicians, our five Music Performance & Technology programs are built on a unique concept: to offer the complete range of industry knowledge required to take the art of performance to a professional level. With flexibility and space for personal style, students learn to perfect their business and music performance skills as they master the technologies and computer applications related to their major.

Our brand new campus wing developed specifically for the Music Performance & Technology programs allows students access to industry standard equipment and the world's latest music technologies. Students will work with expert instructors in the studio, on the stage and in the classroom.

It takes more than being a great player to succeed as a performer in today's highly competitive talent market. This educational avenue will allow passionate musicians to discover a myriad of professional opportunities and realize their personal and creative ambitions.

COURSE TOPICS INCLUDE:

Introduction to the Entertainment Industry
Music & Culture
Principles of Sound & Acoustics
Principles of Digital Audio
Principles of Digital Audio Lab
Music Theory & Composition
Harmony
Counterpoint
Arranging
Orchestration

Sight Reading
Ear Training & Critical Listening
Musicianship
Musical Instrument Workshop
Private Lesson
Guest Lecture Series
MIDI & Synthesis
MIDI & Synthesis Workshop
Music Production
Desktop Music Production

Studio Techniques
Music Business
Music Business - People & Organizations
Songwriting
Instrument Ensemble Workshop
Live Show Systems
Audio Post Production Principles
Audio Post Production Workshop
Music For Film & Television
Film & Television Music Workshop

Our two-year Music Performance & Technology programs are split into six semesters. Each program features a combination of lectures, case studies, workshops and technical education labs totalling upward of 1800 hours of instruction.

ONE YEAR DIPLOMA PROGRAMS

ONE YEAR DIPLOMA PROGRAMS

As the recording and entertainment industries evolve to keep pace with emerging digital technologies, Metalworks Institute's one year programs offer students an intense and comprehensive educational experience; fully designed to meet the changing demands of the contemporary landscape.

SHOW PRODUCTION & EVENT MANAGEMENT

With the live entertainment and special event industries expanding at an unprecedented rate, our Show Production and Event Management program presents an incomparable opportunity to learn the fundamental skills and perspectives required to plan, manage and produce shows for a broad range of industry applications. Our exclusive partnership with Metalworks Production Group provides an unrivalled learning environment, with access to leading industry equipment and facilities. This program design prepares students for future opportunities in the production of music concerts, corporate events, theatrical productions, trade shows, exhibitions, conferences and multi-media presentations.

COURSE TOPICS INCLUDE:

Principles of Sound & Acoustics I
Principles of Digital Audio
Introduction to the Entertainment Industry
Musical Styles & Genres
Event Production & Management I
Principles of Electricity & Electronics I
Show Production Systems I
Principles of Digital Audio Lab I

Show Production Systems Workshop I
Principles of Sound & Venue Acoustics
Principles of Digital Audio II
Live Entertainment Agreements & Contracts
Event Production & Management II
Principles of Electricity & Electronics II
Show Production Systems II
Audio Signal Processing

Principles of Digital Audio Lab II
Show Production Systems Workshop II
Principles of Electricity & Electronics Lab
Audio Signal Processing Lab
Lighting Principles
Show System Maintenance
Show System Maintenance Lab
Show Production Systems III

Event Production & Management III
Show Production Systems Workshop III
System Installation Technologies
Lighting Principles Workshop
Guest Lecture Series

when an
original sound
is made, it echoes
forever

“Metalworks Institute gave me a strong foundation and understanding of how to navigate my way through many paths in the audio industry. I am eternally grateful to the faculty, staff and friends that helped guide me into a very demanding career.”

Jake Sacher (Audio Production & Engineering Graduate 2006)
Assistant Engineer,
Wanted! Sound + Picture, Toronto

Metalworks Institute's one year programs are split into three semesters over a twelve-month period of study. Each program features a combination of lectures and technical education labs totalling more than 1000 hours of instruction.

AUDIO PRODUCTION & ENGINEERING

Our Audio Production & Engineering program ranges from fundamental to advanced audio theory; as well, it encompasses production skill-sets required in the recording industry, the film and television post-production industry and today's high-tech audio environment. The vast experience of Metalworks Studios has infused this curriculum with a wealth of in-depth knowledge derived from real-world success; resulting in a program designed to optimize your future opportunities in the recording industry.

COURSE TOPICS INCLUDE:

Recording Engineering I	MIDI & Synthesis	Song Writing Analysis	Business & Contracts II
Music Theory I	MIDI & Synthesis Lab I	Recording Engineering Studio II	Audio Logistics & Electronics Lab
Music Production I	Recording Engineering II	Audio Post-Production Lab I	Recording Engineering Studio III
Principles of Sound & Acoustics I	Music Theory II	Principles of Digital Audio Lab II	Audio Post-Production Lab II
Principles of Digital Audio I	Music Production II	MIDI & Synthesis Lab II	Principles of Digital Audio Lab III
Audio Post Production I	Business & Contracts	Recording Engineering III	MIDI & Synthesis Lab III
Musical Styles & Genres	Principles of Sound & Acoustics II (Studio Design)	Music Theory III	Guest Lecture Series
Music Industry Overview	Principles of Digital Audio II	Music Production III	
Recording Engineering Studio I	Audio Post Production II	Employment Strategies	
Principles of Digital Audio Lab I	Audio Logistics & Electronics I	Audio Logistics & Electronics	

ENTERTAINMENT BUSINESS MANAGEMENT

As the entertainment industries continue to evolve and converge in the digital age, our Entertainment Business Management program provides students with a diverse knowledge base and skill-set; leading to an unlimited array of career opportunities. Encompassing all facets of the entertainment and recording industries, this program features courses of study that allow students to learn business fundamentals and disciplines relevant in today's fast-paced market. Our ongoing, exclusive partnerships with Metalworks Studios and Metalworks Production Group ensure our students access to unparalleled facilities and networking opportunities.

COURSE TOPICS INCLUDE:

Styles & Genres I	Practical Business Technologies I	Practical Business Technologies II	Entertainment Agreements & Contracts (B)
Business Communications	Record Companies	Practical Entertainment Technologies	Music Publishing
Entertainment Technologies	Styles & Genres II	Event Production & Venue Management	Web Site Design & Development for eBusiness
Introduction to Marketing	Business Ethics	Styles & Genres III	Guest Lecture Series / Final Disertation
Financial Principles	Artist Management	Entertainment Statistics & Data Analysis	
Intellectual Properties	Entertainment Marketing	Broadcast Management	
Music Intermediaries	Entertainment Agreements & Contracts (A)	Digital Distribution	
Introduction to the Entertainment Industry	Promotion & Publicity	Business Venture & Financing	

PART-TIME CERTIFICATE COURSES

We offer an à la carte menu of part-time certificate courses, with course durations ranging from 24-30 hours. In as little as two days, you can obtain official certification. Our certificate courses offer a great deal of information in a condensed amount of time. Whether you are a beginner interested in learning the basics or a pro wanting to upgrade your skills, our certificate courses are tailored to suit all needs.



AVAILABLE COURSES:

Pro Tools 101: Introduction to Pro Tools
Pro Tools 110: Essentials of Pro Tools
Pro Tools 201: Pro Tools Production Essentials
Pro Tools 205: Worksurface Guide
Pro Tools 210M: Music Production Techniques
Pro Tools 210P: Post Production Techniques
Pro Tools 220: Operator Certification Update
Pro Tools 310M: Advanced Music Production Techniques
Pro Tools 310P: Advanced Post Production Techniques
Pro Tools 310I: Advanced ICON Mixing Techniques
Venue 110V: Live Sound Production I
Venue 210V: Live Sound Production II
Reason
Cubase
Logic Studio
Ableton

OUR EXCLUSIVE PARTNERSHIP WITH AVID

Metalworks Institute is Eastern Canada's only Avid Authorized Training Partner.

Students will learn Pro Tools and ICON, with the ability to achieve Pro Tools certification. Students will also have the opportunity to learn on the largest ICON system in Canada, featuring an 80-fader D-Control ICON and fully loaded Pro Tools HD-3 Accel system. These certification courses are three days in length, providing 24-30 hours of hands-on instruction.

Exciting Career Pathways Include:

- Tour Manager
- Production Manager
- Tour Accountant
- Production Accountant
- Stage Manager
- Production Assistant
- Event Planner
- Facility Manager
- Box Office Manager
- Ticket Agent
- Venue Technical Manager
- Production Manager
- Production Assistant
- Lighting Designer
- Lighting Operator
- Moving Light Programmer
- Laser / SFX Technician
- Follow-Spot Operator
- Lighting Crew
- Rigger
- Tour Coordinator
- Road Manager
- Tour Publicist
- Artist Manager
- Booking Agent
- Concert Promoter
- Business Manager
- Front of House Engineer
- Monitor Engineer
- Acoustic Analysis Engineer
- Line-Array Technician
- Hotel and Resort Technical Services
- Theatre Sound Designer
- House of Worship Technical Engineer
- Corporate Audio Visual Technician
- Record Company Executive
- A&R Director
- A&R Administrator
- Artist Relations Representative
- Promotional Manager
- Account Sales Representative
- Regional Sales Manager
- Marketing Executive
- Public Relations Director
- Publicist
- Advertising Account Executive
- Field Merchandiser
- Consumer Researcher
- Music Publisher
- Placements Manager
- Artist Development Representative
- Song Plugger
- Placements Manager
- Royalty Administrator
- Record Producer
- Production Coordinator
- Recording Engineer
- Assistant Engineer
- Re-Mix Engineer
- Mastering Engineer
- Pro Tools Editor
- MIDI Programmer
- Studio Manager
- Interactive Developer / Designer
- DVD Author
- Audio Programmer
- Multimedia Engineer
- Audio Technology Developer
- Audio Design Engineer
- Internet Audio Designer
- Cellular Communications Sound Designer
- Game Audio Sound Designer
- Game Audio Sound Editor
- CD-ROM Producer
- Audio Software Designer
- Production Recordist / Mixer
- Boom Operator
- Playback Operator
- Post-Production Supervisor
- Dialogue Editor
- ADR Producer
- ADR Recordist

We know what it takes
to become a success in the industry
and that's **exactly**
what we teach

- Agent
- Manager
- Film Producer
- Line Producer
- Music Contractor
- Music Supervisor
- Casting Director
- Station Manager
- Director of Broadcasting
- Film/ Tape Librarian
- Unit Manager
- ADR Editor
- Foley Recordist
- Foley Editor
- Foley Mixer
- Sound Effects Editor
- Sound Effects Pre-mixer
- Film Composer
- Music Editor
- Score Mixer
- Performer
- Touring Musician
- Studio Musician
- House of Worship Musician
- Clinician
- Composer
- Songwriter
- Film Composer
- Television Composer
- Video Game Composer
- Music Editor
- Arranger
- Orchestrator
- Sound Designer Video Games
- Music Producer
- Programmer
- Singer
- Musical Director
- Conductor
- Copyist
- Jingle Composer
- Sound Design Web
- Musical Instrument Repair
- Musical Instrument Sales
- Music Journalist
- Music Teacher
- Music Software Development
- Music Therapist
- Tuner
- Music Technician
- Music Librarian
- Musicologist
- Arts Administrators
- Music Advisor
- Music Researcher
- Sound Designer Film

“I brought my passion for making music to Metalworks, and Metalworks gave me back more than I could have asked for. I learned about every side of the music industry (from people who actually work in it), and got hands on experience with the latest and greatest equipment. Whenever I speak to anyone who knows they want to work in the music industry but doesn't know where to start, I have two words for them: Metalworks Institute.”

Eric Brown (Audio Production & Engineering Graduate 2006)
Gormley Digital Arts, Richmond Hill, Ontario