

MANITOBA

School Counsellor

SPRING 2020

**Understanding the addictive nature
of social media and how youth
are particularly susceptible**

**2SLGBTQ+
resources
and supports for
student counsellors
in Manitoba**

**Will your students change
the face of business**



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UNIVERSITY
COLLEGE

IF IT DOESN'T SIT RIGHT, **STAND UP.**



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EDUCATION FOR A BETTER WORLD

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MESSAGE FROM THE PRESIDENT OF MSCA

John Hasenack

Happy New Year!

Our work is demanding, as we all know, yet we may not have as much time to recharge as we would like. I hope everyone was able to have a restful holiday with family and friends and were able to do some self-care.

We had a successful 2019 MTS PD Day with 265 members joining us for a day of learning. Thank you to those who filled out the survey as it guides MSCA in future programming and workshops. I am very thankful for the energy and enthusiasm of our executive members, who are to be commended for what has been achieved so far this year. We are grateful to have volunteers always willing to come and help out at our events throughout the year. MSCA has had a strong membership for the past 50 years and we hope that will continue on going forward!

We are also delighted to announce three new members to our executive; Natashia Herring, Laurie Curry, and Nicole Roche. We look forward to their knowledge, kindness, and expertise helping us drive the mission of the MSCA forward.

MSCA was also pleased to celebrate School Counsellor's Week from February 2-7, 2020. We hope that you were honoured by your school and community. MSCA gave away some awesome prizes to our members by random draw in order to share the celebration of this special week. Keep your eyes on our Facebook page; MSCA, and our Instagram page, @mscasocialmedia, for future prize giveaways.

Over the coming year I ask for your help advocating for and growing MSCA. I wish all of you the very best school year and look forward to working with and for you. ♦

Will your students change the face of business?

As high school students prepare for graduation, a lot of pressure can arise as they contemplate the future and consider which educational and career paths to follow. While many options exist, the time is right for students to consider a career in business and accounting as a chartered professional accountant (CPA).

CPAs possess a strong set of leadership and accounting skills required for today's ever-changing business environment. They have the financial foresight to innovate and can effectively create change in any industry. They are also trained to be forward-thinking problem solvers who communicate professionally.

As the world continues to evolve, so does the accounting profession. Today, CPAs are relied on for more than just number crunching. They work on complex sustainability issues and embrace new technologies to create value for organizations of all types.

Artificial intelligence (AI) has already changed the way we watch television, listen to music, and shop for goods and services. It has disrupted all sectors like manufacturing, agriculture, and transportation logistics. With such a widespread impact, it's no wonder it's also affecting the work performed by CPAs and the business community more broadly.

AI is used in many areas of the accounting profession, including auditing, financial forecasting, and fraud detection, among others. The technology's applications will only continue to grow, and in turn, drive demand for AI skills and know-how. CPAs are well positioned to not only understand the technology but drive its growth through a broad and dynamic range of abilities.

Consider the results of a Manitoba CPA labour market study conducted in 2018 by the Chartered Professional Accountants of Manitoba (CPA Manitoba) in conjunction with the Conference Board of Canada. The

data suggests that there will be an increased demand for new CPAs to enter the market in the foreseeable future.

Help your students explore exciting career opportunities as a CPA

CPA Manitoba offers a classroom presentation showcasing the diverse careers in business and accounting. Customizable from 30 to 60 minutes, this engaging presentation is designed to introduce high school students to the opportunities that exist in the world of business and accounting. The presentation also highlights how CPAs are well-rounded professionals through real-world examples in Manitoba. Information on high school scholarships from the CPA Manitoba Foundation is also included.

To book a classroom presentation, email info@cpamb.ca.

To learn more about becoming a CPA and access additional resources, visit CPAmb.ca/becomeacpa. ♦



Supporting 2SLGBTQ+ STUDENTS

BY CHRISTOPHER CAMPBELL AND CATHERINE TAYLOR,
THE UNIVERSITY OF WINNIPEG; RISE RESEARCH PROGRAM

In our National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian high schools, we found that it makes a big difference to students to have at least one adult they could talk to about being 2SLGBTQ+. They were more likely to feel safe and respected at school, to be more attached to their schools, and to feel they belong. Other studies such as the Trevor Project, have found that 2SLGBTQ+ students are far less likely to attempt suicide if they have at least one supportive adult in their lives.

For a great many students, that one adult is a school counsellor. In our national survey of elementary

and secondary educators, the Every Teacher Project in LGBTQ-inclusive Education, we found that most guidance counsellors had had a student talk to them about being LGBTQ (86 per cent), which is much higher than for teachers (33 per cent) or administrators. [See pp. 56-57 of Every Teacher Project report].

Here are some key guidelines for these very important conversations:

1. Be prepared: it's not a matter of if a 2SLGBTQ+ student will walk into your office, but when it will happen. A student who discloses is taking a great leap of faith,

and will be reading your reaction carefully. It's best to have thought through how to react before it happens and how to send clear and respectful messages of support and readiness to talk.

2. Be an ally, and that means being prepared to be an advocate – whether for support in disclosing their gender or sexual identity or seeking accommodations on behalf of a trans student with admin, teachers, students, coaches, or even their own parents.

3. Be completely trustworthy. This means respecting the student's privacy. Don't immediately tell parent(s) or guardian(s), or even

teachers or admin. Some students may need time before they are prepared to talk to people, and it is ultimately their decision about how and when they do this.

4. Don't assume that the student has supportive parents or that you can turn hostile parents around. Many parents are wonderfully supportive, but unfortunately, some students have parents who are deeply opposed to 2SLGBTQ+ rights and making such a student's gender or sexual identity known can put them at risks that include physical and emotional assault, eviction, and suicidality.

5. Be affirming of their process. Coming out as gay or two spirit, or starting to live in one's actual gender, is not a one-size-fits-all situation: different students will have different ways of moving through the process. For example, some trans students may want to work toward surgical transition; some may resist gender labels, or find they are non-binary. Affirm them and the fact that they are doing something challenging.

6. Be positive, too. Don't make a student or youth feel like they're in trouble or that this is an unendingly serious matter; take it seriously, of course, but also convey that it is a wonderful thing to figure out who you are, and that there will be opportunities to enjoy themselves along the way. Help them to be safe in their journey.

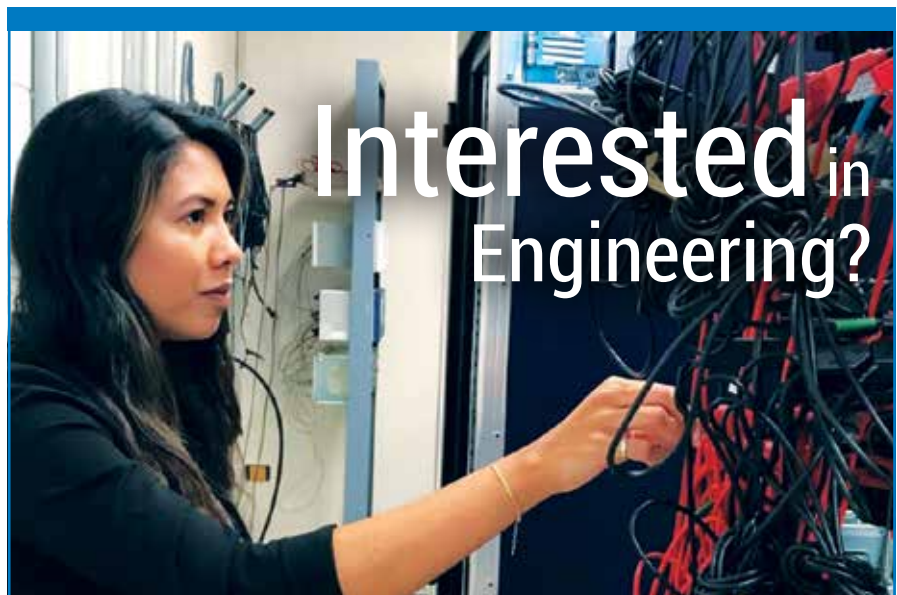
7. Use gender neutral pronouns (e.g., "They are a really good student"; "I haven't talked to their teacher yet") until you know what pronouns the student identifies with, and then work at remembering to use them. Some 2SLGBTQ+ students identify with the gender (and gendered names) they were assigned at birth, but trans students do not, and it can be humiliating to be misgendered.

8. Know some supports. For instance, the Rainbow Resource Centre (rainbowresourcecentre.org) offers a range of programs and services for trans and gender non-conforming youth, children, and their families. GDAAY (Gender Dysphoria and Action for Youth; www.gdaay.ca) is situated at Health Sciences Centre in Winnipeg, and they provide supports, assessments, and resources for gender-transitioning youth. In addition, there are many online supports specific to trans children and youth, including Supporting Transgender and Gender Diverse Students in Manitoba Schools (www.edu.gov.mb.ca/k12/docs/support/transgender/full_doc.pdf).

9. Finally, whether you are 2SLGBTQ+ yourself or not, find some allies for yourself in doing this work, both at your own school,

and in the larger school system community. The provincial map is very uneven in terms of school division support for 2SLGBTQ+ students, and counsellors may feel they are on their own. The Manitoba Teachers' Society offers workshops and a GLOW club for educators, and several school divisions have thriving counselling and teaching cultures in this area.

Christopher Campbell, MA, coordinates the RISE program research program and is a doctoral student of Education at the University of Manitoba. Catherine Taylor, Ph.D., is a professor of education at the University of Winnipeg and director of the RISE Research Program on 2SLGBTQ+ Education. Reports mentioned here can be found at www.uwinnipeg.ca/rise. ♦



Interested in Engineering?



Engineers are applied scientists. They come up with ideas and designs for everyday things like iPhones, cars and buildings, but also design things we never dreamed imaginable.

Manitoba Hydro wants to play a role in inspiring the next generation of female innovators and leaders. For an in-class presentation from Manitoba Hydro, please email employment@hydro.mb.ca.

standing beside, behind, or in front:

Be the support they need

BY KELSEY LAMBERT, TRAINING & EDUCATION COORDINATOR, RAINBOW RESOURCE CENTRE



Kelsey Lambert

The Rainbow Resource Centre is a non-profit community resource centre that offers support and services to the 2SLGBTQ+ community and allies through counselling, education, and programming for people of all ages. The education team offers workshops, consultation, and support for schools, workplaces, and service providers to learn, grow, and make positive changes.

Manitoba schools are beginning to update their diversity and inclusion policies to create safer spaces for all students. These updates to policies and procedures around harassment, bullying, and discrimination when it comes to gender identity, gender expression, and sexual orientation can play a huge role in a student feeling safe to come out or even attend school. It provides, in writing, a school's show of support and recourse to all students and their families.

According to Egale, Canada's leading organization for LGBTQI2S people and issues, whether you are cisgender or trans, research shows that, on average, children's gender identity is developed between the ages of three and five, and that this can begin as early as two years old.

The school experiences of 2SLGBTQ+ students still comes with significant barriers. From representation in curriculum and sexual education to navigating social factors and ongoing discrimination, these students require support, understanding, and allyship.

Guidance counsellors are often one of the first points

The Rainbow Resource Centre offers individual support and advocacy, as well as full-day workshops for teachers, staff, administrators, and guidance counsellors of schools in Manitoba.

of contact for 2SLGBTQ+ students. It is important to know what to do when a student reaches out. Having a positive response, useful resources, and impactful methods of support for the student are just a few ways to help guide the student through their journey.

According to the Trevor Project National Survey on LGBTQ Youth Mental Health 2019, LGBTQ youth who report having at least one accepting adult were 40 per cent less likely to report a suicide attempt in the past year.

The Rainbow Resource Centre offers individual support and advocacy, as well as full-day workshops for teachers, staff, administrators, and guidance counsellors of schools in Manitoba. The centre strives to combat all forms of oppression through an anti-oppression, trauma-informed, harm-reduction approach to education. Training workshops utilize evidence-based information and professional development that includes a mixture of oral presentation, hand-outs, and videos. Participants are invited to engage and learn through a variety of individual and group activities that are fun and comfortable to get involved with. Workshops are thought-provoking and informative; covering an introduction to 2SLGBTQ+ identities, discrimination and barriers, intersectionality, and recommendations for positive change.

It is proven that all students and staff of varying identities at schools, not just 2SLGBTQ+ individuals, feel safer and benefit from safer spaces trainings and the implementation of safer space initiatives, such as Gender and Sexuality Alliances (GSAs) at schools.

Please reach out to the Rainbow Resource Centre to inquire about our workshops, policy consulting, GSA guidance and support, or for any other questions you may have. Find them at 170 Scott Street, Winnipeg, MB, R3L 0L3, or call 204-474-0212. ♦



Dene Guillas

What are GSAs?

BY DENE GUILLAS, SCHOOL EQUITY & INCLUSION COORDINATOR, RAINBOW RESOURCE CENTRE

GSAs are any student-led group focused on 2SLGBTQ+ concerns. They provide a space for 2SLGBTQ+ students, allies, and youth with 2SLGBTQ+ parents or other family members with a place to go and feel welcome, heard, seen, supported, and above all, safe.

Whether the GSA is made up of five or 25 students, they meet every week or once a month, whether they organize bake sales, do advocacy for themselves, have movie nights, or just have a safe space to hang out, GSAs can be extremely vital to the students' mental health and wellbeing.

There may even be 2SLGBTQ+ students who go to a school with a GSA but never attend, but by just having the knowledge that their school is doing what is necessary to show that they support all their students' safety, learning, and inclusion, is enough for some.



When likes turn to needs

Understanding the addictive nature of social media and how youth are particularly susceptible

BY JULIE WALSH, MSW, RSW

According to *Forbes* magazine in 2018, there were 1.5 billion people using Facebook people daily. Meanwhile, Snapchat users were sending 527,760 photos, Instagram users were posting 46,740 pictures, 456,000 tweets were being sent on Twitter, and Youtubers were uploading 400 hours of content every minute (*Forbes*, May 21, 2018). What is it about these platforms that makes them so popular, particularly among youth, who spend upwards of six hours per day on entertainment technology (Freed, 2015)?

The nature and design of social media inherently connects with the psychosocial tasks of adolescents; which is the need for identity development. Indeed, social media provides feedback loops, social connection, and connects with adolescent's egocentrism and drive to develop and showcase their unique identity. Moreover, those born after 1995 are often referred to as iGen (Twenge, 2017), and unlike millennials, these children and youth have never known a life without portable smart technology. For a generation who to go out less, spend less time in sports and recreation, and are "staying younger

longer" the online world becomes a place for social connection, to explore their identities, share their successes, and a space that they communicate without adult supervision.

Another reason is the addicting nature of these platforms. Humans seek dopamine, the neurotransmitter known as the 'feel good' chemical. This reward pathway is stimulated by many types of reinforcing stimuli, such as sex, drugs, food, successful social interactions, and positive feedback. When dopamine is released in high levels it creates feelings of pleasure, reward, and even euphoria. This rush will in turn motivate us to repeat a specific behaviour or experience. People can become motivated to repeat the experiences that produce these rewarding feelings, such as posting photos or increasing the number of followers.

Social media is designed to:

- Target dopamine-producing experiences which are novel, exciting, and stimulating
- Use behavioural principals of reinforcement,



Fueled by same basic needs:

- Social engagement and social support
- Mental stimulation
- Sense of effectiveness
- Alleviation of distress
 - Loneliness
 - Dissatisfaction
- Increased pleasure (Alter, 2017)



Teen Brain on Social Media

- Targets dopamine producing experiences which are novel, exciting, and stimulating
- Uses behavioral principals of reinforcement, progress, etc, to create habitual play and a desire to keep going
- Targets lowest brain systems "how low can we go" Tristan Harris
- Social media provides feedback loops, social connection, and connects with adolescents egocentrism and drive for identity.

progress, etc., to create habitual use and a desire to keep going

- Targets lowest brain systems
- Brain stem, which is automatic, reflexive, and may contribute to habit formation
- Limbic system which is emotional, reactive, impulsive, and reward driven

In contrast to these lower brain systems, the higher system, the prefrontal cortex, is not fully developed in youth. This system is responsible for inhibiting, planning, abstract thinking, and reflecting, and is not fully developed in teens, making them particularly sensitive to seeking novelty, habit formation, and addiction.

Social media is rewarding, popular, and will remain in our lives. How then do parents, professionals, and youth address the addictive nature and consequences of use? The first step is to recognize that these platforms are designed to be addictive and how this impacts us all, but particularly youth. The next is for adults to realize that like any addicting substance, we must take the lead and set boundaries, as most youth will be unable or unmotivated to limit use on their own. Boundaries need to be modeled, and adults must pay attention to the amount and reasons for our own use. We can and should educate youth in understanding

the addictive nature of these platforms and the many ways that social media creators are using technology to manipulate their brains, behaviours, and responses. Youth will need help in developing insight into why they use social media, how they derive pleasure from these sites, and what the positive effects are, as well as the consequences. Finally, we must support youth in finding alternatives for producing dopamine and experiencing rewards, such as real-life positive feedback versus a "like" on a photo, experiencing and recognizing the joy of quality time with family and friends versus the short-term rush of adding another follower, sensation-producing experiences versus the stimulation of YouTube videos or games.

Julie Walsh MSW, RSW, is a clinical social worker who specializes in child, adolescent, and family-based therapy. Her education in trauma, attachment, regulation, and reunification has led her to develop manuals, workshops, and training programs for a variety of government and non-profit agencies throughout Manitoba and Eastern Canada. In addition to her private practice, she presents workshops to school professionals, caregivers, and youth on attachment, trauma, coping skills, social media use, and reconnecting with children in the era of screens. She can be reached at juliewalshtherapy@gmail.com or Juliewalshtherapy.com ♦

Stats



2 BILLION FACEBOOK
USERS



~500 MILLION TWEETS
SENT DAILY ON TWITTER



95 MILLION IMAGES
UPLOADED ON
INSTAGRAM EACH DAY



400 HOURS OF VIDEO ARE
UPLOADED ON YOUTUBE
EVERY MINUTE (FORBES)



Connecting people to benefits

The Manitoba Get Your Benefits! Initiative

SUBMITTED BY GET YOUR BENEFITS!

The Manitoba Get Your Benefits! initiative (GYB), with the support of the Winnipeg Foundation and several government agencies, has worked to help people understand that it is possible to gain access to benefits they are eligible for. Below we have outlined several opportunities you may want to connect your students and their families to. If you have questions contact us at 204-789-3657 or email: info@getyourbenefits.ca.

1. Get your benefits!

We have developed the Get Your Benefits booklet to help people understand where to go and what to do to access benefits they may be eligible for. While many of the benefits will be of particular interest to those with low incomes, some benefits are designed for those with disabilities, for seniors and those 55 or older, for Indigenous peoples, for newcomers, for those with mental health needs, and others. Over 116,000 copies of the booklet have been distributed

through the Province of Manitoba's distribution sites and through our efforts.

To download or to order free paper copies of the GYB booklet please visit www.getyourbenefits.ca. The booklet is available in English and French.

2. Free books for children ages one to 18

We have been impressed by another initiative, First Book Canada. First Book Canada helps organizations provide low-income children with brand new books and educational resources on an ongoing basis.

How do you get free books? Follow this link to register with First Book Canada: www.fbmpcanada.org/register. As a registered member, you will receive email notifications about upcoming free book distribution events in Winnipeg (typically once a year) where you can choose and collect hundreds – and potentially thousands of new books for the children that you serve. The more individuals from your

While many of the benefits will be of particular interest to those with low incomes, some benefits are designed for those with disabilities, for seniors and those 55 or older, for Indigenous peoples, for newcomers, for those with mental health needs, and others.

organization that register, the more books you can claim.

3. The importance of tax filing for low-income parents

The GYB initiative encourages low-income people to file taxes to access benefits they may be eligible for. In 2018, the Manitoba Community Volunteer Income Tax Program brought back \$87.7 million to low-income Manitobans, reflecting largely federal tax refunds and benefits, and provincial credits (see below for an example of how filing taxes can increase income). Parents/teachers can find a list of free tax clinics at <https://mb.211.ca/>, click on financial or visit www.canada.ca/taxes-help. For more information which teachers/parents may find useful, please visit See the difference filing taxes can make and Encouraging Filing Taxes.

Filing Taxes: The key to benefits (based on 2017 income thresholds)

Single parent	
Employed Part time with \$15,000 income	
Two dependents ages two and four	
Rents in the private market	
GST Refundable Credit:	\$ 866.00
Canada Child Benefits:	\$ 1894.00
Working Income Tax Benefit:	\$ 5244.00
Manitoba Rent Assist Benefit:	\$ 840.00
Manitoba Child Benefit:	\$ 266.00
Total benefits from tax filing and other benefits applications:	\$ 22101.92
Total income all sources:	\$ 37,101.92
	(\$15,000+\$22,101.92)

4. Canada Learning Bond

Children born after 2004 in low-income families may be eligible to receive up to \$2,000 from the federal government for post-secondary education. While there are several steps parents must take for the child to receive this federal contribution (have a social insurance number, file taxes, and open a Registered Education Savings Plan, RESP), no personal RESP contributions are required to receive the Canada Learning Bond.

Manitoba: \$2,000 x 121,471 children not signed up for CLB leaving \$242,942,000 in federal money unclaimed in 2018.

For more information which teachers/parents may be interested in, please see Canada Learning Bond at www.canada.ca/en/employment-social-development/services/learning-bond.html.

5. Obtaining identification

A first step to accessing government benefits and services is to have the necessary identification. A birth certificate (if born in Canada) or permanent resident card/citizenship certificate (if born outside Canada) is considered primary identification. You must have a birth certificate to apply for a social insurance number. SEED Winnipeg helps those living with low income to get the ID needed to access benefits. Citizens' Bridge will also help individuals to obtain ID in addition to safely storing the identification. For a referral to Citizens' Bridge, contact a community referral partner listed at www.facebook.com/pg/CitizensBridge/about/?ref=page_internal (under general information). ♦

Something worth protecting:

A practicum story

BY BETH DOWNEY

Graham Peters is completing his fourth and final year of a Bachelor of Arts in Environmental Studies. He arrived in the first year of CMU's expanded Biology program and, though he was not yet sure what he wanted to do, he quickly began to rediscover and expand his love of ecology. This led to a major in Environmental Studies, and a practicum focused on conservation ecology.

"I've always cared about the environment and been fascinated by living things. I chose ecology because I wanted to put my love of nature towards something productive, like conservation. I want to protect what I love," Peters says.

Peters completed his practicum requirement this past summer, through two six-week placements: first, at FortWhyte Alive and second at A Rocha Manitoba in East Braintree, an hour and a half outside of Winnipeg near Whiteshell Provincial Park.

"These experiences gave me a lot to consider about how I could practice conservation ecology in the future. I took on a wide variety of tasks related to different parts of the job – from education, to data collection and entry, to field observation – learning new skills and personal lessons along the way."

Peters' FortWhyte placement involved a combination of pure research, outreach, and interpretation. There, he dedicated much of his time working with children and students, ranging in age from four to 17.

"Although taking a group of students on a walk through the wilderness may not seem like a critically important part of conservation, my time at FortWhyte showed me the opposite. Leading groups through grasslands, wetlands, and forests, teaching them about everything from the importance of maintaining biodiversity to the characteristics of different water bodies, I came to realize the impact of making children aware of the environment. By wading through the water looking for invertebrates or wandering through the woods identifying plant species, we show the next generation that the natural world is exciting and something worth protecting."

He says that in moving from teaching to applied research, he got to take students to different rivers around Winnipeg and teach them how to do baseline surveys on a river, measuring its dimensions, chemical content, velocity, etc. Afterwards, he would test the water using chemical kits to verify the students' recorded values, then synthesize the data into spreadsheets, comparing measures over time in order to monitor the health of these rivers.

"Basically, my love for working with kids met my love of nerdy things – all in the pursuit of conservation."

Peters' second placement brought him to A Rocha Manitoba, where a previously forgotten series of interpretive trails is being reclaimed for active use.

"My job was to clarify where exactly the trails were and make recommendations for development. Additionally, I was to identify areas of special educational value, such as changes in ecozones or signs of wildlife. I walked the trails many, many times and would often just stop and look – I have learned that when you do this, you will notice how much there is to look at."

Peters says he looks forward to honing the new tools this practicum has given him, as he continues to discern a specific career path.

"The practical application of the skills and knowledge I have amassed during practicum will help me practice conservation in a way that will utilize my strengths and help me overcome my weaknesses."

To learn more about CMU's Environmental Studies program and practicum options, visit cmu.ca. ♦



Graham Peters completed his practicum requirement this past summer, through two six-week placements, one of which was at A Rocha Manitoba in East Braintree.



University

Arts Dialogue Faith Science Community
Music Mentorship Business Character Vocation
Practica Peace-Justice Social Enterprise

 **CANADIAN MENNONITE UNIVERSITY**

Apply now:
cmu.ca



Counsellors, post-secondary education:

Working together to create bright futures for students in Manitoba



Ray Karasevich, MITT President and CEO. Photo credit: Jason Halstead.

Collaboration is the backbone of MITT's approach to preparing students for careers in Manitoba.

Close partnerships with industry help us ensure we train students for the right fields, with the proper technical and soft skills, and provide them with vital face-to-face time with future employers – through in-class visits, work practicums and capstone projects – so they can apply and refine what they learn in class to real-world situations.

Deepening these collaborations to meet the needs of Manitoba's economy and labour market was part of the motivation behind a December 2019 announcement in which MITT, in partnership with global cyber security experts Check Point Software Technologies Ltd. and the Province of Manitoba, laid out its vision for its Cyber Security Technical Centre of Excellence, which will open in fall of 2022.

At the same time, MITT announced partnerships with the University of Winnipeg and University College of the North that will allow the schools to work together and reach more students across Manitoba and create opportunities to expand education in cyber security and network technologies across the province.

The move is part of a growing commitment in Manitoba public post-secondary education to cooperate on the massive challenge of providing education that matches the needs and opportunities of Manitoba's rapidly evolving workplace and workforce. It's led to exciting new initiatives in secondary education, like Pembina Trails Early College (PTEC), to introduce tech-savvy young Manitobans to the ICT training options – and future career paths – afforded to them at schools like MITT. And it's helping learner audiences –for example, women with an interest in trades and technology –find the confidence and support they need to pursue the training and careers they desire.

School counsellors throughout the province play a linchpin role of staying on top of these myriad changes and opportunities, and then effectively communicating them to secondary students when the time comes for



Gursharn Wander, cyber defence and cloud administration instructor. Photo credit: Jason Halstead.



From L To R: The Honourable Ralph Eichler, Ray Karasevich, and Ron Dekker. Photo credit: Jason Halstead.



CDCA Counsellor seminar. Photo: supplied.

them to consider their post-secondary options. And our message to you is the same as the one we share with industry, government, and our peers in post-secondary: we're here to help and we're here to work together.

Every fall, MITT hosts a seminar for school counsellors, a mini open house of sorts, where we provide updates, answer questions, and provide campus tours. At the most recent event in September 2019, more than 25 high school counsellors and educators joined us for the fun and informative half-day event. It's an excellent opportunity to experience MITT first hand, but it's not the only one: campus tours are offered throughout the academic year, and on February 26 we will host our annual Open House event.



Counsellor's seminar guests touring MITT ICT labs. Photo: Supplied.

Change is inevitable and communication is key. As MITT and other post-secondary institutions continue to examine and refine how to provide Manitobans with education that leads to careers or to continued post-secondary pursuits, we depend on continued collaboration with partners who share our vested interest in student success.

Counsellors are an invaluable part of this mix and we encourage you to continue reaching out to us, visiting us, and asking us hard questions so that you can in turn provide your students with the best possible knowledge they need to make meaningful post-secondary education choices. ♦



Four words define MITT's approach to education:

Industry Driven.

Student Focused.



**MANITOBA INSTITUTE OF
TRADES & TECHNOLOGY**

This includes

- > 25+ industry-aligned programs in business and information technology, health care, human services, and skilled trades
- > Veteran instructors who guide students through hands-on learning
- > Work Integrated Learning (work practicum)*
- > Academic advisors who provide support to help students succeed
- > Comprehensive career development workshops integrated into every MITT post-secondary program

LEARN MORE AT MITT.CA

*Check program page for availability



Manitoba Building Trades – COME TRY THE TRADES WITH US

In September 2020, Winnipeg and capital region students will have an opportunity to learn about skilled construction trades in a unique and innovative facility that is only the second of its kind in Canada.

The Manitoba Building Trades (MBT) Trades Exhibition Hall will be open to receive Grade 9-12 students in a year-round multi-trades facility that will provide an immersive, hands-on experience using sophisticated simulators, virtual and augmented reality technology and actual tools used in the construction trades.

Until now, trades exposure was limited to students visiting one-day trades or career fair type events that involved hundreds or thousands of attendees converging at a single venue. The MBT Trades Exhibition Hall will operate September to June each year and

welcome students one bus full at a time.

During a three-hour session, students will visit 15 booths, each equipped with trade-specific equipment and related activities that will allow students to try out actual activities that will help them understand what each trade and career would entail. Each booth

will be staffed by a tradesperson specially trained to work with students.

The Trades Exhibition Hall will use leading-edge technology to help students experience construction trades careers and to learn how workers will use emerging technology in the industry. MBT will use VR and AR technology as





Manitoba Building Trades represents 13 construction and trades unions in Manitoba. On behalf of its members, MBT is responsible for business development, marketing, strategic partnerships and strategic workforce development initiatives.

a learning platform while preparing potential entrants for trades career options.

While the facility will initially be open to Grades 9-12 students, programs will be eventually expanded to Grades 7 and 8 students. MBT personnel is also partnering with Skill Plan Canada to design evaluation tools for use by teachers to measure student

interest and aptitude for the skilled construction trades.

The average of Canadian apprentices is 31 compared to 22 in Germany. By exposing students to the trades at an earlier age and by identifying interest and aptitude in a structured manner, we hope to help students find earlier success in skilled trades professions.

MBT welcomes inquiries about

the Trades Exhibition Hall and will start accepting bookings in mid-July 2020 for visits starting fall 2020.

There will be no associated costs for schools or students. MBT will provide all personal protective equipment (PPE) for visiting students. Transportation and accompanying supervision will be the only responsibility for attending school. ♦

MANITOBA BUILDING TRADES
TRAINING COLLEGE

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TRADES
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ARTICLE PAGE X

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Manitoba
Building Trades



Preparing students for post-secondary success

BY DAVID GARVEY

After perusing countless brochures and websites, many Grade 12 students start to apply for university admission in the late fall or early winter, ideally (though there's still time for those who haven't). Applying is only the start of the process, however, when it comes to preparing for the first year of university.

Course selection and registration comes later, in the late spring for most institutions, and this is a process unto itself. Then students will wonder what comes next – when lectures start and campus life begins. Will it be intimidating? Stressful? Overwhelming?

It's a big step to leave the relatively comfortable confines of a high school that has been 'home' for the past four years and start an entirely new educational journey in a larger institution – one with fewer familiar faces (at first) and a different style of education.

Fortunately, there are many resources available to new students

that can help to facilitate success in the first term and beyond.

At The University of Winnipeg, the student recruitment officers visit local high schools in the spring for a presentation about the online system for choosing courses and registering. For those unable to attend there are video tutorials and other online tools they can take advantage of at any time.

Getting a schedule that works for a student's personal needs is an important first step. University course loads differ from high school classes and students need to be aware of that change while also considering their personal needs like a part-time job.

A series of newsletters sent to all incoming students lists the important steps month by month, whether it's financial, academic, or concerning life on campus, and many institutions have similar ways of sharing that information.

Before the first week of classes,

the student services department hosts a first-year orientation where students, along with parents or guardians, can tour the campus, learn about important steps to take on the first days, and other essential housekeeping items, like getting an ID card.

The recruitment office employs a roster of student ambassadors who accompany the recruiters on the fall visits to high schools. During the presentation, the ambassadors often mention how things felt for them when they first got started. For example, Gabriella Wilson, a third-year criminal justice major, explains that she "was super confident in high school" about what she wanted to study, but as it got closer to the deadline she was "super confused and nervous".

Aansh Vaid, a second-year international student was "really nervous in the beginning", but that changed once classes started. "They were really interactive and a lot of fun."

During the first days of the term, the ambassadors will be on campus in their red T-shirts, ready to answer the questions that newcomers are nervous to ask, like finding a classroom. And they can all assure the new students, that yes, they too were once in the same position. And not only did they get the hang of university life, they also made valuable connections with other students along the way.

When it comes to academic success, there are many ways to boost a student's GPA and prepare for a university workload. Study Skills Workshops happen once a week during the first term, each focusing on a specific skill area. The Tutoring Centre provides free help with math and science courses, as well as academic writing skills. The Wellness Centre offers free counselling and health services

to address a range of important issues.

Many of the student groups focus on academic majors or faculties, and joining one or attending one of their events is a great way to meet likeminded people who may also be feeling nervous at the start of the term.

As high school counsellors address concerns in the final months of Grade 12, they can assure students that while starting post-secondary study is a big step, there are many resources available to them in the spring, over the summer, and when they arrive on campus.

Take advantage of these resources and soon more faces will start to seem familiar, and, hopefully, the new campus will start to feel like home as well. ♦



Before the first week of classes, the student services department hosts a first-year orientation for students and their parents or guardians.



During the first days of the term, the UWinnipeg ambassadors will be on campus in their red T-shirts, ready to answer the questions that newcomers are nervous to ask, like finding a classroom.

They're determined to achieve their potential

We're determined to help them do it

UWinnipeg students thrive in a supportive, diverse learning environment — where they connect with open-minded learners, caring professors, and brilliant researchers.

uwinnipeg.ca/start-here



THE UNIVERSITY OF
WINNIPEG



Providence College is nestled in a quiet, beautiful prairie community only 30 minutes from Winnipeg, and many of our graduates boast of the impact Providence has made in their careers and lives.

TOP EIGHT REASONS TO STUDY AT PROVIDENCE

Are your students looking for more value for their money? Let's face it, pursuing a post-secondary education requires a sizable financial investment and students want to make the right choice. If they're looking for more than just academics, but a Christian community where they can live, learn and belong, why not recommend they study at Providence? We are nestled in a quiet, beautiful prairie community only 30 minutes from Winnipeg, and many of our graduates boast of the impact Providence has made in their careers and lives.

"Providence has been an incredible experience for me. I love my classes and have learned so much. The community here has been absolutely life-giving, and I wouldn't trade this experience for the world," says Savannah Brandt, Providence graduate from 2019.

Providence is offering more university program options than ever before. You can get a degree

in arts, science, business or theology. The average class at Providence is 15 students and our professors know their students by name.

Providence has constructed a brand-new, three-storey Residence Hall. It houses 60+ students on the top floors and features a 'living and learning' area with a lounge, kitchen, classrooms, and meeting rooms that are all accessible on the first floor. It's designed with big windows and living spaces with natural light flooding into every corner.

An average of 60 per cent of students receive institutional aid to help with tuition costs. Because of our Impact 2020 campaign, we're able to grant a tuition freeze for the 2020/21 academic year and offer more scholarships and bursaries to students.

We are a Christ-centred institution. Christ-centred education means more than biblically-based academics. It means courses

and programs aimed at equipping students to truly make an impact in the world, as well as faculty who are genuinely invested in students' academic, emotional, and spiritual growth, and a student body that encourages, grows and learns together. We are also a community committed to leaving a legacy that far surpasses the walls of Providence.

Providence has newly renovated lecture halls, classrooms and lab spaces. Our Buller Business School was opened in 2016, boasting beautiful new facilities for students. And in the same year, when we



Providence College is one of the oldest post-secondary institutes in Manitoba.



Providence has constructed a brand-new, three-storey Residence Hall which houses 60+ students on the top floors and features a 'living and learning' area that are all accessible on the first floor.

introduced a Biology program at Providence, a state-of-the-art science lab was built to enhance student learning.

We offer competitive athletics programs including basketball, volleyball, soccer and futsal. Providence is part of the MCAC, CCAA, NIAC and NCCAA leagues. In 2019, both the pilots women's basketball and men's volleyball teams won key championship games.

Established in 1925, Providence has been in operation for nearly a century and is one of the oldest post-secondary institutes in

Manitoba. Some of our graduates pursue further studies at other universities with transferable credits from Providence.

Interested in unique programs such as aviation and health sciences? At Providence, students can study aviation and at the same time earn a Bachelor of Arts. In the fall of 2019, Providence launched two new academic programs – a two-year diploma in Business Administration and a four-year science degree in Health Sciences for students who want to continue studies in fields such as medicine, pharmacy and physiotherapy. Providence's program options

are as diverse and unique as our student population.

Some of Providence's graduates have gone on to operate tech startups in Germany, train lab technicians in Kenya, establish a Bible college in Myanmar, teach TESOL in Southeast Asia, start a counselling centre in Rwanda, work as a journalist in Belize, run a 20-acre wellness centre in Texas, be a minister to victims of sex trafficking in Ontario, and serve in addiction agencies here in Manitoba.

Your story starts here. Be a difference-maker. Visit us at prov.ca. ♦



In the fall of 2019, Providence launched two new academic programs, one of which is a four-year science degree in Health Sciences for students who want to continue studies in fields such as medicine, pharmacy and physiotherapy.



YOUR STORY STARTS HERE

Discover an education designed to make a difference.



Learn more at
PROV.CA



Career Trek Days are a condensed version of Career Trek's core programming that can be delivered affordably and in a single day.

CAREER TREK DAYS PREPARE STUDENTS FOR THE FUTURE OF WORK

The future of work is constantly changing and is evolving at a rapid rate. This rapid rate of change can be a difficult space to navigate, especially for youth. It can be overwhelming to try and keep up with trends and to know what sectors are going to be disrupted by technology. Being able to understand the skills needed to adapt to the future of work and knowing where to get the education and training necessary to maintain a competitive edge can be a crushing feeling for young people.

As the working world continues to change, there is an increased demand for foundational skills, such as critical thinking, collaboration, complex problem solving, and digital fluency. These 21st century employability skills are vital to ensure youth are successful

in a skills-based economy.

Career Trek provides youth the chance to explore and experience a variety of career options to make the best decisions for themselves and their communities. Career Trek Days are a condensed version of Career Trek's core programming that can be delivered affordably and in a single day. Career lessons are designed to get them thinking about how their current school subjects are linked to future education and career opportunities.

Youth deserve to have the knowledge and opportunities necessary to help them make informed decisions about their future. Career Trek Days provides you and your students the opportunity to visit a post-

secondary campus of your choice with a full day of hands-on career-exploration. This experience allows students to understand the difference they can make in their future.

Fully customizable

Career Trek Days can be fully customizable according to your needs and experience desired. Career Trek Days can work with groups as large as 60 and can take place in The Pas, Brandon, Dauphin, and Winnipeg. Career Trek Days can be created to accommodate learning and exploration for students in Grades 5 through 12.

Career Trek

As an award-winning not-for-profit organization, Career Trek provides



Career Trek Days provides you and your students the opportunity to visit a post-secondary campus of your choice with a full day of hands-on career-exploration.



Career Trek Days can be created to accommodate learning and exploration for students in Grades 5 through 12.

education and career development programming for young people in realistic settings. Participants are engaged in hands-on learning experiences that are designed to ignite their passion, grow their confidence, and increase their understanding of the important role that education and career planning can play in their lives.

Career Trek's exclusive and original programs help students prepare for the future of work. If you want to help students ignite their passion, expand their knowledge, and increase their understanding of the value and importance of their education, career and life success, contact Allison Kirkland at akirkland@careertrek.ca, or (204) 944-1800 ext. 157, to schedule a meeting to discuss how your school can participate in Career Trek Days. ♦



www.careertrek.ca

Career Trek Days. An opportunity to **explore** and **experience**

- 4 careers in one day
- A local post-secondary institution
- 21st century employability skills needed to succeed

As an award-winning not-for-profit organization, Career Trek provides **hands-on education and career development programming** for young people. As part of Career Trek Days, students will experience a variety of careers intended to give them insight into and a realistic overview of the professions. This engaging and experiential learning opportunity will **ignite their passion, expand their knowledge and increase their understanding of the value and importance of their education.**

For more information, please contact Allison Kirkland, akirkland@careertrek.ca





Best friends Maryam Rahimi (R) and Mihret Zewude (L) met at Booth UC.

EMPOWERED THROUGH FRIENDSHIP

They have different religious beliefs, personalities, and ethnicities. One is more introverted and follows the Islamic faith. The other is a Christian with an outgoing nature. By all accounts, particularly in today's world of fierce divisions, they shouldn't be the best of friends. But Maryam Rahimi and Mihret Zewude (BSW/19) are exactly that – strong, loyal, and supportive friends who don't let their differences divide them. In fact, it is often what brings them closer together.

Their friendship began almost immediately. Rahimi, a social work student, was just starting at Booth UC and waiting for a social work clinical class to begin.

Zewude, in her second year, sat down beside her. "I don't even think we said hi," states Zewude. "We just started talking and the connection was automatic."

As a new student, Rahimi recalls, "I was nervous because I thought I might be the only Muslim girl at school, I remember telling Mihret that I was going to try and participate more."

"And I told her," counters Zewude, "that I love to talk and am going to try and participate less!"

In that moment, the women became friends and have been like sisters ever since.



Maryam Rahimi leading a social justice workshop.

Although Zewude was a year ahead, the School of Social Work was their instant common ground.

"I was worried because I was never really good in school," explains Rahimi. She had been studying at another university, but found herself struggling, unsure about her future. That's when she heard about social work at Booth UC. She went for a tour and was immediately drawn to the friendly staff and faculty and small class sizes. She thought, "I'll just try it and see how it goes." Then came that first class where she connected with Zewude, and the rest is history.

"It was Mihret's help and encouragement that gave me the confidence to push myself and keep going." And, with each other's support, they both thrived. Rahimi has since taken a leadership role at Booth UC as part of the student social justice club. Zewude successfully graduated in 2019 with her Bachelor of Social Work.

But, it was their differences that brought them even closer together. Both women recall spending hours discussing their diverse life experiences. Zewude is a practising Christian. "I knew walking into this friendship that we would not always agree, but I'm not the kind of person to shy away from that," she says. "It is important for me to know and love people as they are."

It is something both women are emphatic about – engaging with each other about the things that make them unique. "It's one of the things that makes our




Mihret Zewude receiving her BSW degree.

friendship authentic," continues Rahimi. "As an example, we can talk for hours about our views of who Jesus and God are to us, and no one walks away angry or upset. It doesn't change our friendship or how we feel about each other."

Rahimi and Zewude are also both thankful for the support provided by the Booth UC campus community. Zewude recalls a time when she was struggling with housing. Karen Ng, dean of students at the time, "worked miracles" to help Zewude find what she needed.

"If Booth UC was different or a bigger institution, I don't think I would have gotten that support." Most of Rahimi's family is in Iran. When a devastating earthquake struck the country in 2017 and hundreds of people lost their homes, "Booth UC was right there for me while I was going through a lot of worry and stress for my family. I was able to get some extensions on assignments. Everyone was so understanding."

With Rahimi set to graduate in 2020, and both women planning careers in social work, they are excited about what the future holds. No doubt their unwavering friendship will continue to empower them and remind them that, as Zewude concludes, "At the end of the day we're supposed to honour all creation, to do what we can to build others up, and to see them, no matter our differences, as beautiful." ♦



Kaitlin Fosseneuve is enrolled in the Access program at the University of Manitoba studying to become a teacher.

Stick with your dreams, pursue your goals

JOIN THE ACCESS COMMUNITY AT U OF M

Kaitlin Fosseneuve always wanted to go to university. Now, the Métis and Cree student from Cranberry Portage is on her way to becoming a teacher with the support of the Access Program.

"I finished my undergraduate degree in Physical Education and now I am in the Faculty of Education doing my two-year after-degree program," says Fosseneuve. "I had so many obstacles and barriers that I had to break through, but I just stuck with it and the Access Program was a really big help for me for that."

The Access Program at the University of Manitoba provides holistic support to Indigenous, newcomer, and other University of Manitoba (U of M) students, empowering them on their path to success.

Fosseneuve learned about the program at her high school career fair. Her resource teacher also encouraged her to apply, and gave her an application.

Leaving home

"I wanted to get all the help I could get because I was leaving home and I was only 17 at the time," she says. "I always planned for it. You know, I always said I'm going to do this, I need to get out of my small town. I have to do something."

Leaving her parents and large extended family in Cranberry-Portage was tough, but her parents encouraged her. Her father is a labourer and her mother is a locally-trained LPN. The middle child in her family, she has two brothers and a sister.

"When I first started my journey, I said I was going to be a nurse. So I came to the university, joined Access, and all that. And then I did two years and things just didn't work out, and I went back home because I got pregnant with my daughter."

While raising her daughter in her home community, Fosseneuve worked as an educational assistant at the local elementary school. There, she found her passion for working with kids and decided she would rather become a teacher.

Life challenges

"Every year, I applied to go back to school. Things just didn't work out. Finances, having a young one, daycare, you know. But finally one year everything just seemed to work out. My daughter was old enough. I felt like I had enough supports that I could move back to the city and start going back to school, so I just made the move."

*“I had so many obstacles and barriers that I had to break through, but the Access Program was a really big help for me.
Have you applied for the Access Program?”*

Kaitlin Fosseneuve, U of M student, U of M graduate
Métis and Cree from Cranberry Portage

ACCESS Program

Discover the path between you and
your dreams

The Access Program includes two paths:

The University of Manitoba Access Program (UMAP) supports students in degree and diploma programs at the U of M. It is available to all Manitoba residents, with preference given to Indigenous people, residents of Northern Manitoba, low income earners, and newcomers.

The Health Careers Access Program (HCAP) supports Indigenous (Status, Non-Status, Métis, Inuit) students for entry to health-related professions such as Medicine, Dentistry, Dental Hygiene, Pharmacy, Rehabilitation Sciences, and Nursing. Students must be residents of Manitoba.

Access students receive:

- Academic Advising
- Personal Counselling
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To learn more visit www.umextended.ca/access
or call 204-474-8000


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#AccessUM



Fosseneuve describes Access as "A resource to use during your university years, a support system. They help you personally, academically, and financially."

Her daughter was three and she was back at university with the Access Program.

"They were a big support, helping me make connections with people. They helped me personally, through guidance counselling. The personal counsellor was really nice for me because I didn't feel like I had anyone to talk to. So having their support was very beneficial."

The academic advisor helped her choose her courses and decide how to pursue her new passion for education. She also had support applying and organizing her schedule and courses.

Now, when she meets young people trying to decide what to do at the University of Manitoba in the future, she asks them if they have applied for the Access Program.

"I was working at a summer camp and there were a lot of young teenagers and high school students and they are all going to university. I told them they should really apply. It's a really good program."

A support system

Fosseneuve describes Access as "a resource to use during your university years, a support system. They help you personally, academically, financially. It's a good support system for Indigenous students like myself, especially coming from a rural area to an urban setting. It really helped me to situate myself."

Moving to the city and coming to university was a change. "I could walk across town in a half hour at home. Here, I have to take the bus. I would say I am a shy person. I was this small-town girl who didn't know anybody and wondered how I was going to make it. Access helped me connect with other Indigenous students. It really helped me."

She loves the warm environment at Migizi Agamik (Bald Eagle Lodge) on the Fort Garry campus where the program is located, and comes here to do her studying and connect with her new community.

"They encouraged me and supported me when I needed them. I want other students to know if you just stick with your dreams, pursue your goals, you can make it."

Fosseneuve encourages Indigenous residents of Manitoba to apply to the Access Program, and attend the University of Manitoba this fall. Application deadline is May 1. Apply now.

For more information, visit UMExtended.ca/Access. ♦

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