

manitoba *School Counsellor*

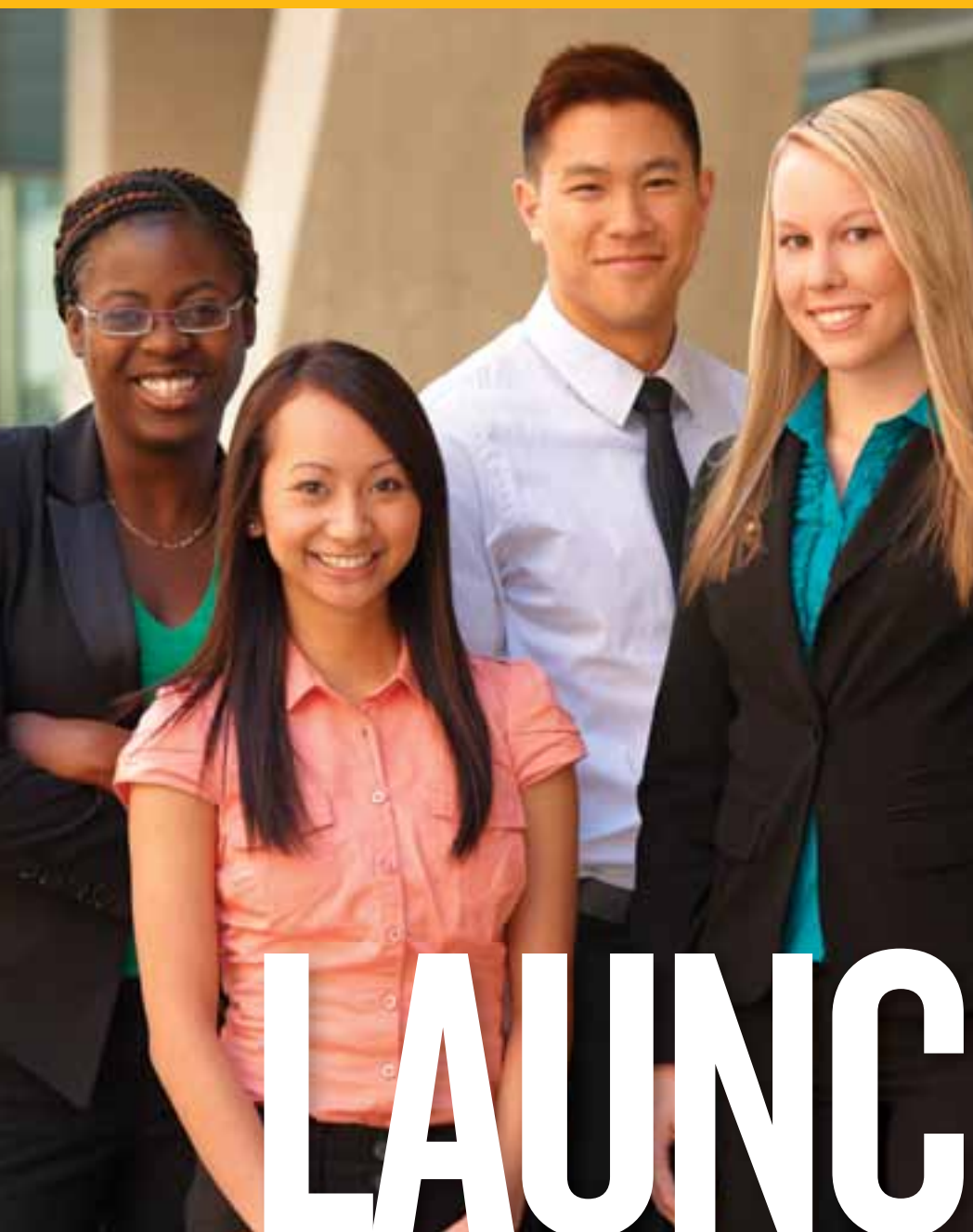
spring 2013



Day of Pink Community March

in this issue

- **Beyond the hurt: Addressing bullying to create a positive school climate.**
- **A day of We: We Day Manitoba returns for a second year in a row to 18,000 excited Manitoban students.**
- **Comforting before confronting: Helping kids affected by parents with addictions.**



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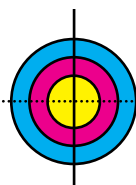
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MSCA President's message

Carla Bennett, M.ED., CCC



As 2012-2013 moves towards the closing months of this school year, all I can say is "where has the time gone?!" The months have flown by with busy days and action-

packed events in all of our schools. As one event passed there was barely enough time to reflect on how it went and its impact because we were busy planning for the next one! Despite the hectic pace, I hope that everyone has enjoyed the year and made time for yourself amongst the busy months!

This year was another successful SAGE conference and my gratitude goes out to the MSCA executive who worked hard leading up to, and the day of the conference, to bring everything together smoothly. My thanks goes out to Dr. Andrew Hall and Tamara Roger from Manitoba Adolescent Treatment Centre (MATC) and Dr. Altman, Michelle Horkoff, and Frances Gambin from St. Boniface Hospital for sharing with us their expertise, their professional and personal stories, and strategies for working with students with autism/anxiety. A special thanks also goes out to Joëlle Émond for the hours she spent organizing the conference and helping teachers and counsellors to register for the conference, and to Charu Gupta for organizing all of the on-site details of the conference. And another big thank you goes out to the staff and students of Chief Peguis Junior High for the use of your beautiful facility and the amazing student helpers who parked, coffeed, and fed our attendees, as well as helped us to set up and tear down the site.

As we look forward to next year's conference, we are extremely excited to be bringing in Dr. Danie Beaulieu to present a day-long workshop on impact therapy. For more information regarding impact therapy and Danie Beaulieu, please go to www.academieimpact.com/en/index.php.

Our professional development portion of the board meetings has also been successful this year, bringing out new faces to

our meetings. In September, we had Leslie Shafer and Lori Midendorp from MATC - Centralized Intake to discuss the services they provide and how to access them. In November we had Susan Hocken-Attwell provide us with an interactive session and mindfulness and meditation. In January, we had Gil Silberstein discuss the career and education planning resource (Manitoba edition) www.myBlueprint.ca, and in March we had Charu Gupta show us the benefit of four-minute fitness for ourselves and for our classes.

In April, I look forward to seeing everyone at the annual Winnipeg Rotary Career Symposium. The dates are April 9 to 10 at the Winnipeg Convention Centre with 250 booths and over 70 speakers to help students and adults explore/choose/change career paths and options. MSCA will have a booth as well, so please stop by to ask questions or just to say hello!

Please note that MSCA's AGM has been moved from May to the end of April this year. For more up-to-date information regarding the AGM, please refer to our website, www.msca.mb.ca.

At this time, I'd like to give my heartfelt thanks to the MSCA executive and MSCA board members for making this year successful and memorable. Your experience and professionalism are exemplary and Manitoba school counsellors are extremely lucky to have your combined knowledge as a resource and support to them. In the following year, Charu Gupta will be stepping into the role as president and I have full confidence that she will be a strong leader and support for this association. Joëlle Émond will be staying in the position of past-president for an additional year, as I take a year of maternity leave (thank you again, Joëlle). MSCA will run as a well-oiled ship because of your experience, on-going commitment, and passion to this profession.

In closing, I'd like to say that it has been an honour to serve as president this year. I am continually impressed by the work that all counsellors do within their schools and communities to better the lives of our students. I encourage you to continue to learn, network with other counsellors, share tools and strategies with each other, and most of all, support one another. ✍️

The Annual Winnipeg Rotary Career Symposium is April 9 to 10 at the Winnipeg Convention Centre with 250 booths and over 70 speakers to help students and adults explore/choose/change career paths and options.

2012-13 MSCA Board Members/Executive

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Craig Kielburger (right) and former president of the Soviet Union Mikhail Gorbachev (front left) and his translator.

A day of We

We Day Manitoba returns for a second year in a row to 18,000 excited Manitoban students

BY SHAYNA WIWIERSKI

Where else could you find Canadian music sensations Shawn Desman, Lights, and former president of the Soviet Union and Nobel Peace Laureate Mikhail Gorbachev sharing the same stage? We Day.

On November 6, 2012, the MTS Centre in Winnipeg, Manitoba hosted the province's second We Day, Free The Children's signature youth empowerment event. The stadium-sized event features world-renowned speakers and performers and is aimed at promoting active citizenship.

In addition to Gorbachev, this year's speakers included international activists and Free The Children founders Marc and Craig Kielburger; visually-impaired motivational speaker Molly Burke; Free The Children ambassador and amputee Spencer West; 16-year-old activist and founder of The Ladybug Foundation, Hannah Taylor; the first Manitoban judge of aboriginal descent, the Honourable Justice Murray Sinclair; Canadian politi-

cian, the Honourable Kevin Chief; Free The Children's Kenya program director, Robin Wiszowaty; and more.

Performers included singer/songwriter and Juno award-winner Shawn Desman; Canadian singer/songwriter Victoria Duffield; lead singer of Live on Arrival, Robb Nash; American pop band Allstar Weekend; American-Canadian singer-songwriter Justin Nozuka; MuchMusic Coca-Cola Covers winner Tyler Shaw; and Canadian electro-rock singer/songwriter and Juno award-winner Lights. The show was hosted by former MuchMusic VJ and musician Jesse Giddings.

We Day launches a year of action for global change to students across the country. The one-day educational event is part of the year-long We Act program, which offers curricular resources, campaigns, and materials to help turn the day's inspiration into real ideas.

"Every one of you made the commitment to make the world a better place and we are so excited to be back," said

Craig Kielburger to the 18,000 excited Manitoban students from around the province who attended the event.

Perhaps the biggest highlight of the show was the Q&A with Craig Kielburger and former president of the Soviet Union, Mikhail Gorbachev, who, through a translator, spoke about ending the Cold War and preserving peace.

"Without preserving peace, no other problems can get solved," said Gorbachev, through the help of an on-stage translator. "I spent many years in the youth movement, and in the '50s the youth of the world preserved an arms race. Today, young people can have an impact. In Moscow [Russia], young people are protesting and speaking out; they want change."

Change was a reoccurring theme throughout We Day Manitoba. Whether it was the change to prevent bullying, or the change to make a difference, speakers hammered home the point of what it can do.

Spencer West, a We Day alumnus who lost his legs at the age of five, and recently climbed Mount Kilimanjaro.



From left to right: Canadian singer/songwriters Lights, Shawn Desman, and Free the Children co-founder Craig Kielburger talking to the media about the We Create Change penny program.



Becky Koop is a Grade 9 student at Kleefeld School in the Steinbach area, who was one of 27 students from her school to attend the event. The message of change really resonated with Koop who said that a big issue in her community is homelessness.

"I feel that a big thing in my community is homelessness and drug addicts. We should make shelters and spend time with them and help them."

The highlight of the show for Koop was Spencer West, a We Day alumnus who lost his legs at the age of five. West recently helped raise half a million dollars for clean water projects in Kenya after its worst drought in 60 years. He raised the money by climbing Mount Kilimanjaro, the highest mountain in Africa, and the highest free-standing mountain in the world.

West spoke of the challenges of his climb. His charismatic charm and fast-talking dialogue enthralled the audience, bringing them to their feet when he spoke about his accomplishments.

"If [you] don't at least try, you'll never know what you can do. There were moments when I wanted to give up. Some see asking for help as a sign of weakness; however, the weakest moments earned me to the top," he said. "The world needs you. If I, Spencer West, can climb the largest mountain with no legs and was told that I would never become a functioning member of society, what can you do? I'll meet you at the summit." 🐦

We Day launches a year of action for global change to students across the country.

Canadian electro-rock singer/songwriter Lights performing.



Beyond the hurt

Addressing bullying to create a positive school climate

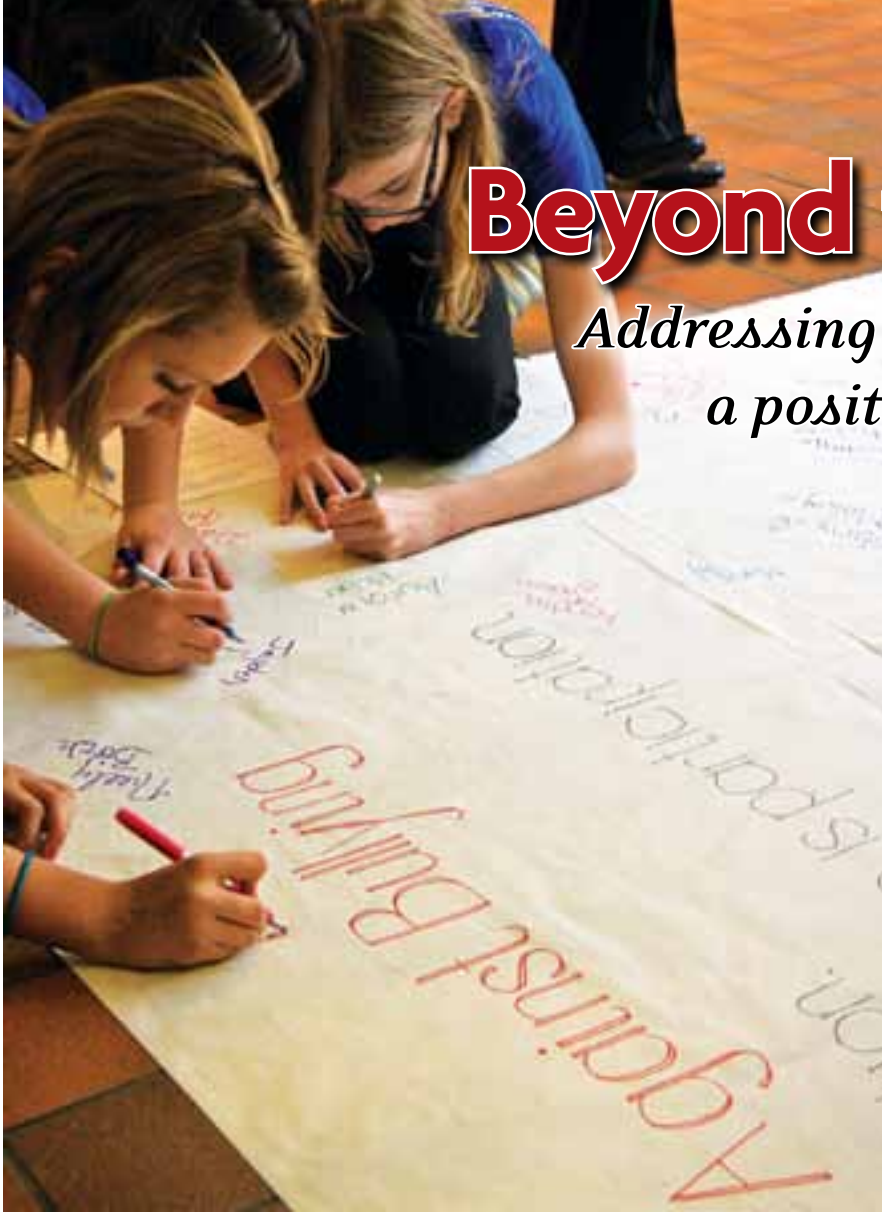
BY REBECCA ULRICH

The last thing I want to do is mention her name. It is not because I hope we can forget, or because I believe it was an isolated incident. Actually, it is quite the opposite. Her video captured the attention of our country, but she is only one of many suicide deaths highlighting the reality facing young people in Canada. But rather than continuing to debate the details of the story in hopes of determining who is to blame, we need to turn our focus to supporting those impacted by bullying today.

There is no simple solution to a complex problem, and bullying is a complex relationship issue. That being said, the impact of bullying on young people who are targeted, who bully and who witness the behaviour is too great to ignore.

So, where do we start? It may be recognizing bullying incidents and consistently intervening to demonstrate that using power aggressively is not acceptable, and in doing so, creating a more positive school climate. This can mean working with students that are bullied to develop strategies to better connect with their peers and gain confidence in building friendships. It can be implementing formative consequences for students that are bullied, in order to demonstrate that bullying is unacceptable and help these students develop empathy and positive social skills.

As we work toward building classrooms and school communities that provide a safe place for learning, we must empower students to take on a leadership role. Whether it is leading classroom activities such as role-playing to practice interven-



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tion options, creating videos that show how to support someone being bullied, or coordinating a classroom for students with learning challenges to meet and eat lunch with other students in the school, I have had the privilege through my position with the Canadian Red Cross to work with students that are using creative and effective ways to address bullying.

The Canadian Red Cross bullying prevention program, *Beyond the Hurt*, partners with schools to develop student leaders. Students, along with teacher advisors, participate in a two-day training to build their knowledge and skills to facilitate activities, lead initiatives, and increase awareness. These students also become an informal support to their peers.

Picture this: in one Winnipeg school, a Grade 9 student sent a Facebook message to a Grade 12 *Beyond the Hurt* student leader. They had never spoken in person, but this Grade 9 student reached out and shared that she was being verbally bullied at school by a group of boys whose lockers were right beside hers. For over a week, the students talked on Facebook about what was happening at school and how the Grade 9 student could respond. Then one day, the Grade 12 student leader was walking down the hallway to her next class when she saw the Grade 9 student being bullied. She chose to intervene, and through her actions, she demonstrated that bullying was not an accepted norm at their school. Recognizing that she would not be at the school the following year, she shared her concerns for the Grade 9 student with her counsellor (the same teacher that supported the *Beyond the Hurt* student leaders) to ensure that this

student continued to have support.

We can learn from the leadership of these students. We can establish that bullying is unacceptable in our school communities, and in doing so, create a

place where all students look forward to walking through the doors.

Rebecca Ulrich is the RespectED provincial manager for the Canadian Red Cross, Manitoba.

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An expression of gender

Using Boal's Theatre of the Oppressed with a senior years' LGBT student ally group to address homophobia and transphobia

BY LINDSAY BROWN

As a minority group, most LGBTQ*¹ students, and those who are perceived to be, face incredible challenges.

According to the *First National Climate Survey on Homophobia in Canadian Schools*, published by Egale Canada, “nine out of 10 transgender students, six out of 10 LGB students, and three out of 10 straight students were verbally harassed because of their expression of gender” and “over half of LGBT students did not feel accepted at school, and almost half felt they could not be themselves at school, compared to one-fifth of straight students.” These are sad, troubling statistics, and they tell us quite explicitly of the need for counselling and therapeutic techniques to assist LGBT students to cope with and, ideally, become resilient in the face of discrimination and oppression, as well as feel free to express themselves openly.

Nine out of 10 transgender students, six out of 10 LGB students, and three out of 10 straight students were verbally harassed because of their expression of gender.

Dramatherapy

As pioneered by the work of Jacob Moreno, dramatherapy is “the intentional and systematic use of drama/theatre processes to achieve psychological growth and change.”

Dramatherapy allows clients to draw connections between the dramatic activity and their inner conflicts, experiences, or current struggles. The process begins by using play to warm up, followed by somewhat structured activities that address the client's needs, and culminates with some form of closure. Clients engage in dramatic projection, wherein they become “emotionally and intellectually involved in encountering [their] problems in dramatic forms”, and experience transformation,

which is the change that the student's expressed problems undergo through dramatic play.

Augusto Boal's Theatre of the Oppressed

Boal's central thesis is that since theatre is one of man's activities, and all activities are innately political, that theatre is necessarily political. His *Theatre of the Oppressed* attempts to provoke social change by involving the spectator; there is no fourth wall between the world of the stage and the world of the audience, and the actor then becomes a “spect-actor”. In this way, change that is enacted on stage may influence the way we behave in the world outside of the theatre. The third stage of the Poetics of the Oppressed is Forum theatre, wherein the “spect-actor” can change a scene's outcome by “interven[ing] directly in the dramatic action” and acting, ideally achieving closure, according to Boal.

Client population

A population of students who would benefit from expressive arts interventions as a way to confront, address, and reconcile their negative experiences with homophobia and/or transphobia would be a student group focused on LGBT issues, like a Gay- Straight Alliance, or a diversity group. Students join LGBT ally groups for any number of reasons. Some may identify as LGBT themselves, be an outspoken ally, have a friend or family member who is LGBT, or they may be interested in becoming active in issues of human rights and social justice.

Not only are LGBT students and their education impacted by homophobia, so too are heterosexual students. This tells us that not only is it important to ensure that LGBT students feel safe and accepted within the school setting, but that all students will benefit from a more harmonious, accepting, and non-judgmental place to work and learn.

Activity

An activity that would be useful in helping members of the LGBT student group to begin to recognize the origins of, and to

For some LGBT students and their allies, home is not a safe space to share and discuss certain aspects of their lives.

deal with, homophobia and transphobia both in their school and in their lives outside the walls of the institution, would use Boal's concept of Forum theatre.

This particular activity would allow the students to enact situations where they have encountered homophobia and/or transphobia in their lives.

1. The students would begin by creating a scripted scene that depicts a moment where they or another person felt discriminated against and portray this scene in its entirety.
2. Then, the actors would begin the scene again; however, this time the spectators become spect-actors and can step in to change the direction of scene. The change in the scene takes power away from the oppressor and gives it to the subject of oppression.

The student ally group could use Forum theatre to encourage dialogue about the instances of homophobia and transphobia in their school.

Use in a counselling context

For students who encounter homophobia and/or transphobia in their daily lives, it is incredibly important for them to have a support system and a safe place to talk about the challenges they face, as well as to celebrate their positive life experiences. For some LGBT students and their allies, home is not a safe space to share and discuss certain aspects of their lives. Involvement in counselling or participation in a student ally group can also have a positive impact on the student's general quality of life, whether it be academically, socially, or emotionally.

By seeking out counselling or support groups within the school or community, LGBT students and their allies will be afforded the opportunity for self-actualization, and will learn to become resilient in the face of discrimination and oppression.

At the core of Dramatherapy is the concept of using theatre to face the challenges of everyday life, learn from them, and achieve a sense of closure. Augusto Boal's

Theatre of the Oppressed challenges the actor and spectator to rewrite the political landscape of our society to create an equitable, healthy environment for everyone.

Taylor reports that over half of LGBTQ students surveyed reported hearing remarks like "faggot", "queer", "lezbo", and "dyke" daily, compared to a third of non- LGBTQ students. For LGBT students and their allies who are more statistically attuned to recognize the oppressive forces in our society, it is essential to provide safe spaces where students can be themselves. By engaging in counselling and participating in student groups, students will learn therapeutic techniques to deal with, and ideally change, the modes of oppression they see around them.

Not only are LGBT students and their education impacted by homophobia, so too are heterosexual students.

For more specific information on using Forum theatre, see Augusto Boal's *Games for Actors and Non-Actors* (1992).

Footnote

- ¹ In this article, LGBTQ* refers to those students that identify as lesbian, gay, bisexual, transgender, and other (queer, questioning, ally, asexual, omnisequal/pansexual, etc.) 



Update your profile at the Rotary Career Symposium

Promoting the 2013 Rotary Career Symposium and preparing your students

BY SANDRA VISENTIN

I remember back to my high school days, when the career options in front of me seemed so daunting. As I think of young people going through the same decisions today, I can't help but reflect on how things are both so much the same and so different. While the youth of today still strive to find the opportunities that call to them, the alternatives are vast and the mediums to find those alternatives are

almost endless. However one thing that remains the same is that the best method for finding information is face-to-face interactions with someone that has the knowledge and experience. This is the Rotary Career Symposium.

The 2013 Rotary Career Symposium will be held April 9 & 10 at the Winnipeg Convention Centre and will feature over 200 exhibitor booths offering these

important face-to-face interactions and providing information on educational and employment opportunities. Booth personnel are experienced in interacting with students and are prepared with information to answer any questions the students may have.

Additionally, the symposium features 70 speaker sessions that cover a variety of possible career paths. Speakers present on "A Day in the Life": what paths they took to achieve their goals, alternate ways to access the opportunity, and where their career could take them in the future. Students are given an opportunity to interact with the speakers after each session.

Yet with so many resources at their disposal, some students can be left feeling overwhelmed. Your guidance will allow the students to get the most out of this important event. *Promote* the symposium and *prepare* your students.

- Encourage your students to explore the RCS website, careersymposium.ca.
- The RCS website contains many resources that you and your students can use. The Career Seekers page includes information related to how to start making career choices and has a list of recommended questions to ask exhibitors. It also includes a document to help them determine their career goals and links to websites related to career planning. The



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Educators & Parents page includes suggestions to help you get ready for the symposium.

- Have your students complete projects or assignments related to setting career goals in advance of the symposium.
 - Visit the Manitoba Education Career Development page for links to the Blackline Masters that include a number of related assignments, www.edu.gov.mb.ca/k12/cur/cardev/index.html.
 - The Career Cruising website, www.careercruising.com, also contains some valuable student activities that could be completed in advance. These activities are meant to complement school career development initiatives by providing students with opportunities to gather materials and information used in educational planning and updating their profiles and portfolios.
- Two weeks prior to the event, all pre-registered schools are sent enough

Show Guides/Day Planners for all registered students.

- Review these with your students and encourage them to complete this page. Completing this information in advance will help ensure that they don't miss the sessions that are of most interest to them.
 - Give the students an assignment related to the career symposium
 - Have them provide a written report on their favourite three booths and their favourite speaker session and how these relate to their career goals.
 - Have a classroom discussion about their experiences at the symposium and what they learnt by attending.
- After the symposium, build on their experience by continuing to promote the RCS website and other resources related to their future careers.
- The best way to help students take advantage of the opportunities the symposium provides is to spend some time

on advance preparation. Being prepared in advance will help them stay on track while at the event and provide them with the tools they need to participate fully in the 2013 Rotary Career Symposium.

If you haven't yet registered your school for the 2013 Rotary Career Symposium, contact Nikki Laurin at (204) 975-8209 or by email at nml@strauss.ca. Registration forms are available online at careersymposium.ca.

The Rotary Clubs of Winnipeg, in partnership with the Manitoba School Counsellors' Association and through support from the federal, provincial and city governments provide the Rotary Career Symposium (RCS) as a service to our Manitoba youth to assist them with the decisions ahead of them.

The Rotary Career Symposium is governed by a board of directors comprised of members of the Rotary Clubs of Winnipeg, Manitoba Education and Youth, and the Manitoba School Counsellors' Association. 



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Active citizenship; an evolving need for today's education

BY DEVON MARTIN

"We've gone through very significant school population growth and staff changes in recent years," explains Garrett Loeppky, counsellor at Garden City Collegiate. "The culture of our school in the last five years has really transformed and the number of activities that we have going on has grown immensely. The whole idea of being a citizen and contributing to your community and to the world is much more a part of our daily awareness than it was even five or six years ago and I think that's probably typical of most high schools in Winnipeg."

Garden City is one of a few high schools in Winnipeg taking responsibility by encouraging students to become global citizens with their volunteer program. The program is meant to represent the values that are present in Garden City and are consistent with those of the Seven Oaks School Division.

"We have as an expectation at our high school that all Garden City graduates have 50 hours of volunteer time for a half credit. Students are not required to have a volunteer credit to graduate from high school in Manitoba, but some high schools do, and we are one."

The rationale for this program comes from the idea that contributing to society and the act of giving enriches one's being. With an ever-diversifying population, there is a strong need for Winnipeg schools to accommodate and enrich groups in a way that promotes understanding and cooperation. With that brings an abundance of volunteer opportunities.

"The social justice group, youth in philanthropy, student voice, gay-straight alliance—a lot of those kinds of initiatives involve volunteer time. One group has formed itself over concerns for conditions in Africa and they have been fundraising, raising awareness, and are doing a trip to Kenya."

Schools need to stress active participation and the critical reflection of our actions. It's the responsibility of the public school system—literally from kindergarten through Grade 12 — to encourage students to actively think about what it is to be a citizen and to participate in democracy.

"In many cases people are overwhelmed with the variety of concerns and causes and don't know how to participate or where to use their voice. That's where we come in; helping students see what options are out there and helping them find their voice."

Schools could be doing much more, and adults too often underestimate the intelligence and potential of our youth and what they can do. However, when it comes to encouraging active citizenship, a volunteer program is a step in the right direction.

"Listen to your students. Talk with them and really listen. When you hear interesting things, ask them for clarity and ask them to elaborate. Don't be in a rush, and don't be afraid to start small. They all have something that they want to accomplish—sometimes they just need a hand getting started." 



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Comforting before confronting

Helping kids affected by parents with addictions

BY MARK MCAVOY

When a parent has an addiction, it can affect the whole family. Often the family must deal with financial, emotional, and social instability. Young people affected by their parents use may be more at risk for developing substance use issues of their own.

Youth facing these issues can be referred to an addictions counsellor from the Addictions Foundation of Manitoba (AFM). Also, many schools in Manitoba have a partnership with AFM to have counsellors on-site to work within the school system, providing education and awareness sessions to students and counselling services to those who require additional support.

"Sometimes just by going into the classrooms, there might be some young people who hear and connect with our message," says Roxane Sarrasin, AFM's program supervisor for Youth Community-Based Services.

Fifty-five per cent of youth admitted to AFM services have been affected by alcohol use, drug use, and/or gambling of someone close to them. Additionally, 64.2 per cent of youth admitted to AFM services said they wanted to either quit using altogether or cut down on their use.

Sarrasin says it's important to build a relationship with a young person before discussing their issues. A young person may come to a counsellor already willing to talk about their problems, but often they won't be comfortable until a rapport is built.

"Sometimes the young person wants to connect with someone, but they're not ready to talk about their problems. AFM counsellors will help youth feel comfortable to address their issues in a client-centred way".

Work with the parents

It is important not to start blaming people. If a parent feels they're being blamed, they may shut down communication. Focus on what the young person is feeling, not on the parent's behaviour.

"Sometimes we might think parents are denying what's going on in their life and I think we have to be careful around that. We have to recognize that most parents parent to the best of their abilities based on the information and resources they have. They might not realize the full extent of how their behaviour is impacting their young person."

Work with the parents, if possible. Children are usually quite attached to their parents, even those with addictions issues. Be sure the young person is comfortable bringing their parents into the discussion, then let the parents know what their child is feeling. State things as they are. Educate them. Be empathic, understanding, and supportive.

If a parent isn't willing to change their behaviour, you can still support the child.

"Sometimes being supportive is all we can do until a parent makes changes in their behaviour. Being supportive means allowing them [the youth] to come and talk to you, making sure they're safe, setting up a safety plan, and trying to do some goal setting with them."

Often, a young person just needs an adult they can trust and go to if they have concerns. Listen to them. Encourage them to stay healthy by developing their own interests. Be aware of resources like AFM and other community supports that may be of benefit to youth.

For more information about AFM youth and family programs, please go to www.afm.mb.ca.



Earn while you learn



Tradespeople are the backbone of Manitoba Hydro. They play a major role in ensuring that both electricity and natural gas are available to customers 24-7.

A career as a tradesperson at Manitoba Hydro is rewarding, challenging, and full of variety. Earn competitive salaries, travel the province, and advance your education. Start as a trainee and retire as a specialist, a manager, or a vice-president...the choice is up to you! At Manitoba Hydro, you have the opportunity to explore the company, find your passion, and build your career!

An apprenticeship with Manitoba Hydro lasts between four and six years, with 80 per cent of the training done on the job, all while receiving a nice paycheck. Yes, you can get a post-secondary education and avoid massive student debt. As a trainee with Manitoba Hydro, you will have the costs of your classroom studies, books, travel, and living expenses covered.

What type of education and qualifications do future tradespeople need to qualify at Manitoba Hydro?

A high school or mature student diploma with 40S Math (Applied or Pre-Calculus), 30S or 40S Physics (depending on the trade) and 40 English. You also need a valid Class 5 Province of Manitoba driver's licence (Intermediate or Full).

What apprenticeship/training programs are available at Manitoba Hydro?

Power Line Technician – Builds and maintains the Hydro lines that get the electricity from the generating stations to your house, schools, or business. Responds to “no power” calls 365 days a year, 24 hours a day in all types of weather to make sure customers have electricity. Works outdoors, at heights, and in confined spaces on overhead and underground wires or cable.

Power Electrician – Works mostly in substations, installs, maintains and repairs all the equipment used to distribute the power to your homes and businesses.

Service Person (Gas Fitter) – Changes gas meters and verifies that the customer's gas appliances are operating properly. Also, inspects and services natural gas appliance installations like

furnaces and hot water tanks. The gas fitter is instrumental in monitoring and maintaining the natural gas distribution system, which also requires them to respond to emergencies such as gas line damages and reports of gas leaks in and around homes and businesses.

Operating Technician (Electrical) – Installs, tests, and performs regular maintenance on electrical equipment such as motors, generators, circuit breakers, and transformers. This is a six-year apprenticeship that will result in a dual certification as a Power Electrician/Station Operator.

Operating Technician (Mechanical) – Plans, organizes, installs, inspects, commissions, and maintains all mechanical equipment identified with the generating and converter station systems. This is a six-year apprenticeship that will result in a dual certification as an Industrial Mechanic/Station Operator.

Aboriginal Pre-Placement Programs

These programs were designed for aboriginal candidates who do not meet the minimum academic qualifications for one of our apprenticeship programs. The pre-placement programs provide selected candidates with paid academic upgrading and on-the-job training and experience to qualify them to compete for one of our apprenticeship programs.

You would make a good tradesperson if you:

- have a mechanical aptitude
- like working with your hands
- enjoy working outdoors
- are interested in how things work
- comfortable working at heights
- have good physical coordination and manual dexterity
- enjoy travel
- are a good problem solver
- are a team player



Why choose Manitoba Hydro?

- Training and development
- Educational upgrading and funding
- Career advancement, diverse job opportunities and work locations without changing employers
- Work-life balance – nine-day work cycle – you get 18 Mondays off each year
- Competitive salaries
- Top-ranked benefits package
- Group life insurance and pension plan
- Team environment
- Fitness subsidy program
- Opportunities with Manitoba Hydro International

For more information on the programs mentioned, please go to our website at www.hydro.mb.ca/careers/trades or call our employment line at 204-360-7282 or toll-free 1-800-565-5200.



Manitoba Hydro is generating Bright Futures

Fashion forward

Fashion Design and Apparel Production diploma program at MC College



MC College has a 12- month diploma program designed to prepare students for an exciting career in the fashion industry. It focuses on preparing students to become independent designers or working with an existing designer or manufacturer.

The program instructs students on how to develop, construct, and mass produce their fashion designs. Students will be taught pattern drafting, pattern grading, fashion construction, fashion illustrating, design and colour theory, textiles, history of costume, draping, merchandising, and portfolio development. Also included in the program is a business course taught by the Women's Enterprise Centre of Manitoba. It educates students on how to develop a professional business plan so they can start and operate their own small business. Students will also participate in a four-week unpaid internship with a fashion company as part of their practicum to gain more work experience and insight in the fashion industry.

Annual New Designers Fashion Show

At the conclusion of the 12 months of classroom and design studio studies, the design students showcase their design collections in the New Designer Fashion Show. For the past two years, it has been held at the University of Winnipeg Can-west Theatre for Performing Arts.

Each student spends many months developing skills, researching ideas, illustrating designs, drafting patterns, and sewing the final product. Each design collection consists of eight outfits.

To complete the work, the process includes the development of a catalogue, featuring each item with the wholesale and retail pricing, as well as a detailed production schedule.

The New Designer Fashion Show is a joint effort of the three distinct programs offered at MC College. Students in the nine-month Hairstyling Program and seven-month Esthetics Program provide the hairstyles and makeup for

the models in the show. Working in the fast-paced frenzy of the backstage atmosphere, these students showcase their talent by preparing 18 models for the runway under the time constraints and within the excitement of the production.

This fall, the theatre was jam-packed and the atmosphere electric, as the new designers launched their careers to Winnipeg's fashion community. The spotlight revealed their talent, creative ability, and passion. The event concluded with an opportunity for the new designers to network with members of Winnipeg's fashion community at a reception. Several members of Winnipeg's Fashion Incubator attended this year's event and invited graduates to participate in their Luminosity Fashion Show held on the rooftop of the Winnipeg Art Gallery. Each graduate got to present one outfit from their design collection to an audience of hundreds of enthusiastic fashionistas. ✍️



The Fashion Design and Apparel Production program begins once a year in September. For more information, visit www.mccollege.ca.



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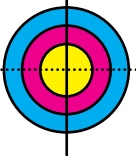
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MC College is Canada's leading educator in hair, esthetics and fashion design.



Exciting new opportunities at Redekop School of Business

Canadian Mennonite University

BY NADINE KAMPEN

Canadian Mennonite University (CMU) welcomed new and returning students into an expanded business program and upgraded facilities at the CMU Redekop School of Business this past fall – all made possible through the generosity of the Redekop family of Fraser Valley, British Columbia.

The Redekop Business School was established in 2011, building upon the business programming in place at CMU.

“CMU’s business programming uses an inter-disciplinary approach to prepare students for a global business environment,” says CMU’s Redekop School of Business associate professor Jeff Huebner, who recently joined CMU’s business school faculty.

“Our goal is to prepare students to become engaged in business and not-for-profit organizations, with a worldview and character shaped within a Christian university community,” says Huebner. “We want our students to be able to see and experience first-hand how their business knowledge and skills can be applied overseas. We encourage our students to apply their business skills to positively impact others, both locally and globally.”

Nathan Heidebrecht, fourth-year business student from Crossfield, Alberta, appreciates the new elements in the CMU business program.



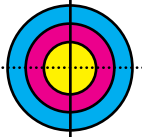
CMU’s Redekop School of Business associate professor Jeff Huebner in front of a packed classroom.

“The area of microfinance intrigues me,” he says, “and I am particularly interested in the Latin American tour at the end of the year. I like having opportunities to take what we learn in the classroom into the real world. This will be a whole new experience for me.”

Jordan Reimer is a Redekop School of Business third-year student coming from a family-run business background. He thinks that the upgrades to the busi-

ness programming and facilities this past year are fantastic. Remarking on the new classroom technology in use at CMU, he notes: “To have current technology integrated into our program at this level gives us tools we will be using in the workplace. And, because of the smaller classes, we get to interact with our professors.”

There is also the additional benefit, he says, of shared values. “I like the



Christian aspect of the Redekop School of Business. I plan to bring a Christian perspective and way of doing things into the workplace, and it is good to learn alongside like-minded people. That's a real plus."

Redekop Business School students benefit from a generous awards program, excellent professors, a supportive student-to-faculty ratio, opportunities for a term of study in an international setting, and interaction with business and not-for-profit leaders worldwide through multimedia, using interactive touch screens in the classrooms. CMU also provides the option of extending learning through a business co-op experience.

"We're delighted with the expansion of our program, as well as the quality of students we are attracting," says Craig Martin, Redekop School of Business assistant professor, noting representation from several Canadian provinces along with international students from the United States, Kenya, Zimbabwe, Germany, Paraguay, Hungary, and Taiwan.



Redekop School of Business assistant professor Craig Martin teaching students.

"We are excited to offer new opportunities in the 2012 to 2013 year, including a case competition in Ontario and regular presentations from international guest speakers from around the world, speaking directly to our students using digital technology in our business classrooms."

CMU's Redekop School of Business program offers a bachelor of business administration degree (four year, with a

five-year co-op option) with majors in Business Management, Not-for-Profit Management, Accounting, and Human Resources Management. Students can also earn a bachelor of arts degree (three and four year), with a major in Business and Organizational Administration.

View Redekop School of Business program details at www.cmu.ca.

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What's the big idea?!

Entrepreneurial adventures at the Asper School of Business

BY JUDY WILSON

Imagine the thrill of transforming an exciting new idea into a successful business venture. Or the freedom of being your own boss and charting your own destiny, knowing that your career could take you just about anywhere you can imagine.

Anyone can be an entrepreneur, but it takes self-motivation, an ability to spot opportunities, and a firm foundation in business principles to go the distance. The Asper School of Business at the University of Manitoba offers dynamic programs and cutting-edge resources that help enterprising students develop qualities that make for a lifetime of entrepreneurial success.

Major options

Students who want to make their mark on the world with an ambitious idea should pursue a bachelor of commerce degree with a major in Entrepreneurship/Small Business. High school students can enter the Asper school directly from high school through the Direct Entry option.

The program develops critical entrepreneurship skills, identifies the keys to entrepreneurial success, explores how to start up a small business, and pinpoints the resources necessary to launch a successful venture. Some courses even examine how entrepreneurs can make a positive difference in the world around them.

Asper Entrepreneurship student Luc Bohunicky says a New Venture Analysis class opened his mind to the possibilities of pursuing an entrepreneurial career path.

"They hand you a real-life business idea, then walk you through all the steps to execute it, from start to finish. After that experience, I was hooked."

Fellow Entrepreneurship student Jordan Zwinger says the general business knowledge he gained from courses in accounting, sales management, finance, communications and consumer behavior gave him new ways to think about his own venture, STUFF IT Foods, a successful mobile food delivery service.

More importantly, he says, "Your profs are all working entrepreneurs willing to share their successes and failures. And, your classmates turn out to be potential business partners."

Venturing beyond the classroom

Asper students also benefit from opportunities beyond the classroom. Jason Greschuk, who owns his own painting business and works as a business consultant, graduated with a BComm (Hons) in Entrepreneurship/Marketing in 2012.

"When I discovered all the opportunities around me – student groups, student councils, networking events – the value I felt I was getting from the program increased a hundredfold."

Highlights for Greschuk included the annual Commerce Business Banquet and joining CEO Manitoba, a University of Manitoba student group dedicated to inspiring and fostering entrepreneurial thinking.

Bohunicky, this year's CEO Manitoba president, says the group is planning something new for 2013: a Start-up Crawl that shuttles students to important firms, resource centres, and Winnipeg small businesses.

"It's a great way to learn first-hand who's out there, who can help you succeed, who's already succeeding, and why."

Entrepreneurship students can even test their ideas at student competitions such as Innovate Manitoba's Pitch Day, where they pitch ideas to industry professionals and potential investors.

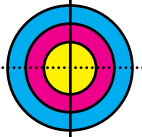
Greschuk won last year for Best Student Pitch.

"Even if I hadn't won, it would've been worthwhile because I met so many great, young entrepreneurs and contacts in the business community," he says. And best of all, the business plan he pitched landed him a contract with a startup biofuel organization.

Visionary resources

No matter what they study, all University of Manitoba students and graduates have access to the Stu Clark Centre for Entrepreneurship. The centre exists to "help students build their own businesses," says Stuart Henrickson, the I.H. Asper executive director of the Stu Clark Centre.

"With over 25,000 students, the University of Manitoba is a built-in market, the perfect testing ground for a good idea," says Amy Briscoe, the centre's program coordinator. "The centre can



Asper School of Business Entrepreneurship student Jordan Zwingerman launched STUFF IT Foods while still in school.

ASPER SCHOOL OF BUSINESS

The Stu Clark Centre for Entrepreneurship offers U of M students and grads resources and opportunities to create, build, and foster their own business venture. Seated, left: Amy Briscoe and Stuart Henrickson. At whiteboard: Luc Bohunicky.



help build business plans, develop logos, access resources, and partner organizations throughout the province – whatever it takes to get an idea off the ground.”

Henrickson, who took on the role of executive director in late 2012, says future plans for the centre include an on-campus incubator – an office space where young entrepreneurs can base their start-up business.

Bohunicky says the centre “is paving an excellent path for entrepreneurship by strengthening external ties with community partners”, such as Ramp Up Manitoba, a meet-up that brings entrepreneurs, developers, and designers together to spark new ventures.

It was through the centre and Ramp Up that Bohunicky met the key partner for his current venture, an online gift card platform supporting charities. The project is now at the validation stage. Bohunicky says he never would have reached this far without the confidence he gained from Asper’s Entrepreneurship program and the Stu Clark Centre.

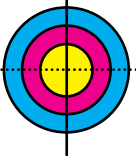
An enterprising future

Henrickson, who has over 20 years of international experience as an advisor to companies of all sizes, defines an entrepreneur as “someone who sees gaps in the marketplace as opportunities, and initiates change to fill those gaps. You have to be a problem solver and a natural leader.”

Entrepreneurial skills and knowledge, he adds, give students a real advantage in any business they end up working for – especially small businesses.

Bohunicky, Greschuk, and Zwingerman don’t plan on working for anyone but themselves. They see entrepreneurship as a life calling and plan on building a career as serial entrepreneurs, pursuing one thrilling venture after another.

Judy Wilson is the director of marketing & communications at the Asper School of Business at the University of Manitoba. She can be reached judy.wilson@ad.umanitoba.ca or 204.474.8960.



Taste success in the restaurant and food services industry



The restaurant and food services industry is notoriously competitive, risky, and demanding. To be successful, owners and operators alike must know what makes a great menu, and possess the business-savvy skills to run a tight ship, balance the books, and avoid industry pitfalls. Winnipeg Technical College (WTC) and The University of Winnipeg (UWinnipeg) have joined forces to create a brand new program that will equip entrepreneurs-to-be with the hands-on skills and business acumen necessary to succeed in both the front- and back-end of the restaurant and food services industry.

In the Restaurant & Food Services Entrepreneurship Diploma Program, students will gain the skills, knowledge, and competencies necessary to succeed in the food services industries, including owning and/or managing a restaurant. This 18-month program, slated to begin in May/June 2013, includes a 120-hour work practicum, with a one-year mentorship option. Successful graduates will enter the workforce with dual credentials – more specifically, a diploma that combines WTC's Culinary Arts program with credits from UWinnipeg's Faculty of Business & Economics.

"This program combines applied learning with theoretical knowledge, marks the beginning of a new era in secondary and post-secondary educational programming and creates incredible educational and employment pathways for our learners. No wrong choices and endless possibilities," says John Bobette, president and CEO, Winnipeg Technical College.

A wide range of instructional methods designed by experienced industry professionals will prepare students for the challenges of the industry. Co-op placements allow students to build relationships with industry business people while developing practical skills through hands-on, real-life training, while traditional classroom-style lectures and activities build reflective skills, critical thinking, team-building, and computer literacy.

All of WTC's instructors are extensively experienced within the industry and are Red Seal endorsed with an interprovincial certificate and education teaching credentials. In addition, instructors from UWinnipeg's Faculty of Business and Economics are experienced practitioners of business with a minimum of a graduate degree in business or a related discipline.

While two diploma programs already exist in Manitoba for tourism and hospitality, and restaurant management, the Restaurant & Food Services Entrepreneurship Diploma Program is the first to focus on entrepreneurship, business management and ownership within the restaurant and food services industry. Students are required to develop a rigorous business plan



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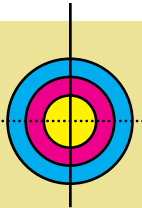


in order to be considered for mentorship in the industry, which means they'll graduate business-ready.

The journey doesn't end at graduation! The food service industry has been labeled "active and growing" in Canada, with highly favourable employability prospects over the next few years. The restaurant industry injects \$2 billion into Manitoba's economy, and creates 42,000 jobs, with more opportunities opening up because of turnover and the exodus of retiring managers, both male and female.

The Restaurant & Food Services Entrepreneurship Diploma Program was featured as a highlight at Winnipeg Technical College's open house on February 28, 2013 at WTC's Henlow Campus. Information will also be available at the Brandon Career Symposium, March 4-6, and the Rotary Career Symposium at the Winnipeg Convention Centre, April 9-10.

For more information, please visit www.wtc.mb.ca or call 204-989-6500. 📞



UWinnipeg is where students matter most

A top-rated reputation

In national surveys conducted by *Maclean's* magazine and the *Globe and Mail* newspaper, our students consistently say they value the small class sizes, warm community vibe and accessible professors they find at the University of Winnipeg.

Helpful, responsive instructors have a big impact on the learning experience. Students are not only taught by award-winning instructors in their chosen field, but will have access to these great minds outside of the classroom. Our professors put students first, providing them with supports to succeed in their studies and opening doors to future opportunities.

Some of the biggest supporters of the University of Winnipeg (UWinnipeg) are the students themselves.

"What I value most about attending UWinnipeg is the quality of education I have received. Our professors challenge us to question ideas, evaluate multiple perspectives, and make connections. They also care about us," said Megan Dooley, a UWinnipeg student. "They

want us to excel and they go to tremendous lengths to support us. The intellectually stimulating experiences and sense of community that UWinnipeg cultivates creates a unique learning environment of which I am proud to be a part."

Enhancing the student experience

We are creating exciting new opportunities with advanced technolo-

gies in our classrooms and environmentally sustainable buildings like the Richardson College for the Environment and Science Complex. More than 2,000 students, faculty, and staff now stream in and out of the state-of-the-art complex each day, studying and researching the most challenging issues we face: climate change, isotope production and cancer tests, and pollutants in our air and lakes.

Last year we opened the newly renovated AnX – a hub and meeting place with downtown's largest bookstore, Garbonzo's pizza pub, and a Starbucks coffee shop. Winnipeg's new Rapid Transit terminal at the AnX adds to our accessibility and commitment to active transportation, as does our new UWSA Bike Lab on campus, which is open to students for bike repairs and programs.

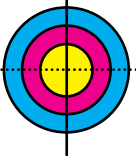
We are poised to go further. We are now constructing a new UNITED Health and RecPlex that is going to add new academic opportunities on campus, offer more choices for UWinnipeg students and athletes, and create a safe place for neighbourhood children to play. Our new Faculty of Kinesiology, dedicated to health and wellness research and programming, will find a home inside the renovated health centre, offering degrees that lead to careers in coaching, athletic therapy, and exercise science.

We have a strong track record of producing exceptional graduates who are making an impact and creating positive change around the world. We are committed to creating a student experience like no other, and it shows.

For more information, please visit us online at www.uwinnipeg.ca. 📞



Megan Dooley,
fifth-year integrated
bachelor of education
and bachelor of arts
program student.



Red River College expands its reach

There's a reason Red River College (RRC) remains the popular option for those seeking a head start on a successful career.

The province's largest institute of applied learning — and a steady contributor to the local workforce — RRC positions its students well ahead of the pack through practical training and on-the-job learning opportunities.

And with an ever-expanding array of programming options to choose from — plus an increased focus on applied research, degree accreditation, and joint partnerships with universities — the college itself retains its edge in providing top-quality training to grads who want to hit the ground running.

"Employers value students who can transition easily into the workplace," says RRC student recruiter Jennifer Powell. "Those students who have a combination of theoretical and practical knowledge — as many RRC programs offer — are sought after because they have hands-on work experience, which means less training is needed by the employer."

With over 100 full-time programs and twice as many part-time and distance delivery options, RRC caters to a broad spectrum of learners — from high school grads looking for a fast track to



Red River College's new Paterson GlobalFoods Institute in Winnipeg's historic Exchange District.





employment, to adults seeking professional development, or even a switch in careers.

The college delivers training to communities throughout the province — with campuses in the Interlake, Portage la Prairie, Steinbach, and Winkler — and over the past year, has expanded its reach even further with the opening of the Paterson GlobalFoods Institute (PGI). Formerly the Union Bank Tower, one of western Canada's very first skyscrapers, the newly renovated PGI building now serves as the home of RRC's culinary and hospitality programs, as well as its very first student residence — all in the heart of downtown Winnipeg.

Similar expansions are underway at RRC's Notre Dame campus, which houses a growing number of cutting-edge research facilities in the fields of manufacturing, robotics, transportation, and more. The college recently opened a much larger campus in Portage la Prairie, and continues to make inroads in remote communities through trades-based mobile training labs.

Just as importantly, RRC remains committed to increasing access to its programming, partnering with community groups in inner-city neighbourhoods, expanding its continuing and distance education options, and striking new partnerships with post-secondary institutions in China, India, and South America. It's also increased the

diversity of its degree and diploma options, providing even more opportunity to experience a range of post-secondary experiences.

"The college is not what it used to be," says Powell. "Colleges and universities are increasingly blending their educational resources together in the form of joint-degree programs, because each type of institution has merit in its own right."

The majority of RRC's programs can be completed in two years or less, and most have a built-in practicum component that provides students with valuable on-the-job training. The college's instructors come directly from industry, and retain close ties within their fields to ensure curriculum meets market demands — which means graduates have a distinct advantage when it comes time to find a job.

"Many of our students discover their work placements will lead directly to employment, and even those who don't still report being ahead of their peers on account of their experience with technology and workplace culture," says Powell. "Even the smaller class sizes at RRC — the closer connection with classmates and the increased attention from instructors — tends to contribute to our students' overall rate of success."

For more information on programs and courses, or to learn more about new developments at Red River College, visit rrc.ca.



➔ **Help students achieve success at Red River College.** Explore the growing range of degree, joint-degree, diploma, and certificate options available at Manitoba's largest institute of applied learning.



Apprenticeship: Trade your job for a career

After seven years of working in call centres, Jai Germann hung up her headset in search of a new challenge. She soon found herself in a heavy duty mechanic pre-employment program where she learned about a variety of careers within the transportation sector. Germann also found out about the opportunity to receive trade certification through apprenticeship.

"I was super green when I came into this industry," she said. But it didn't take Germann long to discover her passion for working on trucks. "They're bigger, they're bulkier, they're noisier. They're mean-looking machines. Every truck kind of has its own story."

Soon after completing pre-employment training, Germann was hired as an apprentice by Bison Transport, where she is currently working on completing her first level of apprenticeship as a truck and transport mechanic.

The four-year truck and transport mechanic apprenticeship program is one of over 50 trades certification programs offered by Apprenticeship Manitoba, the majority providing Red Seal-endorsed certification recognized across Canada. From aircraft maintenance, cooking and esthetics to welding, insulating and landscaping, apprenticeships are available in an extensive variety of areas requiring different student interests and skills.

The average apprenticeship program takes about three to four years to complete with minimal debt loads. Although an apprenticeship may start after the completion of an accredited pre-employment program, completion of a related program is not required to begin an apprenticeship.



Jai Germann, Truck and Transport Mechanic apprentice.

Apprentices spend about 80 per cent of their time working under the instruction of a journeyperson/designated trainer. The rest of the time involves technical learning through an accredited training provider. This model allows apprentices to earn an income while they learn and to start an apprenticeship any time throughout the year – with no waiting lists.

High school students can even get a head start on apprenticeship by enrolling in the High School Apprenticeship Program (HSAP), which combines high school instruction with paid, part-time, on-the-job training. In addition, there are various apprenticeship incentive grants for apprentices and employers, making an apprenticeship program a cost-effective training option.

The first step to begin an apprenticeship is to locate an employer who is willing to hire a prospective apprentice. Germann explains that having a welcoming and supportive employer has been an important factor in her success.

"They have been there every step of the way, making sure I was comfortable,"

she said. "It was comforting to see that they wanted to hire me, not because I am a woman and they wanted to fill a quota, but because I am mature, I work hard, and I'm willing to prove myself."

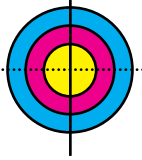
And proving herself is something she seems to be doing well.

"You always hear of stereotypes (in the trades), but I've never had a problem," she said. "As long as you're open-minded and you come to work with open arms saying, 'I'm here to do my job,' you'll be fine."

Finding a career she is passionate about has been the most satisfying part of Germann's journey.

"Here I am, rocking it in a mechanic shop. I like the fact that I want to come to my job and be happy every day," she said. "When there's no passion left in your job, you start to resent it, and you start to resent yourself a little bit too. That's all gone now."

For more information about apprenticeship opportunities, please visit manitoba.ca/tradecareers.



At Assiniboine Community College, learning is about doing

When it comes time to choose a college with interesting programs that lead exciting, high-demand careers, students in Manitoba are fortunate to have Assiniboine Community College (ACC) within reach. Providing our students with a practical, hands-on education that meets the needs of today's labour market is what instructors at the college strive for, and that's what our "learn by doing" philosophy is all about.

At ACC, we believe there is no better way to learn than by doing; how would you like to learn how to build a house, analyze soil, design building plans, develop a computer network, or manage a five-star restaurant? At ACC, we can teach you all of these skills and more. Our students have the opportunity to work on real-life projects, connect with community and industry, attend co-operative work placements and practicums, and have classes in shops, labs, kitchens, and ACC's new sustainable greenhouse.

You'll find the "learn by doing" philosophy is a part of all of our programs. Our Business Administration students develop a small business plan which they

present to a panel of judges in year two of their program. Land and Water Management students partner with conservation districts on a capstone project that addresses real environmental industry situations. Students from programs across the college attend skills competitions, representing ACC on the provincial, national, and international stage. These are only a few examples of ways that our students' experience goes beyond the typical classroom setting.

"We aspire to provide our students with an exceptional learning experience with programs that are relevant in today's world. Our students thrive in a culture of innovation and discovery, and we are proud of our many programs that give students the skills to advance their careers to the utmost potential," says Mark Frison, president of Assiniboine Community College.

ACC has over 40 certificate and diploma programs to choose from in a variety of fields including agriculture and environment, business, culinary arts and hospitality, health and human services, trades and technology. The success of our programs is such that 96 per cent of our graduates

surveyed said that they would recommend their program to others. Plus, going to college doesn't just have to be about studying. There's always time to fit in a little fun while learning, giving our students a more well-rounded college experience. We have all kinds of events, activities, committees, clubs, intramurals, and varsity sports for students to get involved in.

With the Victoria Avenue East Campus and the North Hill Campus in Brandon, the Parkland Campus in Dauphin, and three training centres in Winnipeg, Neepawa, and Russell, the college offers comprehensive education services across the province. With diploma and certificate programs offered in so many different fields, ACC is an obvious choice for students exploring their post-secondary options. Safe cities to learn in, small class sizes, modern technology and an abundance of employment opportunities provide benefits that students can't overlook.

Visit our website at www.assiniboine.net for a complete list of programs and to find out more about Assiniboine Community College today. 

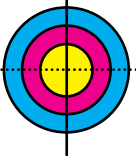


An instructor in the Computer Systems Technology program works with a student to connect a computer network.



Agribusiness students take part in a field exercise to learn about native plant species in Manitoba.

A Hotel and Restaurant Management student demonstrates her restaurant service skills at the annual tableside luncheon.



Be a big deal; become a massage therapist

Massage therapists who graduate from Wellington College are a big deal because they receive their education from one of the leading massage therapy colleges in Canada. Upon graduation, our alumni are ready to take on the world. Steve Lines, Michelle Kramer and Nicole Klassen are just a few of our alumni who became successful in the field of massage therapy just out of graduation. Read their stories below.

Steve Lines, RMT massage therapist for the Edmonton Oilers, NHL Team

I never thought I would enter into a career in massage therapy, but ultimately it has led me to a full-time position with the Edmonton Oilers. Originally my interest in the body and my desire to help people led me to physiotherapy, but the pre-courses I had to take in order to get to the physiotherapy classes in university were of no interest to me. It wasn't until a teammate of mine and graduate of Wellington College told me about massage that my interest in the field was sparked. After looking into the college and seeing the focus it had on the assessment and treatment of the body, I knew that that was where I wanted to be.

I enrolled in the two-year full-time program at Wellington College and took the Pre and Post Event Sports Massage that was offered in a three-day workshop during the course of the year. Even now, 12 years post-graduation I still use those techniques and the approaches to assessment and treatment with my clientele. After graduation, I moved to Calgary because I had heard from fellow alumni that there was a lot of work out there, and though it took a bit of time and networking, I eventually landed my dream job with the Edmonton Oilers.

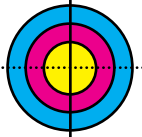
I love being connected to the college as an alumnus, because the instructors and staff are always open to questions or a discussion; it's such a good resource! If I had any advice for students or alumni looking to work with professional sports teams in the capacity that I do, I would say to apply yourself and show people that you love what you do. The ball will just keep rolling, and the next thing you know, you'll be reaching your goal.

Michelle Kramer, RMT and Nicole Klassen, RMT massage therapists and business owners out of graduation

It's kind of a big deal to take on the challenge of owning your

Steve Lines, RMT massage therapist for the Edmonton Oilers, NHL Team.





own business right out of graduation and the question of what it would be like as a young business owner has become a reality for two of Wellington College's most recent graduates.

Nicole Klassen and Michelle Kramer attended the two-year massage therapy program at Wellington College of Remedial Massage Therapies in Winnipeg. Before donning their graduate gowns at the convocation ceremony on July 6, 2012, Klassen and Kramer had already signed the papers for their own clinic space in Winnipeg's busy Osborne Village.

"It's a risk because of the unknown, but you don't always get an opportunity like this in life, and while there's a chance we could fail, there's a greater chance that we'll do really well," said Kramer. Both Klassen and Kramer felt confident in the step they took because of the training and education they received at Wellington College. Not only do they have advanced therapeutic massage under their belts, but hot stone and sports massage are also modalities they learned in school and plan on using to expand their treatments.

Hoping to expand within the next five years, both ladies agree that their priority will be to have Wellington grads employed in their clinic, as they believe strongly in the principles and education Wellington graduates gain throughout their study. With the support of friends, family and Wellington College, Klassen and Kramer look forward to the challenges and highlights of business in their first year. 📌



Be a big deal.
Become a Massage therapist.



Check out our
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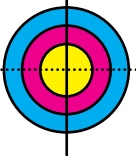
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MTYP: Helping students and teachers through a variety of workshops

BY RACHELLE BAUER

Whether it is producing workshops on a business level for Travel Manitoba or introducing team-building exercises with the Girl Guides of Canada, the Manitoba Theatre for Young People's (MTYP) Drama Outreach Program offers a wide variety of unique workshops that cater to a range of different causes.

The Manitoba Theatre for Young People

According to mtyp.ca, the Manitoba Theatre for Young People "was reconstituted in 1982 by incoming artistic director Leslee Silverman as a professional company devoted to theatre for young people." The company produces a variety of touring and local shows, offers a theatre school for youth, and runs various programs and workshops such as the Drama Outreach Program.

The Drama Outreach Program

The Drama Outreach Program can be valuable for Manitoba teachers and schools. Loc Lu, the Drama Outreach coordinator, explained that the program "helps teachers to fulfill their needs by integrating drama into the classroom."

The program also offers professional development opportunities for teachers.

"We find that teachers want to continue their development by working with us in the drama experience," says Lu.

Intention of program

The Drama Outreach Program aims to take focus off of entertainment and put it on the benefits of what the theatre experience could provide for students: personal growth and development. Improvements in self-confidence, self-awareness, self-discovery, and connecting to community on a personal level are notable outcomes of the program.

"Students discover improvements in their self-confidence and self-awareness and that's amazing to see," he says.

Types of workshops

The workshops offered through the program correspond to the Manitoba curriculum and offer an expressive and unique experience to help students learn and understand content.

Environmental Heroes! (Science): This workshop explores environmental issues through puppets and story building.

Character Creation (Social Studies): Discover a deeper understanding of historical events and people through character creation in this workshop.

Shakespeare-mint (Language Arts): This workshop uses creative activities to understand Shakespeare's intellectually demanding texts.

Yoga for the Actor (Health, Physical Education): This workshop aims to express ideas through creative movement, as well as building trust and community through partner yoga.

Other workshops include professional development opportunities for educators and play-related workshops that occur throughout the school year.

The prices of workshops vary. If students travel to MTYP, the cost is \$65 per hour, and if the school hosts an instructor, it will cost \$130 for the first two hours. The workshops must be scheduled for a minimum of two consecutive hours and can hold up to 25 students.

How schools can access services to the program

At the beginning of every school year, the Manitoba Theatre for Young People produces a general mail-out to almost every school in Winnipeg.

For more information on the Drama Outreach Program or more details about workshops, refer to www.mtyp.ca, or phone Loc Lu at (204) 947-0394 ext. 227, or email at llu@mtyp.ca.

MTYP is located at the Shaw Performing Arts Centre on #2 Forks Market Road in Winnipeg. 📍



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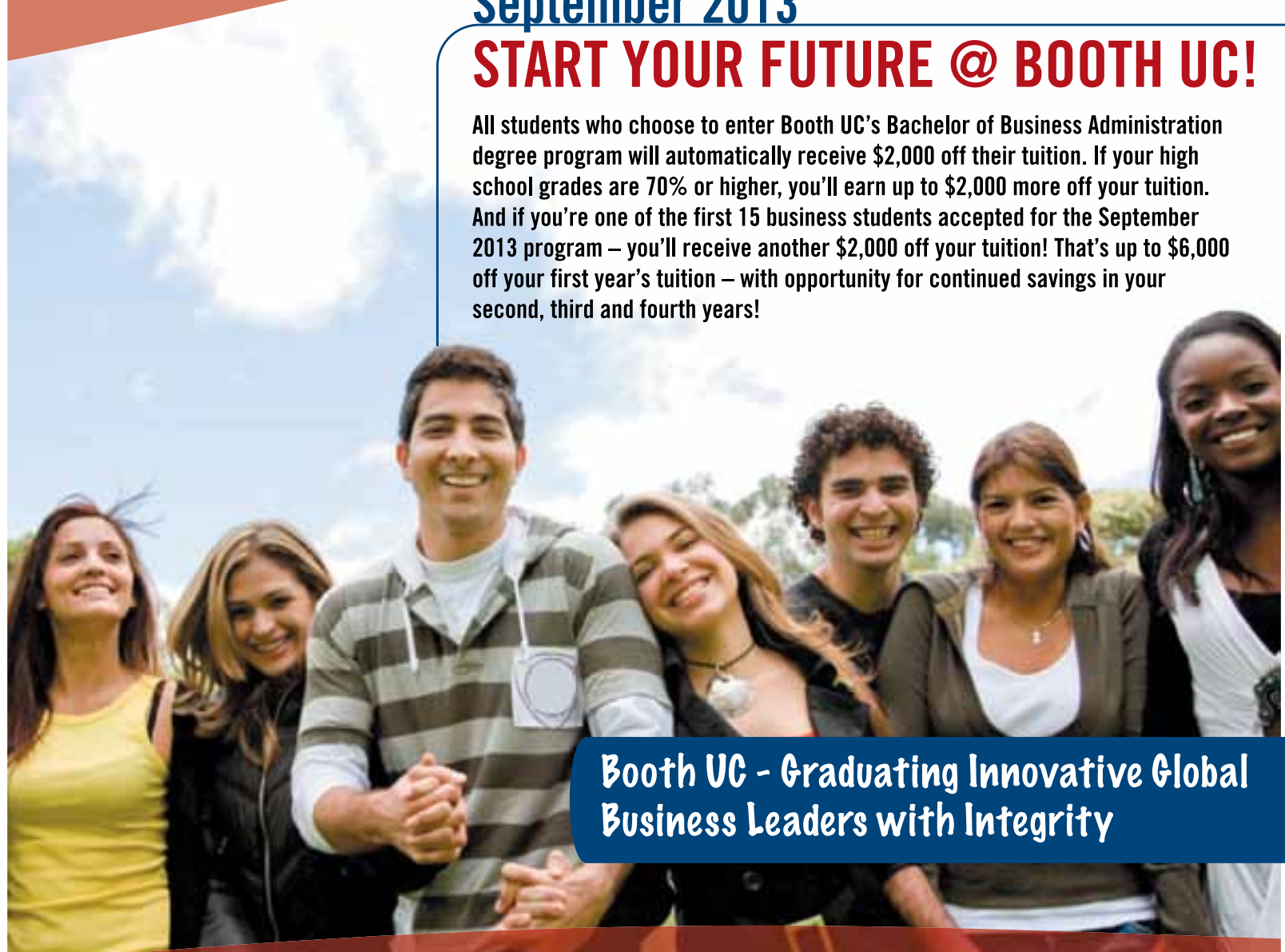
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