

# Connect Charter School

# The Spectrum

## December 2017

### Principal's Message: Dr. Phil Butterfield

Greetings Connect Families;

Term 1 is now complete and we are rapidly heading towards Peace Festival and winter break. Thank you to everyone who attended the student-led conferences and grade 9 parent-teacher conferences on November 23rd and 24th. The activities students shared to demonstrate their knowledge and skills were a definite reflection of the exemplary learning and teaching occurring at Connect.

#### EXPO Schedule Changes

Implementing the EXPO program at Connect this year has brought significant opportunities for students to engage in learning activities that connect knowledge and skills to real world applications. This is a year of growth, evolution, and evaluation at our school. Throughout the EXPO field experience rotations in Term 1, our leadership team has been collecting anecdotal feedback from students and teachers to determine if any adjustments need to be made as we head into the rest of the school year.

The scheduled 4-day blocks of off-site EXPO field experiences have resulted in some very rich learning taking place, but have also presented challenges that need to be addressed. Specifically, teacher and student feedback has revealed the following:

- Student and teacher wellness – the 4-day blocks of off-site field experiences have in some cases proved to be tiring for students and teachers alike. Our goal is to optimize conditions for learning.
- Reflection on learning – an important component of EXPO is the capacity for students to reflect on their field experiences and make connections to the knowledge they have acquired in the classroom. Teachers feel that spreading out the EXPO days would result in more meaningful reflection and improved quality of learning;
- Volunteers – Parents and teachers have suggested that spreading EXPO days out throughout the term would make it easier for volunteers to schedule their time to accompany students on field experiences.

As a result of these considerations, we are revising the EXPO field experiences as follows:

- Teachers will schedule EXPO field experiences for their pods that align with the knowledge building taking place in class when it is timely and appropriate to do so, rather than trying to fit learning experiences into a set block of time;



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## Hello December



- There will be eight EXPO days allocated for term 2 and six for term 3, in addition to the spring camps that take place in May and June. (The exception to this will be grade 6, as they go to winter camp in January and will have 6 days allocated for EXPO in term 2 and 8 in term 3);
- As much as possible, teachers will plan EXPO learning experiences well in advance so parents will have ample notice of any volunteer opportunities;
- We anticipate that these changes will help the Fun Lunch program run more efficiently, as we will be able to deliver lunches to classes that are off campus on Wednesdays.

We believe that making these adjustments at this point in the year will result in more rewarding learning experiences for our students. Our leadership team will continue to gather feedback and observations and evaluate further adjustments as necessary to continuously improve the EXPO program at Connect.

#### Cyberbullying and the student use of social media

We have observed an increase in the number of reported incidents of students being intimidated, harassed, threatened or defamed through the use of social media. Following are the most typical forms of cyberbullying:

- Harassment - Repeatedly sending offensive, rude, and insulting messages.
- Denigration - Distributing information about someone else that is derogatory and untrue by posting it on a webpage, sending it through email or instant messaging, or posting or sending digitally altered photos of someone.
- Flaming - Online fighting using electronic messages with angry, vulgar language.
- Impersonation - Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others.
- Outing and Trickery - Share in someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others.
- Cyber Stalking - Repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety (depending on the content of the message, it may be illegal). (Source: Canadian Red Cross).

Please support our efforts to provide a safe and caring environment for everyone by talking to your children about respectful and responsible use of digital technology and social media. In a world of instant communication, it is far too easy to post a message or image in a public forum that can have long lasting consequences. We will also be reinforcing digital responsibility and respect with students and have arranged for Cst. Carter Duchesney of the CPS, a recognized expert in this field, to address students in January.

#### Parent Summit Series

The first of our Parent Summit Series will take place on Tuesday December 5th from 6:30-8:30pm in the Learning Commons. Dr. Chris Hooper, Abby Saadeh, and Jared McKenzie will present Supporting Student Success: Resiliency and Inclusive Practices. Please register at <https://www.eventbrite.ca/e/supporting-student-success-tickets-39679228641>. Please see the poster attached to the Spectrum for more information on upcoming Parent Summit sessions.

The second session in the series will take place on Wednesday January 24th from 6:30-8:30 in the gym and will be a special presentation by Cst. Carter Duchesney on Cyberbullying and Online Safety.

Winter Concert: The winter concert will take place at Bethany Chapel on December 7th at 7pm. Many volunteers are required to make this event a success! Shifts range from loading instruments for 20 minutes in the morning (combine this with school drop-off) to helping take instruments back to school at the end of the evening. Sign up at: [www.volunteersignup.org/BWWXT](http://www.volunteersignup.org/BWWXT) rotations

#### Calendar of Events

Please visit [http://connectcharter.ca/Calendars/calendar\\_of\\_events.asp](http://connectcharter.ca/Calendars/calendar_of_events.asp) and bookmark the calendar page to stay up to date on upcoming events at Connect.

**Phil Butterfield, EdD**  
**Principal**

# Board's Message

## Welcome New Directors

Attendees at the November 21 Annual General Meeting elected two new parent directors to the Connect Charter School Society Board.

Mangesh Kumthekar is Professional Engineer and project/program manager currently working at a large Canadian integrated energy company. He also holds an MBA in Finance and Sustainable Development. Since his son started attending Connect Charter School, Mangesh has volunteered for day trips, overnight camps and work bees. Now that his daughter is away at university, Mangesh has additional time and energy to contribute to our school community, as a Director and member of the Audit and Finance Committee. His alumni relationship with the University of Calgary also strengthens our external collaboration and outreach initiatives.

Dr. Kevin O'Connor is an Associate Professor and Partnership Coordinator with the Department of Education at Mount Royal University. His oldest son attends Connect Charter School. Dr. O'Connor is passionate about place-based education and he freely shared his expertise with Administration and the Board as we worked to develop our new EXPO program. In addition to his experience as an educator and his expertise in place-based education, Dr. O'Connor's election to the Board strengthens our partnership with MRU.

Also at the AGM, Mackenzie Regent, a Connect Charter School alumna, was re-elected to the Board for her second term as an independent director. Joni Carroll and Jennifer Hittel were re-elected to the Board. They are both serving their third (and final) term as parent directors. I was elected to serve a one year term as your Past Chair. Seven other independent directors have continuing terms.

Dave Robinson is our new Board Chair. Dave has served as a director for many years, including a stretch as Board Chair. He has two daughters who are Connect Charter alumni; since their graduation, he has continued to volunteer his expertise as a professional geologist during the annual Bow Valley geology field trips.

Please join me in extending a warm welcome to our new directors and a big thank you to all returning and continuing directors.

Denise Kitagawa,  
Past Chair

PS – Also on November 21, the Board approved the audited financial statements for the year ended August 31, 2017, as well as the Annual Education Results Report (AEPP) and Annual Education Plan (AEP). Watch for these documents on the school website in early December!

# PARENT SUMMIT

Connect Charter School Parent Council Presents



## PARENT SUMMIT

# Save the Dates!

**DECEMBER**

**"Supporting Student Success:  
Resiliency & Inclusive Practices"**

*Presenters: Chris Hooper, Abby Saadeh & Jared McKenzie*  
Tuesday December 5th, 2017 6:30-8:30pm

**JANUARY**

**"Social Media & Cyberbullying"**

*Presenter: Cst. Carter Duchesney, Calgary Police Service*  
Wednesday, January 24<sup>th</sup> 2018 6:30-8:30pm

**FEBRUARY**

**"UnSelfie: Why Empathetic Kids Succeed  
in Our All-About-Me World"**

*Presentation, Discussion & Parent Social (Cash Bar)*  
Thursday February 22nd, 2018 6:30-8:30pm

**APRIL**

**Partners in Place: Building Community Through  
Experiential Education**

*A school-wide symposium with guest speaker Amy Demarest,  
on the role of place-based education in innovative education*  
Thursday April 19th, 2018 6:30-8:30pm

## Grade 4s Persuade!

By: Cooper B. 9.2

Over the past month, the grade fours have been looking into environmental issues and waste bin management for science. They've explored effects on the environment with snowboarding vs. skiing, and what can be done to improve these factors. In waste bin management, the grade has made big plans and have created a 3-year long composting project plan, and are making a video to inform the school about it. This plan involves setting up recycling, compost, and garbage bins throughout the school, logos of which were determined in a grade-wide label competition. Congratulations to Michael Crysdale for winning the competition!

In humanities, students went and shared their recent studies on persuasive writing with the grade nines. All have been working hard on identifying and understanding persuasive strategies and writing. Students looked at advertisements for prime examples of this. They are also soon going to start new projects after getting inspiration from both an author and a puppeteer.



## DRAMA NEWS

By Heather Melville.

It has been an amazing first term in drama. The students achieved many personal goals as they progressed through the term.

- Grade 4 worked on tableau and character development;
- Grade 5 developed voice and emotion skills through puppetry;
- Grade 7 worked on mime and clowning skills and finished the term with Mr. Bean type scenes with the focus on clown logic;
- Grade 8 honed their improv skills with a fun Theatre Sports competition; and
- Grade 9's developed their characterization skills through prepared scripts.

We were fortunate to have EXPO experiences for the grade 7 and 8 students. The Grade 8's went to Vertigo Theatre to see "39 Steps" and the Grade 7's saw "Treasure Island" at Central Memorial High School. Both the productions were well staged and acted. We were thoroughly entertained. The grade 8 students wrote Theatre Critiques, a collaborative project between PVA and Grade 8 Humanities.

The Tech Theatre Elective was fortunate to get a backstage tour of the Martha Cohen Theatre as well as having Scott Henderson in to teach us about proper mic use. The students will also be visiting ATP again to see "Charlotte's Web", which we saw the sets, props and costumes in the construction stages in our tour. The Urban Jungle Book was cast and now well into rehearsals for our February production. The cast is very excited to rehearse and perform this show, written by a local playwright, Joe Slabe, in the new year.

I am loving our use of Fresh Grade in PVA to track student learning and ongoing feedback. I feel I know my students better now than I ever have. The parents are encouraged to read, remark and encourage the students on Fresh Grade. It is a wonderful tool for us to all be in the learning process together. I am really looking forward to Term 2 and all the creativity the students will bring to their work. Congratulations to the students for recognizing the benefits drama has on their learning in other areas of school and for their lives outside of school.



## Journalism More in Mind

By: Jaylene La @ Connect Charter Charter

Do you like writing or reporting? Then Journalism Club is for you! From grades four to nine, this club includes every student in the school. This club takes place every Thursday, at 12:10, in the 9.2 home room. In early September, the club began. The club was started because of a special teacher who had an idea. Her idea was to invite students from all grades to contribute to the Spectrum, the school newspaper.

The students were assigned a grade to focus and report on. The students have to interview students and the teachers from that grade, take that information, and write an article. The article is edited, then, their article is published in the Spectrum! The newspaper taught the students about many things. Students feel that Journalism Club simulates what a real journalist would act like. I asked, what does journalism help with? Julia Earle from 6.3 said that "It helps me with organization, teaches me how to be a good journalist, and how to ask better questions." Also, Rebecca Hoerle said that journalism helps with "Writing, grammar, and organizational skills." That would mean being more productive with your time, and helping with being social with students of all ages. It was fun, yet you learn by making articles. They also like creative writing and having the opportunity to also report about all the grades. Ms. Groeller, the supervisor of the Journalism Club, thought this will help in other ways like being very curious, learning how to edit our work, etc. Dr. Butterfield, who is the school's principal, likes having the students contribute to the newspaper and likes having the extra help. This club really involves lots of real life skills, yet is still very fun!

Come join Journalism Club and help us! You will experience many benefits if you join and you are welcome to join. If you are interested, go to 9.2 @ lunch on Thursdays to meet us and contribute. For more information, email me ([jaylenela@connectstudent.ca](mailto:jaylenela@connectstudent.ca)) or email Ms. Groeller: ([jaimedg@connectcharter.ca](mailto:jaimedg@connectcharter.ca))

## Bamfield Marine Sciences Centre 2017

### Lucas B. (9.2) & Kayla N. (9.3)

Holy cow, what a busy month September was. If you didn't notice, the grade nines were gone for a whole week. That's because they were at the Bamfield Marine Sciences Center on Vancouver Island. As part of their biodiversity unit, the grade nines take a trip there, and learn all about the marine environment.

Don't think it was all fun and games, though. It was difficult work as well. Bamfield, I have to say, is probably the precursor to the EXPO program. It is one of the only trips that really takes learning out of the classroom. Whether you're taking a boat tour to see sea lions in their natural habitat, or seeing bioluminescent phytoplankton for the first time, you are engaging in science in a way you would never be able to if you stayed in the classroom. It seems to be unanimous that this was one of the collective students' favorite trips.

To get there, you need to take a one hour flight to Victoria, which is a pretty nice flight as you can see the city of Vancouver below you towards the end. From there, you get on a bus and drive two hours inland up to Port Alberni. From there, it's a two hour drive down a bumpy logging road, which is definitely different from what you're used to. Then, you're finally there! You spend a week there, but trust me, you do not get bored. You'll be doing so many labs and activities that you won't even notice the time period. You'll do things such as intertidal studies, plankton labs, marine case studies, and so much more! You'll leave with a much higher understanding of biodiversity than what you came there with. "It was an exciting trip," says Cooper Bolinius, a grade 9 student. "There were lots of activities and the food was delicious." But nothing trumped the weather. Normally, it rains a lot on the west coast but the grade nines were blessed with clear skies and warm weather. All in all, it was a great trip. I know this isn't an opinion column, but with Bamfield, you either loved it, or you didn't go.

# Trip to Cochrane

By: Jaylene La

The grade 6 report:

Are you interested in journalism or in what happens inside the sawmill? Then come on down to Cochrane! The Grade 6s from Connect and their teachers went to Cochrane on October 30. We went to visit the Cochrane Eagle Newspaper Cochrane and the sawmill. The 10 and 11 year olds inquired about the process of making a newspaper and how the sawmill creates the logs of wood we have today. They went down to the Eagle Newspaper to learn about journalism.



With the excitement of starting the morning with hard hats, earplugs, and safety glasses, 6.3 toured the inside of the sawmill. From sorting the logs, to cutting and shaving, the grade sixes stared in awe. When this was over, to make the morning even better, they had a fact filled presentation that explained yet again about what they do at the sawmill. To finish off before lunch, they saw a short clip called "Wood Is Good". The fact-stuffed clip showed how we should protect our trees because we need wood for almost everything from floors to oxygen.

For lunch, the grade six class hiked to Riverfront Park. They also horsed around that park. When they soaked in all the nature, park, and food, they took the bus to somewhere called the Cochrane Eagle Newspaper.

When they arrived, they saw a nice cozy building where they were told about the process of making a newspaper. The process of making the newspaper starts with the ads on a template that shows what the newspaper will look like (the design of what gets placed in the newspaper). The journalists then go to the site of where news occurred or interview people who were part of or saw the news and their thoughts. Then the journalists can collect the news to get a better understanding about what happened. The news gets placed in a rough article that the journalists write out, which gets checked and approved by their boss or gets reviewed by the other reporters. Then the journalists take the article and insert it into the newspaper.

They get all the articles of different sorts of news by different reporters because they each focus on a topic or subject. Then, the journalists print the finished newspaper, and then, they publish the newspaper. After they go through that process, people can access their newspaper for free. Once the journalists complete that, they have a meeting with each other and their bosses, and discuss how writing the newspaper went, what to do next and just reflect. For the weekend, they can look around for more news and also take a break for a bit. On Monday, they start this process back up again. That is the process of what your average newspaper reporter goes through.

For your average newspaper that is printed almost every week, this is the amazing process that many people go through to just make the newspaper. Also, we take wood for granted when we should take care of it because it takes care of us. Connect plans trips like these to have the full experience in learning. Does this process change your view on newspaper and wood?

# EXPO REFLECTION

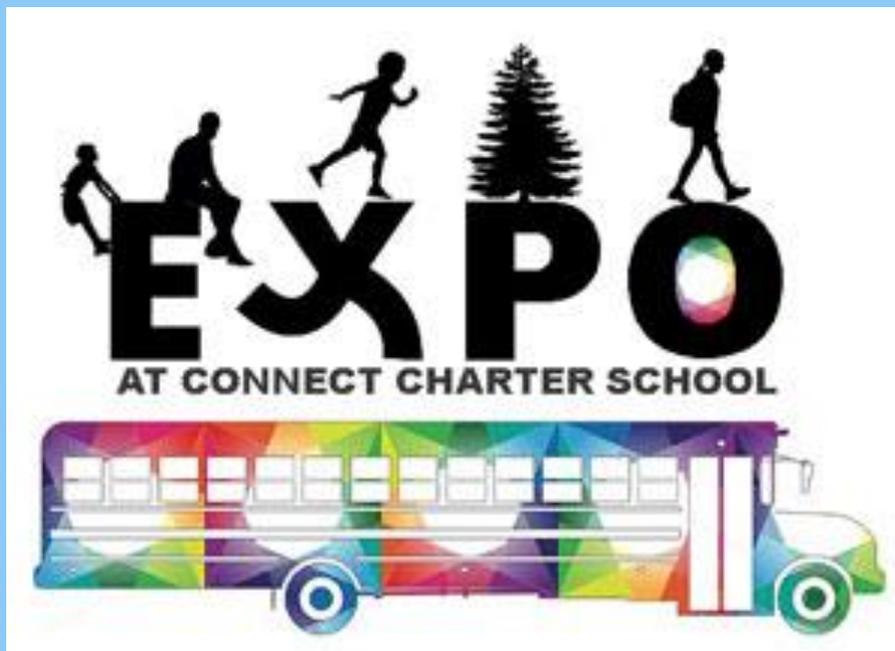
By Mason Frey

So, on Tuesday October 17, 2017, we went to a place called Tim Horton's Children's Ranch. I had a warm feeling when the student teachers cheered me on when I entered. At the Ranch we got into groups. The people in my group were Oliver and Keziah. We tried to make a greenhouse that held an ice cube without melting, we worked together with the student teachers to make an effective and creative greenhouse. Our design was basically a big box of tinfoil and foam all sealed with clear tape and bubble wrap. I learned that I can make a greenhouse out of scraps and recycled materials. Our ice cube melted in 30 minutes, so we have to make it more insulated next time!

Weaselhead was much more natural, and my magic spot had changed quite a bit since I first adopted it a month ago. Most of the leaves had fallen. I discovered a bone and a back alley with Lauren. It was fascinating to learn about natural life. The game of fox and hare was epic and disappointing because I never got to be the hare! We got to go to the forest and explore the wilderness and learn about nature. It was just plan fun!! I learned that I can find myself in nature (be myself in nature). I also saw a red crested woodpecker.

Nosehill was very interesting because we learned about different types of plants and how they can help people. A Metis lady talked about different things you can make out of different plants, such as sunblock out of Aspen poplar bark. I learned that you can make many different things out of so little things, like a leaf bud to close a cut. Fish Creek was awesome too. We played an epic game of infection tag, and then explored the Visitor's Center. We did some work on observations on the characteristics of the 2 different protected areas. I learned that I like art and nature more than I expected.

Grow Calgary was really fun for many reasons. First we got an epic tour, second we got 10 minutes on a gigantic pile of old compost, then we got more of a tour. Thirdly, we took 3 photos of our class, one in front of a tractor, one on top of a pile of dirt, and one in front of the Grow Calgary sign. This was basically an old shipping crate. I learned that you can make structures with hemp and recycled materials. I really enjoyed the mini house. I would change nothing except for one thing: I would change the timing of everything. I would make the work in the morning so we could play after.



# PEER MENTORING

Peer mentoring is a program coordinated by Ms. Leane Riley. It allows older students to provide assistance, and support to younger students that may require extra guidance. Peer mentoring takes place every Wednesday (day 3) during period 8. At this time students work on a wide array of subjects including math, science, social studies, language arts, assignment completion, or bonding. This provides older students with the opportunity to enhance or develop leadership and mentoring skills. This allows for deep connections to be made between students of varying ages that last a lifetime.

Not only do our students learn a variety of skills, they learn important attributes as well. While applying to be in the peer mentoring, mentors were asked what their greatest strengths in learning were. From there, they were matched up with students accordingly. "Looking back I realize that not only do we use the academic skills, [social studies or science] but we also use a plethora of other varying skills." Communication, patience, and mentorship can be very hard for students to establish on their own. That's why many mentors have enrolled, as well as the amazing connections.

Students are always overjoyed when they and their mentors play games, collaborating with other groups. Specifically, mentees love problem-solving and strategy games. The mentees stated, in summary, that they love working with older students and making those connections, as well as really taking advantage of the extra work time and use it to improve their overall work.

Throughout the course of the year, peer mentors have several opportunities to expand their knowledge through training and workshops, including the Big Brothers Big Sisters training program. The Big Brothers Big Sisters is an organization that focuses on making a positive difference in the lives of youths across Calgary and area. They have been running for over 30 years, currently serving around 2,000 adolescents. From November 14th until December 11th, Ms. Jennifer McClassac from Big Brothers Big Sisters organization, along with Ms. Riley are providing training to our peer mentors. This is a unique opportunity for our school and peer mentors.

Through the Big Brother Big Sister training program, peer mentors learn what attributes and qualities make a good peer mentor. In order to be a good peer mentor, they must know the student you are mentoring. Knowing their student creates an advantage that can be used while connecting to mentees. Mentors also have to be a good listener, they have to listen engagingly when being spoken to. If mentors are not engaged when listening, mentees may feel as if they don't care about them and don't truly wish for them to see them succeed. This training has really enforced the importance of having a connection with our mentees.

We hope that our mentees will always remember the times we spent together because we know we will!  
Sincerely grade 8 students!  
Nick, Noley, and Maia

Leane Riley, Education Assistant, Connect Charter School.

## Spectrum Editor's Pick of the Month

### 10 Ways to Help Kids Think Positive

Helping kids understand the effect of their thoughts, words, actions (and reactions) is essential in building a foundation for their future wellness. When kids learn how to think positive from a young age, they will have a much greater chance of leading happy, healthy, and successful lives as adults.

There are many effective ways to help guide children down a great path in life, but it's up to us, the adults in their lives to get them started in the best direction possible. Here are 10 ways to help your kids think positive:

#### **1. Be a great role model.**

"Children are like wet cement. Whatever falls on them makes an impression." – Haim Ginott. If you want children to think positive, it's important to be an exemplary role model. When you have a child, being conscious of your thoughts becomes a clear goal as you see them begin to mimic your moods, speech, and actions toward others. Find a positive perspective in your experiences, and explain why the choice you made is important. Adults know that the world isn't all sunshine and rainbows, but children can forget this awareness at their age. Be someone they can learn from through both success and failure.

#### **2. Help them feel comfortable with their emotions.**

The aged assumption that "boys should not cry, and girls should always be dainty" can hinder a child's creativity and ability to tap into their wellspring of love for themselves and others. Fostering emotional well-being among children has actually been shown to avoid "mental illness" later in life, along with many other health and social benefits. Teach your child how to laugh, cry, and express their joy, and that it's ok to do so. Let them live in an environment where they feel safe enough to communicate what they're feeling, and what they want in life.

#### **3. Teach them the law of attraction.**

The law of attraction simply states that you will eventually receive the opportunity, in some form, to achieve that which is in alignment with your most dominant thoughts. If children understand this concept, they can learn to focus on achieving everything from potty training to becoming President. Teach your children to think well of themselves, as they are now. Teach them to be kind and compassionate toward others. This simple 3 step process to the law of attraction will help you explain it to them simply. Also, have your child repeat positive affirmations in the mirror with you every day. Phrases like "I am creative, I am strong, I am a good friend, and I make a difference in the world" plants the seeds of positivity in their hearts, and impacts their lives in a tremendous way. Nothing can stop your child from achieving greatness when they make positive thinking their habit.

#### **4. Be a motivator and encourager.**

Help your child believe that they can be their best. Encourage them to follow their dreams and to believe that they can achieve great things in life. Even if your child fails at something, motivate them to pick themselves up and carry on – teach them that in every outcome, there is always a silver lining. If your child was expecting to

win first place at the science fair but didn't, acknowledge their feelings. Talk about the cool projects, and how they can be inspired for their next project. Sometimes, the best thing you can do is say that you tried your best, look forward, and that another opportunity will be on the way.

#### **5. Teach them how to focus on solutions.**

Followers talk about problems. Leaders talk about solutions. Problem solving is a critical skill kids need to gain confidence, continue thinking positive, and excel in life. Help them learn about the problem and what created it, then how to move past it and focus on a solution. Moving into the "solution zone" as quickly as possible will encourage them to always think positive, and be confident that answers are always out there.

#### **6. Allow them the freedom to do what they love.**

To flourish in their own unique way, children need some freedom to do what they love. Guide children to safely find their purpose and passion. Create a learning environment from what excites them in life. Everything has a lesson, and it's up to us to provide that lesson in the most engaging way to maximize a child's learning.

#### **7. Surround them with positive people.**

Surround children with a positive, uplifting environment. Explain to them that they are a product of the people they spend the most time with, and to try to associate with other people who also think positive. From this fertile positive environment, they can move forward in helping others think positive as well.

#### **8. Encourage strong morals and values.**

Children can grow up to be strong, positive leaders if cornerstone positive morals and values are built from a young age. Knowing what's "right and wrong" when interacting with friends, holding them accountable for their mistakes, and teaching them to follow through with commitments are all core principles of practicing positivity. To help them understand easily, talk about your own life experiences such as returning someone's wallet or intentionally making friends with the new kid at school to welcome them.

#### **9. Ask them about the positive events of their day.**

Instead of just asking how their day went, ask them about the positive things that happened during their day. These specific questions help them focus on their achievements rather than disappointments. When children stay focused on thinking positive, their positive experiences will only continue to grow.

#### **10. Create a literacy-rich environment.**

Support literacy starting from an early age. It takes them to places they can embrace their own powers. A child that often reads is enriched with the power to strategize and solve problems. Give them library cards, provide puzzles, read a variety of books, play bingo, scrabble, and introduce books on the computer. There are even programs like Reading Kingdom that allows them to play online as they learn to read.

*This article is available from: Power of Positivity: [www.powerofpositivity.com](http://www.powerofpositivity.com)*

# Community Education Service

## Marijuana and the Developing Adolescent Brain: What Parents Need to Know as Canada is Moving Towards Legalization

**Presented by: Dr. Jacqueline Smith RN PhD.,**  
Assistant Professor Faculty of Nursing, University of Calgary.,  
Addiction & Family Wellness Counsellor

**December 6, 2017**

**6:30 pm - 8:00 pm**

**Sign in: 6:15 pm**

Alberta Children's Hospital  
B- 2200 (Second Floor)  
2888 Shaganappi Trail NW

Session is FREE  
of charge/  
Parking fees  
may apply

**Register:** <http://community.hmhc.ca/>

For more information: email [ces@ahs.ca](mailto:ces@ahs.ca) or call (403) 955-4747

In 2016 the Canadian Centre for Substance Abuse (CCSA) undertook a research project with youth across Canada to better understand why youth are using marijuana, what are their misconceptions, what influences their choices and what are their thoughts about prevention. To effectively prevent harms related to adolescents and marijuana use, parents and youth will need the facts about marijuana and its effects.

**Level I:** This session presents an overview of marijuana and the adolescent brain and would best meet the needs of families and/or professionals with little to no knowledge of, or experience, with this topic.

This session is presented by the Community Education Service of the Child & Adolescent Addictions & Mental Health Portfolio & Psychiatry (CAAMHPP) of Alberta Health Services. and in partnership with **Addiction & Family Wellness Counselling Service.**