



Transition Planning Resource for Youth

Version 2

Community

2020

Transition Planning Resource for Youth



The development of the Transition Planning for Youth Aging Out: A Guide for First Nations Child/Youth Workers 2015 document was coordinated and facilitated by the Saskatchewan First Nations Family and Community Institute Inc.

This is the 2nd Version of the document. A very similar version of information has been translated to a free app, It's my Life, available on:



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Introduction

The Saskatchewan First Nations Family and Community Institute conducts research, delivers training, and develops policies and best practices to support First Nations Child Welfare in the province of Saskatchewan based on First Nations culture, traditions, and knowledge.

We began this project with the intention of providing useful information to front-line service providers when working with youth who are aging out of care. A group of subject matter experts provided information for the development of this resource based on their knowledge and experiences. Since its beginning in 2015 the document has been used in many ways in the children welfare and education field. SFNFCI has presented to workers in First Nations Child Welfare agencies, youth in high schools, and conferences targeted at practitioners who are supporting youth in their transition to adulthood. Our research has indicated the resource supports youth and those working with youth the knowledge and tools to assist youth to make educated and informed decisions regarding their future.

The resource has been adapted into two more mediums: an app 'it's My Life', available free on Google and Apple Store and available for free download www.sfnfci.ca. The binder resource is the 2nd version of the document with updated links, information and feedback from both youth and users. The intent of Version 2 has remained the same; to continually support documentation, conversations, and youth to make informed decisions. The FREE downloadable version is located: <http://www.sfnfci.ca/pages/transition-planning.html>

Our hope is for youth to use the resource and begin to recognize the abundance of community supports available to them, and opportunities to build and maintain relationships and partnerships with local organizations in their community or region that helps them transition to adulthood.

Assessment – Community

Background: Assessing a youth on their readiness to transition to adulthood starts with looking at various skills or abilities that they may have gathered knowledge on and then building on that knowledge.

This will help you, the worker, to focus on skills or abilities that the youth needs to move towards a successful transition. The following assessment guide shows where the youth is at currently and will lead you to topics that will help them with their goal setting and planning.

NOTE: The following guide is a conversational tool.

Assessment: The Assessment column is for you to record the level of information (based on codes below) the youth seems to have on that objective.

Objectives: The Objectives column describes the subject knowledge the youth is assessed on in the first column.

Meeting Objectives: This column has suggestions for conversations and useful activities that will help youth reach their objectives.

Reference: This column shows you where to find more information of the objective in the manual.

Notes: This space is for notes and the dates you worked with the youth on the objective. You may want to write down specific information or activities the youth may need to move forward.

Please use the following codes below to support your assessment of specific skills or abilities the youth has knowledge on.

- | | |
|------------------------|---|
| E = Exceptional | Youth has e xceptional knowledge on this specific skill. |
| G = Good | Youth has a g ood understanding of the skill but still needs additional assistance to build up confidence to master the knowledge. |
| A = Assistance | Youth has little to no knowledge of this skill and needs a ssistance before transitioning into adulthood. |

COMMUNITY ASSESSMENT GUIDE

| Assessment | Objectives | Meeting Objectives | Section in Manual | Notes |
|--|--|---|-------------------|-------|
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can recognize benefits of living in a healthy community | You can talk about how the youth can be a positive influence in their community & why that's important | 2. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can create a personalized chart of community resources they might use | You and the youth can fill in a chart of community resources. | 3. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth indicates advantages of visiting friendship centers | You can discuss the benefits of friendship centers and the kinds of activities their local one might offer. | 4. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can discuss social opportunities available at youth centers. | If the youth has not already been to one, you could encourage them to try a youth center or a friendship center out. | 5. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can give examples of culture they might be interested in participating in and the can identify the benefits that come with being involved in their culture | You can have a conversation about what kinds of culture, language, events, volunteering and cultural travel that is available to them and what they might like to participate in. | 6. | |

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| | | | | |
|--|--|--|-----|--|
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can describe process of contacting the SYICCN network. | It could be useful to see if the youth would like to get in touch with this network. | 7. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth are aware of ways to contact their tribal council or band. | You can guide them to the tribal council or band information from the links and discuss the available information. | 8. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth recognizes how making their voice heard could be beneficial. | You could have a conversation with the youth about whether they have thought about making their voice heard and positive ways that they could go about doing so. | 9. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can summarize some advantages of voting. | You can chat about voting on or off reserve and the benefits of voting. | 10. | |
| <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G | Youth can discuss the possibility of participating in community leadership | You could have a conversation with the youth about participating in community leadership. They can assist in many ways, even running in an election. | 11. | |

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1 YOUTH COMMUNITY INFORMATION AND ACTIVITIES

Just like you have relationships with family and friends that take work, it is also important to work on your relationship with your community. A “community” can be a group of people who live in the same area, it can also be a group of people who share the same interests. You can belong to several communities and be a good member by participating and having a positive influence.



2 HEALTHY COMMUNITIES



You can have a conversation about how the youth can be a positive influence in their community and why that is important.

The community you are a part of has an effect on who you may become, this is why it is so important that we work on fostering healthy communities. Having a positive influence on the people around you may inspire others to do the same. One example of this could be getting involved in your community to volunteer.

3 GETTING TO KNOW MY COMMUNITY



You and the youth can fill in the following chart, using a separate piece of paper when you run out of space.

Often community members will have ideas of resources, services, programs and people you can access.

A way to learn what is available in your community is to talk to people and fill in this chart. Some suggestions of resources and services that could be in your community are:



| Programs | Services | Culture | Resources |
|--------------|--------------------------|----------|-----------|
| Sports teams | Grades 1-12, ABE, trades | Drumming | NNADAP |
| | | | |
| | | | |
| | | | |

4 FRIENDSHIP CENTERS



You can discuss the benefits of friendship centers and the kinds of activities their local one might offer.

Friendship centers are found in many urban and rural communities. They often provide access to Elders and help Indigenous people through friendship, harmony, cultural integrity, cultural awareness, and sharing.

Aboriginal Friendship Centres of Saskatchewan: <http://www.afcs.ca/>

Battlefords Friendship Center: <https://battlefordsnow.com/community-group/battlefords-friendship-centre>

Buffalo Narrows Friendship Center: https://www.afcs.ca/pages/buffalo_narrows_friendship_centre.html

Ile a la Crosse Friendship Center: <https://ilealacrossefc.weebly.com/>

Kikinahk Friendship Center: <https://www.laronge.ca/maps/location/KikinahkFriendshipCentre>

La Loche Friendship Center: <https://www.lalochefc.com/>

Newo Yotina Friendship Center: <http://www.newoyotina.ca/>

North West Friendship Center: http://aboriginal.sk.211.ca/service/13087621/north_west_friendship_centre

Prince Albert Friendship Center: http://aboriginal.sk.211.ca/service/12080549/prince_albert_indian_and_mtis_friendship_centre

Qu'Appelle Valley Friendship Center: <http://www.qvfc.ca/>

Saskatoon Indian and Metis Friendship Center: <http://www.simfc.ca/>



5 YOUTH CENTERS



If the youth has not already been to one, you could encourage them to try a youth center or a friendship center out.

Youth centers are usually places where youth can hang out outside of school hours. They usually offer a broad range of services including cultural programs, education and training programs, health programs, support, and information.

Some of the youth centers in Saskatchewan are:

- Egadz Saskatoon <https://www.egadz.ca/>
- Rainbow Youth Centre Regina <http://www.rainbowyouth.com/>
- White Buffalo Youth Lodge Saskatoon <http://www.sktc.sk.ca/programs-services/family-community-services/community-supports/white-buffalo-youth-lodge/>
- Youth for Christ Saskatoon <http://yfcsask.com/>
- Joe's Place Youth Center Moose Jaw <http://www.joesplaceyouthcentre.ca/>
- Lloydminster Community Youth Centre Lloydminster, SK <http://www.lcyc.cc/>



6 COMMUNITY ACTIVITIES AND EVENTS



You can have a conversation about what kinds of culture, language, events, volunteering and cultural travel that is available to them and what they might like to participate in. You can also talk about the benefits of participating in cultural activities.

Some communities have many opportunities to participate in cultural events and celebrations. You can often find information of these events on:

- bulletin boards – stores, band office, health center, community center
- on the communities' website
- from other community members
- community Facebook pages
- School

6.1 SASKCULTURE SUCCESS STORIES

There are many successful cultural events that have taken place in Saskatchewan over the last few years. If you like, you can follow this link to a page that tells of a number of success stories:

http://www.saskculture.ca/impact/success-stories?date=2017-04®ion=-&grant=-&cultural_area=-&author=-&keyword=-

6.2 CULTURE AND LANGUAGE

These links have more information on First Nations culture and languages.

- SaskCulture: www.saskculture.sk.ca
- Saskatchewan Organization for Heritage Languages: <http://heritagelanguages.sk.ca/home/>
- Metis Museum: www.metismuseum.ca
- Indigenous Services Canada: www.ainc-inac.gc.ca
- First Nations in Canada ebook: <http://www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523>
- Saskatchewan Literacy Network: <http://www.saskliteracy.ca/>
- Saskatchewan libraries: <https://www.sasklibraries.ca/>
- Gabriel Dumont Institute <https://gdins.org/metis-culture/>

6.3 CULTURAL EVENTS

You might like to participate in cultural events in or around your community. Sometimes there is the chance to perform in them such as by dancing or drumming, volunteering to help out, or watching the events.

- National Aboriginal Day Celebrations <http://www.sicc.sk.ca/>
- Powwows
- Round dances
- Sun Dances
- Sweat Lodges
- Feasts
- Rodeos
- Seasonal ceremonies

6.4 ACTIVITIES

Many times communities will hold different activities on a regular basis. They can be a lot of fun and often many people from the community attend them. Usually there will be information on what activities are coming up on the local radio, band office or bulletin boards.

- Bingo
- Feasts
- Potlucks
- Hockey games
- Poker rallies
- Sports days
- Fishing derbies
- Cultural camps
- Tipi building
- Parenting workshops



- Treaty Days

6.5 CHURCH

Churches often have different events going on such as fellowships, suppers, youth groups, and other gatherings. Most churches welcome everyone.

6.6 VOLUNTEERING

It can be a lot of fun to volunteer with other people to organize and put on an event, and it's a good way to meet new people. Many events and activities rely on volunteers. Volunteering can be fun, give you a good feeling, and can also look great on your resume. Volunteering opportunities may come from:

- Rangers
- Fire department
- First Responders
- Cultural events can often use volunteers
- Serving food to the elderly or helping Elders
- Food Bank
- Clothing Depot

6.7 TOURISM

If you have the chance to travel in the province there are many historical places you can visit. These are some ideas of places you might like to visit:

- Tourism Saskatchewan – First Nations and Metis events:
<http://www.tourismsaskatchewan.com/about-saskatchewan/uniquely-saskatchewan/first-nations-and-metis>
- Wanuskewin Heritage Park:
<https://wanuskewin.com/>
- Duck Lake Regional Interpretive Centre:
<https://www.ducklakemuseum.com/>
- Batoche National Historic Site: <http://www.pc.gc.ca/en/lhn-nhs/sk/batoche>
- Back to Batoche Festival: <http://trailsof1885.com/en/events/back-to-batoche-days/>
- Trails of 1885 sites tours: www.trailsof1885.com
- John Arcand Fiddle Fest: <https://www.johnarcandfiddlefest.com/>
- Canoe trips: <http://www.canoeski.com/river-trails-of-1885/>
- Local museums: https://en.wikipedia.org/wiki/List_of_museums_in_Saskatchewan
- Historical sites:
https://en.wikipedia.org/wiki/List_of_National_Historic_Sites_of_Canada_in_Saskatchewan



7 SASKATCHEWAN YOUTH IN CARE AND CUSTODY NETWORK



It could be useful to discuss if the youth would like to get in touch with this network.

The SYICCN is a provincial non-profit organization that is dedicated to supporting and improving the lives of young people, aged 14 to 24, in or from government care in the province of Saskatchewan. They are a youth driven, "by youth, for youth", organization. Their purpose is to ensure that our members are able to have a voice to be heard in their lives and in the community, while encouraging youth to assume positive roles in their lives.

There are local 'networks' throughout Saskatchewan in:

- Saskatoon
- Yorkton
- Prince Albert
- Melfort
- Nipawin
- Lloydminster
- Meadow Lake

There is information about SYICCN at: <http://www.syiccn.ca/> toll free 1-888-528-8061.

8 FIRST NATIONS CONTACT INFORMATION



You can guide them to the tribal council or band information from the links below and discuss the available information.

If you would like to contact your band or your tribal council you can go to these links. Individual bands are listed under the tribal council they belong to, unless they are unaffiliated bands.

The Federation of Sovereign Indigenous Nations (FSIN) represents 74 First Nations in Saskatchewan. The Federation is committed to honouring the spirit and intent of the Treaties, as well as the promotion, protection and implementation of the Treaty promises that were made more than a century ago.

<http://www.fsin.com/>



Tribal Councils:

- Prince Albert Grand Council <https://www.pagc.sk.ca/>
- Saskatoon Tribal Council <http://www.sktc.sk.ca/>

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- Saskatoon Tribal Council member nations: <http://www.sktc.sk.ca/member-nations/>
- Battlefords Agency Tribal Chiefs <http://www.batc.ca>
- Meadow Lake Tribal Council <https://www.mltc.net/>
- File Hills Qu'Appelle Agency Tribal Council <http://fhqtc.com/>
- Touchwood Agency Tribal Council <http://touchwoodagency.ca/>
- Yorkton Tribal Council <http://www.ytccfs.com/>

Unaffiliated Bands include:

- Onion Lake Cree Nation <https://onionlake.ca/>
- Saulteaux First Nation www.saulteauxfn.ca/
- Thunderchild First Nation <http://www.thunderchild.ca/>
- Ochapowace First Nation <http://www.ochapowace.com/>
- Whitebear First Nation <http://whitebearfirstnation.ca/>
- Beardy's & Okemasis First Nation <https://bofn9697.com/>
- Big Island Lake Cree Nation <https://mysask411.com/search/businesses/Big-Island-Lake-Cree-Nation/First-Nations-Organizations>
- Ahtahkakoop First Nation www.ahtahkakoop.ca/
- Pheasant Rump Nakota First Nation <https://mysask411.com/kisbey/pheasant-rump-nakota-band-no-68-band-office/467975>

9 FINDING YOUR VOICE



You could have a conversation with the youth about whether they have thought about making their voice heard and positive ways to do it.

Youth activism can be about using your story to make changes. It is about making your voice heard. The media or even arranging protests can help make your voice heard if nothing else is working.

An example of youth activism is:

Mike Scott is a First Nations motivational speaker from Sturgeon Lake who is one of many using their story of adversity to inspire youth from across the country. Leaving behind a life of addictions, Scott began a journey of healing and started the "Sober is Sexi" motto.



<http://aptnnews.ca/2016/01/14/16-indigenous-movers-and-shakers-to-watch-in-2016/>

9.1 YOUTH-LED MEDIA

Instead of allowing media to paint pictures of youth and their communities however they want to, young people can write their stories and tell their truths to share their own stories. Youth-led media can give children and youth a voice to reach out beyond their communities.

9.2 YOUTH-LED PROTESTS

When young people think something should change and nothing seems to be changing, a protest might be an option. Youth-led protests can be the most powerful option children and youth have to bring about change. There are many protest activities, including sit-ins, picketing, #hashtags, walkouts, and more.



10 VOTING



You can chat about voting on or off reserve and what the benefits of voting are.

A person can vote in First Nations elections if they are registered with that First Nation. Off reserve, a person can vote in a municipal elections if they live in a town/city. A person can vote in a provincial or federal elections when they are 18. You can register to vote at any time during or outside of an election by calling 1-800-INFO VOTE. During an election, if you are not already on the voters list you can still vote on Election Day by showing identification and address.

Advertisements for elections will usually be on local radio stations and in newspapers. You can also ask people in your community when the elections are and where they are being held.

10.1 WHO CAN VOTE?

Your vote is how you help choose a person in politics to represent you. You can vote if you:

- are a Canadian citizen
- are at least 18 years old on election day
- have proof of identity and address (for list of approved identification documents: <http://www.elections.ca>)

11 COMMUNITY LEADERSHIP



You could have a conversation with the youth about participating in community leadership. They can assist in many ways, even running in an election.

The majority of First Nations governments have a chief and councilors who are responsible for making decisions on behalf of the First Nation and its members. There are a few ways that the chief and councilors can be elected. These are part of the community's election act and codes.



A typical election might include:

- Elections being held usually every two years
- Electoral officers manage the overall election process and all related activities
- Voters have the opportunity to nominate
- You can vote in person on-reserve or by mail-in ballot
- Votes are counted and the candidates who have been elected are announced.
- Candidates or eligible voters have time after the election to make an appeal if there was something that was noticed that could have affected the results of the election

Your band office would be the best place to get more information about your community's leadership process. People in the community may also be able to answer questions you might have about your community's leadership.

This link can also take you to more information about First Nations governance:
<https://www.aadnc-aandc.gc.ca/eng/1323195944486/1323196005595>

11.1 FEDERATION OF SOVEREIGN INDIGENOUS NATIONS

The Federation of Sovereign Indigenous Nations is designed to:

- Consult with First Nations when working with First Nations, Crown agencies, private agencies, businesses and organizations, people and communities and define the roles, responsibilities of all parties

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- Analyze responses from the people of the First Nations and make conclusions and decisions
- To produce better communication, stronger relationships and resolution of issues between the FSIN, the First Nations, Crown agencies, private agencies, businesses and organizations, people and communities.

The FSIN has a Legislative Assembly and a Senate. Each First Nation that is part of the FSIN has one vote they can use in the Assembly. It has some governing powers which can include:

- passing of laws, ordinances, statues, regulations and codes
- supervising the Executives
- holding at least three sessions of the Legislative Assembly each year

This link can give you more information on the FSIN and the Legislative Assembly:

<https://www.fsin.com/legislative-assembly/>



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