



Transition Planning Resource for Youth

Version 2

Employment

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:



English River Reserve 192J
#211 - 2553 Grasswood Road East, Saskatoon SK S7T 1C8
Phone: 306-373-2874 Fax: 306-373-2876 Info@sfnfci.ca
www.sfnfci.ca

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Acknowledgements

The Saskatchewan First Nations Family and Community Institute would like to acknowledge the advisory committee to the development of the Transition Planning Resources comprised of an Elder, youth, caregiver, and a group of experts working within child welfare who spent many hours providing best practice knowledge to include in the resource. Their energies and passion in reviewing and vetting are much appreciated.

SFNFCI would also like to thank Indigenous Services Canada, Saskatchewan Region for their input on the Assisted Living information and to Indigenous Services Canada and Saskatchewan Ministry of Social Services for providing funds for this project.

A final thank you to the SFNFCI summer students. Since 2017, SFNFCI First Nations summer students are tasked with reviewing and updating the web links and information to ensure it is current.

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 – Employment

Backgrounder: 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 the building on that knowledge.

This will help you, the worker, to focus on skills or abilities 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 assessment guide is a conversational tool.

Assessment: The Assessment column is for you to record the level of information (based on the 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 the 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 <u>e</u> xceptional knowledge on this specific skill.
G = Good	Youth has a <u>g</u> 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 <u>a</u> ssistance before transitioning out of care.

EMPLOYMENT ASSESSMENT GUIDE

Assessment	Objectives	Meeting Objectives	Section in Manual	Notes
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth has been thinking about their career goals and understands the importance of setting goals	You can have a conversation about the youth's career goals	2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list one or more jobs that sound interesting to them	You and the youth can brainstorm both common and uncommon jobs.	2.1	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can complete the RIASEC quiz with or without assistance	You can work through more free detailed RIASEC quizzes with the youth	2.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss the results of their quiz	You can have a conversation with the youth about the results of their quizzes, and if they agree with them	2.3	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth recognizes how their RIASEC strengths could benefit their career options	You can use the youth's RIASEC results to discuss career options	2.4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify one or more skills they currently have and one or more they might like to develop	This is a good starting point to have a conversation about skills the youth already has and help them think of ones that they might like to develop	3.	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify one or more skills that could transfer to the workplace that they currently have and one or more they might like to develop	You can have a conversation about skills that the youth has that could transfer to the workplace	3.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth indicates the desire to take or not take certificates and which ones.	You can chat about the certificates they have already and which ones they have heard of and might like to take	3.3	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth has a resume or is willing to begin to create one.	You can have a conversation with the youth about the importance of having a resume and cover letter	4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth identifies information that could be inserted into their resume	It could be helpful to fill in the attached resume builder or look for one online with the youth	4.1	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can think of one person who could be a good reference and finds contact information for that person.	You can have a conversation about who you know that could give you a good reference	4.4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth identifies information that could be inserted into their cover letter	It could be helpful to work with the youth to fill out a cover letter using suggested templates	4.5	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can describe one way to send out a resume	With the youth discuss ways to send out resumes	4.6	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss work-related topics	You can have a conversation about working in general, jobs they might have had, jobs friends have, jobs you or others you know have had	5	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth has a social insurance number or knows how to get one	Chat about the need for a SIN number, If they do not already have one it could be useful to fill out the application form with them	5.3	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list one or more places in the community to find ads for jobs	You can have a conversation about places in your community where you could find information about available jobs	5.4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth participates in filling out a sample or actual job application online	Filling out sample job applications or online job application forms for jobs the youth might like to have could be very useful	5.5	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify job trends that interest them	You and the youth can visit some of the listed sites to see which workplace trends are likely to come up, you can also go over some common jobs people have	5.6	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give examples of sites that advertise jobs	You can go online with the youth and explore some of the sites that advertise jobs	5.8	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize the importance of interviews	You can have a conversation about why job interviews are useful for both the youth and the employer	6.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can summarize ways to prepare for an interview and may participate in a role play	Having a conversation about preparing for an interview could be useful for the youth. It could be helpful to role play an interview	6.1	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss what steps could happen after an interview	If the youth has participated (in practice or not) in interviews, it could be useful to chat about usual steps that can happen after an interview	6.4	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify work related information that could apply to them	You and the youth can have a conversation about work related information they may have come across, and suggest information that they might need to know.	7.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth practices filling out sample or actual tax application forms	You and the youth can practice filling out forms that employers usually want	7.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth understands how direct deposit works	You and the youth can talk about the benefits and drawbacks of direct deposit	7.4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can summarize one or more basic labour law concepts	Information about Saskatchewan labour laws is in the link at the bottom of this section and can provide some interesting conversation topics	7.5	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can summarize one or more basic OH&S concepts	Information about occupational health and safety is in the link at the bottom of this section and can provide some interesting conversation topics	7.6	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give an example of good workplace communication courtesy	You and the youth could have a conversation about common courtesy and communicating in the workplace	7.7	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify one reason why common courtesy before leaving a job could benefit them.	You can have a conversation with the youth about quitting jobs, changing jobs, and the common courtesy that can help with future references	7.8	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can describe entrepreneurship	You can chat with the youth about local entrepreneurs they might know and discuss thoughts they might have had about starting their own business	8.	

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1 YOUTH EMPLOYMENT INFORMATION AND ACTIVITIES

A job can be a good way to earn money and give you experiences, skills and knowledge.

2 SETTING GOALS



You can have a conversation about the youth's career goals.

Goals are something a person wants to achieve. An example of a goal is to become a nurse. Having goals can give you direction and keep you focused on where you want to end up.

Short-term goals are ones that can happen in the near future (within a few weeks or months).

Long-term goals are ones that can take longer to achieve (a year or more).



2.1 THINKING ABOUT JOBS



You and the youth can brainstorm jobs, both common and uncommon. Some suggestions are:

<https://www.td.com/document/PDF/eng/lp/lo/lsw/we/ee-tools/data/eedr/annual/2001/td-eng-lp-lo-lsw-we-ee-tools-data-eedr-annual-2001-appd.pdf>

There are many different types of jobs available. It is good to start thinking about what may interest you in a job. Maybe you would like to:

- work outside
- work with animals
- meet a lot of new people
- take care of people

A career personality quiz can be a fun way to get an idea of the types of jobs and work environments you might like best. These quizzes can also give you suggestions of careers that you might like based on your answers.

The following questionnaire is a tool to help you have better knowledge of yourself.

Check all the points that you feel describe you best. Add up the total checkmarks in each section. Next, you can compare your results with the Career Pathway list.

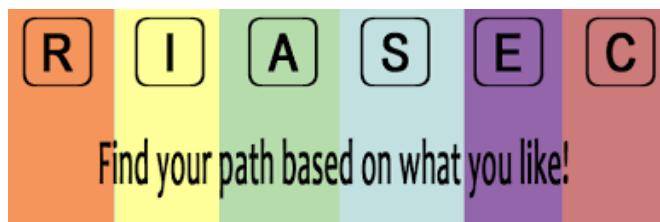


2.1.1 The RIASEC quiz



You can work through more free detailed RIASEC quizzes with the youth at:

[https://www.truity.com/test/holland-code-career-test,](https://www.truity.com/test/holland-code-career-test)
http://uhcc.hawaii.edu/jobcenter/riasec_multiLang.php



This quiz is a tool to help you get to know yourself better.

- Check each box that you think describes you well. There are no wrong answers!
- Add up the total in each section.
- The highest scores let you know which group of jobs you might like to work with the most.

I like to work with my hands	<input type="checkbox"/>
I like sports	<input type="checkbox"/>
I like to work with animals	<input type="checkbox"/>
I like the outdoors	<input type="checkbox"/>
I am realistic	<input type="checkbox"/>
I am adventurous	<input type="checkbox"/>
I like to cook	<input type="checkbox"/>
Realistic – total:	<input type="checkbox"/>

I like science	<input type="checkbox"/>
I like books and articles that teach me things	<input type="checkbox"/>
I like working with numbers	<input type="checkbox"/>
I like working on the computer	<input type="checkbox"/>
I like to do puzzles	<input type="checkbox"/>
I enjoy trying to figure out how things work	<input type="checkbox"/>
I am curious	<input type="checkbox"/>
Investigative– total:	<input type="checkbox"/>

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I like movies	<input type="checkbox"/>
I like the art and/or drawing	<input type="checkbox"/>
I am creative	<input type="checkbox"/>
I am good at working independently	<input type="checkbox"/>
I know how to arrange things so they look good	<input type="checkbox"/>
I like to entertain people	<input type="checkbox"/>
I like to write stories or poems	<input type="checkbox"/>
Artistic – total:	<input type="checkbox"/>

I like to help and care for others	<input type="checkbox"/>
I like trying to help people solve their problems	<input type="checkbox"/>
I find it easy to make friends	<input type="checkbox"/>
I can listen to people	<input type="checkbox"/>
I am helpful	<input type="checkbox"/>
I like to work in teams	<input type="checkbox"/>
I communicate well	<input type="checkbox"/>
Social – total:	<input type="checkbox"/>

I like organizing activities	<input type="checkbox"/>
I tend to be persuasive	<input type="checkbox"/>
I am a good team leader	<input type="checkbox"/>
I like competition	<input type="checkbox"/>
I am energetic	<input type="checkbox"/>
I like to complete projects	<input type="checkbox"/>
I am self-confident	<input type="checkbox"/>
Enterprising – total:	<input type="checkbox"/>

I like sorting things	<input type="checkbox"/>
I like to have clear instructions	<input type="checkbox"/>
I like order and cleanliness	<input type="checkbox"/>
I would like to work in an office	<input type="checkbox"/>
I pay attention to details	<input type="checkbox"/>
I am good at keeping records	<input type="checkbox"/>
I have good keyboarding skills	<input type="checkbox"/>
Conventional – total:	<input type="checkbox"/>

2.1.2 Career Pathway List



You can have a conversation with the youth about the results of their quizzes, and if they agree with them.

Match your highest total number from the RIASEC quizzes with these groupings:

R = Realistic

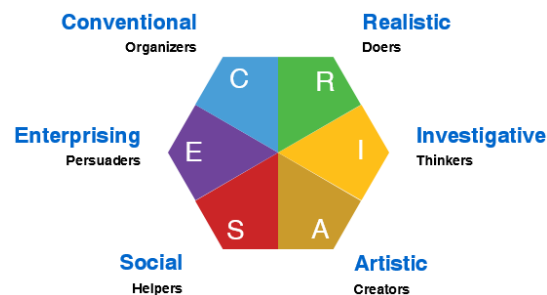
I = Investigative

A = Artistic

S = Social

E = Enterprising

C = Conventional



R = Realistic

These people are often good at mechanical or athletic jobs. Career ideas for Realistic people can be:

- Agriculture
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality
- Natural Resources
- Health Services
- Industrial and Engineering Technology

I = Investigative

These people like to watch, learn, analyze and solve problems. Career ideas for Investigative people can be:

- Engineering
- Chemistry
- Veterinary
- Medicine/Surgery
- Consumer Economics
- Health Services
- Business
- Human Services (social work)
- Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Career ideas for Artistic people can be:

- Communications
- Spas
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Graphic design
- Advertising
- Public Relations

S = Social

These people like to work with other people, rather than things. Career ideas for Social people can be:

- Counseling
- Nursing
- Physical Therapy
- Travel
- Education
- Dental hygiene
- Human Services (social work)
- Psychology
- Child and youth care

E = Enterprising

These people like to work with others and enjoy persuading and performing. Career ideas for Enterprising people can be:

- Fashion
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance
- Business
- Entrepreneur

C = Conventional

These people are very detail oriented, organized and like to work with data. Career ideas for Conventional people can be:

- Accounting
- Justice
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing
- Technology
- Business

Online career personality quizzes you might find interesting are:

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

<http://careerwise.minnstate.edu/careers/assessyourself.html>

<http://www.opencolleges.edu.au/careers/career-quiz>

http://www.utsc.utoronto.ca/webapps/aacc-tools/SelfAssessment/online_inventory/

2.2 CAREER OPTIONS



You can use the youth's RIASEC results to discuss career options such as:

<https://www.careerkey.org/choose-a-career/hollands-theory-of-career-choice.html#.W0y7DNVKipp>

A career decision-making guide can be helpful for looking at your career options.

Most guides have sections such as:

- Knowing yourself: getting feedback on your values, personal characteristics, and abilities
- Occupations: showing you information on possible jobs
- The labour market: information about employment trends and jobs in demand
- Goal setting: tools to develop an action plan to reach your goals



There are many guides online. Two guides that could be helpful are:

<https://app.myblueprint.ca/sk>

3 KEY SKILLS



This is a good starting point to have a conversation about skills the youth already has and help them think of ones that they might like to develop.

Many employers realize that as a young person you might not have a lot of job experience. Job experience is not the only thing that an employer looks for. Other skills they are looking for are transferable skills. When you develop a skill or gain experience in one place and put what you have learned to use somewhere else, you are using transferable skills. You carry these "tools" with you as you move through school and into the job market.

3.1 TRANSFERABLE SKILL

Transferable skills are knowledge and talents gained through personal experience such as school, jobs, hobbies, sports etc. that can be used in future employment.

You can identify what transferable skills you have by thinking about your life in the last few years. Have you spent time playing sports? Then you can list teamwork as a skill you have. You practiced teamwork on your sports teams, yet you can use those same skills once you have a job.

You could have gained transferable skills through:

- volunteering at a feast or potluck – serving skills, customer service skills
- playing on a sports team – working together, focusing on a goal
- babysitting – keeping children entertained, cooking for them, comforting them

- being a member of a school club- leadership skills, time management etc.

3.2 LISTING SKILLS FOR YOUR RESUME



You can have a conversation about skills that the youth has that could transfer to the workplace and any additional skills the youth may want to learn.

Checking off these boxes can give you ideas of skills you have that you can use on your resume and cover letter. You can also find many skill inventories online that you can fill out.

Personal skills

I can:

- ☐ be trusted to get the job done, to look after things or keep secrets that are very important to other people
- ☐ learn a new task and/or work in a different area with different co- workers
- ☐ be on time
- ☐ do new things by watching other people or by following instructions
- ☐ show self-confidence
- ☐ explain things to others
- ☐ make decisions
- ☐ accept responsibility
- ☐ meet deadlines
- ☐ follow instructions
- ☐ think of creative solutions to problems
- ☐ be patient
- ☐ accept responsibility
- ☐ plan daily work or special events

People Skills

I can:

- ☐ help and care for others
- ☐ manage conflicts, resolve issues
- ☐ counsel people
- ☐ be tactful and diplomatic
- ☐ interview people
- ☐ be kind and understanding
- ☐ be a good listener
- ☐ negotiate
- ☐ be outgoing
- ☐ show patience
- ☐ be pleasant and sociable
- ☐ supervise, teach

- ☐ be tough when necessary
- ☐ trust people
- ☐ trust my instincts
- ☐ nice person for others to talk to and be with
- ☐ help people solve their problems
- ☐ be friendly, patient and polite with customers
- ☐ deal with customer complaints
- ☐ help keep others' spirits up and encourage them to do their best
- ☐ talk easily with others
- ☐ work as a team

Computer Skills

I can:

- ☐ Use word processing software
- ☐ Use spreadsheet software
- ☐ Use contact management software
- ☐ Use presentation software
- ☐ Use graphics software
- ☐ Type
- ☐ Fix computers
- ☐ Set up audio visual equipment
- ☐ Code websites

Hands-on Skills

I can:

- ☐ assemble kits
- ☐ build or repair things
- ☐ work well with my hands
- ☐ operate tools or machinery
- ☐ use complex equipment
- ☐ drive or operate vehicles
- ☐ inspect and maintain equipment or vehicles
- ☐ turn equipment on and off and use it safely
- ☐ perform tasks in the fastest and simplest ways that they can be done
- ☐ carry more than 20 pounds

Data/information skills

I can:

- ☐ use a calculator or cash register
- ☐ Use financial and number skills
- ☐ make a budget, manage money

- ☐ record facts, classify information by date
- ☐ analyze data, audit and maintain records
- ☐ check information for accuracy
- ☐ pay attention to details
- ☐ investigate and clarify results
- ☐ locate answers, gather information
- ☐ calculate or compute
- ☐ evaluate
- ☐ take inventory
- ☐ keep financial records
- ☐ research and write reports

Creative/artistic skills

I can:

- ☐ express myself through music, poetry, or art
- ☐ design posters, draw cartoons and illustrations
- ☐ perform and act
- ☐ present artistic ideas
- ☐ dance, use creative body movement
- ☐ write short stories or articles
- ☐ draw or create other art

Verbal/communication skills

I can:

- ☐ create and talk about new ideas
- ☐ set up my own network of experts or helpers
- ☐ be logical
- ☐ speak in public
- ☐ write clear and concise reports
- ☐ read
- ☐ write information down
- ☐ listen/pay attention to what others are saying
- ☐ follow instructions well and ask questions when you do not understand instructions
- ☐ clearly express myself
- ☐ create and talk about new ideas
- ☐ be inventive
- ☐ conduct research in a library or on the internet

Leadership skills

I can:

- ☐ arrange meetings or social functions
- ☐ be competitive when necessary
- ☐ make decisions
- ☐ direct the work of others
- ☐ help set goals for my team
- ☐ explain things to others
- ☐ solve problems
- ☐ settle disagreements
- ☐ plan activities and put them into action
- ☐ take risks when necessary
- ☐ organize and chair a meeting
- ☐ show self-confidence
- ☐ supervise others
- ☐ teach others
- ☐ give clear instructions
- ☐ manage people
- ☐ organize and manage projects

3.3 CERTIFICATES



You can chat about the certificates the youth may have already and which ones they have heard of and might like to take.

Employers like to see certificates on your resume. There are many certificates you can take that will help you get a job. Schools, job coaches, band offices and even the local health center can have information on certificates. You can find more information on these in the "Education" section. These include:

- Young Worker Readiness certificate
- "Ready to Work" programs
- WHMIS
- Safe Food Handling
- First Aid & CPR
- Service Best
- Serve it Right Saskatchewan
- Babysitting course



4 RESUME AND COVER LETTER



You can have a conversation with the youth about the importance of having a resume and cover letter.

A good resume and cover letter are great tools to have when searching for a job. Your cover letter is your first opportunity to introduce yourself, present your qualifications, and show you are the best candidate for the position. Your resume advertises the rest of your skills and provides the details the person who is doing the hiring needs to know.



4.1 HOW TO WRITE A RESUME:



It could be helpful to fill out the resume template with the youth, or to work with them in filling out an online resume builder.

When you are about to apply for a specific job, review your lists of skills and highlight the ones that are most relevant to the job you are applying for. Once you have these elements, put them together into a résumé that will work for you.

List all your previous and current experiences, at work, school or activities outside of school.

- Volunteering gives you many skills. If you have served at a feast this is good to have on your resume.
- If you play sports, list them. People who play sports are often very good at teamwork.



You can use action words to describe your skills.

For example, suppose you worked in a coffee shop. You might describe the tasks you completed like this:

- I followed recipes, mixed ingredients, set temperatures, baked muffins, and mixed a variety of hot and cold coffee and tea drinks.
- I operated a cash register, made change, and balanced the day's receipts.
- I worked with others under sometimes busy or stressful situations.

Other things you learned in that job could include:

- managing your time responsibly and organize your work
- serving customers in a professional and friendly way
- displaying products so people will buy them

Your list of skills might look something like this:

- time management skills
- customer service and communication skills

- marketing and promotional skills

Combine the skills you developed with the tasks you completed.

- I developed marketing and creative skills while designing window displays to attract customers.
- I developed communication skills while serving customers and working with my co-workers.
- I developed promotional skills while helping customers decide what to order.
- I developed financial skills while making change, and balancing the day's receipts.

If you are having a hard time thinking of what to put in your resume you can ask your worker, guidance or career counsellor, or someone at a Skills Center (job bank). The following link has a free resume builder to help you out:

<https://www.resume.com/builder#Step1>

4.2 RESUME WRITING TIPS

Top Five Tips

1. Check your resume over to avoid spelling and grammar mistakes
2. Be specific with your experience
3. Keep your points short
4. Use action verbs
5. Make sure your contact information is correct



4.3 JOB RÉSUMÉ TEMPLATE

Your First and Last Name

Home Address

City, Province Postal Code

555-555-5555

your.name@email.ca

Skills and Abilities

Summary

Use this space to give the employer a brief summary of your key skills and professional characteristics

Add some value-added skills, such as a second language, licenses, or certifications

Skill #1

Use these bullets to highlight key accomplishments or further define your skill to provide the employer with a deeper sense of your skills and abilities

Skill #2

When describing your skills, do not just list them—describe how you used those skills and describe the results

Skill #3

Select the skills you list based on the requirements of the job you are applying for

If the job you are applying for requires someone who is good with numbers, include your skills that involve accounting or budgeting

Experience

Job title Year–year

Company name, City, Province or Territory

Job title Year–year

Company name, City, Province or Territory

Volunteer experience

Use these bullets to list a few places you volunteered to gain and develop your transferrable skills

Education and training

High School Year–year

City, Province or Territory

References

Your résumé should include at least two references.

4.4 REFERENCES



You can have a conversation about who you know that could give you a good reference.

Whom you ask to give you a reference will depend on your personal situation. It is important to be sure that the people you choose to recommend you are willing to give you a good reference. You might be surprised that this is not always the case.

4.5 HOW TO WRITE A COVER LETTER



It could be helpful to work with the yourh to fill out a cover letter using suggested templates online. An example is:

<http://au.hudson.com/job-seekers/career-advice/cover-letter-templates>

A cover letter can be an email cover letter or a printed cover letter.

1. Add a letterhead at the top of the letter with your full name, address, telephone number, and email address.
2. Write the recipient's name, address, and the date below the letterhead.
3. Address the recipient -- be sure to refer to the recipient by his or her proper title (Mrs., Mr., Dr., etc.). If you are not sure who the recipient is, write, "Dear Sir or Madam".
4. Write the first paragraph of your letter. Mention the job for which you are applying and how you found the job listing. It only needs to be 1 to 2 sentences in length.
5. Write the body paragraphs of your letter. Most cover letters will only have one or two body paragraphs. Try to answer the following questions in your body paragraphs:
 - Why am I a qualified candidate for this position?
 - What work experience do I have that fits the job requirements?
 - Why do I want to work for this company specifically?
6. Write the final paragraph of your letter. You could:
 - Restate why you feel you are a perfect fit for the position.
 - Say that you look forward to interviewing for the position and discussing your qualifications further.
 - Provide your contact information.
 - Mention that your resume or references are attached
 - Thank the person for their time.
7. End your cover letter with a respectful closing statement such as "Sincerely", or "Best"
8. Sign your letter



4.6 SENDING YOUR RESUME TO EMPLOYERS



With the youth, discuss ways to send out resumes.

When you have phoned an employer or seen an ad online or in the newspaper the next step is to mail them a cover letter and resume or to email one.

5 INFORMATION YOU MIGHT NEED BEFORE WORKING



You can have a conversation about working in general, jobs they might have had, jobs friends have, jobs you or others you know have had.

Finding a job can be challenging. The process of looking for a job usually becomes easier after you get your first job.

5.1 IDEAS FOR FIRST TIME JOBS

- Service station attendants (gas jockey)
- grocery clerks
- Customer service
- Retail sales
- shelf stockers
- Cashiers
- Servers
- Line cooks/prep cooks
- Construction labourer
- Delivery driver
- Truck driver
- School bus driver
- Taxi driver



5.2 EMPLOYMENT DEFINITIONS

Job description – a written description of the duties the person hired is expected to do.

Terms of employment – the job responsibilities, work days, hours, breaks, dress code, vacation and sick days and pay

Apprentice – a person who is working in a designated trade and has signed a contract of apprenticeship. Apprentices are not students; they are paid employees.

Casual – this is when you do not have scheduled hours, they call you when they need you to work.

Ft – Full time. Usually 35 to 40 hours a week

Independent contractor – this person works for themselves and a business contracts with them. The business does not hire them as an employee but the business pays them for the work they do.

Pt – this could be any amount of hours, 3 hours a week to 35 or 40 hours a week.

5.3 SOCIAL INSURANCE NUMBER



With the youth you can chat about the need for a SIN number, If they do not already have one it could be useful to fill out the application form with them.

A Social Insurance Number can also be called a SIN number. It is a number that you need to work in Canada or to have access to some government programs and benefits. You can apply for a social insurance number at a Service Canada center or by mail. <https://www.canada.ca/en/employment-social-development/services/sin/reports/apply.html>



Your social insurance number is a very important number so you will need to keep it in a safe place. It is also a good idea to memorize the number so you can write it on application forms when they ask for it.

5.4 WHERE TO LOOK



You can have a conversation about places in your community where you could find information about available jobs.

People find jobs in different ways. Sometimes people can hear about a job by word of mouth, on the internet or in a newspaper.

5.4.1 Newspaper and other Print ads

In a local newspaper there is usually a section called “Jobs” or “Careers”. Many jobs in your area could be advertised here.

Sometimes jobs could be posted on bulletin boards, such as at the community gas bar or community hall. You could also hear about a job in a newsletter or on a poster.



5.4.2 Job Search Sites

Many sites have job postings on the internet. Some of these places are Facebook, Kijiji, job banks, Saskjobs, community webpages and businesses.

Links to some of these can be:

www.saskjobs.ca

<https://www.kijiji.ca/b-jobs/saskatchewan/c4519009>

www.workopolis.com/jobsearch/jobs-in-saskatchewan-canada

<https://www.jobbank.gc.ca/jobsearch/jobsearch?pcd=SK&wid=pv&sort=D>

<http://www.careers.gov.sk.ca/publicjobs>

5.5 HOW TO FILL OUT A JOB APPLICATION



Filling out sample job applications or online job application forms for jobs the youth might like to have could be very useful.

Job Applications Online: Job applications for many companies are available online. Some employers no longer accept paper applications and require applications to apply through their company's web site or the site where they have posted job openings.

<https://www.thebalancecareers.com/how-to-apply-for-jobs-online-2061598>

There is a sample job application attached, going over it with the youth may help them in the future when applying for other jobs.

Transition Planning Resource for Youth

Your first and last name will be the ones that are listed on your birth certificate. After you are hired you can let them know if you want to be called by a different name.

Here it is good to have proper dates, addresses and spellings of names and places.



Personal Information Date of Application:
 Last Name: Middle Initial: First Name:
 Address: City:
 Province: Postal Code: Home Phone #:
 Alternate Telephone #: E-mail:
 Have you worked at Wal-Mart/SAM'S CLUB before: ☐ No ☐ Yes If yes, which store: If yes, note dates:

Position
 Position applying for: ☐ Seasonal /Temporary
 Are you interested in: ☐ Full Time (Min. of 28 hrs per week) ☐ Peak Time (Less than 28 hrs per week)
 How did you learn about this opportunity?

Availability
 Date available to start (dd/mm/yyyy):
 Indicate when you are available to be scheduled (specify a.m. or p.m.). Due to the nature of our business, the more available you are, the more opportunities we can consider you for.

	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
From							
To							
Overnight yes/no							

Education
 Tell us the highest or equivalent level completed

Institution Type	Completion	Type of Certification/Diploma/Degree Received
High School Year Completed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Post Secondary	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Reference Check Consent
 Please provide at least 2 work-related references Wal-Mart may contact in the spaces below. List most recent employers, managers, supervisors only. **DO NOT list family and friends.**

1 Supervisor's Name: Position Title: Name of Company:
 Address:
 Can we contact them: Phone Number: Your Position:
 Date of Employment: Reason for Leaving: Duties:
 Position Title: Name of Company:
 Phone Number: Your Position:
 Reason for Leaving: Duties:

Read the form over and follow instructions. Use a pen and try to write your information neatly.

Let your references know what kind of jobs you are applying to

I declare that the information on this application is correct and I understand that any misrepresentation or omission of any information will result in consideration for employment or if employed my dismissal for just cause. Wal-Mart Canada Corp may verify the information on this application and obtain additional background information relating to my background. I authorize all persons, schools, credit bureaus, law enforcement agencies and doctors to supply all information concerning my background.
 I agree to provide Wal-Mart Canada Corp. proof of my age (as required for company benefit plans and similar administration), Social Insurance Number and appropriate credentials as may be required.
 I understand that the first 3 months of active service will be probationary during which time my employment may be terminated without notice of termination of employment or pay in lieu thereof.

Candidate's name (Please print):
 Candidate Signature: Date:

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5.6 EMPLOYERS TRENDS, NEEDS, REQUIREMENTS



You and the youth can visit some of the listed sites to see which workplace trends are likely to come up.

Job trends change as times change. Computers and new technology will create new jobs and some current jobs will not be needed. Some job opportunities that will likely be available in the next 3-5 years can be:

- Skilled trades like pipefitting, electrical, framer
- Computer programming
- Accounting
- Truck driving
- Web designing
- Customer service
- Cooking
- Health care like nurse, personal care aide, home health aide
- Teaching
- Social work
- Accounting



<http://careers.workopolis.com/advice/career-trending-where-the-jobs-will-be-through-2020-and-beyond/>

<http://saskapprenticeship.ca/>

More information on Saskatchewan employer's trends is at:

<https://www.saskatchewan.ca/residents/jobs-working-and-training/labour-market-services>

SAMPLE JOB DESCRIPTIONS AND SKILLS

Your career is made of all the jobs you have over time. Some people might have more than one job in their career. Some jobs that people often look into are:

PERSONAL CARE AIDE

(could also be called Special Care Aide or Home Health Aide)

Job Description:

- Provides personal care and activities of daily living for clients/patients/residents.
- Supports clients/patients/residents in meeting their physical, emotional, psychological and spiritual needs.
- Report changes in resident condition and resident needs or concern

Skills that might be needed:

- Valid driver's license
- Continuing Care Aid certificate
- First aid/CPR

Personal Skills

- Organizational skills
- Communication skills
- Ability to work independently



NURSE

Job Description:

- Provide nursing treatments for clients in the community
- Teach self-care to the client and family members to promote independence.
- Maintain accurate and up-to-date client records

Skills that might be needed:

- Bachelor Degree/Diploma in Nursing
- Basic Life Support (BLS)
- Valid Class 5 drivers license

Personal Skills

- Ability to travel both within the region and provincially
- Organizational skills
- Communication skills



CUSTOMER SERVICE REPRESENTATIVE

(could also be called Sales Associate)

Job Description:

- Understand customers' needs
- Provide excellent customer service
- Process sales and accept payments

Skills that might be needed:

- Basic computer skills
- Answer customer questions
- Basic reading and writing skills

Knowledge, Skills and Abilities

- A positive, enthusiastic attitude, with strong people skills
- Effective communicator
- On time



Cook

Job Description:

- Work with specialized cooking equipment (deep fryer, etc.)
- Prepare dishes for customers with food allergies or intolerances
- Prepare and cook individual dishes and foods

Skills that might be needed:

- Cooking training
- Food Safety certificate
- Read recipes

Personal Skills

- Job task planning and organizing
- Problem solving



ACCOUNTING

Job Description:

- Data entry and clerical duties;
- Process accounts payable and accounts receivable;
- Assist with the weekly cheque run, match and disperse the cheques

Skills that might be needed:

- Grade 12 education
- Excel or spreadsheet skills
- Reading

Personal Skills

- positive attitude
- good communication
- time management



TEACHING

Job Description:

- create lesson plans and teach those plans
- track student progress
- create and reinforce classroom rules

Skills that might be needed:

- Computer literacy with demonstrated competence in MS Office
- Teacher's certificate
- Knowledge of special education

Knowledge, Skills and Abilities

- Critical thinking
- Decision making
- Problem solving



SOCIAL WORK

Job Description:

- help people solve and cope with problems in their everyday lives
- Develop plans to improve their clients' well-being
- Respond to crisis situations

Skills that might be needed:

- Training in social work
- Counselling skills
- Reading and writing skills

Personal Skills

- time management
- communication
- listening



SHIPPING AND RECEIVING

Job Description:

- organizing products in warehouse
- receiving products
- preparing product for shipments

Skills that might be needed:

- Ability to lift 20+ pounds depending on job
- Keeping records
- Basic computer skills

Personal skills

- Communication skills
- Critical thinking
- Problem solving



TRUCK DRIVER

Job Description:

- Oversee condition of vehicle and inspect tires, lights, brakes, cold storage and other equipment
- Operate and drive trucks to transport goods and materials
- Monitor vehicle performance and mechanical fitness

Skills that might be needed:

- Physically fit
- Class 1A driver's license
- Pass a drug and alcohol test

Personal skills

- positive attitude
- great work ethic
- enjoy working with minimal supervision



ELECTRICAL

Job Description:

- Residential and Commercial Service and Installation.
- Structure standard wiring as well as specialty data cabling.
- Troubleshooting of wiring systems.

Skills that might be needed:

- A valid driver's license, with a clean record.
- Physically fit, able to work on ladders, and heights.
- Criminal Record Check,

Personal Skills

- listening
- verbal and written communication skills,
- work independently and with a team



FRAMING

Job Description:

- Measure and cut lumber
- Assemble framing lumber into floors, walls, and roofs
- build scaffolds, frame interior walls or construct concrete forms

Skills that might be needed:

- Driver's license
- Measuring and cutting
- Work at heights

Personal Skills

- take pride in their work
- team orientated
- positive attitude



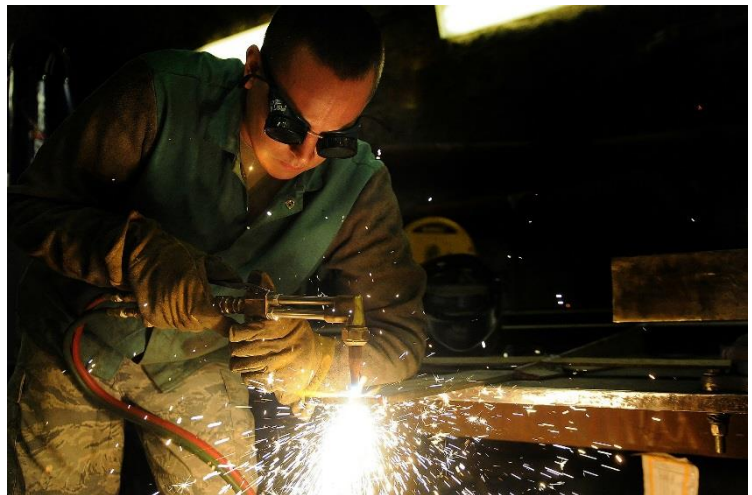
PIPEFITTING

Job Description:

- Installs new mechanical equipment
- Install supports, valves, piping and control systems
- Test system for leaks using testing equipment

Skills that might be needed:

- Ability to operate required equipment
- Ability to lift and manipulate objects of up to 80 lbs
- Math skills



Personal Skills

- Listening
- Communication skills
- Self confidence

COMPUTER PROGRAMMING

Job Description:

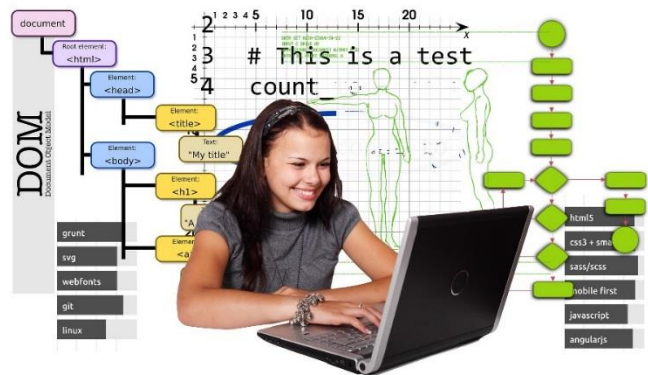
- develop, maintain, debug, and test computer programs
- translating software systems into language that computers can understand
- develop mobile applications and other Internet-based software applications

Skills that might be needed:

- Programming languages such as C+,
- Operating systems such as Linux, iOS
- Database skills

Personal skills

- Analytical Thinking
- Strong Attention to Detail
- Communication



WEB DESIGNING

Job Description:

- Designing webpage layout
- Multimedia design
- Graphic design

Skills that might be needed:

- Coding languages such as HTML5, Javascript, JQuery
- Understanding of PHP and SQL
- Ability to use graphic design software such as Photoshop

Personal skills

- Self-motivation
- Planning
- Organizing



5.7 HELP FINDING A JOB



You can go online with the youth and explore some of the sites that advertise jobs.

If you are looking for work and want to improve your chances of getting and keeping a job, you can check out these helpful places.

Work placement

Work placements often are set up for people in education programs such as high school. They can offer you the chance to get experience spending time working for an employer and carrying out duties or tasks as any other employee of the company would.

Employment services

Employment services help to match people to jobs. They can also help find training allowances to take training to do a new job and help people prepare their resumes or get ready for job interviews.



Career symposium/job fair

These are an opportunities for students to meet face-to-face with a number of employers at one time. Often employers will have application forms to fill out and you can ask them information about their organizations.

Volunteering

Volunteering can have many positive benefits for the **volunteer** as well as for the person or community served. It can help you make contacts for possible employment and give you the chance to get free training in an area you might like to work in.

Job shadowing

Job shadowing is a popular way to get to see what someone's job is. The person who is shadowing follow the employee for a few hours or days and watch what they are doing. This gives them the chance to see if they might like to have a similar job.

On the job training

Some companies offer on the job training programs which let them hire and train job candidates who have some - but not all - of the skills necessary for the job. The people they hire will then get the training they need on the job.

Career counsellors

Most schools have career guidance counsellors who can help you with looking for a job. There are also many websites that focus on career guidance.

<https://www.canada.ca/en/services/youth.html>

6 INTERVIEWS



You can have a conversation about why job interviews are useful for both the youth and the employer.

Many employers and volunteer organizations will want to meet you and ask you some questions to get to know you. It can be helpful to prepare some responses in advance.

6.1 PREPARING FOR A JOB INTERVIEW



Having a conversation about preparing for an interview could be useful for the youth. It could be helpful to role play an interview.

The job interview is an opportunity for the employer to figure out if you are right for the job. The interview will also help you decide if you want the job.

6.1.1 Top 10 Tips for a Successful Interview

1. **Dress for success.** Professional business clothes are always appropriate, proper hygiene and a tidy appearance are important. Iron your clothes if you can, and avoid strong perfumes or colognes.
2. **Be there on time.** Try to arrive 5 or 10 minutes early to be safe. Find out ahead of time where you are going and how long it will take to get there. Drive or travel the route a day or two ahead, at the same time of day as you will on the day of the interview. Confirm how often the buses run. Have a back-up plan.
3. **Be confident.** Feeling nervous in an interview is perfectly normal; just do not let your nerves overpower your interview. Eye contact and a calm, clear speaking voice are excellent ways to show your confidence.
4. **Watch your body language.** During your interview, relax and sit naturally, but do not slouch in your chair or lean on the interviewer's desk. Avoid chewing gum, or fidgeting with jewelry or your hair.
5. **Be professional.** This begins with a smile and a firm handshake. Remember, this is your first introduction to the organization, so be polite to everyone you meet and turn off your cell phone.
6. **Listen and ask for clarification, if you need it.** Remember to listen carefully to the interview questions so that you actually answer the question, and never interrupt. If you do not understand something, do not be afraid to ask for clarification.
7. **Let them know what you have to offer.** When answering the questions, let the employer see what you have to offer their organization. Talk about your experiences and accomplishments without bragging, and tie those experiences to how they can help you contribute to their organization.



8. **Think before you speak and use proper language.** Although you want to be open and honest in your interview, avoid talking about your personal or financial problems.
9. **Do not linger.** Leave as soon as the interview is over, making sure you do not linger. Shake the interviewer's hand again, restate your interest in working for the organization, and **thank them for the interview.**
10. **Print off an extra copy of your résumé** so the employer can refer to it during the interview. You should also bring a copy of your reference list.

6.1.2 Background research

You will likely be more comfortable in the interview if you know a bit about the company and the position you are applying for.

- What do they do?
- What will you do in the job?
- What qualifications are they looking for?
- What skills would they like a new employee to have?
- Who could their customers or clients be?
- What kind of reputation do they have?



6.2 PREPARING FOR INTERVIEW QUESTIONS

One of the best ways to prepare for an interview is to anticipate questions the interviewer may ask. This will allow you to give thoughtful and organized answers during your interview.

Here are some questions you should be comfortable answering:

- Why do you want this job?
- How did you become interested in this field of work?
- What do you have to offer this organization?
- What are some of your strengths and weaknesses?
- What do you see yourself doing in five years?

Here are some tips to help you strengthen your answers to potential interview questions:

- Review your experiences at work, at school, and in volunteer activities.
- Think of examples and situations that demonstrate your abilities or strengths (for example, a time you demonstrated good judgment, initiative, responsibility, or communication skills).
- Make a list of your accomplishments or achievements to reference during the interview.
- Think about challenges you have faced in the past, and be prepared to describe how you dealt with them and what you learned.

6.3 PREPARING QUESTIONS FOR THE EMPLOYER

At the end of an interview, you might be asked if you have any questions about the organization or job you are applying for.

By asking questions, you are showing the employer that you are interested in being part of their organization.

Things you could ask the employer include:

- How would my role contribute to the work of the organization?
- What is a typical day in the life of a person who works in this position?
- How would this position allow me to learn and grow?
- When do you anticipate making the decision about hiring for this position?

6.4 AFTER THE INTERVIEW



If the youth has participated (in practice or not) in interviews, it could be useful to chat about usual steps that can happen after an interview.

Although the actual interview is over it can be a good idea to reflect on the experience and review your next steps.

Immediately after the interview, you may want to do a personal evaluation of how it went. Write down some of your answers to questions asked, and think about them to see if they were the best possible answers. This will help you learn from your mistakes and prepare for future interviews.

Usually, an organization will provide you with a date when they expect to make their decision about hiring. If you have not heard from them by this date, consider contacting the organization to follow up.

If you did not receive a job offer, consider asking for feedback about how your interview went and how it could have been better. This will provide you with information on how to have a more successful interview next time.

Even if you did not get the job, try not to get discouraged. Like any new skill, you need to practice to get better. Interviewing is the same. The more you do it, the easier it will become.



7 INFORMATION YOU MIGHT NEED WHILE YOU ARE WORKING



You and the youth can have a conversation about different information they may have come across, and suggest information that they might need to know. Some information is provided in this section.

The first few days at a new job can be exciting. Likely you will meet your coworkers and receive orientations. Your new employer might need you to fill out some forms or bring in a direct deposit form. If you need any special training such as how to operate a machine this will usually be done too.

7.1 WHAT EMPLOYERS WANT VIDEOS

What Employers Want: <https://www.youtube.com/watch?v=P2YS8fKGgiE>

The Keewatin Career Development Corporation and KCDC Media in LaRonge, SK created this video. It is about a person named Jim who had a successful interview and got the job. This video shows some proper workplace etiquette and gives information on what it takes to be a good employee.

Ready To Work: What Do Employers Want?



<https://www.youtube.com/watch?v=f1sGHlr4CLQ&t=78s>

Teens talk about their work experiences and what they have found are the skills and characteristics that employers want most in a future employee.

7.2 FORMS




You and the youth can practice filling out forms that employers usually want.

When a person starts a new job they will often fill out some forms. These forms can let the employer know your address, who to contact if there is an emergency, The federal government and provincial government have forms that people usually sign that lets them know how much tax and other deductions could be taken off your paycheck.

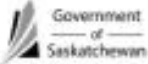
Transition Planning Resource for Youth

This is what a TD1 form can look like:

 Canada Revenue Agency Agence du revenu du Canada		2018 Personal Tax Credits Return		Protected B when completed TD1
<p>Read page 2 before filling out this form. Your employer or payer will use this form to determine the amount of your tax deductions. Fill out this form based on the best estimate of your circumstances.</p>				
Last name		First name and initial(s)		Date of birth (YYYY/MM/DD)
Address		Postal code	For non-residents only – Country of permanent residence	
1. Basic personal amount – Every resident of Canada can claim this amount. If you will have more than one employer or payer at the same time in 2018, see "More than one employer or payer at the same time" on page 2. If you are a non-resident, see "Non-residents" on page 2.				11,809
2. Canada caregiver amount for infirm children under age 18 – Either parent (but not both), may claim \$2,182 for each infirm child born in 2001 or later, that resides with both parents throughout the year. If the child does not reside with both parents throughout the year, the parent who is entitled to claim the "Amount for an eligible dependant" on line 8 may also claim the Canada caregiver amount for that same child who is under age 18.				
3. Age amount – If you will be 65 or older on December 31, 2018, and your net income for the year from all sources will be \$36,976 or less, enter \$7,333. If your net income for the year will be between \$36,976 and \$85,863 and you want to calculate a partial claim, get Form TD1-WS, Worksheet for the 2018 Personal Tax Credits Return, and fill in the appropriate section.				
4. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter \$2,000 or your estimated annual pension income, whichever is less.				
5. Tuition (full time and part time) – If you are a student enrolled at a university or college, or an educational institution certified by Employment and Social Development Canada, and you will pay more than \$100 per institution in tuition fees, fill in this section. If you are enrolled full time or part time, enter the total of the tuition fees you will pay.				
6. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, Disability Tax Credit Certificate, enter \$8,235.				
7. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be less than \$11,809 (\$13,991 if he or she is infirm), enter the difference between this amount and his or her estimated net income for the year. If his or her net income for the year will be \$11,809 or more (\$13,991 or more if he or she is infirm), you cannot claim this amount. In all cases, if his or her net income for the year will be \$23,391 or less and he or she is infirm, go to line 9.				
8. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependant relative who lives with you and whose net income for the year will be less than \$11,809 (\$13,991 if he or she is infirm and you cannot claim the Canada caregiver amount for children under age 18 for this dependant), enter the difference between this amount and his or her estimated net income. If his or her net income for the year will be \$11,809 or more (\$13,991 or more if he or she is infirm), you cannot claim this amount. In all cases, if his or her net income for the year will be \$23,391 or less and he or she is infirm and is age 18 or older, go to line 9.				
9. Canada caregiver amount for eligible dependant or spouse or common-law partner – If, at any time in the year, you support an infirm eligible dependant (aged 18 or older) or an infirm spouse or common-law partner whose net income for the year will be \$23,391 or less, get Form TD1-WS and fill in the appropriate section.				
10. Canada caregiver amount for dependant(s) age 18 or older – If, at any time in the year, you support an infirm dependant age 18 or older (other than the spouse or common-law partner or eligible dependant you claimed an amount for on line 9, or could have claimed an amount for if his or her net income were under \$13,991) whose net income for the year will be \$16,405 or less, enter \$6,985. If his or her net income for the year will be between \$16,405 and \$23,391 and you want to calculate a partial claim, get Form TD1-WS and fill in the appropriate section. You can claim this amount for more than one infirm dependant age 18 or older. If you are sharing this amount with another caregiver who supports the same dependant, get the Form TD1-WS and fill in the appropriate section.				
11. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition amount, or disability amount on his or her income tax return, enter the unused amount.				
12. Amounts transferred from a dependant – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount. If your or your spouse's or common-law partner's dependant child or grandchild will not use all of his or her tuition amount on his or her income tax return, enter the unused amount.				
13. TOTAL CLAIM AMOUNT – Add lines 1 to 12. Your employer or payer will use this amount to determine the amount of your tax deductions.				

<https://www.canada.ca/content/dam/cra-arc/formspubs/pbg/td1/td1-18e.pdf>

This is what a Saskatchewan tax form can look like:

		2018 Saskatchewan Personal Tax Credits Return		Protected B when completed TD1SK	
<p>Read page 2 before filling out this form. Your employer or payer will use this form to determine the amount of your provincial tax deductions. Fill out this form based on the best estimate of your circumstances.</p>					
Last name		First name and initial(s)		Date of birth (YYYY/MM/DD)	
Address		Postal code		For non-residents only – Country of permanent residence	
				Social insurance number	
<p>1. Basic personal amount – Every person employed in Saskatchewan and every pensioner residing in Saskatchewan can claim this amount. If you will have more than one employer or payer at the same time in 2018, see "More than one employer or payer at the same time" on page 2.</p>					16,065
<p>2. Age amount – If you will be 65 or older on December 31, 2018, and your net income from all sources will be \$36,430 or less, enter \$4,894. If your net income for the year will be between \$36,430 and \$69,057 and you want to calculate a partial claim, get Form TD1SK-WS, Worksheet for the 2018 Saskatchewan Personal Tax Credits Return, and fill in the appropriate section.</p>					
<p>3. Senior Supplementary amount – If you are a resident of Saskatchewan who will be 65 or older on December 31, 2018, enter \$1,292.</p>					
<p>4. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter \$1,000 or your estimated annual pension income, whichever is less.</p>					
<p>5. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, Disability Tax Credit Certificate, enter \$9,464.</p>					
<p>6. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be \$1,607 or less, enter \$16,065. If his or her net income for the year will be between \$1,607 and \$17,672 and you want to calculate a partial claim, get Form TD1SK-WS and fill in the appropriate section.</p>					
<p>7. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you and whose net income for the year will be \$1,607 or less, enter \$16,065. If his or her net income for the year will be between \$1,607 and \$17,672 and you want to calculate a partial claim, get Form TD1SK-WS and fill in the appropriate section.</p>					
<p>8. Child amount – If you are supporting a child who will be under the age of 18 at any time during 2018, enter \$6,094 for each child. You cannot claim an amount for a child you claimed on line 7 or a child claimed by anyone else as a dependant. If you have a spouse or common-law partner, the parent with the lower net income must make the claim.</p>					
<p>9. Caregiver amount – If you are taking care of a dependant who lives with you, whose net income for the year will be \$16,164 or less, and who is either your or your spouse's or common-law partner's:</p> <ul style="list-style-type: none"> parent or grandparent (aged 65 or older); or relative (aged 18 or older) who is dependant on you because of an infirmity, enter \$9,464. <p>If the dependant's net income for the year will be between \$16,164 and \$25,628 and you want to calculate a partial claim, get Form TD1SK-WS and fill in the appropriate section.</p>					
<p>10. Amount for infirm dependants age 18 or older – If you are supporting an infirm dependant aged 18 or older who is your or your spouse's or common-law partner's relative, who lives in Canada, and whose net income for the year will be \$6,715 or less, enter \$9,464. You cannot claim an amount for a dependant you claimed on line 9. If the dependant's net income for the year will be between \$6,715 and \$16,179 and you want to calculate a partial claim, get Form TD1SK-WS and fill in the appropriate section.</p>					
<p>11. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, senior supplementary amount, pension income amount, disability amount, or child amount on his or her income tax return, enter the unused amount.</p>					
<p>12. Amounts transferred from a dependant – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount.</p>					
<p>13. TOTAL CLAIM AMOUNT – Add lines 1 to 12. Your employer or payer will use this amount to determine the amount of your provincial tax deductions.</p>					

<https://www.canada.ca/content/dam/cra-arc/formspubs/pbg/td1sk/td1sk-18e.pdf>

7.3 MINIMUM PAY

At the moment, minimum wage in Saskatchewan is \$10.72 per hour. Most employees are paid at least minimum wage for each hour they work. The minimum wage can increase as the cost of living increases.

If you are asked to come to work, the shortest amount of time they can pay you for is three hours. If they ask you to work less than 3 hours they still have to pay you for 3 hours.

You can keep track of the minimum wage on the government of Saskatchewan website, www.saskatchewan.ca

Some employers will pay you by cheque, some by direct deposit and occasionally by cash. You could be paid once a week, twice a month or even once a month.



7.4 DIRECT DEPOSIT



You and the youth can talk about the benefits and drawbacks of direct deposit.

Many employers like to directly deposit your pay into your bank account. You can bring them a cheque or you can go to your bank and ask them for a direct deposit form.

7.4.1 Timesheet sample

Most employers have some way for you to write down how many hours you worked. This is a sample of what one might look like.

Time Sheet Template

Weekly Employee Time Sheet

Employee Name: _____ Hourly Rate: _____

Date	Day	Start	Finish	Breaks	Total Hours
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				
Total Hours Worked:					
Total Pay:					

Employee Signature

Employee Signature

7.4.2 Reading your paystub

Employers usually give workers a paystub when they are paid. A paystub is a record of how many hours you worked, much money you made, what kind of deductions were taken off your paycheque and how much you received after deductions. Deductions can include items such as taxes, CPP, EI, staff meals, social committee funds and more.

COMPANY NAME OR LOGO 1234 Sample Ave Your City, CA 90000 (800) 900-1234		Pay Period Begin: 9/20/2012 Pay Check Date: 10/12/2012 Pay Period End: 10/06/2012	
John Doe 1234 Sample St Your City, CA 90000 SSN: 123-45-6789		Tax Date: Federal State: CA Marital Status: Single Allowances: 0 Dep/CA Age:	
Earnings		Taxes	
Description	Current	Description	Current
Regular		Federal Withholding	
Hours		FICA/Medicare	
Pay Rate		FICA/SS Tax	
		CA Withholding	
		CA OASDI	
Totals:		Totals:	
	Current		YTD
Total Gross: Ded Taxable Gross: Total Taxes: Total Deductions: Net Pay:			

NON-NEGOTIABLE

Sometimes employees are paid a week in arrears. This means that they record their hours and hand in their time sheets at the end of one week and are paid for that time a week later. This gives the person who does payroll time to figure out how much pay these employees will get.

7.5 LABOUR LAWS



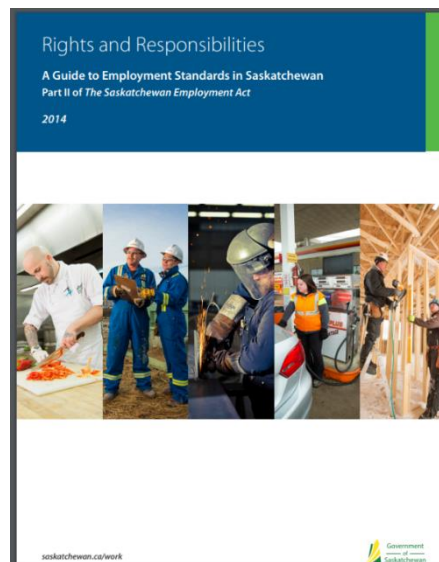
Information about Saskatchewan labour laws is in the link at the bottom of this section and can provide some interesting conversation topics.

Each province has laws that protect you as a worker. Saskatchewan has rules about wages, hours of work and rest, overtime, vacation, statutory and other working conditions. All employers have to meet these standards.

There is a handbook you can find online that tells you more about your working rights. These are a sample of what this book covers:

- Minimum wage and callout pay
- Breaks
- Work schedules
- Vacation, holidays and leaves
- Overtime
- Being away from work because of illness or injury
- Layoffs and termination

<https://www.saskatchewan.ca/business/employment-standards>



7.6 OCCUPATIONAL HEALTH AND SAFETY



Information about occupational health and safety is in the link at the bottom of this section and can provide some interesting conversation topics.

Saskatchewan's Occupational Health and Safety (OH&S) laws were created to make sure workers are able to work safely.

A handbook called "Understanding Occupational Health and Safety in Saskatchewan" was created to let you know about these rights.

Some of these rights include:

- Being able to refuse unsafe work
- Personal Protective Equipment
- OH&S training
- Responsibilities of you, your employer and anyone else that could be at a worksite
- Committees and Worker Health and Safety Representatives
- Injuries, fatalities and dangerous occurrences
- Safety Information Management Systems
- Policies, Enforcement and Penalties
- Appeals



7.7 [HTTPS://PUBLICATIONS.SASKATCHEWAN.CA/#/PRODUCTS/91932](https://publications.saskatchewan.ca/#/products/91932) WORK COMMUNICATION TIPS



You and the youth could have a conversation about common courtesy and communicating in the workplace.

These are some examples of communication tips that could be useful.

Answering the work phone:

Unless your supervisor wants you to say something specific, a good way to answer the phone is to say "Good morning (or Good afternoon)" and then the business name.

Calling in sick:

Everyone gets sick at some time. It is most helpful to everyone if the sick person lets their supervisor know as soon as they can. Often your supervisor will tell you how much time in advance they would like you to call.



Cell phones:

The best time to use cell phones is on your breaks or at lunch. Many customers and supervisors do not like to see employees texting or online while they are working.

7.8 YOUR NEXT CAREER MOVE



You can have a conversation with the youth about quitting jobs, changing jobs, and the common courtesy that can help with future references.

Many people change jobs, often because they are going back to school or have found a different job. As a courtesy, you can let your employer know two weeks before you will be leaving.

8 ENTREPRENEURSHIP



You can chat with the youth about local entrepreneurs they might know and discuss thoughts they might have had about starting their own business.

Entrepreneurship is the process of designing, launching and running a new business. These businesses are usually small businesses and offer a product or service for sale or hire. The people who create these businesses are called 'entrepreneurs'.



8.1 WHAT DOES IT TAKE TO BE AN ENTREPRENEUR?

Entrepreneurs are everywhere. Every business was started by an entrepreneur. With help, a good business plan and these skills the next new business could be yours:

- Motivation
- Determination
- A good idea
- Hard work
- Listening and communicating well.
- Visualizing goals and success.
- Managing time effectively.
- Confident
- Managing money well
- Risk-taking

8.2 SOME STEPS YOU COULD TAKE

A business plan can be a good first step to take when you are thinking of starting your own business. A business plan:

- helps you to become a better decision maker;
- helps you anticipate problems so you can develop possible solutions before a crisis actually occurs;
- provides a timetable for accomplishing your stated objectives;
- expands business options;
- helps you explain why certain objectives have or haven't been achieved;
- can be used as a selling tool to attract resources and support; and
- plots a long term course and keeps you focused on the big picture

8.3 WHERE CAN YOU FIND MORE INFORMATION?

If you are interested in starting your own business, you could visit the websites here. They have more information or they can connect you with people who can help you begin to plan.

Aboriginal Youth Entrepreneurship Program

The Aboriginal Youth Entrepreneurship Program (AYEP) is a program for Grades 11 and 12 students that is designed to introduce Indigenous students to business opportunities available. While you are developing your business, you can also complete high school at the same time.

<http://www.themfi.ca/programs/aboriginal-youth-entrepreneurship-program-ayep>

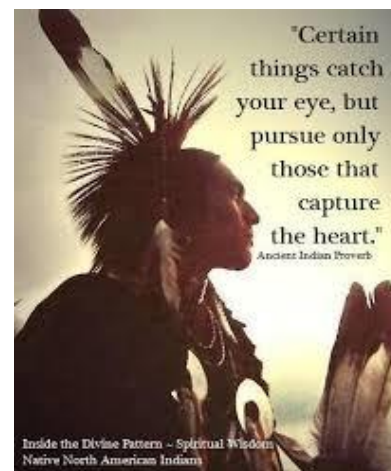
Saskatchewan Indian Equity Foundation (SIEF)

The SIEF is a needs-based program with a mandate to create jobs and to increase the economic well-being of First Nations people. The program supports business start-ups, buying a business, or expanding existing businesses.

<http://www.sief.sk.ca/>

Mino-Bimaadiziwin – a business competition geared towards youth aged 16-35 years. The Saskatoon Tribal Council is committed to encouraging youth that the sky is the limit regarding their potential, hence the term “mino-bimaadiziwin” (the good life). This competition will allow the winners to access prize money that they will be able to put toward their cash equity when looking for funding for their business start-ups.

<http://www.sktc.sk.ca/programs-services/education/education-unit/youth-entrepreneurship-program/>



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Saskatchewan First Nations Family and Community Institute
211 - 2553 Grasswood Road East.
Saskatoon, SK. S7T 1C8
info@sfnci.ca

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