



# **Transition Planning Resource for Youth**

Version 2

**Know Your Rights and the Law**

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 2<sup>nd</sup> 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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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](http://www.sfnfci.ca). The binder resource is the 2<sup>nd</sup> 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 – Know your rights and the law

**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 the youth needs to move towards a successful transition. The following assessment guide shows where the youth is currently at 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 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.

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

## KNOW YOUR RIGHTS AND THE LAW ASSESSMENT FORM

| Assessment   | Objectives  | Meeting Objectives  | Section in Manual | Notes |
|--|---|---|-------------------|-------|
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth knows their rights and understands the law  | Discuss how rights and laws have positive impacts and how they can be useful  | 1.                |       |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can describe their rights   | You can have a conversation about the youth's rights.   | 2.                |       |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can recognize parts of the Convention that they feel are most important to them.    | Some youth might not have seen a copy of the Convention so it could be useful to show them a copy                         | 3.                |       |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can summarize some laws that are specific to their community                        | Discuss laws that might be specific to their community  | 4.                |       |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can describe how to access legal-related information that may be relevant to them   | You could go online with the youth and look at one or more of these topics to see what information is available.          | 5.                |       |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can recognize the impacts of traditional justice and initiatives in their community | You can have a conversation about traditional justice and youth justice initiatives that are available in your community. | 6.                |       |

## Transition Planning Resource for Youth

|  |   |  |     |  |
|--|---|--|-----|--|
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth know how to access their rights under the Canadian Charter of Rights and Freedoms | Have a conversation about rights that Canadians have. You can choose one and discuss how they think it impacts them          | 7.  |  |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can participate in a discussion about laws that are most likely to impact them.   | It could be useful for both you and the youth to have a discussion about the laws that are most likely to impact them.       | 7.1 |  |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can summarize impacts of having a criminal record                                 | You can work with the youth to develop a list of other impacts that could happen if they have a criminal record.             | 8   |  |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can list times using Legal Aid might be useful.                                   | Briefly show youth the Legal Aid website and describe what they do, just in case the youth might ever need to use legal aid. | 9.  |  |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can give examples of where they can access local legal resources                  | The two of you can discuss some of the reasons why and where they might need to access legal resources.                      | 10. |  |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth is aware of Ombudsman's services and where to contact them                        | The youth might be able to share some examples of when they could want to contact the Ombudsman.                             | 11. |  |
| <input type="checkbox"/> E<br><input type="checkbox"/> A<br><input type="checkbox"/> G | Youth can give an example of when they could contact the Advocate                       | The youth might be able to share some examples of when they could want to contact the Advocate                               | 12. |  |

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# 1 YOUTH KNOW YOUR RIGHTS AND THE LAW INFORMATION AND ACTIVITIES



**This could be a good place to discuss how rights and laws have positive impacts.**

Canadians have many legal rights and many resources to learn about them. If you are under 18 years old you could have some additional legal rights. It's important to know your rights and the law in order to protect yourself and to make sure you are following the law to stay out of trouble.



Additional information:

<https://www.loc.gov/law/help/child-rights/canada.php>

<https://www.canada.ca/en/canadian-heritage/services/rights-children.html>

## 2 GOALS



**You can have a conversation about the youth's rights.**

It is good to have an idea of what your individual rights are. The Canadian legal system was designed to respect individual rights and ensures that our society is orderly. It applies the same law to everybody.

## 3 YOUR RIGHTS



**A helpful idea could be to print a copy of the Declaration and share it with the youth.**

The United Nations has drafted a Convention on the Rights of the Child. There are 54 articles and rights in this Convention. This means that children across the world have the same rights. The major ones are:

- Children have the right to life. Children are to be supported to survive and develop healthily
- Have a say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account
- Get, and to share, information as long as the information is not damaging to yourself or others
- Think and believe what you want and to practice your religion, as long as you are not stopping other people from enjoying their rights

- meet with other children and young people and to join groups and organizations, as long as this does not stop other people from enjoying their rights
- Children have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home
- Good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy
- A standard of living that is good enough to meet your physical and mental needs
- An education
- Learn and use the language and customs of your family
- Relax, play and join in a wide range of activities.
- Protection from work that is dangerous or might harm your health or education
- Protection from dangerous drugs
- Protection from abuse and violence
- Be treated humanely if you break the law
- Receive special help to restore your self-respect If you have been neglected or abused
- Receive legal help If you are accused of breaking the law

**BECAUSE  
EVERY CHILD  
IN THE WORLD  
HAS ONE THING  
IN COMMON.  
THEIR RIGHTS.**

You can find the Convention on the Rights of the Child at:

[https://www.unicef.ca/sites/default/files/2016-11/crc\\_poster\\_en.pdf](https://www.unicef.ca/sites/default/files/2016-11/crc_poster_en.pdf)

<https://www.unicef.org/crc/>

## 4 LOCAL LAWS



**Is the youth aware of the laws in their community?**

Are you aware of the local laws in your community? Some communities have different laws than others.

Some of these laws could be:

- Curfews at night.
- Alcohol or drugs are not permitted.
- Hunting or fishing
- Firearms
- Abandoned vehicles



## 5 LEGAL RIGHTS AND EXPECTATIONS



An idea could be to go online with the youth and look at one or more of these topics to see what information is available if they want it.

These websites can take you to more information about each of these legal-related topics. It can be helpful to easily find information on expectations, rights, and more:

### 5.1 FAMILY VIOLENCE

<http://www.justice.gc.ca/eng/cj-jp/fv-vf/about-apropos.html>

### 5.2 SASKATCHEWAN COURTS

<http://www.sasklawcourts.ca/>

### 5.3 YOUTH JUSTICE

<http://www.justice.gc.ca/eng/cj-jp/yj-ij/index.html>

### 5.4 VICTIM RIGHTS AND SERVICES

<http://laws-lois.justice.gc.ca/eng/acts/C-23.7/page-1.html>

<http://www.justice.gc.ca/eng/cj-jp/victims-victimes/vsd-rsv/index.html>

### 5.5 ABORIGINAL JUSTICE STRATEGY

<http://www.justice.gc.ca/eng/fund-fina/acf-fca/ajs-sja/index.html>

### 5.6 CRIMINAL RECORD AND VULNERABLE SECTOR CHECKS

<http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks>

### 5.7 SCAMS AND FRAUD

<http://www.rcmp-grc.gc.ca/scams-fraudes/index-eng.htm>

### 5.8 CIVIL RIGHTS

<http://www.nelson.com/common/polisci/rights.html>

<http://www.canadianlawsite.ca/civilrights.htm>



## 5.9 DRIVING

<https://www.sgi.sk.ca/individuals/licensing/studyguides/drivershandbook/roadrules/attention.html>

## 5.10 CHILD PROTECTION

<https://www.saskatchewan.ca/residents/justice-crime-and-the-law/child-protection/child-abuse-and-neglect>

## 5.11 CRIMINAL RIGHTS

<http://svan.ca/police-rights/>

# 6 ABORIGINAL YOUTH



**You can have a conversation about traditional justice and youth justice initiatives that are available in your community.**

Youth who are aboriginal in Saskatchewan may have additional services available to them. These can be found at:

- <https://www.justice.gc.ca/eng/fund-fina/acf-fca/ojs-sja/index.html#region>

The community justice committees guide and direct initiatives that include alternative measures programs for adults and youths, crime prevention, victim services, healing, talking and sentencing circles, and victim/offender healing.

- <http://www.sktc.sk.ca/programs-services/family-community-services/justice/urban-justice-programs/>

The STC Urban First Nations Services Inc. Justice Program is to provide support and assistance to youth, adults and their families throughout the duration of their involvement in the Criminal Justice System. They do this by delivering integrated services using a family – centered case management model.

- <http://www.iirp.edu/eforum-archive/4250-circle-sentencing-part-of-the-restorative-justice-continuum>

Circle sentencing is a restorative justice program that recognizes the needs of victims, allows the community to participate, and identifies the rehabilitative needs of the offender.



# 7 CANADIAN CHARTER OF RIGHTS AND FREEDOMS:



Have a conversation about the rights that all Canadians have. You can choose one of the specific rights and discuss how they think it impacts them.

The Charter of Rights and Freedoms protects Canadian's basic rights and freedoms. It ensures that the government, or anyone acting on its behalf, does not take away or interfere with these rights or freedoms unreasonably. Canadians have the rights to:

- Fundamental freedoms
- Democratic rights
- Mobility rights
- Legal rights
- Equality rights
- Language rights
- Minority language educational rights

Rights and Freedoms in Canada: <https://www.justice.gc.ca/eng/rp-pr/cp-pm/just/06.html>



## 7.1 JUSTICE LAWS



**It could be useful for both you and the youth to have a discussion about the laws that are most likely to impact them.**

The Canadian Justice Laws Website is an online source of the consolidated Acts and regulations of Canada. When you visit the site you can find the acts (also called laws) for topics including:

- Canadian Justice Laws Website:

<http://laws.justice.gc.ca/eng/>

- Youth criminal justice

<http://laws-lois.justice.gc.ca/eng/acts/Y-1.5/index.html>

- Child support guidelines

<http://laws-lois.justice.gc.ca/eng/regulations/SOR-97-175/index.html>

- Divorce Act

<http://laws-lois.justice.gc.ca/eng/acts/D-3.4/index.html>

- Motor Vehicle Safety

<http://laws-lois.justice.gc.ca/eng/acts/M-10.01/index.html>

## 8 IMPACTS OF HAVING A CRIMINAL RECORD OR CONVICTION



**You can work with the youth to develop a list of other impacts that could happen if they have a criminal record.**

Having a criminal record could affect your life in many ways, for example:

- Kinds of jobs you could have
- Ability to leave the country
- Volunteer
- Be bondable (some jobs require this as proof you can be trusted)
- Education

## 8.1 CRIMINAL RECORD OR CONVICTION IMPACTS ON JOBS

Having a criminal record impacts some jobs. Examples of these jobs are:

- Working with children
- Working with Elders
- Handling money by yourself
- Security guard
- Taxi cab / limousine/ truck driver
- Casinos

## 9 LEGAL AID



**You could briefly show the youth the Legal Aid website and describe what they do, just in case the youth might ever need to use legal aid.**

Legal Aid provides legal advice and representation in court to people who cannot afford to pay for legal services. They can help with criminal law and family law.

Legal Aid Saskatchewan employs over 160 lawyers, legal assistants and support staff in offices all over Saskatchewan.



### 9.1 APPLYING FOR LEGAL AID

You can apply for legal aid at a Legal Aid office or online at <http://www.legalaid.sk.ca>.

## 10 LEGAL RESOURCES IN YOUR COMMUNITY



**The two of you can discuss some of the reasons that they might need to access legal resources.**

You can get legal information from a number of places:

- PLEA (Public Legal Education Association of Saskatchewan) [www.plea.org](http://www.plea.org)
- CLASSIC (Community Legal Assistance Services for Saskatoon Inner City) in Saskatoon <http://www.classiclaw.ca/>
- Pro Bono Law Saskatchewan <https://www.pblsask.ca/>
- Brydges Line provides advice over the phone to anyone being held by police. The police will help you call this line. There is no cost. It is available to everyone.
- The Duty Counsel Service from Legal Aid can help you at a bail hearing at no cost if you are on remand.

- Family Law Saskatchewan <https://sasklawcourts.ca/index.php/home/court-of-queen-s-bench/family>
- Children's Advocate – <http://www.saskcao.ca>
- Legal Clinics:
  - Regina Free Legal Clinic - 306-757-4711
  - Saskatoon Legal Walk-In Advice Clinic - 306-657-6100
  - Prince Albert Free Legal Clinic - 306-764-3431
  - Swift Current Free Legal Clinic - 306-778-0515

## 11 OMBUDSMAN SASKATCHEWAN



**The youth might be able to share some examples of when they could want to contact the Ombudsman.**

An ombudsman is a person who takes complaints about unfairness in government services. The Ombudsman Saskatchewan is an office that is separate from the government and able to make decisions that do not favor any side of a complaint.

[www.ombudsman.sk.ca/info/general-public](http://www.ombudsman.sk.ca/info/general-public)



**Ombudsman  
Saskatchewan**

## 12 ADVOCATE FOR CHILDREN AND YOUTH



**The youth might be able to share some examples of when they could want to contact the Advocate.**

Anyone can call the Advocate for Children and Youth. This could be because there is a concern about a child, youth, or group of children receiving services from a provincial ministry or agency.

The Advocate works on behalf of children and youth in care and tries to help resolve issues.

Contact information is: toll-free 1-800-322-7221 or in Saskatoon (306) 933-6700. You can also email them at: [contact@saskadvocate.ca](mailto:contact@saskadvocate.ca)

[www.saskadvocate.ca](http://www.saskadvocate.ca)







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