



Transition Planning Resource for Youth

Version 2

Relationships and Communications

2020

Transition Planning Resource for Youth



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

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



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Introduction

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

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

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

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

Assessment – Relationships and communication

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

RELATIONSHIPS AND COMMUNICATION ASSESSMENT GUIDE

Assessment	Objectives	Meeting Objectives	Section in Manual	Notes
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth indicates suggestions of goals for relationships	You can have a conversation about the youth's relationships goals.	2.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize how safety and privacy issues can negatively impact them.	It can be useful to discuss internet safety and privacy issues with the youth.	3.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify at least one pro and con of online dating	The two of you could discuss the pros and cons of online dating.	3.3	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify ways that online scams and fraud could occur	Have a conversation with the youth about how online scams and fraud could happen	3.4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize how cyberbullying can impact them	Have a conversation with the youth about how cyberbullying could occur.	3.5	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify measures to prevent cyberstalking	Have a conversation with the youth about how cyberstalking could occur.	3.6	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can describe differences in relationships	It could be useful for both you and the youth to have a discussion about different kinds of relationships	4.	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth recognizes people who could potentially be mentors	You can help the youth think of one of more people who could assist them as mentors	4.1	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can name at least one person or can make plans to meet people who could be positive supports	With the youth, make a list of people they know who could be positive support people	4.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give examples of the pros and cons	You can help the youth make a list of the pros and cons of living with family	4.3	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize the importance of healthy dating relationships	You can chat about the components of healthy dating relationships and give examples if possible	5.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list two or more signs of healthy relationships	Have a conversation about signs of healthy relationships	5.1	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list two or more signs of healthy boundaries	Have a conversation about healthy boundaries	5.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list alternate phrases for setting clear boundaries	Brainstorm additional phrases that give examples of clear boundaries	5.4	

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<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can define some etiquette rules in at least one setting	You and the youth can have a conversation about etiquette they are already aware of	6.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize what their communication strengths are	You can have a conversation with the youth about what good communication looks like	7.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize the benefits of speaking in public.	You can have a conversation with the youth about what public speaking really is	7.1	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify role-played body language	Watching the video clips included can be a good start for a conversation about body language	7.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth is able to identify why their example is a good communicator	You can help the youth think of a good communicator, it could be a tv character, etc. that is a good listener and successful communicator	7.3	

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1 YOUTH RELATIONSHIP AND COMMUNICATION INFORMATION AND ACTIVITIES

Healthy relationships are enjoyable and respectful. They take time, energy, and care to develop. All healthy relationships are based on communication, respect, sharing, and trust. In healthy relationships, we also have the freedom to be ourselves.

2 GOALS



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

Healthy relationships are an important part of your health and wellness. There can be many things we look for in a friendship or partner. Often these things are:

- Being able to communicate
- Similar sense of humor
- Have fun and being happy hanging out together
- Trusting each other
- Supporting each other



2.1 WHY RELATIONSHIPS ARE IMPORTANT

Healthy relationships can help you:

- Live longer
- Deal with stress
- Be healthier
- Feel richer
- Lower depression levels

3 SOCIAL MEDIA



It can be useful to discuss internet safety and privacy issues with the youth. There are many resources to assist with this such as:

<https://internetsafety101.org> and <https://teens.webmd.com/features/teen-internet-safety-tips#1>

Social media is an important part of our lives. It is an easy way to connect with other places and people. There are several different ways to interact online. Just like everything else, there are good things and not-so-good things about social media.



3.1 COMMUNICATING

Communicating through social media can be a good way to maintain relationships with friends and family. Many people also like to communicate with friends and family over the phone and face to face at community events or sharing a meal. It's important to remember that it is easy to miscommunicate over social media, so make sure to look out for that.

3.2 PHOTO/VIDEO SHARING

Posting photos and videos on sites like Facebook or Instagram can be a great way to share memories and ideas with your family and friends. It is worthwhile keeping in mind that it is usually possible for a photo or video to be shared with almost anyone, even if you do not want it to be.

3.3 ONLINE DATING AND RELATIONSHIPS



The two of you could discuss the pros and cons of online dating.

Online dating has changed the way some people meet romantic partners. Sometimes it might be easier to meet people through a dating app than by meeting someone in person.

- Online dating provides access to many potential partners
- Online dating offers a number of ways to get to know a potential date before meeting in person.
- Online dating is usually easy
- Some profiles may be false, the person you think you are chatting with might not be the person you think they are
- In many cases it can be difficult to find out who the person is in real life, so you could possibly end up meeting a person who is unsafe for you. This is why it's important to never give out personal information to strangers online.



3.4 THE NOT-SO-GOOD: ONLINE SCAMS AND FRAUD



Have a conversation with the youth about how online scams and fraud could happen.

More information on this can be found at:

<https://www.getcybersafe.gc.ca/cnt/rsks/scms-frd/index-en.aspx>

Doing things online can mean that you are at a greater risk of being scammed. Many thieves need just a few pieces of personal information to create problems for you in the future. This is often easy for them to find when people post many things about themselves.

3.5 THE NOT-SO-GOOD: CYBERBULLYING



Have a conversation with the youth about how cyberbullying could occur. More information on this can be found at <http://www.cyberwise.org/> or <http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbullying>

Cyberbullying is when someone uses technology to send mean, threatening, or embarrassing messages to or about another person. It might be in a text, e-mail, message, or in a post online.

Cyberbullying can be anonymous, which can sometimes make it worse. It also has a wider audience, and can spread quickly. Sometimes the bullied feel like they can't get away from it.

Imagine someone posts a photo of themselves online. Someone else makes a mean comment about it. That photo could be shared, liked, reposted – even made into a meme. Thousands of people could see it – even people the target doesn't know. That's why cyberbullying can be extra hurtful: it's public, it spreads quickly, and it's 24/7.



This video is made by teens and talks about Cyberbullying:

<http://www.pacerteensagainstbullying.org/tab/experiencing-bullying/cyber-bullying/>

3.6 THE NOT-SO-GOOD: CYBERSTALKING



Have a conversation with the youth about how cyberstalking could occur.

More information on this can be found at: <http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/parents/kids--safety-online> or <http://www.cyberwise.org/>

Many of our mobile devices give us the ability to add tags that show where we are. Sometimes our devices also show where we are even when we do not want people to know. Stalkers can use this information to cause trouble in real life.

4 RELATIONSHIPS



It could be useful for both you and the youth to have a discussion about different kinds of relationships.

Often when we hear the word “relationships”, we think of romantic relationships. Relationships can also be between mentors, friends, family, or other people. Many people have found that their favorite relationships are based on:

- Being honest
- Following through with what they say they will do
- Having consideration for each other's personal space

4.1 DEVELOPING A MENTOR



You can help the youth think of one of more people who could assist them as mentors.

A mentor can be a great resource for you as you transition out of care. They can encourage you and cheer for you when you succeed. Ideas of mentors can be elders, teachers at school, or other community members. The best ways you can show that you are thankful to your mentors are to listen carefully, show that you value their support, and say thank you.

Mentors can help with many things.

- A mentor can suggest where to find information or help.
- Typically mentors help guide you to finding answers to your situation.
- Friends listen to your personal problems the best, mentors listen to your life problems the best.
- Mentors will encourage you to find solutions for your short-term problems and support you to work towards solving them.

4.2 SUPPORT NETWORK



With the youth, make a list of people they know who could be positive support people.

People who are important to you might be blood related or might not be blood related. A relationship network is a way to take a look at the important people in your life.

Some relationships are healthy and you feel good when you are around those people. Other people might be fun to be with but might not share your values and goals.



One way that could be helpful to identify your network is to open a photo editing program and paste a selfie in the center of it. Next you can put photos of family, friends, people you know from work or school or wherever else around you. After that, you can draw connection lines between you and them. You might want to draw jagged lines for relationships that you know are more stressful for you and thick lines for people who you have strong, healthy connections with.

Sometimes a network that you can see can show you how strong your relationships are, and which ones make you feel best.

4.3 KINSHIP/FAMILY RE-UNIFICATION



You can help the youth make a list of the pro's and con's of living with family.

In some cases it could be nice to live with one or more of your family members.

Wherever you live you have the right to:

- Have a safe and secure place to live
- Feel valued and loved
- Feel supported in your future plans



5 HEALTHY DATING RELATIONSHIPS



You can chat about the components of healthy dating relationships and give examples if possible.

Healthy dating relationships are similar to healthy friendships. Both use effective communication, honesty, and respect. Dating relationships are a little different than other relationships, however, because they may include physical affection that may range from hugging, kissing, or holding hands to sexual intercourse.

Answering "yes" to most of these questions can give you an idea of how healthy your relationship is:

- Do you share decisions about spending time together?
- Does your partner respect your privacy?
- Are you and your partner equals?
- Are you comfortable saying "no" to your partner?
- Does your partner make you feel good about yourself?
- Do you and your partner trust each other?
- Do you allow each other space?
- Do you respect one another's opinions?
- Do you feel comfortable disagreeing with your partner?
- Are your friends and family happy about your relationship?
- Do you encourage each other's interests?

- Do you always feel safe with each other?
- Do you both apologize when you make mistakes?

<http://www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention/youth/healthy-relationship-tips>

5.1 SIGNS OF A HEALTHY ROMANTIC RELATIONSHIP



Have a conversation about signs of healthy relationships.

In most cases, healthy relationships are based on:

Mutual Respect

Are we respectful to each other? What does respect look like to us?

Compassion

Do we have genuine concern for the issues that cause the other person concern? Do we feel comfortable sharing, without fear of negative reactions?

Empathy

Are we open to each other's feelings?

Understanding

Are we able to try to understand the other person, what they say or do? In some cases are we able to agree to disagree?

Acceptance

Can I feel I am OK the way I am? Do I accept him/her as he/she is?

Honesty

Is our relationship built on truthfulness?

Trust

Are we able to comfortably share private aspects of our thoughts, feelings, and life?

Good Communication

Can we talk freely about issues that are important to the relationship? Do we know how to talk so sharing is safe?

Compatibility

Do we like and value the same things?

Belief Systems

Am I able to maintain my beliefs and sense of self as well as offer my time and attention to the relationship?



5.2 HEALTHY BOUNDARIES



Have a conversation about healthy boundaries.

Boundaries are invisible “lines” that define who we are and how we let other people treat us. It’s important for us to set healthy boundaries for ourselves. Boundaries are best when they are clearly communicated.

5.3 SIGNS OF HEALTHY AND UNHEALTHY BOUNDARIES:

Healthy	Unhealthy
Feeling like your own person	Feeling incomplete without your partner
Feeling responsible for your happiness	Relying on your partner for your happiness
Togetherness and separateness are balanced	Too much or too little togetherness
Each person has friendships outside of the relationship	Not being able to have friendships with others
Focuses on the best qualities of both people	Focuses on the worst qualities of both people
Achieving intimacy without chemicals	Using alcohol/drugs to reduce inhibitions and create intimacy
Open, honest and assertive communication	Not being honest, manipulation
Commitment to the partner	Jealousy, relationship addiction or lack of commitment
Respecting the differences in the partner	Blaming the partner for his or her own unique qualities
Accepting changes in the relationship	Feeling that the relationship should always be the same
Asking honestly for what is wanted	Feeling unable to express what is wanted
Accepting endings	Unable to let go

5.4 HOW DO YOU SET HEALTHY BOUNDARIES?



Brainstorm additional phrases that give examples of clear boundaries.

Setting healthy boundaries means taking care of yourself and knowing what you like, need, want, and don't want.

Examples of clear boundaries:

1. "Yes, I'll be happy to drive you to the mall if you can be ready by 2 when I leave."
2. "I want to hear about your day. I'll be free to give you my full attention in 15 minutes."
3. "You can borrow my CDs just as soon as you replace the one that you damaged."
4. "I'm sorry; that doesn't work for me. I won't be loaning you money until you have paid me what I loaned you before."
5. "You're welcome to be our roommate as long as you follow our rules."
6. "I'm not willing to argue with you."
7. "I'll be happy to talk with you when your voice is as calm as mine."
8. "I love you and I'm not willing to call in sick for you when you've been drinking."



6 ETIQUETTE



You and the youth can have a conversation about etiquette they are already aware of. It could be fun to discuss etiquette mistakes that they have seen other people make.

Etiquette, or manners, is a term usually used to describe socially acceptable behaviors. Different cultures sometimes have different sets of manners though many of them are the same.

A few examples of etiquette are listed below.

6.1 CELL PHONE ETIQUETTE

- The ringer volume on your phone can be set low or put on vibrate when you are in a quiet place.
- You can keep your call private when you are around other people by moving away and taking the call in private.
- Common courtesy suggests that you ask a person's permission before taking their photo
- Some people do not use data plans, so asking if you can send them an mms first can be appreciated.

6.2 ETIQUETTE IN PUBLIC

- If someone bumps into you or if you bump into someone, it can be polite to say "Excuse me" or "Sorry."
- Remember that everyone is different, and no one deserves to be made fun of, so it is best not to point or stare at people.
- If you meet someone for the first time, shake his or her hand and say "Nice to meet you."

6.3 ETIQUETTE AT OTHER PEOPLE'S HOUSES

- If no one else in the house is wearing shoes, take your shoes off, especially if they are really dirty or wet.
- Unless you know the family well, wait for them to offer you something to eat or drink.
- If a door is closed, knock on the door and wait for permission to enter.
- Ask permission if you want to borrow something, and make sure you return whatever it is you borrow. Returning it in the same or better condition can help people be more likely to loan you things again.
- Ask a person for permission to look through their private things.
- If playing a board or card game at home, accept the loss in good grace.
- If playing a sporting event, thank the opposing person or team. Shake hands and say, "Well done or good game!"

7 COMMUNICATION



You can have a conversation with the youth about what good communication looks like.

There are many ways to effectively communicate with people. These are some examples of what good communication can look like.

Listening

This is about identifying the feeling as well as the content and asking the person to confirm it.

Example Situation: I can't believe that my teacher is giving me a "C" on my paper. I worked really hard and did everything he told me to do.

Response: It sounds like you were very frustrated by the grade. Is that right?

Reflective Listening

Reflecting what another says; paraphrasing a person's words so he/she know he/she has been heard



Example Situation: You won't believe what she said and did to me. I'll never be her friend again!

Response: You sound angry about your friend's response. Is that so?

Praising

Giving earned rewards frequently; recognizing efforts rather than products or end results

Example Statement: Look at what I made with all these beads!

Response: You worked a long time to bead that, and look at how you blended the colors.

Feeling

Sharing feelings such as anger, joy, and frustration; using "I" statements

Example Statement: You are the worst friend ever.

Response: I love you and feel very sad when you say that.

Focusing

Listening is about focusing on the present, not bringing up past problems or mistakes, and creating safety to talk.

Example statement: This has been a terrible day. I want to go to bed and hide from the world.

Response: Would you like to tell me about it? I'll just listen.

Respecting

Letting others make decisions; avoiding making judgements and advising; trying to help him/her make his/her own decisions

Example Situation: I don't know what to do. He says he will break up with me if I don't go all the way.

Response: What can I do to help you with this tough decision?

Trusting

Being consistent; asking for input and understanding that people need to learn in their own way even if they make mistakes

Example Situation: She is a good driver. She is careful and makes everyone wear a seatbelt. Should I ride to the lake with her?

Response: I know you will be thoughtful and responsible.

Affirming

Finding the positive to express

Example Situation: Dad, look at me, look at me! I swam to the other side of the pool.

Response: That's a big accomplishment, I'm proud of you for sticking with it.

Clarifying

Asking for more information when unsure

Example Situation: I can't stand him. I don't care if I ever see him again.

Response: Could you tell me more about your fight with your friend?



The Big Bang Theory 'Please pass the butter' conversation between amy and sheldon

7.1 LEARNING PUBLIC SPEAKING



You can have a conversation with the youth about what public speaking really is: it can be about speaking in front of large groups of people or it can be simply speaking in front of more than one other person

Being able to speak in front of other people can be a very useful skill. You may want to know the following points before getting started with public speaking.

- Prepare what you want to say and believe in your message.
- Practicing what you want to say can help you feel more confident.
- Project your voice and speak up.
- Speak at a comfortable pace so everyone can hear and understand your entire speech.
- Maintain eye contact with your audience.
- Use hand gestures only if they are natural to you.
- Smile! If you look like you enjoy what you're doing, so will your audience.
- Showing slides, videos or posters may be more effective than trying to describe something.
- Try to speak about things you know well or that interest you so you feel confident



In this video Will Smith in Hitch, Kanye West and Wayne's World demonstrate some skills that can be useful for speaking in front of other people.

<https://www.youtube.com/watch?v=euvshd-J5hY>



BODY LANGUAGE



Watching the video clips included can be a good start for a conversation about body language.

Body language is the term used to describe all the ways our bodies communicate. This includes:

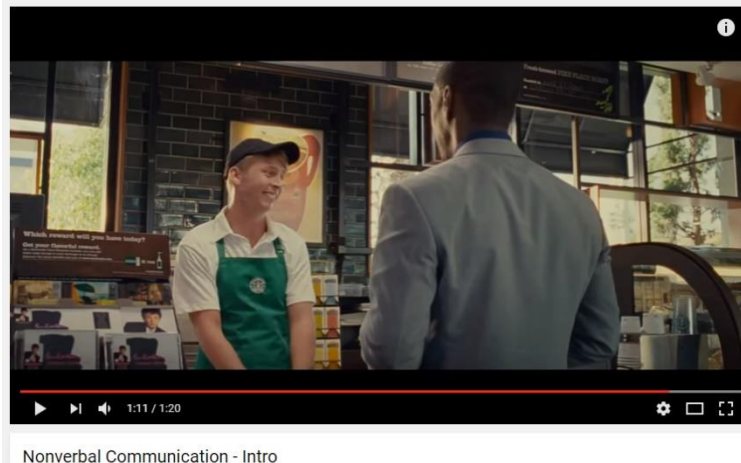
- Body movements
- Facial expressions
- Tone of voice
- Loudness of voice

Body language of confident people often can look like:

- Posture – standing tall with shoulders back.
- Eye contact – solid with a "smiling" face.
- Gestures with hands and arms – purposeful and deliberate.
- Speech – slow and clear.
- Tone of voice – moderate to low.

This video shows a situation created by using only non-verbal language. The actor (Eddie Murphy) is trying to order a coffee with gestures and body language only.

<https://www.youtube.com/watch?v=3YxXsQMAvWg>



7.2 SUCCESSFUL COMMUNICATION



You can help the youth think of a good communicator, it could be a tv character, etc. that is a good listener and successful communicator., especially ones that demonstrate the included listening skills.

Successful communication usually involves careful listening. Almost half of our communication time is spent listening. Listening is about more than just hearing sound. Listening skills can include:

- Keeping an open mind.
- Maintaining eye contact and showing interest.
- Listening for the central themes.
- Considering the speaker's nonverbal behaviors and tone of voice



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