



Transition Planning Resource for Youth

Version 2

Wellness

2020



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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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 – Wellness

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 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 <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.

WELLNESS ASSESSMENT GUIDE

Assessment	Objectives	Meeting Objectives	Section in Manual	Notes
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give examples of personal wellness goals	Have a conversation about the youth's wellness goals	2.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth recognizes what state their current physical health is in	Have a conversation about how they feel about their physical health and any changes they might like to make	3.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give examples of sites that have reliable and useful information about healthy living	Brainstorming can help get ideas of sites that have useful and reliable information, and discuss ones that are not as reliable	4.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth lists one or more healthy activities that they could try.	Brainstorm and discuss types of healthy activities that appeal to them and how they could get involved with them	5.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth understands the importance of a healthy diet	Chat about the importance of nutrition and healthy meals the youth may like	6.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify where foods fit in the guide	It can be helpful to print a copy of the Canadian food guide or pull it up on a screen, and discuss it with the youth	6.1	

<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify food choices that are healthier	Chat about ways to make better food choices	6.2	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list consequences of not preparing food safely	You can have a conversation about the consequences of not preparing food safely and look at ways to keep it safe	7.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can create a personal grocery shopping list and budget for their groceries	It could be useful to show the youth a sample of your own grocery list and discuss why you are choosing to shop where you will shop. If you use coupons, you could also show the youth a sample of one	8.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list one or more ways to obtain food in an emergency	The two of you could talk about places to get food in an emergency	9.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can describe recipes and foods they know how to make.	You can have a conversation with the youth about their experiences with cooking, favorite recipes, and share your own favorite recipes	10.	

<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify reasons why exercise is important.	You can have a conversation with the youth about their favorite types of exercise and explore the option of finding more to participate in	11.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can summarize the importance of good hygiene	You can have a chat about what good hygiene means to them	12.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize the benefits of learning about their biological family's medical history.	You can have a conversation about reasons knowing your medical history could be helpful and how they might try and learn about it	13.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth currently has a PHN or can list how to apply for one	You can chat about whether the youth has a PHN, whether they know where it is/what the number is, and/or help them apply for one	14.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify what medications they take and reasons they are prescribed it	The two of you could discuss some of the medications the youth needs to take, and why they will want to keep taking them when they are living on their own	15.	

<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth indicates the choice to learn or not learn more about traditional medicines and healing	If there are people in the community who understand and work with traditional medicines, the youth might like it if you could set up an opportunity to learn from them	16.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss sexuality and sexual health	Have a conversation about the many aspects of sexuality and sexual health	17.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth recognizes differences in personal expression of gender identities	You can have a chat with the youth about their understanding of gender identities and related topics	17.3	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list methods of protection	Chat with the youth about ways they can preventing Stl's and postponing pregnancy	17.4	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list benefits they are eligible for AFN and NIHB	Discuss what care the youth can receive from the AFN and NIHB	18.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recall a clinic that has a doctor accepting patients	It could be useful to visit the sites which advertise medical professionals who are accepting patients	18.5	

<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify other health resources and services available to them	Together you could have a conversation about where they could go for extra help if needed	18.6	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss substance abuse	You can have a conversation about substance abuse	19.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth indicates awareness of treatment centers	You could discuss how addictions treatments centers work	19.5	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give examples of how to positively interact with the people around them	Have a conversation about social wellness and how it could impact them positively and/or negatively	20.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth demonstrates an ability to manage their time effectively	You could work with the youth to develop a list of time management skills	21.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can recognize how issues with mental health can affect them and that help can be available.	You can discuss mental health in general, and specifically any of the points in this section that the youth is interested in	22.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss the support groups that could be available to them.	It could be useful to mention what support groups are available in their community	23.	

<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can list some signs of domestic violence	It could be useful to have a conversation about signs of domestic violence and make a safety plan if the youth feels it could be useful	24.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can define self-harm	Have a conversation with the youth about self-harm and what they know about it and might like to know about it	25.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth understands trauma and its impact	You and the youth could check out these sites which describe trauma and explore it further if needed	26.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can give examples of how they have positively handled their emotions.	You could have a conversation about how the youth currently handles their emotions, and suggest other options they might like to try	27.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can search for sites which could provide more information regarding confidence and self esteem	Listen to which areas the youth mentions they have issues with, and help them look for ways to find information and help to deal with them	28.	

<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can identify what bullying looks like	If the youth would like to share, you could have a discussion about experienced or witnessed bullying	29.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can suggest one or more way they could try positively handling stress.	You could have a conversation about how the youth currently handles stress, and suggest options for other ways to handle it	30.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth recognizes where they are on their spiritual journey	Some youth have a good sense of the type of spirituality that works for them. They have the right to their beliefs and you can support them to explore this spirituality regardless of your personal beliefs.	31.	
<input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> G	Youth can discuss cultural components available in their community.	Some youth may not be aware of the richness of their culture. You can discuss each of these components and find more information together on what is available in their community.	32.	

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1 YOUTH WELLNESS INFORMATION AND ACTIVITIES

The Medicine Wheel can be used to represent a person's life. There are "parts" to the wheel, and all of these parts are needed to make up the complete cycle. Each of the sections of the wheel together form a nicely balanced wheel. In order for the cycle to run smoothly, or for our wheel to turn around and around without too many bumps, each section needs to be balanced with the other sections in the wheel. If any area is too big, or too small our wheel will not be round, and there will be a very bumpy ride on your journey.

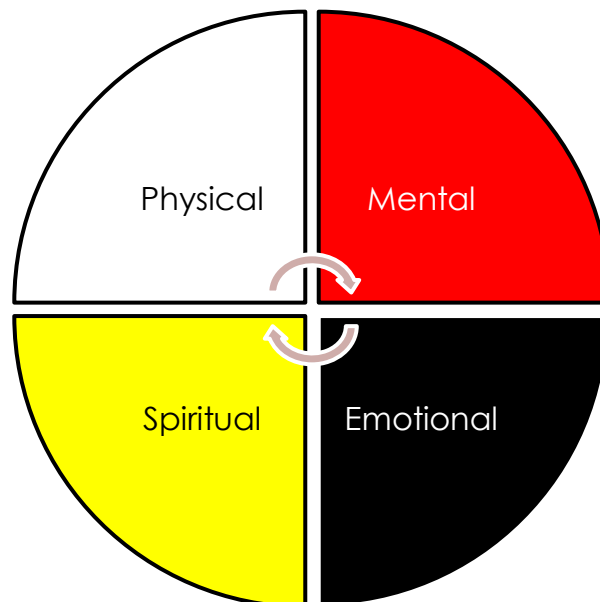


Healing and Wellness: The Medicine Wheel Way: <http://pioneerthinking.com/healing-and-wellness-the-medicine-wheel-way>

2 GOALS



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



Have you thought about physical, mental, spiritual or emotional goals you could have?
Some suggestions are:

Physical goals	<ul style="list-style-type: none">• Learn to swim••
Mental goals	<ul style="list-style-type: none">• Improve my time management skills••
Emotional goals	<ul style="list-style-type: none">• Handle stress better••
Spiritual goals	<ul style="list-style-type: none">• Find a regular sweat lodge to participate in••

3 PHYSICAL



You can have a conversation with the youth about how they feel about their physical health and any changes they might like to make.

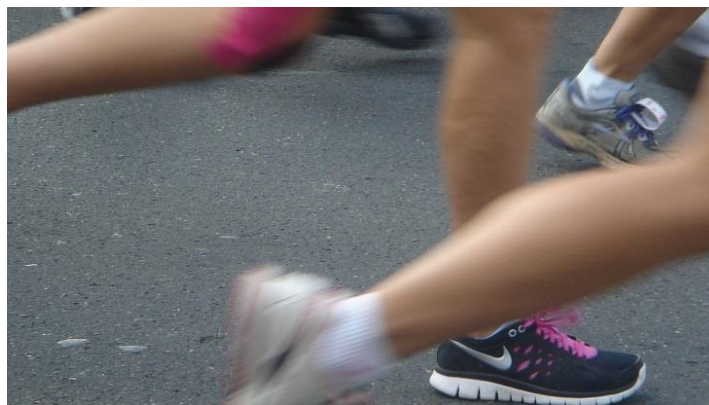
Taking care of our bodies also helps to take care of our mind and our spirit. We want to put good things into our bodies while protecting it from the things that can harm it.

My physical health is important to me because: _____

My favorite types of exercise are: _____

A healthy body image to me means: _____

Are there any physical concerns (such as needing dental work done) I have that I'd like to work on: _____



4 HEALTHY LIVING RESOURCES



Brainstorming with the youth can help get ideas of sites that have useful and reliable information, and discuss ones that are not as reliable.

There are many resources you can find on healthy living. Some of them can be unreliable but a good number of resources are very reliable. Sites that are often trustworthy are: <https://www.canada.ca/en/services/health.html>

<https://www.nih.gov/>.

<https://livehealthy.gov.nu.ca/>

Indigenous Health:

<https://www.canada.ca/en/services/health/aboriginal-health.html>

<http://www.hc-sc.gc.ca/fniah-spnia/index-eng.php>

Diabetes:

<https://www.canada.ca/en/public-health/services/chronic-diseases/diabetes.html>

<http://www.diabetes.ca/diabetes-and-you/healthy-living-resources>

Heart and Stroke suggestions: <http://www.heartandstroke.ca/heart>



5 HEALTHY ACTIVITIES



You can brainstorm and discuss types of healthy activities that appeal to them and how they could get involved with them.

Healthy activities are a good way to spend time:

- You can meet new people at churches, schools, friendship centers or at sporting events.
- Volunteering in your community could be a good way to spend your time and energy
- You could set some healthy goals to reach
- You might have a hobby you like to do, such as drawing, painting, or playing sports.



There are many other options that could work better for you. You can brainstorm these ways with family, friends, your mentors, teachers at school, and people in your support network.

5.1 SLEEP-

Although we don't know the concrete reason of why we sleep, we know that sleeping plays a crucial role in our health. Many people underrate the importance of a good night's sleep when our bodies need to sleep in order to restore ourselves. Sleep deficiency has a detrimental effect on our mental health and our physical health.

To learn more visit: <https://www.nhlbi.nih.gov/health-topics/sleep-deprivation-and-deficiency>

6 HEALTHY EATING



The two of you can chat about the importance of nutrition and healthy meals the youth may like.

Healthy eating is a great way for you to get the energy and nutrients you need to live a healthy lifestyle. Good nutrition will also help you maintain a healthy weight, reduce risk of chronic diseases, improve your mood and improve your overall health.

Aboriginal Food and Nutrition <https://www.canada.ca/en/services/health/food-nutrition.html>

The Eat Well plate: <http://www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/tips-conseils/interactive-tools-outils-interactifs/eat-well-bien-manger-eng.php>

6.1 CANADA'S FOOD GUIDE



It can be helpful to print a copy of the Canadian food guide or pull it up on a screen, and discuss it with the youth.

Canada's Food Guide describes healthy eating for Canadians two years of age or older. Choosing the amount and type of food recommended in Canada's Food Guide will help:

- Children and teens grow and thrive
- meet your needs for vitamins, minerals and other nutrients
- lower your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis (weak and brittle bones)

There is a sample grocery list and budget in the Money Counts section.



Canada's Food Guide for First Nations, Inuit and Métis:

<https://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html>

6.2 HEALTHY EATING: TIPS FOR YOUTH

The foods you choose make a difference in how you feel, perform and look, at all stages of life.

Healthy eating does not mean the end to favorite foods. Instead, eating well is a flexible way for youth to get the energy and nutrients they need to jump into life!



Healthy Eating for Youth:

<https://www.dietitians.ca/Downloads/Factsheets/5-Steps-to-Healthy-Eating-Youth-12-18.aspx>

<http://www.aboutkidshealth.ca/En/HealthAZ/HealthandWellness/Nutrition/Pages/healthy-eating-for-teens.aspx>

<https://food-guide.canada.ca/en/tips-for-healthy-eating/teens/>

Weight self-esteem <https://www.usatoday.com/story/sponsor-story/bright-line-eating/2018/02/01/losing-weight-self-esteem/110020448/>

6.3 EAT BREAKFAST

Sleeping in can be tempting, but be sure to make time for breakfast. Skipping breakfast can leave you feeling exhausted or irritable; it can also lead to over-eating and weight gain.

- To make a breakfast that will keep you fueled up, aim to choose foods from at least three of the four food groups of Eating Well with Canada's Food Guide. Examples include cereal, milk and fruit; scrambled eggs and tomatoes in a whole grain wrap; or a container of yogurt, a small glass of juice and a piece of toast.
- Time pressure? Save time by making breakfast the night before! For instance, put all of the ingredients for a smoothie (except the ice) in a blender cup in the fridge; in the morning, just add ice, whirl, pour into a travel mug and go!
- Other healthy "make-ahead" choices (for breakfast or other times) could include your favourite sandwiches, leftovers, or homemade yogurt parfaits.

The many benefits of breakfast: <https://www.webmd.com/diet/features/many-benefits-breakfast#1>

Four Reasons you should never skip breakfast: <http://www.livescience.com/39598-reasons-never-skip-breakfast.html>

6.4 SNACK SMART

At snack times, avoid foods that are high in fat, salt, sugar and/or calories; steer away from foods such as cookies, cakes, chips, or soft drinks.

- Snack on vegetables or fruits. To round things out, add other healthy choices such as hummus or lower fat cheese.

Smart snacking:

<http://kidshealth.org/en/teens/healthy-snacks.html>

Ten ways to snack smarter:

http://www.eatingwell.com/nutrition_health/weight_loss_diet_plans/diet_exercise_tips/10_ways_to_snack_smarter



6.5 MAKE HEALTHY FAST FOOD CHOICES



Chat about ways to make better fast food choices.

Fast foods can be a good way to feed yourself fast and without a lot of work. Most fast food restaurants have some healthy choices on their menus. For instance, you could try:

- Ordering a sandwich made with whole grain breads, lean meats and lots of vegetables; or
- Choosing a small, plainer burger with salad on the side.
- Passing up deep-fried foods, sauces or dips.
- Sharing a meal if the meal is very large.



Fast Food Nutrition Facts: <https://fastfoodnutrition.org/>

Test Your Fast Food Smarts: <https://www.webmd.com/diet/rm-quiz-fast-food-smarts>

7 PREPARING FOOD SAFELY



You can have a conversation about the consequences of not preparing food safely and look at ways to keep it safe.

Food safety is important. If you eat or serve food that hasn't been properly handled, you and your family could get sick. Sometimes you may think you have the stomach flu, when it is actually food poisoning.

There are four main steps to preparing and keeping your food safe:

1. Clean
2. Separate
3. Cook
4. Chill



More safe food handling tips: <https://www.canada.ca/en/health-canada/services/general-food-safety-tips/safe-food-handling-home.html>

8 FOOD BUDGET



It could be useful to show the youth a sample of your own grocery list and discuss why you are choosing to shop where you will shop. If you use coupons, you could also show the youth a sample of one.

You could have a choice of where to shop for your food. Sometimes you also have a choice of how much you pay for your food. There are some online flyer links in the Money Counts section.

- **Flyers:** these give you the chance to see what groceries are on sale and how much they are. If you have more than one grocery store, you could find the same item on sale at more than one place. Then you can choose which price you would rather pay.
- **In-store specials:** if you know what you plan to buy, you can take a look at the product you want and see what other products with different brand labels cost. You might decide that you would rather pay the lower price, or you might decide that you would have the brand you prefer at a higher price. It is always your choice!
- **Coupons:** you can find some coupons in flyers, you can also find some online. When you show them to the cashier they will give you the product for that price.

Sometimes the product with the coupon is not the best price and you might choose to buy a similar product for less money.

9 FOOD SECURITY



The two of you could talk about places to get food in an emergency.

There could be places in your community that will help find healthy foods that are more affordable.

Some of these places can be:

- Community gardens
- Food banks
- Healthy Mother, Healthy Baby programs
- Medical clinics can have information about what food security resources are in your community.



Other places you can find food security in Saskatchewan are: <http://skfoodbanks.ca/>

List of food security facilities in Saskatchewan:

https://foodsecurecanada.org/sites/foodsecurecanada.org/files/health_regions_inventory_07.pdf

10 COOKING



You can have a conversation with the youth about their experiences with cooking, favorite recipes, and share your own favorite recipes.

There are endless sites online that can give you recipes for whatever you can possibly think of making. These links are to some very easy recipes that use fairly common ingredients.

52 Easy Cheap Recipes – Inexpensive Food Ideas:

<http://www.delish.com/cooking/recipe-ideas/g3166/cheap-easy-recipes/?slide=12>



Each of these recipes only needs two ingredients:

<http://www.kidspot.com.au/kitchen/galleries/kid-friendly-recipe-ideas/take-two-2-ingredient-recipe-ideas?image=2>

These recipes use only three ingredients:

http://www.oprah.com/food/3-ingredient-recipes-easy-weeknight-meals_1

11 EXERCISE



You can have a conversation with the youth about their favorite types of exercise and explore the option of finding more to participate in.

Exercise has many benefits. Some of these are being able to:

- Control Your Weight.
- Reduce Your Risk of Cardiovascular Disease.
- Reduce your risk of Type 2 Diabetes and Metabolic Syndrome.
- Reduce Your Risk of Some Cancers.
- Strengthen Your Bones and Muscles.
- Improve Your Mental Health and Mood.



Physical Activity Tips for Youth: <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/06paap-eng.php>

Overcoming barriers to physical activities

<https://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html>

Examples of Short-term Fitness Goals <http://healthyliving.azcentral.com/examples-shortterm-fitness-goals-1271.html>

11.1 PHYSICAL ACTIVITIES & THEIR BENEFITS

Make a list and discuss the activities available in your community. Discuss the benefits to healthy living.

What are the short-term benefits of increasing my physical activity?

- Lowers your blood glucose within one hour.
- Gives you more energy and strength during the day.
- Decreases stress, anxiety, and fatigue.
- Improves relaxation and sleep.
- Improves confidence and well-being.
- Have fun and involve family and friends.



What are the long-term benefits if I keep at it?

- Improved blood glucose (sugar) control.
- Helps to maintain or lose weight.
- Lowered blood pressure.
- Stronger bones and muscles.
- Lower risk of diabetes complications such as eye, heart, and kidney disease.
- Improved quality of life.

Benefits of physical activity: <https://www.cdc.gov/physicalactivity/basics/pa-health/>

12 HYGIENE



You can have a chat about what good hygiene means to them.

Good hygiene can reduce:

- Itching
- Bad breath
- Teeth in poor condition
- Acne
- Sores
- Body odor
- Catching contagious diseases like colds or flus



Hygiene suggestions: <http://lifehacker.com/an-adults-guide-to-hygiene-for-those-who-werent-taught-1689160558>

Personal hygiene: 20 tips for better personal care:

<http://timesofindia.indiatimes.com/personal-hygiene-20-tips-for-better-personal-care/articleshow/17371587.cms>

13 MEDICAL HISTORY



You can have a conversation about reasons knowing your medical history could be helpful and how they might try and learn about it.

Some medical conditions are inherited from your biological family. If you know your family's medical history it can help the doctor understand the risk you might have for conditions like diabetes or cancer. You may not have inherited it but it could be useful to know. Asking your biological relatives what they know about your medical history can also be useful.



14 SASKATCHEWAN HEALTH CARD



You can chat about whether the youth has a PHN, whether they know where it is/what the number is, and/or help them apply for one.

The Saskatchewan Health Card is a valuable personal identification card that most health services will ask for when you visit them. Some people call it a “PHN” or “Personal Health Number”. If you need a health card you can apply for one at:

<https://www.ehealthsask.ca/residents/health-cards/Pages/Apply-for-a-Health-Card.aspx>

15 MEDS AND PRESCRIPTIONS



The two of you could discuss some of the medications the youth needs to take, and why they will want to keep taking them when they are living on their own.

Medications can fall into two categories: non-prescription or “over the counter” and prescription.

Over the counter medications: these are medications you can choose to use yourself, such as Tylenol®, Advil®, Benadryl® and cold medicines. There is information on every box that tells you when you might need it and when you might not. You can also ask the pharmacist for their recommendation.



Prescription medications: these are medicines that a doctor or nurse practitioner has prescribed for you. They want you to take a certain amount of the medicine at certain times of the day for a certain amount of time. Following these instructions will usually help you feel better. If you do not understand what they are for, or if you think they are not helping, you can talk to your doctor or the pharmacist and they can help you with more information.

16 ALTERNATIVE AND COMPLEMENTARY MEDICINE



If there are people in the community who understand and work with traditional medicines, the youth might like it if you could set up an opportunity to learn from them.

Sometimes help for your medical needs is not always provided by a doctor. Other professions that can provide help are:

Chiropractors: www.saskchiropractic.ca/

Massage Therapists:
<https://www.saskmassagetherapy.com/>

Health Practitioners:
<https://www.nhpcanada.org/>

Audiologists and speech therapists: www.saslpa.ca/

Podiatrist and chiropodists: www.saskpodiatry.org/

Acupuncture: www.saskatchewanacupuncture.com/

Physiotherapy: www.saskphysio.org/

Licensed clinical psychologists: www.psychsask.ca/

Osteopaths: www.osteopathysaskatchewan.org

Clinical Dietitians: www.saskdietitians.org/



17 SEXUAL HEALTH



Have a conversation about the many aspects of sexual health. There are links that can give you suggestions.

Sexual health is a state of physical, mental, emotional and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. Sexual health is about more than just sex and sexual organs. It covers many other important aspects about you, your body and your life including:

- Knowing how to respond to sexual attraction, thoughts and needs
- Practicing safe sex by not only educating and protecting yourself from HIV and Sexually Transmitted Infections (STI's), but also protecting yourself emotionally- by making sure you're comfortable and confident in engaging in sexual activities

- Sexually Transmitted Infections (STIs) can spread from one person to another during unprotected sexual activity, including genital to genital contact and oral, vaginal and anal sex. Since some STIs are transmitted by contact, penetration is not needed. You can't tell if a person has an STI because many people have no obvious symptoms.
- Understanding changes in your body including puberty, menstruation and menopause
- Achieving healthy sexual or intimate relationships, dating and marriage
- Being able to have pleasurable and safe sexual experiences, free of violence, shame or guilt
- Understanding what consent is

For additional information on sexual health, there are a number of available local resources in your area. This could be a doctor or nurse, health professional, or someone from local organizations near your community. An additional option is the Saskatchewan Youth in Care and Custody Network.

These links can provide information on sexual health:

<https://www.canada.ca/en/public-health/services/sexual-health.html>

<https://www.optionsforsexualhealth.org/>

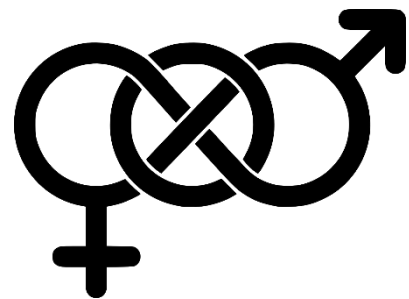
<http://saskatoonsexualhealth.ca/>

www.nativeyouthsexualhealth.com/resources.html

<http://www.loveisrespect.org/healthy-relationships/what-consent/>

17.1 SEXUALITY

Sexuality is something you are born with. You do not choose it; it is just part of who you are. No matter who you are attracted to physically, emotionally & sexually, only you can truly know your sexuality because no one can feel the things you feel except yourself. Some people think that if you are anything except heterosexual then you are abnormal, but this is not so. People should accept you no matter your sexuality.



Find more information at:

<https://www.betterhealth.vic.gov.au/health/healthyliving/Sexuality-explained>

*there are more links and resources under Section 17.3

17.2 SEXUAL ABUSE

Sexual abuse or assault is any unwanted sexual behavior or activity done to one person by another where no consent has been given. There are both men and women who are victims of sexual abuse. If you or anyone you know has been impacted by sexual abuse, there are plenty of resources you can access to learn more about what sexual abuse is and where you may find help. If in an emergency, call 911. Other resources include:

Sexual Assault and Information Centre: <https://ssaic.ca/> Crisis Line: (306)244-2224

<http://www.apa.org/topics/sexual-abuse/index.aspx>

<https://kidshelpphone.ca/article/what-sexual-assault-0>

<https://crcvc.ca/links/>

17.3 GENDER IDENTITY, EXPRESSION, ATTRACTION, SEX



You can have a chat with the youth about their understanding of these topics.

The word “sexuality” means different things to different people. Generally, it refers to an individual’s personal experience of being attracted to other people and the body’s sexual feelings and response to those people. There is a difference between your sexual orientation and your gender identity. It’s important to educate yourself on LGBTQ+ issues and topics to learn how to be a good participant in their community.



This video describes gender identity, gender expression, birth sex and gender attraction.

<https://www.youtube.com/watch?v=6rLp-A9rCT0>

This link takes you to a picture that describes gender using continuums:

<http://itspronouncedmetrosexual.com/2011/11/breaking-through-the-binary-gender-explained-using-continuums/>

LGBTQ+: Lesbian, Gay, Bisexual, Transgender and Queer are some descriptions of how a person could identify their sexual orientation. People often use “LGBTQ” to include all communities within “LGBTTQQIAA+” because it’s more user friendly and there’s less letters to use.

To learn more about the different communities within “LGBTQ” go to:

<https://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/>

<https://www.youtube.com/watch?v=o2laV1fwTT8>

Extra Resources:

www.youthline.ca

<https://www.itpronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/>

<http://www.outsaskatoon.ca/clinic>

<https://www.translifeline.org/> Hotline: 1877-330-6366

<https://kidshelpphone.ca/article/lgbtq-what-does-it-mean-0>

More About Jack Two-Spirit:

<https://www.youtube.com/watch?v=gVzyZnPZOr8>

<https://www.youtube.com/watch?v=pXm2EoR9sCo>

17.4 PRACTICING SAFE SEX



Chat with the youth about ways they can prevent STI's and postponing pregnancy.

If you are sexually active pregnancy can happen. Men and women are both responsible for planning when to have children and for preventing unplanned pregnancies. Using condoms combined with another method of birth control, such as the birth control pill, diaphragm or cervical cap, makes sexually transmitted infections (STI's) and pregnancy much less likely. Some birth control methods, such as "withdrawal" and the "calendar method", don't work well. They also do not prevent STIs. For more information on practicing safer sex:



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

<http://www.srhweek.ca/caring-for-yourself/sexually-transmissible-and-blood-borne-infections-stbbis/safer-sex-how-to-guide/>

<https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex>

18MEDICAL



Discuss what care the youth can receive from the AFN and NIHB.

Each of us has health benefits that are provided by the government. Some of these benefits are listed here. To find more information about what you are actually eligible for you can contact:

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



18.1 THE ASSEMBLY OF FIRST NATIONS HEALTH AND SOCIAL SECRETARIAT

The Assembly of First Nations (AFN) is responsible to protect, maintain, promote, support, and advocate for First Nations inherent, treaty and constitutional rights, holistic health, and the well-being of our nations.

One of the roles the Assembly of First Nations Health and Social Secretariat has is to make sure that all First Nations citizens have access to quality health services provided by the First Nations and Inuit Health Branch (FNIHB) of Health Canada, including non-insured health benefits.



<http://www.afn.ca/policy-sectors/health/>

They can also be contacted at:

Assembly of First Nations (AFN)
Health and Social Secretariat
900-473 Albert Street
Ottawa, Ontario K1R 5B4
Telephone: (613) 241-6789 Extension 240
Toll free: 1-866-869-6789

18.2 THE NON-INSURED HEALTH BENEFITS PROGRAM

The Non-Insured Health Benefits (NIHB) Program is a national program that provides coverage to registered First Nations and recognized Inuit to support them in reaching an overall health status that is comparable with other Canadians. In cases where a benefit is covered under another plan, the NIHB Program will act to coordinate payment of eligible benefits.

If you want more information, call your Health Canada regional office, designated First Nations Health Authority or go to: <http://www.hc-sc.gc.ca/fniah-spnia/nihb-ssna/benefit-prestation/gener-qa-qr-eng.php>

18.3 EYE AND VISION CARE BENEFITS

The eye and vision care services that are available are:

- Eye Exams
- Glasses
- Contact Lenses when they are medically necessary
- Trial of Bifocals

18.4 DENTAL BENEFITS

The dental care services that are available are:

- Emergency dental services
- Cleanings
- Denture repairs
- Exams
- Extractions
- Fillings
- Open and drain (emergency procedure)
- Root canals (for adult front teeth)
- X-rays



There are some other dental services that could be available:

- Crowns
- Dentures
- Extractions (complicated or surgical)
- Orthodontic services (braces)
- Root canals for posterior teeth
- Sedation

18.5 FINDING THE APPROPRIATE SERVICES



It could be useful to visit the sites which advertise medical professionals who are accepting patients.

In Saskatchewan there are many doctors. Most communities either have one or more doctors that work there, or they have a doctor that visits the clinic at specific times. If you live in a larger community there could be more than one doctor. Then you can choose one that meets your needs and is easy to talk to.

This link will show you which doctors are accepting new patients:

<https://www.saskatchewan.ca/residents/health/accessing-health-care-services>

Counselors:

<http://psychsask.ca/?page=Find>

<http://www.ementalhealth.ca/Saskatchewan/Counselling-and-Therapy/index.php?m=heading&ID=84>

Dentists: <http://saskdentists.com/find-a-dentist>

18.6 OTHERS WHO COULD HELP



Together you could have a conversation about people they have received help from in the past and who they would feel comfortable contacting again.

If you would like some extra information on who could help you if you have health questions or potential emergencies, you can call:

- Health Link: 8-1-1
- 9-1-1. This service reaches almost every area in the province. If you live in a remote northern community you might call the hospital or RCMP who can help you access emergency help.
- Poison control: 1-866-454-1212
- 2-1-1 for many other essential services like crisis hotlines and food security
- Your local clinic, medicenter or hospital
- Health nurses, they will usually be at the clinic, medicenter or hospital



You can find more information about these services and more at:

SK 2-1-1 helps you find community and social services:

<http://sk.211.ca/>

Emergency Medical Services:

<https://www.saskatchewan.ca/residents/health/emergency-medical-services>

Health Region Contacts and Websites:

<https://www.saskhealthauthority.ca/Services-Locations/Pages/Home.aspx>

<https://bekindonline.com/category/resource/>

19SUBSTANCE ABUSE



You can have a conversation about substance abuse.

Though detrimental to your health, most people experiment or partake in alcohol or drugs at some point in their life. When you overindulge or become dependent on alcohol or drugs is when they become a serious problem. Under the influence, you're more likely to make rash or bad decisions that can be detrimental to your wellbeing. Substance abuse can include drugs, alcohol, gambling, smoking, or other substances that can become addictive.



19.1 UNDERSTANDING ADDICTION & ADDITIONAL SUPPORT

It can be hard to understand why some people continue to abuse these substances when they are obviously harmful, especially if someone close to you is struggling with an addiction, but it's important to remember that an addiction is a chronic disease that is compulsive and difficult to control.

It can also be hard to try to support someone you love with an addiction, which is why you can find support groups or other resources for family members and friends who have someone they love with an addiction.

<https://www.drugabuse.gov/publications/drugfacts/understanding-drug-use-addiction>

<https://americanaddictioncenters.org/alcoholism-treatment/loving-an-addict/>

<https://www.canada.ca/en/health-canada/services/substance-use/get-help/get-help-problematic-substance-use.html>

<https://drugabuse.com/library/alcohol-abuse/>

http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/alcohol/Pages/low_risk_drinking_guidelines.aspx

19.2 GAMBLING

When a person gambles they are taking the chance of winning or losing money/belongings when winning or losing is decided mostly by chance. Just like AA, Gamblers Anonymous (GA) was developed to help people who are having gambling problems.

- www.gamblersanonymous.org/
- Problem Gambling Help Line – 1-800-306-6789

19.3 AA AND NA

There are different options that might be of help for dealing with addictions. Some people have found that Alcoholics Anonymous (AA) has been supportive. There is also a supportive and understanding group for friends and families of problem drinkers.

- Addictions Helpline: 1-866-332-2322
- www.help4me.ca
- www.aa.org/
- www.al-anon.alateen.org/
- <https://www.na.org/>

19.4 SMOKING AND TOBACCO

Smoking cigarettes is one of the leading causes of death worldwide, they cause more deaths each year in Canada than car accidents. If you do smoke, it would be beneficial for your health to consider quitting. There are lots of resources available to you to help you quit.

- <https://www.lung.ca/>
- www.smokershelpline.ca/

There are also apps for your phone which you might find helpful. One is:

- Breathe Easy Smoking Cessation

19.5 ADDICTIONS TREATMENT



You could discuss how addictions treatments centers work.

If someone you know would benefit from receiving treatment, you can contact the Saskatchewan Region's National Native Alcohol and Drug Abuse Program (NNADAP) Program Manager at (306) 780-8392. You can also contact the main Saskatchewan Regional Office at (306) 780-5449 or (306) 780-5038.



Armand Bekattla	Clearwater River, Sask. Telephone: (306) 822-2033 Email: crdntc@sasktel.net
Athabasca Health Authority Mental Health and Addictions outpatient Program	Black Lake, Sask. Telephone: (306) 439-2200 Email: bpeel@athabascahealth.ca Website: http://www.ehealth-north.sk.ca/health_authority.aspx?m=4&dir=3&ha=1
BTC Youth Outreach	North Battleford, Sask. Telephone: (306) 937-6700 Email: jpruden@btchealth.org Website: https://brt6hc.ca/
Cree Nations Treatment Haven	Canwood, Sask. Telephone: (306) 468-2072 Email: cree.nations@sasktel.net Website: http://www.creenationtreatmenthaven.ca/
Ekweskeet Healing Lodge	Onion Lake, Sask. Telephone: (306) 344-2094 Email: yvonne.howse@ekweskeet.org
Leading Thunderbird Lodge	Fort Qu'Appelle, Sask. Telephone: (306) 332-5659 Email: kmain.ltl@sasktel.net
Mistahey Musqua Treatment Centre	Loon Lake, Sask. Telephone: (306) 837-2184 Email: mmtc@sasktel.net
Sakwatamo Lodge	Price Albert, Sask. Telephone: (306) 864-3631 Email: sakwatamo@sasktel.net
Saulteaux Healing and Wellness Centre	Kamsack, Sask. Telephone: (306) 542-4110 Email: shwc@sasktel.net

White Buffalo Youth
Inhalant Treatment
Centre

Price Albert, Sask.
Telephone: (306) 764-5250
Email: wbuffalo@sasktel.net
Website: www.ysac.info/?page_id=18

20 SOCIAL WELLNESS



Have a conversation about social wellness and how it could impact them positively and/or negatively.

Social Wellness is about interacting with people around you. It involves using good communications skills, having meaningful relationships, respecting yourself and others, and creating a healthy support system that includes family members and friends. Those you surround yourself with and the kind of relationships you have with others will impact the decisions you make and who you may become.



Find more information at:

<https://www.optimumperformanceinstitute.com/life-coaching/7-ways-to-successfully-cultivate-social-wellness-for-life/>

Emotional Intelligence:

<http://kidshealth.org/en/teens/eq.html>

<https://middleearthnj.wordpress.com/2015/11/16/emotional-intelligence/>

21 TIME MANAGEMENT



You could work with the youth to develop a list of time management skills.

High school can be very busy. But the adult world can be even busier. So it's important to start teaching your teen how to manage their time now. Good time management will give you:

- Better decision-making skills.
- More time for family and friends.
- Better performance at work and school.
- More opportunities to relax and unwind.



7 Time Management Techniques for Teens: <http://student-tutor.com/blog/time-management-techniques-for-teens/#>

7 Time Management Strategies From Some Brilliant Teens:
<https://www.fastcompany.com/3027809/7-time-management-strategies-from-some-brilliant-teenage-prodigies>

22 MENTAL HEALTH



You can discuss mental health in general, and specifically any of the points in this section that the youth is interested in.

Just like we work on taking care of ourselves physically, it is just as important that we take care of ourselves mentally. The mental aspect of ourselves is important because thoughts are the start of what we work to create. Change your thinking and you change your beliefs. Change your beliefs and you change your actions. Change your actions and you change your character. Change your character and you change your destiny.



- My mental health is important to me because: _____
- My self-talk usually sounds like: _____
- My creative abilities are: _____
- The healthy mental activities I like are: _____
- Ways I make sure I'm taking care of my mental health are: _____

Your mental health is affected by many things including but not limited to stress in your daily life, major life events like losing a loved one or having a baby, or how you eat and sleep.

22.1 ADDRESSING STIGMA

Taking care of your mental health helps you feel good about yourself, develop positive relationships, make good life decisions and live a healthy life. It's important we continue to talk openly about this topic, because we all have to manage our own mental health and if we continue to perpetuate unhealthy stigma surrounding mental health and mental illness, we continue to foster an unsafe environment for those working on their health. Stigma has a detrimental impact on treatment outcomes, therefore hindering effective and efficient recovery. Learn more about stigma and ways we can end mental health discrimination at: <https://www.time-to-change.org.uk/>

Learning more about Mental Health:

<http://www.cmha.ca/mental-health/>

<https://www.saskatchewan.ca/residents/health/accessing-health-care-services/mental-health-and-addictions-support-services/mental-health-support/mental-health-and-illness>

<http://teenmentalhealth.org/>

<http://www.cmha.ca/mental-health/understanding-mental-illness/?offset=10>

22.2 ADDITIONAL RESOURCES

Native Youth Crisis Hotline: 1-877-209-1266

First Nation & Inuit Hope for Wellness: <https://www.hopeforwellness.ca/> #:1-855-242-3310

<https://suicideprevention.ca/need-help/>

<http://youarenotalonenetwork.org/resources/national-resources>

<http://walkalong.ca/>

22.3 DEPRESSION

Depression is a very common and serious medical illness that negatively impacts how you feel, the way you act, and the way you think. This medical condition comes with many emotional, physical, behavioural and cognitive symptoms that can impact a person's ability to function day to day. It may seem impossible to deal with your depression, but with the proper treatment it is manageable.



What is depression: <http://depressionhurts.ca/en/about/>

About Depression:

https://www.nimh.nih.gov/health/topics/depression/index.shtml?utm_source=BrainLine.orgutm_medium=Twitter

Everyday peoples own experience with Mental Illness: <https://adaa.org/living-with-anxiety/personal-stories>

22.4 ANXIETY

We all feel nervous or worried at times. This anxiety can be a helpful feeling when it motivates us or warns us of danger. An anxiety disorder, on the other hand, causes unexpected or unhelpful anxiety that seriously impacts our daily lives, including how we think, feel, and act.

Living with too much anxiety? Resources, Results, Relief:

<https://www.anxietybc.com/>



Self-help strategies for Anxiety Relief: <https://www.helpguide.org/articles/anxiety/how-to-stop-worrying.htm>

22.5 SOME WELL KNOWN MENTAL ILLNESSES

Bipolar Disorder

Bipolar disorder is a brain disorder that causes shifts in mood, energy, activity levels, and the ability to carry out day to day tasks. There are three main symptoms that can occur: mania, hypomania, and depression. Despite There are also three main types of bipolar disorder: bipolar 1, bipolar 11, and cyclothymia.

To learn more visit: <https://www.nimh.nih.gov/health/topics/bipolar-disorder/index.shtml>

Eating Disorders

Eating disorders are complicated illnesses that affect a person's sense of identity, worth, and self-esteem. They are characterized by irregular eating habits and severe distress about one's own body image. There are several types of eating disorders that affect both men and women such as: Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder, to name a few.

To learn more: <https://www.eatingdisorderhope.com/information/eating-disorder>

Obsessive Compulsive Disorder (OCD)

Many of us have small habits that we practice daily that can make us feel better, but these habits don't have control over us. For people who experience obsessive-compulsive disorder (OCD), uncontrollable and reoccurring thoughts (obsessions) and behaviour (compulsions) are intense, disruptive and interfere with all aspects of their life.

To learn more: <https://www.nimh.nih.gov/health/topics/obsessive-compulsive-disorder-ocd/index.shtml>

Post-Traumatic Stress Disorder (PTSD)

PTSD is an anxiety disorder that can develop after experiencing or witnessing a traumatic event, even learning that something traumatic has happened to a loved

one can cause PTSD. Following the event, those suffering from PTSD experience intrusive symptoms such as flashbacks of the incident.

To learn more about PTSD, go to: <https://cmha.ca/documents/post-traumatic-stress-disorder-ptsd>

Post-Partum Depression

Postpartum depression is a depression that may start during pregnancy or any time up to a year after the birth of a child and can be experienced by both of the parents.

To learn more about Postpartum, go to: <https://cmha.ca/documents/postpartum-depression>

Schizophrenia

Schizophrenia is a chronic and severe mental disorder that affects thought, perception, and behaviour. With the right supports, people can work and volunteer, be active in their own care, and contribute to their communities.

To learn more about schizophrenia, go to:
<https://www.nimh.nih.gov/health/topics/schizophrenia/index.shtml>

Grieving

Although grieving isn't considered a mental illness, the loss of a loved one is one of life's most stressful events. It takes time to heal, and everyone responds differently. Grief is part of being human, but that doesn't mean we have to go through the journey alone.

For more information on these and other issues you can go to:

Understanding Mental Illness - Canadian Mental Health – CMHA:

www.cmha.ca/mental-health/understanding-mental-illness/

About Mental Illness: <https://www.canada.ca/en/public-health/services/about-mental-illness.html>

Mental Health Strategy in Canada:

<https://www.mentalhealthcommission.ca/English/resources/mhcc-reports/mental-health-strategy-canada>

23 SUPPORT GROUPS



It could be useful to mention what support groups are available in their community.

Some types of support groups are:

- Alcoholics Anonymous
- Narcotics Anonymous
- Mental Health
- HIV/AIDS
- Victims of Violence
- Suicide
- LGBTQ
- Parenting



Depending on where you live, there may also be support groups available for the family and friends of those dealing with an addiction, mental health issues, etc.

Contact information for these groups and many more are at: <http://www.sk.211.ca>

24 DOMESTIC VIOLENCE



It could be useful to have a conversation about signs of domestic violence and make a safety plan if the youth feels it could be useful.

Domestic violence is a pattern of behavior which involves violence or other types of physical, emotional, mental, or financial abuse by one person against another in any kind of relationship. These links and numbers can help you access information you might need. If you need immediate help, please call 9-1-1

- Child Abuse Hotline: 1-800-387-KIDS (5437)
- kidshelpphone.ca or 1-888-668-6868
- 211 by phone or <http://sk.211.ca>
- <https://crcvc.ca/links/>
- <http://www.thehotline.org/>
- <https://saskatoonintervalhouse.org/>
- List of shelters & support centres in Saskatchewan:
<http://www.hotpeachpages.net/canada/sask.html>



25 SELF-HARM



Have a conversation with the youth about self-harm and what they know about it and might like to know about it.

People cope with difficult thoughts, feelings, or situations in different ways. Some people cope by self-harm, this is when someone injures themselves on purpose. Common acts of self-injury include cutting skin, burning skin, hitting yourself to the point of injury, and preventing wounds from healing. Self-harm can be a manifestation of more serious mental illness like depression. It's important to take self-harm seriously and reach out for help if you or someone you know is self-harming.

Kids Help Line: <https://kidshelpphone.ca/>

Suicide Crisis Hotline: 1-800-448-3000

Aboriginal youth suicide prevention: www.honouringlife.ca

Mental Health Helpline: 1-877-303-2642

Supporting Mental Health And Resiliency Together: <http://www.youthsmart.ca/>

26 TRAUMA



You and the youth could check out these sites which describe trauma and explore it further if needed.

Trauma is an emotional response that could happen after a distressing or life-threatening event. Some people could develop extreme anxiety or PTSD, or they may have ongoing problems with relationships and self-esteem. Many overcome trauma and are inspirational to others who have had life-altering negative experiences. Trauma can come from many factors such as physical, verbal, emotional, or sexual abuse, domestic violence, bullying, or from experiences in care.

Practicing mindfulness: <http://trauma-recovery.ca/recovery/mindfulness/>

Tips for recovering after a traumatic event: <https://www.helpguide.org/articles/ptsd-trauma/traumatic-stress.htm>

The impact of trauma on individuals, families, and communities:
<https://www.samhsa.gov/trauma-violence>

There are free apps you can get for your phone which could be useful. These are some examples:



27 EMOTIONAL



You could have a conversation about how the youth currently handles their emotions, and suggest options for other options they might like to try.

Emotional health is the awareness of our own feelings and how we connect to others. It's important to honour our emotions while also learning how to manage them.

- What are my coping strategies? _____
- What positive things can I do to enhance my emotional and social wellbeing?

- What do I feel about the future? _____
- What are my emotional needs at this time? _____
- What can I do to maintain healthy relationships with my life partner, family, relatives, friends, co-workers, neighbours, etc.? _____

28 BUILDING CONFIDENCE AND SELF ESTEEM



Listen to which areas the youth mentions they have issues with, and help them look for ways to find information and help to deal with them.

Self-esteem is about valuing who you are. It is about self-respect and loving yourself. It is not conceit or boastfulness, but about believing in yourself and what you can do in the world. Self-esteem is how you feel about yourself as a person and knowing that there are things that you can do well – it is about being and about doing. It is learned when we were children by how our parents and other important people treat us. <https://www.7cups.com/>



28.1 TRY TO STOP THINKING NEGATIVE THOUGHTS ABOUT YOURSELF

If you are used to focusing on your shortcomings, start thinking about positive aspects of yourself that outweigh them. When you catch yourself being too critical, counter it by saying something positive about yourself. Each day, write down three things about yourself that make you happy. Ruminating about everything 'wrong' in your life is counterproductive and will only make you feel worse. When you focus on the things that are good on your life, you start to appreciate the world around you.

28.2 AIM FOR ACCOMPLISHMENTS RATHER THAN PERFECTION

Some people become paralyzed by perfection. Instead of holding yourself back with thoughts like, "I won't audition for the play until I lose 10 pounds," think about what you are good at and what you enjoy, and go for it cause remember, nobody is perfect.

28.3 VIEW MISTAKES AS LEARNING OPPORTUNITIES

Accept that you will make mistakes because everyone does. Mistakes are part of learning. Remind yourself that a person's talents are constantly developing, and everyone excels at different things — it is what makes people interesting.

28.4 TRY NEW THINGS

Experiment with different activities that will help you get in touch with your talents. Then take pride in new skills you develop.

28.5 RECOGNIZE WHAT YOU CAN CHANGE AND WHAT YOU CANNOT

If you realize that you are unhappy with something about yourself that you can change, then start today. If it is something you cannot change (like your height), then start to work toward loving yourself the way you are.

28.6 SET GOALS

Think about what you would like to accomplish, and then make a plan for how to do it. Stick with your plan and keep track of your progress. Setting short term goals and then long term goals help you stay in line with what you want to achieve.



28.7 HAVE FUN

Ever found yourself thinking stuff like "I'd have more friends if I were thinner"? Enjoy spending time with the people you care about and doing the things you love. Relax and have a good time — and avoid putting your life on hold.

29 BULLYING



If the youth would like to share, you could have a discussion about experienced or witnessed bullying.

Bullying is aggressive behaviour that is unwanted by the person being bullied, and makes that person feel afraid or uncomfortable. It can be verbal, social, physical or cyber and can make people feel lonely, unhappy and frightened. It can make them feel unsafe and think there must be something wrong with them. Bullying has harmful impacts on someone's mental health. Many schools have programs to intervene with bullying and cyberbullying. It's important that if you see bullying, to take a stand, being a bystander and allowing someone to be bullied is almost as bad as doing the actual bullying.



Other resources that can help with bullying are:

Bullying Is a Big Problem <http://kidshealth.org/en/teens/bullies.html>

Bullying Helpline: 1-888-456-2323

The I Am Stronger program provides awareness and education around cyber safety, the effects of bullying, and supporting youth-led initiatives:

<https://www.sasktel.com/about-us/news/2016/sasktel-i-am-stronger-program-enables-youth-to-help-put-an-end-to-bullying>

30 STRESS



You could have a conversation about how the youth currently handles stress, and suggest options for other ways to handle it.

Stress is extremely common among teenagers. It can be a good motivator, but when we're under too much stress, it can become damaging to our health. These links might help you understand your stress better and give ideas for coping.



Teens and Stress: How to keep stress in check: <http://www.apa.org/helpcenter/stress-teens.aspx>

A personal guide for managing stress:

http://www.fosteringresilience.com/what_is_stress.php

Stress: <http://kidshealth.org/en/teens/stress.html>

31 SPIRITUAL



Some youth have a good sense of the type of spirituality that works for them. They have the right to their beliefs and you can support them to explore this spirituality regardless of your personal beliefs.

Spirituality is a sense of connection to something bigger than ourselves, and it typically involves a search for meaning in life. It is a universal human experience – something that touches us all. People may describe a spiritual experience as sacred or transcendent or simply a deep sense of aliveness and interconnectedness.



32 DEVELOPING SPIRITUALITY AND CULTURE



Some youth may not be aware of the richness of their culture. You can discuss each of these components and find more information together on what is available in their community.

If you want to explore spirituality there are many ways to do that. It could be First Nations spirituality, western religion (Roman Catholic, Anglican, etc.), Eastern religious practices or they may simply choose to be an atheist (lack of belief in gods). If you choose to pursue spirituality, you can explore options of what local cultural activities are in your community.

Questions you can ask yourself:

- What are my spiritual/religious beliefs and practices? Do I have any? _____
- What positive activities can I do to nurture my spiritual life? _____

Elders in your community will likely have information about cultural and spiritual events in your community. These links will also provide much more cultural information:

- <http://www.sicc.sk.ca/>



32.1 **SMUDGING**

Smudging is a ceremony practiced by some Aboriginal cultures to purify or cleanse negative energy, feelings or thoughts from a place or a person. Sacred medicines such as cedar, sage, sweetgrass or tobacco are usually burned. The person puts their hands in the smoke and carries it to their body, especially to areas that need spiritual healing (mind, heart, body). The smoke represents air, the final element. There are many ceremonies that encourage smudging and you might be able to smudge in your own home or at school as well.

Native healing circle and smudging: <http://traditionalnativehealing.com/native-healing-circle-and-smudging>

32.2 **HEALING CIRCLES**

Healing circles are held to heal physical, emotional and spiritual wounds. A symbolic object, often an eagle feather, may be given to a person who wishes to speak, and then it is passed around the circle in sequence to others who wish to speak.

Native healing circle and smudging: <http://traditionalnativehealing.com/native-healing-circle-and-smudging>

32.3 **SWEAT LODGE**

A sweat lodge is used for healing and cleansing. An Elder pours water on hot stones in the center of the lodge to produce steam and participants may spend an hour sweating in the lodge. The lodge combines the four elements of fire, water, air and earth. Ceremonies include offerings, prayers, and reverence.

32.4 **SUN DANCE**

A ritual that celebrates the harmony between man and nature, and spiritual dedication. Originally practiced at the summer solstice, the sun dance represents continuity between life, death, and regeneration. The symbolism often involved the buffalo. Four days before the ceremony, the dancers prepare by purifying themselves, at times in a sweat lodge, by meditating and collecting ceremonial items of dress to use in the sun dance. The sun dance itself takes another four days, and generally involves drumming, singing, and dancing, but also fasting and, in some cases, self-inflicted pain.

32.5 POWWOW

Pow Wows are social gatherings to celebrate song and dance. There are plenty of classes to dancing and singing and focusing on the traditional knowledge associated with Pow Wows.

Overview of Powwow tradition: <http://www.sicc.sk.ca/overview-of-pow-wow-tradition.html>

<https://www.thecanadianencyclopedia.ca/en/article/history-of-powwows>



32.6 PIPE CEREMONY

The pipe is used individually and in groups for prayer and ceremonial purposes. Participants gather in a circle. A braid of sweetgrass is burned to purify the area and those present, to make a sacred place for the spirits to visit. Tobacco or kinnickinnick, a traditional mixture of bearberry and wild herbs or red willow shavings, is smoked so that prayers can be made to the Great Spirit or requests made of the spirits. The pipe may also be smoked to open other meetings or ceremonies. When not in use, the bowl and stem are separated and carried by one individual, the pipe holder.

32.7 POTLACH

A potlach is a ceremonial feast held to celebrate major family events such as a marriage or birth. The host distributes gifts according to the status of each guest; reinforcing the perceived hierarchical relations between groups.

32.8 TIPI TEACHINGS

There are many, many teachings that belong with the tipi. The tipi teachings are passed on to youth as they were shared with the teacher. In sharing a little bit of the meaning it is hoped that you will continue on your journey to seek the teachings that you require. You are never done learning.



32.9 LAND BASED CULTURE

Being outdoors and in connection with the land and with nature emphasizes the interconnections of people and animals. Hunters feel respect and love for the animals; a feast is a communal way to express this respect. The traditional lifestyle naturally encourages healthy eating and exercise. Land-based healing programs put people back in touch with nature.

Indigenous land-based education and embodied resurgence:

<https://cultivatingalternatives.com/tag/land-based-pedagogy/>



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