

Facilitator Guide

For Transitions Post-Secondary Toolkit



TRANSITIONS

Supporting First Nations, Métis & Inuit Students in School & Career Success

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The Ontario Native Education Counselling Association

The Ontario Native Education Counselling Association (ONECA) is an organization comprised of First Nation Education Counsellors. It was incorporated in 1985 and is currently linked with 136 First Nations in Ontario. ONECA is founded upon principles that recognize that, although a variety of counselling and educational tools and programs exist in Ontario, the development of Native communities requires tools and programs designed specifically to improving Native Counselling and Education services.

The goals of ONECA are:

- To promote Native People to aspire to meet their potential through the on-going development and improvement of Native Counselling and Education Services;
- To provide a forum for discussion of problems relating to Native student counselling and Native education, in general;
- To advance and promote Native student counselling services as a profession by encouraging high standards;
- To promote professional development for individuals engaged in Native student counselling;
- To liaise with international, national, regional and local counselling and educational institutions and/or associations;
- To act as a resource distribution centre for program material pertinent to counselling Native students and to Native education in general; and
- To promote the immediate and long range goals and concerns of those involved in Native counselling services and Native educational programs.

In keeping with these goals, ONECA has undertaken the First Nations, Métis and Inuit Transitions Project.

The First Nations, Métis and Inuit Transitions Project

The goal of the Transitions Project is to support First Nations, Métis and Inuit (FNMI) students with their school and career paths.

The foundation of the Transitions Project began with the completion of “Walk in Our Moccasins: A Comprehensive Study of Aboriginal Education Counsellors in Ontario 2010,” a study conducted and compiled by Dr. Pamela Toulouse in 2010. This study revealed suggestions for best practices to guide students through their transitions from pre-school to post-secondary school. In 2011, a second report was written, “The Aboriginal Student Transitions Project,” with its companion document “Web-Based Resources” which focused on the best practices for the post-secondary level.

These three reports became the foundation of the First Nations, Métis and Inuit Transitions Project and the creation of the Phase I Toolkit, the Remote to Urban Toolkit, the Parental Engagement Toolkit and the Post-Secondary Toolkit. Each of these toolkits has been designed to be used by Education Counsellors, students, parents/guardians, other professionals and communities. These toolkits provide strategies to support FNMI students in the following transitional areas: preschool to elementary, elementary to secondary, secondary to post-secondary, post-secondary to post-secondary, school to work and school to home.

The Transitions website provides additional resources and applications to guide stakeholders in their support of FNMI students.

Instructions for Facilitator

This guide and its activities are merely a suggestion. Please feel free to adjust workshops and activities to best suit your needs and the needs of your students.

There are various videos available at www.oneca.com/transitions/video-resources that addresses each transition stage. These videos may be helpful to introduce the workshop or to create discussion.

Materials Needed:

- Laptop
- Computer lab if possible
- Projector
- Chalkboard, white board or chart paper
- Transitions Information Sheets

Workshop for Staying Safe

Students will learn:

- Strategies and tools for staying safe while attending post-secondary school
- Who can support them with safety strategies

Introduction (5 minutes)

The facilitator will begin by giving students a brief overview of the Transitions Project. The overview provided on Page 3 can be used for this purpose. The facilitator will also let students know what they will gain from the workshop. To determine this, the facilitator should determine the answers to the following:

- What is the main challenge students' face when trying to stay safe in post-secondary school?
- What tools can they be given to better prepare themselves?

Ice Breaker-Two Truths and a Lie (8-10 minutes)

The facilitator will explain the game to the group. Each person will have to tell the others two truths and one lie about themselves. After they share the three things, the rest of the group must decide which one is the lie. The facilitator should go first to provide an example.

This game is meant to help the students feel more comfortable with each other and to help them get to know some interesting things about each other quickly.

Brainstorm (10-15 minutes)

The facilitator will ask students to share some of the perceived dangers they may face while attending post-secondary school. These will be recorded on the chalkboard, white board or chart paper. The facilitator will then ask students to think about things they think they can do while attending post-

secondary school in order to stay safe and avoid these perceived dangers. The facilitator should give them about 2 minutes to think about this individually. Then, the students should be brought back together as a large group and asked to share their ideas. The ideas the students share should be recorded on a chalk board, white board or on chart paper.

Transitions Strategies (15-25 minutes)

The facilitator should now discuss the transitions strategies for staying safe. They should make sure to address any of the strategies that the students did not come up with in the above brainstorm activity.

Putting Transitions Strategies into Action (15-30 minutes)

This portion of the workshop can be done in two different ways, depending on the availability of a computer lab.

Option 1-Computer Lab-Student Research

It is important that students research the safety programs and options at the post-secondary institution they will be attending. The facilitator will have students in a computer lab. Each student will be asked to go to the website of the institution they plan to attend.

Each student will complete the worksheet provided on page 28. This worksheet requires that students research the programs, emergency plans, security programs and contacts for their institution.

Option 2- Demonstration

If the group cannot access a computer lab, or if many of the students have not yet chosen an institution to attend, the facilitator should demonstrate how to find the information required to complete the worksheet. The facilitator

should go to any post-secondary institutions website and project it so the entire group can see. The group will work together to navigate the site and answer the questions on the worksheet provided on page 28. Working through this worksheet will show students where to find emergency plans, contacts and security programs on a post-secondary institution's website. Most of these websites are very similar, so this exercise will ensure that students will have the tools to complete this activity on their own once they have chosen an institution to attend.

Conclusion (5 minutes)

The facilitator will provide a recap of the workshop. The students will be reminded that they can locate these and many more resources at www.oneca.com/transitions. They will be encouraged to use the strategies learned in this workshop to make sure that they remain safe and prepared when attending post-secondary school.

Workshop for Coping with Stress

Students will learn:

- Strategies to use when faced with stress while attending post-secondary school
- Who they can obtain support and guidance from when they are experiencing stress in post-secondary school
- The importance of connecting with FNMI culture and traditions in order to maintain a healthy spirit, mind and body

Introduction (5 minutes)

The facilitator will begin by giving students a brief overview of the Transitions Project. They can use the overview provided on Page 3. The facilitator will also let students know what they will gain from the workshop. To determine this, the facilitator should determine the answers to the following:

- What is the main challenge students' face when trying to get or stay connected to their culture/traditions when attending post-secondary school?
- What is the main challenge students' face when coping with stress?

Ice Breaker-Two Truths and a Lie (8-10 minutes)

The facilitator will explain the game to the group. Each person will have to tell the others two truths and one lie about themselves. After they share the three things, the rest of the group must decide which one is the lie. The facilitator should go first to provide an example.

This game is meant to make the students more comfortable with each other and to help them get to know some interesting things about each other quickly.

Brainstorm (10-15 minutes)

The facilitator will ask students to share their ideas about what they feel will cause them stress while attending post-secondary school (ex. Feeling lonely, worrying about grades, etc.). These ideas will be recorded on the chalk board, white board or chart paper. The facilitator will then ask students to think about things they think they can do while attending post-secondary school in order to cope with this stress. The facilitator should give them about 2 minutes to think about this individually. Then, the students should be brought back together as a large group and asked to share their ideas. The ideas the students share should be recorded on a chalk board, white board or on chart paper.

Transitions Strategies (15-25 minutes)

The facilitator should now discuss the transitions strategies for coping with stress with traditional methods. They should make sure to address any of the strategies that the students did not come up with in the above brainstorm activity.

Putting Transitions Strategies into Action (15-30 minutes)

The facilitator will ask each student to make a plan of action for dealing with each of the following stressors:

- School related (tests, assignments, homework)
- Friends
- Family
- Work
- Financial
- Any others the students want to address

For each of the stressors they must write down who they would go to for support, which activities they would do to help minimize the stress and what they would do in the future to try to not experience the same stress. They should be given 10 to 15 minutes to complete this activity.

The facilitator should bring the students back together as a large group and ask students to share their ideas for each stressor.

Conclusion (5 minutes)

The facilitator will provide a recap of the workshop. The students will be reminded that they can locate these and many more resources at www.oneca.com/transitions. They will be encouraged to use the strategies learned in this workshop to make sure that they minimize and are prepared to deal with stress when attending post-secondary school. They are encouraged to seek cultural leaders to guide them on this path and help them cope with stress through traditional means.

Workshop for Coping with Disabilities

Students with learning disabilities will learn:

- Coping strategies
- Who can support them
- What tools are available in post-secondary institutions to help them

Introduction (5 minutes)

The facilitator will begin by giving students a brief overview of the Transitions Project. They can use the overview provided on Page 3. The facilitator will also let students know what they will gain from the workshop. To determine this, the facilitator should determine the answers to the following:

- What is the main challenge students face when trying to cope with disabilities when attending post-secondary school?
- What is the main challenge students face when trying to access services to help them with their disabilities in post-secondary school?

Ice Breaker-Two Truths and a Lie (8-10 minutes)

The facilitator will explain the game to the group. Each person will have to tell the others two truths and one lie about themselves. After they share the three things, the rest of the group must decide which one is the lie. The facilitator should go first to provide an example.

This game is meant to make the students more comfortable with each other and to help them get to know some interesting things about each other quickly.

Brainstorm (10-15 minutes)

The group will create a brainstorm of the different disabilities that students may face. The facilitator will then ask students to think about things they can do while attending post-secondary school in order to cope with disabilities. The facilitator should give them about 2 minutes to think about

this individually. Then, the students should be brought back together as a large group and asked to share their ideas. The ideas the students share should be recorded on a chalk board, white board or on chart paper.

Transitions Strategies (15-25 minutes)

The facilitator should now discuss the transitions strategies for coping with disabilities. They should make sure to address any of the strategies that the students did not come up with in the above brainstorm activity.

Putting Transitions Strategies into Action (15-30 minutes)

The facilitator will ask each student to make a plan of action. This plan of action should begin right now. Students should include the strategies provided in the Transitions Information Sheet. They should plan to attend transition programs in the summer, compile their documentation, visit the appropriate centres, etc. The plan should include the people that can support them. The facilitator should stress that they do not have to stick to the transitions strategies. If there are other things they think they want to do that will help them cope with their disability, they are encouraged to include this in their plan. Students should be given 10-15 minutes to complete this.

The facilitator will ask students to share their plans with other students. They will be encouraged to add to their plan when they hear another student's ideas that they like.

Conclusion (5 minutes)

The facilitator will provide a recap of the workshop. The students will be reminded that they can locate these and many more resources at www.oneca.com/transitions. They will be encouraged to use the strategies learned in this workshop to cope with their disabilities when attending post-secondary school. They are encouraged to seek support and guidance whenever

they are feeling overwhelmed. Students must be reminded that they can be successful in post-secondary school by accessing the services available.

Workshop for Managing Your Money

Students will learn strategies to:

- Create budgets
- Stick to their budgets
- Minimize stress they may encounter because of finances

Introduction (5 minutes)

The facilitator will begin by giving students a brief overview of the Transitions Project. They can use the overview provided on Page 3. The facilitator will also let students know what they will gain from the workshop. To determine this, the facilitator should determine the answers to the following:

- What is the main challenge students' face when trying to manage their money when attending post-secondary school?

Ice Breaker-Two Truths and a Lie (8-10 minutes)

The facilitator will explain the game to the group. Each person will have to tell the others two truths and one lie about themselves. After they share the three things, the rest of the group must decide which one is the lie. The facilitator should go first to provide an example.

This game is meant to make the students more comfortable with each other and to help them get to know some interesting things about each other quickly.

Brainstorm (10-15 minutes)

The facilitator will ask students to think about things they can do while attending post-secondary school in order to manage their money. The facilitator should give them about 2 minutes to think about this individually. Then, the students should be brought back together as a large group and asked to share their ideas. The ideas the students share should be recorded on a chalk board, white board or on chart paper.

Transitions Strategies (15-25 minutes)

The facilitator should now discuss the transitions strategies for managing money. They should make sure to address any of the strategies that the students did not come up with in the above brainstorm activity.

Putting Transitions Strategies into Action (15-30 minutes)

There are two options for this activity. The option chosen will depend on whether or not there is a computer lab available.

Option 1-Student Research

If there is a computer lab available, the facilitator will have students do research on the cost of various living expenses in the city where they will attend post-secondary school. They can provide students with the worksheet on page 28 to guide this research.

Once they have completed this research, they can use the budget worksheet available at www.oneca.com/transitions to complete a budget that they can use while attending post-secondary school. The facilitator should go over the directions for completing a budget to ensure that students create an easy to follow and realistic budget.

Option 2-Demonstration

If there is no computer lab available, the facilitator will show students how they would complete the required research. A computer will be hooked up to a projector to show students how to do the research. The facilitator should ask a different student volunteer to find each item required on the worksheet.

Once the group has found all of the information they need, they can work together to complete the budget worksheet found at www.oneca.com/transitions. Doing this demonstration and having the

students work together to find the information will mean that they will have the tools they need to complete a budget on their own when necessary.

Conclusion (5 minutes)

The facilitator will provide a recap of the workshop. The students will be reminded that they can locate these and many more resources at www.oneca.com/transitions. They will be encouraged to use the strategies learned in this workshop to manage their money. Students should be made aware that these strategies can be used for the rest of their lives to help them maintain financial stability and minimize financial related stress.

Workshop for Cultural Safety

Students will learn strategies for:

- Dealing with cultural safety issues as they arise
- Letting others know how to make FNMI students feel culturally safe
- Handling the negative emotions they will face when they do have a negative experience

Introduction (5 minutes)

The facilitator will begin by giving students a brief overview of the Transitions Project. They can use the overview provided on page 3. The facilitator will also let students know what they will gain from the workshop. To determine this, the facilitator should determine the answers to the following:

- What are some possible challenges students may face when accessing services?
- What challenges do students face when coping with the emotions they feel after a negative experience?

Ice Breaker-Two Truths and a Lie (8-10 minutes)

The facilitator will explain the game to the group. Each person will have to tell the others two truths and one lie about themselves. After they share the three things, the rest of the group must decide which one is the lie. The facilitator should go first to provide an example.

This game is meant to make the students more comfortable with each other and to help them get to know some interesting things about each other quickly.

Brainstorm (10-15 minutes)

The facilitator will ask students to think about things they can do while attending post-secondary school in order to feel culturally safe when accessing services and how to cope when they have a negative experience. The facilitator

should give them about 2 minutes to think about this individually. Then, the students should be brought back together as a large group and asked to share their ideas. The ideas the students share should be recorded on a chalk board, white board or on chart paper.

Putting Transitions Strategies into Action (15-25 minutes)

The facilitator will ask each student to make a plan of action for finding culturally safe services. This plan of action should begin right now. Students should include the strategies provided in the Transitions Information Sheet. They should plan to research the services at the institution they attend and in the city they will be living in. The plan should include the people that can support them. The facilitator should stress that they do not have to stick to the transitions strategies. If there are other things they want to do that will help make sure they feel culturally safe, they are encouraged to include this in their plan. What they will do and who they will turn to if they have a negative experience should also be included in their plan. Students should be given 10-15 minutes to complete this.

The facilitator will ask students to share their plans with other students. They will be encouraged to add to their plan when they hear another student's ideas they like.

Conclusion (5 minutes)

The facilitator will provide a recap of the workshop. The students will be reminded that they can locate these and many more resources at www.oneca.com/transitions. They will be encouraged to use the strategies learned in this workshop to find services they can access that will make them feel culturally safe. They will also be encouraged to follow through with their action plans when facing bad experiences so that they can heal spiritually and emotionally.

Workshop for Urban Services

Students will learn strategies to locate:

- Services and access them at their post-secondary institution and in the city they will be living
- People to support them

Introduction (5 minutes)

The facilitator will begin by giving students a brief overview of the Transitions Project. They can use the overview provided on Page 3. The facilitator will also let students know what they will gain from the workshop. To determine this, the facilitator should determine the answers to the following:

- What are the main challenges students face when trying to find services to access while attending post-secondary school?

Ice Breaker-Two Truths and a Lie (8-10 minutes)

The facilitator will explain the game to the group. Each person will have to tell the others two truths and one lie about themselves. After they share the three things, the rest of the group must decide which one is the lie. The facilitator should go first to provide an example.

This game is meant to make the students more comfortable with each other and to help them get to know some interesting things about each other quickly.

Brainstorm (10-15 minutes)

The facilitator will ask students to think about services they may want to access while attending post-secondary school. The facilitator should give them about 2 minutes to think about this individually. Then, the students should be brought back together as a large group and asked to share their ideas. The ideas the students share should be recorded on a chalk board, white board or on chart paper.

Transitions Strategies (15-25 minutes)

The facilitator should now discuss the transitions strategies for accessing urban services. They should make sure to address any of the strategies that the students did not come up with in the above brainstorm activity.

Putting Transitions Strategies into Action (15-30 minutes)

This portion of the workshop can be done in two different ways, depending on the availability of a computer lab.

Option 1-Computer Lab-Student Research

If the group has access to a computer lab, each student will be asked to create a list of the services they feel they may need to access while attending post-secondary school. They will then research the availability of these services in the institution they attend and the city they will be living in. They should write down the contact information for these services.

Option 2- Demonstration

If the group cannot access a computer lab, or if many of the students have not yet chosen an institution to attend, the facilitator should demonstrate how to find services. The group will work together to navigate the internet and find the services available in a certain city. Working through this activity will show students how to properly research the services available in a community so that they are able to do it on their own once they have chosen an institution or have access to a computer.

Conclusion (5 minutes)

The facilitator will provide a recap of the workshop. The students will be reminded that they can locate these and many more resources at www.oneca.com/transitions. They will be encouraged to use the strategies

learned in this workshop to locate and access services while attending post-secondary school.

Appendix A

Computer Lab-Student Research for Staying Safe

Go to your college or university's website. Navigate the website to find out the following.

1. Go to the Security page of the website. Find out if they have a walk home program. Describe it.
2. Do they have a work alone program? Describe the program.
3. Find the institution's procedures for emergencies (including fire and lockdowns). Outline the emergency plans.
4. Find campus security's contact information and write it down.

5. Are there any wild animals you need to be aware of on your campus? If so, what are you supposed to do if you encounter them?

6. Are there any other programs or information offered on this security page?

7. Where is Health Services located on your campus? Write down its contact information.

Computer Lab-Student Research for Managing Your Money

1. Use www.kijiji.ca to look up the average cost of rent for apartments in the city you will be living in. If you have to pay for any utilities in addition to rent, complete #2 as well.
2. If you must pay utilities in addition to rent, research which utility companies are in the area. Go to their websites to find estimates for utility costs of apartments.
3. Research internet/cable/TV providers in the area. Find a package you would want and what it will cost.
4. Go to the website of a local grocery store. Access its online flyer to get an idea of what things will cost and how much you would need to spend on groceries.

5. Find the cost of public transportation if you will need to use it.

6. If you have a car, find the cost of parking on campus and at your potential apartment. Also find out how much gas and insurance will cost each month.

7. Research how much it will cost to visit home (either by bus or by driving).