

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 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 9 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.

Appendix A

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).