

# Facilitator Guide

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*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](http://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 9. 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 9. 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](http://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.

## **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.

