

# Facilitator Guide

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*For Transitions Remote to Urban 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 for 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 address each transition stage. These videos may be helpful to introduce the workshop or to create discussion.

### **Materials Needed:**

- Laptop
- Projector (needed for most workshops to run interactive games)
- Chalkboard, white board or chart paper
- M&Ms, skittles or multi-coloured items (for ice breaker activity)
- Transitions Brochures

# **Workshop for Students**

## Option 1: Facilitator Centred

Students will learn:

- Strategies to transition successfully from remote to urban communities
- Who they can seek for support and guidance with their education and career paths
- Strategies to prepare themselves for the transition to the next level of their education or career path.

### **Introduction (5 minutes)**

The facilitator will begin the workshop by briefly explaining what the Transitions Project is and how it can support their students specifically. The facilitator can use “The Transitions Project” on Page 3.

In order to determine what the facilitator wants the students to gain from the workshop, they should determine the answers to the following:

- What do you perceive as the main challenges your students face when making the transition from remote to urban communities?
- What do you perceive as the main challenges your students face when making the transition to the next education or career level?
- Are there stakeholders that you want to get more involved with supporting FNMI students with their Transitions?

### **Ice Breaker “M & M” (5-10 minutes)**

The length of time this activity takes will depend on how many participants are in the workshop. Each student will be invited to take three M&Ms, skittles, or any other multi-coloured candies or items. For each possible colour, assign a topic to it such as:

- Blue=family
- Red=school
- Green=hobbies

Each student will tell the group one fact about themselves for each candy or item they have. So, if they have 2 blues and 1 green, they must tell two facts about

their family and one fact about a hobby they have. The facilitator should go first to provide an example.

### **Think-Pair-Share (8-10 minutes)**

Each student will be asked to think about the transition they will make from a remote to urban community. They will also be asked to think about the transition they will soon make (going from elementary to secondary school, secondary to post-secondary school, etc.). They will be asked to come up with at least two concerns or uncertainties they have about these transitions. They should be given about two minutes to complete this.

The students will then partner up and share their thoughts. The students should be given about three minutes to do this.

Finally, the facilitator will bring the students back together as a large group. The students will be asked to share their concerns with the whole group. The facilitator should record the responses on a chalk board, white board or chart paper (leaving room around each response in order to add in strategies discussed in the next activity). The amount of time this takes will depend on the number of students in the workshop and how much they are willing to share.

### **Transitions Strategies (15-30 minutes)**

The facilitator will now discuss the strategies the students can use to overcome these challenges. The facilitator will begin going through the strategies in the student's brochure that are relevant to the group. The strategies should be matched with the ideas that were provided in the *Think-Pair-Share* activity. It is important to show students that the strategies can help them with their concerns. Key words from the strategies should be recorded beside the *Think-Pair-Share* idea that it best corresponds to. For example, one student may have said that they are afraid of getting lonely when they move to an urban community for school. One strategy the student could use would be to get involved in extra-curricular activities in the urban community. Participating in extra-curricular activities would help the student meet other students and combat loneliness. The facilitator could write "extra-curricular activities" beside "lonely" on the board or chart paper.

The facilitator should discuss any strategies that do not have a link to the student ideas from the *Think-Pair-Share* activity. This will provide students with the tools to deal with the feelings and experiences they haven't anticipated in relation to their transition.

The facilitator will ask the students if they have any questions or comments about the strategies discussed.

### **Game (20-30 minutes)**

The facilitator will oversee the playing of either Jeopardy or Quest in order to consolidate the student's learning. The computer files with these games can be found at [www.oneca.com/transitions](http://www.oneca.com/transitions) or on the memory stick received with the toolkit. Ensure that the correct game is chosen for the level of students at the workshop (they are divided by transition level, such as elementary to secondary, secondary to post-secondary, etc.).

To play Jeopardy, the students should be divided into teams (2 or 3 depending on how many participants there are). The team will choose a category and point value that they want to play for. The facilitator will click on the point value the team chooses and will then be taken to a question. Once the team provides an answer, the facilitator will click on "answer" in the slide to be taken to the actual answer. If they answer correctly, the team is awarded with points. On the answer slide, there is a link to return to the Jeopardy board. Continue this process until all of the questions are answered. The team who has the most points at the end wins. You can choose to add in more rules such as subtracting points if they answer incorrectly, allowing the other team to steal, etc.

To play Quest, the students should be divided into teams (2 or 3 depending on how many participants there are). Both teams will start on the same community. After clicking on a community, they can choose to answer a question which will allow them to skip to one community ahead or one which will allow them to skip to two communities ahead if they answer correctly. Once the question is chosen, students must provide an answer. There is a link to the answer on the question slide. If correct, the team moves to the community it says to. The answer slide has a link back to the map so the next team can choose their question. The first team to reach the final

community wins. It may be worth it to keep track of which community the teams are on.

The length of time this game takes will depend on the number of students present and whether or not the entire game is played.

### **Conclusion (5 minutes)**

The facilitator will provide a recap of the workshop. The facilitator should let students know that they can access these and many more resources at [www.oneca.com/transitions](http://www.oneca.com/transitions). Remind students that parents/guardians, community members, education counsellors, teachers and other professionals are stakeholders in their lives and are there to support them. The facilitator will remind students that while moving to an urban community from a remote one for school is a unique situation, there are still many supports and people who will guide them through the experience.

The facilitator will ask students if there are any final questions or comments.

## **Option 2: Student Discovery Based**

Students will learn:

- Strategies to help them through the transition from remote to urban communities for school
- Who they can seek for support and guidance with their education and career paths
- Strategies to prepare themselves for the transition to the next level of education or career path.

### **Introduction (5 minutes)**

The facilitator will begin the workshop by briefly explaining what the Transitions Project is and how it can support their students specifically. The facilitator can use “The Transitions Project” on Page 3.

In order to determine what the facilitator wants the students to gain from the workshop, they should determine the answers to the following:

- What do you perceive as the main challenge your students face when making the transition to the next education or career level?
- What do you perceive as the main challenge students face when making the transition from a remote to urban community for school?
- Are there stakeholders that you want to get more involved with in supporting FNMI students with their Transitions?

### **Ice Breaker “M & M” (5-10 minutes)**

The length of time this activity takes will depend on how many participants are in the workshop. Each student will be invited to take three M&Ms, skittles, or any other multi-coloured candies or items. For each possible colour, assign a topic to it such as:

- Blue=family
- Red=school
- Green=hobbies

Each student will tell the group one fact about themselves for each candy or item they have. So, if they have 2 blues and 1 green, they must tell two facts about their family and one fact about a hobby they have. The facilitator should go first to provide an example.

### **Think-Pair-Share (8-10 minutes)**

Each student will be asked to think about the transition they will make from a remote community to an urban one. They will also be asked to think about the transition they will soon make (going from elementary to secondary school, secondary to post-secondary school, etc.). The students will be asked to come up with at least two concerns or uncertainties they have about these transitions. They should be given about two minutes to complete this.

The students will then partner up and share their thoughts. The students should be given about three minutes to do this.

Finally, the facilitator will bring the students back together as a large group. The facilitator will ask the students to share their concerns with the whole group. The responses should be recorded on a chalk board, white board or chart paper (leaving room around each response in order to add in strategies discussed in the next

activity). The amount of time this takes will depend on the number of students in the workshop and how much they are willing to share.

### **Transitions Strategies-Discovery Learning (32-40 minutes)**

Instead of the facilitator telling the students about the strategies, there will be learning stations set up which will have students learning and reflecting on Transitions strategies.

The facilitator should have 6 stations set up. Students should be required to complete 4 of the stations. Students should be given at least eight minutes per station. The facilitator should keep track of the time and signal when students must move to a new station. This can be adjusted to fit the level of the students. If they will need more time, perhaps have them only complete 3 stations.

Station activities for various age groups are available in Appendix A at the end of this guide.

### **Conclusion (5 minutes)**

The facilitator will provide a recap of the workshop. The facilitator should let students know that they can access these and many more resources at [www.oneca.com/transitions](http://www.oneca.com/transitions). Students will be reminded that parents/guardians, community members, education counsellors, teachers and other professionals are stakeholders in their lives and are there to support them. The facilitator will remind students that while moving to an urban community from a remote one for school is a unique situation, there are still many supports and people who will guide them through the experience.

The facilitator will ask students if there are any final questions or comments.

# **Workshop for Parents/Guardians**

Parents/guardians will learn:

- How they can stay involved and informed about their child/children's transitions
- How they can support their child/children through various transition stages

### **Introduction (5 minutes)**

The facilitator will begin the workshop by briefly explaining what the Transitions Project is and how it can guide the parents/guardians in their community. The facilitator can use "The Transitions Project" on Page 3. Consider showing parents/guardians the video "Being Prepared" that you can find at [www.oneca.com/transitions/video-resources](http://www.oneca.com/transitions/video-resources). It will help them see how important they are as a part of the child/children's support system and things they can do to help the child/children prepare for moving away for school.

In order to determine what the facilitator wants the parents/guardians to gain from the workshop, they should determine the answers to the following:

- What do you perceive as the main challenge parents/guardians face when trying to support their child/children's transitions between education levels?
- What strategies have already been used to guide parents/guardians? Were they successful?
- Are there other stakeholders that parents/guardians need to be aware of so they can work as a team for their child/children?

### **Ice Breaker (5-10 minutes)**

The length of time this activity takes will depend on how many participants are in the workshop. Each parent/guardian will be invited to take three M&Ms, skittles, or any other multi-coloured candies or items. For each possible colour, assign a topic to it such as:

- Blue=family
- Red=hobbies
- Green=work/homemaking

Each parent/guardian will tell the group one fact about themselves for each candy or item they have. So, if they have 2 blues and 1 green, they must tell two facts

about their family and one fact about the work they do, including being a homemaker. The facilitator should go first to provide an example.

### **Think-Pair-Share (8-10 minutes)**

The facilitator will ask each parent/guardian to think about the transition their child/children will soon make (going from elementary to secondary school, secondary to post-secondary school, etc.). They will also be asked to think about their child/children making the transition from a remote to urban community to attend school. They will be asked to come up with at least two concerns or uncertainties they have about these transitions. They should be given about two minutes.

The parents/guardians will then partner up and share their thoughts. They should be given about three minutes to do this.

Finally, the facilitator will bring the parents/guardians back together as a large group. The facilitator will ask them to share their concerns with the whole group. The responses will be recorded on a chalkboard, whiteboard or chart paper (leaving room around the responses to add Transitions strategies in the next activity). The amount of time this takes will depend on the number of parents/guardians attending the workshop and how much discussion emerges.

### **Transitions Strategies (15-30 minutes)**

The facilitator will now discuss the strategies the parents/guardians can use to overcome these challenges. The facilitator will begin going through the strategies in the parent/guardian's brochure that are relevant to the group. The strategies should be matched with the ideas that were provided in the *Think-Pair-Share* activity. It is important to show participants that the strategies can directly help them address their concerns. The key words from the strategies should be recorded beside the *Think-Pair-Share* activity that it best corresponds to. For example, one parent/guardian may have said that they were not sure how to stay involved and connected with their child/children while they are away at school. One strategy the parent/guardian could use would be to send care packages whenever they can. This will help keep the child grounded and connected to home. The facilitator would write "care packages" beside "connection" on the board or chart paper.

The facilitator should discuss any strategies that do not have a link to the parent/guardian ideas from the *Think-Pair-Share* activity. This will provide parents/guardians with the tools to deal with the feelings and experiences they haven't anticipated in relation to their child/children's transition.

### **BINGO (20-30 minutes)**

The facilitator will distribute BINGO cards and marking tabs to each workshop participant. A BINGO formation must be chosen to play for such as "T," straight line, etc. The facilitator will then use the provided questions to call the game. The cards and questions can be found at [www.oneca.com/transitions](http://www.oneca.com/transitions) or on the memory stick received with the toolkit.

The length of time this takes will depend on the number of participants and the type of BINGO you decide to play (straight line, "X," "T," etc.).

### **Conclusion (5 minutes)**

The facilitator will provide a recap of the workshop. The facilitator should let parents/guardians know that they can access these and many more resources at [www.oneca.com/transitions](http://www.oneca.com/transitions). The facilitator will remind them that they can work with and talk to community members, education counsellors, teachers and other professionals to support students' transitions through their education and career paths. They must also be made aware that there are many resources and supports available for families who have children going away to urban centres for school. It is normal to feel unsure and overwhelmed by this change, but let them know that they are not alone.

The facilitator will ask parents/guardians if there are any final questions or comments.

# **Workshop for Education Counsellors**

Education Counsellors will learn:

- Strategies to support FNMI students' transitions on their education and career paths
- Strategies to support students who move from remote to urban communities for school
- Workshop ideas to share transitions strategies with students, parents/guardians, communities and other professionals

### **Introduction (5 minutes)**

The facilitator will begin the workshop by briefly explaining what the Transitions Project is and how it can support the Education Counsellors in their community. The facilitator can use "The Transitions Project" on Page 3.

In order to determine what the facilitator wants the education counsellors to gain from the workshop, they should determine the answers to the following:

- What do you think is the main area or issue education counsellors should focus on when supporting students with transitions in your community?
- What is the main challenge education counsellors face when helping students transition from remote to urban communities for school?
- Are there stakeholders that you want to get more involved with in supporting FNMI students with their transitions?

### **Ice Breaker- M&Ms (5-10 minutes)**

The length of time this activity takes will depend on how many participants there are. Each education counsellor will be invited to take three M&Ms, skittles or any other multi-coloured candies or items. For each possible colour, assign a topic to it such as:

- Blue=family
- Red=your work/school
- Green=hobbies

Each education counsellor will tell the group one fact about themselves for each candy or item they have. So, if they have 2 blues and a green, they must tell two facts about their family and one fact about a hobby they have. The facilitator should go first to provide an example.

**Think-Pair-Share (8-10 minutes)**

Each education counsellor will think about the move their students will make from remote to urban communities for school. They will also think about the transition their students will soon make (going from elementary to secondary, secondary to post-secondary school, etc.). The facilitator will ask them to come up with at least two concerns that have about how to support their students. They should be given about two minutes to do this.

The education counsellors will then partner up and share their thoughts. They should be given about three minutes to do this.

Finally, the facilitator will bring the education counsellors back together as a large group. The education counsellors will be asked to share their ideas with the whole group. The facilitator should record the responses on a chalkboard, whiteboard, or chart paper (leaving room around the responses to add in transitions strategies in the next activity). The amount of time this takes will depend on the number of education counsellors attending the workshop.

**Transitions Strategies (15-30 minutes)**

Before beginning this activity, consider showing the video “The Helping Hand-Counsellor Notes” that can be found at [www.oneca.com/transitions/video-resources](http://www.oneca.com/transitions/video-resources). This video provides advice from education counsellors that frequently work with students who move from remote to urban areas for school. It is a good introduction to the topic and what strategies education counsellors can use to better support students.

The facilitator will now discuss the strategies the education counsellors can use to support students with their transitions. The facilitator will begin going through the strategies in the Education Counsellor’s brochure relevant to their group. The strategies will be matched with the ideas that were provided in the *Think-Pair-Share* activity. The key words from the strategies will be recorded beside the *Think-Pair-Share* idea that it best corresponds to. For example, one education counsellor may have said they have a hard time finding ways to make sure that students and families stay in contact while students are away. One strategy is to coordinate a communication schedule for the family. The facilitator could write “communication schedule” beside “staying in contact” on the board or chart paper.

The facilitator should discuss any strategies that do not have a link to the education counsellor ideas from the *Think-Pair-Share* activity. This will provide education counsellors with the tools to deal with the situations and experiences they haven't anticipated in relation to their student's transitions.

### **BINGO (20-30 minutes)**

The facilitator will distribute BINGO cards and marking tabs to each workshop participant. A BINGO formation must be chosen to play for such as "T," straight line, etc. The facilitator will then use the provided questions to call the game. The cards and questions can be found at [www.oneca.com/transitions](http://www.oneca.com/transitions) or on the memory stick received with the toolkit.

The length of time this takes will depend on the number of participants and the type of BINGO chosen (straight line, "X," "T," etc.).

### **Overview of Other Sections of the Guide (15-25 minutes)**

The facilitator will explain that the guide includes workshop ideas for students, parents/guardians, community members and other professionals. The facilitator will explain that BINGO games have been developed for parents/guardians, community members and other professionals. The education counsellors will also be told that there are jeopardy games, quest games and learning stations developed for student workshops.

One of the jeopardy games should be opened to show education counsellors a sample. The facilitator should demonstrate how the game works. Then, they should do the same with a Quest game and a set of learning stations.

This will show education counsellors how they can use the materials to support students, parents/guardians, communities and other professionals in their area.

### **Conclusion (5 minutes)**

The facilitator will provide a recap of the workshop. The facilitator should let education counsellors know that they can access these and many more resources at [www.oneca.com/transitions](http://www.oneca.com/transitions). Participants will be reminded that they can work with and talk to community members, other professionals and parents/guardians to support students transition through their education and career paths.

The facilitator will ask education counsellors if there are any final questions or comments.

# **Workshop for Communities**

Community members will learn:

- The vital role they can play in supporting students' transitions on their education and career paths
- Strategies to support FNMI students who move from remote to urban communities for school
- Workshop ideas to share transitions strategies with students, parents/guardians, education counsellors and other professionals.

### **Introduction (5 minutes)**

The facilitator will begin the workshop by briefly explaining what the Transitions Project is and how they hope it can help the community members support students' transitions on their education and career paths. The facilitator can use "The Transitions Project" on page 3.

In order to determine what the facilitator wants the community members to gain from the workshop, they should determine the answers to the following:

- What do you think is the main challenge community members face when trying to support students making educational and career transitions in your area?
- What are the main challenges community members face when trying to help students who move from remote to urban communities for school?

### **Ice Breaker (5-10 minutes)**

The length of time this activity takes will depend on how many participants there are. Each community member will be invited to take three M&Ms, skittles or any other multi coloured candies or items. For each possible colour, assign a topic to it such as:

- Blue=family
- Red=work or education
- Green=hobbies

Each community member will tell the group one fact about themselves for each candy or item they have. So, if they have 2 blues and a green, they must tell two facts about their family and one fact about a hobby they have. The facilitator should go first to provide an example.

**Think-Pair-Share (8-10 minutes)**

Each community member will think about the move students will make from remote to urban communities for school. They will also think about the transition the students of their community will soon make (going from elementary to secondary school, secondary to post-secondary school, etc.). They will be asked to come up with at least two concern or uncertainties they have about how to support their students. They should be given about 2 minutes.

The community members will then partner up and share their thoughts. They should be given about 3 minutes to do this.

Finally, the community members will come back together as a large group. They will be asked to share their ideas with the whole group. The facilitator should record the responses on a chalkboard, whiteboard or chart paper (leaving room around the responses to add in Transitions strategies in the next activity). The amount of time this takes will depend on the number of community members attending the workshop.

**Transitions Strategies (15-30 minutes)**

The facilitator will now discuss the strategies the community members can use to support students with their transitions. The facilitator will begin going through the strategies in the Communities Brochure that are relevant to their community. The strategies will be matched with the ideas that were provided in the *Think-Pair-Share* activity. The key words from the strategies should be recorded beside the *Think-Pair-Share* activity that it best corresponds to. For example, one of the community members may have said that they are unsure of how to show their support of students who move from remote to urban communities for school. One strategy to show their support would be to create an emergency fund to help students if the situation does not work out. The facilitator could write “emergency funds” beside “show support” on the board or chart paper.

The facilitator should discuss any strategies that do not have a link to the community members’ ideas from the *Think-Pair-Share* activity. This will provide community members with the tools to deal with situations and experiences they haven’t anticipated in relation to local students’ transitions.

The facilitator will ask the community members if they have any questions or comments about the strategies discussed.

### **BINGO (20-30 minutes)**

The facilitator will distribute BINGO cards and marking tabs to each workshop participant. A BINGO formation must be chosen to play for such as “T,” straight line, etc. The facilitator will then use the provided questions to call the game. The cards and questions can be found at [www.oneca.com/transitions](http://www.oneca.com/transitions) or on the memory stick received with the toolkit.

The length of time this takes will depend on the number of participants and the type of BINGO chosen (straight line, “X,” “T,” etc.).

### **Overview of Other Sections of Guide (15-25 minutes)**

The facilitator will explain that the guide includes workshop ideas for students, parents/guardians, education counsellors, and other professionals. The facilitator will explain that BINGO games have been developed for parents/guardians, education counsellors, and other professionals. The community members will then be told that there are jeopardy games, quest games and learning stations developed for student workshops.

One of the jeopardy games should be opened to show community members a sample. The facilitator should demonstrate how the game works. Then, they should do the same with a Quest game and a set of learning stations.

This will show community members how they can use the materials to support students, parents/guardians, education counsellors and other professionals in their area.

### **Conclusion (5 minutes)**

The facilitator will provide a recap of the workshop. The facilitator should let community members know that they can access these and many more resources at [www.one.com/transitions](http://www.one.com/transitions). Community members will be reminded that they can work with and talk to education counsellors, other professionals and parents/guardians to support students’ transitions through their education and career paths. They will be told that they can play a key role in supporting students transition to urban centres for school.

The facilitator will ask the community members if there are any final questions or comments.

# **Workshop for Other Professionals**

Other Professionals will learn:

- Strategies to support FNMI students' transitions on their education and career paths
- Strategies to support students who move from remote to urban centres for school
- Workshop ideas to share transitions strategies with students, parents/guardians, education counsellors, and community members.

### **Introduction (5 minutes)**

The facilitator will begin the workshop by briefly explaining what the Transitions project is and how it can help the other professionals support students' transitions on their education and career paths. The facilitator can use "The Transitions Project" on Page 3.

In order to determine what the facilitator wants the other professionals to gain from the workshop, they should determine the answers to the following:

- What do you think is the main challenge professionals face when making trying to support students with their educational and career transitions in your area?
- What are the main challenges other professionals face when trying to support students who move from remote to urban centres for school?

### **Ice Breaker (5-10 minutes)**

The length of time this activity takes will depend on how many participants there are. Each professional will be invited to take three M&Ms, skittles or any other multi coloured candies or items. For each possible colour, assign a topic to it such as:

- Blue=family
- Red=work or education
- Green=hobbies

Each professional will tell the group one fact about themselves for each candy or item they have. So, if they have 2 blues and a green, they must tell two facts about their family and one fact about a hobby they have. The facilitator should go first to provide an example.

**Think-Pair-Share (8-10 minutes)**

Each professional will think about the move students will make from remote to urban communities for school. They will also think about the transition the students of their community will soon make (going from elementary to secondary school, secondary to post-secondary school, etc.). They will be asked to come up with at least concerns or uncertainties they have about how to support their students. They should be given about 2 minutes.

The professionals will then partner up and share their thoughts. They should be given about 3 minutes to do this.

Finally, the professionals will be brought back together as a large group. The professionals will be asked to share their ideas with the whole group. The facilitator should record the responses on a chalkboard, whiteboard or chart paper (leaving room around the responses to add in transitions strategies in the next activity). The amount of time this takes will depend on the number of professionals attending the workshop.

**Transitions Strategies (15-30 minutes)**

The facilitator will now discuss the strategies the professionals can use to support students with their transitions. The facilitator will begin going through the strategies in the Other Professionals Brochure that are relevant to their community. The strategies will be matched with the ideas that were provided in the *Think-Pair-Share* activity. The key words from the strategies should be recorded beside the *Think-Pair-Share* activity idea that it best corresponds to. For example, one of the professionals may have said they are unsure what their role can be in supporting students who move from remote to urban communities for school. One strategy is to establish cell phone donations so students can be provided with cell phones for safety reasons while in the urban centre. The facilitator could write “cell phone program” beside “role” on the board or chart paper.

The facilitator should discuss any strategies that do not have a link to the professionals’ ideas from the *Think-Pair-Share* activity. This will provide professionals with the tools to deal with situations and experiences they haven’t anticipated in relation to local students’ transitions.

The facilitator will ask the professionals if they have any questions or comments about the strategies discussed.

**BINGO (20-30 minutes)**

The facilitator will distribute BINGO cards and marking tabs to each workshop participant. A BINGO formation must be chosen to play for such as “T,” straight line, etc. The facilitator will then use the provided questions to call the game. The cards and questions can be found at [www.oneca.com/transitions](http://www.oneca.com/transitions) or on the memory stick received with the toolkit.

The length of time this takes will depend on the number of participants and the type of BINGO chosen (straight line, “X,” “T,” etc.).

**Overview of Other Sections of Guide (15-25 minutes)**

The facilitator will explain that the guide includes workshop ideas for students, parents/guardians, education counsellors and communities. The facilitator will explain that BINGO games have been developed for parents/guardians, education counsellors and communities. The Professionals will also be told that there are jeopardy games, quest games and learning stations developed for student workshops.

One of the jeopardy games should be opened to show professionals a sample. The facilitator should demonstrate how the game works. Then, they should do the same with a Quest game and a set of learning stations.

This will show professionals how they can use the materials to support students, parents/guardians, education counsellors and community members in their area.

**Conclusion (5 minutes)**

The facilitator will provide a recap of the workshop. The facilitator should let the professionals know that they can access these and many more resources at [www.oneca.com/transitions](http://www.oneca.com/transitions). The Professionals will be reminded that they can work with and talk to education counsellors, community members and parents/guardians to support students’ transitions through their education and career paths. They will be reminded that they can play a key role in supporting and advocating for students who move from remote to urban centres for school.

The facilitator will ask the professionals if there are any final questions or comments.

## Appendix A

### Elementary to Secondary Student Learning Stations

#### 1. *Create a Plan for Success*

Have the students create a plan for success for high school. They must explain how they will be successful academically, spiritually, physically, socially and emotionally. For example, they could explain that they will contact the local Friendship Centre in the urban community they are moving to and take part in regular cultural events to stay spiritually healthy.

#### 2. *Art Station*

Provide an instruction card that asks students to think about how they feel about going to high school and moving to an urban community, who can help them through it and what they feel will get them through any challenges they face. Then, ask the students to use what they would like (markers, pencils, pencil crayons, etc.) to create a picture or piece that expresses their thoughts and answers to these questions.

#### 3. *Journal Station*

Students are to “free write” about their thoughts and feelings about going to high school. Consider providing guiding questions such as:

- How do you feel about going to high school in an urban community?
- What are you excited about?
- What are you nervous about?
- Who will you seek for guidance if you struggle?
- Who will you share your successes with?

#### 4. *Question and Answer*

Have a Transitions Brochure at the station. Direct students to the “Going from Elementary to High School” section. Have a set of questions for them to answer (you can use the worksheet on page 32).

#### 5. *Video*

Have a computer set up to play the video “The Helping Hand-Student Notes.” You can access this video at [www.oneca.com/transitions/video-resources](http://www.oneca.com/transitions/video-resources) or on the memory stick you received with the toolkit. Students will watch the video and answer questions (you can use the ones on page 31).

#### 6. *Poetry*

Have students create poetry about their thoughts and feelings towards moving on to high school.

**“The Helping Hand-Student Notes”**

**Elementary to Secondary Video**

1. What advice does Gerald give?
2. Why does Florence say high school education is so important?
3. What does Neebish say you should do when making this transition?
4. What does Patricia say is the most important thing?
5. What does Rose say the benefits are of going to an urban centre for high school?

### Elementary to Secondary Brochure Questions

1. Homesickness is normal. What can you do to minimize these feelings?
2. What can your education counsellor help you with?
3. Which strategies can you use to help ensure your success?
4. Outline the strategies you will try in order to make your transition to high school and to an urban community smoother.

## Secondary to Post-Secondary Learning Stations

### 1. *Create Your Routine*

Provide students with a schedule template (you can use the one on page 35). They must ensure they schedule time for homework, sleep, meals, extracurricular activities, time with family and friends and free time.

### 2. *Art Station*

Provide an instruction card that asks students to think about how they feel about going to post-secondary school and what they feel will get them through any challenges they face. Then, ask the students to use what they would like (markers, pencils, pencil crayons, etc.) to create a picture or piece that expresses their thoughts and answers to these questions.

### 3. *Journal Station*

Students are to “free write” about their thoughts and feelings about going to post-secondary school in an urban centre. Consider providing guiding questions such as:

- How do you feel about going to post-secondary school in an urban community?
- What are you excited about?
- What are you nervous about?
- Who will you seek for guidance if you struggle?
- Who will you share your successes with?

### 4. *Question and Answer*

Have a transitions brochure at the station. Direct students to the “Going from High School to College or University” section. Have a set of questions for them to answer (you can use the worksheet on page 37).

### 5. *Video*

Have a computer set up to play the video “The Importance of Education.” You can access this video at [www.oneca.com/transitions/video-resources](http://www.oneca.com/transitions/video-resources) or on the memory stick you received with the toolkit. Students will watch the video and answer questions (you can use the ones on page 36).

6. *Poetry or Found Poetry*

Have students write or create poetry that reflects their feelings about going to post-secondary school. Students can write any form of poetry or use magazines and newspapers to cut out words and paste them together to create found poetry.

### My Post-Secondary School Routine

Create a schedule for a week in post-secondary school. Your schedule will fluctuate depending on the courses you choose. This is an example of what a class schedule could look. Add in time for meals, sleep, work (if applicable), homework, extra-curricular activities and social time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00-7:00am							
7:00-8:00am							
8:00-9:00am	Course 1						
9:00-10:00am	↓						
10:00-11:00am							
11:00-12:00pm		Course 3		Course 3			
12:00-1:00pm		↓		↓			
1:00-2:00pm	Course 2		Course 2		Course 2		
2:00-3:00pm							
3:00-4:00pm		Course 4		Course 4			
4:00-5:00pm		↓		↓			
5:00-6:00pm							
6:00-7:00pm							
7:00-8:00pm			Course 5				
8:00-9:00pm			↓				
9:00-10:00pm							
10:00-11:00pm							
11:00-12:00am							
12:00-1:00am							
1:00-2:00am							
2:00-3:00am							
3:00-4:00am							
4:00-5:00am							
5:00-6:00am							

## **“The Importance of Education”**

### **Secondary to Post-Secondary Video**

1. What does Aaron saying about getting what you want for the future?
2. What does Barb say is just as valuable as going to University?
3. Patricia says you must remember that you are always seen as this.
4. Why is Rose pursuing an education?
5. What advice does Florence give about safety?

### Secondary to Post-Secondary Brochure Questions

1. What should you do before you move for school to prepare yourself?
2. What can you do to minimize homesickness?
3. What types of things can you do to ensure your safety?
4. What should you ensure is part of your routine? Why are these important components?
5. List and explain at least 3 strategies you will use to help meet with success.

## Post-Secondary and On Learning Stations

### 1. *Create Your Routine*

Provide students with a schedule template (you can use the one on page 39). They must ensure they schedule time for school/work, homework (if applicable), sleep, meals, hobbies and time for friends and family.

### 2. *Interview Skills*

Have students make a list of interview do's and don'ts. Then have them list which of these they do well and which they need to work on.

### 3. *Video*

Have a computer set up to play the video "A New Path for Me." You can access this video at [www.oneca.com/transitions/video-resources](http://www.oneca.com/transitions/video-resources) or on the memory stick you received with the toolkit. Students will watch the video and answer questions (you can use the ones on page 40).

### 4. *Journal Station*

Students are to "free write" about their thoughts and feelings about making the transition they face (changing post-secondary institutions, going to work, or returning home). Consider providing guiding questions such as:

- How do you feel about this transition?
- What are you excited about?
- What are you nervous about?
- Who will you seek for guidance if you struggle?
- Who will you share your successes with?

### 5. *Goal Setting*

Instruct students to create a career goal. What do they want to do? How will they do it? When will it be done by? What will they do if they do not reach the goal by then or cannot find work?

### 6. *Question and Answer*

Have a Transitions Brochure at the station. Direct students to the "Going Between Institutions," "Going to Work," and "Going Home" sections. Have a set of questions for them to answer (you can use the worksheet on page 41).

### My Routine

Create a schedule for a week. Plan time for meals, sleep, work (if applicable), school (if applicable), homework (if applicable), extra-curricular activities, hobbies and social time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00-7:00am							
7:00-8:00am							
8:00-9:00am							
9:00-10:00am							
10:00-11:00am							
11:00-12:00pm							
12:00-1:00pm							
1:00-2:00pm							
2:00-3:00pm							
3:00-4:00pm							
4:00-5:00pm							
5:00-6:00pm							
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9:00-10:00pm							
10:00-11:00pm							
11:00-12:00am							
12:00-1:00am							
1:00-2:00am							
2:00-3:00am							
3:00-4:00am							
4:00-5:00am							
5:00-6:00am							

**“A New Path for Me”**

**Post-Secondary and On Video**

1. What types of things have helped you in post-secondary to prepare you for your career and job search?
2. What does Denise say will help students do better?
3. What did Dr. Pamela Toulouse say she faced upon returning home? How did she feel?
4. What helped her through this culture shock?
5. What teaching does Joey-Lynn say to hold on to and why?

