

Youth in Transit: Growing Out of Care

SASKATCHEWAN YOUTH IN CARE & CUSTODY NETWORK INC.



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We would like to thank all of the youth and adult allies from across the province of Saskatchewan for their participation in this project. Your time, knowledge and input has made this booklet a reality.

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Youth in Transit Project Members:

Darlene Domshy

Marie Lovrod

Stephanie Bustamante

Candace Fairley

Saskatchewan Youth in Care & Custody Network Inc. (SYICCN)

#510 – 2125 11th Avenue

Regina, SK S4P 3X3

Tel: 306.522.1533

Toll Free: 1.888.528.8061

Fax: 306.522.1507

Email: info@syiccn.ca

Web: www.syiccn.ca



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Remember to keep this booklet safe as it contains a lot of valuable and sensitive information (especially once you start to fill it out). We've added a line below, just in case you happen lose it. Include contact information you are comfortable sharing. For example, you may want to put your foster parents' or social worker's contact information, instead of your own.

If found, please return this booklet to:





Who Are We?

The Saskatchewan Youth in Care & Custody Network (SYICCN)

The SYICCN is a non-profit organization that provides supports and advocacy to youth, aged 14-24, in or from foster care/young offender systems. Our members and primary participants are youth currently in or from the foster care/youth custody systems, between the ages of 14-24 years old. At a deeper level, the SYICCN's mandate sees to it that youth are able to find their voices within the system, while encouraging them to speak out on issues and services in the system based on their own experiences. The SYICCN's purpose is to ensure that young people involved in government care are able to have a voice in their lives and in their communities in order to make improvements to the services they receive.



Introduction

What is a Transition Plan?

A transition plan is a guide that can help you plan for your future as you leave government care. As a young person in/ or from foster care and/or custody, you should have the opportunity and the right to develop a plan before you exit the government system to live on your own. Our transition plan focuses on 10 key areas that our youth members felt were important to have knowledge about and direction in. We hope that by going through each module, you can develop your personal plan and find your own answers to questions that you may have when planning to move out on your own.

- Where will you live after care or custody?
- How do I find a job? A career?
- Do I want to further my education?
- What identification do you need when you leave care?
- How often should you see your doctor?
- How will you budget your money to make ends meet?

It will soon be your responsibility to take care of many things in your life, on your own, or with a little help from your friends at SYICCN. Having all the knowledge you possibly can will help prepare you for your transition to living on your own!

When Should I Start Planning?

The SYICCN believes that youth from government care should have the opportunity to start building for their future *as early as possible*. There are many activities, which are age appropriate, that can begin at any stage to help nurture a solid foundation — learning how to cook, cleaning your room, other household chores, allowance and budgeting, how to vote, and so on.

These modules can be started as soon as you feel ready to begin planning for living on your own. We recommend starting your transition plan a few years before you leave the system, anywhere *from the ages of 14 years and on*. You can use these modules as a guide to help you set your goals and create your transition plan!

Further, the Saskatchewan Ministry of Social Services policy states that preparing youth for independence should begin gradually, as soon as the child or youth is old enough to learn, and more actively when a youth reaches the age of 15 years. Your caregivers are responsible to ensure that you are well prepared to transition from the system.

However, the SYICCN has found over the years that many of our youth did not have enough transition planning, due to many unforeseen circumstances. It is your right to know what is available to you and also your responsibility to be a part of your transition plan, to build for your future.

How and Why This Guide Was Created

The Youth in Transit guide was created in partnership with youth members of the SYICCN who came together from all across the province of Saskatchewan. Youth members felt the need to share their experiences and expertise in order to create resources, like this booklet, that would help other young people transitioning from government care. In this booklet

you will find 10 modules that will help guide you in creating a transition plan by setting your goals, finding resources, and evaluating your strengths for living on your own. The 10 modules for you to explore are:

Identification	5
Health and Wellbeing	15
Housing and Healthy Living	26
Money Management and Financial Education	38
Education	49
Employment	60
Supports and Healthy Relationships	71
Parenting	82
Youth Justice	97
Life Skills	110

There are many tools and tips contained in each module that you will want to check out.

Who Should I Include in My Plan?

Don't go it alone! We all need a supportive network of people, especially when we are making changes in our lives. It's a wise idea to include supportive and trusted adults in your transition plan. We call them adult allies, but you can call them whatever you wish. Adults that you feel comfortable with, can rely on, are knowledgeable, and helpful can be your best assets for information and learning as you create your transition plan. They are also people that will be there with you through the good times and the bad times and can offer their advice when you need direction. Some people that you may want to include in your plan may be:

- A teacher, coach, or school counsellor
- A foster parent, guardian, or relative
- An Elder in your community
- A social worker
- Group home staff
- The parent of a friend
- A member of your religious or spiritual community
- An employer

Disclaimer

This booklet is not intended to offer any legal advice and is provided solely as an informational resource. Information presented in this manual may have changed, since publication. This booklet is for informational purposes only, and to be used as a framework for planning. The Saskatchewan Youth in Care and Custody Network is not liable for any incurrences that may occur as a result of reliance on this manual. It is the user's responsibility to confirm the information and resources they choose to use.

Transition Checklist

The Transition Checklist is a quick and handy plan for some of the most important items and skills you should have before you leave care. It contains a checklist of skills and information that you already may know/have and other skills or information that will help you on your journey into adulthood. Some of the information may seem like "no-brainers" to you, but we have included it all, just in case! The Transition Checklist should be found on a separate piece of paper inserted into your booklet.

Our youth members felt that the information in this checklist is a simple and useful way to start to prepare for your transition. This plan can be discussed with any adult ally in your life that you trust and can help you achieve your goals.



Identification

It is important that you have all your identification before you leave care. You will need these documents to do things like get a job, go to school, rent an apartment, or open a bank account. Have your social worker help you to obtain these documents before you leave care. Your social worker may already have some pieces of your ID in your file, so make sure to ask before you leave care. Sometimes it can be a lot harder to get these items once you leave care.

Important documents to have:

Your Official Birth Certificate

In most cases, your social worker should have your Birth Certificate on file and you should be able to get this document from them. Please visit www.servicecanada.gc.ca/eng/subjects/cards/birth_certificate.shtml to learn more on how to obtain your Birth Certificate.

Social Insurance Number

Every Canadian citizen is entitled to and should have a Social Insurance Number (SIN). You will need your SIN in order to get a job and receive government benefits. Other places

such as the bank, colleges, or universities may also request your SIN. Please visit the Government of Canada website at www.servicecanada.gc.ca/eng/sin/apply/how.shtml or a Service Canada agency office in your area in order to learn how to apply for your SIN.

Saskatchewan Government Insurance ID (SGI)

It is important to have a photo identification (ID) card, as many organizations and occasions require photo ID. You can obtain a photo ID from SGI, whether or not you have a valid driver's license, in which case you get a "non-driver photo ID." To drive in Saskatchewan you must hold a valid driver's license. If you can, it is best to get your Learner's License, which includes your Driver Education Course, while attending high school, as it is free of charge. Taking your Driver Education Course through a certified school can be quite expensive. Make sure to talk to your social worker and other supportive adults in your life if you feel getting your license is something that is important to you!

High School Driver Education Information

For more information please check out this link: www.sgi.sk.ca/individuals/licensing/getyourlicence/new/highschooldrivered.html

Other Driver Education Resources (out of high school)

To learn more about finding a certified driver education school please check out this link: www.sgi.sk.ca/individuals/licensing/driverexams/drivered.html

Non-driver Photo ID

For more information please check out this link: www.sgi.sk.ca/individuals/licensing/features/photoidcard.html

Indian Status Card

If you are an individual registered as an Indian under the Indian Act you are eligible and can apply for a Status Card. You can check out eligibility criteria at www.aadnc-aandc.gc.ca/eng/1100100032472/1100100032473. The Status Card allows you to access a wide range of services and benefits.

You will need a parent or guardian to sign your forms if you are 15 years or younger. Once you reach 16 you can apply on your own. You can apply for your Status Card in two ways, by mail or in person at one of the Regional Aboriginal Affairs and Northern Development Canada (AANDC) offices. Check out the following link to learn more about applying for and getting your Status Card, www.afcs.ca/first-nation-status.html

Saskatchewan Health Services Card

You will need your Saskatchewan Health Services Card whenever you need health services, like seeing a doctor or other health professional. Your health card can also act as a second piece of identification when applying for other services (i.e. home utilities, bank accounts, etc.). Your social worker should have your Saskatchewan Health Services Card in your file and it is important to obtain this card before you leave care, if you do not have it already. In the event that you lose or have your card stolen, need to update information on it, or for more information, you can check out this link www.ehealthsask.ca/healthregistries/Pages/default.aspx

Supplemental Health Coverage

Please check with your social worker or other adult ally to see if you are eligible for additional coverage through the supplementary health coverage. Currently, your supplemental health coverage does not require a separate card, but should

be added to your Saskatchewan Health Services Card. For more information you can check out this link www.health.gov.sk.ca/supplementary-health-program

Special Support Program for Prescriptions

Please check with your social worker or other adult ally to see if you are eligible for this program. This program is intended to help people whose prescription drug costs are high in relation to their income. For more information you can check out this link www.health.gov.sk.ca/special-support

Passport

A passport is an official document issued by the Federal Government of Canada to certify your identity and Canadian citizenship. A passport is an easily identifiable travel document that allows you to travel to and from foreign countries. The passport itself looks like a small booklet that will contain your photo, name, and place of residence.

You will need at least one other ID document, such as a birth certificate, driver's or non-driver's license photo ID, Indian Status Card, etc. in order to apply for a passport.

Passports are expensive. It is wise to obtain your passport while still in the system. Passports are good for either 5 or 10 years, depending on which one you apply for. For more information on applying for your passport, please visit the following website www.passport.gc.ca/info/index.aspx?lang=eng

If you are still in foster care, there may be a special application process that you will need to go through. You can check out the following website for more information www.passport.gc.ca/info/adoption.aspx?lang=eng

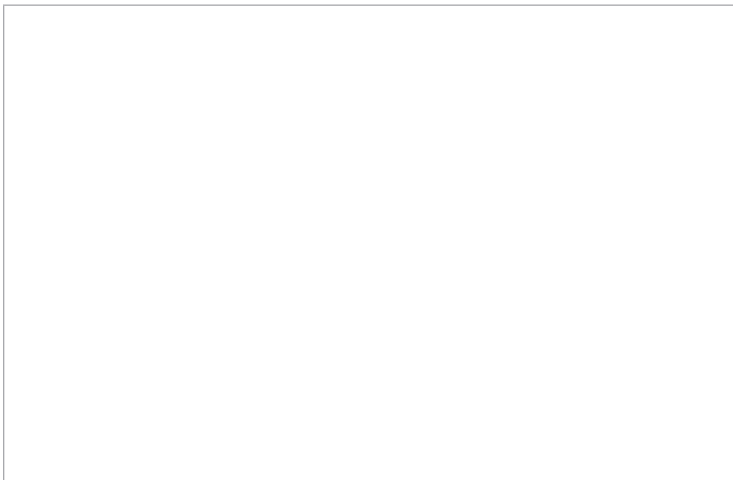
Citizen/Immigration Documents

It is important to have your current immigration status or citizenship documents when you leave care. Your social worker should have these documents on file. If you are in foster care and not a Canadian citizen or legal resident you should talk to your social worker. The Ministry of Social Services should help you take care of your immigration status; the process takes a long time and it must be completed before you leave the foster care system.

Register to Vote

If you are 18 years of age or older, you are eligible to vote in any national, provincial, or civic election. Have a say in who is elected and what happens in your country, province, or city. However, you need to register before you can vote. For more information on how to register please visit www.elections.ca/content.aspx?section=vot&dir=faq&document=faqreg&lang=e#a1

Notes



Identification Worksheet

IDENTIFY – What Do You Have?

Personal Documents/Status

	Notes
Birth Certificate <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Social Insurance Number <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Saskatchewan Government ID (non-driver or driver license) <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Indian Status Card <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Saskatchewan Health Card <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Supplemental Health Card and/or Drug Plan – Special Supports <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Passport <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	
Citizen/Immigration Documents <input type="checkbox"/> Have <input type="checkbox"/> Do not have <input type="checkbox"/> Applied for	

Voting

If you are 18 years of age, are you registered to vote?

Yes No

Resources You May Need

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
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After I Leave Care

Hopes and Dreams (Dreams for the Future)

Notes





Health and Wellbeing

Medical

It is important to plan for a safe and healthy transition into adulthood by figuring out what you will require for your health and self care needs. Once you leave foster care you may need to cover some of your health costs. Become knowledgeable before you leave about what you need and the services that may be available to you, so you are prepared!

Identification and Documents I Will Need

It is important to figure out what identification and documents you may need to access Health Services once you exit care. These are some of the most important ones to have:

- Saskatchewan Health Services Card
- Additional health benefits (drug plan and extended benefits, low income support, supplementary health program)
- Indian Status Card
- Other insurance coverage
- Immunization records

Identify Services You Will Need

Before you leave care it is a good idea to identify what ongoing health services you will need when you are on your own. These could include the need for **physical health, mental health, dental and vision health, and addiction services**. You can identify these services on the Health and Wellbeing worksheet provided below.

If you need to find a walk-in health clinic or are looking for a doctor that is taking new patients, you will need either to contact your local Health Region or, if available, search your local Health Region online. A list of Health Regions and links can be found at www.health.gov.sk.ca/find-a-doctor

To find a local Dentist in your area:

www.saskdentist.com/find.asp

To find a local Optometrist (eye doctor) in your area:

www.optometrists.sk.ca/Children%27s%20Vision%20&%20Eye%20See...Eye%20Learn

For a list of Mental Health Services in the Province:

www.health.gov.sk.ca/mental-health

Prescriptions

It is a good idea to make a list of current prescriptions you need and be sure they are in good order for refills before you leave care. Prescriptions will often expire within a specific time frame, from a few days to a year, depending on how long your doctor has written the prescription for. Next, find out if your health insurance will cover the entire costs of your prescriptions or only partial and for how long. You can then determine what you will have to pay on your own.

Health and Wellbeing Worksheet

IDENTIFY – Health Care Providers

1 Current Primary DOCTOR or HEALTH CLINIC	Prescriptions/Concerns
Address, Phone #	
Health Issues	
2 Current DENTIST	Prescriptions/Concerns
Address, Phone #	
Dental Issues	
3 Current OPTOMETRIST (eye doctor)	Prescriptions/Concerns
Address, Phone #	
Vision Issues	

4 Current MENTAL HEALTH Provider	Prescriptions/Concerns
Address, Phone #	
Mental Health Needs	
5 Additional Health Care Provider	Prescriptions/Concerns
Address, Phone #	
Issues/Needs	
6 Additional Health Care Provider	Prescriptions/Concerns
Address, Phone #	
Issues/Needs	
Notes	

Health Insurance Coverage: Awareness and Education

Saskatchewan Health Card

- Do you have your Saskatchewan Health Card? Yes No
- Do you understand what your Saskatchewan Health Card covers?
 Yes No www.health.gov.sk.ca/coverage
- Do you understand what your Saskatchewan Health Card does not cover? Yes No
- Do you know where to go for more information on this?
 Yes No

Saskatchewan Health Benefits

- Do you qualify for any of the Drug Plan and Extended Benefits, Low Income Support, or Supplementary Health Program? Yes No
www.ehealthask.ca/HealthRegistries/Pages/health-benefits.aspx
- If so, do you understand what is covered and not covered by your additional Health Benefits? Yes No
- Do you know where to go for more information on this?
 Yes No

Indian Status Card

- Do you have your Indian Status Card? Yes No
- Do you understand what is covered and not covered by your Status Card? Yes No
www.hc-sc.gc.ca/fniah-spnia/pubs/nihb-ssna/yhb-vss/index-eng.php
- Do you know where to go for more information on this?
 Yes No

Other/Additional Health Insurance

If applicable, are you covered by any other/additional health insurance? (i.e. Personal or Work Benefits; Blue Cross, SunLife, etc.)

Yes No

Do you have questions about how additional health insurance works?

Yes No

Do you know where to go for more information on this?

Yes No

Notes

Health Education and Awareness

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<input type="checkbox"/> Annual physical exam <input type="checkbox"/> Dental exam <input type="checkbox"/> Vision exam <input type="checkbox"/> Physical activity <input type="checkbox"/> Nutrition <input type="checkbox"/> Canada's Food Guide <input type="checkbox"/> Dieting <input type="checkbox"/> Mental health <input type="checkbox"/> Injury and violence	<input type="checkbox"/> Cultural connections <input type="checkbox"/> Having a family network <input type="checkbox"/> Having a friends network <input type="checkbox"/> Bullying <input type="checkbox"/> Self-harm awareness and prevention <input type="checkbox"/> Other _____	<input type="checkbox"/> Healthy relationships <input type="checkbox"/> Body image <input type="checkbox"/> Self-esteem <input type="checkbox"/> Self-love <input type="checkbox"/> Self-compassion <input type="checkbox"/> Effects of trauma <input type="checkbox"/> Coping with stress <input type="checkbox"/> Suicide prevention <input type="checkbox"/> Developing resilience
<input type="checkbox"/> First aid <input type="checkbox"/> Prescription drug safety <input type="checkbox"/> Crisis preparedness and response <input type="checkbox"/> Healthy study habits <input type="checkbox"/> Alternative/Natural/Traditional health care and practices	<p style="text-align: center;"> Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental </p>	<input type="checkbox"/> Connection to others and the world <input type="checkbox"/> Prayer <input type="checkbox"/> Nature <input type="checkbox"/> Religious beliefs/practices <input type="checkbox"/> Spiritual beliefs/practices <input type="checkbox"/> Meditation
<input type="checkbox"/> Safe sex <input type="checkbox"/> Birth control <input type="checkbox"/> STI prevention <input type="checkbox"/> HIV and AIDS <input type="checkbox"/> Pregnancy and birth <input type="checkbox"/> Breastfeeding <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Food safety <input type="checkbox"/> Workplace safety <input type="checkbox"/> Occupational health and safety <input type="checkbox"/> Hours of work and overtime <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Substance abuse <input type="checkbox"/> School safety <input type="checkbox"/> Poison control <input type="checkbox"/> Hazardous materials <input type="checkbox"/> Vaccines and immunizations <input type="checkbox"/> Tobacco use <input type="checkbox"/> Food safety <input type="checkbox"/> Air quality

Resources You May Need

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
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After I Leave Care

Hopes and Dreams (Dreams for the Future)

Notes





Housing and Healthy Living

Identify Your Housing Options

An extension of supports, also called Section 56, is a contract that extends services to you up until the age of 21 — it can cover living expenses, healthcare, education, and employment. Determine whether you are eligible for Section 56 and what your allowance is for rent. Find out if you are eligible for transitional housing or independent living. Discuss these options and the programs that are available, where you live, with your social worker or adult ally.

Calculate the Cost

How much is rent in your community? Do a quick scan of rental agency websites and ads to learn the typical rental costs in your community. Also, do not forget to include how much money you may need for other expenses such as first and last month's rent, moving services, damage deposit, and so on.

Identify Your Resources and References

Do you qualify for subsidized housing or other financial aid? Are you continuing your education and need to look for dorm room options? Have you started the application process? Can you share housing with roommates to help with costs? Make a list of resources to identify areas that may help with the costs of living on your own.

Most rental places will require references from previous landlords. As you are a first-time renter, most places will accept references from professional and/or personal people in your life. Make a list of responsible people who you could approach to be your reference. These people could include your social worker, foster parent, group home staff, or employer.

Identify Items You Have and Will Need


Start securing household items that you will need to furnish your new home. Identify what you will need and make a plan to acquire these items. Hand-me-downs are a great resource for household items. Don't be ashamed, that is how we all start out! Hit up garage sales, swap meets, online used websites, and local value stores in your community.

CAUTION: There is a rise of bed bugs in communities across Canada. Prevention is the key to avoiding infestations in your home. Second hand items are wonderful to have, but be very cautious about what you bring into your home and inspect things for bed bugs. For more information please check out the following website www.healthycanadians.gc.ca/healthy-living-vie-saine/environnement/pesticides/bedbugs-punaisses-prevent-prevenir-eng.php

Educate Yourself

It is important to know your rights and responsibilities as a tenant (renter). Unfortunately, unexpected things can happen in life. It is good to know what is fair and unfair and what is right and wrong in such situations. You may want to discuss tenant and landlord rights and responsibilities, review a lease, rental payments and such, with an adult ally. For further information on rights and responsibilities, we have provided you with the Office of the Residential Tenancies (Rentalsman) contact information in the worksheet below.

Notes



Housing and Healthy Living Worksheet

IDENTIFY

Housing

Current Living Situation	Planned End Date
--------------------------	------------------

Housing Plan After Care/ Custody	Rental Search Initiated and Completed <input type="checkbox"/> Yes <input type="checkbox"/> No Rental Application Initiated and Completed <input type="checkbox"/> Yes <input type="checkbox"/> No Damage Deposit Plan <input type="checkbox"/> Yes <input type="checkbox"/> No First and Last Month's Rent Plan <input type="checkbox"/> Yes <input type="checkbox"/> No Moving Services and Expenses Plan <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you qualify for an Extension of Services (Section 56)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you qualify for transitional housing? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you qualify for SAID (Saskatchewan Assured Income for Disability)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you qualify for Saskatchewan Rental Housing Supplement? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How much can you afford per month? \$	
Have you applied for renter's insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Housing/Rental Agency Contacts

1 Name	Contact
2 Name	Contact
3 Name	Contact
4 Name	Contact

References or Co-signers

1 Name	Contact
2 Name	Contact
3 Name	Contact
4 Name	Contact

In Case of Emergency Contacts

1 Name	Contact
2 Name	Contact
3 Name	Contact

Back Up Plan

In the event that you were not able to live in your place, for whatever reason, do you have someone or somewhere that could help? Jot down your emergency backup plan and contacts here.

Helpful Contacts

Make a list of helpful contacts in the event that you may need assistance with issues in renting a place (i.e. significant or unfair increases in rent, refusal to repair essential property, or other issues with maintenance or with landlords).

We've started your list with the Office of the Residential Tenancies (Rentalsman), who can provide you with information about the rights and responsibilities of both landlords and tenants. You can contact the Rentalsman from anywhere in Saskatchewan, toll free @ 1-888-215-2222.

Other

Furnishings

List of items that you already have (i.e. bed, dresser, sheets, kitchen appliances/utensils, towels, etc.)

List of items that you need

Wish list (make a list of items you want, but don't necessarily need)

Housing and Healthy Living Education and Awareness

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<input type="checkbox"/> Transitional housing <input type="checkbox"/> Section 56 <input type="checkbox"/> Low income housing <input type="checkbox"/> School residence <input type="checkbox"/> Financial aid <input type="checkbox"/> Subsidies <input type="checkbox"/> Rental references	<input type="checkbox"/> Safe and affordable housing <input type="checkbox"/> Consider your neighborhood <input type="checkbox"/> Roommates <input type="checkbox"/> Renting vs owning <input type="checkbox"/> Mortgage <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Damage deposit <input type="checkbox"/> First and last month's rent <input type="checkbox"/> Signing a lease <input type="checkbox"/> Tenant's insurance <input type="checkbox"/> Renter's rights – rentalsman <input type="checkbox"/> Eviction notices <input type="checkbox"/> Other _____
<input type="checkbox"/> Where and how to look for housing <input type="checkbox"/> Emergency plan created <input type="checkbox"/> Make a budget <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<p>Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental</p>	<input type="checkbox"/> Utilities <input type="checkbox"/> Bills – Power – Water – Phone, Internet, and cable <input type="checkbox"/> Change of mailing address <input type="checkbox"/> Post office box <input type="checkbox"/> Other _____
<input type="checkbox"/> Furnishing your place <input type="checkbox"/> Pet friendly places <input type="checkbox"/> Child friendly places <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Voting <input type="checkbox"/> Recycling (reduce, reuse, recycle) <input type="checkbox"/> Transportation <input type="checkbox"/> Conserving energy <input type="checkbox"/> Conserving water <input type="checkbox"/> Pollution <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Organic products <input type="checkbox"/> Farmer's markets <input type="checkbox"/> Gardening – Community – Backyard – Balcony <input type="checkbox"/> Composting <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____

Resources or Assistance Available

(I.e. Section 56, Financial Aid,
Transitional Housing, Subsidization)

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, Measurable, Achievable, Realistic, Timely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.


ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
----------------------	---	---	---	---	---	---	---	---	---	----	-------------------

After I Leave Care

Hopes and Dreams (Dreams for the Future)

Notes





Money Management and Financial Education

Money is important in all aspects of your life. Soon you will be responsible for managing your own money and finances. Earning, saving, budgeting, paying bills, credit; there is a lot to learn about. It is important to educate yourself and make informed choices to become “money savvy.”

Opening a Bank Account

You will need someplace safe to keep your money! It is important to open a bank account while you are in government care. You could even start saving a little bit of money now in your account! You will usually need two pieces of ID to open an account. Many employers will require a bank account in order to direct deposit your pay cheques. Keep in mind that there are lots of different banking options and types of accounts out there. If you are comfortable, do a little research on what the bank has to offer you, or set up a meeting at the bank to discuss the different options that are available to you. If you already have a bank account, make sure you know what your bank fees are and if you are getting the most out of your account.

Sources of Income

Make a list of all your sources of income, such as a job, social assistance, Section 56, disability, or student loans. List the contact information for all of these places and how long you will be receiving that income. It is a good idea to have a rough estimate of how much money you will be bringing in on a month to month basis.

Budgeting

Will you have enough money coming in to pay all of your monthly expenses? Put together a monthly budget in order to know and plan where you will need to spend your money in a month. Ask an adult ally to help you estimate the cost of living on your own in order to create your first budget. Budgeting is a lifelong skill; for most people it takes practice and repetition. Start early to take advantage of learning how to manage your money.

Savings

Can you start saving money now? Do you have a part-time job? Can you set away part of your allowance in savings? Set a goal of how much you would like to save before you exit the system. Financial planners say it is good to have six months of rent saved up, as one way to set a goal.

Credit Check

Do you know what a credit score is? Do you know what your credit history looks like? Have you had your credit checked? It is important to talk with an adult ally about credit history and how it can effect your finances. You may not have a credit history yet, if you have never had any bills to pay or borrowed money from a bank. Remember, NEVER let anyone EVER use

your personal credit for ANYTHING — NEVER EVER! While not very common, some people have been a victim of what is called “identity theft” (someone else using your name and credit information). This can harm your credit and be a very difficult situation to go through. Yet, it is important to check as it is possible to have had friends, family, or strangers use your name to get credit without your knowledge.

Credit reporting companies in Canada keep track of your payment history, how much you owe, types of accounts you owe on and so on. Your credit score is assigned by these companies and is largely based on whether you pay your bills in full and on time. Say you want to take out a loan for a car or eventually apply for a mortgage to buy your own house. Banks or lenders can then access your credit score to decide if you qualify for a loan or to determine what type of interest rate they will give you.

Cell phone bills and credit cards are two major areas where youth can quickly damage their credit rating. It is important to pay your bills on time and in full. If you absolutely cannot pay, call the company to make arrangements. It is better than not paying at all. If you leave an unpaid balance with a company, don't think it just vanishes; that will go onto your credit history and affect your score. Also, NEVER put anyone else on your cell phone contract, you could become responsible for paying that bill even if you didn't incur those charges. We all make financial mistakes, especially when we don't understand how the system works. Pay attention to these areas when planning for your financial future!

Money Management and Financial Education Worksheet

IDENTIFY

Bank Account

Do you have a bank account opened? <input type="checkbox"/> Yes <input type="checkbox"/> No (If “no,” please take a look at the Opening a Bank Account Tips at the start of this section.) (If “no,” do you have the proper ID to open an account?) <input type="checkbox"/> Yes <input type="checkbox"/> No
(If “yes,” continue to next line.)
Potential Banks in Your Area
Type of Accounts and General Information <input type="checkbox"/> Chequing Account <input type="checkbox"/> Savings Account <input type="checkbox"/> Other
Do you have your debit bank card? <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have cheques from your bank? <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you know how to write a cheque? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are you aware of what your service fees are per month? <input type="checkbox"/> Yes <input type="checkbox"/> No (Shop around for the best deal, if possible)

Credit Check

Have you had your credit checked? (Identity Theft) <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you understand how credit works? <input type="checkbox"/> Yes <input type="checkbox"/> No

Sources of Income

Description	Monthly Amount
	\$
	\$
	\$

Savings

Savings for Living on Your Own – Goal: \$

Amount Currently Saved: \$

Budgeting

Sample Monthly Budget Overview Yes No

Personal Monthly Budget Created Yes No

Additional Notes or Skills Required in Budgeting

Demonstrated Money Skills

- Opening a bank account
- General banking
- Saving
- Understanding of taxes
- Loans
- Budgeting
- Debit vs credit
- Emergency money matters
- Use of coupons
- Understanding of simple and compound interest
- Other _____
- Other _____
- Other _____

Notes

Back Up Plan

In the event that you were not able to cover your monthly expenses, for whatever reason, do you have someone or somewhere that could help? Jot down your emergency backup plan and contacts here.



Money Management and Financial Education Awareness

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<input type="checkbox"/> Bank account <input type="checkbox"/> Savings account <input type="checkbox"/> Chequing account <input type="checkbox"/> Writing cheques <input type="checkbox"/> Credit cards <input type="checkbox"/> Lines of credit <input type="checkbox"/> Withdrawals and deposits <input type="checkbox"/> Weekly budget <input type="checkbox"/> Monthly budget	<input type="checkbox"/> Credit checked <input type="checkbox"/> Identity theft <input type="checkbox"/> Insurance <input type="checkbox"/> Collection agencies <input type="checkbox"/> Debt <input type="checkbox"/> Debt consolidation <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Coupons <input type="checkbox"/> Rewards cards <input type="checkbox"/> Gift cards <input type="checkbox"/> Shopping for the best price <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
<input type="checkbox"/> Making money <input type="checkbox"/> Part-time job <input type="checkbox"/> Full-time job <input type="checkbox"/> Casual job <input type="checkbox"/> Employer provided benefits <input type="checkbox"/> Gross vs net pay <input type="checkbox"/> Paying bills <input type="checkbox"/> Cell phones <input type="checkbox"/> Online banking <input type="checkbox"/> ATMs	<p>Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental</p>	<input type="checkbox"/> Renting vs owning <input type="checkbox"/> Mortgages <input type="checkbox"/> Transportation costs <input type="checkbox"/> Public transportation <input type="checkbox"/> Cost of owning and operating a vehicle <input type="checkbox"/> Car insurance and warranties <input type="checkbox"/> Other _____
<input type="checkbox"/> Banking costs <input type="checkbox"/> Student loans <input type="checkbox"/> Parenting costs <input type="checkbox"/> Marriage costs <input type="checkbox"/> Divorce costs <input type="checkbox"/> Other _____	<input type="checkbox"/> Saving and investing <input type="checkbox"/> Reducing debt <input type="checkbox"/> Money transfers <input type="checkbox"/> ATM fees <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Scams <input type="checkbox"/> Fraud protection <input type="checkbox"/> Payday loans <input type="checkbox"/> Consumer privacy <input type="checkbox"/> Bankruptcy <input type="checkbox"/> Other _____

Resources or Assistance Available

(I.e. Section 56, Financial Aid, Transitional Housing, Subsidization)

1 Type of Resource
Contact Information (How to Apply)
Assistance Required (Notes)
2 Type of Resource
Contact Information (How to Apply)
Assistance Required (Notes)
3 Type of Resource
Contact Information (How to Apply)
Assistance Required (Notes)
4 Type of Resource
Contact Information (How to Apply)
Assistance Required (Notes)

PLAN – SMART Goals

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
----------------------	---	---	---	---	---	---	---	---	---	----	-------------------

After I Leave Care

Hopes and Dreams (Dreams for the Future)

Notes





Education

High School

Finishing high school or getting your General Education Development (GED) is very important before you leave government care. In fact, many of our youth members say it is probably one of the most important things you can try to do in order to prepare yourself for exiting the system. It is very difficult to finish school on your own and hard to find employment without your grade 12 education or equivalent. Make a plan and find adult allies to support you to stay on track.

Adult Learning Options

If it is not possible to obtain your high school education before the age of 18, there may be a variety of programs to attend, available where you live, in order to receive your high school diploma or GED. Talk to your adult allies about what options may be available in your community.

Extension of Supports

If you are a permanent or long term ward you have the right to apply for what is called an Extension of Supports or Section 56. This is a voluntary agreement that allows you to receive support from the Ministry of Social Services from the age of 18 until the age of 21, to continue your education, obtain employment, or receive additional supports if you have a disability. Talk to your social worker about this option, so that you have the support you need to finish school and/or find employment. **Tip:** It is much easier to stay in care voluntarily and receive supports than to return to it. **DON'T LET ANYONE** talk you into leaving care before you know you are ready!

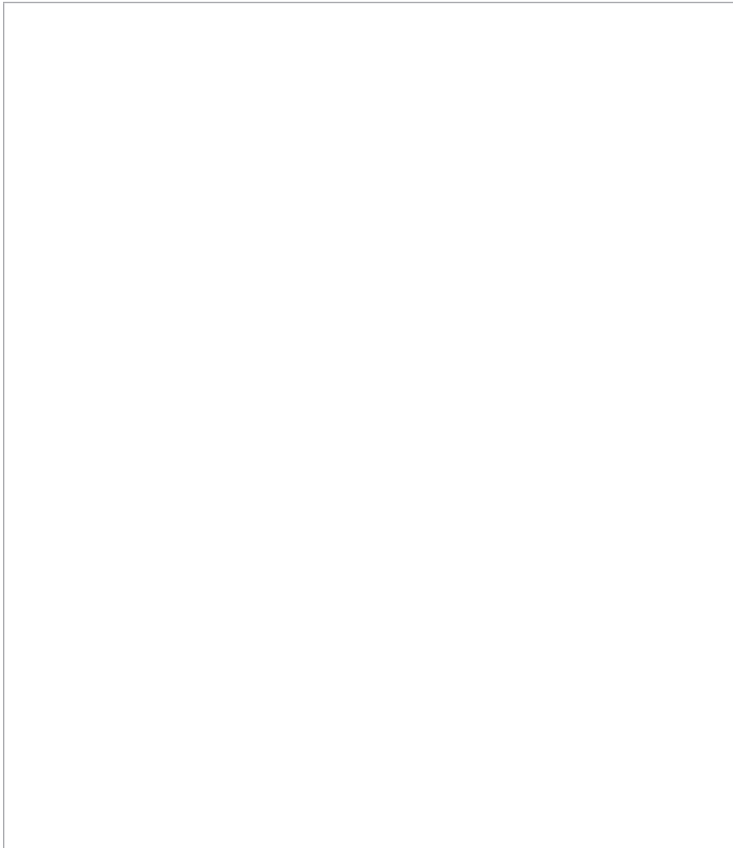
Post-Secondary Schooling

If you are planning to continue your education after high school, start researching your options early. If you are thinking about going to a university, college or vocational school, you must apply for admission. The application process will have strict deadlines. Discuss your plans with an adult ally and get them to help you out! Check out college, vocational, and university websites. See what entrance or application fees are or what pre-requisites (high school classes, average) you may need. Make an appointment to visit these locations. Often, post-secondary campuses have “open” days for people checking out the school to have an organized visit that shows you where everything is and how it all works. You can find out more by calling their “Admissions” offices. Talk to a school counsellor or other adult ally about submitting your application and remember to submit on time! Remember, if you are under a Section 56 (Extension of Supports) agreement, you will have the financial support to attend post-secondary schooling until your 21st birthday.

Financial Aid

Continuing your education will cost quite a bit of money. You may need help to pay for school. There are many different types of financial aid that you may be able to get, from Canada Student Loans, individual educational loans from a bank, to scholarships and bursaries. Some types of financial supports are based on grades and others on need, some you will have to pay back and others you will not. Talk to an adult ally about your best options for financial aid.

Notes



Education Worksheet

IDENTIFY

Current Educational Status

<input type="checkbox"/> Attending Full Time <input type="checkbox"/> Attending Part Time <input type="checkbox"/> Not Attending	Last Grade Level Completed
On track to complete: <input type="checkbox"/> Diploma <input type="checkbox"/> GED <input type="checkbox"/> Other:	Anticipated Completion Date

Most Recent School Attended

--

Previous Schools

	Last Grade Level Completed
	Last Grade Level Completed

High School Transcripts

Do you have a copy of all your high school transcripts? <input type="checkbox"/> Yes <input type="checkbox"/> No
Where to obtain your high school transcripts (if applicable please fill in)

Identified Skills (Any Assistance Needed)

Math Skills
Reading Skills
Writing Skills
Other

Educational Goals**(Job Interests, Talents, Availability of Programs)**

Short Term (1 year)
Long Term (3-5 years)

Post-Secondary School Plans (After High School)

(I.e. University, Work, College, Vocational Program)

Short Term (1 year)

Long Term (3-5 years)

Have you started the application process for your particular program?
 Yes No

Do you need assistance in applying for your program? Yes No
 Identify who can help you.

What other assistance do you need to apply for post-secondary education?

Financial Aid

Section 56, Student Loans, Scholarships, Bursaries, Grants

Identify Assistance Needed for Applying for Financial Aid

Education Awareness and Knowledge

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<input type="checkbox"/> GED <input type="checkbox"/> Adult learning <input type="checkbox"/> Post-secondary schooling <input type="checkbox"/> Post-secondary applications <input type="checkbox"/> University <input type="checkbox"/> College <input type="checkbox"/> Vocational school <input type="checkbox"/> School-to-work programs <input type="checkbox"/> Online	<input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Campus tours and accessibility <input type="checkbox"/> Transit options <input type="checkbox"/> School residences (dorms) <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> School counselors <input type="checkbox"/> School advisors <input type="checkbox"/> Special education support <input type="checkbox"/> Tutoring <input type="checkbox"/> Exam accommodations <input type="checkbox"/> Note taking <input type="checkbox"/> Alternate format texts (i.e. Braille) <input type="checkbox"/> Interpreters <input type="checkbox"/> Campus safety <input type="checkbox"/> Making friends
<input type="checkbox"/> Job shadowing <input type="checkbox"/> Mentorship programs <input type="checkbox"/> Resume building <input type="checkbox"/> Transcripts <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<p style="text-align: center;"> <input type="checkbox"/> Physical <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Intellectual <input type="checkbox"/> Spiritual <input type="checkbox"/> Sexual <input type="checkbox"/> Occupational <input type="checkbox"/> Environmental </p>	<input type="checkbox"/> Healthy friendships <input type="checkbox"/> Sports and activities <input type="checkbox"/> Community activities <input type="checkbox"/> Bullying <input type="checkbox"/> School and exam Stress <input type="checkbox"/> Anxiety
<input type="checkbox"/> Student loans <input type="checkbox"/> Student line of credit <input type="checkbox"/> Scholarships <input type="checkbox"/> Bursaries <input type="checkbox"/> Orphan's benefit <input type="checkbox"/> Extension of support, Section 56	<input type="checkbox"/> Student discounts <input type="checkbox"/> Internships <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Computer skills <input type="checkbox"/> Keyboarding skills <input type="checkbox"/> Extra-curricular activities <input type="checkbox"/> School clubs <input type="checkbox"/> Driver training <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____

Resources or Assistance Available

(I.e. Section 56, Financial Aid/Loans,
Scholarships, Student Housing, GED/Diploma)

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, Measurable, Achievable, Realistic, Timely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

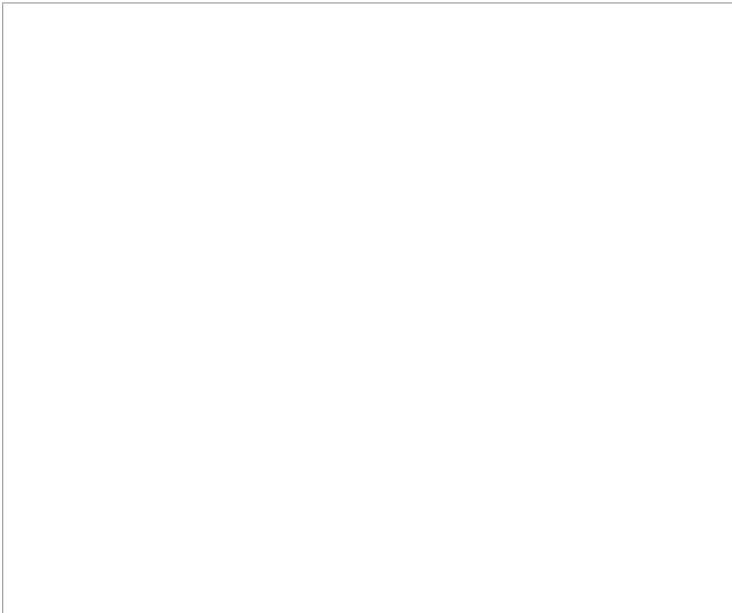
ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
----------------------	---	---	---	---	---	---	---	---	---	----	-------------------

After I Leave Care



Hopes and Dreams (Dreams for the Future)



Notes





Employment

Identify Your Skills and Abilities

What do you enjoy doing? Where do you excel in school and what other talents, skills, and abilities do you have that could transfer into employment opportunities? Think about these and make a list of your skills and abilities.

Identify Your Employment Goals

How old are you? Where do you see yourself in 1 year from now? Would you like to have a part-time job right now? How about 5 years and 10 years from now? What are your career interests? Make a list of your goals, both short and long term. Talk to adult allies about different career interests. See if your school or community offers a mentorship or career shadowing program to get a taste of what you are interested in. Many high schools and post-secondary locations offer career and education counseling or support. They can help you figure out what you need to do to get the job or education you want.

Identify and Develop Education and Training to Meet Your Goals

What do you need to help you achieve your employment goals? Do you need further training or education? Make a list of both your short and long term employment goals and what additional training or education that you may need to help you achieve these goals. We've started a list of additional training you could complete in the worksheet at the end of this module.

Do You Have a Resume?

It is important to build a resume in order to apply for jobs. When you are first starting out, with little experience, it can be difficult to know what to include on your resume. You can include extra-curricular activities or volunteer activities that you have done. Include a list of your skills and strengths. If you have completed any training certificates, such as "Babysitting," "Driver Education," "CPR," "Hunter Training" or "Food Safety," include them. It's smart to get a couple of these certificates under your belt for the job hunt. Find adult allies to become references for your resume. References are people who can speak to how well you work and to your skills and strengths.

Job Search

Do you know where to look for a job? Identify and make a list of where to look for employment. Ask adult allies to help you brainstorm where to look. It could be places such as the newspaper, internet, signs, boards, or by word-of-mouth.

Resources

Do you have a career centre in your community? Where can you access a computer and the internet? Does the local library offer free resume writing workshops? Is there a career fair at your local university or community centre? Identify resources in your community and adult allies in your life for support in these areas.

Notes



Employment Worksheet

IDENTIFY

Skills Training and Education

<input type="checkbox"/> Babysitting Course	<input type="checkbox"/> Ready For Work Program
<input type="checkbox"/> Safe Food Handling	<input type="checkbox"/> Young Worker Readiness Certificate Course (YWRCC) – 14 and 15 year olds
<input type="checkbox"/> First Aid and CPR	<input type="checkbox"/> Guide for New Workers
<input type="checkbox"/> WHMIS	
<input type="checkbox"/> Volunteer Opportunities	
Other	

Build Your Resume

Resume Completed <input type="checkbox"/> Yes <input type="checkbox"/> No
Resume Writing Lessons (in school, extra-curricular activities, etc.) <input type="checkbox"/> Yes <input type="checkbox"/> No

Identify Employment Goals

What are your career interests?

Job Search Skills

Make a list of and discuss where to look for employment	Contact Info/How to Find
---	--------------------------

Current Employment Status

1 Part Time (Hours per week)	Full Time (Hours)	Casual (Hours)
Position		Pay Rate
Employer		Phone
Address		City
2 Part Time (Hours per week)	Full Time (Hours)	Casual (Hours)
Position		Pay Rate
Employer		Phone
Address		City

Past Employment

1 Employer	Phone
Address	City
Position	Dates of Employment
Reason for Leaving	
2 Employer	Phone
Address	City
Position	Dates of Employment
Reason for Leaving	
3 Employer	Phone
Address	City
Position	Dates of Employment
Reason for Leaving	

Employment Awareness and Education

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<input type="checkbox"/> Minimum wage <input type="checkbox"/> Salary <input type="checkbox"/> Statement of earnings/Pay stub <input type="checkbox"/> Gross pay <input type="checkbox"/> Net pay <input type="checkbox"/> Pay deductions – Benefits – Employment insurance – Pension – Taxes	<input type="checkbox"/> Minimum age of work <input type="checkbox"/> Healthy workplace <input type="checkbox"/> Avoiding burnout <input type="checkbox"/> Termination (getting fired) <input type="checkbox"/> Changing jobs <input type="checkbox"/> Childcare options <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Occupational health and safety <input type="checkbox"/> Employee handbook <input type="checkbox"/> Employment equity <input type="checkbox"/> Discrimination in the workplace <input type="checkbox"/> Lunches and breaks <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
<input type="checkbox"/> Overtime <input type="checkbox"/> Vacation pay <input type="checkbox"/> Sick days <input type="checkbox"/> Bereavement days <input type="checkbox"/> Hours off to vote <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<p>Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental</p>	<input type="checkbox"/> Being on time <input type="checkbox"/> Dressing for work <input type="checkbox"/> Probationary period <input type="checkbox"/> Volunteering for work experience <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
<input type="checkbox"/> Resume building <input type="checkbox"/> Cover letters <input type="checkbox"/> References <input type="checkbox"/> Interview tips and practice <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Time management <input type="checkbox"/> Organizational skills <input type="checkbox"/> Shift schedules <input type="checkbox"/> Teamwork <input type="checkbox"/> Leadership <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Where to find a job <input type="checkbox"/> Employment resources <input type="checkbox"/> Career fairs <input type="checkbox"/> How to apply for a job <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____

Resources or Assistance Available

(I.e. Section 56, Financial Aid,
Employment Assistance, Work Readiness Programs)

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
----------------------	---	---	---	---	---	---	---	---	---	----	-------------------

After I Leave Care

Hopes and Dreams (Dreams for the Future)

Notes





Supports and Healthy Relationships

Friends, Family, and Permanence

We all need a place to belong and feel connected to. We need supportive people in our lives, no matter if they are family, friends, or other relationships. You define your family and your connections in life! It is important to establish who you can rely on in your life and what connections and support you have. Roles of people may change when you exit the system. You may find that many of the people who were available to you when you were in care will not be as available once you exit the system. Make sure to have connections to supportive people in your life who will continue to support you after you exit the system.

Siblings

If you were separated from siblings while in foster care, ask for assistance from your social worker or another supportive adult to help you reconnect before you leave care.

Community Connections

Are you connected to programs or activities in your community? Do you volunteer at the local senior citizen's home, take an art class at your local community centre, drop-in at the local youth centre for a recreational night, or maybe you are learning to cook traditional foods or learning a traditional language from an Elder in your community? It is important to have these connections in your community. Being active in your community has many benefits. It helps you feel connected, learn new things, expand your knowledge, and make new friends. Identify areas of interest and get connected. There are many low-cost or free programs available in almost all communities across Saskatchewan. Ask your social worker, adult allies, or look on the Internet to find out what community connections you may want to be a part of.

Cultural Connections

Identify, research, and discover your own culture or ethnicity. Seek out a trusted adult ally to help you connect to culturally-specific events and organizations in your community. Make your own choices for cultural connections and feel comfortable in creating this part of your identity. If you are interested, it is also a great experience to discover other cultural events and organizations in your community. Do you like sports, dance, music, arts and crafts, or do you have a spiritual practice? Odds are there is some group doing stuff you like ready to welcome new members. You can have a great time meeting new people, making new friends, discovering new customs, trying new food, and maybe even learning a new language. Expand your knowledge, expand your mind!

Create Healthy Relationships

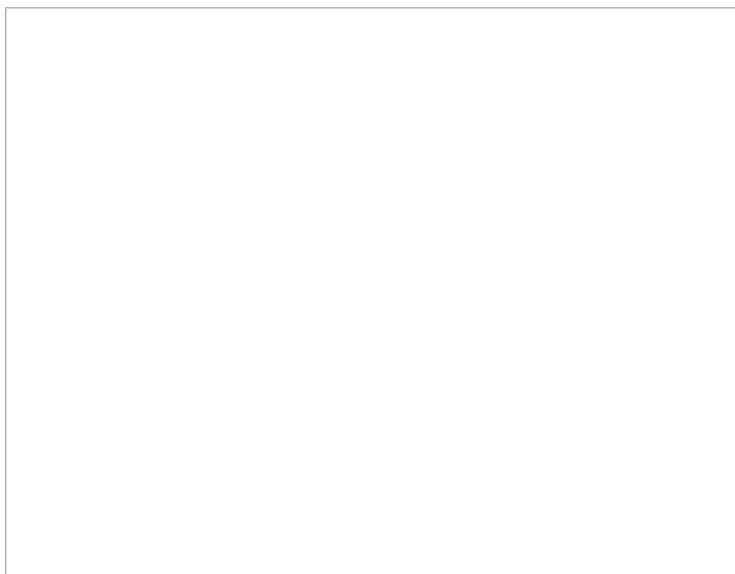
We all need a little reminder sometimes ...

To take time to learn about yourself and build your self-esteem. Develop a group of positive people in your life who share your values. Build your relationship skills and understanding of healthy and not healthy (abusive) relationships. Identify where to go or who to turn to if you need help getting out of an abusive relationship. If needed, discuss these issues further with a trusted adult ally, counsellor, or therapist.

Identify Other Supports

What other supports or connections may be important or helpful in your life as you move into adulthood? Take some time to brainstorm a short list that includes other supports you may need.

Notes



Supports and Healthy Relationships Worksheet

IDENTIFY

Supportive Adults in Your Life

(I.e. Mentors, Teachers, Relatives, Counsellors, etc.)

1 Name(s)	Phone
Address	Email
Relationship and Support Provided	
2 Name(s)	Phone
Address	Email
Relationship and Support Provided	
3 Name(s)	Phone
Address	Email
Relationship and Support Provided	
4 Name(s)	Phone
Address	Email
Relationship and Support Provided	

Please use a separate piece of paper if needed.

Who Do You Consider Part of Your Family?

1 Name(s)	Relationship to You (biological, foster, adoptive, peer, aunt/uncle, sibling, friend)
Status (i.e. in contact, strained relationship, etc.)	
2 Name(s)	Relationship to You (biological, foster, adoptive, peer, aunt/uncle, sibling, friend)
Status (i.e. in contact, strained relationship, etc.)	
3 Name(s)	Relationship to You (biological, foster, adoptive, peer, aunt/uncle, sibling, friend)
Status (i.e. in contact, strained relationship, etc.)	
4 Name(s)	Relationship to You (biological, foster, adoptive, peer, aunt/uncle, sibling, friend)
Status (i.e. in contact, strained relationship, etc.)	
5 Name(s)	Relationship to You (biological, foster, adoptive, peer, aunt/uncle, sibling, friend)
Status (i.e. in contact, strained relationship, etc.)	

Please use a separate piece of paper if needed.

Community and Cultural Connections (Activities, Groups, Volunteer)

1 Community or Cultural Group/Name	Contact
Length of Time Involved and Interest	
2 Community or Cultural Group/Name	Contact
Length of Time Involved and Interest	
3 Community or Cultural Group/Name	Contact
Length of Time Involved and Interest	
4 Community or Cultural Group/Name	Contact
Length of Time Involved and Interest	

Cultural Heritage

Cultural/Ethnic Background <input type="checkbox"/> Not Sure <input type="checkbox"/> Other	Cultural Connections
---	----------------------

Supports and Healthy Relationships

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<input type="checkbox"/> Dating <input type="checkbox"/> Love and romance <input type="checkbox"/> Healthy boundaries <input type="checkbox"/> Sexual intimacy <input type="checkbox"/> Conflicts <input type="checkbox"/> Privacy <input type="checkbox"/> Sexting <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Healthy communication <input type="checkbox"/> Quality time <input type="checkbox"/> How to break up respectfully <input type="checkbox"/> Getting over a breakup <input type="checkbox"/> Peer pressure <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive relationships <input type="checkbox"/> Physical abuse <input type="checkbox"/> Sexual abuse <input type="checkbox"/> Mental abuse <input type="checkbox"/> Emotional abuse <input type="checkbox"/> Jealousy <input type="checkbox"/> Getting help for relationship conflicts
<input type="checkbox"/> Mutual respect <input type="checkbox"/> Trust <input type="checkbox"/> Honesty <input type="checkbox"/> Affection <input type="checkbox"/> Values and beliefs <input type="checkbox"/> Gender diversity <input type="checkbox"/> LGBTQI (lesbian, gay, bisexual, transgender, two-spirited, queer, and intersex, and everyone who has any questions in this area)	Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental	<input type="checkbox"/> Cultural connections <input type="checkbox"/> Cultural acceptance <input type="checkbox"/> Language and traditions <input type="checkbox"/> Racism <input type="checkbox"/> Prejudice <input type="checkbox"/> Stereotypes <input type="checkbox"/> Overcoming bias <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
<input type="checkbox"/> Body image and self-esteem <input type="checkbox"/> Love and respect yourself <input type="checkbox"/> Finding a counsellor or therapist	<input type="checkbox"/> Sibling separation <input type="checkbox"/> Re-connecting with biological family <input type="checkbox"/> Parenting groups <input type="checkbox"/> Building your own family of friends	<input type="checkbox"/> Losing a loved one (bereavement) <input type="checkbox"/> End of life, death and dying <input type="checkbox"/> Grief <input type="checkbox"/> Grief counselling

Resources or Assistance Available

(I.e. Community Groups, Medical Professional, School Counsellor, Mediation)

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, Measurable, Achievable, Realistic, Timely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

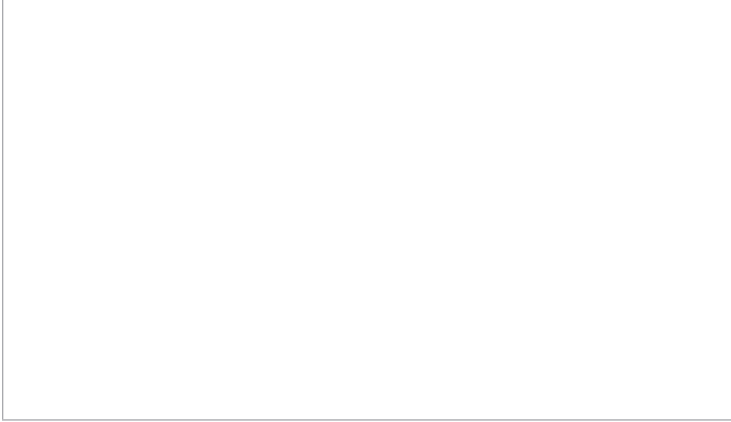
Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
----------------------	---	---	---	---	---	---	---	---	---	----	-------------------

After I Leave Care



Hopes and Dreams (Dreams for the Future)



Notes





Parenting

Becoming or being a new parent is a life-changing event. Pregnancy is its own journey involving choices and special needs. While getting ready to have a child or already having one is exciting and wonderful, it can be very difficult and stressful at times too. It is important for new parents-to-be to identify supports and resources in their lives to help them through the journey of parenting. It is also okay to be able to identify that you may just need to take a break sometimes.

Identify Your Support Network and Resources

Just as it is important to have a support network in other areas of life, it is important to have supportive people with you during pregnancy (e.g. sexual health centre, partner, friend, family, social worker, birthing coach, midwife, doula). Whether you are pregnant, or are the partner of a new Mom, identify people in your life that you feel comfortable with.

Visit Your Doctor as Soon as You Believe You are Pregnant

It is important to see a healthcare professional (family doctor, obstetrician/gynecologist, nurse practitioner) as soon as you believe you are pregnant. This can help you to decide what

to do next, if the pregnancy is unexpected (see: *Unplanned Pregnancy/Pregnancy Options* on page 85).

Prenatal (before birth) visits are very important in order to monitor the health of you and your baby. Your doctor or healthcare professional will ask about your menstrual (period) cycle, medical history (allergies, past hospitalizations, etc.), mental health, habits (smoking or substance abuse), and family medical history (any serious or chronic disease — which you may or may not know) and perform certain tests, such as blood tests, blood pressure monitoring, and ultrasounds. These are all normal questions and procedures that will help your healthcare professional to understand the health of you and your baby, as well as any risk factors that may be present.

Prenatal visits are also a great time to ask questions or talk about any worries you may have. If you can, choose someone you like and trust. You will visit your healthcare professional a lot during your pregnancy. It is normal to have 10 to 15 prenatal visits during your pregnancy.

New/Expectant Parents

Prenatal Classes

Prenatal (before birth), childbirth preparation, and birthing classes are a great way to prepare for childbirth and meet other parents in your community. There are many types of programs or classes available in many communities across Saskatchewan. These classes can be women-only classes, couple's classes, or even refresher classes. Topics that are covered can be different, but could include relaxation and breathing techniques, the process of labour and childbirth, what to expect in the hospital, as well as nutrition and exercises during pregnancy.

Classes are usually run by nurses or midwives and are available at places like the YWCA, local community centres, local health

or women’s centres, or hospitals depending on where you live. It is okay to ask for the teacher’s qualifications before you start a class to check that they have been properly trained. A good place to start is to ask your doctor or healthcare professional to recommend classes. You can also ask people in your support network or do an internet search for “prenatal classes” in your community (e.g. Prenatal classes in Nipawin). Know that some classes may cost money but some may be free. If you are still in care, ask your worker if they can get support for paid classes.

Hospital or Birthing Centre Tours

Some communities offer hospital or birthing centre tours of the local units (e.g. labour and birth, mother and baby, and neonatal units). A tour is a great way to relieve any anxiety you may have and to become familiar with the hospital or birthing centre and any medical procedures before you give birth. It is also a great time to ask any questions you may have. You can call the hospital or birthing centre, or take a look on their website, for information on tours and to reserve your spot.

Parenting Classes

Parenting can be very challenging at times. Little ones don’t come with an instruction manual and some parents simply aren’t prepared to deal with all the challenges and experiences that come with being a parent. There is also a lot of information out there (books, websites, family, friends) on how best to parent and what you should and should not do (e.g. time-outs, safety, nutrition, health, education, immunizations) when raising your own children. Parenting can also be difficult if you haven’t had good parent role models in your life, as many youth from government care may experience.

Many parents have questions and struggle with some of the decisions around raising children. That is okay. Parenting classes offer a way to learn more about parenting styles, what

to expect as your child grows, to understand your role(s) better, and to become confident as a parent. There are many types of parenting classes available across communities in Saskatchewan. They are usually offered at community centres, health centres, youth centres, or through recreation centres like the YWCA. If your partner is pregnant, taking prenatal and/or parenting classes is a great way to help!

Postpartum Checkups

A postpartum (after birth) checkup is when a nurse, who works for a postpartum checkup program, provides follow-up care in your home. A nurse will talk to you about follow-up care before you leave the hospital and will contact you once you are home to arrange a home visit. The visit usually happens about 2 weeks following the delivery of your baby. During your home visit, the nurse will provide you with health information, and answer any questions that you may have. The nurse will complete a physical assessment of both you and your baby to assess your recovery from the birth and baby's health and weight. They can also offer you additional support with breastfeeding or any other areas of concern (e.g. healthy weight, nutrition, mental health [postpartum depression], and immunizations). There are different programs throughout Saskatchewan (e.g. Maternity Visiting Program in Regina; Healthy Home Visiting Program in Saskatoon, Public Health Office in rural areas). Before you leave the hospital a nurse will go through these programs with you and give you more information. If you have any concerns and are unsure of where to call, you can always call your doctor directly or the Saskatchewan Health Line (811).

Unplanned Pregnancy/Pregnancy Options

Women of all ages, ethnicities, religious backgrounds, and marital status can be faced with an unplanned pregnancy. Deciding whether to have a baby, look to adoption, or have

an abortion is a very difficult decision. You have to decide what you believe is best for you depending on your resources, commitments, and plans for the future. There are many different organizations and people available to support and help you in deciding your plans for your pregnancy. Access to non-judgmental people, services, and counselling is very important. Find people in your life that you trust to talk to, like friends, people you consider family, your partner, teachers, social workers, school counsellors, or healthcare professionals like a doctor, nurse practitioner, nurses, or other public health professionals. You may also wish to talk with a trusted member of your spiritual community. Organizations such as Planned Parenthood can also provide you with unbiased and non-judgmental counselling services.

Planned Parenthood Regina

www.plannedparenthoodregina.com

Sexual Health Centre Saskatoon (formerly Planned Parenthood)

www.sexualhealthcentresaskatoon.ca

Kids Help Phone

1-800-668-6868

Identify Items You Have and Will Need

If you or your partner are planning for a baby, start gathering items that you will need for your little one(s) and your home. Identify what you will need and make a plan to acquire these items. Hand-me-downs are a great resource for clothing and other items. That is how most of us start out! Hit up garage sales, swap meets, online used item websites, and local value stores in your community. But beware of some used items, such as car seats, cribs, and strollers. Many of these items have expiry dates for safety reasons, or may not be in great working order. Be aware and make sure that these items are safe for your child and you.

CAUTION: There is a rise of bed bugs in communities across Canada. Prevention is the key to avoiding an outbreak in your home. Second hand items are wonderful, but be very cautious about any cushioned items you bring into your home and inspect things for bed bugs. For more information please check out the following website www.healthycanadians.gc.ca/healthy-living-vie-saine/environnement-environnement/pesticides/bedbugs-punaises-prevent-prevenir-eng.php

Finances

Deciding to become pregnant, having a baby and/or being a parent is a big financial responsibility. MoneySense.ca estimates that the total cost of raising a typical child up until their 19th birthday is \$243,660. That is roughly \$12,825 per child per year or \$1,070 per month. It is important to consider the costs involved, what benefits or supports are available to you, and it is never too late to start planning or budgeting your finances. Below, we have outlined some of the basics to get you started.

Maternity Leave or Parental Benefits

Are you or your partner eligible for employment insurance, maternity leave, or parental benefits? If either of you have been employed, for an extended amount of time, you may be able to receive maternity leave or parental benefits. The Canadian government offers temporary financial assistance to parents, maternity benefits and parental benefits, if they need to or choose to take time off work to care for their baby. You need to meet specific rules to qualify for these benefits and submit required documents. After you apply it can take more than six weeks for your benefits to come into effect, so it is a good idea to have a plan in place for that time. Please check out this link for more information, www.servicecanada.gc.ca/eng/ei/types/maternity_parental.shtml or by calling 1-800-206-7218.

Social Assistance Program

The Saskatchewan Social Assistance Program supports Saskatchewan families and individuals who, for various reasons, including disability, illness, low income or unemployment, cannot meet basic living costs. Any person who is in financial need may apply for assistance. A worker and yourself (the applicant) will establish your needs and resources and develop a case plan during an intake interview.

For more information on the Saskatchewan Assistance Program call **1-866-221-5200**, **TTY 1-866-995-0099**, or contact the Social Services office nearest you. A list is available at this link: www.socialservices.gov.sk.ca/service-delivery

Benefits

There are a number of benefits you may be eligible to receive as a parent. Take the time to learn about these benefits and see if you qualify. There may be additional benefits available to you, depending on your circumstances. Talk with a trusted adult, social worker, counsellor, etc., to find out more.

Canada Child Tax Benefit: A tax free, monthly payment to eligible families with children under age 18.

Child Disability Benefit: A tax free benefit for families who care for a child under age 18 with a severe and prolonged mental or physical impairment.

Government Services Tax: If you are a parent and you are under the age of 19, you are eligible to access GST benefits four times a year.

Enhanced Universal Child Care Benefit: A benefit of \$160 monthly for parents with children under the age of 6, and \$60 monthly for children from 6 to 17 years old.

For more information please visit: www.servicecanada.gc.ca/eng/lifeevents/family/

Additional benefits available in Saskatchewan: www.gov.sk.ca/residents/financial-assistance/

Online Health, Pregnancy, and Parenting Resources

There are many resources available out there. It is important to find trusted information and resources to educate yourself. We've put together a small list of trusted resources for you to check out.

Sexuality and U
www.sexualityandu.ca

Baby Center
www.babycenter.ca

Canadian Mother Resource
www.thecmr.com

A Parent's Guide to Vaccination
(Public Health Agency of Canada)
www.phac-aspc.gc.ca/im/iyc-vve/pgi-gpv/index-eng.php

A Healthy Pregnancy is in Your Hands
(Public Health Agency of Canada)
www.phac-aspc.gc.ca/hp-gs/index-eng.php

About Kids Health
www.aboutkidshealth.ca

Parents Canada
www.parentscanada.com

Parenting Worksheet

IDENTIFY

Support Network

1 Name of Support Person

Support Organization

Contact

2 Name of Support Person

Support Organization

Contact

3 Name of Support Person

Support Organization

Contact

4 Name of Support Person

Support Organization

Contact

Your Health Care Providers' Information (I.e. Family Doctor, Obstetrician, Nurse Practitioner, Midwife, Doula)

1 Name
Contact
2 Name
Contact
3 Name
Contact
4 Name
Contact

**Other Resources Contact Information
(classes, counselling, tours)**

1 Name
Contact
2 Name
Contact
3 Name
Contact
4 Name
Contact

Supports and Healthy Relationships

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information.

<ul style="list-style-type: none"> <input type="checkbox"/> Prenatal exams (while pregnant) <input type="checkbox"/> Physical activity <input type="checkbox"/> Nutrition and pregnancy <input type="checkbox"/> Healthy weight gain <input type="checkbox"/> Canada’s Food Guide <input type="checkbox"/> Food safety <input type="checkbox"/> Vaccines and immunizations <input type="checkbox"/> Folic acid 	<ul style="list-style-type: none"> <input type="checkbox"/> Family planning <input type="checkbox"/> Building a support network <input type="checkbox"/> Cultural practices during pregnancy <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Body changes and image <input type="checkbox"/> Mental health <input type="checkbox"/> Injury and violence <input type="checkbox"/> Postpartum depression <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
<ul style="list-style-type: none"> <input type="checkbox"/> First aid and CPR <input type="checkbox"/> Childproofing your home <input type="checkbox"/> Transportation and travel <input type="checkbox"/> Exercise in pregnancy <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental 	<ul style="list-style-type: none"> <input type="checkbox"/> Healthy tips for pregnancy <input type="checkbox"/> Child development milestones <input type="checkbox"/> Parenting tips <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
<ul style="list-style-type: none"> <input type="checkbox"/> Sex in pregnancy and afterwards <input type="checkbox"/> Breastfeeding <input type="checkbox"/> Baby safety <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Abortion <input type="checkbox"/> Adoption <input type="checkbox"/> Complications in pregnancy <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Substance abuse during pregnancy <input type="checkbox"/> Tobacco use during pregnancy <input type="checkbox"/> Poison control <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____

PLAN

Resources You May Need

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

Finances

Assistance, Benefits, Other Contact Information

1

2

3

4

5

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
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Areas You Feel May Need Assistance With

Notes





Youth Justice

The information found below is general in nature and is not intended as professional legal advice. Please talk with your case-worker, legal representative (e.g. lawyer), or a legal advocate for professional legal advice.

Youth Crime and the Youth Criminal Justice Act

Any young person in Canada, between 12 to 17 years of age that pleads or is found guilty of committing a criminal offence is subject to law under the Youth Criminal Justice Act (YCJA). The purpose of the YCJA is for young people to be held accountable for the crimes they commit and for youth sentences to have meaningful consequences that promote a healthy return to the community and society. The YCJA provides the judges in youth courts with many different sentencing options for young people. The sentence must address the seriousness of the offence, the responsibility and maturity of the young person, any previous offences, and the conditions under which the crime was committed.

Sentencing Options

There are many different sentencing options under the YCJA. These include what are known as ***community-based sentences and custody and supervision sentences***. The maximum length of youth sentences can range from 2 to 10 years, depending on the offence committed.

Community-based sentences allow a young person to serve her, his, or their sentence in the community. This sentence may include one or more of the following: community service (unpaid work), house arrest (home detention/restricted travel/curfew), an apology or payment (restitution) to the victim(s), regular reporting to someone (probation officer), and other mandatory treatments or programs (drug or alcohol/mental health). These are just some of the ways that a community-based sentence can be served. The nature and seriousness of the offence determines the degree of punishment.

Custody and supervision sentences are served in a youth custody facility, followed by a period of time in the community under supervision/probation. There are two levels of custody facilities in the province of Saskatchewan: *Open Custody* and *Secure Custody*. In an open custody facility, you are still able to participate in the community, with a significant level of supervision, by attending community schools, obtaining employment, and taking part in treatment or recreational activities. In a secure custody facility there are limited options to take part in activities in the community. As a young person you may earn the privilege of going on outings, which are closely supervised. Again, the nature and seriousness of the offence will determine the degree of sentencing and which facility you may end up in. Custody sentences are primarily intended for violent and serious repeat offenders.

Reintegration (Period of Supervision in the Community)

Any period spent in custody is followed by a period of supervision and support in the community. This is to ensure that you are able to transition successfully from a custody setting back into the community. At your sentencing the judge will state the period of time to be served in custody and/or in the community under supervision. A youth worker will help you plan for re-entering the community and is there to provide support and supervision so that the transition back into the community is successful.

Adult Sentences

The YCJA does allow a judge to impose an adult sentence on a youth who is found guilty of a serious offence and was 14 years of age or older when the crime was committed. In fact, prosecutors (lawyers, legal persons or parties responsible for presenting the case against the individual accused of the criminal offence) are required to consider seeking an adult sentence when a youth is found guilty of murder, attempted murder, manslaughter or aggravated sexual assault. If an adult sentence is being imposed, then the young person is subject to the Criminal Code of Canada. However, no portion of either an adult or youth sentence can be served in an adult prison while the youth is still under the age of 18.

Youth Record

A record will contain any of your information that is created or kept for the purposes of the YCJA or for investigating an offence that could be prosecuted under the YCJA. The following information may be part of your record: name and/or birth date; details about your arrest, charge, and/or sentence; and any other information provided by family members, neighbours, school authorities or victims. A youth record is

protected and personal information is kept confidential. This means that only certain people can access your record. These people can include: the young person; the young person's lawyers, parents, or guardians, and anyone else authorized by the court; crown prosecutors; judges, courts, and review boards; directors of correctional facilities where a young person serves a sentence; people involved in a youth justice conference; the victim; and someone carrying out a criminal record check.

How Long Does a Youth Record Last?

There are various lengths of time in which a youth record will remain open. These are called "access periods." Access periods (lengths of time) are connected to the type of offence committed. It is best to ask your caseworker or lawyer about the various access periods, as there are many. Once the access period ends, a youth record is sealed and/or destroyed. Youth records can be closed before the age of 18. However, if someone over the age of 18 with an open youth record commits another crime, the youth record will then become part of that person's permanent adult record.

TIP: A youth record can affect your ability to travel outside of the country and your ability to find employment. There have also been certain cases in which a youth record (thought to be closed) has affected an adult's ability to travel or find employment. If you have concerns about your youth record, you should consult with a lawyer. It is also wise to check with your local police service to verify if your youth record has been sealed or destroyed.

Legal Rights

All people who live in Canada have the Charter of Rights and Freedoms available to them. As a young person you also have special legal rights under the YCJA.

Rights when arrested:

- To understand the reason for the arrest
- The right to remain silent
- The fact that everything you say may and will be held against you in any subsequent proceedings (any legal process as a result of arrest — including court, mediation, etc.)
- The right to retain and instruct counsel (counsel is another word for a lawyer)
- The right to contact parents, guardians or other appropriate adults
- The possibility of contacting counsel when you arrive at the police station
- The possibility of obtaining the assistance of counsel (lawyer or legal representative) free of charge
- The right to contact any of these persons in private
- The right to have the persons contacted present during any questioning by the police

TIP: For your protection, it is wise to make sure that you have support (such as your lawyer) present when you are questioned by the police.

The Right to Counsel

You have the right to counsel (a lawyer) at any time during the youth justice process. The right to speak to a lawyer must be explained to you in plain language and you must get that opportunity as soon as possible during an arrest and again at any time during the justice process. The lawyer's goal is to protect your rights.

Rights and Responsibilities in Custody

As a young person in custody (young offender) some of your rights are affected because you committed a crime. However, there are still some basic rights that you are entitled to and responsibilities to uphold while you are in custody. Please talk with your social worker or caseworker to discuss your rights and responsibilities further. You may also contact the **Saskatchewan Advocate for Children and Youth toll free at 1-800-322-7221**, if you believe no one is listening to your concerns or if you feel your rights are not being upheld.

As a young offender you have the right to:

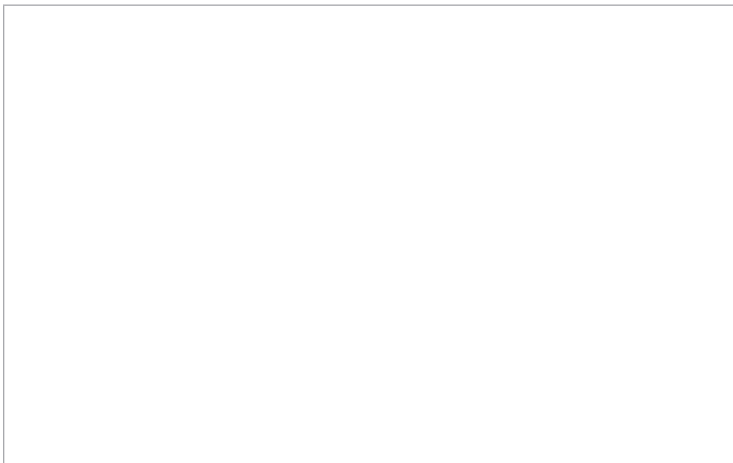
- Have your legal rights explained
- Have your voice heard
- Be included in decision making that affects you
- Be able to speak to and get in contact with your lawyer
- Live in a safe environment
- Be able to access physical and mental health care services (e.g. doctor, dentist, counsellor)
- Be able to go to school and receive an education
- Be able to practice your religion
- Have access to exercise and recreational activities

- Be involved in the court process
- Know and understand the rules that must be followed during your time in custody
- Have an adult that can help you with any questions or clarification you may need in any of your time spent in custody
- Be able to have contact with family and friends (unless there is a specific order against certain persons)
- Know how to make a complaint

As a young offender you have the responsibility to:

- Follow the conditions set out by the judge
- Follow the rules of the facility you are in
- Respect other individuals who reside in the same facility
- Respect the rights of the staff in the facility
- Take responsibility for your actions

Notes



Youth Justice Worksheet

IDENTIFY

Support Network

Names/Title of Contact People (Social Worker,
Case Worker, Lawyer, Advocate, Counsellor)

1

2

3

4

5

Services

The following services may be of interest while you are in custody or on a community-based order.

You may already be required to attend some of these programs, but know that there are a variety of services available to you while you are in custody. These services offer important information and skills to help you deal with some of the stuff that might be going on in your life. They can also help you make a smoother transition when you leave custody. Please talk with your social worker or caseworker to find out more information on what is available and how to get involved.

<input type="checkbox"/> Finishing school	<input type="checkbox"/> Eye care	<input type="checkbox"/> Healthy relationship programs
<input type="checkbox"/> Health care/topics	<input type="checkbox"/> Cooking and nutrition	<input type="checkbox"/> Parenting programs
<input type="checkbox"/> Drug counselling	<input type="checkbox"/> Recreational programs	<input type="checkbox"/> Gang involvement/exiting
<input type="checkbox"/> Work/Employment training	<input type="checkbox"/> Alcohol counselling	<input type="checkbox"/> Reading and writing programs (literacy)
<input type="checkbox"/> Mental health services	<input type="checkbox"/> Release planning	<input type="checkbox"/> Other _____
<input type="checkbox"/> Anger management	<input type="checkbox"/> Volunteering	<input type="checkbox"/> Other _____
<input type="checkbox"/> Life skills	<input type="checkbox"/> Spiritual/Religious programs	<input type="checkbox"/> Other _____
<input type="checkbox"/> Dental care	<input type="checkbox"/> Cultural programs	

Notes

Release Planning

Identify areas of interest you have around leaving custody. What areas would you like more information or skills in?

<input type="checkbox"/> Job training <input type="checkbox"/> Finishing high school <input type="checkbox"/> Community connections <input type="checkbox"/> Life skills <input type="checkbox"/> Finding a place to live <input type="checkbox"/> Health relationships (family, friends, significant others) <input type="checkbox"/> Family counselling <input type="checkbox"/> Mental health counselling	<input type="checkbox"/> Not hanging out with your usual peer group/set of friends <input type="checkbox"/> Making connections with healthy people in your life <input type="checkbox"/> Drug counselling <input type="checkbox"/> Alcohol counselling <input type="checkbox"/> Probation <input type="checkbox"/> Post-secondary schooling <input type="checkbox"/> Supportive people in your life	<input type="checkbox"/> Health concerns <input type="checkbox"/> Extra-curricular/Physical activity <input type="checkbox"/> Cultural connections <input type="checkbox"/> Spiritual/Religious connections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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What Would Help You From Re-offending?

Choose from the list above or come up with your own answers. Identify areas that you believe would help you and reduce your chances of re-offending. Many youth find that writing this down on paper helps them to set goals for the future.

PLAN – SMART Goals

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

ASSESS – How Ready Are You to Leave Custody?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
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Hopes and Dreams (Dreams for the Future)



Notes





Life Skills

Never stop learning! There are a lot of life skills that you can (and should) practice BEFORE you leave government care! Soon, you will be responsible for all aspects of your life. Identify areas you need help and skill-building in. Discuss taking classes or workshops in specific life skills before you leave care. Maybe you need some extra help cooking in the kitchen, or sharpening those grocery and budgeting skills? Don't be afraid; we all need to brush up on these skills once in a while.

Notes

Life Skills Worksheet

IDENTIFY

Life Skills Assessments or Courses

Ministry of Social Services Life Skills Inventory <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed
Other <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed
Other <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed

Other Life Skills I Have Demonstrated an Ability In Are ...

<input type="checkbox"/> Cooking and food safety	<input type="checkbox"/> Personal hygiene	<input type="checkbox"/> Safety
<input type="checkbox"/> Meal planning	<input type="checkbox"/> Social skills	<input type="checkbox"/> Sexual health
<input type="checkbox"/> Laundry	<input type="checkbox"/> Communication	<input type="checkbox"/> Pregnancy planning and care
<input type="checkbox"/> Cleaning	<input type="checkbox"/> Self-advocacy	<input type="checkbox"/> Parenting
<input type="checkbox"/> Grocery shopping	<input type="checkbox"/> Legal rights and issues	<input type="checkbox"/> Basic first aid
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Notes

Resources or Assistance Available

(I.e. Section 56, Community Courses,
Educational Programs)

1 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

2 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

3 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

4 Type of Resource

Contact Information (How to Apply)

Assistance Required (Notes)

PLAN – SMART Goals

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely

1 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

2 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

3 Short Term Goal (up to 1 year)

Steps and Assistance

Timeline and Progress

Long Term Goals (up to 5 years)

Put additional goals on the notes page at the end of this module.

Life Skills

The following boxes are areas and topics that you may have questions about and want to investigate further. Check the boxes that you are interested in and discuss with an adult ally to find reliable information. Add any personal life skills areas that you would like to know more about on the notes page at the end of this module. All of the suggestions here are personal ones our youth members have faced while living on their own!

<ul style="list-style-type: none"> <input type="checkbox"/> How to establish a simple cleaning routine? <input type="checkbox"/> How to make cleaning supplies last longer? <input type="checkbox"/> What are some natural cleaning products? <input type="checkbox"/> How to safely store cleaning products? <input type="checkbox"/> When to call 9-1-1? 	<ul style="list-style-type: none"> <input type="checkbox"/> How to exercise regularly? <input type="checkbox"/> How to plant a garden? <input type="checkbox"/> How to compost? <input type="checkbox"/> How to maintain good personal hygiene? <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> How to NOT dye your whites in the laundry? <input type="checkbox"/> When to dry clean your clothing? <input type="checkbox"/> How to read the washing instructions on your clothes? <input type="checkbox"/> How to hand wash clothing? <input type="checkbox"/> How to use that clothing iron? <input type="checkbox"/> How to get rid of that stain?
<ul style="list-style-type: none"> <input type="checkbox"/> How to change a car tire? <input type="checkbox"/> How to fix a leaky faucet/tap? <input type="checkbox"/> Car buying tips. <input type="checkbox"/> What first aid/emergency supplies to have? <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<p>Physical Social Emotional Intellectual Spiritual Sexual Occupational Environmental</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How to cook a turkey/chicken/ham? <input type="checkbox"/> How to simplify a recipe? <input type="checkbox"/> How to double a recipe? <input type="checkbox"/> Where to find affordable dishes, pots/pans, and cutlery? <input type="checkbox"/> How long will food keep in the fridge/freezer? <input type="checkbox"/> How to buy in bulk?
<ul style="list-style-type: none"> <input type="checkbox"/> How to clean an oven? <input type="checkbox"/> How to get rid of THAT SMELL? <input type="checkbox"/> Insect and rodent elimination. <input type="checkbox"/> How to organize and decorate on a budget? 	<ul style="list-style-type: none"> <input type="checkbox"/> How to save for a vacation? <input type="checkbox"/> How to plan a fun and affordable vacation? <input type="checkbox"/> How to pack for vacation? <input type="checkbox"/> How to find cost effective entertainment? 	<ul style="list-style-type: none"> <input type="checkbox"/> How to unclog a toilet? <input type="checkbox"/> How to clean you shower and tub? <input type="checkbox"/> What is and what to do if you see mold? <input type="checkbox"/> Do you have a working smoke detector and a carbon monoxide detector?

ASSESS – How Ready Are You?

Not Feeling Prepared	1	2	3	4	5	6	7	8	9	10	Yes, I'm Prepared
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After I Leave Care

Hopes and Dreams (Dreams for the Future)

Notes



