Acknowledgements

Through the Education Partnership Program, the Manitoba First Nations Education Resource Centre Inc. (MFNERC) in collaboration with Manitoba Education and Training undertook an initiative to complete an environmental scan of career planning and exploration for First Nations students. The goal of the project was to identify what is currently being offered to Manitoba First Nations students on-reserve and to develop a plan to increase career planning development opportunities for Manitoba First Nations schools.

MFNERC would like to thank the following schools for participating in the project:

- Tatiyopa Mazawayawa Tipi School, Sioux Valley First Nation
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- Sagkeeng Anicinabe Community School, Sagkeeng First Nation
- Chemawawin Cree School, Chemawawin First Nation
- Ebb and Flow School, Ebb and Flow First Nation
- Fisher River High School, Fisher River First Nation
- Peguis Central School, Peguis First Nation
- Pinaymootang School, Pinaymootang First Nation
- Lake Manitoba School, Lake Manitoba First Nation
- Isaac Beaulieu Memorial School, Sandy Bay First Nation
- Mikisew High School, Pimicikamak First Nation
- St. Theresa Point High School, St. Theresa Point First Nation
- Garden Hill First Nation High School, Garden Hill First Nation
- George Knott School, Wasagamack First Nation
- Sakastew, Mathias Colomb First Nation
- Red Sucker Lake School, Red Sucker Lake First Nation
- Chief Sam Cook Mamuwee Education Centre, Tataskweyak First Nation
- Nisichawayasihk Neyo Ohtinwak Collegiate, Nisichawayasihk Cree Nation
- 1972 Memorial High School, Oxford House First Nation
- Kisemattawa Kiskinwahamakew Kamik School, Shamattawa First Nation
- God’s Lake Narrows First Nations School, Gods River First Nation
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Executive Summary

In pre-colonial times, Indigenous Peoples were living and thriving across Turtle Island. Although Indigenous Peoples worked hard, they did not work for a paid salary. The imposition of settler-colonial capitalist and monetary systems fundamentally changed Indigenous Peoples’ relationship to work. In current times, youth attend secondary schools with the intention they will identify a career in order to become contributing members of their communities. However, with so many systemic barriers, youth can be at a disadvantage in achieving their career goals.

In 2019, MFNERC undertook an environmental scan of career development education in First Nations schools. The environmental scan was informed by interviews and surveys of principals, teachers, and students from First Nations schools. Twenty-one (21) principals, five (5) teachers, and eighty-seven (87) high school students participated in the scan.

Principals, teachers, and students talked openly about the challenges students face regarding career exploration. Many students report they are not interested in post-secondary education, yet many career exploration services focus only on college and university. Many students are interested in hands-on /vocational career options or becoming entrepreneurs. Organizations such as MFNERC could benefit by meeting students where they are at and providing more resources in these areas.

An implementation plan for increasing career exploration for First Nations students based on the survey feedback is included in this report.
Elders’ Wisdom

In 2016, a Dakota Elder stated, “You can leave the job but you can't leave the calling.” The Elder was referring to his employment history and resume. As a youth, the Elder began his career journey in the military and ever since then, his resume was riddled with many different jobs. He would change jobs regularly, and his job changes were a result of searching for something with meaning. The Elder stated that he only found contentedness in the “world of work” once he stepped up to the plate as a cultural advisor within a correctional setting and now a post-secondary education setting. The role of cultural advisor filled the Elder’s need to be of service to his People. The Elder did not say the contented feeling came from knowing his culture. Rather, he stated the contentedness came from “doing his purpose,” and the purpose of his life included community life service. Service is giving—giving with a sense of furthering the good of others and the community.

In 2018, an Ojibwe Elder shared that on the day she was born, she was delivered by the community midwife. On her arrival to the community, the Elders gathered to meet her. One of the Elders declared that the newborn baby girl would grow up to be a leader in her community. Upon adulthood, the Ojibwe Elder contributed 18 years to serving the community within the roles of elected Chief and Councillor. This story is reminiscent of another Elder Teaching—prior to colonization, everyone in the community had a role, task, or responsibility that supported the survival and sustenance of the community. The Elder stated, “At birth, the Elders would know facts about the newborn child, such as this one will know the plant medicines, this one will be a fishing chief, this one will be a deer chief, this one will be a berry chief, and so on.” The Elder taught that “the caregivers of the child would be told the child’s natural gifts and future role of the child. The caregiver was instructed on how to raise the child, ensuring the child was nurtured towards their role and would be given specific instructions to learn alongside appropriate teachers, mentors and guides.” Once again, it cannot be stressed enough that the role of everyone in the pre-colonial Nation contributed to the survival and sustenance of everyone.

It is important that First Nations be recognized as gifted individuals whose roots are embedded in strong, distinctive, sovereign Nations and cultures with distinct language groups and teachings. It is through our Traditional Ways of Knowing and Being that we will help our children and youth to achieve their dreams and aspirations.

In 2019, one high school visit allowed for an informal lunch with a group of Elders. In speaking with the Elders, it was shared, “Youth need to learn what their ‘gift of the soul is,’ but it seems today’s culture is scared of the truth.” This Elder also shared, “There is no bad, but everything we do needs to be of service to others.”

Upon reflection, it is recognizable how colonization impacted the relationship of work in First Nations. It is common knowledge that the intention behind Canadian residential schools and the industrial schools was to assimilate First Nations to contribute to the
settlement-state economy. The pre-colonial practice of *survival* and *sustenance* in Nations was replaced by the notion of paid employment. Colonization resulted in First Nations being torn away from their role within community and forced to become players within a capitalist economic economy.

Recent breakthroughs in epigenetic studies suggest that genes can be impacted for up to 14 generations (retrieved from [https://science.sciencemag.org/node/693192.full](https://science.sciencemag.org/node/693192.full), Sept 22, 2019). If this is the case, it could be hypothesized that today’s First Nations’ genetic molecular memory is influenced by our ancestors’ way of life up to 14 generations ago. Fourteen generations ago, Elders teach us that First Nations did not work for money. Fourteen generations ago, First Nations lived with the land, contributing to the well-being of the community. Each First Nations person had a role in the community that helped sustain the community and also gave a person a way to belong in the community. Could it be that in 2019, our youth still struggle with what is known on a cellular level and the assimilated expectations of a capitalist economy-based society?

With this being said, perhaps within the process of decolonization, the revival of cultural practices, and relearning our First Nations languages, there needs to be time and effort to assist First Nations to make peace with the dichotomy of *land-based living* and *economy-based living*. Possibly, the exploration of career development should be given space for such dialogue and self-exploration to exist.
Introduction

The Manitoba First Nations Education Resource Centre (MFNERC) engaged in a Career Planning Project with 22 Manitoba First Nation high schools in April–May 2019. A survey process was designed to seek input from school principals and students and was designed to measure the effectiveness of current career planning processes within First Nation schools. The data collected from the survey process provided direction for a career-development education-implementation-plan.

A travel schedule was developed to visit all First Nation high schools in Manitoba. All MFNERC First Nations high schools were visited except for three high schools located in Opaskwayak Cree Nation, Sagkeeng, and in Winnipeg.

The gathering of information for this report was through oral discussions and surveying 20 high school principals, 1 middle school principal, and 87 First Nation youths. As well, at four schools, five teachers were invited by their principal to participate in discussions.

Engagement with First Nations School Principals/Teachers

Methodology

The principal’s survey consisted of nine questions. Questions asked were: How do your students learn about the career opportunities available to them? What is the best way for First Nations students to learn about career opportunities available to them? What career planning or career development courses does your school offer? If your school does not offer career planning or career development courses, how come? Do your students attend career fairs? If so, where? What prevents your students from attending career fairs? Does your school/community host a career fair? What post-secondary institutions, colleges, trades and potential employers reach out to your school regarding career planning or career development courses? What is the most effective way for youth to learn about post-secondary school institutions, colleges, potential employers, and training opportunities?

The questions from the surveys were developed into statements and grouped into common themes, with the survey answers found in the appendices at the end of this report. The principal survey results are summarized and shared below. As well, the answers shared by the principals and teachers provided direction and input for the proposed MFNERC Career Planning and Career Development Implementation Plan.

Principal/Teachers Results and Analysis

To find out what career opportunities are available to students, principals identified the most common practices of youth revolve around technology such as Internet searches, as
well as through hands-on and practical experiences such as career fairs, take-your-kid-to-work day, post-secondary institution tours, practicums, and attending camps/workshops. It also identified that youth learn about career opportunities through relationship-building practices of listening to career journey stories of others.

One principal shared that although these are the ways students currently learn about potential career opportunities, they are not necessarily the best ways. This principal welcomed question two of the survey and stressed the importance of storytelling and relationship-building between youth and guest speakers.

Principals reported the following four ideas as the best ways for First Nations youth to learn about career opportunities available.

**Table 1. The Best way for First Nations students to learn about career opportunities available to them**

<table>
<thead>
<tr>
<th>Experiential learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning through hands-on experience</td>
</tr>
<tr>
<td>Hearing stories</td>
</tr>
<tr>
<td>Personal reflection time</td>
</tr>
</tbody>
</table>

In surveying the schools, fourteen percent (14%) of schools offer Career Development 10S, 20S, and 30S yearly. In the remaining schools, the courses only happen every two years though, because of the scheduling options within a small school environment. Survey answers showed that fourteen percent (14%) of schools facilitate resume building workshops while less than five percent (5%) of schools have a family studies course. Lastly, forty percent (40%) of schools identified a shortage of teachers and lack of space as ongoing issues that hinder consistent career development programming being offered in the school.

When it comes to the topic of career fairs, sixty-seven percent (67%) of schools have attended local career fairs, and eighty percent (80%) of the schools send their students to career fairs in Winnipeg, Brandon, Thompson, The Pas and/or other urban areas. Students also attend post-secondary school career fairs at the University of Manitoba (U of M), University of Winnipeg (U of W), Brandon University (BU), Red River College (RRC), Assiniboine Community College (ACC) and University College of the North (UCN). All (100%) of the northern schools expressed that funding and transportation to send students to career fairs is an issue.
Survey results identified that local community career fairs are beneficial, but principals and teachers both expressed that organizing career fairs takes a lot of planning and coordination. The suggestion was made that an instruction book be developed to help communities organize their own community career fair. One school said they have not had a career fair lately because no one has taken the time or initiative to arrange one. Forty percent (40%) of schools shared that their career fairs take place in partnership with their local community development corporation or health department. In talking about career fairs and youth participation, one principal advised, “If we meet their (the youth’s) needs they will be there (at the career fair).”

In speaking and surveying the school principals, it became apparent that Manitoba’s post-secondary institutions reach out to First Nation high schools regularly. In one community, the U of M hosted a Women and Science week-long workshop, and another community had a Robotics camp. The communities report that the camp workshops were a huge success and students gravitated towards them with ease. Both these events can also be considered emerging best practices. One principal suggested that when universities come to the community, they should bring hands-on learning activities as a form of engagement.

Principals identified the most effective way for youth to learn about post-secondary school institutions, colleges, potential employers, and training opportunities is by:

- Attending post-secondary school, institution and college tours
- Living a week as a post-secondary student and attending classes
- Attending workshops and hearing stories of current staff and students attending university/college.
- Shadowing, for a day, a current university/college student.

Fifteen percent (15%) of principals were very clear in stating that from their perspective, MFNERC currently does not adequately focus on supporting schools in the area of career development education. Principals stressed they want and expect more assistance in the area of career development from MFNERC. Fifteen percent (15%) of principals also shared, “Not all our youth want to go to university, and it seems this is where all the focus goes.” Another principal stated, “Not all children go to university... there needs to be more technical vocational programming in community.” Another principal stated, “MFNERC should teach all our teachers how to use the program called Career Cruising, then show them how to do a portfolio, and conclude with teaching them how to make a life plan.” It is thought that once teachers know how to do these three things they can teach the children how to do them as a part of regular school programming. Lastly, one principal asked, “Can the MFNERC Wapaskwa Virtual Collegiate include a career development course?”

Another principal’s request, which seems so simple, is that when youth graduate high school, they should leave knowing at least one skill they are really, really good at. This particular principal shared their observation that today’s First Nations youth leave Grade
not knowing their best skill and explained how knowing their best skill could contribute to their future career. The principal shared that with report cards and the assigning of failing grades, students leave the system knowing what they can’t do and asked, “What can we do so students leave school knowing confidently one skill they are excellent at?”

Another principal stated, “Find out what youth are strong in and go from there.” Discussions identified that youth need to leave school knowing they have something to offer. It was also stated, “Ideally, we would be able to develop our own assessment tools instead of the standard testing.” Adding to this comment, another principal stated their school is turning towards more hands-on vocational programming and that they see themselves adding programs such as carpentry, power mechanics, and industrial arts.

Forty percent (40%) of principals were quick to assert that career development in a community only becomes a priority once leadership makes lessening unemployment a priority. One principal stated, “When the people tell their leadership they want their children to have jobs and not just be on welfare, then and only then, will career development become a priority.” Forty percent (40%) of principals believe leadership direction is the catalyst for change in making career development a priority.

One teacher shared, “We need to push students to strive for greatness through developing their own business. A person with culinary arts training can own a restaurant, open a tourist camp, or even a hunting camp. Youth need to be encouraged to explore entrepreneurship opportunities.” Another principal shared, “Prior to students attending post-secondary education (PSE) institutes, youths need time to identify if after going to university or college they want to return to the community, and if so, does their PSE degree, certificate, or training lead to work in the community? For example, are there enough resources in this community to support a restaurant or hire another nurse?”

Another principal also shared, “The discussion of career development needs to be an ongoing discussion, and students need to be constantly reminded to think about their future. Students need to be reminded of it at least every two weeks. Sharing career development topics with students every couple of weeks will get them to start thinking.” While another principal stated, “Career development topics need to be entrenched into everyday discussions.”

In regards to PSE and success, principals and teachers shared that students don’t necessarily succeed only because of their academic standing, finances, home life, it’s their habits that also play an important role. One school administrator stated, “Most students return home because of finances and culture shock—the city is scary.” Four (4) teachers stressed that students need to be taught self-esteem, work ethics, and life goals. Students also need to be taught to be proud of what they can do, and students need to be taught how to believe in themselves. One teacher shared, “One meaningful conversation can boost life energy.” Another principal stated, “Students need time to answer the question, what do I do every day that I am proud of?” Lastly, one principal/teacher stated, “Students need to look
at the strengths they have because they can do art, hunting, trapping, fishing, and sports. We need to help our youth believe in themselves. Schools need to focus on children’s natural skills and gifts, and schools need to do more life prep, such as cooking, money management, and independence.”

One teacher said, “With today’s social media, youth are unconsciously creating their ‘brand.’” This teacher suggested that youth need to be taught about the impact of personal branding from a young age, especially since the youth use so much social media.

One northern schoolteacher stated that most communities will accommodate guest speakers coming to their school to speak about careers and career development. This teacher suggests that MFNERC should create a career development motivational speakers list of people who have active careers and can come into schools and tell their story. The principal mentioned that guest speakers don’t need to be celebrities; they just need to be engaging and passionate about their career.

It has been suggested that MFNERC connect the dots between sports and leadership and perhaps create a resource to help coaches and teachers turn conversations with their athletes towards career development discussions. This teacher eloquently described how sport players are a captive audience and potential leaders with many career opportunities available to them.

One teacher suggested that youth need a safe place to explore career information. The conversation about creating a safe space for students led to the suggestion of creating a mobile career bus that could travel from community to community. The career bus would be equipped with career information and comfortable couches and spaces where students could sit, read, reflect and browse information in a safe space.”

Lastly, all principals and teachers were asked how Elders could be involved in career development programming. All schools suggested that inviting Elders to come and speak about the jobs they held in the past and share stories on work, entrepreneurship, and having to go to work would be beneficial. There were no other suggestions on how to use an Elder that went beyond storytelling.

**Noted Concerns**

It was through the relationship-building process with each principal/teacher and listening to their stories that additional insights were provided and ultimately influenced the proposed MFNERC Career Development Implementation Plan. The mentioning of these concerns is a means of creating awareness and giving the concerns a voice and is not intended to reflect negatively on any person or persons. The additional insights shared by the principals/teachers are summarized below.
A concern shared from one principal’s perspective is that the younger children are raising themselves these days, and they seem more responsible than the high school students. The principal shared that it is common these days for the younger children to get themselves up and make their own way to school each morning because their parents are addicted to substances such as crystal meth. The principal added that it is hard for children to focus on education and career development when substance use is occurring in the home. The principal identified this as an emerging trend that no one seems to be doing anything about. It was also mentioned that challenges at home make it difficult for youth to think about future careers.

Another principal stated that today's youth are unmotivated, and that as educators, we need to determine effective, hands-on programming that draws students in and helps them to stay focused.

It was also shared that parental involvement needs improvement within high schools. Twenty percent (20%) of principals and teachers report that “activities need to be fun in order for parents to come into the school.” It was identified, fun activities are recognized as door prizes, draws, and bingo packages.

From meeting with school principals, it was revealed that sixty percent (60%) of principals rely on teachers to speak about careers when they are teaching their lessons. As well, principals are frustrated because when the teacher leaves the school, the programs they initiated also leaves. As such, sixty percent (60%) of principals state it is hard to have consistency and follow-through, especially in the area of career development.

Interestingly, a few principals indicated that it seems today’s youths are engaged in a “hurry up and do nothing epidemic.” One principal stressed, “It seems youth are so ingrained with the thought ‘finish high school’ that they have not thought about what happens after high school.” Another principal indicated that many youths concentrate so hard on graduating high school that they plan to take a year off after completion, and once they complete their year of rest, they do not meet the academic or course requirements to enter university/college.

One principal also spoke eloquently on how, when talking about career development and being in the workforce, First Nations youth need to be prepared for the discrimination and racism that occurs “out there.” This principal went on to describe how youth need help on how to address the discrimination they may face in the work world.

**Engagement with First Nations Youth**

**Methodology**

The students’ survey consisted of 13 questions. Questions asked included: What is a career? What is the best way to learn about the different jobs/career opportunities available? What
type of jobs are you interested in? What job would you like to have in the future? Have you ever attended a career fair? If so, where? What is an informed choice? Who do you talk to about future jobs/going to university/college or life planning? What would you like to know about university/colleges/trades training? What would you like to know about the world of work? What are your interests? Why work? What hobbies can become a career choice for you?

Eighty-seven (87) surveys were completed by youth representing eighteen (17) First Nations high schools. The answers from youth surveys were developed into statements and analyzed for themes and summarized. Participant’s responses can be found in the appendices at the end of this report.

First Nations Youth Results and Analysis

Sixty-five percent (65%) of youth defined a career as a job, and interestingly, two (2) respondents defined the word career plagiarizing directly from the Internet using their smartphone devices. This action shows that youth rely on technology and their actions correspond directly to the principal’s comment, “They Google everything nowadays.” The concept of youth reliance on technology will be explored further in relation to the proposed Career Planning and Career Development Implementation Plan.

A commonly understood difference between a job and a career is defined below, and in reviewing youth responses, it is apparent that First Nation youth do not appear to understand this distinction.

Often a job is something you do simply to earn money, whereas a career is a series of connected employment opportunities; A job has minimal impact on your future work life, while a career provides experience and learning to fuel your future; A job offers few networking opportunities, but a career is loaded with them; When you work at a job, you should do the minimum without annoying the boss. When you're in a career, you should go the extra mile, doing tasks beyond your minimum job description. (retrieved from https://www.getrichslowly.org/the-difference-between-a-career-and-a-job/, June 17, 2019)

Eighty-five (85%) percent of surveyed youth identified a number of examples on how they learn about the different jobs/careers available to them. Youth identified the top five ways to learn about available job/careers as:

1. Attending workshops
2. Attending career fairs/tours
3. Interviewing people working in the field of interest
4. Doing online research
5. Trying different jobs through practicum/work experiences
Ninety-three percent (93%) of surveyed youths listed a number of jobs they are interested in, while five percent of participants identified that “I don't know yet or I don't know right now.” The top five areas of job interests are identified in the chart below.

**Table 2. Top five areas of job interests**

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trades/Construction</td>
<td>47%</td>
</tr>
<tr>
<td>Medical Science / Technology</td>
<td>28%</td>
</tr>
<tr>
<td>Arts, Audio / Visual Technology &amp; Communications</td>
<td>26%</td>
</tr>
<tr>
<td>Military related</td>
<td>7%</td>
</tr>
<tr>
<td>Corrections related</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Legend:**
- Trades/Construction: construction, chef, cosmetology, electrician, welding, mechanics, auto body repair
- Medical Science/Technology: doctor, nurse, health worker, etc.
- Arts, Audio/Video Technology and Communications: artist, photographer, author, film editor, acting
- Corrections related: security or police officer.
- Military related: army reservist, navy reservist

Other areas youths are interested in, in no particular order, are:

- Entrepreneurship
- Education and Training
- Government and Public Administration
- Hospitality and Tourism
- Information Technology
- Finance
- Human Services
- Transportation
- Sports
Questions three and four of the survey are similar in nature but worded slightly different. In question three, students were asked what type of jobs they are interested in, while in question four, students were asked what type of job they would like to have in the future. Ninety percent (90%) of surveyed youth identified a number of jobs they would like to have in the future (See Table 3).

### Table 3. Top five areas of job attainment

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trades/Construction</td>
<td>24%</td>
</tr>
<tr>
<td>Medical Science/Technology</td>
<td>21%</td>
</tr>
<tr>
<td>Arts, Audio/Video Technology &amp; Communications</td>
<td>13%</td>
</tr>
<tr>
<td>Military related</td>
<td>8%</td>
</tr>
<tr>
<td>Education and Training</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Legend**

- Trades/Construction: construction, chef, cosmetology, electrician, welding, mechanics, auto body repair
- Medical Science/Technology: doctor, nurse, health worker, psychologist
- Arts, Audio/Video Technology and Communications: artist, photographer, author, film editor, filmmaker, actor
- Military related: army reservist or navy reservist
- Education and Training: teacher

Other areas youth are interested in, in no particular order are:

- Animal
- Government and Public Administration
- Hospitality and Tourism
- Information Technology
- Education and Training related
- Human Services
- Corrections and Security
- Sports
See chart below for comparison between the answers to questions 3 and 4:

<table>
<thead>
<tr>
<th>Question 3: Type of jobs First Nation youth are interested in</th>
<th>Question 4: Type of jobs First Nation youth would you like to have in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trades/Construction related</td>
<td>• Trades/Construction related</td>
</tr>
<tr>
<td>• Medical Science/Technology related</td>
<td>• Medical Science/Technology related</td>
</tr>
<tr>
<td>• Arts, Audio/Video Technology and Communications related:</td>
<td>• Arts, Audio/Video Technology and Communications related:</td>
</tr>
<tr>
<td>• Corrections related</td>
<td>• Education and Training related</td>
</tr>
<tr>
<td>• Military related</td>
<td>• Military related</td>
</tr>
</tbody>
</table>

In the course of completing the survey, youth were asked in three different ways to express their areas of interest. On the third time of being asked youth once again expressed their main areas of interest are helping others, the arts, sciences, justice, military, trades, digital technology, and sports.

Sixty-five percent (65%) of surveyed youth have attended a career fair/symposium. The career fairs attended have been in their First Nation, such as Ebb and Flow, Fisher River, Peguis, Sioux Valley and in urban areas such as Dauphin, Brandon, and Winnipeg. Students have also attended career fairs hosted by education institutions such as UCN, U of M, Frontier Mosahika School, and Cranberry Portage.

In speaking with the youth and teachers, only one teacher spoke about the importance of preparing for a career fair and expressed the benefits of preparing questions to ask potential employers by taking the time to research potential jobs and job descriptions.

The survey question asking youth what is an informed choice seemed baffling to them. Fifty-nine percent (59%) of surveyed youths identified that they do not know what an informed choice is. The intent of asking youth about informed decision making was to gauge youth awareness on the skill and power of decision making. It was hoped the answer to the survey question would demonstrate that youth would recognize that they are entitled to make decisions based on knowledge, to make decisions that are well thought out, as well as are allowed to make decisions that are unpressured. It was hoped that youth would see the self-empowerment in taking responsibility for their decision making as a means to make life happen as opposed to letting life unfold.

It is not surprising that the majority of First Nations youth talk to their family (mom, dad, siblings, aunts, uncles, grandparents, boyfriend, etc.) and friends about future jobs and career/education planning. In comparing the results, youths reported they are more apt to talk with their mom as opposed to their dad about future jobs and education planning. In the survey, youths also indicated that high school counsellors and teachers are also reliable sources to talk to about future career and education planning. The survey results strongly
showed that First Nation youth get inspiration and support from their families and other informal support systems.

Eleven percent (11%) of surveyed youth identified that they talk to “no one” about future jobs and career/education planning. One youth identified that “I go with the flow,” while three youth specifically stated they seek advice from people who have attended university or from people who work in a career already, while only one youth said they talk with their Chief and Council.

Specific questions youths have about university/college and trades training are related to the topics of finance, registration process, eligibility, types of course offerings, and length of time it takes to complete training. In reviewing the youth survey answers it was learned fifty-seven percent (57%) of youth have questions about the world of work and have pragmatic curiosities such as pay, hours, types of work available, how to apply to work, how does money work in the banks, and how to pay bills? Interestingly, emotional questions were also asked, such as work fun, is work stressful, what are the choices available, are their opportunities for career changes, and is work hard?

When youth were asked, why work? they identified the main reason to work is for money. Youth identified money is needed to pay bills, support yourself, support your family, help others, and to survive.

Only one youth identified the purpose of work as means and opportunity to keep learning and improve oneself. Not one youth identified how work can make the world a better place, can make life easier for others, save lives, and make a difference in the community. Youth did not identify how work can encompass the values of passion, purpose, and meaning. Neither did youth express that work can feel good and can add to building an individual’s self-worth.

Then again, since the closing of residential schools, certain jobs have been the norm for on-reserve communities. For example, each First Nation community has its share of addiction workers, community health representatives, Brighter Future workers, Head Start workers, STAR workers, trash collectors, water treatment workers, bus drivers, educational aides, janitors, daycare workers, administrative support workers, Band managers, etc. In 2019, the securing of full-time employment on-reserve is hard. With a booming population increase, restrictive Indian Act policies, and federal funding caps, many reserve communities have an overwhelming amount of youth receiving social assistance as a means of income.

Lastly, the surveyed youth identified their hobbies to be related to the areas of computer/digital technology, the arts, construction work, and sports. In reviewing the survey data, it is recognizable that many of the identified youth hobbies can be guided towards self-employment opportunities. Youth entrepreneurship is a viable solution that can contribute to job growth and the economy of the community. One principal noted that
skills taught in school are not conducive to running a small entrepreneurial business; therefore, it is important for First Nations youth to get exposure to the concept of entrepreneurship and be given the opportunity to receive mentorship from entrepreneurs as well as inspiration to create their own job.

Local Level Career Fairs in Manitoba

As previously mentioned, many First Nations schools have an annual or biannual career fair. A career fair is an excellent opportunity for students to learn about the different careers available. A career fair provides an opportunity for students to meet employees and ask questions about the company, the job, and so much more. At a career fair, students are also introduced to the task of networking with professionals and the importance of making positive impressions. Career fairs also give the opportunity for students to learn about internship and practicum opportunities. Five schools stated they partner with their local health centre and host health-specific career fairs.

The Southeast Collegiate (SEC) school asked that the following be mentioned in this report: “Southeast Collegiate is a private First Nations high school that operates independently under Southeast Development Council Corp. In addition, SEC also hosts their own career fair annually every year with over 40 kiosks and 20 presentations throughout the day.”

Many surveyed teachers and students talked about the Rotary Club Career Symposium held in Winnipeg each year.

(It is) created to showcase leading industries, employment and educational opportunities in Manitoba and beyond. The Rotary Career Symposium is a unique event to help discover your career possibilities! From Aerospace to Law, Trades to Government, Hospitality to Technology, more than 185 Exhibit booths and 30 speaker sessions are included in the two-day event. Featuring both business and educational leaders to help you to update your career profile, it’s the largest and most comprehensive event of its kind in Canada (retrieved from https://careersymposium.ca/event-details/, June 2019).

Some schools, especially in southern Manitoba, stated that they have the financial means to take students annually to this popular career fair event, while other schools, mainly in the north, depend on fundraising and financial sponsorship from their Chief and Council in order for their students to attend. One northern principal stated that often the fundraising task is too burdensome, resulting in students not able to attend the Rotary Career Symposium and other urban-based career fairs.

In spring 2019, the northern political organization Manitoba Keewatinowi Okimakanak hosted its first career fair symposium in Thompson, Manitoba. With over 300 students attending and with 30 exhibit booths on display, the career fair event was a success.
As mentioned, all the schools interviewed have a local career fair annually or at least every second year. It seems the motivation to organize a local career fair stems from a teacher's own passion and prerogative. No school had a strategic plan or mandate to facilitate a career fair. It was also apparent that schools stop facilitating career fairs once their career development champion disengages. When local career fairs, at a community level, are dependent on the leadership of a self-motivated individual, the creation of a career-focused culture is lacking.

In speaking with First Nations school personnel, there was a common request that a “how to host a career fair handbook” be developed and shared with schools. First Nations schools are interested in holding local career fairs and specific career-field career fairs, and their only request is for a little help and direction on how to make it happen.

**Manitoba Education Curriculum Review**

In speaking with principals and teachers about the Manitoba Education and Training career development curriculum, there were two main themes. First, it became apparent that the majority of principals and teachers were not familiar with the career development curriculum. Second, the teachers who were familiar with the career development curriculum found it to be good, insightful, and user-friendly and had no suggestions on how to improve upon it as they found the curriculum to be adequate. Staff identified that the career development curriculum successfully attempts to link school learning with post-secondary options and labour market trends.

Upon review of the Manitoba Education career development curriculum, it is recognized that it is naturally ingrained with First Nations principles of learning. For example, the curriculum encourages the process of acquiring and application of knowledge, self-exploration, and reflection on values and learning from the personal stories of visitor presentations (storytelling). Many of the assignments within the career development curriculum encourage relationship building and communication, which are also congruent with Indigenous learning principles.

**Table 4. Course/subject area of career development**

<table>
<thead>
<tr>
<th>Essential Learning Areas</th>
<th>Skills Assessed and Used within Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 9 CAREER DEVELOPMENT</strong></td>
<td>Students:</td>
</tr>
<tr>
<td>LIFE/WORK EXPLORATION</td>
<td>• Increase their self-awareness and interpersonal skills, and develop knowledge and skills in personal management and career exploration while learning about their interests, personality traits, and values.</td>
</tr>
<tr>
<td>Unit 1: Personal Management</td>
<td>• Develop connections between school and work</td>
</tr>
<tr>
<td>Unit 2: Career Exploration</td>
<td>• Develop their confidence, personal skills, and abilities</td>
</tr>
<tr>
<td>Unit 3: Learning and Planning</td>
<td>• Connect skills and knowledge to tasks and responsibilities of occupations</td>
</tr>
<tr>
<td>Unit 4: Job Seeking and Job Maintenance</td>
<td></td>
</tr>
<tr>
<td>Unit 5: Career and Community Experiences</td>
<td></td>
</tr>
<tr>
<td>Essential Learning Areas</td>
<td>Skills Assessed and Used within Curriculum</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Explore careers and the world of work, including labour market information and workplace safety and health</td>
<td></td>
</tr>
<tr>
<td>• Are exposed to meaningful community and career experiences</td>
<td></td>
</tr>
<tr>
<td>GRADE 10 CAREER DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>LIFE/WORK PLANNING</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>• Plan for their high school career by selecting the courses and programs of interest to them and developing the knowledge and skills to prepare for post-secondary education and training.</td>
</tr>
<tr>
<td></td>
<td>• Discover how their knowledge and skills relate to the workplace</td>
</tr>
<tr>
<td></td>
<td>• Explore types of work that they find fulfilling and enjoyable</td>
</tr>
<tr>
<td></td>
<td>• Make curricular and co-curricular connections to career development</td>
</tr>
<tr>
<td></td>
<td>• Explore careers and the world of work, including labour market information and workplace safety and health</td>
</tr>
<tr>
<td></td>
<td>• Are exposed to meaningful community and career experiences and mentors</td>
</tr>
<tr>
<td>GRADE 11 CAREER DEVELOPMENT</td>
<td>Students:</td>
</tr>
<tr>
<td>LIFE/WORK BUILDING</td>
<td>• Focus on building career knowledge and skills while preparing for life and career transitions.</td>
</tr>
<tr>
<td></td>
<td>• Focus on building a solid foundation to grow and change throughout their lives.</td>
</tr>
<tr>
<td></td>
<td>• Build their knowledge, skills, and qualities to establish a career foundation</td>
</tr>
<tr>
<td></td>
<td>• Explore specific post-graduation options</td>
</tr>
<tr>
<td></td>
<td>• Refine their knowledge and skills while exploring ways to improve their employability attributes</td>
</tr>
<tr>
<td></td>
<td>• Explore career information and the world of work, including labour market information, workplace safety and health, and employer and employee responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Are exposed to meaningful integrated career-related placement(s) and career mentors</td>
</tr>
<tr>
<td>GRADE 12 CAREER DEVELOPMENT</td>
<td>Students:</td>
</tr>
<tr>
<td>LIFE/WORK TRANSITIONING</td>
<td>• Continue to develop skills to help them transition into post-secondary education, the world of work, and other pathways while refining their life-learning and work goals, employability skills, and future visions.</td>
</tr>
<tr>
<td>STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING:</td>
<td>• Develop a post-graduation plan including their dreams, and short- and long-term goals</td>
</tr>
<tr>
<td></td>
<td>• Market their knowledge, skills, and abilities to potential employers</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their school careers, while enacting their post-graduation plans</td>
</tr>
<tr>
<td>Essential Learning Areas</td>
<td>Skills Assessed and Used within Curriculum</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Lifelong learning with agency and efficacy to create and innovate in a rapidly changing world.</td>
<td>• Participate in and demonstrate leadership in integrated career-related placement(s), and gain exposure to career teams at the placement(s)</td>
</tr>
</tbody>
</table>

Overall, the Manitoba Education career development curriculum is recognized as relevant and suitable, and possible areas of improvement for First Nations schools are:

- Teachers and principals need time and more exposure to the career development curriculum.
- Increase Indigenous cultural competency, cultural relevance, and cross-cultural consciousness.
- Increase cultural and community/Nationhood identity and colonial histories in all coursework.
- Increase public awareness of what discrimination and oppressive practices look like for First Nations Peoples within the workplace and educational setting.
- Greater understanding of the bureaucratic control of Department of Indigenous Services Canada on First Nations reserves.

**Promising Practices**

A Nation-wide scan was conducted to identify promising practices in the area of career planning.

The following five programs are all in British Columbia and offer promising practices that could be suitable to the Manitoba context.

1. Career Journeys First Nations Career Role Model Program—First Nations Education Steering Committee (FNESC) developed a poster and video series accompanied by a parent/student handbook and a teacher resource book, which features First Nations role models in a variety of career fields aimed at raising the awareness of First Nations youth and their families about career possibilities. Those resources can be found at [http://www.fnesc.ca/careerjourneys/](http://www.fnesc.ca/careerjourneys/)

2. Skills Link Program (SLP)—FNESC and the First Nations School Association manage Department of Indigenous Services Canada (DISC) Skills Link Program for the BC region. The SLP is a component of the First Nations and Inuit Youth Employment Strategy for the BC region. More information is available here: [http://www.fnesc.ca/slp/](http://www.fnesc.ca/slp/). The SLP supports initiatives that help First Nations youth acquire essential employability and job-related skills, to learn about job and
career options, and to prepare for employment and career development. Funding is available to First Nations for activities in three categories:

3. Summer Work Experience Program (SWEP)—FNESC and the FNSA also manage DISC’s SWEP for BC region. This program provides funding to First Nations to support work experience opportunities for First Nations secondary and post-secondary students. More information is available here: http://www.fnesc.ca/summer-work-experience-program-swap/

4. Cooperative Education Program (CEP)—FNESC and the FNSA manage DISC’s Cooperative Education Program for First Nations schools in BC region. The program supports mentored school-based work and study opportunities (cooperative education) for students in Grades 7 to 12 enrolled in and attending a Band-operated school. Funding is used to support a broad range of activities, including career planning and promotion efforts, applied and technical skills development initiatives, work exploration opportunities, and education and career awareness activities.

5. First Nations Health and Science-Related Career Promotion Grants—FNESC, in partnership with the First Nations Health Authority, offers grants to First Nations to offer health- and science-related career promotion activities for their students. More information is available here: http://www.fnesc.ca/health-and-science-career-promotion/

The Career Trek organization was also identified as a promising practice. Career Trek is a not-for-profit organization that cultivates hope in young people who may not necessarily have a lot of hope about the future.

The Career Trek program uses a model of learning similar to the Indigenous way of learning. Children who enter the program are encouraged to explore, build relationships, and learn through action, reflection, and application. Youth who enter the program get hands-on experience in up to 80 occupations and professions. The timeframe to explore these occupations and professions is four years. This opportunity to bond with program leaders and program peers over a four-year period builds a sense of belongingness for participants, which is an important step for identity formation, trust-building, and creating hope. Another important value of the Career Trek program is family involvement. In order for a child to be a part of the Career Trek program, their family has to commit to attending family days.

Career Trek programming is an entity with immense experience and knowledge that can assist First Nations high schools to proceed in career development programming. It is encouraged MFNERC further engage with Career Trek in developing career programming.
The Manitoba Education Instruction, Curriculum and Assessment Branch was also identified as a promising practice. The Manitoba Education Instruction, Curriculum and Assessment Branch has a full-time career development consultant who was consulted in preparation for this report.

Interestingly, the career development consultant shared that today’s youth will experience, over their lifetime, 17 jobs over five industries. The days of doing one job for an extended period of time is over, and this new trend may not be understood by the older generation. In a time of rapid technological change and the changing landscape of the world of work, youth must be supported in developing skills to transition effectively and be able to live a fulfilling life.

In meeting with the consultant, it was learned that Manitoba Education offers a comprehensive career development program for K–12 students. The program includes opportunities to learn problem solving, decision making, self-knowledge, career exploration, and career discovery. Manitoba Education encourages career development and exploration through programs/websites such as Career Trek, Jobs Bank, Career Cruising, My Blue Print, and Canada Job Bank.

The career development consultant highlighted the Manitoba Education Instruction, Curriculum, and Assessment Branch’s commitment to the “global competencies” of career development. Mastering the global competencies helps youth to transition effectively and live a fulfilling life.

**Table 5. Global competencies**

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Entrepreneurship</th>
<th>Cooperation / collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Creativity</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td>Learning to learn</td>
<td>Self-regulation / self-control</td>
<td>Respect</td>
</tr>
<tr>
<td>Media literacy</td>
<td>Persistence / resilience</td>
<td>Trust</td>
</tr>
<tr>
<td>Financial literacy</td>
<td>Reflection</td>
<td>Communication</td>
</tr>
<tr>
<td>Physical health literacy</td>
<td>Student agency</td>
<td>Empathy</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Global citizenship</td>
<td>Sustainability</td>
</tr>
</tbody>
</table>

The career development consultant also shared that the first step in career development stems from self-knowledge because knowing oneself creates self-empowerment, which encourages people to use their own voice in identifying passions and interests. It also
provides for a strong foundation to be able to problem solve and make decisions for their career and life.

The career development consultant taught that oftentimes, teachers are intimidated by the topic of career development. The career development consultant believes the feeling of intimidation comes from the fact that many teachers have not done their own career exploration or reflected on their own career development, and if a teacher hasn’t done their own career exploration/development, they will have difficulty teaching about it. Simply put, teachers can’t teach about something they haven’t done themselves. This belief was confirmed by the principals and teachers interviewed for this report. Eleven principals and teachers were each asked how they came to be an educator, and surprisingly, all 11 respondents did not ever have a plan to be a teacher or principal. The respondents poignantly discussed how they just happened to come into the job or how they had actually started at another career and somehow ended up in education. One teacher spoke of how she started out in ECE (early childhood education), and once in the ECE classroom she realized she didn’t like little children. While another teacher stated they only became a teacher because that is what the Band said they should do. Another teacher became a teacher because the PENT program (BU) fit her schedule. Overall, asking teachers and principals about their career development journey caught them off guard, creating an odd silence in the conversation resulting in many “I don’t know ... it just happened” statements.

Another important insight gained through talking with the Manitoba Education career development consultant is that sixty-five percent (65%) of youth they surveyed want to be an entrepreneur. This insight supports the need to introduce the topic of self-employment and entrepreneurship to Manitoba Indigenous youth living within First Nations.

Manitoba Education and Training provides a Career Development Initiative Grant to all provincially supported school divisions to hire career coordinators. Smaller rural school divisions or consortia of four school divisions also have an opportunity to hire one career coordinator who is available to assist with the planning and implementation of a career development education plan. Career coordinators assist teachers with career development education and help with connecting with employers for student work placements. Many of the career coordinators also have a dual role as High School Apprenticeship (HSAP) coordinators and assist with overseeing HSAP in their school divisions. Each career coordinator also receives regular updates including pertinent research, resources, support to increase teacher capacity in the area of career development and child and youth development from the career development consultant.

The Manitoba Education career development coordinator stated that career development, career education, career guidance, and counselling are the greatest societal equalizer. Assisting youth to determine a career identity and develop skills and tools in this area helps to empower youth and give them a voice.
When talking to the career development consultant about the role of family and getting family members engaged in the career development conversation, it was suggested that schools must engage families in the career development process since they too are facing the effects of a rapidly changing world, and this is a great opportunity to assist a “community of learners.” The consultant shared that many families, parents, and caregivers, Indigenous and non-Indigenous, are seeking a sense of purpose in their own lives as well as hoping that schools will be able to support their children with the important task of guiding their career decision making. Engaging families is very important to help them develop skills and also support their children in seeing the importance of education to meet their life and career goals.

**What We Heard from PSE Institutes on Career Planning and Career Development for First Nations High School Students**

The following post-secondary institutes (PSE) were contacted about the MFNERC Career Planning Project:

- University of Manitoba (U of M)
- University of Winnipeg (U of W)
- Brandon University (BU)
- University College of the North (UCN)
- Assiniboine College (ACC)
- Yellowquill College
- Manitoba Institute of Technology and Trades (MITT)
- Red River College (RRC)

Post-secondary institutions were asked about their Indigenous student recruitment and Indigenous career development strategies.

MITT and RRC were the only two institutions to provide feedback for the MFNERC Career Planning Project.

Information garnered from First Nations principals and students indicated that the U of M, U of W, RRC, and BU do travel to all of the First Nations schools and share programming and registration information. In some southern communities, the institutions even travel to communities and schools together.

And as previously mentioned, the U of M holds Science, Robotics and Math Camps at some of the southern First Nations, namely Pinaymootang and Peguis.

Below is the feedback received from RRC and MITT.
**Red River College**

Indigenous Education at RRC provides an Aspiring Student Unit, a Student Support Team while enrolled, and a Transition to Employment Team to assist with progression from college program completion into employment opportunities. RRC promotes Indigenous education as well as all college programs in a variety of ways, including community and school visits, online, in print, on radio, at some events, trade shows and conferences, and by appointment with our Aspiring Student Team members. RRC employs one liaison/advisor and two enrolment coaches dedicated to assisting Indigenous applicants prior to and when ready to enter college programs. This team of three is part of the School of Indigenous Education and is in addition to two main college recruitment officers for all RRC campuses. When advising potential program applicants, RRC advises what programs are available at the college based on applicants' interests, goals, and academic standing and assist with suggesting an academic plan to achieve the overall education goals.

In general, the RRC Aspiring Student team members and anyone else doing program recruitment for Indigenous education shares information about student supports with individual or group audiences to make them aware of the services available.

**Manitoba Institute of Technology and Trades**

At MITT, there are a few initiatives more targeted towards First Nation and Indigenous students. In terms of recruitment, here are the Indigenous-focused events Student Recruitment participated in for 2018/19:

- November 7, 2018 – Yellowquill College presentation
- February 5, 2019 – Yellowquill College career fair
- March 28, 2019 – Children & Youth Programs Metis Child, Family and Community Services presentation
- Friday, April 12, 2019 – Yellowquill College campus tour
- Friday, June 21, 2019 – National Indigenous Peoples Day

At MITT events, information is shared about programs and Career Services. Indigenous students are able to access our Career Services before they apply or become a student. Most schools do not offer career services in advance, but MITT wants to help students make the right career choice, whether that is a program at MITT, another institution, or another path altogether. We will meet with students in person, on the phone, or via Skype for this prospective career services programming.

MITT also has a program called YouthBuild. YouthBuild MITT Winnipeg offers academic, vocational, and on-the-job training. The program involves Indigenous learners at the community level, encourages them to stay in school, develop their self-esteem, develop a career plan and acquire more responsibility. The link to the YouthBuild program is: [http://mitt.ca/programs/youthbuild-mitt](http://mitt.ca/programs/youthbuild-mitt)
Career Development Services at MITT is unique for all students. MITT has embedded career education into every technical program at MITT. Every student will participate in four half-day career workshops in class called the “Work Skills Series.” These sessions focus on employability skills, resume and cover letter writing, interview skills, and how to effectively transition to work (both finding employment and maintaining and excelling on the job). MITT also provides one-on-one support for resume and cover letters, interview skills, and job search strategies as well as future career planning (if additional post-secondary is a possibility). MITT also offers all these services to all MITT alumni. Students can access Career Services after they have graduated, as there is no time limit.

**Career Planning and Career Development Implementation Plan**

The following Career Planning and Career Development Implementation Plan is based on feedback from principals, teachers, and students. This proposed implementation plan outlines different activities for encouraging a career-focused culture over one fiscal year with a financial budget by hiring one full-time career development coordinator (approximately 80K plus benefits) and additional costs for supplies and printing (approximately 39K).

The activities outlined within the implementation plan works towards engaging career planning activities and principals/teachers are provided with support from a career development expert.

It is proposed that MFNERC coordinate and create a “career-focused” culture with Manitoba First Nations High Schools, over a one-year period based on three key areas.

**Three Key Areas**

1. Supporting First Nations youth to determine their own knowledge and skills leading towards meaningful careers that support themselves, family, community and Nation.

2. Informing youth about the many careers and job opportunities available to them.

3. Developing a career development campaign that moves beyond the trend of pushing First Nations youth towards achieving post-secondary credentials, as many First Nations youth would rather be entrepreneurs, artists, trades apprentices, or military personnel than post-secondary students.

The implementation plan is broken down into the following **seven activities**:

1. Develop a career journeys photo series First Nations career-role model book

2. Facilitate a career-focused social media communications campaign
3. Develop a career fair “how-to” handbook
4. Trial an after-school entrepreneur program in three communities
5. Develop a speaker/poster/web series featuring First Nations career-role models
6. MFNERC Regional Career Fair and PSE field trip
7. Post-implementation plan review
Activity 1 Details

Develop a Career Journeys Photo Series First Nations Career-Role Model Book

Develop a photo series book featuring First Nations career-role models. In the book, each role model will be given a two-page layout. Page one of the layout will feature a headshot of the role model. On page two of the layout will be a picture of the role model working at their career along with a short description describing the career, why career was chosen, starting wage of career, and other information that youth would be interested in knowing about. Role models featured in the book would represent their First Nation and career. Role modelling is also an integral value to Indigenous culture.

The intent of the photo series book is to be a touchstone for youth to relate too.

The goal of the book is to feature a variety of career fields and role model the career possibilities.

Evidence

# of schools accessing resource

feedback forms
Activity 2 Details

Facilitate a Career-Focused Social Media Communications Campaign

Develop and target a social media career-focused marketing campaign that reaches out to youth and teachers about careers. The marketing campaign would provide short descriptions and links of the many different careers available, starting wages of career, and other information that youth would be interested in knowing about. As well, the social media campaign would make website resources available and share relevant resources.

The intent of the social media career-focused campaign is to set the tone for youth to start thinking about career development and create a career-focused culture.

The goal of this social media career-focused campaign is to provide useful and pertinent career-oriented information to First Nations youth using a platform that youth engage with already. It is suggested that the social media platforms of Facebook, Instagram, Twitter, and YouTube be used, as these are the platforms youth currently engage with constantly.

Evidence:

Analysis of communication tools used, number of likes, hashtags, followers and any feedback responses

# of posts
Activity 3 Details

Develop a Career Fair “How To” Handbook

It would be helpful for each First Nation school to have access to a hands-on manual that teaches how to organize a community-based career fair. Topics within the handbook would include but not be limited to:

- How to choose a career fair venue
- How to organize a career fair organizing committee
- How to choose a date and time for a career fair
- How to advertise a career fair
- How to use social media to advertise a career fair
- Identifying goals of a career fair
- How to tailor career fairs to students interests
- How to organize a general career fair
- How to organize a specific career fair such as health, medical sciences, math
- Brainstorming companies to invite to career fair
- Job description for job-fair staff. I.e., audio-visual operators, caterer, set-up and tear down, garbage clean up, logistics coordinator, greeter
- Creating a budget for hosting a career fair
- How to use social media to prepare participants for a career fair
- How to create a press release
- How to prepare students for a career fair
- How to prepare caregivers, of youth, for a career fair
- How to recruit career fair volunteers
- How to acknowledge career fair volunteers
- Workshop ideas: Workshop sessions held at career fair event
- Checklists: To-do lists for organizing a career fair
- Template Letter: Inviting guest speakers to a career fair
- Template Letter: Inviting career fair booth-participant exhibitors
- Template Invitation: Inviting family members to a career fair
- Excel Template: Track exhibitor information on a spreadsheet
- Template: Signs for exhibitor tables
- Template Poster: To help with advertising
- Template Nametags: For attendees, exhibitors, and volunteers
- Script: Cold calling career-fair booth exhibitors
- Script: For community radio stations to effectively advertise career fairs
- Template Feedback Form: a means to get feedback from attendees of career fair

Evidence

# of schools accessing resources

# of local community career fairs

feedback forms of career fair participants
Activity 4 Details

Trial an After-School Entrepreneur Program: Junior Achievement – Be Entrepreneurial

Junior Achievement is an after-school program that prepares youth to succeed by providing opportunities to learn financial literacy, entrepreneurship, and work-readiness skills.

Within the Junior Achievement – Be Entrepreneurial program, Grade 9–12 students imagine a business venture while still in school.

In this interactive, in-class program students will:

- Receive an introduction to entrepreneurship
- Understand why planning is key to starting a business
- Identify products or services they can take to market
- Determine their competitive advantage and define a target market
- Lay the foundation for a venture and develop a business strategy
- Learn what resources are available to help them move forward with their entrepreneurial dreams

By the end of Be Entrepreneurial, students will have created their own business plan. (Retrieved from https://www.jacanada.org/program/be-entrepreneurial, June 28, 2019)

It is proposed that this implementation plan include the facilitation of the Junior Achievement – Be Entrepreneurial program in one northern, one southern and one isolated First Nation school in Manitoba.

Evidence

Research paper that includes oral interviews with participating youth determining the effectiveness and engagement of the program Be Entrepreneurial on-reserve.
Activity 5 Details

Develop a Speaker/Poster Series: “Live” Web Series Featuring First Nations Career-Role Models

Create a career-oriented speaker series that records “live” and invites guest speakers to tell their career development story. The main task in developing the speaker series is to recruit compelling, relatable, and passionate First Nations career-role models to tell their career development story to a web audience. Having the speaker series in real-time will give youth the opportunity to ask questions. After the initial “live” event, the video would be available online.

The theme of the speaker series is career development.

The goal of the speaker series is to share career development stories with youth.

The aim of the speaker series is to demonstrate to youth that career development begins with curiosity and passion.

Speakers would volunteer their time and expertise.

Evidence:

Analysis of communication tools used, number of views, likes, hashtags, followers and any feedback responses

Number of speakers recruited
Activity 6 Details

Activity 6 Entails MFNERC Hosting a Two-Day Career-Planning Event.

The first day would have MFNERC hosting a Regional Career Fair filled with guest speakers’ presentations, panel presentation, resume/portfolio development workshops, and multiple booths. The second day of the event would include field trips to post-secondary institutions.

Evidence:

Feedback responses
Number of speakers recruited, workshops
Number of booths
Number of attendees
Activity 7 Details

Activity 7 Is Reviewing the Proposed Implementation Plan to Measure Effectiveness and Identify What Was Learned.

Evidence:
- Evidence and a results-based evaluation
- Career development strength-based solutions and activities
- Effectiveness of the proposed career development implementation plan
- Identified emerging needs of career development
References

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Appendix A

Initial Email to School Principals

Dear Principal,

The Manitoba First Nations Education Resource Centre (MFNERC) is embarking on a First Nations Career Planning Project. The purpose of the project is to develop a draft career fair and Career Development Implementation Plan for First Nations youth.

The first phase of the project is to determine the effectiveness of career planning/career development programming for First Nations youth in community. To assist in seeking this information, school visits are being organized. The school visit will consist of one-to-one interview with the principal and other school/community leaders. As well, oral discussions/surveys with youth are requested.

I will be following up on this letter with a phone call to arrange a visit to your school in April/May 2019.

I look forward to meeting and speaking with you.

With respect,

Leona j Daniels, MSW
First Nations Career Planning Project 2019

Survey for Principals of First Nations Schools

1. How do your students learn about the career opportunities available to them?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What is the best way for First Nations students to learn about career opportunities available to them?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What career planning or career development courses does your school offer?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. If your school does not offer career planning or career development courses, how come?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. Do your students attend career fairs? If so, where?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What prevents your students from attending career fairs?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Does your school/community host a career fair?

________________________________________________________________________

________________________________________________________________________

8. What post-secondary institutions, colleges, trades, and potential employers reach out to your school regarding career planning or career development courses?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
9. What is the most effective way for youth to learn about post-secondary school institutions, colleges, potential employers, and training opportunities?

____________________________________________________________

____________________________________________________________

____________________________________________________________

Other Comments:

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

Thank You!
First Nations Career Planning Project

Survey for First Nations Youth

1. What is a career?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What is the best way to learn about the different jobs/career opportunities available?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What type of jobs are you interested in?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. What job would you like to have in the future?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5 Have you ever attended a career fair? If so, where?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6 What is an informed choice?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7 Who do you talk to about future jobs/going to university/college or life planning?
______________________________________________________________________________

8 What would you like to know about university/college/trades training?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

9 What would you like to know about the world of work?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
10 What are your interests?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

11 Why work?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

12 What hobbies can become a career choice for you?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Thank You!
## School List

<table>
<thead>
<tr>
<th>School</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sagkeeng</td>
<td>204-367-2243 <a href="mailto:maureen09g@gmail.com">maureen09g@gmail.com</a> <a href="http://www.sagkeenghigh.mb.ca">www.sagkeenghigh.mb.ca</a></td>
</tr>
<tr>
<td>Southeast Collegiate</td>
<td>1269 Lee Boulevard 204-261-3551 <a href="mailto:secinfo@sec.education">secinfo@sec.education</a> <a href="http://www.secollege.ca">www.secollege.ca</a> P: Sheryl McCorrister</td>
</tr>
<tr>
<td>Sioux Valley</td>
<td>Tatiyopa Mazawayawa Tipi School 204-729-2770 <a href="mailto:kcnabess@hotmail.com">kcnabess@hotmail.com</a> P: Kevin Nabess VP: Kristin Hack</td>
</tr>
<tr>
<td>Pelican Rapids (Sapotaweyak)</td>
<td>Neil Dennis Kematch Memorial School 204-587-2045 <a href="mailto:lcarter@ndkms.com">lcarter@ndkms.com</a> <a href="http://www.ndkms.com">www.ndkms.com</a> P: Lorna Carter VP: Cora Campeau</td>
</tr>
<tr>
<td>Opaskwayak</td>
<td>Oscar Lathlin Collegiate 204-623-5259 <a href="mailto:ron.constant@opased.com">ron.constant@opased.com</a> <a href="http://www.oscarlathlincollegiate.ca">www.oscarlathlincollegiate.ca</a> P: Ron Constant VP: Marcella Clark</td>
</tr>
<tr>
<td>Easterville</td>
<td>Chemawawin Cree School Easterville, MB <a href="mailto:vindeerae@gmail.com">vindeerae@gmail.com</a> <a href="http://www.chemawawinschool.ca">www.chemawawinschool.ca</a> P: Rachel Clarke VP: Sandra Lavallee 204-329-2115</td>
</tr>
<tr>
<td>Ebb and Flow</td>
<td>Box 160, Ebb and Flow, MB R0L 0R0</td>
</tr>
<tr>
<td>School</td>
<td>Contact Information</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fisher River</td>
<td>204-645-3313&lt;br&gt;P: Winston Hrechka&lt;br&gt;<a href="mailto:Winston@csschool.mb.ca">Winston@csschool.mb.ca</a>&lt;br&gt;VP: Edward Cochrane</td>
</tr>
<tr>
<td>Peguis</td>
<td>Peguis Central School&lt;br&gt;204-645-2164&lt;br&gt;P: Rick McCorrister</td>
</tr>
<tr>
<td>Fairford</td>
<td>Pinaymootang School&lt;br&gt;717 School Road&lt;br&gt;Fairford, MB&lt;br&gt;204-659-2045</td>
</tr>
<tr>
<td>Lake Manitoba</td>
<td>204-768-2728&lt;br&gt;Eriksdale&lt;br&gt;<a href="mailto:Fredam@mfns.com">Fredam@mfns.com</a>&lt;br&gt;P: Freda Missyabit</td>
</tr>
<tr>
<td>Sandy Bay</td>
<td>Isaac Beaulieu Memorial School&lt;br&gt;204-843-2407&lt;br&gt;<a href="mailto:jean_malcolm@hotmail.com">jean_malcolm@hotmail.com</a>&lt;br&gt;www.sandybayfirstnation.com&lt;br&gt;P: Jean Malcolm&lt;br&gt;VP: Denise V. Roulette</td>
</tr>
<tr>
<td>Cross Lake</td>
<td>Mikisew High School&lt;br&gt;Box 128 Cross Lake, MB&lt;br&gt;R0B 0J0&lt;br&gt;204-676-3030&lt;br&gt;<a href="mailto:amckay@clea.mb.ca">amckay@clea.mb.ca</a>&lt;br&gt;www.clea.mb.ca&lt;br&gt;P: Anna McKay&lt;br&gt;VP: Myrna Blacksmith</td>
</tr>
</tbody>
</table>
Appendix B

How do students currently learn about the career opportunities available to them?

Principals identified that youth currently do the following activities to find out what career opportunities are available to them.

- Internet searches
- Career fairs/symposiums
- Guest speakers telling stories of their own career journey
- Advertisements in community newsletters and newspapers
- Work experience and/or practicum experiences
- One-day job shadowing experiences
- Take-your-kid-to-work day
- Career development life/work courses
- Post-secondary tours
- Post-secondary speakers
- Teachers stories
- Lifework exploration courses
- Community hosts a “We” day and students listen to guest speakers
- Robotics and mathematics camps
- Health fairs
Appendix C

The best way for First Nations students to learn about career opportunities available to them

Principals reported the following ideas as the best ways for First Nations youth to learn about career opportunities available.

- Exposure to career opportunities such as on-site visits and going to the industry for a site visit.
- Week-long Work Experience ... live a week doing the job
- Work education with our own community entities - field experience
- Local job placements ... school needs help with this, especially with teaching workplaces about insurance, WCB etc, etc.
- Engage parents, grandparents and family members
- Hands-on workshops that youth can relate to
- Guest speakers who are personable, engaging, and who can answer youth questions with ease
- Schools state that their students request more guest speakers representing policing and military
- Take pictures of our own career people and let our youth connect with them
- For teachers to know their students' skills, capabilities, gifts and hone them towards suitable careers
- Have no testing. Let students do projects and research different career opportunities.
- Let students have the time to identify their interests, values and skills. Let them explore and do work on their portfolio.
- Have students create an annual education/career plan that is updated each year.
- Each high school should have its own full-time guidance counsellor that starts career development conversation beginning in the early years. A consistent guidance counsellor would benefit all the students.
- Something where youth can make something or build something
- Show videos of jobs. Let youth see what career entails. Use community people who youth can relate with.
- Let students hear real-life examples and stories
Appendix D

What is a career?

The youth responders listed a career as:

- A job you love and would do for the rest of your life.
- A planned job you want to do in the future around values, your skills and makes you happy
- Something you earn in life and when you earn it, you could do anything in life you want job-wise
- A job/activity that people do to make money to support themselves
- Business or job
- Planning on keeping or going to school. like trying to become a nurse
- A job to work on for the rest of your life and make good money
- Your total job experience that you choose to pursue
- A dream job obviously
- Is a job that you eventually progress in life, like being a worker, then being a manager
- A long job that you have for a long time
- A type of goal that you have when you’re are a little older
- A career is a career
- A job you work at for a real long time
- A lifestyle
- Something your good at and a career if sportsmanship
- A job
- A career is a job
- An occupation undertaken for a significant period of a person’s life and with opportunities for progress
- Is what you going to be having in your life what type of career you’ll have
- An occupation undertaken for a significant period of a person’s life and with opportunities for progress
- It is your job for your entire most of your life
- Doing a job for a lifetime
- Film/photography
- It is your job for your entire most of your life
- It is a job that you work at
- A long-term job is a career
- A long-term job is a career
- A career is a long-term job
- A career is a job you plan on keeping for a long time such as going to college to acquire that
- A career is a job you will enjoy while making a living
- Career is your job choice and what you do to/earn your money
- A job I think
- A career is a job that you have worked at for a while and you like it
- A career is a job you like or interested in
- It is a job, having a career makes it easier to live a good life to pay for bills
- A career is a job
- A career is a job
• A job you spend lots of time and achieve lots
• A job
• A job you want in the future
• A career is a job, a lot of hobbies could become a career if you do the necessary things to get the job.
• Job that you'll do for the rest of your work span
• A job or a goal in life
• Having finished school, having a real nice job that you like doing
• Like a hockey career
• A job you do for a living
• A career is something you have good planned out or have
• An occupation is a hobby to do something with a person's life
• Long-term job
• Work
• A job you have
• People that work to find interesting jobs that help them reach their goals
• Something along the lines of job
• How we are
• Job for life
• Job that you take with a mere fixed salary
• Lifework exploration course, guidance dept. Career, goal, planning, career symposium, send students to career fair in Wpg
• Job that some does for their life to support their family
• Job that you work every day for money
• Job
• Your job, path in life
• Life job
• Job
• A job after school, what I want to do when I am older
• Like a job
• Job that you want for life
• Job
• Job long term
• Job for life
• To make something of yourself
• Something your do for a living
• A job pretty much
• Job that you do for life
Appendix E

Best ways to learn about the different jobs/career opportunities available

Surveyed youth listed a number of examples on how they learn about the different jobs/careers available to them.

- Try every available job, pick and choose, if you don’t like one don’t try it
- Ask around, look into the jobs you want to do and see what’s available
- TV, newspaper, want ads, flyers,
- Ask people like your parents for their experiences
- Take career workshops, tour schools
- Take every opportunity, join every presentation available to you
- By learning school having an education, a degree
- Learning the details about the job/career that you want to be like a teacher or police officer
- Learn about the things in some jobs/careers so that you can know the differences
- Go online and read stuff about the job
- Search it up or go to the place you’re interested and ask questions
- The Internet is a great place for all kinds of jobs/careers
- Exploring options and volunteering
- Check out websites and social media
- Career fair
- Going to a symposium
- Career fair
- Career symposiums
- Try and see how the job goes
- Career fair
- Research online
- Research or career class
- Study and go to a career fair
- The best way is to go to school
- To try them all or learn about them in school
- Learn about them
- Learning from teachers and searching online for it
- To have hands-on learning activities about jobs that do not require a lot of good grades
- People could check online job lists in their area
- Career fair
- Go to a careers convention
- Talk to someone or learn it about university
- Going to a career fair or going online
- To go walk around or travel
- At the ACC, MB
• Go to the job and see what they do and if you like what they do that can be your job
• Ask others who are experienced with the job you like
• Career fair or going online
• Looking online and a career fair
• By researching jobs or a job that you want to do
• Internet or school
• Internet or ask a friend
• Online and ask around
• Internet or ask a friend
• Internet
• Internet
• See if they interest you and see if it’s a good place for you
• Mom and grandma
• Teachers telling you
• Taking the class, trying the job
• Asking questions to experts in the field or opportunity
• Career fairs with a variety of community not necessarily those available in the community
• Teachers, parents, uncles, aunts, grandparents
• Teacher
• Coach or hunter
• Experience, workshops for students
• Mom, dad
• Exposure
• In school, programs after school
• People could check online job lists in their area
• People come into the school for visits/presentations
• Thru school- teachers
• Workshops, questions to ask people in the field
• Courses, classes, learn about it
• Classes in university, job experience
• People coming to tell us about jobs
Appendix F

Type of careers/jobs First Nations youths are interested in

The youth shared the following jobs they are interested in:

- photography, helping people
- Artist, lawyer, writer
- Professional gamer
- Science-related like chemistry
- Nurse or doctor
- Nursing
- Acting, drawing, pro-wrestler
- Dentistry
- A job where I could stay home and work from home, possibly military, teaching or leadership role
- Restaurant, beader, nurse or therapist
- Teacher, author, police officer
- Artist and book people
- I’m more interested in the military or police when I’m older
- Open a store, or teacher
- Teacher or health worker
- Military, police, fire fighting
- Nurse, psychologist, treatment centre nurse
- Drywaller, painting work on houses
- Carpentry on buildings
- Mechanic and electrician
- Police officer, paramedic, doctor
- Electrician, carpenter
- Housekeeping, keeping things organized,
- Photography
- Computer science
- Teaching, accounting, therapy
- Film, photography
- Photography
- Something that involves hospitals
- Something that involves math and science
- Nursing
- Engineer/mechanic
- Hands-on working
- I am interested in jobs that involve computers
- Electrician
- Art, animating and electrician
- I am interested in doctor type of stuff
- I have interests in jobs that have to do with beauty or travelling
• I am interested in construction and mechanic. I always like to build stuff
• Zoo
• Mechanic or auto body repair
• Cosmetology, medical helping
• Jobs that have to do with computer and technology
• Chemistry, artist, game dev, coder, sawing
• Construction or mining
• Welding, working on housing, working on pipeline or something
• Hockey like to play in the NHL, work is a cameraman, or be a truck driver
• Animation or photographer
• Interested in welding
• Nurse
• Doctor
• Security guard
• Carpentry, dentist, chef
• Electrician, plumber
• Power mechanic, automotive
• Life works exploration courses thru guidance
• Teachers, cook, construction worker
• Gymnast
• Hockey player
• Animating, carpentry, baking
• Cook, anything to do with food
• Carpentry, wood working
• Nursing, hands-on, work outside, maybe business
• Army, navy, power mechanics, building constructions, welding
• Army-combat
• Lawyer, doctor, cop, marine, dentist
• Daycare, working with kids
• Army
• Whatever qualifies I guess
• Cartooning
Appendix G

Type of jobs First Nations youths would you like to have in the future

The youth who answered the survey questions shared the following jobs they are interested in:

- Paramedic, photographer
- Lawyer, writer
- Professional gamer
- Chemist, scientist
- Doctor or teacher
- Pre-wrestler
- Dental therapist, dentistry
- Possibly teacher, content creator for gaming or just chatting, military, teacher
- Management
- Teacher
- Artist and book people
- Be in the air force when I’m older, if not accepted, then policeman
- Teacher
- Work at a desk, like a social worker
- Military - army
- Working with youth
- Work on houses
- Carpentry
- Hockey player or basketball player
- Police officer
- Electrician
- Housekeeping or security
- Photography
- Film editor
- Doctor
- Doctor
- Maybe a doctor or a nurse but I don’t know yet
- A nurse
- Mechanic
- A doctor/mechanic
- Electrician
- A doctor
- I like the idea of being a chef or head chef
- Construction, I always like to be on in the life
- Zoo
• Mechanic or auto body repair
• Probably a nurse
• Veterinarian, cosmetologist
• I would really like to have welding as a job
• Artist or game dev
• Crane operator
• To play in the NHL
• Photography or some travelling job
• Makeup artist or work with animals
• Working in pipeline fields
• Doctor
• Veterinarian
• Security guard
• Carpenter
• Electrician
• Mechanic
• Teacher
• College/university sports
• NHL player
• Content creator for anime
• Cook
• Building houses
• Nurse
• Soldier
• Combat army
• Nurse
• Lawyer
• Child care worker
• Soldier
• Making cartoons
Appendix H

An informed choice

The youth who answered the question identified the following as an informed choice:

- Choosing from different options
- A choice someone makes using all the information they have about something
- A choice that parents gave you
- A very detailed choice on what you want to do, it could also be a recommended choice as well
- Options
- Need a lot of information about the job
- Information given to make a choice
- A choice that is informed
- When a person is given options to choose from several diagnostic tests or treatments knowing the details, benefits, risks and expected outcome of each
- Given options to choose from several diagnostic tests or treatments
- Choosing from a bunch of things
- When you know a lot about your choices
- Whatever you want
- An informed choice is a choice a person has
- It's when a person is given options to choose from after they've been given information
- An informed choice is when a person is given options to choose after they know the background of that thing
- Informed choice is the ability of choosing and knowing the details of that choice
- It is something that I have learned before
- I know every choice I make in life so I could be a construction worker in my life
- A choice made based on stuff we learned about
- A choice you are able to make based on information gathered
- Told to do something
- A choice you are able to make based on information you gathered on we're told about
- Making a choice on information that you gathered
- A choice you are able to make based on information you gathered or were told about
- Thinking of how or what you're going to buy like personally
- To make a choice in life
- Where you have been informed or told about this choice
- A choice you make based on the information you learned about
- A choice you make with gathering information
Appendix I

What youth want to know about university/colleges/trades and training

Specific questions youths have about university/college and trades training are:

- How long would I be there? How much will I learn?
- What would be the easiest thing to match my skills?
- Why does it cost so much to go to college or university?
- How people work with people out there, I would like to see how their schedules work too?
- Trades training
  - Can you get into university with low marks?
  - Courses to become a police officer?
  - What courses would I take to help me with my future job?
  - How will I know what courses to take that will help me decide what I want to be?
  - I would like to know the options/courses
  - I would like to know about scholarships and housing
- How they study
- I would like to know courses to do with animating
- If we can get kicked out if you do something
- Do you really need to be in university?
- I would like to know more about the trades
- How long is it to train for zookeeper?
- If there are hands-on jobs
- How I would get into university/college and where to get started?
- How long? What do I need to take this?
- How it would be good for me, is money involved? Do I need to learn that kind of stuff for me?
- I would like to know how they want hockey over there
- How long does it take? How long can u go?
- How to get in?
- How to become a student?
- How do u get a degree?
- How to apply?
- How does their school work? What programs are available? How to apply?
- Where to go? How much will it cost? How do I get there?
- What is to come ahead? What do I need to learn before I get there?
- How to apply? Where should I go?
- Is it a paid program - costs to me, courses needed in high school, How to apply?
Appendix J

What youth would you like to know about the world of work?

- How do I learn about getting opportunities
- How long you have to work in order to a very decent pay
- How does the money work when it’s in the bank
- What is the recommended hours per week
- To know about people, homeless people and how to help
- Just the important stuff
- The salary and how easy you get the job
- How many choices do I have
- Do I have to be the same thing for the rest of my life?
- Would it be a nice experience? Is it worth it?
- I would like to know how to pay bills
- If it’s easy or hard
- I would like to know about possible jobs that include working with a computer
- I would like to know more about what kind of jobs there are
- I would like to know what kind of work there is in the world
- Does it cause a lot of stress?
- Why is there so much?
- Where to begin?
- Is it difficult? Is it good? How long do you usually work?
- Is there better paying jobs
- Why work the hours we do?
- How do I get a job?
- Where can I get a job
- Just want to experience it
- How much I would make, how to get a job
- How much will I make?
- Do I need to know anything before I start working?
- How to apply, where to work
- How much money? how to get a job
- How much money can I make?
- How do I get a job? How much money will I make?
- Business - how to build a business, how to own a business
- How is it to have a job? Is it hard having a job?
- How do I get a job? How much money?
- How to get a job, how much money will I make
Appendix K

What youth are interested in (2019)

- Medicine, helping people
- Acting, writing, beading
- Gamer
- Chemistry, history
- Drawing, gaming
- Dentistry, entertainment business
- Content creator for the Internet, stay at home job, teaching
- Running
- Anime or Japanese cartoon
- Video game and drawing
- Computer work, engineering and first aid
- Hands-on work and sports
- Infantry training and friendship development
- Video games, food
- Sports
- Physical activity, healthy sports, police officer
- Carpenter, electrician
- Art, music, designing
- Hockey, music, cooking, taking pictures
- Computer science, carpentry
- Sports, school
- Money
- Math and science
- School, math and science
- Math/school
- Is there going to be careers that are enjoyable?
- Math/ELA
- Doing puzzles
- I am interested in computers and games
- I am interested in basketball, video games and baseball
- Doctors and photography
- My hobbies consist of hanging out with friends or going on social media
- My interests are construction and mechanic, I always like to build
- Well I like animals
- Playing outside, exploring, playing games and playing sports
- Doing makeup and hair
- Computers, history and space.
- Art, music, game dev, chemistry
- I have no interests
- Gaming, sleep, walking around a lot, travelling
- Truck driver or camera man
- Drawing, sketching, reading
- Cars, sports, volleyball, more, animals
- Being outside, always doing something, lots of pressure
- Animals, reading
- Music, helping people
- Helping animals, reading
- Learning, reading, writing
- Photography, drawing, sketching
- Play sports, video games, writing
- Sports, hockey, basketball, volleyball, running, Video gaming, electricians
- Playing an instrument; guitar, drums, bass, working outside, cars
- Sports, video games, movies
- Outdoor activities, lay around, sports
- Hockey, video games, fishing, running
- Anime, baking, drawing, badminton, track & field, swimming, learning new things
- Sports like hockey, soccer, food
- Video games, building things with my dad
- Play sports, volleyball, soccer
- Work out, exercises—Program: Raven-6 weeks or Navy- 2 yr program
- Army, art, computer/technology, drawing
- Music, piano
- Sports, baseball, football, hockey, lacrosse, basketball, video games
- Facebook, tv
- Sports, baseball, basketball, music, rap
- Drawing, animating or writing (author)
Appendix L

Youths’ thoughts around the concept of work

Youth identified that the reasons to work are to:

- Pay bills social interaction, do things and learn
- Financial needs
- Get a job and better job
- Make money to support myself and family
- Have a successful life, help my mom and dad with debts
- Make a living and be successful
- It gives experience in what the world can show you, it shows you how to host people in the world live
- Get money to live
- Work to make a living and support family
- Make money for survival
- Help others and get help
- Don't want to be at home doing nothing but sit down
- Provide for yourself
- Do something and get money
- Get money
- Make money to sustain and provide for you and your family
- To get jobs and food money
- To know about facts, about the world, getting jobs, getting bills paid
- To put food on the table and pay bills
- For money
- To get paid, make a living
- Money and fun
- To have money and to have a good life
- To be financially stable
- To be able to survive in this world. you need money for essentials like food, housing and clothes
- To make money to support myself and family
- So I can make good money
- To have something to do and get money to pay bills
- Some people need it
- When you work and have a job, it helps you live a good life
- Because you can have a good wage
- Because you get food and other stuff
- To provide for family, myself and all my needs
- To supply family needs
- To get money and live
- To do it for the money
- So you can get that mulah to get whatever you want
- Work for money so I have a good life
• To feed your kids, pay the bills so you could have a roof over your head, to have a good life
• So you can get good money and feed yourself
• So you can get money and make a living
• Because it’s something to do in your life than be at home and do nothing
• Money, support my mom and grandma
• Help people
• Money, develop relationships with co-workers
• Need money, hobby/interest
• Help support themselves
• Photography, artist
• For the love of it
• For family, house
• Save money for house
• Support family, money to buy things
• Money, experience
• Money, experiences
• Making a living, working for something I am passionate about, keep me busy, living on-reserve
• Make money
• Money, support family
• To make money, educate myself (train for life)
• House, roof, full stomach, bills
• For money, experience
• Extra money, supplies for school
• Support self and family, live life better, rent, bill taxes
• Something to do
• To make money
• Because I want to become successful in life
• I just want a job I actually like
Appendix M

Youths’ hobbies that can become a career choice

Surveyed youths identified the following hobbies as potential career choices.

- Painting, drawing, taking photos
- Acting, writing
- Gaming
- Sports and gaming
- Cooking - work in a restaurant
- Turn gaming into professional career via YouTube or Twitter
- YouTube
- Possible gaming experience.
- I listen to a lot of people when in their dark times
- Communication
- Watching anime, playing video game, cleaning
- Drawing
- First aid, computer work, helping others
- Fun sports
- Sports or teaching
- Cadets
- Beading
- Video games
- Running, hockey, soccer, baseball, working out, reading, training camps
- NHL scout
- Organizing, housekeeping
- Photography, baker, musician
- Computer science
- Sports, school
- Photography
- Sports
- Basketball and math
- Playing hockey or baseball
- Basketball, baseball and art
- Photography
- I like travelling a lot, so anything to do with exploring or travelling
- Building stuff I hope, I become a construction worker when I grow up
- Fishing
- Playing sports
- Doing makeup, play-fighting, jogging, doing hair, etc.
- Makeup and cosmetology
- Computers, games and doing editing on computers
- Drawing, sewing, video games
• Gaming, becoming a rapper
• Being a famous gamer, you could make a lot of money doing it too, it looks easy but it takes skill
• Hockey, driving cars and trucks
• Drawing, animator
• Sports
• Gaming, becoming a professional gamer for an organization
• Taking care of animals
• Helping animals, being an artist
• Reading and writing
• Hockey player, author
• Basketball, electrician
• Mechanic
• Groundskeeper
• Track superstar
• Yes, baking could sell baked goods, drawing
• Food
• Construction
• Working towards being in the navy
• If I was good enough at basketball, I could play ball
• Nope, Facebook and can't become a career for me
• Maybe music but I don't think I'm good enough
• Playing basketball
• Animation