

Advisor

NEWSLETTER

.....

Fall 2014

Featuring

Youth in Care & Custody Network

Tips for a Successful School Year

Anxiety: Q&A



Plus

Foster Family
Week Oct 19-25

National Child Day



SASKATCHEWAN
FOSTER FAMILIES

Inside

- 2 National Child Day
- 2 Transitioning from Care
- 2 CAA Safety Patrol History
- 3 Letter from Board Chairman
- 4 Fire Extinguisher Training
- 5 Anxiety: Q&A
- 8 By Youth for Youth
- 10 SFFA Celebrates 40 Years
- 12 Gulliver's Travels
- 15 Tips for a Successful School Year
- 16 How much sleep is enough?
- 18 Making Healthy Simple School Lunch Choices
- 20 Book Corner
- 20 Celebrate Foster Family Week

Have you ever considered being a foster parent and don't know how to get started?

Watch our foster parent recruitment video at <http://www.youtube.com/watch?v=ZhTmzH8LYFs>



SASKATCHEWAN
FOSTER FAMILIES

233 4th Ave South
Saskatoon, Saskatchewan
S7K 1N1

Phone: (306) 975-1580
Fax: (306) 975-1581
Toll Free: 1-888-276-2880
E-mail: sffa@sffa.sk.ca



Celebrate National Child Day 2014

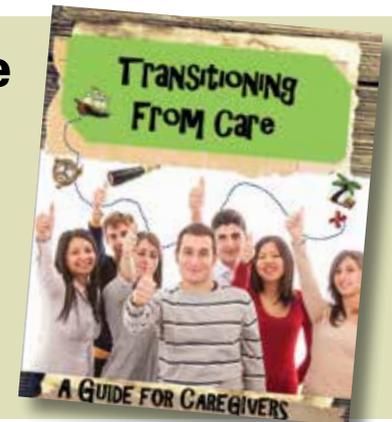
National Child Day has been proclaimed across Canada since 1993 to commemorate the United Nations' adoption of two documents centered on children's rights: the United Nations Declaration of the Rights of the Child on November 20, 1959, and the United Nations Convention on the Rights of the Child on November 20, 1989. The "Child Day Act" outlines human rights to which children, under the age of 18, are entitled by law. This Act promotes awareness and teaches children that they have rights, like adults do, under the law. **The date of celebration is November 20.**

http://en.wikipedia.org/wiki/Children's_Day

Transitioning from Care

"*Transitioning Youth in Care*" is a joint project between the AFPA and the AASCF. This valuable online resource is made available to all associations who wish to utilize it. Visit <http://www.afpaonline.com/images/pdf/Transitioning/Transitioning-From-Care-A-Guide-For-Caregivers.pdf>

Source: CFFA, *The Bulletin*, July 2014



CAA Safety Patrol History

Since the creation of the School Safety Patrol Program (SSP) in 1922 by the Chicago Motor Club, millions of youthful volunteers have served as School Safety Patrollers in more than 30 countries. CAA/AAA Clubs sponsor school safety patrol programs in more than 50,000 schools.

CAA Saskatchewan began sponsorship of the SSP in 1951 and now, approximately 4,500 patrollers assist in 68 communities with approximately 161 schools around the province. CAA Saskatchewan supplies training materials, supplies, stop paddles and reflective vests free of charge or at cost. There has never been a serious or fatal injury collision at a crosswalk controlled by our School Safety Patrollers.

For more information regarding CAA Saskatchewan's School Safety Patrol

A Message from the Chairman of the Board

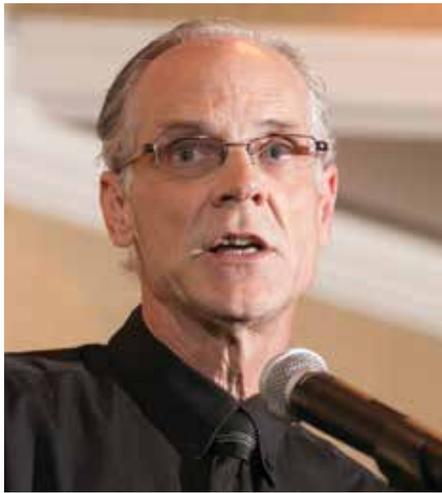
The Fall Newsletter, what happened to summer? Although it is good to get back to the fall routines, there is also some sadness for me when summer comes to a close.

On a personal note, our family got away, between cutting and baling hay, to do some First Nations Culture experiences. We were blessed with participating in a number of ceremonies this summer. Ghost Dance, Rattle Dance and Horse Dance Ceremonies. We were able to connect one of our kids to the culture but also to family that we meet at these events. Our family was also part of a pilot for a culture camp where we were exposed to some to the teachings and protocol of First Nations. Participated in a naming ceremony a medicine walk and then had sharing circles where we could ask all of the questions that were on our minds in a very safe and nurturing environment. We even learned how to erect a tipi, (but it took us quite a while to get it done) but great learning and great fun.

I can't encourage foster parents enough to take every opportunity to expose yourself and family to the First Nations culture when ever and where ever possible.

On the SFFA Board business side, we had a great conference this past June that was an event that was incredible and well done by the SFFA staff. What a great way to celebrate 40 years.

In regards to the PAGM, there was a constitution change item that was presented and passed that has put the board of directors into a very uncomfortable position and put the association at risk for future funding



and business relationships as the SFFA was in conflict with the Not for Profit Corporations Act. Under the current Constitution, the chairperson and vice-chairperson are chosen by the elected Board members.

This proposal leads to a breach of *The Non-Profit Corporations Act, 1995*, which governs the activities of the Association. The Act requires that all directors be duly elected by the voting membership of the Association. The chairperson and vice-chairperson must be elected as directors in accordance with the Act. To make a long story short a letter from the board written by legal counsel had recommended that the membership reject the said proposal.

The newly elect board were apprised of the consequences of this change to themselves as well as to the association, so the board went to another legal firm for direction.

The firm of WMCZ evaluated the Non-Profit Corporations Act, the constitutional change that was passed and I have taken specific pieces out of this letter. The full letter can be shared if required.

WMCZ has concluded that "the power to appoint a Chairperson and Vice Chairperson of a board of directors is clearly a power normally vested in a board of directors pursuant to Section 88 of the Act... The appointment of the chair and vice-chair are strict functions of the Board of Directors of the Association. This is supported by the language contained in article 5.2 of the Constitution...such power can only be restricted or stripped from the board by an agreement made unanimously by every member of the Association..rather than simply taking such action at a meeting of the members where all members may not be in attendance or in agreement... In this regard the Resolution is not a valid resolution insofar as it restricts the powers of the Board of Directors to manage the affairs of the Association."

Therefore on behalf of the board of directors it is our unanimous decision that the board will continue with the mandate provided by the existing constitution and will select the board chair and vice chair from the current members of the board. As a result of this decision and at this time the board has not selected the chairman of the board but will do so by the September time frame.

Lastly, the membership should be informed that Ernest Swehla has resigned his position from the Board of Directors. The board has options that they are exploring within the guidelines of the constitution to deal with this vacancy.

Kevin Harris

Regards
Kevin Harris

SFFA's Board of Directors:

Kevin Harris
Herman Goertzen
Christine Fullawka
Tim Adams
Tara Switenky



We need your e-mail

We are now sending e-mails to our foster parents on a monthly basis. To be added to our list and receive the latest news, please send your e-mail address to wayne@sffa.sk.ca
THANK-YOU!

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FIRE EXTINGUISHER TRAINING

In the new age of Safety in the world and the work place, we offer Fire Extinguisher Training to companies and their staff.

Training to help protect your staff and your property.

Included in the Training Course is an in-depth Theory of Fire Extinguishers. We also explain why Fire Departments require extinguishers to be worked on every year. An additional feature of our training is the presentation of two videos produced by the National Fire Protection Association.

"Countdown to Disaster" and "Fire Extinguishers at Work" demonstrate the way a fire works and illustrate the different types of extinguishers and their uses.

The training is completed by having all participants extinguish a live fire. EVERYONE taking the course will use a fire extinguisher and will put out the fire.

Upon completion of the Course, everyone will receive a CERTIFICATE stating that they participated and successfully completed the Fire Extinguisher Training Course.

If you would like more information regarding costs and the availability of times for scheduling Course Training at your business, please give us a call.

Fire Training Specialist
Reynold Kobzey, Sales and Service Consultant



Ask us about our Fire Extinguisher Training
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Anxiety

It can mess with you in SO many ways—like when making friends, with stuff at school, and even when you're trying to sleep. Too much anxiety takes the fun out of life. But, you are not alone! Lots of teens experience problems with anxiety. And, there is lots you can do to take charge of your anxiety for good.



What exactly is anxiety?



DR.EXPERT: Anxiety is our body's reaction to perceived danger or important events. Anxiety is like

an internal alarm system. It alerts us to danger and helps our body prepare to deal with it. For example, it allows us to jump out of the way of a speeding car. It also helps us to perform at our best, like when you are studying for that final exam. Anxiety is something that everyone experiences from time to time.

What's going on when I'm anxious?

DR.EXPERT: When we're anxious it affects our thoughts, body, and behaviours. When faced with real danger, you will have worrisome thoughts focused on the danger, your body will rev up to help you deal with the danger, and you will take action either to get away from or fight the danger. So, anxiety protects you – it's how we've evolved and stayed alive as a species. Without anxiety we would be extinct!

For example, imagine that you're out walking your dog, and a skunk pops out of the bushes. You will have thoughts about the skunk such as, "What if it sprays us?" Your body will also react (pupils dilate, heart beats faster, muscles tense up) and you'll probably try to run away.

I've heard about something called "fight-flight-freeze" – what is that?

DR.EXPERT: Anxiety triggers something called the "fight-flight-freeze" response. This automatic response helps you cope with danger. For example, you may yell at your mom for pushing you to take your driving test when you don't feel ready (fight). You may avoid going to a party or leave early because you feel uncomfortable around people you don't know (flight). Or, you may freeze and hope the danger doesn't notice you, like when your mind goes blank when the teacher asks you a question.

This fight-flight-freeze thing is pretty cool. It's like having superhero powers that you can activate when you need to protect yourself.

... continued on next page

HOW YOUR BODY PROTECTS YOU...

In order to keep you safe, your body gets revved up to deal with danger.

FINGERS

When you are faced with danger, blood from your fingers starts to move towards bigger muscles, like your biceps. These bigger muscles need energy to help you fight or run. Your fingers may feel numb, cold, or tingly as blood moves away from them.

ARM MUSCLES

When faced with danger, your body tenses up, so you are ready to spring into action. The muscles in your arms tense up so you can strike out at danger, pull yourself away, or hold still.

HEART

When your body is preparing itself for action, it makes sure blood and oxygen is pumped to major muscles like your biceps or thighs. This gives you energy and power to strike out at danger or to run away as fast as you can.

HEAD

When you breathe too fast or too deep, you may feel a little lightheaded. This is called hyperventilating. Don't worry. It's not dangerous! Your body is just trying to get more oxygen and blood to your large muscles so you can fight, run, or hold still.

EYES

When you are confronted with danger, your pupils get bigger to let in more light so you can better spot the danger. This can make things seem brighter or fuzzier, and you may even see some black spots or other visual effects.

Everyone gets anxiety sometimes. But when does it become a problem?

DR.EXPERT: Anxiety can become a problem when...

1. Anxiety goes off when there is no real danger (such as a smoke alarm going off when you're just making toast).
2. Anxiety happens a lot.
3. Anxiety feels pretty intense.
4. Anxiety stops you from doing fun and important things that you want to do (like going to school dances or parties, making friends or dating, getting your homework done, or getting a job or your driver's licence).

Why do I have a problem with anxiety, but my best friend doesn't?

DR.EXPERT: Anxiety problems can develop a couple of different ways: **genetics** and **life experiences**.

Anxiety problems can be passed on genetically. If someone in your immediate or extended family, like your mom, dad, grandma, or uncle, has had problems with anxiety, then you might be more likely to develop an anxiety problem. Your best friend may not have had family members with anxiety problems.

For example: "Aunt Matilda worries a lot." Or, "Cousin Boris is afraid to touch things and washes his hands a lot."

Certain life events or experiences can make us more likely to develop problems with anxiety.

For example, getting teased or bullied when you're younger can make you

more uncomfortable talking to new people when you're older.

Having a bad experience at the dentist can make you more likely to fear going to the dentist in the future.

Things at home may not be so great. Mom and Dad might be fighting a lot. They might be very critical of you or put a lot of pressure on you to do well at school.

Sometimes we may witness things that make us anxious. For example, seeing someone almost drown might make you super scared of water.

A parent who warned you about all the possible dangers in the world may have made you feel like the world is a really scary place and that there is lots to worry about.

Sometimes, if a parent struggles with anxiety we end up learning anxious behaviours from them. For example, maybe your dad seemed anxious talking to unfamiliar people and didn't invite people over to your house. As a result, you might have learned to be more anxious in social situations.

The reason you have anxiety problems and your best friend doesn't may be because you haven't had the same experiences.

Why is it so important to know when I'm feeling anxious?

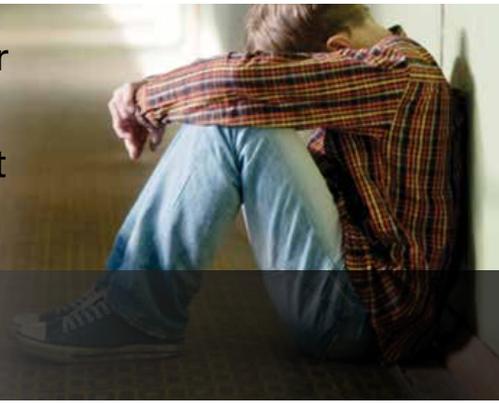
DR.EXPERT: If you can tell when you're anxious, you'll know when it's time to use some strategies to better manage your anxiety. **There are three things you can focus on to help you know when you're anxious:**

1. Your thoughts (what you say to yourself)
2. Your physical feelings (how your body is reacting)
3. Your behaviours (what you do or your actions)





When we're anxious, our thoughts tend to focus on all the bad things that might happen.



Worrisome Thoughts

When we're anxious, our thoughts tend to focus on all the bad things that might happen. We start to imagine the worst and worry! Sometimes this can be helpful because it helps us prepare to deal with the scary situation. However, sometimes all these anxious thoughts just paralyze us and make us want to run away or hide.

To identify your worrisome thoughts, ask yourself:

1. What am I thinking right now?
2. What am I worried will happen?
3. What bad things do I expect to happen?

Examples:

- "What if I fail the exam?"
- "What if I say something stupid?"
- "What if they laugh at me?"
- "What if the needle really hurts?"
- "What if I touch something gross and get sick?"
- "What if I crash the car?"

When we're anxious, we tend to avoid things (the flight part of the "fight-flight-freeze" response). Ask yourself: what types of situations or things am I avoiding because of fear that something bad will happen?

Here are some examples of things people avoid because of anxiety.

1. I avoid saying something because it might sound stupid.
2. I avoid being near dogs, because they might attack
3. I avoid making mistakes because it feels bad to not do things perfectly
4. I avoid getting in a car because I'm worried we'll be in a car accident

5. I avoid being home alone because I'm worried someone will break in.
6. I avoid doing anything to get my heart rate going because I'm scared I'll have a heart attack or faint.

Sometimes anxiety causes us to lash out (the "fight" part of the "fight-flight-freeze" response). Can you think of times when you got angry and maybe yelled at someone because you were scared?

Some examples:

1. Yelling at your mom on the first day of school.
2. Raising your voice at your mom when she told you she wanted you to go get a blood test.
3. Slamming the door to your room when your dad said you had to come to the family holiday party.
4. Telling your friend to "mind your own business" when she asked why you've been washing your hands for a long time.
5. Purposely not speaking to your girlfriend for three days because she talked to another guy.
6. Pushing your boyfriend away when he tried to hug you because he didn't return your texts and you're worried he no longer likes you.

EXERCISE: Start taking note of when you are avoiding something or lashing out because deep down you're afraid. Knowing when you're anxious is the first step to being able to do something about it.

Source: <http://youth.anxietybc.com>

SWEAT GLANDS

Your body works hard to help you get ready for danger. It takes a lot of energy, which can cause your body to heat up. Sweat from your underarms, palms, or forehead cools down your body.

STOMACH

When your body thinks you are in danger, it puts all its resources into protecting you. Other systems in your body (like your digestive system) slow down, because your body thinks giving you energy to deal with the danger is more important than digesting that sandwich you had for lunch. Of course, this means you might get an upset or sore stomach from that sandwich sitting in stomach acid while it waits to be digested once the danger passes.

THIGH MUSCLES

When faced with danger, your body tenses up, so you are ready to spring into action. The muscles in your legs tense up so you can run away, fight back by kicking, or hold still.

TOES

When you are faced with danger, blood from your toes starts to move towards bigger muscles like your thighs. This is because those bigger muscles need energy to help you fight, run, or freeze. Your toes may feel numb, cold, or tingly as blood moves away from them.

All of these changes are normal. Although sometimes they can feel really uncomfortable, they are NOT dangerous. Nobody has ever become very sick or died from anxiety alone. Remember, anxiety always goes away eventually, even if you don't do anything.

By Youth, for Youth

Saskatchewan Youth in Care & Custody Network (SYICCN)



ABOUT US

The Saskatchewan Youth in Care and Custody Network (SYICCN) is a provincial not-for-profit, community based organization that is dedicated to improving the lives of young people between ages 14 through 24 years old who are in and/or from government care systems—FOSTER CARE AND CUSTODY. Our organization is BY YOUTH, FOR YOUTH meaning that our board of directors is made up of at minimum fifty percent youth directors, ensuring that all the work we do is driven by young people in/from care.

SYICCN strives to ensure that YOUTH voice and direction is always heard. SYICCN seeks to have our YOUTH membership involved at every level of service and decision making processes within the child welfare and justice systems that affect all YOUTH in and from care across the province. This often means volunteering to sit on steering committees, participating in focus groups, attending & planning events, and meeting with government officials to represent the needs, desires and rights of all YOUNG PEOPLE FROM CARE.

SYICCN sets up and maintains networks for YOUTH IN AND FROM CARE AND CUSTODY. These local networks across Saskatchewan are a way for YOUNG PEOPLE in and from care to network with other YOUNG PEOPLE from care. Networks also serve to ensure that YOUNG PEOPLE have a voice within their communities, their own lives, and the lives of other YOUNG PEOPLE from care. Our YOUTH MEMBERSHIP is often involved in our research projects, planning provincial events, community projects, etc.

WHY NETWORK?

Being a young person from care is a unique and unparalleled experience, NETWORKING gives young people from care to meet other young people from care and to share their stories, experiences, etc. For more than a decade in Saskatchewan, youth in and from government care have been working together with adults from various government ministries, the Advocate for Children and Youth, other non-government agencies and local communities to develop learning, communications and healing NETWORKS that sustain peer mentoring opportunities, promote youth engagement, and raise awareness about important issues affecting their lives.

SYICCN currently has eight “local youth in care” NETWORKS across Saskatchewan: Regina, Saskatoon, Nipawin, Melfort, Moose Jaw, Lloydminster, Prince Albert, and Meadow Lake. Local NETWORKS meet, on average, once a month for fun-filled activities.



Saskatchewan is only the second province in Canada to achieve proclamation of a Provincial Child and Youth in Care Week!!

RESEARCH

In recent years the Saskatchewan Youth in Care and Custody Network Inc. has included youth driven research to assist in ensuring that youth voice and knowledge is heard and respected within various communities—scholars, government, community, peers, etc. Our last research project Our Dream, Our Right, Our Future focused on the work of SYICCN and the local networks effects across the province. The study showed that networking with other youth from care creates and sustains life-long positive relationships and outcomes.

Our current research project Youth in Transit: Growing Out of Care grew out of an area of concern that young people from care have brought up to us time and time again—transitioning out of care. Transitioning from care has been a concern across the country for years. To

address this issue SYICCN applied and received grants from the Community Initiatives Fund (CIF) and the Ministry of Social Services.

We held four focus groups across the province to discuss needs, desires, and the skills necessary to successfully transition from care. Out of these focus groups we are developing a pocket manual to assist young people as they transition from care.

CONFERENCE

SYICCN hosts a province wide conference for youth ages 14-24 every two years! ***This year we are hosting our conference September 12, 13, and 14th at Hitchcock's Hideaway (Birsay, SK).*** Our conferences are filled with fun and excitement. For more information or to apply to attend please call 1.888.528.8061 or email info@syiccn.ca.

CHILD & YOUTH IN CARE WEEK 2014

At our 2012 conference entitled Born to Lead our youth membership created post cards, letters and art that stated why we feel youth from care and custody deserve recognition. Our staff and board submitted these artworks, as well as a plea to the Minister of Social Services to proclaim a province-wide week celebrating youth from care—SUCCESS!!



Through the power of youth voice SYICCN hosted Saskatchewan's first ever Child and Youth in Care Week this summer. Youth from care and custody came from across the Province to join in on the celebrations.

Saskatchewan is only the second province in Canada to achieve proclamation of a Provincial Child and Youth in Care Week!!! We did it!

SOME THINGS OUR LOCAL NETWORKS HAVE DONE THIS YEAR

- Trips to: Edmonton, Regina, Wanuskewin, Batoche, and more!!
- Pats, Blades & Warriors games
- Movie, Pizza, Bowling, Swimming, Water sliding, and Spa Nights
- Trips to the theatre
- Go-Karting & Mini-Golf
- Ski trips, billiards nights & gaming nights
- Cooking nights & beach days
- Sweat lodges, Sun Dances, naming ceremonies, & National Aboriginal Day
- Straight-Up Talks
- Holiday Parties & Scrapbooking
- Planned and attended Child and Youth in Care Week events

CONTACT US!!

For more information about our research efforts, joining local networks, joining our board, attending our conference, etc. Please contact us!



ADDRESS: 510-2125 11TH AVE. REGINA, SK S4P 3X3
PHONE: 306.522.1533 OR 888.528.8061
FAX: 306.522.1507
EMAIL: INFO@SYICCN.CA
WEBSITE: SYICCN.CA



Celebrating



YEARS OF FAMILIES
HELPING FAMILIES



Foster parents in Saskatchewan were celebrated at a banquet on Saturday evening June 14, 2014 in Saskatoon. The *Honouring and Caring Banquet* recognized foster parents who have dedicated 20 years of service, and those who are retiring with 20 or more years of service. The event was hosted by the Saskatchewan Foster Families Association (SFFA) and the Ministry of Social Services.

families in Saskatchewan who are caring for 1,150 children in care.

"We are extremely proud to support foster parents in this province," SFFA Executive Director Deb Davies said. "Through their commitment and compassion, foster parents welcome children into their homes and recognize the value and unique circumstances of each and every one."



"Foster families in this province play a vital role in the lives of some of our most vulnerable citizens," Social Services Minister Donna Harpauer said. There are approximately 570 foster

It came as a total surprise to Bev Pettigrew, from Moose Jaw SK, when she was named recipient of the Barb Bayer Award. She responded, "I was in utter shock, and so honored to be receiving





an award named after a friend of mine."

Bev has been fostering almost 23 years now. Her love of children and value of friendships she formed over the years motivates her to continue fostering. She states that some of her biggest challenges are communication and letting go when children leave or return home, hoping you have prepared them for what the real world has in store for them. "We need to let the world know parenting is the most important job in the world and learning to be a great parent is not to be taken lightly. The more we know the better we will be."



Bev Pettigrew, was the recipient of the Barb Bayer Award.

Advice she gives to those just starting out in fostering. "Prepare to commit for a lifetime. You think you only have a child for a few days (or years) but they can always come back. If you made an impression at all, planted a seed, created a tradition, made a craft, or said I love you, a child may return to say thanks. That is your greatest reward! Whether you foster for a month or a year, don't ever underestimate the power you have to set an example or change a life."

Bev adds, "The lifelong friendships we develop over the years with the SFFA, social workers, and other foster parents only



develops and deepens the more involved we become. Join in, attend meetings, take all that is offered. We all are better for it. We need each other. We need you. Children need all of us!"



Gulliver's Travels



YOU AND THE OUTSIDE WORLD



The teenage years somewhat resemble the time when the caterpillar is in its cocoon. There is a transformation period necessary to complete nature's butterfly. Even though the caterpillar is wrapped up in some protection, there are still predators that can prevent it from reaching maturity, and nature herself can be hard on that evolving butterfly.

As you go through your adolescence, you are in training for the day when you will break free of your cocoon and fly out into the world on your own. There are things you can do and things to avoid to help your transformation go smoothly.

You and the Law

Although the law tends to be more lenient to the young and especially first time offenders, by law, anyone who commits a crime is to be held accountable and therefore, punishable for their crimes. Although breaking and entering, vandalism and traffic violations are common crimes, theft, especially shoplifting, is becoming more and more common among teenagers. Stores, in retaliation to rising costs and lost profits are more inclined to call the police and prosecute even first time offenders. It has been noted that a lot of shoplifters have no need to steal the things they have picked up. Some have been caught with more than enough cash on them to pay for the items they have stolen.

Getting arrested isn't fun. It's scary and embarrassing, not only to you, but to your parents. Your sentence could be anything from an apology to a fine, in-home probation/supervision, or a jail term. Frequent or serious offenders can also be transferred to the adult system, which means more severe punishment. Having a criminal record, especially as an adult is not a joke. It stays with you for the rest of your life. It could restrict your chances of getting certain jobs, and keep you from travelling outside the country.

Getting a Job

Federal law allows for minors under the age of 17 to work providing that it is during hours that you are not required to be in school, and never between the hours of 11pm and

6am. It's the Provincial laws however, that determine the youngest age you are allowed to work, the kind of work you are allowed to do, and the maximum number of hours you may spend at the job. There is information about this available on the internet that fully explains which laws apply for your province.



Type <http://www.youth.gc.ca/eng/topics/jobs/standards.shtml> into your browser to find out.

In order to work, you must first apply for a Social Insurance Number. To get your Social Insurance Number, you should contact Human Resources Development Canada, and they will send you the forms you will need to fill out. There is no charge for getting a Social Insurance Number card. If you return the forms by mail you will have to supply a photocopy of your birth certificate and one other piece of identification, signed by a Notary Public or Commissioner of Oaths. Bring in your original pieces of identification including your birth certificate if you are applying in person.

You do not need your parent's consent to get a S.I.N. card. After you have your S.I.N. card and your parent's permission to work, you are ready to find a job. First of all, put together a resumé for yourself. A resumé is a short report on you, your abilities and accomplishments. It will allow prospective employers to see what you have to offer their company. It can be done on your own, or you can ask someone for help in putting one together.

Your resumé should have your full name, address and phone number, along with your correct date of birth (if you are underage) at the top. Next, list what grade and school you are presently attending (or have just finished).

After that, include any experience you have had that might be considered in a job situation. Also, remember to list any special skills you may have. You could also add a note about your hobbies, and finish it off with two or three adult character references that are not part of your family.

Now that you have a resumé, you are ready to apply for a job. Check the papers, bulletin boards and job postings online, until you find something you think you can do. Think about what you know, and how your experience could help you in that job. Make sure that when you answer an ad that you are neatly dressed and groomed. Be polite, but don't be afraid to tell the boss why you think you could do that job better than anyone else.

After you have gotten yourself a job, take care of it. Come to work on time and don't leave before you're supposed to. If you must miss work because of illness, call as soon as you can so they can find a replacement for you. Take pride in your work and do your job as if it were your own company. When you want to leave your job, give two weeks notice, and continue working to the best of your ability for the rest of your time there. If you have been honest, reliable and fair with your employer, you should be able to ask for a good reference when you leave.

Money Management



One of the first things you'll want to do once you have a job is open a savings account. Most chartered banks, credit unions or trust companies will open a savings account for anyone over the age of twelve without parental permission as long as they have at least two pieces of identification, one with a picture on it. Picture I.D. can be a driver's license or student card. Other I.D. can be a birth certificate, provincial health card, or S.I.N. card. If you don't have sufficient identification, you will need your parents to sign for you.

If you have parental permission, most financial institutions will allow you to have a client card which will enable you to deposit and withdraw money from the automatic teller machines (ATMs) before, during, or after normal business hours. Now that you have a savings account, you'll want to plan out a budget for yourself based on what you make, and what your expenses are.

Remember, always pay your bills first! If you get paid every week, you will need to budget your cheque to take care of your week's expenses first.

For example, you have lunches and bus fare for the week, and a movie you were planning to see with a friend on Friday. That money comes out. Next, how much money do you want to put into savings? Maybe you're saving for a bike, or even for a car later on.

Determine a certain amount that you will put into savings each time, and stick to it. Pay your savings account like it is a bill. Now what do you do with what's left over? That is the money you are free to spend on whatever you want. Now that you have taken care of all your responsibilities, you can have some fun!

Having and saving your own money gives you a feeling of independence and helps give you the experience you need for when you will be on your own and managing all of your finances.

Your Education and Career

Most parents have a dream about their child going to university, and becoming something wonderful like a nuclear physicist or a brain surgeon, possibly going on to win the Nobel Peace Prize or saving the world. Unfortunately, most of us don't always aspire to such greatness. Yet, in spite of what our parents may wish us to become, we usually have our own ideas about the special role we'll play in tomorrow's society.

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The first thing to remember is that, although there have been a few exceptions to the rule, most successful people have completed their education in whatever field they have chosen. Most great opportunities are only available to those who are qualified. One of the biggest things about this country is that for at least twelve years, we are entitled to an education. Once you have it, no one can ever take it away from you. It is yours to keep forever, however, that opportunity only exists now. Later on, after you are on your own and working, perhaps raising a family, you may never again have the time, finances or chance to go back to school. It may be too soon for you to choose a lifetime career just yet, but keep your options open. Plan to finish your education. It belongs to you and your future.

Cigarettes, Alcohol and Other Drugs

Although almost every teenager knows that drugs are for “losers”, every day another one has their first drag or drink. Teens are likely to try cigarettes first, which some researchers say are more addicting than heroin! Ask any smoker why they continue to smoke and most will say it’s because they can’t quit. Not because they like it, or they think it’s cool to smoke, but simply because they are addicted. Just because some adults are dumb enough to allow their life to be ruled by a weed doesn’t mean that it is an adult thing to do. There are no advantages to smoking for you or anyone around you. Cigarettes hamper your freedom because anywhere they aren’t allowed, you can’t go. You can’t go, because you have to have your fix. Smoking shortens your life with every puff you take—some say as much as two and a half hours for every pack! It also robs your wallet. Add up how much you spend on cigarettes in a year.

Alcohol is another dangerous drug for teens because we also associate its use with adulthood. Don’t fall for the old lines that make you feel like you haven’t passed the rites until you’ve had your first drink. There are a lot of broken homes and families that can attest to the destruction that alcohol can have on someone’s life. Every year, hundreds of teens die in alcohol-related car accidents, and it’s true that over 60% of all people killed in drunk driving traffic accidents are teenagers.

The fact that if you are underage it is legal to drink. It also seems logical that at a time when you have your hands full just managing your life while you’re straight, you would want to stay away from something that can at best, only get you into more trouble and at worst, ruin your life or kill you.

Illicit or illegal drugs are also available and accessible, but drugs are neither the answer, plain and simple. The list of their dangers goes on and on, not to mention the

fact that they are illegal no matter how old you are. You won’t find a single person who has done drugs for any length of time say that they are glad they got started.

Drugs are just another way of running away from our problems. They don’t change anything, and they don’t solve anything. They only help dig your hole a little deeper. They’ll rob you of your ambition, your dreams and your future.



Getting a Driver's Licence

All provinces in Canada, except Nunavut, have implemented the Graduated Driver’s Licencing Program. Basically, the graduated licence means that as a learning driver, aside from a zero tolerance for blood alcohol and needing a fully qualified unrestricted driver in attendance, you may be restricted in the time of day you are allowed to drive and the number of passengers you are allowed to carry. In some cases, even specific roads may be disallowed. You may be required to hold a learner’s permit for up to a year before being able to graduate to the next level of licence. This next level will allow you to drive without a fully licenced driver in attendance, but still carries certain conditions such as zero tolerance for alcohol and restricting the number of passengers that you are allowed to the number of working seat belts in the vehicle. Since the laws vary with each province, including the minimum age that you are allowed to get a learner’s permit, you should contact your local department of motor vehicles for detailed information regarding specific requirements that apply to you.

When you are ready to learn to drive, even if your mom or dad is going to teach you how to drive, you will likely be required to take driver’s training. Driver’s training will show you how to avoid all the common mistakes and bad habits people get into.

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8 Foster Parent Tips for a Successful School Year

When looking to send foster children back to school, we hope foster parents remember the following tips for helping their foster kids be successful this school year. This may be all just basic common sense to most foster parents, if not, may it be a reminder of what all kids need during the school year.

New school clothes and shoes

Try to send your foster children to school in clothes and shoes that the kids can be proud of owning. Don't purchase noticeably used garage sale finds or give your foster kids hand me down clothes from your neighbor's children. Sometimes other children can be cruel and foster kids have enough to battle just with the title "foster kid". So, buy the kids new stuff and send them to school with some style. Learn more about foster care subsidy and the items it should provide for your foster child.

After school activities

Your foster child benefits from after school activities too. After gaining social worker and birth parent permission, look into sports, clubs, or other activities for your foster children. This will allow them to explore different interests and will help in building up their self esteem.

Support your foster children in their activities

Attend your foster child's school programs, games, and other events. Again, invite the birth parents, if appropriate. This is another opportunity for your child

to see how much you care about the things he is interested in and builds self worth at the same time.

Buy your foster child's school picture

Some foster parents have been known to refuse to spend money on their foster children's school pictures. Buy a modest package and place the pictures in their lifebooks, give some to the birth parents, and hang one on your living room wall. Nothing will make the child feel like they truly belong more than seeing their picture hanging next to other family member's pictures. This is another item that a foster care subsidy should cover.

Volunteer at your child's school

In some capacity, at least once this school year. It can be a small gesture like donate cookies to a party; or a bigger commitment, like helping out on a field trip. Your presence will help the teacher feel more comfortable speaking to you about any concerns she may have about your foster child and you can observe how your foster child interact with peers. Above all, you will validate your love and concern for the child when he

sees you caring about him by just being there.

Go to your foster child's school conferences

Don't forget to Invite the birth parents, if appropriate. You will be able to role model to the birth parent the proper way to ask questions and advocate for their child.

Advocate for your foster child's educational needs

You are the expert on that child while he is in your home. If, for example, visitation during the school day is not working out, then report that to the child's social worker. Advocate!

Remember your foster child's confidentiality even at school

The teacher does not need to know every aspect of the child's case or the birth parent's issues. Ask yourself, is this important to the child's education and safety or am I just gossiping. If you're unsure about what to share, ask your child's social worker.

These are just a few ways to help build up a child's self esteem this school year.

How much sleep is enough?



Sleep — or lack of it — is a highly discussed aspect of baby care. New parents discover its vital importance those first few weeks and months. The quality and quantity of an infant's sleep affects the well-being of everyone in the household. And sleep struggles rarely end with a growing child's move from crib to bed. It simply changes form. So, how much sleep is enough for your kids?

It all depends on a child's age. Charts that list the hours of sleep likely to be required by an infant or a 2-year-old may cause concern when individual differences aren't considered. These numbers are simply averages reported for large groups of kids of particular ages. There's no magical number of hours required by all kids in a certain age group.

Still, sleep is very important to kids' well-being. The link between a lack of sleep and a child's behavior isn't always obvious. When adults are tired, they can be grumpy or have low energy, but kids can become hyper, disagreeable, and have extremes in behavior.

Most kids' sleep requirements fall within a predictable range of hours based on their age, but each child is a

unique individual with distinct sleep needs. Here are some approximate numbers based on age, accompanied by age-appropriate pro-sleep tactics.

Babies (up to 6 Months)

There is no sleep formula for newborns because their internal clocks aren't fully developed yet. They generally sleep or drowse for 16 to 20 hours a day, divided about equally between night and day.

Newborns should be awakened every 3 to 4 hours until their weight gain is established, which typically happens within the first couple of weeks. After that, it's OK if a baby sleeps for longer periods of time. But don't get your slumber hopes up just yet — most infants won't snooze for extended periods of time because they get hungry.

After the first couple of weeks, infants may sleep for as long as 4 or 5 hours — this is about how long their small bellies can go between feedings. If babies do sleep a good stretch at night, they may want to nurse or get the bottle more frequently during the day.

Just when parents feel that sleeping through the night seems like a far-off dream, their baby's sleep time usually begins to shift toward night. At 3 months, a baby averages about 13 hours of sleep in a 24 hour period (4-5 hours of sleep during the day broken into several naps and 8-9 hours at night, usually with an interruption or two). About 90% of babies this age sleep through the night, meaning 5 to 6 hours in a row.

But it's important to recognize that babies aren't always awake when they sound like they are; they can cry and make all sorts of other noises during light sleep. Even if they do wake up in the night, they may only be awake for a few minutes before falling asleep again on their own.

If a baby under 6 months old continues to cry, it's time to respond. Your baby may be genuinely uncomfortable: hungry, wet, cold, or even sick. But routine nighttime awakenings for changing and feeding should be as quick and quiet as possible. Don't provide any unnecessary stimulation, such as talking, playing, or turning on the lights. Encourage the idea that nighttime is for sleeping. You have to teach this because your baby doesn't care what time it is as long as his or her needs are met.

Ideally, your baby should be placed in the crib before falling asleep. And it's not too early to establish a simple bedtime routine. Any soothing activities, performed consistently and in the same order each night, can make up the routine. Your baby will associate these with sleeping, and they'll help him or her wind down.

The goal is for babies to fall asleep independently, and to learn to soothe themselves and go back to sleep if they should wake up in the middle of the night.

6 to 12 Months

At 6 months, an infant may nap about 3 hours during the day and sleep about 9 to 11 hours at night. At this age, you can begin to change your response to an infant who awakens and cries during the night.

Parents can give babies a little more time to settle down on their own and go back to sleep. If they don't, comfort them without picking them up (talk softly, rub their backs), then leave — unless they appear to be sick. Sick babies need to be picked up and cared for. If your baby doesn't seem sick and continues to cry, you can wait a little longer, then repeat the short crib-side visit.

Between 6 and 12 months, separation anxiety, a normal developmental phase, comes into play. But the rules for nighttime awakenings are the same through a baby's first birthday: Try not to pick up your baby, turn on the lights, sing, talk, play, or feed your child. All of these

activities do not allow your baby to learn to fall asleep on his or her own and encourage repeat awakenings.

Toddlers

From ages 1 to 3, most toddlers sleep about 10 to 13 hours. Separation anxiety, or just the desire to be up with mom and dad (and not miss anything), can motivate a child to stay awake. So can simple toddler-style contrariness.

Parents sometimes make the mistake of thinking that keeping a child up will make him or her sleepier for bedtime. In fact, though, kids can have a harder time sleeping if they're overtired. Set regular bedtimes and naptimes. Though most toddlers take naps during the day, you don't have to force your child to nap. But it's important to schedule some quiet time, even if your child chooses not to sleep.

Establishing a bedtime routine helps kids relax and get ready for sleep. For a toddler, the routine may be from 15 to 30 minutes long and include calming activities such as reading a story, bathing, and listening to soft music.

Whatever the nightly ritual is, your toddler will probably insist that it be the same every night. Just don't allow rituals to become too long or too complicated. Whenever possible, allow your toddler to make bedtime choices within the routine: which pajamas to wear, which stuffed animal to take to bed, what music to play. This gives your little one a sense of control over the routine.

But even the best sleepers give parents an occasional wake-up call. Teething can awaken a toddler and so can dreams. Active dreaming begins at this age, and for very young children, dreams can be pretty alarming. Nightmares are particularly frightening to a toddler, who can't distinguish imagination from reality. (So carefully select what TV programs, if any, your toddler sees before bedtime).

Comfort and hold your child at these times. Let your toddler talk about the dream if he or she wants to, and stay until your child is calm. Then encourage your child to go back to sleep as soon as possible.

Preschoolers

Preschoolers sleep about 10 to 12 hours per night. A preschool child who gets adequate rest at night may no longer need a daytime nap. Instead, a quiet time may be substituted.

Most nursery schools and kindergartens have quiet periods when the kids lie on mats or just rest. As kids give up their naps, bedtimes may come earlier than during the toddler years.

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School-Age Children and Preteens

School-age kids need 10 to 12 hours of sleep a night. Bedtime difficulties can arise at this age for a variety of reasons. Homework, sports and after-school activities, TVs, computers, and video games, as well as hectic family schedules might contribute to kids not getting enough sleep.

Lack of sleep can cause irritable or hyper types of behavior and may make it difficult for kids to pay attention in school. It is important to have a consistent bedtime, especially on school nights. Be sure to leave enough time before bed to allow your child to unwind before lights out.

Teens

Adolescents need about 8½ to 9½ hours of sleep per night, but many don't get it. Because of early school start times on top of schedules packed with school, homework, friends, and activities, they're typically chronically sleep deprived.

And sleep deprivation adds up over time, so an hour less per night is like a full night without sleep by the end of the week. Among other things, an insufficient amount of sleep can lead to:

- decreased attentiveness
- decreased short-term memory
- inconsistent performance
- delayed response time

These can cause bad tempers, problems in school, stimulant use, and driving accidents (more than half of "asleep-at-the-wheel" car accidents are caused by teens).

Teens also experience a change in their sleep patterns — their bodies want to stay up late and wake up later, which often leads to them trying to catch up on sleep during the weekend. This sleep schedule irregularity can actually aggravate the problems and make getting to sleep at a reasonable hour during the week even harder.

Ideally, a teen should try to go to bed at the same time every night and wake up at the same time every morning, allowing for at least 8 to 9 hours of sleep.

No matter what your child's age, establish a bedtime routine that encourages good sleep habits. Include a winding-down period in the routine. Stick to a bedtime, alerting your child both half an hour and 10 minutes beforehand. Encourage older kids and teens to set and maintain a bedtime that allows for the full hours of sleep needed at their age.

Source: <http://kidshealth.org/parent/general/sleep/sleep.html#>

Pizza Scrolls

Ingredients:

- 1/2 small red pepper chopped finely
- 100 g ham or salami, chopped fine
- 1/2 cup cheese, grated
- 1/4 cup pizza sauce
- 2 sheets ready rolled puff pastry

Directions:

Preheat oven to 200°C. Combine the chopped capsicum, ham and cheese in bowl. Spread the sauce onto each sheet of pastry, leaving a 2cm border along one side, and sprinkle the capsicum mixture over the top. Roll up the pastry to enclose the filling (like a swiss roll), leaving the plain edge until last. Brush the edge lightly with water and fold to seal. Cut each roll into 1cm rounds (use serrated bread knife) and place on lined oven trays. Bake for 20 min or until golden. Yield: 24-36 pinwheels



Lunch-box Taco Soup

Ingredients:

- 2 slices bacon, diced
- 1 cup mushroom, sliced
- 2/3 cup onion, diced
- 1/2 cup red pepper, diced
- 4 cups chicken broth
- 2 cups cooked chicken, diced
- 1 can kernel corn
- 2 cups salsa
- 1/2-1 tablespoon taco seasoning

Directions:

Cook bacon, until crisp, in a large saucepan. Add vegetables and cook until onion is soft. Add remaining ingredients and bring to a boil. Reduce heat and simmer for about 10 minutes. Cool completely and then freeze in single serve containers. Defrost overnight, then warm in microwave until heated through. Pour into thermos and pack in lunch. Send along small containers of cheddar and/or monterey jack cheese, if desired, for garnish. This soup goes great with tortilla chips! Yield: 8 cups



School of Fish

Ingredients:

- 12 dried apricots
- 12 small pretzels
- 1 tablespoon cream cheese
- 12 mini chocolate chips or
- 12 currants

Directions:

Fish body: With an adult's help, make a slit on one end of each dried apricot.

Note: I very lightly mashed the dried apricot before making the slit although this is optional. "Carefully" insert the bottom of a mini pretzel. Again, carefully pinch the apricot around the pretzel to hold it in place. It may require a few takes to get the hang of it. To make the fish eyes: pipe on a small dot of cream cheese (a plastic sandwich bag with a very [small corner] snipped off works well for this) and then press a mini chocolate chip or currant, tip down, into the cream cheese. Mouth: Snip the fish's mouth with a knife or pair of scissors. (see photo). Ideal for lunch snacks or an aquatic-themed party (arrange the fish on a turquoise/blue platter). Yield: 12 fish



Making Healthy, Simple School Lunch Choices



It's a day of excitement that's often filled with a little dread as well. For you—trying to get organized, and make lunches that they'll eat.

Getting kids to eat healthy at lunchtime isn't always easy. And with kids, sometimes it can be downright difficult.

Your kids may like some fruits and veggies, but may also sometimes trade them for junk food at school.

The key to making sure kids eat healthy foods can be as simple as getting them involved. Taking your child shopping with you can promote better eating habits too. A favorite of most kids is baby carrots, anything that's their size. You can even pair them with a dip like hummus or ranch dip.

“ The key to making sure kids eat healthy foods can be as simple as getting them involved.

Don't feel like every option needs to be super healthy or your kid may not eat it. Just try to make things fun or at least not feel repetitive. It helps to get kids excited about something as simple as eating an apple. Younger kids like it “cute-ened up”—make it in to fun shapes and then pair it with something they're familiar with.

Keep the meal balanced and everything in moderation. Help make health a habit that isn't abandoned at school.

Checker-board Sandwiches

Ingredients:

- 1 slice whole wheat bread
- 1 slice white bread
- 1 Tbsp. cream cheese spread
- 3 slices sandwich meat
- 3 slices tomato

Directions:

Spread wheat bread with cream cheese spread; top with sandwich meat, tomatoes and white bread. Cut sandwich into 3 horizontal strips, then 3 vertical strips to make 9 squares. Turn 4 or 5 of the squares upside down. Arrange squares on plate, alternating colors as needed to resemble a checkerboard.

Serving Suggestion: Serve with carrot sticks



Sweet 'n' Salty Bars

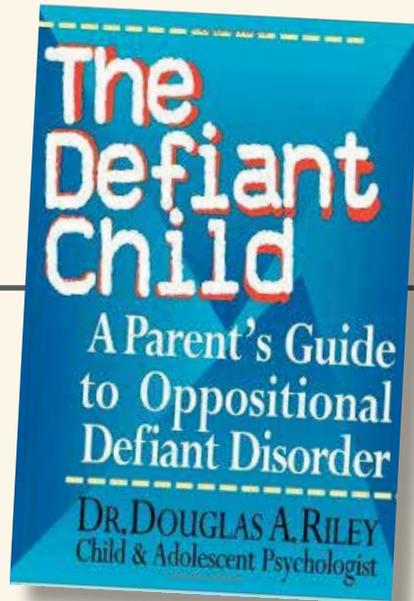
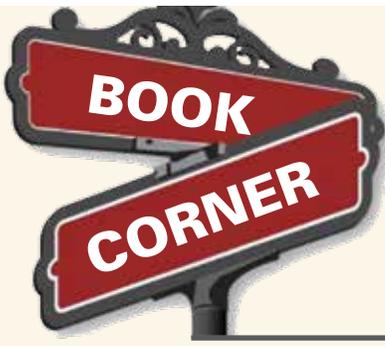
Ingredients:

- 4 cups Crispix cereal
- 2 cups Cheerios cereal
- 1 1/2 cups peanuts
- 1 1/2 cups broken pretzels
- 1 1/2 cups M&M's candy
- 1 cup light corn syrup
- 1 cup brown sugar
- 1/2 cup butter
- 1 teaspoon vanilla

Directions:

Combine cereals, peanuts, and pretzels in a large bowl. Combine corn syrup, brown sugar, and butter in a medium saucepan and bring to a boil over medium heat; boil 3 minutes, stirring constantly. Stir in vanilla. Immediately pour sugar mixture over cereal mixture, and stir well to coat; stir in M&Ms. Using a greased spatula, press mixture tightly into a greased jellyroll pan (approximately 15X10 inches) and cool at room temperature. (Spread it as evenly as possible, then cover it with a sheet of non-stick parchment paper or aluminum foil and pressed it out firmly and evenly). Cut into bars when completely cooled. Servings: 24





***The Defiant Child:
a Parent's Guide to
Oppositional Defiant
Disorder.***

by Douglas A. Riley

The Defiant Child guides readers through the difficulties of raising a child or teenager who is attempting to ignore or defeat them at every turn. While it explains how defiant children and teens think, delving deeply into the mistaken ideas that lead them to believe that it is safe to ignore parents and challenge their authority, its chief purpose is to provide parents with a step-by-step plan to regain peace and harmony in the family.

"A much-needed tool that parents of children with O.D.D. can use to identify the source of this turmoil and take back parental control. Dr. Douglas Riley teaches parents how to recognize the signs, understand the attitudes, and modify the behavior of their oppositional child." ~ Amazon



Celebrate Foster Family Week

October 19–25, 2014

Every fall, Canadians honour the contributions of approximately 35,000 foster families across the country. This year, National Foster Family Week will be celebrated October 19–25. Please check our website for updates on events and goings-on. Visit sffa.sk.ca

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