



# Homeless Guidebook Learning Plan

**6-7-07**

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## Introduction

The Life Skills Guidebook (Guidebook) Learning Plans are a component of the Casey Life Skills Tools (see [www.caseylifeskills.org](http://www.caseylifeskills.org)). The Life Skills Tools include the Ansell-Casey Life Skills Assessment (ACSLA), Assessment Supplements, the Guidebook Learning Plans, and Ready, Set, Fly! A Parent's Guide for Teaching Life Skills. In addition, the Tools reference over 50 other instructional resources and a number of web resources. Taken together, the Tools represent a competency-based learning strategy for people to develop the skills they need to succeed in living interdependently as adults, starting at age eight and continuing through adulthood. While these tools are appropriate for most audiences, they were especially created with youth living in and young adults leaving out-of-home care.

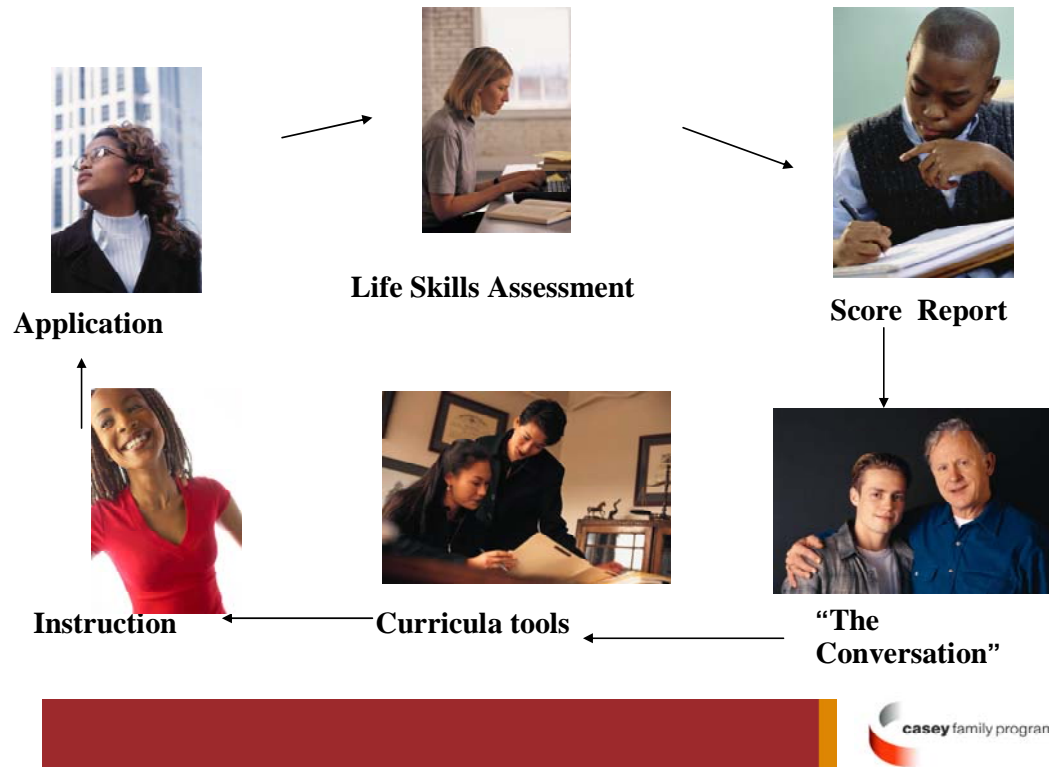
The ACLSA is not an exhaustive list of all the skills one needs to live on one's own. Rather, it provides an indication of skill level and readiness for living on one's own and interdependently with others. The ACLSA and Assessment Supplements are designed to be the *first step* in the Life Skills Learning Cycle (see Exhibit 1). The Guidebook Learning Plans, and learning resources, complete the cycle helping with goal setting, action planning, instruction, learning, and application. Instruction is followed again by assessment to measure progress. If any part of this cycle is left out, life skills competency development is hindered.

In using Guidebook Learning Plans, it is critically important to keep the central role of the person getting ready to live on his/her own in mind. Young people need to be involved in all aspects of life skills acquisition, including planning and instruction. A core part of Person-Centered Planning is that people are more successful when they self-select their learning and achievement goals. Similarly, the Foster Care Independence Act of 1999 requires youth involvement in their Independent Living Plans (National Foster Care Awareness Project, 2000). We encourage evaluating your work with people in transition and moving your learners to a position where they routinely make the majority of decisions that affect their learning. Greater learner involvement leads to learner ownership of their skill development (see Guidebook Chapter 1, Levels of Learning). Learning life skills is a life-long process. Few people will be able to do

all the skills covered in this Guidebook Supplement and should not expect 100% mastery in all the life skill domains. However, we hope those preparing for living on their own and interdependently with others will accomplish many of the Learning Goals in order to be prepared to succeed.

**Exhibit 1. Life Skills Learning Cycle**

# Casey Life Skills Tools





# Chapter 1. Plain Terminology of the Homeless Guidebook Learning Plans

## Introduction

In response to a need for education on prenatal care and positive parenting expressed by many social workers, teachers, youths, and parents, Casey Family Programs with Dr. Kimberly Nollan (Momentum Partners Consulting) and Ray Hoskins (Success Technologies) created the Homeless Guidebook Supplements. Like the Guidebook, they are designed to help develop life skills teaching curriculum and individual learning plans. They are based on and companions to the Casey Life Skills Homeless Assessment Supplement. The Assessment Supplement was created by Casey, Dr. Kathleen LaVoy from Seattle University, and the youth and alumni of the Tulane Drop-in Center in New Orleans, LA.

The Homeless Guidebook Learning Plan is designed to address issues of care for youth living on the streets. It taps domains crucial to insuring they understand the resources available to them, ways to be safe, how to avoid victimization, and how to secure safe and sustainable housing. Descriptions of these domains are:

- **Daily Life** focuses on skills necessary to hygiene, nutrition, accessing available community resources.
- **Family and Friends** covers skills necessary to maintain healthy relationships with friends and family members, including communication and developing a personal support system.
- **Health** focuses on skills necessary to maintain good physical and emotional health, how to access medical services, the risks and treatment for alcohol and drug use, pregnancy and STD prevention and treatment, personal strengths and weaknesses, and goal setting.
- **Housing** concerns skills necessary for locating, obtaining and maintaining housing.
- **Jobs** covers skills needed to create a career plan, search for part-and full-time employment, employment maintenance and job transitions.

- **Legal** focuses on skills needed to obtain legal documents, access legal resources and understand the consequences of unlawful behavior.
- **Safety and Survival** concerns skills necessary to stay safe while homeless.
- **School** covers skills important to academic success and the relationship between education and employment.

## Definitions

These are terms used in the Guidebook.

- **Domain:** Cluster of skills organized into major areas: Daily Life, Family and Friends, Health, Housing, Jobs, Legal, Safety and Survival, and School.
- **Learning Goals:** Also known as competencies, they are specific statements of knowledge and ability.
- **Expectations:** Also known as objectives or performance indicators, they are tasks/action steps to achieve Learning Goals that may be used as group session learning objectives or individual case planning goal indicators.
- **Learning Levels:** Developmental approach to learning indicating degree to which individuals master Learning Goals.
- **Resources:** Broad array of teaching materials and people resources (e.g., curricula, websites, workbooks) that can be used to teach to a Learning Goal.
- **Curriculum:** A set of activities that leads to mastery of Learning Goals in one or more domains.
- **Life Skill Learning Plan:** An online template that guides the user to determine the essential elements for the development of a group life skill curriculum or an individual learning plan based on selected Learning Goals, related Expectations and Activities. The template is used to record selected Learning Goals and Activities the instructor or youth will use during the life skills learning session or time period. It is a unit of planned life skill instruction, which may be completed one-on-one, in a group, or by the youth during a specified time period.
- **Life Skill Instructor:** Individual who guides the learner and supports the individual throughout their Learning Plan.

- **Out-of-home care:** Refers to a living situation that is not with a person's immediate biological family, such as, family foster care, group homes, and residential treatment.
- **Learner:** Youth or adult that is learning life skills content in group, individual, or self-instruction formats.

## **Learning Goals and Levels**

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals<sup>1</sup>. They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that people progress through a series of stages or levels as learning takes place. The levels of learning used in the developmental model are listed in Exhibit 2. The verbs at the beginning of the Learning Goal indicate the level at which the Learning Goal is written. Guidebook Learning Goals begin at level 2 and progress through level 4.

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<sup>1</sup> We use Learning Goals for simplicity. The user is free to substitute language (e.g., competencies) for their situation.

### Exhibit 2. Learning Levels

Learning Level	Definition
Level 1 – Awareness	At levels one and two, the learner is acquiring information. At this level in the learning process, the learner should be able to identify, describe or explain information about the subject matter being taught.
Level 2 – Knowledge and Understanding	
Level 3 – Knows how	At level three, the learner is beginning to apply the knowledge learned through instruction. At this level, the learner should be able to demonstrate some ability with the skill in an instructional setting through simulation, learning laboratory, or real life experiences.
Level 4 – Can or is able to	At level four, the learner is using the knowledge learned outside of the learning environment. At this level, the learner is able to demonstrate the skill on a regular basis and reports on his/her progress.

- **“Knows and understands” Learning Goals:** The instructor presents information in a way that increases the learner’s knowledge base. For example, at the end of the session the learner will **only** be expected to **describe or explain** what he/she learned about financial institutions.
- **“Knows how” Learning Goals:** The instructor creates an opportunity for the learner to practice. For example, the learner demonstrates writing a check to make a purchase. Generally, “knows how to” Learning Goals are completed in a classroom or home environment. Often, they are ones that a person may need in the future but not now. They **simulate real life situations**.
- **“Can or is able to” Learning Goals:** The instructor provides an opportunity for real world demonstration. For example, “can set the table for daily meals,” just showing the learner what a table setting looks like isn’t enough. With the right kind of instruction, the learner should be able to demonstrate setting the table for three daily meals.

## **Expectations**

Expectations describe what the learner should be able to do as a result of group, individual, or self-teaching and indicate how the Learning Goal was achieved in behavior terms. They are also called performance indicators or objectives. They begin with an action verb. They also can be translated into group or individual case or group plans by simply adding the words “At the end of X time period or session, the learner will be able to...” before each Expectation. For example, “At the end of the group session, the learner will be able to develop a personal fact sheet to use when completing job applications.” The underlined part is an Expectation. They are listed in order of increasing difficulty for each Learning Goal.

## **Resources and Activities**

The Guidebook Learning Plan identifies the activities and exercises from existing life skill resources that can be used to teach the Learning Goals in group, individual, or self-instruction formats. In an effort to minimize resource cost, the most widely used, cost-effective resources were selected. In addition, resources already cited in the Guidebook are given preference. Activities and exercises from these resources are cross-referenced to the Learning Goals. Each activity is listed by name, page number, and activity number (if provided). In addition, websites that provide information and/or opportunities for instruction are included. In most cases, they are non-profit or government sites (.org or .gov) to minimize advertisements. Web resources complement the core set of resources and provide specialized and detailed information on one or more Learning Goals. The Learning Goals, Expectations and Activity Resources provide the learner and life skill instructor (practitioner or parent) a place to start when creating a Life Skills Learning Plan (see Chapter 2 for details).

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the person’s learning style more learning will likely occur. For more information on determining the learning style, see the Guidebook, Chapter 1, Learning Styles.

## Chapter 2. Using the Homeless Guidebook Learning Plan to Set and Reach Learning Goals.

### Overview

The Guidebook Learning Plans, the ACLSA, and other Casey Life Skills assessments address one important aspect of living on one's own – life skills. The ACLSA is used to *assess* life skills. The Guidebook Learning Plans are used to *teach* life skills. It is very important the learner give input at each step and has final say whenever possible. Learning Goals and Expectations provide the framework for life skills instruction. They help with knowing, understanding, and applying life skills. The Learning Goals represent overall goals for instruction. Expectations describe what the person should be able to do after instruction takes place. Increases in ACLSA scores before and after instruction show the amount of learning overall for individuals and groups. The steps for using the Casey Life Skills Tools follow.

### Step 1: Assessment

- Completing the appropriate ACLSA level or Assessment Supplement is the first step in this process.
- Once completed, an immediate score report “pops-up” on the screen and the report is also emailed to an e-mail address the user specifies.
- The individual report summarizes domain scores and item responses.
- Domain scores indicate areas of strength and opportunities for improvement.
- After talking about assessment results, we recommend the learner, caregiver, and/or life skill instructor together have a conversation about
  - The strengths identified in the assessment,
  - The identified areas of challenge,

- The goals which the learner wants/is willing to pursue,
  - Identifying Mastery Standards that indicate consistent application of selected skills (see Guidebook, Chapter 4, Mastery Standards).
- Then, work with the Guidebook Learning Plan to choose domains on which to work and set goals.

## **Step 2: Developing Life Skills Learning Plans**

There are two plan options in the online Guidebook. One is designing a plan for teaching life skills in a group format. The other is for individual instruction, case plans, or self-instruction. You are given a choice online of which plan you want to use.

Whether you are working with an individual or group format, learner involvement is critical. When interacting with computers, the one with the keyboard and mouse has the power. We suggest that you **GIVE THE LEARNER, OR GROUP, THE MOUSE!** Let the learner develop the plan. We found that groups are very able to design their own group Learning Plans once they know how to use the web page. In addition, they become much more motivated to achieve their goals!

### ***CREATING A PLAN ONLINE***

**Step 1:** Go to [http://www.caseylifeskills.org/pages/lp/lp\\_index.htm](http://www.caseylifeskills.org/pages/lp/lp_index.htm)

**Step 2:** Under the “Learning Plan” tab, click on the Guidebook Learning Plan you want to use from the list on the left side of the screen (e.g., Homeless Supplement).

**Step 3:** Select and click on the domain(s) of interest.

**Step 4:** Review the list of Learning Goals and Activities. Click on the boxes next to the desired goals and/or activities you want to select based on the needs and wants of the participants in your group, combined ACLSA results, and how much time you have in each session *or* for Individual Plans, based on ACLSA individual results and learner wants and needs.

**Step 5:** Click on the yellow button "Add to the Learning Plan."

**Step 6:** To remove Learning Goals or Activities, go back to the web page where you made that selection and uncheck the box.

**Step 7:** When finished selecting your Learning Goals and Activities, click on the "Preview/Print Learning Plan" button on the bottom left part of the screen. This will produce a “new” web page.

**Step 8:** On the “new” web page, click either *Group Life Skills Learning Plan* or *Individual Life Skills Learning Plan*. The Plan will immediately appear and can be printed or saved to your computer.

Repeat steps 2 thru 6 for each domain as desired. All chosen Learning Goals (and accompanying Expectations) and/or Activities appear in the Learning Plan. The Learning Plan can be previewed as you are building it by clicking the “**Preview/Print Learning Plan**” button on the left side of the screen.

### ***SAVING AND EDITING YOUR PLAN (Microsoft Word, Works, and WordPerfect)***

- **To View Plan:** Click “**Preview/Print Learning Plan**” button on the bottom left side of the screen.
- **To copy:** Use your mouse to highlight all the information in the Plan. Go under the file menu and choose "copy." The information will be copied on your computer clipboard and you can now "paste" it into a new document on your computer. To paste, go under the file menu and choose “paste.” You may need to format to make it look like the online Learning Plan. Save the document with your word processing software.
- **To print** your Plan, either click on the “printer” icon at the top of the screen or go under the file menu and choose “print.” There is no cost for printing the Individual Learning Plan.
- **To save** the Plan without copying and pasting, go to the File menu at the top of the screen and choose “File Save As,” then save the file as an html file.
- **To open the Saved html File**, right click on the file and click open with your word processor software.
- **When finished, save the File** in the format of your word processor software.

**PLEASE NOTE:** When you leave the [caseylifeskills.org](http://caseylifeskills.org) Web site, the Plans are permanently deleted, so either “copy and paste” or “save as” to keep the files with your Plan on your computer.

**Group Life Skills Learning Plan Elements (see Exhibit 3 for an example).**

- **Domain:** ACLSA/Guidebook Learning Plan domain targeted for instruction.
- **Goals, Expectations, and Activities:** Automatically recorded in the Learning Plan when you select them by clicking the box to the left of the Learning Goal or activity.
- **Activity Type:** How you will use the activity in groups (as an opening, individual, group or closing activity).
- **Time:** How long an activity will take to complete.
- **You fill in type and time** based on your judgment and the definitions provided.

**Exhibit 3. Group Life Skills Learning Plan**

<b>Domain: Money Management</b>		
<b>Goal:</b> Knows and understands how one’s values influence money decisions.		
<b>Expectations:</b> At the end of the session, the learner will be able to:		
<ul style="list-style-type: none"> <li>a. Distinguish between personal needs and wants.</li> <li>b. Recognize the impact personal values have on money decisions.</li> </ul>		
Activity Name	Activity Type	Time
Needs/Wants Polarity	Opening Activity	10 minutes
What is a Need? What is a Want?	Group Building Activity	20 minutes
My Personal Collage	Individual Activity	25 minutes
Reflection Worksheet	Ending Activity	10 minutes

**Individual Life Skills Learning Plan Elements (Exhibit 4)**

- Plans are tailored to the unique needs of each learner.
- **Goals and Expectations** are automatically pasted into the Learning Plans when Learning Goals are selected.
- **Activities** are pasted automatically in the “What Activities are Going to be Done” column.
- After copying and pasting the partially completed plan into a word processing document or using the “save as” function with the original plan, complete the **Who** and **When** columns.

- **Signatures:** Optional space at the bottom of the Learning Plan for all involved to sign<sup>2</sup>.
- **Print** the plan and keep for the learner's records.

**Exhibit 4. Individual Life Skills Learning Plan Example**

<b>Goals &amp; Expectations</b>		
<p>What can I do to reach my goals? How will I know when I reach each goal?            Check to make sure your goals are flexible, specific and have a date by which you want to reach the goal.</p>		
<p><b>Goal:</b> Knows and understands how one's values influence money decisions.</p>		
<p><b>Expectations:</b> At the end of the session, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between personal needs and wants.</li> <li>• Recognize the impact personal values have on money decisions.</li> </ul>		
<b>Action Plan</b>		
<p>The actions you take to reach your goals should be clear so you know exactly what to do.            Identify who will do what to help reach the goals – yourself, staff, others</p>		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
What Money Means, Ready, Set, Fly! Games Reveal our Values, Ready, Set, Fly!		

<b>Optional Signatures</b>	<b>Date</b>
Learner: _____	_____
Caregiver: _____	_____
Life Skills Instructor: _____	_____

<sup>2</sup> Some agencies require youth/learners and caregivers to sign the Learning Plan to show involvement and commitment to the plan.

## **Summary: How to Use the Guidebook Learning Plans in Case Plans and Contracts with Youth**

- Life skills instruction is an intentional process, driven by individual case plans and contract agreements developed with the learner.
- The Guidebook Learning Plans help formulate goals and tasks/action steps with Learning Goals, Expectations and Activities.
- Learning Goals can be copied in a case plan or contract agreement (e.g., Learner knows and understands the importance of healthy leisure time activities).
- Expectations (indicators) are the tasks/action steps to achieve the goal (e.g., describe the difference between healthy and unhealthy leisure time activities).
- Resources/activities become the “What” or intervention strategies to achieve the goal.
- Learners control their learning by providing input or selecting Learning Goals and Activities.
- Evaluation of level of achievement is based on accomplishment of Expectations, increases in ACLSA scores and for consistent application, Mastery Standards.

## Chapter 3. Homeless Guidebook Learning Plan

### Learning Goals, Expectations, and Activities by Domain

Learning Goals	Expectations	Activities
<b>Daily Life</b>		
1. Knows and understands the importance of good hygiene.	<ul style="list-style-type: none"> <li>a. Describe what “good hygiene” means.</li> <li>b. Explain how “poor hygiene” affects friendships, relationships with others and employment opportunities.</li> <li>c. Explain how hygiene affects one’s physical and emotional health.</li> <li>d. Describe the impact of culture on hygiene.</li> </ul>	<p>Life Skills Activities for Secondary, VI-10, Hygiene, p. 393-395.</p> <p>Life Skills Activities for Secondary, VI-11, Personal Checkup, p. 396-398.</p> <p>PAYA, Module 2, Personal Care, p. 5, 6, 11.</p> <p>Ready, Set, Fly! Personal Hygiene #1.</p> <p>Ready, Set, Fly! Personal Hygiene #2.</p> <p>Step by Step, Cleanliness.</p> <p>Teenage Human Body, Exterior Maintenances, p. 34-36.</p> <p>4 Girls, Body –  <a href="http://www.4girls.gov">http://www.4girls.gov</a></p> <p>Kids Health, Acne Myths; Being Good to My Body; Ears, Skin, Teeth –  <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a></p> <p>Kids Health, Your Body; Body Image –  <a href="http://www.kidshealth.org/teen/your_body">http://www.kidshealth.org/teen/your_body</a>;</p> <p>Kids Health, Your Mind –  <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a></p>
2. Can keep clean.	<ul style="list-style-type: none"> <li>a. Knows where to get hygiene supplies like soap, shampoo and toothpaste.</li> <li>b. Describe steps involved in maintaining clean hair.</li> <li>c. Explain steps involved in washing and drying one’s face.</li> <li>d. Demonstrate how to wash hands and hand care.</li> <li>e. Showers 4-7 times a week.</li> <li>f. Correctly brushes teeth at least twice daily.</li> <li>g. Explain when and how to use hygiene</li> </ul>	<p>I’m Getting Ready, My Grooming Plan Checklist, LG-4.</p> <p>I’m Getting Ready, Laundry, LG-2, LG-2-1, LG-3.</p> <p>It’s Perfectly Normal, C. 14, More Changes, p. 43-44.</p> <p>Life Skills Activities for Secondary, VI-10, Hygiene, p. 393-395.</p> <p>PAYA Module 2, Personal Care, p. 6.</p> <p>PAYA Module 2, Health Care, p. 16.</p> <p>Ready, Set, Fly! Personal Hygiene #2.</p> <p>Ready, Set, Fly! Personal Hygiene #3.</p> <p>SEALS II, Step Up to a Better You, p. 60.</p> <p>Step by Step, Cleanliness.</p>

	<p>products (e.g., toilet paper, soap, shampoo, brush, comb, tooth brush, tooth paste, floss, deodorant, sanitary napkins/tampons, shaving equipment).</p> <p>h. Wears clean clothes.</p>	<p>Teenage Human Body, Exterior Maintenance, p. 34-38. 4 Girls, Body – <a href="http://www.4girls.gov">http://www.4girls.gov</a> Kids Health, Your Body – <a href="http://www.kidshealth.org/teen/your_body">http://www.kidshealth.org/teen/your_body</a></p>
<p>3. Knows and understands the relationship between what one eats and nutrition.</p>	<p>a. Identify three personal food choices and explain their nutritional content.</p> <p>b. Explain how personal food choices contribute to a healthy diet.</p> <p>c. Describe how vitamins and minerals relate to nutrition.</p> <p>d. Describe the importance of drinking water.</p> <p>e. Explain the need for moderation and balance when planning a healthy diet.</p> <p>f. Show respect for others’ opinions and cultural differences when identifying personal food choices.</p>	<p>Creative Life Skills Activities, Activity 53, Food Game. I Can Do It! Eat Healthy? p. 65-69. I’m Getting Ready, How Did I Do? H-2; H-3; H-3.1. I’m Getting Ready, Are Fast Foods Good or Bad for Me, H-5. I’m Getting Ready, Do You Know Where Food Fit, H-1. I’m Getting Ready, Keep Track of Your Diet for 4 Days, H-2. Making It on Your Own, Eating Right to Stay Healthy, p. 62. Making It on Your Own, Use the Nutritional Labels, p. 62-63. PAYA, Module 1, Food Management, p. 140-141. PAYA, Module 2, Health Care, p. 19-26. Ready, Set, Fly! Nutrition #2. Step by Step, Eating Right. Kids Health - All About What Vitamins and Minerals Do; Why Drinking Water is the Way to Go; What’s the Big Sweat about Dehydration – <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a> <a href="http://www.kidshealth.org/parent/nutrition_fit/index.html">http://www.kidshealth.org/parent/nutrition_fit/index.html</a> <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a> Nutritional Analysis Tool – <a href="http://www.nat.uiuc.edu">http://www.nat.uiuc.edu</a></p>
<p>4. Knows and understands the impact of nutrition on physical and emotional health.</p>	<p>a. Explain how daily eating habits affect overall wellness.</p> <p>b. Explain how eating habits can lead to serious health problems (e.g., high blood pressure, heart disease, and diabetes).</p> <p>c. Describe how food choices affect physical conditions (e.g., allergies, migraine headaches, and diabetes).</p>	<p>I Can Do It! Eat Healthy? p. 65-69. I’m Getting Ready, I Am What I Eat? H-31. Step by Step, Eating Right. Teenage Human Body, Energy Maintenance, p. 23-25. Cool Food - <a href="http://www.coolfoodplanet.org/gb/adoz/index.htm">http://www.coolfoodplanet.org/gb/adoz/index.htm</a> Kids Health, Food and Fitness – <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a></p>

<p>5. Is able to evaluate one's diet for nutritional content.</p>	<p>a. Explain the daily recommended vitamin and mineral intake for adults.</p> <p>b. Tell how vitamins and minerals can be gained.</p> <p>c. Tell the good and bad points of using vitamin supplements.</p> <p>d. Evaluate one's diet for vitamin and mineral intake and nutritional balance.</p>	<p>I Can Do It! Hungry? p. 68-69.  I'm Getting Ready, How Did I Do? H-2, H-3, H-3-1.  Making It on Your Own, Use the Nutritional Labels, p. 62.  Making It on Your Own, Compare these Snack Foods, p. 63.  PAYA, Module 2, Health Care, p. 26.  Ready, Set, Fly! Nutrition #3.  4 Girls, Nutrition –  <a href="http://www.4girls.gov">http://www.4girls.gov</a>  Healthy School Meals –  <a href="http://schoolmeals.nal.usda.gov/py/pmap.htm">http://schoolmeals.nal.usda.gov/py/pmap.htm</a>  Kids Health, Food and Fitness –  <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a>  Nutritional Analysis Tool –  <a href="http://www.nat.uiuc.edu">http://www.nat.uiuc.edu</a>  Produce Oasis -  <a href="http://www.produceoasis.com/">http://www.produceoasis.com/</a></p>
<p>6. Knows how to use the Internet to locate resources.</p>	<p>a. Locate resources that provide Internet access (e.g., library, community center, school).</p> <p>b. Describe the functions of a search engine (e.g., Yahoo, Infoseek).</p> <p>c. Use the search engine to find information to help with job search, post secondary education, financial aid, and leisure time.</p>	<p>Ready, Set, Fly! Community Resources #1.  The Alcohol and Drug Information Clearinghouse –  <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/index.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/index.html</a>  Yahooligans, Teaching Internet Literacy-  <a href="http://www.yahooligans.com">http://www.yahooligans.com</a></p>
<p>7. Can use the newspaper and yellow pages to find information.</p>	<p>a. Describe sections of the newspaper and yellow pages.</p> <p>b. Use the newspaper directory to locate information.</p> <p>c. Find the location of a store or restaurant.</p> <p>d. Find and list information to help with job search, apartment hunting, and locating health care.</p> <p>e. Find and list community organizations (e.g., chamber of commerce, legislative offices, recreation and parks department).</p>	<p>Creative Life Skills Activities, Activity 28, Phone Book Exercise.  Life Skills Activities for Secondary, IV-3, Information from Newspapers, p. 208-209.  Life Skills Activities for Secondary, IV-3, Other Sources of Information, p. 220.  Making It on Your Own, Reading Job Advertisements, p. 7.  Making It on Your Own, Does the Advertisement Really Say? p. 19.  Making It on Your Own, What's Going On? p. 78.  PAYA, Module 4, Community Resources, p. 70-72.</p>

	<ul style="list-style-type: none"> <li>f. Find and list information about two or more places to go to stay warm and dry during the day.</li> <li>g. Develop a personal resource directory.</li> </ul>	<p>Ready, Set, Fly! Community Resources #1.  Ready, Set, Fly! Community Resources #2.  Ready, Set, Fly! Community Resources #3.</p>
8. Can find available community services.	<ul style="list-style-type: none"> <li>a. Identify the nearest hospital or health clinic.</li> <li>b. Identify quality yet economical places to shop for food, clothing, and household items.</li> <li>c. Identify where to go to get a shower.</li> <li>d. Identify where to go to do laundry</li> <li>e. Identify where to get more clothes.</li> <li>f. Identify where to get food for each day.</li> <li>g. Describe how to contact state agencies about receiving food stamps or financial assistance.</li> <li>h. Describe where to get financial help.</li> <li>i. Describe how to use public transportation.</li> </ul>	<p>Creative Life Skills Activities, Activity 30, Where in the World Do I Find?  Creative Life Skills Activities, Activity 35, Who Do I Call?  Creative Life Skills Activities, Activity 55, Community Resource Scavenger Hunt.  FUTURE/PATH, 68, 69, 70, 71, 90.  Life Skills Activities for Secondary, IV-1, What Do You Need to Know? p. 202-204.  Life Skills Activities for Secondary, IV-1, Where to Get Information, p. 205-207.  Making It on Your Own, Your Medical and Dental Resources, p. 60.  Ready, Set, Fly! Transportation #1.  Ready, Set, Fly! Transportation #2.  Step by Step, Riding the Bus (or Subway).</p>
<b>Family and Friends</b>		
9. Knows how to communicate with friends and family.	<ul style="list-style-type: none"> <li>a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching).</li> <li>b. Conduct a conversation using appropriate verbal and non-verbal language.</li> <li>c. Demonstrate tolerance for the opinions of others.</li> <li>d. Demonstrate giving and receiving feedback in two situations with family and friends.</li> <li>e. Demonstrate receiving compliments without feeling/acting embarrassed.</li> <li>f. Tell how you are feeling right now (e.g., angry, happy, worried, depressed).</li> <li>g. Demonstrate clearly presenting your ideas to</li> </ul>	<p>Creative Life Skills Activities, Activity 18, Body Language.  Creative Life Skills Activities, Activity 19, John and Mary.  Creative Life Skills Activities, Activity 24, Back Breaking Work.  Creative Life Skills Activities, Activity 43, Peanut Butter and Jelly Sandwich.  Creative Life Skills Activities, Activity 64, Communication Charades.  Life Skills Activities for Secondary, II-1 to II-5, Understanding Others, p. 76-87.  Life Skills Activities for Secondary, II-1 to II-5, Expressing Yourself, p. 88-106.  Life Skills Activities for Secondary, II-1 to II-5, Conflict Resolution, p. 107-116.  PAYA, Module 2, Social Skills, Communication, p. 144-150.</p>

	others.	<p>Ready, Set, Fly! Communication #2.  SEALS II, Conversation Skills, p. 4.  SEALS II, Set the Stage, p. 6.  SEALS II, Repeating Questions, p. 67.  Social Skills for Secondary, Understanding Another’s Point of View, p. 10-17.  Social Skills for Secondary, Being Able to Communicate, p. 18-25.  Social Skills for Secondary, Reading Other People, p. 41-50.  Social Skills for Secondary, Revealing Yourself to Others, p. 65-74.  Social Skills for Secondary, Social Skills Applied with Peers, p. 229-242.  Kids Health, Families/Relationships – <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a>  Kids Health, Feelings – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>  The Alcohol and Drug Information Clearinghouse – <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</a></p>
10. Knows how to develop and maintain healthy relationships.	<ul style="list-style-type: none"> <li>a. Identify three characteristics of healthy and unhealthy relationships.</li> <li>b. Describe two ways to manage an unhealthy relationship (e.g. clarify boundaries, seek counseling, seek legal help, end relationship).</li> <li>c. Describe how relationships change over time.</li> <li>d. Describe two ways to develop and/or enhance a new relationship with family, friends, mentors, co-workers, or romantic interests.</li> <li>e. Identify two ways to maintain relationships over time and distance.</li> <li>f. Explain the roles and responsibilities that both parties play in maintaining relationships.</li> </ul>	<p>Creative Life Skills Activities, Activity 18, Body Language.  Creative Life Skills Activities, Activity 20, Values Debate.  Creative Life Skills Activities, Activity 29, Finding the Right Relationship.  I Can Do It! Building a Support Network, p. 51-52.  Life Skills Activities for Secondary, I-21- I-31, Being Part of a Family, p. 51-71.  Life Skills Activities for Secondary, I-13-I-20, Friendship Skills, p. 33-50.  Making It on Your Own, Friends, p. 75.  PAYA, Module 2, Social Skills, p. 87-93.  Ready, Set, Fly! Relationships #2.  SEALS II, Relationships and You, p. 35.  SEALS II, Savvy Socializing, p. 37.  SEALS II, Deepening Relationships, p. 38.</p>

	<ul style="list-style-type: none"> <li>g. Describe three ways to show care for others.</li> <li>h. Demonstrate showing appreciation for things people do for you.</li> <li>i. Demonstrate how to encourage others to talk about themselves.</li> <li>j. Name at least one person you can confide in.</li> <li>k. Name at least one trustworthy friend.</li> <li>l. Name at least one trustworthy adult.</li> <li>m. Describe how to avoid relationships that hurt or are dangerous.</li> <li>n. Tell the weekly contact you've had with at least one friend over the past month.</li> <li>o. Tell the weekly contact you've had with at least one family member over the past month.</li> </ul>	<p>SEALS II, Developing Boundaries, p. 39.  SEALS II, Supportive Relationships, p. 40.  SEALS II, Breaking Down Our Walls, p. 41.  SEALS II, Healthy Relationships, p. 42.  SEALS II, Social Bingo, p. 68.  Social Skills for Secondary, Problems or Unusual Situations, p. 168.  Social Skills for Secondary, Developing Healthy Relationships with the Opposite Sex, #48, p. 222.  4 Girls, Relationships – <a href="http://www.4girls.gov">http://www.4girls.gov</a>  Kids Health, Friends – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>  Teen Relationships Website – <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a>  The Alcohol and Drug Information Clearinghouse – <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</a></p>
<p>11. Knows how to develop and use a personal support system.</p>	<ul style="list-style-type: none"> <li>a. Define personal support system.</li> <li>b. Describe the benefit of having more than one person to help with problems.</li> <li>c. Assess the strengths and needs of one's personal support system.</li> <li>d. Identify three strategies to expand one's support system.</li> <li>e. Name two or more people who provide support to you.</li> <li>f. Describe two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person.</li> <li>g. Develop a list of resource people including addresses and phone numbers.</li> <li>h. Demonstrate asking for help with a personal problem.</li> </ul>	<p>FUTURE/PATH, p. 56.  I Can Do It! Building a Support Network, p. 51-56.  Making It on Your Own, Friends, p. 75.  Ready, Set, Fly! Relationships #11.  SEALS II, Relationships and You, p. 35.  Social Skills for Secondary, Making and Keeping Friends, p. 89.</p>

<b>Health</b>		
<p>12. Knows when and how to seek medical attention.</p>	<ul style="list-style-type: none"> <li>a. Describe how to know when an illness has not responded to over-the-counter medication or home remedies.</li> <li>b. Explain what to do when an illness has not responded to over-the-counter medication or home remedies.</li> <li>c. Explain how to tell if one should go to the emergency room or to a doctor.</li> <li>d. Name three situations where you would go to a doctor.</li> <li>e. Name three situations where you would go to the emergency room.</li> <li>f. Explain the costs associated with doctors/dentists, clinics, and an emergency room.</li> <li>g. Select the appropriate medical/dental resource for the problem needing attention.</li> <li>h. Describe how to find a doctor and dentist (e.g., check yellow pages, check medical/dental societies, health insurance companies, family and friends).</li> <li>i. Describe how to find free health services.</li> <li>j. Select a doctor and dentist for regular, ongoing care.</li> <li>k. Describe the steps for making and keeping a medical/dental appointment.</li> <li>l. Demonstrate making and changing a medical/dental appointment.</li> <li>m. Explain what to do if someone ingests a poisonous substance.</li> </ul>	<p>Creative Life Skills Activities, Activity 30, Where in the World Do I Find...?</p> <p>Creative Life Skills Activities, Activity 35, Who Do I Call? Making It on Your Own, Knowing What to Do, p. 61. Making It on Your Own, What's Going On? p. 78. PAYA, Module 2, Health Care, p. 44-47; 79-80. PAYA, Module 4, Community Resources, p. 70-72. Ready, Set, Fly! Community Resources #1. Ready, Set, Fly! Community Resources #2. Ready, Set, Fly! Community Resources #3. Teenage Human Body, Repairs: Warning Signs, p. 52-56; 58-59. Teenage Human Body, Health Care Providers, p. 57. 4 Girls, Illness &amp; Disability; Fitness; and Body – <a href="http://www.4girls.gov">http://www.4girls.gov</a></p> <p>Kids Health – <a href="http://www.kidshealth.org/kid/feel_better/">http://www.kidshealth.org/kid/feel_better/</a></p> <p>Kids Health, Diseases – <a href="http://www.kidshealth.org/teen/diseases_conditions/">http://www.kidshealth.org/teen/diseases_conditions/</a></p> <p>Kids Health, Infections – <a href="http://www.kidshealth.org/teen/infections/">http://www.kidshealth.org/teen/infections/</a></p> <p>Kids Health, Parent Medical – <a href="http://www.kidshealth.org/parent/medical/index.html">http://www.kidshealth.org/parent/medical/index.html</a></p> <p>Kids Health, Parent First Aid – <a href="http://www.kidshealth.org/parent/firstaid_safey/index.html">http://www.kidshealth.org/parent/firstaid_safey/index.html</a></p> <p>The Alcohol and Drug Information Clearinghouse – <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/index.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/index.html</a></p> <p>Yahooligans, Teaching Internet Literacy- <a href="http://www.yahooligans.com">http://www.yahooligans.com</a></p>
<p>13. Knows how to stay healthy.</p>	<ul style="list-style-type: none"> <li>a. Identify three ways to prevent a cold or flu.</li> <li>b. Explain how to prevent contagious diseases like measles, mumps, and chicken pox</li> </ul>	<p>FUTURE/PATH, p. 45, 93.</p> <p>Life Skills Activities for Secondary, VI-9, Exercise, p. 391-392.</p>

	<p>through vaccination and/or avoiding contamination.</p> <p>c. Take care of self (e.g., gets enough sleep, protects eyes).</p> <p>d. See a Doctor and Dentist regularly for well-being care (e.g., yearly).</p> <p>e. Explain family health history.</p> <p>f. Describe personal medical history.</p> <p>g. Keep up to date medical records.</p> <p>h. Explain how regular exercise can make one feel and look better.</p> <p>i. Exercise at least two to three times a week.</p>	<p>Life Skills Activities for Secondary, VI-9, Personal Check Up, p. 396-398.</p> <p>PAYA, Module 2, Health Care, p. 17-18.</p> <p>Ready, Set, Fly! Health #1.</p> <p>Ready, Set, Fly! Health #2.</p> <p>SEALS II, Feeling Fit, p. 11.</p> <p>Teenage Human Body, Energy Maintenance, p. 29-33.</p> <p>Teenage Human Body, Germs and Diseases, p. 82-83.</p> <p>4 Girls  <a href="http://www.4girls.gov">http://www.4girls.gov</a></p> <p>Girl Power, Ways to Stay Healthy -  <a href="http://www.girlpower.gov/girlarea/bodywise/Index.htm">http://www.girlpower.gov/girlarea/bodywise/Index.htm</a></p> <p>Kids Health, Your Body –  <a href="http://www.kidshealth.org/teen/your_body/">http://www.kidshealth.org/teen/your_body/</a>;  <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a></p> <p>Kids Health, Exercise; Care of Body –  <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a></p> <p>Kids Health, Fitness –  <a href="http://www.kidshealth.org/parent/nutrition_fit/index.html">http://www.kidshealth.org/parent/nutrition_fit/index.html</a></p> <p>Kids Health, Parent Information –  <a href="http://www.kidshealth.org/parent/general/index.html">http://www.kidshealth.org/parent/general/index.html</a></p>
14. Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed.	<p>a. Explain the difference between prescription and over-the-counter medications.</p> <p>b. Interpret instructions provided on prescription drugs and over-the-counter medications, including dose frequency, contraindications, warnings, recommended storage (e.g., safety cap use) and possible side effects.</p> <p>c. Describe what happens when medication is used improperly.</p> <p>d. Describe the possible effects of taking medications while pregnant.</p>	<p>PAYA, Module 2, Health Care, p. 39-40.</p> <p>Ready, Set, Fly! Health #7.</p> <p>Step by Step, Self Esteem, Stress.</p> <p>NIDA for Teens - <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a></p>
	a. Describe how alcohol, drugs, and tobacco	Life Skills Activities for Secondary, VI-5, Smoking, Is It for

<p>15. Knows and understands the medical, social, emotional, and legal risks associated with alcohol, drug, and tobacco use.</p>	<p>affect the development of the unborn child.</p> <p>b. Explain how using drugs, alcohol, and tobacco affect you and your family.</p> <p>c. Describe how your friends and family feel about the use of drugs, alcohol, and tobacco.</p> <p>d. Name two ways families pass on beliefs about drugs, alcohol, and tobacco.</p> <p>e. Describe how to reduce risk from drug and alcohol use. (5)</p> <p>f. Describe how alcohol, drugs, and tobacco affect the body. (3)</p>	<p>Me? p. 379-381.</p> <p>Life Skills Activities for Secondary, VI-6, Marijuana and Other Drugs, p. 382-384.</p> <p>Life Skills Activities for Secondary, VI-7, Teens and Drinking, p. 385-387.</p> <p>Making It on Your Own, Drugs and Alcohol, p. 64.</p> <p>Making It on Your Own, Ending Harmful Habits, p. 65.</p> <p>PAYA, Module 2, Health Care, p. 48-52; 54; 58-59.</p> <p>PAYA, Module 4, Transportation, p. 55-63.</p> <p>PAYA, Module 5a, Unplanned Pregnancy, p. 39.</p> <p>Ready, Set, Fly! Alcohol, Drugs, Tobacco #1.</p> <p>Ready, Set, Fly! Alcohol, Drugs, Tobacco #2.</p> <p>Ready, Set, Fly! Alcohol, Drugs, Tobacco #3.</p> <p>Ready, Set, Fly! Alcohol, Drugs, Tobacco #4.</p> <p>Teenage Human Body, Alcohol, p. 76-81.</p> <p>Teenage Human Body, In Harm's Way, p. 116-117.</p> <p>4 Girls, Drugs and Alcohol–  <a href="http://www.4girls.gov">http://www.4girls.gov</a></p> <p>Girl Power –  <a href="http://www.girlpower.gov/girlarea/bodyfx/index.htm">http://www.girlpower.gov/girlarea/bodyfx/index.htm</a></p> <p>Kids Health, Drugs and Alcohol –  <a href="http://www.kidshealth.org/kid/grow/index.html">http://www.kidshealth.org/kid/grow/index.html</a>;  <a href="http://www.kishealth.org/kid/stay_healthy/index.html">http://www.kishealth.org/kid/stay_healthy/index.html</a>;  <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>;  <a href="http://www.kidshealth.org/teen/drug_alcohol/">http://www.kidshealth.org/teen/drug_alcohol/</a></p> <p>NIDA for Teens –  <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a></p> <p>The Alcohol and Drug Information Clearinghouse –  <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/straightfacts.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/straightfacts.html</a></p> <p>The Cool Spot -  <a href="http://www.thecoolspot.gov/">http://www.thecoolspot.gov/</a></p>
<p>16. Knows and understands the types of help available for</p>	<p>a. Describe signs of addiction.</p> <p>b. Identify different types of illegal drugs.</p> <p>c. Avoids or limits illegal substance use. (4)</p>	<p>FUTURE/PATH, p. 92.</p> <p>Making It on Your Own, Where Would You Go? p. 65.</p> <p>PAYA, Module 2, Personal Care, p. 58-71.</p>

<p>alcohol, drug, and tobacco addictions.</p>	<p>d. Identify three forms of substance abuse assistance (e.g., NA/ AA, Smoke Enders, substance use counselor).</p> <p>e. Identify at least one support group that provides assistance to family members (e.g., ALANON).</p> <p>f. Identify where these services are provided in the community (e.g., telephone book, school counselor, Internet).</p>	<p>PAYA, Module 2, Health Care, p. 46; 52-53.          Ready, Set, Fly! Alcohol, Drugs, Tobacco #6.          Kids Health, Dealing with Problems –  <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a>  <a href="http://kidshealth.org/teen/drug_alcohol/">http://kidshealth.org/teen/drug_alcohol/</a>          NIDA for Teens –  <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a>          The Cool Spot -  <a href="http://www.thecoolspot.gov/">http://www.thecoolspot.gov/</a></p>
<p>17. Knows and understands the legal implications of drinking and driving.</p>	<p>a. Describe the laws regarding alcohol use in one’s state (e.g., legal drinking age).</p> <p>b. Describe the legal limits of alcohol consumption defined by one’s state.</p> <p>c. Describe two consequences of drinking and driving.</p> <p>d. Describe two strategies for responsible drinking (e.g., limit consumption, have a designated driver).</p>	<p>Life Skills Activities for Secondary, IV-28, Choosing Your Driver, p. 273-274.          Life Skills Activities for Secondary, IV-29, Drinking &amp; Driving, p. 275-277.          Ready, Set, Fly! Alcohol, Drugs, Tobacco #7.          What Are My Rights, Growing Up, p. 113-114.          NIDA for Teens –  <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a>          The Cool Spot –  <a href="http://www.thecoolspot.gov/">http://www.thecoolspot.gov/</a></p>
<p>18. Knows how to make decisions about sexual activity.</p>	<p>a. Explain factors in deciding to be sexually active with someone.</p> <p>b. Tell how to say no to unwanted sexual touching.</p> <p>c. Identify three ways to resist pressure to have sex.</p>	<p>It’s Perfectly Normal, C. 4, Sexual Intercourse, p. 14-15.          It’s Perfectly Normal, C. 19, A Kind of Sharing, p. 54-57.          It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-71.          Life Skills Activities for Secondary, VI-12, Being Sexually Active, p. 399-401.          Life Skills Activities for Secondary, VI-13, Healthy Dating, p. 402-404.          SEALS II, Sexual Decision Making, p. 62.          UNICEF –  <a href="http://www.unicef.org/voy/explore/aids/explore_1360.html">http://www.unicef.org/voy/explore/aids/explore_1360.html</a></p>
<p>19. Knows and understands how to prevent, detect, and treat STDs</p>	<p>a. Explain how one becomes infected with STDs and AIDS.</p> <p>b. Identify three common STDs.</p>	<p>Creative Life Skills Activities, Activity 33, Cruise to Island Paradise.          Creative Life Skills Activities, Activity 72, Ad Campaign.</p>

<p>including AIDS.</p>	<ul style="list-style-type: none"> <li>c. Describe how these STDs affect one’s body.</li> <li>d. Explain ways to protect oneself from STDs and HIV.</li> <li>e. Describe treatment methods for at least two STDs.</li> <li>f. Identify community agencies that provide free and anonymous STD/AIDS testing.</li> <li>g. Tell where to get free condoms.</li> </ul>	<p>It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-72.  It’s Perfectly Normal, C. 26, Check up, Sexually Transmitted Diseases, p. 77-79.  It’s Perfectly Normal, C. 27, Scientists Working Day &amp; Night, HIV and AIDS, p. 79-83.  Life Skills Activities for Secondary, VI-16, HIV &amp; AIDS, p. 412-414.  Making It on Your Own, Preventing HIV &amp; AIDS, p. 67.  Making It on Your Own, Other Sexually Transmitted Diseases, p. 68.  PAYA, Module 2, Social Skills, p. 170-186; 189-195.  PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 7-19.  Ready, Set, Fly! Relationships and Sexuality #6.  SEALS II, The HIV Infection/AIDS Quiz, p. 63.  Teenage Human Body, STIs, p. 84-89.  Kids Health, Sexual Health –  <a href="http://www.kidshealth.org/teen/sexual_health/">http://www.kidshealth.org/teen/sexual_health/</a>  Kids Health –  <a href="http://www.kidshealth.org/teen/infections/">http://www.kidshealth.org/teen/infections/</a></p>
<p>20. Knows and understands how to prevent pregnancy.</p>	<ul style="list-style-type: none"> <li>a. Describe how females become pregnant.</li> <li>b. Identify at least three methods of birth control.</li> <li>c. Explain how these methods of birth control are used.</li> <li>d. Evaluate the effectiveness of each method to prevent both pregnancy and sexual transmitted diseases (STDs).</li> <li>e. Explain why abstinence is the only risk free method.</li> <li>f. Describe who to go to get information about pregnancy, birth control, and prevention.</li> <li>g. Name at least one place to get free birth control, like condoms.</li> </ul>	<p>Creative Life Skills Activities, Activity 23, The Birth Control Box.  Creative Life Skills Activities, Activity 49, Not a Bag of Tricks.  Creative Life Skills Activities, Activity 63, Sexual Jeopardy.  Creative Life Skills Activities, Activity 72, Ad Campaign.  It’s Perfectly Normal, C. 11, The Travel of the Egg, p. 32-36.  It’s Perfectly Normal, C. 11, The Travels of the Sperm, p. 37-40.  It’s Perfectly Normal, C. 19, A Kind of Sharing, p. 54-57.  It’s Perfectly Normal, C. 20, Before Birth Pregnancy, p. 58-60.  It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-72.  Making It on Your Own, Preventing Pregnancy, p. 69.  PAYA, Module 2, Teen Age Pregnancy, p. 166-169; 189-195.</p>

		<p>PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 7-10; 14-19.</p> <p>Ready, Set, Fly! Relationships and Sexuality #3.</p> <p>Teenage Human Body, Safer Sex, p. 103-109.</p> <p>Kids Health –</p> <p><a href="http://www.kidshealth.org/teen/sexual_health/">http://www.kidshealth.org/teen/sexual_health/</a></p>
21. Knows and understands the symptoms of pregnancy and the resources available.	<p>a. Identify two signs of pregnancy (e.g., missed period, breast tenderness, morning sickness).</p> <p>b. Explain where to get a pregnancy test.</p> <p>c. Identify two resources in the community that provide counseling and pre-natal care.</p>	<p>Making It on Your Own, Symptoms of Pregnancy, p. 10.</p> <p>PAYA, Module 5a, Unplanned Pregnancy, p. 32.</p> <p>Ready, Set, Fly! Relationships and Sexuality #4.</p> <p>Teenage Human Body, Pregnant? p. 114.</p> <p>Kids Health, Sexual Health –</p> <p><a href="http://www.kidshealth.org/teen/sexual_health/">http://www.kidshealth.org/teen/sexual_health/</a></p> <p>Kids Health –</p> <p><a href="http://www.kidshealth.org/teen/infections/">http://www.kidshealth.org/teen/infections/</a></p>
22. Knows how to maintain good emotional health.	<p>a. Define and give examples of stress.</p> <p>b. Identify situations which may cause conflict between people and lead to stress.</p> <p>c. Identify sources of conflict or fear in a stressful situation.</p> <p>d. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule).</p> <p>e. Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal).</p> <p>f. Evaluate effectiveness of strategy selected.</p> <p>g. Describe the signs and symptoms of depression and other emotional health problems.</p> <p>h. Describe where to go in the community to obtain help when upset or with depression and other emotional health problems.</p> <p>i. Describe where to go when you feel like hurting yourself.</p>	<p>Life Skills Activities for Secondary, VI-21, Stress &amp; Stressors, p. 426-428.</p> <p>Life Skills Activities for Secondary, VI-22, Stressful Events &amp; Situations, p. 429-431.</p> <p>Life Skills Activities for Secondary, VI-23, Coping with Stress, p. 432-435.</p> <p>Life Skills Activities for Secondary, VI-24, Depression, p. 436-438.</p> <p>Life Skills Activities for Secondary, VI-25, Suicide, p. 439-441.</p> <p>Life Skills Activities for Secondary, VI-26, Getting Help, p. 442-444.</p> <p>Life Skills Activities for Secondary, VI-27, You Have Choices, p. 445-447.</p> <p>Making It on Your Own, Dealing with Stress, p. 66.</p> <p>Making It on Your Own, Depression and Getting Help, p. 66.</p> <p>Ready, Set, Fly! Health #14.</p> <p>Ready, Set, Fly! Health #15.</p> <p>SEALS II, Journal Keeping, p. 16.</p> <p>SEALS II, Write to Heal, p. 18.</p>

	<p>j. Describe your hope for the future.</p>	<p>SEALS II, Treat Yourself, p. 28.  SEALS II, Reward Yourself, p. 29.  SEALS II, Causes of Stress, p. 69.  SEALS II, Saving Stress, p. 70.  SEALS II, The Stress Cycle, p. 71.  SEALS II, Stress Pleasure, p. 72.  SEALS II, A Plan for Staying Alive, p. 76.  SEALS II, Inner Voice, p. 79.  Step by Step, Self Esteem, Avoiding Stress.  Teenage Human Body, Stress, p. 64-65.  Teenage Human Body, Depression, p. 68-69.  4 Girls, Mind–  <a href="http://www.4girls.gov">http://www.4girls.gov</a>  Girl Power –  <a href="http://www.girlpower.gov/girlarea/notalone/howtcope.htm">http://www.girlpower.gov/girlarea/notalone/howtcope.htm</a>  Kids Health –  <a href="http://www.kidshealth.org/parent/emotions/index.html">http://www.kidshealth.org/parent/emotions/index.html</a>  Kids Health –  <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>  National Runaway Switchboard: 1-800-621-4000.  The Girls and Boys Town National Hotline: 1-800-488-3000  The National Hopeline Network: 1-800-784-2433.  The Trevor Helpline: 1-866-4888-7386 or  <a href="http://www.thetrevorproject.org/home1.aspx">http://www.thetrevorproject.org/home1.aspx</a></p>
<p>23. Knows and understands one’s personal strengths and needs.</p>	<p>a. Describe three personal strengths and three needs.  b. Recognize how one’s strengths can be used to meet one’s needs.  c. Define the term “self-esteem.”  a. Describe the relationship between self-esteem and emotional well being.  d. Explain how self-esteem and body image are related.  e. Explain your personal values.  f. Explain your personal definition of success.</p>	<p>Creative Life Skills Activities, Activity 9, Toilet Paper.  Creative Life Skills Activities, Activity 10, Grab Bag.  Creative Life Skills Activities, Activity 65, Win, Lose or Draw... Values, p. 97.  Creative Life Skills Activities, Activity 69, Easy Mobile Making.  Creative Life Skills Activities, Activity 76, Things Important to Me.  Creative Life Skills Activities, Activity 78, Getting to Know Me.  Creative Life Skills Activities, Activity 79, “Who Am I”</p>

	<p>g. Describe the benefits and consequences of perseverance.</p> <p>h. Tell at least three characteristics of a good leader and why being a leader is important.</p> <p>i. Name at least three things about yourself that you feel good about.</p>	<p>Collage.</p> <p>Creative Life Skills Activities, Activity 90, Get to Know Your Apple.</p> <p>Creative Life Skills Activities, Activity 98, Positive Affirmation.</p> <p>Life Skills Activities for Secondary, I-3, Spotlight on Me, p. 7-8.</p> <p>Life Skills Activities for Secondary, VI-1, What Are Values, p. 370-371.</p> <p>Life Skills Activities for Secondary, VI-2, Values Important to Me, p. 372-373.</p> <p>Life Skills Activities for Secondary, VI-3, Forming Values, p. 374-376.</p> <p>Life Skills Activities for Secondary, VI-4, Values in Action, p. 377-378.</p> <p>PAYA, Module 2, Social Skills, p. 98-101; 135-141.</p> <p>Ready, Set, Fly! Personal Development #1.</p> <p>Ready, Set, Fly! Personal Development #2.</p> <p>Ready, Set, Fly! Personal Development #5.</p> <p>SEALS II, Body Image Journal, p. 1.</p> <p>SEALS II, Mirror Mirror on the Wall, p. 2.</p> <p>SEALS II, Day by Day, p. 17.</p> <p>SEALS II, One Week of Presents, p. 31.</p> <p>SEALS II, I am Someone Who, p. 58.</p> <p>SEALS II, Positive Affirmation, p. 59.</p> <p>SEALS II, Self Esteem Crossword Puzzle, p. 61.</p> <p>Step by Step, Self Esteem.</p> <p>4 Girls, Mind –</p> <p><a href="http://www.4girls.gov">http://www.4girls.gov</a></p> <p>Kids Health, Self Esteem, Mental Health, Body Image –</p> <p><a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a></p> <p><a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a></p> <p>The Alcohol and Drug Information Clearinghouse, Body Image -</p> <p><a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivbody.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivbody.html</a></p>
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<p>24. Knows how to set thoughtful goals.</p>	<ul style="list-style-type: none"> <li>a. Identify wants and needs.</li> <li>b. Describe a process for setting thoughtful goals.</li> <li>c. Describe how the establishment of one goal may enhance or interfere with other goals you set or may set.</li> <li>d. Set two, measurable, time-specific goals.</li> <li>e. Break down one or more goals down into steps.</li> <li>f. Accurately describe who in your life will support and who will sabotage the achievement of your goals.</li> <li>g. Describe strategies to avoid being sabotaged by others in achieving goals.</li> <li>h. Recruit at least two others to help with your goal achievement.</li> <li>i. Evaluate progress towards goals and change goals as needed to insure the goal achieves the intended result.</li> <li>j. Describe a strategy for transitioning from the achievement of one goal to the creation of related new goals.</li> <li>k. Demonstrate using a problem solving technique to solve a problem related to a goal.</li> </ul>	<p>Creative Life Skills Activities, Activity 21, Search for the Goal.  Creative Life Skills Activities, Activity 32, A Window to the Future.  Creative Life Skills Activities, Activity 69, Easy Mobile Making.  Creative Life Skills Activities, Activity 71, Time Travel.  Creative Life Skills Activities, Activity 77, Your Dream House.  Creative Life Skills Activities, Activity 78, Getting to Know Me.  Creative Life Skills Activities, Activity 97, Paper Airplanes.  I'm Getting Ready, Plan for Your Future, M-2 and M-3.  I'm Getting Ready, Values Needs/Wants, Goals, M-4.  Life Skills Activities for Secondary, Activity VII-15, What Is a Goal? P. 493-495.  Life Skills Activities for Secondary, Activity VII-16, Setting Your Priorities, p. 496-497.  Life Skills Activities for Secondary, Activity VII-17, Doing Things in Sequence, p. 498-500.  Life Skills Activities for Secondary, Activity VII-18, Realistic Goals, p. 501-503.  Life Skills Activities for Secondary, Activity VII-19, Adjusting Goals, p. 504-505.  SEALS II, Stepping Up to Your Goals, p. 81.</p>
<p><b>Housing</b></p>		
<p>25. Knows and understands the kinds of housing available in one's community.</p>	<ul style="list-style-type: none"> <li>a. Identify two types of housing options (e.g., temporary shelters, apartments, rooms for rent, houses, mobile homes, public or low income housing).</li> <li>b. Compare each housing option against one's personal needs and financial resources.</li> </ul>	<p>Creative Life Skills Activities, Activity 77, Your Dream House.  FUTURE/PATH, 12, 25.  I Can Do It! Finding My Own Place, p. 32.  Making It on Your Own, What's Important to You? p. 18.  PAYA, Module 4, Housing, p. 7.  PAYA, Module 5b, Housing, p. 274-276.  Ready, Set, Fly! Housing #8.</p>

<p>26. Knows how to find emergency, temporary, short-term, and long-term housing.</p>	<ul style="list-style-type: none"> <li>a. Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).</li> <li>b. Interpret information contained in housing advertisements.</li> <li>c. Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet, realtors).</li> <li>d. Identify resources available to help with housing search (e.g., local housing authority).</li> <li>e. Find a safe place to stay each night.</li> <li>f. Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed).</li> <li>g. Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</li> <li>h. Describe what makes a good roommate.</li> <li>i. Tell how to decide whether or not to have a roommate.</li> </ul>	<p>FUTURE/PATH, 10.  I Can Do It! Finding My Own Place, p. 33-34.  I'm Getting Ready, Housing Needs and Wants, PL-1, PL-2, PL-3, PL-4.  I'm Getting Ready, Rental Agreements and Leases, PL-5 and PL-5-1.  I'm Getting Ready, Rental Applications, PL-6.  I'm Getting Ready, Apartment Inspection Checklist, PL-7.  Making It on Your Own, What Do These Abbreviations Mean? p. 19.  Making It on Your Own, What Does the Advertisement Really Say? p. 19.  Making It on Your Own, Find Out More, p. 20.  Making It on Your Own, Apartment Sharing, p. 25.  PAYA, Module 4, Housing, p. 24-25; 32-35.  PAYA, Module 5, Home Safety, p. 255; 264; 271-273.  Ready, Set, Fly! Housing #8.  Step by Step, Being a Good Tenant.</p>
<p>27. Knows and understands what community resources are available to help with housing issues.</p>	<ul style="list-style-type: none"> <li>a. Identify two or more organizations that help with housing problems.</li> <li>b. Describe the types of assistance provided by these organizations.</li> <li>c. Identify the community subsidized housing agency.</li> </ul>	<p>I'm Getting Ready, What Can I Do if My Landlord Doesn't Take Care of a Problem for Me? PL-13.  PAYA, Module 4 Housing, p. 40-41.  PAYA, Module 5b, Housing, p. 276.</p>
<p>28. Can search for an apartment or other housing option.</p>	<ul style="list-style-type: none"> <li>a. Create a list of housing needs.</li> <li>b. Conduct a housing search.</li> <li>c. Evaluate housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</li> </ul>	<p>Creative Life Skills Activities, Activity 77, Your Dream House.  FUTURE/PATH, 64, 65.  I'm Getting Ready, Do I Really Need It? PL-1, PL-2, PL-3, PL-4.  Making It on Your Own, What's Important to You? p. 18.  Making It on Your Own, How Much Can You Afford? p. 18.</p>

		<p>Making It on Your Own, Find Out More, p. 20.  PAYA, Module 4, Housing, p. 24-25.  PAYA, Module 5, Housing, p. 255; 264; 271-273.  Ready, Set, Fly! Housing #2.  Step by Step, Being a Good Tenant.</p>
<p>29. Can maintain one's own living arrangement for at least three months.</p>	<ul style="list-style-type: none"> <li>a. Arrange for telephone and utilities service.</li> <li>b. Follow terms of the lease agreement.</li> <li>c. Meet all financial obligations in a timely manner.</li> <li>d. Describe two behaviors of a respectful neighbor.</li> <li>e. Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).</li> <li>f. Set up and follow a monthly budget.</li> <li>g. Obtain needed furnishings.</li> </ul>	<p>Creative Life Skills Activities, Activity 25, Living Budget.  Developing Your Vision, C.2 &amp; C.3.  FUTURE/PATH, 24.  I Can Do It, Budgeting, p. 2-6.  I Can Do It! Starting Out Supplies, p. 19-22.  I Can Do It! Finding My Own Place, p. 37-38.  I Can Do It! Staying Safe, p. 39-45.  I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39.  I'm Getting Ready, Make a Money Plan for Today, M-7.  I'm Getting Ready, A Money Plan for Being on Your Own, M-8, M-9.  I'm Getting Ready, Planning My Clothes Budget, LG-8.  I'm Getting Ready, Do I Really Need It? PL-1, PL-2, PL-3, PL-4.  I'm Getting Ready, Rental Agreements and Leases, PL-5, PL-5-1.  I'm Getting Ready, Apartment Inspection Checklist, PL-6.  I'm Getting Ready, Equipment and Furnishings, PL-8, PL-9.  I'm Getting Ready, Landlord and Tenant Roles, PL-10.  I'm Getting Ready, Landlord Complaint Process, PL-13.  I'm Getting Ready, Ways to Protect Securing Deposit, PL-1.  Life Skills Activities for Secondary, IV-9, What is a Budget, p. 223-225.  Life Skills Activities for Secondary, IV-10, Making a Budget, p. 226-227.  Life Skills Activities for Secondary, Activity IV-32, A Place to Live, p. 285-287.  Life Skills Activities for Secondary, Activity IV-33, Home Upkeep, p. 288-290.</p>

		<p>Life Skills Activities for Secondary, Activity IV-34, Home Repairs, p. 291-293.</p> <p>Making It on Your Own, The Cost of Utilities, p. 21.</p> <p>Making It on Your Own, Start Up Costs, p. 21.</p> <p>Making It on Your Own, Furnishing Your First Place, p. 22.</p> <p>Making It on Your Own, The Lease, p. 23.</p> <p>Making It on Your Own, What Does the Lease Say? p. 24.</p> <p>Making It on Your Own, Budgeting, p. 82.</p> <p>PAYA, Module 1, Money Management and Budgeting, p. 5-8.</p> <p>PAYA, Module 1, Personal Budget, p. 9-63.</p> <p>PAYA, Module 4, Housing, How to Maintain an Apartment, p. 40; 42-50.</p> <p>Ready, Set, Fly! Budgeting #4.</p> <p>Step by Step, Being a Good Tenant.</p> <p>Step by Step, Budgeting.</p> <p>American Express, Budgeting - <a href="https://www.124.americanexpress.com/cards/loyalty.do?page=one.budgetandplanning">https://www.124.americanexpress.com/cards/loyalty.do?page=one.budgetandplanning</a></p> <p>Banking on Our Future, Budgeting – <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a></p>
<b>Jobs</b>		
30. Is able to make an informed career decision.	<ul style="list-style-type: none"> <li>a. Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required).</li> <li>b. Describe the importance of volunteering, job shadowing, and paid internships to gain information about career fields.</li> <li>c. Determine career options.</li> <li>d. Match career interest with personal skills, abilities, and career objective.</li> <li>e. Evaluate each career option and select a realistic career field that best meets one’s career goal.</li> <li>f. Identify resources that facilitate career choice</li> </ul>	<p>Creative Life Skills Activities, Activity 32, A Window to the Future.</p> <p>Creative Life Skills Activities, Activity 40, What is My Career?</p> <p>Creative Life Skills Activities, Activity 58, What’s My Line.</p> <p>Creative Life Skills Activities, Activity 70, Community Interviews.</p> <p>Creative Life Skills Activities, Activity 75, Career Choices.</p> <p>Developing Your Vision, Books 1 and 3.</p> <p>I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41.</p> <p>I’m Getting Ready, I Need a Job to Support Myself, M-6.</p> <p>PAYA, Module 3, Employment, Job Seeking Skills, p. 48-53.</p> <p>PAYA, Module 5, Education/Career Planning, p. 245-246.</p>

	<p>(e.g., Department of Labor programs, job corps, military services).</p>	<p>Ready, Set, Fly! Career Planning #4.  Ready, Set, Fly! Career Planning #5.  4 Girls, Looking Ahead –  <a href="http://www.4girls.gov">http://www.4girls.gov</a>  A Counselor’s Guide to Career Assessment Instruments –  <a href="http://www.ncda.org">http://www.ncda.org</a>  Mapping Your Future, Skills and Interest –  <a href="http://mapping-your-future.org/planning/skillsan.htm">http://mapping-your-future.org/planning/skillsan.htm</a>  Minnesota Careers, Financial Aid –  <a href="http://www.iseek.org/mncareers/future_planning/financialaid.htm">http://www.iseek.org/mncareers/future_planning/financialaid.htm</a>  Monster, Career Interest-Inventory –  <a href="http://tools.monster.com/archives/tickletests">http://tools.monster.com/archives/tickletests</a>  Occupational Information Network (O*NET) –  <a href="http://online.onetcenter.org">http://online.onetcenter.org</a>  Public Broadcasting System, Paying for College –  <a href="http://www.pbs.org/newshour/on2/money/college.html">http://www.pbs.org/newshour/on2/money/college.html</a>  Testing and Assessment: A Guide to Good Practices for Workforce Development Programs –  <a href="http://www.onetcenter.org/guides.html">http://www.onetcenter.org/guides.html</a>  Tests and Other Assessments: Helping You Make Better Career Decisions –  <a href="http://www.onetcenter.org/guides.html">http://www.onetcenter.org/guides.html</a>  The Alcohol and Drug Information Clearinghouse –  <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</a>  The Real Life Fair – Jane O’Leary, (605) 342-9030,  <a href="mailto:joleary@lsssd.org">joleary@lsssd.org</a>.  The Riley Guide –  <a href="http://www.rileyguide.com">http://www.rileyguide.com</a>  YouthJobs –  <a href="http://www.youthjobs.ca/who.html">http://www.youthjobs.ca/who.html</a></p>
<p>31. Can develop a resume and cover letter.</p>	<p>a. Define the term “resume.”  b. Describe different resume formats (e.g., functional, chronological).</p>	<p>Life Skills Activities for Secondary, V-13, A Resume, p. 341-342.  Making It on Your Own, Reading Job Advertisements, p. 7.</p>

	<ul style="list-style-type: none"> <li>c. Develop a resume using one of these formats with supervision.</li> <li>d. Explain what a cover letter is and what it should contain.</li> <li>e. Develop a cover letter to accompany a resume or application with supervision.</li> </ul>	<p>Making It on Your Own, Which Job Would, p. 7.          Making It on Your Own, Getting Your Facts Together, p. 8.          Making It on Your Own, The Resume, p. 9-10.          Making It on Your Own, Applying by Letter, p. 11-12.          PAYA, Module 3, Employment, p. 36-41.          PAYA, Module 3, Employment, How to Write a Resume, p. 101-109.          Ready, Set, Fly! Employment #8.          Ready, Set, Fly! Employment #9.          SEALS II, Starting Your Job Search, p. 25.          Young Person’s Guide, C. 3, 4, 5, 8, and 9.          Mapping Your Future, Conducting the Job Search –  <a href="http://mapping-your-future.org/planning/resume.htm">http://mapping-your-future.org/planning/resume.htm</a></p>
<p>32. Knows how to find part-time temporary jobs in the community.</p>	<ul style="list-style-type: none"> <li>a. Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns).</li> <li>b. Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in a community newsletter, create a flyer, and talk to neighbors).</li> <li>c. Select a strategy to obtain one’s preferred part-time temporary job.</li> <li>d. Identify two jobs to apply for.</li> <li>e. Complete a practice or real job application.</li> </ul>	<p>Creative Life Skills Activities, Activity 93, Personal Scavenger Hunt.          Developing Your Vision, Book 4.          I Can Do It! Building a Support Network, p. 56.          I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41.          Life Skills Activities for Secondary, V-12, Searching for a Job, p. 338-340.          Making It on Your Own, How Do I Find a Job, p. 3.          Making It on Your Own, Learn More about Finding Jobs, p. 3-5.          Making It on Your Own, Reading Job Advertisements, p. 7.          Making It on Your Own, Which Job Would, p. 7.          PAYA, Module 3, Employment, Job Hunting, p. 41-47.          Ready, Set, Fly! Employment #5.          Young Person’s Guide, Chapters 7 and 8.          Quintessential Careers, How to Find a Summer or Part-Time Job–  <a href="http://www.quintcareers.com/finding_summer_jobs.html">http://www.quintcareers.com/finding_summer_jobs.html</a></p>
<p>33. Knows how to search for</p>	<ul style="list-style-type: none"> <li>a. Read and interpret employment information in newspaper ads and other print material.</li> </ul>	<p>Creative Life Skills Activities, Activity 93, Personal Scavenger Hunt.</p>

<p>employment.</p>	<ul style="list-style-type: none"> <li>b. Locate free internet usage sites (e.g., libraries).</li> <li>c. Use the Internet to locate job openings.</li> <li>d. Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”).</li> <li>e. Locate job openings using one or more search method. 1</li> <li>f. Explain what public and private job placement agencies do and the costs associated with each.</li> <li>g. Describe services offered by and utilize the local department of employment training.</li> <li>h. Apply to at least one job.</li> <li>i. Get a personal phone number or voice mail to receive messages.</li> <li>j. Obtain an address to receive mail.</li> <li>k. Describe at least three jobs for which you qualify.</li> <li>l. Describe the rate of pay you could expect based on the job and your qualifications.</li> </ul>	<p>Developing Your Vision, Book 4.  I Can Do It! Building a Support Network, p. 56.  Life Skills Activities for Secondary, V-12, Searching for a Job, p. 338-340.  Making It on Your Own, How Do I Find A Job? p. 3.  Making It on Your Own, Learn More About Finding Jobs, p. 3-6.  Making It on Your Own, Reading Job Advertisements, p. 7.  Making It on Your Own, Which Job Would, p. 7.  PAYA, Module 3, Employment, Job Hunting, p. 41-47.  PAYA, Module 3, Employment, Newspaper Ads, p. 72-77; 79-81.  Ready, Set, Fly! Employment #5.  Ready, Set, Fly! Employment #6.  SEALS II, Ask Wendy, p. 23.  SEALS II, Getting Ready for Work, p. 24.  Young Person’s Guide, C. 6, 7, 8, and 13.  Homeless People and The Internet-  <a href="http://members.tripod.com/~bmdavidson/inex.html">http://members.tripod.com/~bmdavidson/inex.html</a>.  Mapping Your Future, Conducting the Job Search –  <a href="http://mapping-your-future.org/planning/thejobse.htm">http://mapping-your-future.org/planning/thejobse.htm</a></p>
<p>34. Can interview for a job.</p>	<ul style="list-style-type: none"> <li>a. Describe the role of the interview in the job search process.</li> <li>b. Research the company in preparation for the interview.</li> <li>c. Model appropriate grooming, attire, and behavior for a job interview.</li> <li>d. Identify possible interview questions and develop responses.</li> <li>e. Identify legal vs. illegal interview questions.</li> <li>f. Describe the verbal and non-verbal communication skills used in an interview.</li> <li>g. Identify at least three personal strengths related to the employment opportunity.</li> <li>h. Practice a job interview with a friend or older</li> </ul>	<p>Creative Life Skills Activities, Activity 31, The Right Look for a Job Interview.  FUTURE/PATH, p. 31, 58.  Life Skills Activities for Secondary, V-14, Interviewing, p. 343-345.  Making It on Your Own, Getting Ready For the Interview, p. 13-14.  PAYA, Module 3, Employment p. 85-96.  Pocket Guide, Interviewing Tips, p. 19.  Pocket Guide Instructions, Interviewing Tips, p. 40-47.  Ready, Set, Fly! Employment #10.  Ready, Set, Fly! Employment #11.  Ready, Set, Fly! Employment #12.  SEALS II, A Better View of Interviews, p. 26.</p>

	<p>adult.</p> <p>i. Conduct a job interview and evaluate personal performance.</p>	<p>Young Person’s Guide, C. 2, 3, and 11.  Mapping Your Future, Conducting the Job Search –  <a href="http://mapping-your-future.org/planning/thejobse.htm">http://mapping-your-future.org/planning/thejobse.htm</a></p>
<p>35. Knows and understands the importance of following up after a job interview.</p>	<p>a. Explain two ways to follow-up, (e.g., phone call, thank-you letter, e-mail).</p> <p>b. Describe what to say in follow-up contact.</p>	<p>Making It on Your Own, Follow-up, p. 15.  PAYA, Module 3, Employment, Follow-Up Letters, p. 97-100.  Ready, Set, Fly! Employment #13.  Young Person’s Guide, C. 11.</p>
<p>36. Knows how to maintain employment.</p>	<p>a. Identify the behaviors and attitudes (e.g., being on time, following directions, assuming responsibility) that affect job retention and advancement.</p> <p>b. Describe proper workplace attire.</p> <p>c. Explain what the “chain of command” is and how it works.</p> <p>d. Describe the importance of supervision and how to accept supervision.</p> <p>e. Demonstrate the ability to organize and manage time to complete work place tasks.</p> <p>f. Demonstrate two ways for dealing with criticism.</p> <p>g. Demonstrate negotiation skills in resolving workplace differences.</p> <p>h. Demonstrate working cooperatively with others as a member of a team.</p> <p>i. Demonstrate asking for help with a work related question.</p> <p>j. Read to improve your work skills.</p> <p>k. Identify ways to advance on the job (e.g. employment training programs, higher education).</p> <p>l. Hold a job for six months or more.</p> <p>m. Describe the behaviors that would help one get a pay raise.</p>	<p>Creative Life Skills Activities, Activity 14, Choose to Keep It. FUTURE/PATH, p. 32.  Life Skills Activities for Secondary, V-15, Having a Good Attitude, p. 346-348.  Life Skills Activities for Secondary, V-16, Being a Good Employee, p. 349-350.  Life Skills Activities for Secondary, V-17, Getting Along with the Boss, p. 351-353.  Life Skills Activities for Secondary, V-18, You Are the Boss, p. 354-356.  PAYA, Module 3, Job Maintenance, p. 122-124.  Ready, Set, Fly! Employment #16.  Ready, Set, Fly! Employment #17.  Ready, Set, Fly! Employment #18.  SEALS II, Ask Wendy, p. 23.  Young Person’s Guide, Chapter 14.</p>

<p>37. Knows how to change jobs.</p>	<ol style="list-style-type: none"> <li>a. Recognize how job endings can impact future job opportunities.</li> <li>b. Explain why it is important to give adequate notice to the employer.</li> <li>c. Demonstrate a positive exit interview with a company.</li> <li>d. Describe the skills needed to get a better job.</li> <li>e. Obtain a recommendation from a previous boss.</li> </ol>	<p>Life Skills Activities for Secondary, V-20, Changing Jobs: Why? p. 359-360.  Life Skills Activities for Secondary, V-21, Changing Jobs: How? p. 361-363.  Ready, Set, Fly! Employment #19.</p>
<b>Legal</b>		
<p>38. Knows and understands the legal consequences of unlawful behaviors.</p>	<ol style="list-style-type: none"> <li>a. Explain legal terms (e.g., felony, misdemeanor, civil action, bail).</li> <li>b. Name at least five unlawful behaviors.</li> <li>c. Compare and contrast unlawful behaviors by age, action, and potential consequences.</li> <li>d. Describe what to do if ever questioned by the police or arrested.</li> <li>e. Tell what your legal rights are if you are arrested or confronted by the police.</li> <li>f. Describe the legal process if arrested and put in jail (e.g., arrest, sentencing).</li> <li>g. Tell what age it is legal to drink.</li> <li>h. Tell what age one can legally marry.</li> <li>i. Describe what forms need to be completed before marrying.</li> <li>j. Describe how long one must stay in school.</li> <li>k. State at least two reasons why it is important to thoroughly read and understand before signing legal documents.</li> <li>l. Describe how to access legal services.</li> </ol>	<p>I Can Do It! Building a Support Network, Legal Services, p. 54-55.  PAYA, Module 4, Legal, p. 77-81.  What are My Rights, You and School, p. 33-53.  What are My Rights, Growing Up, p. 95-117.  What are My Rights, Crimes and Punishments, p. 139-153.  American Bar Association, Consumer's Guide to Finding Legal Help on the Internet –  <a href="http://www.abanet.org/legalservices/findlegalhelp/">http://www.abanet.org/legalservices/findlegalhelp/</a></p>
<p>39. Knows how to obtain copies of personal documents.</p>	<ol style="list-style-type: none"> <li>a. Tell where to go to get a birth certificate, social security card, photo ID, educational transcripts, passports, voter registration card, and working papers.</li> </ol>	<p>Creative Life Skills Activities, Activity 54, Project Existence. FUTURE/PATH, 67.  Making It on Your Own, Getting the Right Documents, p. 6.  Ready, Set, Fly! Community Resources #6.</p>

	<ul style="list-style-type: none"> <li>b. Tell where to go to obtain medical history and records.</li> <li>c. Name where to go to obtain immigration documentation (if applicable).</li> <li>d. Tell where to go to obtain tribal documentation (if applicable).</li> <li>e. Name the documentation necessary to cross U.S. borders.</li> <li>f. Describe the costs associated with obtaining these documents.</li> <li>g. Complete the forms required to obtain copies of these documents.</li> <li>h. Tell where you keep your legal identification, like a driver's license or state identification, on yourself.</li> </ul>	
40. Knows and understands how to access legal resources.	<ul style="list-style-type: none"> <li>a. Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics).</li> <li>b. Describe two situations that require legal assistance.</li> <li>c. Describe whom to call and what to do if one is a victim of a crime.</li> <li>d. Describe the basic workings of the court system.</li> <li>e. Identify at least two free resources for legal help.</li> <li>f. Describe how to access an interpreter if one is needed.</li> <li>g. Describe how to contact police when their help is needed.</li> </ul>	<p>FUTURE/PATH, p. 94.  What Are My Rights, You and the Legal System, p. 156-173.  American Bar Association, Consumer's Guide to Finding Legal Help on the Internet –  <a href="http://www.abanet.org/legalservices/findlegalhelp/">http://www.abanet.org/legalservices/findlegalhelp/</a>  Juvenile Offenders, Legal Terms –  <a href="http://faculty.ncwc.edu/toconnor/juvjusp.htm">http://faculty.ncwc.edu/toconnor/juvjusp.htm</a>  Law Help.org –  <a href="http://www.lawhelp.org">http://www.lawhelp.org</a></p>
<b>Safety and Survival</b>		
41. Knows and understands how to be safe.	<ul style="list-style-type: none"> <li>a. Explain and comply with rules intended to ensure safety (e.g., seatbelts, hitchhiking).</li> <li>b. Name two or more places you can contact to</li> </ul>	<p>It's Perfectly Normal, Talk About It: Sexual Abuse, C. 25, p. 75-77.  Social Skills for Secondary, Problems or Unusual Situations,</p>

	<p>get help if you feel unsafe.</p> <ul style="list-style-type: none"> <li>c. Describe an unsafe situation on the street.</li> <li>d. Explain how to identify an unsafe person.</li> <li>e. Describe how to avoid a harmful situation.</li> <li>f. Explain how to protect oneself on the street.</li> <li>g. Define sexual abuse.</li> <li>h. Tell what to say if someone tries to do something to your body you don't want them to.</li> <li>i. Tell what sexual harassment is.</li> <li>j. Name who to talk to if you've been sexually harassed, abused, or raped.</li> <li>k. Tell what to do about Date Rape.</li> </ul>	<p>p. 168. Kids Health, Safety – <a href="http://www.kidshealth.org/kid/watch/index.html">http://www.kidshealth.org/kid/watch/index.html</a> <a href="http://www.kidshealth.org/teen/safety/">http://www.kidshealth.org/teen/safety/</a> <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a> Kids Health, Peer Pressure – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a> Teen Relationships Website - <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a></p>
<p>42. Knows how to manage conflict.</p>	<ul style="list-style-type: none"> <li>a. Describe the signs of conflict.</li> <li>b. Describe two different ways to manage conflict.</li> <li>c. Demonstrate two conflict management techniques that could be used at home, school, or work.</li> <li>d. Demonstrate ways to handle a situation when you or another person made a mistake in judgment.</li> </ul>	<p>Life Skills Activities for Secondary, II-12, Identifying a Conflict, p. 107-108. Life Skills Activities for Secondary, II-13, Compromising p. 109-111. Life Skills Activities for Secondary, II-14, Finding Alternatives, p. 112-113. Life Skills Activities for Secondary, II-15, Avoiding Power Struggles, p. 114-116. PAYA, Module 2, Social Skills, Conflict Resolution, p. 151-152. Ready, Set, Fly! Communication #17. Ready, Set, Fly! Communication #18. Ready, Set, Fly! Communication #20. SEALS II, Resolving Conflicts, p. 9. Social Skills for Secondary, Negotiating or Compromising, p. 26-32. Teen Relationships Website - <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a> The Alcohol and Drug Information Clearinghouse – <a href="http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html">http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</a></p>

<p>43. Knows and understands rights concerning one's body.</p>	<ul style="list-style-type: none"> <li>a. Describe basic child abuse and neglect rights.</li> <li>b. Tell at what age one can get birth control/abortion without parental permission.</li> <li>c. Describe legal age and issues regarding smoking, drinking, and drug use.</li> <li>d. Describe what to do if sexually harassed or a victim of rape.</li> <li>e. Describe lesbian, gay, or bisexual rights.</li> <li>f. Describe how to report and get help if a crime is committed against oneself or others.</li> <li>g. Describe how to avoid sex for survival.</li> </ul>	<p>What Are My Rights, You and Your Body, p. 69-94.          What Are My Rights, You and Your Job, p. 55-67.          What Are My Rights, Sexual Rights, p. 122-128.          Teen Relationships Website -  <a href="http://www.teenrelationships.org/">http://www.teenrelationships.org/</a></p>
<b>School</b>		
<p>44. Knows and understands the steps to achievement and advancement in the educational system.</p>	<ul style="list-style-type: none"> <li>a. Name at least one subject you enjoy learning about.</li> <li>b. Define at least four educational options (e.g., GED, diploma, IEP, Voc-Tech, BOCES, Job Corps, alternative programs).</li> <li>c. Explain the requirements of each educational option.</li> <li>d. Compare and contrast each educational option.</li> <li>e. Name at least three post-secondary educational options (e.g., community college, public and private university or college, certificate programs, technical schools).</li> <li>f. Explain the requirements of each post-secondary option.</li> <li>g. Compare and contrast each post-secondary option.</li> <li>h. Explain the importance of arriving to school/training program on time.</li> <li>i. Explain where to get help to further your education.</li> </ul>	<p>Developing Your Vision, Books 1 and 3.          FUTURE/PATH, p. 87.          PAYA, Module 3, Education, Vocational Training, p. 20-25.          PAYA, Module 5, Education and Career Planning, p. 245.          Mapping Your Future, Types of Schools -  <a href="http://www.mapping-your-future.org/selecting/schools.htm">http://www.mapping-your-future.org/selecting/schools.htm</a>          Minnesota Careers, Education Options –  <a href="http://www.iseek.org/mncareers/future_planning/educationoptions.htm">http://www.iseek.org/mncareers/future_planning/educationoptions.htm</a>          The High School Graduate, College Option –  <a href="http://www.thehighschoolgraduate.com/editorial/USsearch.htm">http://www.thehighschoolgraduate.com/editorial/USsearch.htm</a></p>
	<ul style="list-style-type: none"> <li>a. Identify your values related to education.</li> </ul>	<p>Developing Your Vision, Book 1.</p>

<p>45. Understands the importance of education and its relationship to employment.</p>	<p>b. Compare how individual needs and wants relate to education.  c. Compare the level of education/vocational training needed to achieve your employment goals.  d. Identify two reasons why school is worth attending.</p>	<p>PAYA, Module 3, Education, Staying in School, p. 6-10.  PAYA, Module 5, Education and Career Planning, p. 243.  Minnesota Careers –  <a href="http://www.iseek.org/mncareers/investigate_careers/index.htm">http://www.iseek.org/mncareers/investigate_careers/index.htm</a></p>
<p>46. Knows how to access resources to improve educational outcomes.</p>	<p>a. Name at least two resources in the community that provide tutoring, after school programs, test preparation courses, and the costs associated with them.  b. Name at least three resources in educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors).  c. Explain how to access these community resources.</p>	<p>Creative Life Skills Activities, Activity 30, Where In the World Do I Find...?  Ready, Set, Fly! Study Skills #8.  Reading on the Go! Students Who Are Highly Mobile and Reading Instruction, Chapter 5 –  <a href="http://www.serve.org/nche/products_list.php#reading">www.serve.org/nche/products_list.php#reading</a>  U.S. Department of Education, Helping Your Child Series –  <a href="http://www.ed.gov/parents/academic/help/hyc.html">http://www.ed.gov/parents/academic/help/hyc.html</a></p>
<p>47. Is able to use one or more study techniques to achieve a study goal.</p>	<p>a. Describe the importance of checking work.  b. Describe the importance of getting work done on time.  c. Identify one’s learning style (e.g., visual, auditory, kinesthetic).  d. Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking).  e. List three time management techniques (e.g., make lists, prioritize tasks).  f. Select a study and/or time management technique and demonstrate using it.</p>	<p>Life Skills Activities for Secondary, III-22, Taking Notes, p. 171-173.  Life Skills Activities for Secondary, III-23, Studying Smarter, p. 174-175.  Life Skills Activities for Secondary, III-24, Following Directions, p. 176-178.  Life Skills Activities for Secondary, III-25, Doing Homework, p. 179-180.  Life Skills Activities for Secondary, III-26, Managing Assignments, p. 181-188.  Life Skills Activities for Secondary, III-28, Completing Assignments, p. 189-191.  Life Skills Activities for Secondary, III-31, Asking Good Questions, p. 196-198.  Life Skills Activities for Secondary, III-32, Asking for Help, p. 199-200.  Life Skills Activities for Secondary, VII-13, Time Management, p. 487-489.</p>

		PAYA, Module 3, Education, Learning Styles, p. 5. Ready, Set, Fly! Study Skills #3. Ready, Set, Fly! Study Skills #5. Ready, Set, Fly! Study Skills #6. Family Fun, Learning Styles – <a href="http://familyfun.go.com/raisingkids/learn/assess/feature/dony107multintel/dony107multintel2.html">http://familyfun.go.com/raisingkids/learn/assess/feature/dony107multintel/dony107multintel2.html</a> How to Learn, Learning Styles – <a href="http://www.howtolearn.com">http://www.howtolearn.com</a> LD Pride, Learning style assessment and explanation – <a href="http://www.ldpride.net/learningstyles.MI.htm">http://www.ldpride.net/learningstyles.MI.htm</a>
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## Homeless Guidebook Learning Plan Resources

### CORE

#### **A Future Near Me/ The Path Before Me (FUTURE/PATH)**

**A Future Near Me** contains questions to guide a young adult towards self-sufficiency. **The Path Before Me** is designed to help American Indian Youth learn tribal ways and skills that will enable them to move into their own place. It contains questions to guide American Indian Youth towards responsible living. Both pocket guide resources, designed by Mark Kroner, can be used by the learner on their own or with an adult. The books can be used with families, schools, youth groups, life skills classes, sharing circles and elders. Self-teaching tool.

Available from:

National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/>

\$6.00 each plus shipping

#### **Creative Life Skills Activities**

Creative Life Skill Activities is a collection of 100 group activities from the nation's life skill training programs. The activities in this collection are arranged in the same way a group session is organized: 1) opening activities, 2) group building activities, 3) individual activities, and 4) closing activity. They are also indexed by skill area. A total of 22 skill areas are covered. Every activity from this

practical collection is ready to use right away and guaranteed to add pizzazz to your life skill groups. For adults to teach life skills to youth. It was created for group work, but can be modified for work one on one.

Available from:

National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/shop.html>

\$25.00 plus shipping

### **I Can Do It! A Micropedia of Living on Your Own**

This engaging, easy to use resource can be used by older youth to guide them through most topics pertaining to living on their own, including budgeting, housing, daily living and relationships. For self-teaching or group teaching.

Available from:

MICROLIFE

1610 N. Briarcliff Drive

Appleton WI 54915-2837

888.357.7654

Fax 1-920-735-9434

\$18.00

OR

National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/shop.html>

### **I Know Where I'm Going (But Will My Cash Keep Up?)**

A two-part workbook for youth ages 12 and older focusing on all aspects of money management. Developed specifically for youth in out-of-home care, but applicable to all. Includes a section on career development. Self-teaching tool, or use with adult supervision.

Available from:

The Annie E. Casey Foundation (AECF)

410-223-2890 or order via the Web site: <http://www.aecf.org/OrderPublications.aspx>

Free

### **I Know Where I'm Going (But Will My Cash Keep Up?) - A Caregiver's Handbook**

This resource provides tips on how to use the "I Know Where I'm Going" workbook listed above. It includes supporting activities that may be completed with the youth as part of daily living.

Available from:

The Annie E. Casey Foundation (AECF)  
410-223-2890 or order via the Web site: <http://www.aecf.org/OrderPublications.aspx>  
Free

### **I'm Getting Ready... I CAN DO IT!**

I'm Getting Ready is designed as an interactive workbook. Its activities are created to motivate learning. The "lessons" encourage involvement of friends, groups, family, community, and/or the individual. It can be used by the learner or with help of teachers, mentors, friends, parents, grandparents, foster parents, social workers etc.... It covers topics like apartment searches, legal issues, safety, nutrition, consuming, home management, money management and goal setting.

Available from:  
MICROLIFE  
1610 N. Briarcliff Drive  
Appleton WI 54915-2837  
888.357.7654  
Fax 1-920-735-9434  
\$18.00

### **Life Skills Activities for Secondary Students with Special Needs**

A resource for teachers, counselors, parents, and others involved with teaching youth life skills. Contains activity sheets, discussion questions, applied exercises, and evaluation suggestions. Divided into seven sections and covers over 190 activities. Skills covered include: interpersonal skills, communication, academic and school skills, practical living skills, vocational skills, lifestyle choices, and problem solving. Adult directed resource.

Available from:  
Jossey-Bass  
1-877-762-2974 or order via the Web site at <http://www.josseybass.com/>  
ISBN#: 0-87628-541-8  
\$29.95 plus shipping

### **Preparing Adolescents for Young Adulthood (PAYA)**

A five part workbook series created by Massachusetts Department of Social Services. There are five modules:

- Module 1: Money, Home, and Food Management.
- Module 2: Personal Care, Health, Social Skills, and Safety
- Module 3: Education, Job Seeking Skills, and Job Maintenance Skills.

Module 4: Housing, Transportation, Community Resources, Understanding the Law, and Recreation.

Module 5a and 5b: Young Parents Guide.

PAYA can be used by the learner alone, or with an adult. Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Workbook contains information and exercises by topic area to help develop or strengthen the skills of the learner.

Available in PDF from [www.caseylifeskills.org](http://www.caseylifeskills.org)

### **Ready, Set, Fly! A Parent's Guide to Teaching Life Skills**

This resource was developed by foster parents for other parents to use when teaching life skills. The Activity Book is designed to be used in conjunction with the Life Skills Guidebook. It contains a series of activities and suggestions that may be used in one-to-one instruction. For parents use with youth ages 8 and older.

Available from:

Casey Family Programs

<http://www.caseylifeskills.org>

Free on the web

To purchase hard copies of Ready, Set, Fly! call the National Resource Center at (918) 660-3700.

<http://www.nrcys.ou.edu/catalog/product.php?productid=7>

### **Step by Step Guide to Better Life Management (1995)**

This manual addresses some of the issues that you may have to face when you move into permanent housing. Some of the information was provided by the National Alliance to End Homelessness. The manual does not cover every issue, but we hope it helps you to get organized around some of the things you may face. Used for self teaching, group or one on one instruction.

Available from:

The National Alliance to End Homelessness

(202) 638-1526 or [naeh@naeh.org](mailto:naeh@naeh.org).

### **Turning the Financial Corner from Survival to Prosperity (2001)**

A free publication developed by the National Endowment for Financial Education in collaboration with the National Alliance to End Homelessness. It is intended to be used as a resource by individuals and families who find themselves at risk or actually homeless. It is available to any organization for only the cost of shipping and handling which will be billed at cost. They ask that the minimum order be 450 books.

Available from:

The National Alliance to End Homelessness

<http://www.endhomelessness.org/content/article/detail/1370>

(202) 638-1526 or [naeh@naeh.org](mailto:naeh@naeh.org).

### **The New Making It On Your Own**

This youth workbook contains 92 pages of life skill exercises that will help youth make it on their own. The New Making It On Your Own tests a youth's knowledge and challenges them to seek out new information. The workbook covers employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult.

Available From:

National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu>

\$8.95 plus shipping

Quantity discounts available

### **The Teenage Human Body: Operators Manual**

This manual provides information on how to maintain one's body. There are eleven parts in the manual. Each part begins with a list of topics so that one can tell if it contains the information one is looking for. Related words are in the Index referencing specific pages. Designed for youth working alone or with an adult.

Available From:

Northwest Media, Inc.

326 West 12<sup>th</sup> Avenue

Eugene, OR 97401

541-343-6636

541-3430177 (fax)

[nwm@northwestmedia.com](mailto:nwm@northwestmedia.com) (email)

<http://www.northwestmedia.com>

## **SUPPLEMENTAL**

### **Developing your Vision while Attending College**

This four part series is designed to help American Indians develop vision for their lives and successfully complete college education. It covers decision making, money management, financial aid, and planning for the future. For self-teaching or group teaching.

Available from:

American Indian College Fund

<http://www.collegefund.org/scholarships/guides.html>

Free

### **It's Perfectly Normal**

This book by Robie H. Harris, for preteens, teens, and parents provides comprehensive, contemporary and candid information on the mechanics and consequences of puberty, sexual activity, birth control, pregnancy, and sexually transmitted diseases. Self-teaching tool.

Available at most book stores.  
\$10.99

### **Self Esteem and Life Skills Too! (SEALS II)**

A collection of reproducible activities based on handouts catered for teachers and counselors for use with middle and high school students. For each activity, the purpose, general comments and possible activities are provided. Group or self-teaching tool.

Available From:  
National Resource Center for Youth Services  
1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/shop.html>  
\$54.95 plus shipping

### **What are My Rights? 95 Questions and Answers about Teens and the Law**

This easy to read and understand resource helps people understand the important parts of the law they may encounter during their life. It covers responsibilities and rights. Each chapter orients the learner to certain issues, followed by questions and answer sections. Includes listings of toll free numbers and hotlines to call to get more information. Self teaching tool.

Available From:  
National Resource Center for Youth Services  
1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu>  
\$14.95 plus shipping

### **Young Person's Guide to Getting and Keeping a Good Job (Young Person's Guide)**

Provides learners with a systematic method for learning the skills to find a good job. The *Young Person's Guide* comprehensively covers finding and maintaining a job. The learner can self-instruct with the student workbook, or a teacher could use the instructor's guide. The job search methods presented were thoroughly researched and proven to reduce the time required to find a job. The material will improve the learner's communication skills, increase self esteem, and increase the potential for career and job success.

Available From:  
Northwest Media, Inc.  
326 West 12<sup>th</sup> Avenue  
Eugene, OR 97401

541-343-6636  
541-3430177 (fax)  
[nwm@northwestmedia.com](mailto:nwm@northwestmedia.com) (email)  
<http://www.northwestmedia.com>  
#2598, \$9.95, Student Guide  
#2599, \$19.95, Instructor's Guide

### **Mini Micropedias For Special Subjects.**

Mini-Micropedias are taken from chapters of "I Can Do It! A Micropedia of Living on your own." They cover all the information covered in the corresponding section of "I Can Do It!" In addition, companion learning activities for teaching life skills are available. A more complete description of each resource follows.

**I Need a Place to Live! A Mini-Micropedia** has 42 pages of quick, easy-to-read comprehensive information to help find a place to live and furnish it.

**I Need a Place to Live! Activities for Real Life Learning** has 49 pages of creative, reproducible worksheets, teaching ideas & tests. Included are lease & rental applications; apartment check-lists; cost planning sheets; needs and wants analysis; furnishings inventory; and preplanning guides.

**Cleaning my Place: A Mini-Micropedia** has 48 pages of comprehensive information for cleaning a living area.

**Cleaning My Place Activities for Real Life Learning** has over 40 pages of creative, reproducible teaching activities such as role playing examples; demonstration sheets; training videos; research; cleaning plans; family of roommate involvement; interviews; questions to analyze; group work; community visits; activities for washing dishes and vacuuming.

**Lookin' Good! A Mini-Micropedia** has comprehensive information that covers ways to use line and design to "look good."

**Lookin' Good! Activities for Real Life Learning** has over 40 pages of reproducible sheets. Includes clothing plans; line and design; grooming; color analysis; mending, chopping challenges; thrift shop style show; laundry & stain removal activities.

**Hungry? Eat Healthy! A Mini-Micropedia** has information on nutrition for everyday life.

**Hungry? Eat Healthy! Activities for Real Life Learning** has over 40 pages of reproducible sheets which include meal analysis and plans; grocery store shopping; reading labels; scavenger hunts; time management sheets; cooking and restaurant experiences; and community involvement.

**Money Matters: A Mini-Micropedia** helps youth learn to make decisions for spending money wisely.

**Money Matters: Activities for Real Life Learning** has 36 pages of reproducible sheets which include goal setting; visioning; needs and wants analysis; budgeting; banking; balancing check books; personal insurance and saving plans; consumer protection; letters of complaint; credit; banking choice analysis; and envelope budgeting process.

Available from:

[www.caseylifefskills.org](http://www.caseylifefskills.org)

## FREE PDF DOWNLOAD

### Helplines/Crisis Lines

**National Runaway Switchboard:** 1-800-621-4000, a toll-free, 24 hour hotline that provides confidential crisis intervention for a variety of issues, including depression and suicide and referrals for teens and their families. They can help connect you with counseling services in your area.

**The Girls and Boys Town National Hotline:** 1-800-488-3000, for teens and is available 24 hours a day. Professional counselors listen and offer advice on any issues, including depression, suicide, and identity struggles.

**The National Hopeline Network:** 1-800-784-2433, for people who are depressed or suicidal, or who are concerned about someone who is. The line connects callers to the nearest certified and available Crisis Center, where trained counselors answer 24 hours a day, 7 days a week. You should reach a trained counselor in 20 to 30 seconds and never get a busy signal or voicemail.

**The Trevor Helpline:** 1-866-488-7386, a 24-hour toll-free suicide hotline for GLBTQ youth and teens. Or, [www.thetrevorproject.org](http://www.thetrevorproject.org), which contains information about how to help someone who is suicidal, as well as support groups and resources for GLBTQ teens.

### WEBSITES

**4 Girls** - Covers body, fitness, nutrition, illness, disability, mind, relationships, safety, and your future. Retrieved September 29, 2004 from - <http://www.4girls.gov>

**A Counselor's Guide to Career Assessment Instruments.** Retrieved July 29, 2005 from – <http://www.ncda.org>

**American Bar Association** – Consumer's Guide to finding legal help on the internet. Retrieved September 29, 2004 from – <http://www.abanet.org/legalservices/findlegalhelp/>

**American Express** - Retrieved September 29, 2004 from <https://www124.americanexpress.com/cards/loyalty.do?page=bluestudent>

**Budgeting** - <https://www124.americanexpress.com/cards/loyalty.do?page=one.budgetandplanning>

**Banking on Our Future** – Savings self tutorial, 4<sup>th</sup> and 5<sup>th</sup> grade, 6<sup>th</sup>-8<sup>th</sup> grade, and young adult. Retrieved September 29, 2004 from <http://www.bankingonourfuture.org/>

**Cool Food Planet** – Eating and health. Retrieved September 29, 2004 from - <http://www.coolfoodplanet.org/gb/adoz/index.htm>

**Family Fun** – Retrieved September 29, 2004 from -

Learning Styles - <http://familyfun.go.com/raisingkids/learn/assess/feature/dony107multintel/dony107multintel2.html>

**Girl Power** - Retrieved September 29, 2004 from <http://www.girlpower.gov/girlarea> -

**Staying Healthy** - <http://www.girlpower.gov/girlarea/bodywise/Index.htm>

**Emotional Health** - <http://www.girlpower.gov/girlarea/notalone/howtoCOPE.htm>

**Impact of Drugs and Alcohol** - <http://www.girlpower.gov/girlarea/bodyfx/index.htm>

**Body Changes** - <http://www.girlpower.gov/girlarea/bodywise/yourbody/index.htm>

**Assignment Book** - <http://www.girlpower.gov/girlarea/ordering/Index.htm>

**Healthy School Meals Resource System** – Food pyramid. Retrieved September 29, 2004 from – <http://schoolmeals.nal.usda.gov/>

**Homeless People and The Internet** – Directions on how to use the internet and how to find free internet sites. Retrieved June 22, 2005 from - <http://bmdavidson.tripod.com/>

**How to Learn** – Learning Styles. Retrieved September 29, 2004 from - <http://www.howtolearn.com>

**Juvenile Offenders and Troubled Teens** – Legal Terms. Retrieved September 29, 2004 from - <http://faculty.ncwc.edu/toconnor/juvjusp.htm>

**Kids Health** – Website offering information about physical, mental and emotional health for children, teens, and adults. Retrieved September 29, 2004 from –

All about What Vitamins and Minerals Do; Why Drinking Water is the Way to Go; What’s the Big Sweat about Dehydration –

[http://www.kidshealth.org/kid/stay\\_healthy/index.html](http://www.kidshealth.org/kid/stay_healthy/index.html)

[http://www.kidshealth.org/parent/nutrition\\_fit/index.html](http://www.kidshealth.org/parent/nutrition_fit/index.html)

[http://www.kidshealth.org/teen/food\\_fitness/](http://www.kidshealth.org/teen/food_fitness/)

<http://www.4girls.gov>

Acne Myths; Being Good to My Body; Ears, Skin, Teeth –

[http://www.kidshealth.org/kid/stay\\_healthy/index.html](http://www.kidshealth.org/kid/stay_healthy/index.html)

Dealing with Problems –

[http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)

[http://kidshealth.org/teen/drug\\_alcohol/](http://kidshealth.org/teen/drug_alcohol/)

Diseases –

[http://www.kidshealth.org/teen/diseases\\_conditions/](http://www.kidshealth.org/teen/diseases_conditions/)

Drugs and Alcohol –

<http://www.kidshealth.org/kid/grow/index.html>;

[http://www.kishealth.org/kid/stay\\_healthy/index.html](http://www.kishealth.org/kid/stay_healthy/index.html);

<http://www.kidshealth.org/kid/feeling/>;

[http://www.kidshealth.org/teen/drug\\_alcohol/](http://www.kidshealth.org/teen/drug_alcohol/)

Exercise; Care of Body –

[http://www.kidshealth.org/kid/stay\\_healthy/index.html](http://www.kidshealth.org/kid/stay_healthy/index.html)

Families/Relationships –

[http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)

Feelings –

<http://www.kidshealth.org/kid/feeling/>

<http://www.kidshealth.org/parent/emotions/index.html>

Fitness –

[http://www.kidshealth.org/parent/nutrition\\_fit/index.html](http://www.kidshealth.org/parent/nutrition_fit/index.html)

Food and Fitness –

[http://www.kidshealth.org/teen/food\\_fitness/](http://www.kidshealth.org/teen/food_fitness/)

Friends –

<http://www.kidshealth.org/kid/feeling/>

Infections –

<http://www.kidshealth.org/teen/infections/>

Parent First Aid –

[http://www.kidshealth.org/parent/firstaid\\_safey/index.html](http://www.kidshealth.org/parent/firstaid_safey/index.html)

Parent Information –

<http://www.kidshealth.org/parent/general/index.html>

Parent Medical –

<http://www.kidshealth.org/parent/medical/index.html>

Peer Pressure –

<http://www.kidshealth.org/kid/feeling/>

Safety –

<http://www.kidshealth.org/kid/watch/index.html>

<http://www.kidshealth.org/teen/safety/>

[http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)

Self Esteem, Mental Health, Body Image –

[http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)

<http://www.kidshealth.org/kid/feeling/>

Sexual Health –

[http://www.kidshealth.org/teen/sexual\\_health/](http://www.kidshealth.org/teen/sexual_health/)

Your Body; Body Image –

[http://www.kidshealth.org/teen/your\\_body;](http://www.kidshealth.org/teen/your_body;)

Your Mind –

[http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)

Your Body –

[http://www.kidshealth.org/teen/your\\_body](http://www.kidshealth.org/teen/your_body)

[http://www.kidshealth.org/teen/food\\_fitness/](http://www.kidshealth.org/teen/food_fitness/)

**Law Help.org** – Helps people find legal assistance. Retrieved September 29, 2004 from - <http://www.lawhelp.org>

**LD Pride** – Learning Styles. Retrieved September 29, 2004 from - <http://www.ldpride.net/learningstyles.MI.htm>

**Mapping Your Future** - Balancing checkbook. Retrieved September 29, 2004 from - <http://mapping-your-future.org/features/incontrol.htm>

Conducting the Job Search –

<http://mapping-your-future.org/planning/resume.htm>

Skills and Interest –

<http://mapping-your-future.org/planning/skillsan.htm>

Types of Schools -

<http://www.mapping-your-future.org/selecting/schools.htm>

**Minnesota Careers** - Retrieved September 29, 2004 from –

**Financial Aid** - [http://www.iseek.org/mncareers/future\\_planning/financialaid.htm](http://www.iseek.org/mncareers/future_planning/financialaid.htm)

**Educational Options** - [http://www.iseek.org/mncareers/future\\_planning/educationoptions.htm](http://www.iseek.org/mncareers/future_planning/educationoptions.htm)

**National Institute on Drug Abuse** – Provides information and help regarding drug and alcohol use. Retrieved July 5, 2005 from -

<http://www.teenrelationships.org/>

**Nutritional Analysis Tool** - Web-based nutritional calculator. This resource assesses the nutritional content of foods and includes foods that youth eat, including fast food. Retrieved September 29, 2004 from - <http://www.nat.uiuc.edu>

**Occupational Information Network (O\*NET)**. Interactive occupational information. Retrieved September 23, 2005 from –

<http://online.onetcenter.org>

**Produce Oasis** – Source of information about selecting, preparing and using fresh fruits and vegetables. Retrieved September 29, 2004 from - <http://www.produceoasis.com/>

**Public Broadcast System** – Paying for College. Retrieved September 29, 2004 from -

<http://www.pbs.org/newshour/on2/money/college.html>

**Teen Relationships Website** – Information on relationships, trust, respect, abuse and how to get help. Retrieved July 5, 2004 from -

<http://www.teenrelationships.org/>

**Testing and Assessment: A Guide to Good Practices for Workforce Development Programs**. Retrieved July 29, 2005 from –

<http://www.onetcenter.org/guides.html>

**Tests and Other Assessments: Helping You Make Better Career Decisions**. Retrieved July 29, 2005 from –

<http://www.onetcenter.org/guides.html>

**The Alcohol and Drug Information Clearinghouse** - Retrieved September 29, 2004 from –

**How to build a web page** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/webpage.html>

**Facts about Alcohol and Drug Addiction** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/straightfacts.html>

**Eating Disorders** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/eatingdisorders.html>

**Body Image** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivebody.html>

**Communication and relationships** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html>

**Career Planning** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html>

**Decision Making** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/decisions.html>

**Goal Setting** - <http://www.nebraskaprevlink.ne.gov/therightstuff/youth/goals.html>

**The Cool Spot** – Information on alcohol use, how to resist peer pressure and how to get help. Retrieved July 5, 2005 from -

<http://www.thecoolspot.gov/>

**The High School Graduate** - Retrieved September 29, 2004 from -

**The Educational System** - Advanced training, job corps, Americorps -

<http://www.thehighschoolgraduate.com/editorial/UScorps.htm>

**Educational Options** - <http://www.thehighschoolgraduate.com/editorial/USsearch.htm>

**The Real Life Fair** – Jane O’Leary, (605) 342-9030, [joleary@lsssd.org](mailto:joleary@lsssd.org).

**The Riley Guide**. Retrieved July 29, 2005 from –

<http://www.rileyguide.com>

**UNICEF**, Offers a global cyberspace within which they can explore, discuss and partner on issues related to human rights and social change, as well as develop their awareness, leadership, community building, and critical thinking skills through active and substantive participation with their peers and with decision makers globally. Retrieved July 29, 2005 from –

[http://www.unicef.org/voy/explore/aids/explore\\_1360.html](http://www.unicef.org/voy/explore/aids/explore_1360.html)

**Yahooligans** - Teaching Internet Literacy. Retrieved October 5, 2004 from- <http://www.yahooligans.com>

**YouthJobs** –

<http://www.youthjobs.ca/who.html>