

# VALUES

This next section in the workbook will focus on different social and interpersonal skills we need in order to get along with others and function well within any community setting. At first we will focus on values. Our values are the foundation beneath many personal skills like decision making, communication, and problem solving.

## Who Am I? What Are My Values?

Values help you to discover what is important to you and what is not. They will determine who your close friends are, which jobs you choose, and how you take care of yourself. Everyone has values in all areas of life, but we might not always be aware of them. Values can change due to different life experiences and events. You can explore your values by asking yourself general questions like the following.

- What do I like to do?
- What can I do well?
- Who are my friends?
- What do I look for in a good friend?
- Which adults do I respect?
- Why do I respect them?
- What makes me happy? Proud?
- What makes me sad? Angry?
- How do I want to be treated by other people?
- What do I want to change about myself?

The answers to these questions will help you discover some of your own values: the things you care about, the things you admire -- in yourself and in others around you. Discovering your own values is a first step on the road to achieving personal goals. Suppose you were about to go to a foreign country, meeting different and interesting people for the first time. You'd want to be able to tell them something about yourself and your values, let them know where you're coming from and what kind of person you're like. Finish these sentences:

One thing I admire about myself is: \_\_\_\_\_

\_\_\_\_\_

I get really angry when people: \_\_\_\_\_

\_\_\_\_\_

I enjoy it when my friends: \_\_\_\_\_

\_\_\_\_\_

When I am 23, I will: \_\_\_\_\_

\_\_\_\_\_

**Independent Living Skills Module II**

I appreciate adults who: \_\_\_\_\_  
\_\_\_\_\_

The person I admire most is: \_\_\_\_\_  
\_\_\_\_\_

If I had a million dollars, I would: \_\_\_\_\_  
\_\_\_\_\_

A good friend is someone who: \_\_\_\_\_  
\_\_\_\_\_

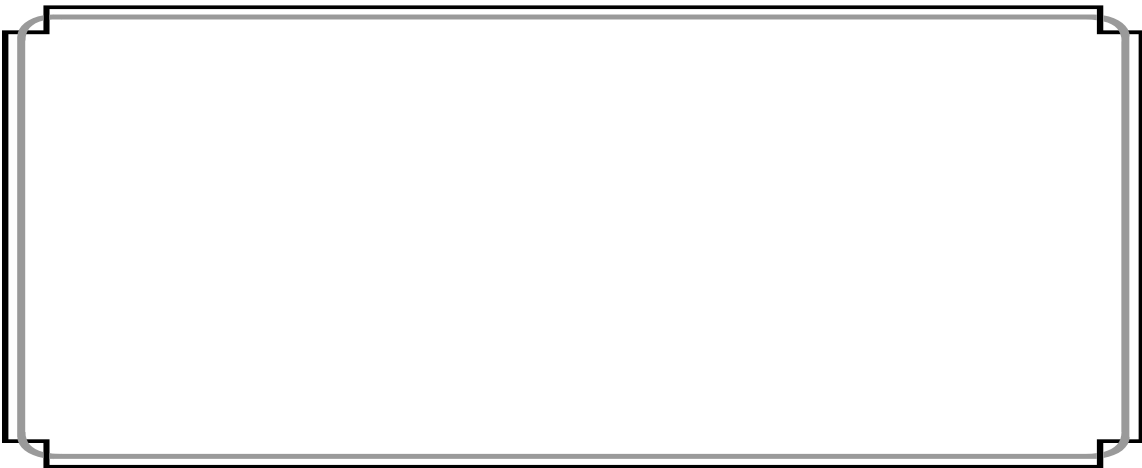
If I could have any job in the world, I would be: \_\_\_\_\_  
\_\_\_\_\_

One thing that is really important to me is: \_\_\_\_\_  
\_\_\_\_\_

If I could change one thing in the world, I would: \_\_\_\_\_  
\_\_\_\_\_

Now look back at the sentences you completed. Did you discover something new about your values?

Now write five sentences that will tell someone new (a friend or employer) about you and your values.



## Independent Living Skills Module II

Beginning to think about your values will also assist you with your ability to make good decisions and set goals for yourself in various areas of life. Complete the following exercise to explore what is important to you.

**Read these statements and decide if you agree or disagree:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Not Sure</b>	<b>Disagree Somewhat</b>	<b>Disagree Strongly</b>
1. A good friend is someone you can count on in hard times.				_____
2. The best thing to do is what other kids are doing.				_____
3. A good friend is easy to find; anyone can be a good friend.				_____
4. It's always better to let adults make decisions about what's right for me.				_____
5. A good parent lets you make your own decisions every time.				_____
6. Teenagers can make good parents.				_____
7. What's happened to me in the past doesn't affect how I feel and act today.				_____
8. A good friend might not always tell you what you want to hear.				_____
9. It's better to live alone than with roommates.				_____
10. Kids in foster care never get a fair chance on the outside.				_____
11. It's good to have someone who depends on you for help and support.				_____
12. Sometimes kids who have had problems can be the best support for other kids.				_____
13. The most important thing about a job is how much money you make.				_____
14. It's more important to be healthy than rich.				_____
15. It's better to have a nice apartment than to buy a car.				_____
16. It's easy to get a job even if you drop out of high school.				_____
17. You should not have sexual intercourse until marriage.				_____

Talk about your answers with a friend and an adult. You will discover places where you agree and other places where you disagree, due to the differences in your personal value systems. Your values also might change as you get older as a result of the different life experience you'll have.

## Independent Living Skills Module II

Once you have explored your values in general, you can determine your values in specific areas of life. Awareness of your values will assist you in making good decisions and setting useful goals for yourself. For example, if you determine that you value education, you might plan for higher education options.



### ACTIVITY

By listing the things that are most important to you in each of the areas of the chart, you can begin to identify your values.

<b>Education</b>	<b>Recreation</b>	<b>Money</b>
<b>Employment</b>	<b>Friendship</b>	<b>Health</b>

And once again, values *can* change. As you start to make decisions and set goals, it will be important to re-evaluate your values.

## Independent Living Skills Module II

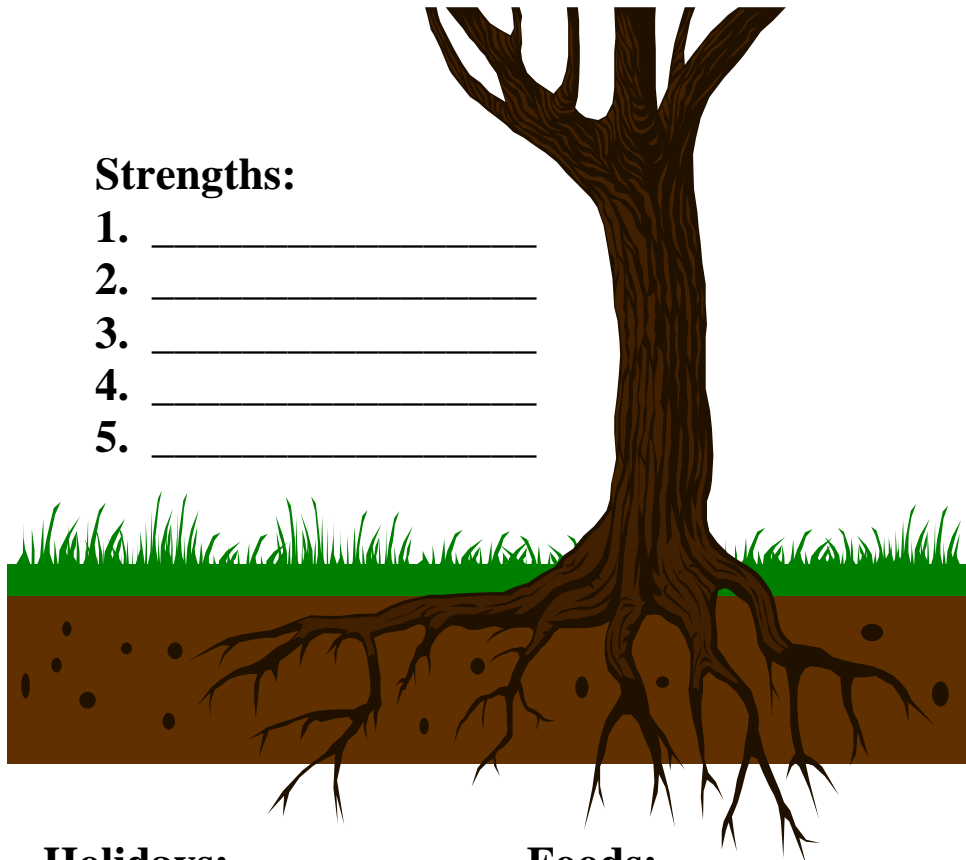
We cannot talk about values without talking about culture. Our perception of the world, our feelings and expectations about ourselves and others are determined by culture. However, some of us might not be aware of our cultural background. The following exercise will help you think about your own cultural roots.

### CULTURAL ROOTS EXERCISE

Your Name: \_\_\_\_\_

Your Cultural Background: \_\_\_\_\_

### KNOWING YOUR ROOTS



#### Strengths:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Holidays:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

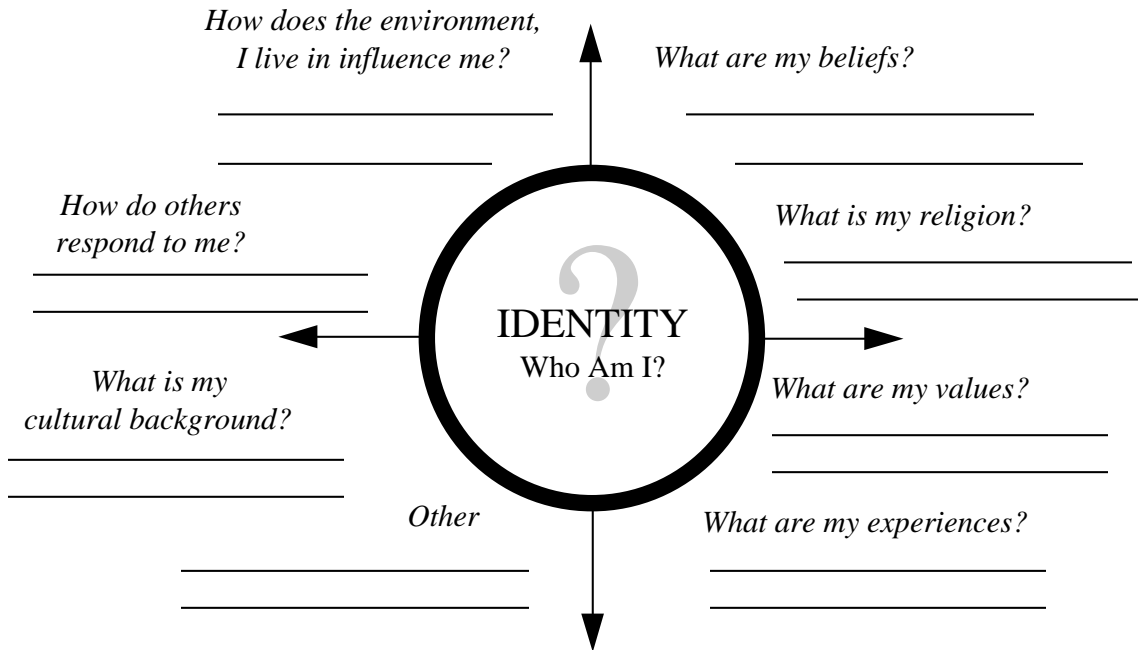
#### Foods:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## CULTURAL IDENTITY

Developing a cultural identity is an important part of establishing who we are. Some of our values are based on our cultural background and help us to establish our identity.

Utilize the chart below to help you think about your cultural background and identity.




**C**onsider the following:

Maria, now seventeen, came to the US from the Dominican Republic when she was twelve. Maria lives in a predominantly Hispanic neighborhood. Although she has learned some English, she is afraid to speak it because she does not want others to make fun of her. Although Maria wants to go to college, she is not sure if she will make it because of her background.

What advice would you give to Maria?

## Independent Living Skills Module II

Michael is Cambodian and has been in the US for the last eight years. His parents don't speak English and the traditions and values of their culture are very important to them. Michael attends high school and has many African American, Hispanic, and white friends. He speaks primarily English and he values the "American" way of life, participating in many American traditions. He is confused about his identity and cultural background. What advice would you give Michael?



Manuel is a seventeen-year-old Latino youth who came into care eighteen months ago. Special efforts were made to place him with a traditional Latino family who are very active in their Spanish-speaking community. Manuel makes excuses to avoid attending Latino activities, preferring to hang out with his white and African American friends, and he refuses to speak Spanish although his record indicates that English is his second language.

Where do you think Manuel is in the process of developing his cultural identity?



How do you suppose other Latino youth treat Manuel?



## VALUING DIVERSITY

Now that you have researched your own cultural background, you have probably established that most of your family/ancestors (except for those of you who are American Indian) have immigrated to the US at one point or another from all over the world. The United States are often described as a “melting pot ‘.

What advantages does cultural diversity bring to society?



### **We Are All One Family Under The Sky**

by Maria, 18

*I would like to send this message to all my brothers and sisters out there who think they should just stick with their color or their culture. It's not too late to start working with each other. No matter what color you are or what country you are from, we are still a family.*

*I wish a lot of people would stop being prejudiced and would just stick with each other, just like a family. Color doesn't matter to me. What matters is what type of person you are inside!*

*I just want everyone to remember: “We are all a family under the sky.”*

What are your thoughts on Maria's article? Is she right?



What could get in the way of all people getting along?



## Independent Living Skills Module II

In order for us to value diversity, we have to explore our own values and attitudes. *Circle the statement which best reflects your preferences.*

### I Prefer

- |                         |   |   |
|-------------------------|---|---|
| To be similar to others | - | To be different from others             |
| To be popular           | - | To have a few good friends              |
| My own opinion          | - | To go along with the opinions of others |
| To be a leader          | - | To be a follower                        |
| To be polite            | - | To be honest                            |
| To be outgoing          | - | To be quiet                             |
| To be tolerant          | - | To be judgmental                        |
| To feel powerful        | - | To feel knowledgeable                   |
| To fight for my beliefs | - | To give in                              |
| To accept others        | - | To criticize others                     |
| To believe in equality  | - | To believe in superiority               |
| To stand up for myself  | - | To let others speak for me              |

## VALUING DIVERSITY

Valuing diversity is an important social interpersonal skill. The first step in becoming more aware of cultural differences and learning to respect and to respond to them is to explore your own cultural values and attitudes. Please read the following statements and check the box which corresponds to your response.

### Exploring Cultural Attitudes

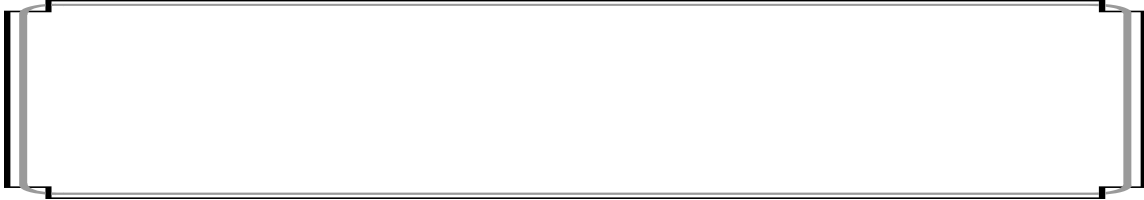
	Agree	Disagree
I would like to travel to different countries.	<input type="checkbox"/>	<input type="checkbox"/>
I accept opinions different from my own.	<input type="checkbox"/>	<input type="checkbox"/>
I respond with compassion towards homeless people.	<input type="checkbox"/>	<input type="checkbox"/>
I would feel uncomfortable in a group in which I am the ethnic/racial/gender/sexual minority.	<input type="checkbox"/>	<input type="checkbox"/>
I tell or laugh at ethnic/gay jokes.	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with gay people.	<input type="checkbox"/>	<input type="checkbox"/>
I have close friends of another ethnic/racial group.	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to conform rather than disagree in public.	<input type="checkbox"/>	<input type="checkbox"/>
People who speak a different language or act differently from me interest me.	<input type="checkbox"/>	<input type="checkbox"/>
I believe that all students in the school system are treated equally.	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from a handout used in an Oklahoma Juvenile Personal Training Program workshop on "Working with Latino Youth and Families," 1992.

## Independent Living Skills Module II

Often, misconceptions and lack of knowledge about diverse populations can lead to wrong assumptions and poor judgments.

Are you aware of common misconceptions in regards to diverse cultural groups? If so, describe.



Where do prejudice and misconceptions about diverse groups come from?



A close look at your values and where they come from will give you some idea of who you are and who you aren't. For ethnic/racially diverse youth and gay & lesbian, bisexual & transgender adolescents, this process sometimes begins with the pressure to conform to the dominant culture. Other youth may feel comfortable being different.

What is the dominant culture in the US? Do you think it is easier to be a part of the dominant culture or part of a minority?



What do youth have to do to value themselves, their culture, other minority groups, and the dominant culture?



## Independent Living Skills Module II

### Exploration Exercise

*Answer the following questions.*

- Do you think that what others think of you is important?
- 

- Do you dress similarly to your peers?
- 

- Would you like to be (are you) a member of a popular group?
- 

- Do you hang out with people who are not popular?
- 

- Do you choose your friends because you like them for their personal qualities?
- 

- Do you choose your friends for their status?
- 

- Have you ever been in a situation where you were trying to get into a popular group?  
If so, what did you do to get in?
- 

- Has anyone who didn't really know you misjudged you?
- 

- Have you ever felt excluded from your peers?
- 

Do you believe that everybody is equal? Why or Why not?

What do you think people feel about others who are different?

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What do *you* think about people who are different? Why?

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**Independent Living Skills Module II**



**ACTIVITY**

Imagine that you had to leave the US tomorrow to go and live in a foreign country. What do you think it would be like?

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How would you communicate?

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*How would living in a foreign country affect each of the following aspects of your life?*

- Language:

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- Family:

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- Friends:

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- Food:

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- Education:

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- Housing:

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- Jobs:

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- Customs:

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- Race:

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- Sexual Orientation:

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## Independent Living Skills Module II

Some people differentiate between the different types of minority populations. While a person might be tolerant and supportive of some groups, he or she might not be tolerant of others. The following exercise is designed to explore diverse minority populations.

1) Joe was in a car accident a few years ago. He is paralyzed from the waist down and has neurological damage which makes his face twitch. Joe has moved to a new neighborhood recently. Tomorrow is his first day at a new school.

- How do you think Joe feels?

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- How do you think other students will react to him?

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- How would you interact with Joe? Why?

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2) Lisa is African-American. She will attend a new school tomorrow in a primarily white neighborhood after years of attending a school with primarily students of color.

- How do you think Lisa feels?

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- How do you think other students will react to her?

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- How would you interact with Lisa? Why?

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**Independent Living Skills Module II**

3) Sean is an openly gay male. He recently moved to a new house with his parents. In his old school, he had many gay and straight friends. He has to attend a new school tomorrow.

- How do you think Sean feels?

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- How do you think other students will react to him?

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- How would you interact with him? Why?

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- Would it be easier for Sean to come out on his first day or later on?

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Why do you think people may react differently to each of these teens?

Explain your own reaction.

## Myths and Facts About Gay, Lesbian, and Bisexual People

**Myth:** You can tell which people are gay just by looking at them.

**Fact:** Society and the media have perpetuated stereotypes of gay and lesbians for so long that people believe that the only way to identify a gay or lesbian is to look for the stereotype. There is a great deal of diversity in the gay and lesbian community.

**Myth:** I don't know any gay, lesbian, or bisexual people.

**Fact:** Statistics show that one in ten people are gay or lesbian. Given this figure, you probably do know someone who is gay, lesbian or bisexual; they probably are just not "out" to you.

**Myth:** Gay men really want to be women or just haven't found the "right woman."

**Fact:** Most gay men do not want to be women. Their sexual, affectional, and emotional orientation is towards men. A significant number of gay men have been married.

**Myth:** Gay women really want to be men or just haven't found the "right man."

**Fact:** Most gay women have no desire to be men. Their sexual, affectional, and emotional orientation is towards women. A significant number of lesbians have been married.

**Myth:** Lesbians and gay men could change if they really wanted to.

**Fact:** Most studies indicate that those who are highly motivated to change their sexual orientation may change their behavior, but not their underlying desires. In fact, it is often societal homophobia that forces people to attempt to change. Therefore, energy should be focused on dismantling homophobia so that people will feel comfortable with their orientation, whatever that may be. Another fact is that most gay or lesbian people would not want to change, even if there was a way.

**Myth:** Loving people of the same sex is abnormal and sick.

**Fact:** According to the American Psychological Association as of 1972, "It is no more abnormal or sick to be homosexual than to be left-handed." Isolation, fear from hiding, and alienation as a result of homophobia is what causes mental illness, not the orientation itself. Therefore, homophobia is what should be cured.

**Myth:** Loving people of the same sex is sinful and immoral.

**Fact:** While some religious denominations believe this, many do not. What is universally preached is that intolerance and hatred is wrong.

**Myth:** Gay men and women are more creative than other people.

**Fact:** While many gay men and lesbians are creative people who have challenged the roles which society has tried to pigeon-hole them into, they are no more creative than their heterosexual counterparts.

## Independent Living Skills Module II

**Myth:** Gay school teachers can persuade young people to be gay.

**Fact:** Gay and lesbian people do not have a desire or a need to recruit. No one can be persuaded to be gay or lesbian. Gay and lesbians may encourage those in the closet to “Come Out,” but there is no desire to change heterosexuals into homosexuals.

**Myth:** Gay men are usually hairdressers, interior decorators, or artists.

**Fact:** Some gay men are hairdressers, interior decorators, and artists, but so are some straight men. This is a stereotype perpetuated by the media.

**Myth:** Gay men and women usually make poor parents.

**Fact:** One out of four families has a lesbian or gay man in its immediate family; heterosexual parents are not found to be consistently more loving or caring than their lesbian, gay or bisexual counterparts.

**Myth:** A person can become gay by associating with gay people.

**Fact:** A person cannot be made to be gay by association any more than a Caucasian could be made African-American by association.

**Myth:** Homosexuality is caused by weak parents.

**Fact:** There is no evidence that homosexuality is caused by weak or strong parents. There is no real consensus on what causes homosexuality. Most gay or lesbian teenagers sense that they are “different” during their early adolescent years.

**Myth:** Homosexuality can be cured.

**Fact:** Homosexuality is not a disease or an illness or an affliction and therefore, there is no need to cure.

(By Garry Mallon, CSW “Life Skills for Living in the Real World,” 1990.)

Do you think that gay men and lesbians have control over their sexual preference?

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Do you think that gay and lesbian couples can have as healthy and caring relationships as heterosexual couples? Why or why not?

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**C**onsider the following:

Your best friend with whom you grew up and have known for your entire life, tells you that he/she thinks he/she is gay/lesbian. What would you do? Would your relationship change? How so?

## Independent Living Skills Module II

What could you do to help correct misconceptions and prejudice about gays and lesbians?

I COULD ...

### Exercise

Fill in the blanks in the following two stories.

1) Tim is a senior in high school. On his way home, he sees a group of about 15 kids from his school who are standing in a circle. Once he gets closer, Tim observes five Caucasians, who are eighth graders, beating up a Hispanic boy and calling him names. Tim feels \_\_\_\_\_ and \_\_\_\_\_. He is not sure what to do. He finally decides to \_\_\_\_\_.  
When Tim arrives at home, he feels \_\_\_\_\_ and \_\_\_\_\_ about his decision.

2) Laurie, a girl you really like and actually have wanted to go out with for quite some time comes up to you during a lunch break. She asks you if you would be interested in joining her in the gay rights march this afternoon. You are really stunned and ask Laurie if she is a lesbian. Laurie tells you that she is not a lesbian but she thinks that people need to support gay rights. You feel \_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_. You don't really know what to do. You ask Laurie to give you until after lunch to think about it. After lunch, you tell Laurie that \_\_\_\_\_.

On your way back to class you feel \_\_\_\_\_ about your decision.

**Independent Living Skills Module II**

If you were a politician or a community leader, what would you change and do to help all people get along better?



What do you think you could do in your school or neighborhood to help people get along better?



## HOW CAN I MAKE A GOOD DECISION?

Everyday you make *many* decisions. Some are big decisions; others are small. Some are more important than others. Some decisions you can make by yourself; other decisions you need advice from a friend, parent, or adult. As an adolescent, you have started to make new decisions about friends, sexuality, job training, clothes, drugs & alcohol, where to live, school, free time, jobs, money, family, etc. Making good decisions in all these areas is important now and in the future. Unwise decisions can bear serious consequences. You will be faced with additional important decisions when living independently. Good decision making skills will enable you to handle problems and temptations successfully.

### What is My Decision Making Style?

People have different decision making styles and come to solutions in different ways. Here are four young adults. Evaluate how they make decisions.

**Nick:**

I make decisions quickly. If I am in a store, I buy the first thing I see. I'll take any job I am offered, and I'll try anything once!

**Kim:**

I look around to see what other people do before I do anything! I usually follow what my best friend does, even if it's not the best thing for me.

**Tyrone:**

I take forever to make a decision. I could take days to decide what clothes to wear. I think I'm afraid to make decisions sometimes, especially important ones. Last week I lost a chance at a good job because I couldn't decide whether to apply or not.

**Teresa:**

I try to talk with someone when I have a decision to make. I ask my friends or my dad or Mrs. Abrams, my teacher, for help. Then I think about what's best for me before I decide. Then I do it!

Does one of these people sound like you? Which one?

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Do you have a friend like Nick or Tyrone or Kim or Theresa?

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## Independent Living Skills Module II

Try the following exercise to think about your own decision style. Check just one box per category to show how you would make the decision.

### Decide Now:

How can I decide what to wear this morning?

- Do it quickly; grab the first thing I see.
- Take lots of time.
- Put it off as long as I can.
- Read my horoscope.
- Talk to a friend.
- Talk with an adult.
- Find out what other people are wearing.
- Think first about what I'll be doing today, where I'll be going during the day.

### Decide Now:

My friends are starting to drink beer every Friday after school. Should I join them?  
When I make this kind of decision I would probably...

- Just do what I feel like at that moment.
- Do what my friends are doing.
- Try to avoid the situation as long as I can.
- Do what is cool to do.
- Try to talk to a friend before I get in the situation.
- Read about drugs and alcohol and decide for myself.
- Just stay away from those friends.
- Talk with an adult to help me decide.

## Independent Living Skills Module II

### Decide Now:

What dentist should I call to use in the years ahead. When I make this decision, I will probably...

- Do it quickly, point to any name in the phone book.
- Take lots of time: visit and meet with at least two dentists.
- Talk with a parent.
- Talk with a friend.
- Find out whom other people go to.
- Put it off until I have a toothache.
- Read my horoscope.
- Let my social worker make the decision for me.

### Decide Now

(Write a question that needs a decision.)

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When I make this decision, I usually...

- Do it quickly.
- Take lots of time
- Put it off as long as I can.
- Read my horoscope.
- Talk to a friend.
- Avoid the situation and hope it will go away.
- Let my social worker make the decision for me.
- \_\_\_\_\_

## Independent Living Skills Module II

After completing these exercises, how would you describe your decision-making style?

### I Usually Make Decisions By . . .

As you have seen, there are many ways to go about making a decision. You can talk with a friend or just pick the first thing that comes your way. But there is a way that many people use to help them make good decisions -- and that's by taking one step at a time. Taking these steps one at a time can help you make better decisions because they make sure you look at all parts of a problem when deciding whether to buy a car -- or deciding whether to participate in training for a new job. It will help you think about the decision, get advice and then decide what is best for you. Here are the five steps:

1. Ask what decision has to be made.
2. List two or more alternative solutions and talk them over with someone else.
3. Think about the consequences of each solution, for yourself and for others.
4. Choose one solution that will work for you.
5. Evaluate the decision you make and see if it works.

Look back at your check marks. Are they usually in the same box? Do they change based on the kind of decision you are making? How do you make decisions?

- Quickly
- With help from others and some careful planning
- Slowly, never actually decide
- By doing what others do
- Not at all, let others decide for me
- By reading my horoscope

The five steps can help you slow down, think, and get help from others when you need to make an important decision. You might not need to use these steps to make a decision about what to wear to work or what to eat for breakfast each morning. But they can help you make decisions about important questions:

## Independent Living Skills Module II

- What kind of job and career should I prepare for?
- What kind of friends do I want?
- How should I deal with alcohol and drugs?
- How can I keep myself healthy and strong?
- How can I start my own life and still keep in touch with my family and other important adults in my life?
- What kind of family do I want for myself as an adult?

Try the five step method to help solve these problems. First, look at the example below:

### **Decide Now:**

I'm used to having someone else (like my DSS worker) make decisions for me. Now all of a sudden she's talking about my having a part in planning for my own goals. She wants me to decide how many hours I can work after school and still get my school work done. I can't decide how many hours to work: two hours each day or five hours each day.

1. *Ask yourself what decision to make.* The decision is: Should I work two hours a day (ten hours per week) or five hours each day (25 hours per week)?
2. *List two or more alternative solutions.*
  - a. work two hours each day
  - b. work five hours each day
  - c. work two hours each day and few extra hours on the weekends.
3. *Think about what will happen when you make your choice.*
  - a. Work two hours each day

#### *Pros:*

- Get a little bit of extra money
- Still have time for school work and friends; school is important for better job in the future
- Build up job experience and recommendations
- Not too tiring

#### *Cons:*

- Not enough extra money
- Feel too wimpy -- not really working
- Hate school and want to get a real job
- I can handle more than two hours

## Independent Living Skills Module II

b. Work five hours each day

*Pros:*

- More money -- can save for the future
- Maybe get a better job recommendation

*Cons:*

- Might be too tired at night
- No time for other things: school and friends
- If I flunk, then I might drop out

c. Work two hours each day and a few extra hours on weekends

*Pros:*

- Can get schoolwork done and still get some extra money
- Can work as much as I want on weekends
- Gives me time for friends during the week

*Cons:*

- Really cuts down on weekend social time with friends
- Might need to rest up on weekends

4. *Make your choice.* Which option would you choose in the example above?  
Why? \_\_\_\_\_

\_\_\_\_\_

5. *Evaluate.* Will your decision work? What do other people think of your  
decision? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Independent Living Skills Module II

### Decide Now:

You have been saving for your senior prom which is next week. You have worked out a budget for the cost of tickets, flowers, car, etc., and have decided that you need \$100 in order to attend. You have \$102 in your savings account. On Friday, your friends ask you to go out to dinner and movies with them. You really would like to go, but if you spend money on the movie and dinner you will not have enough for the prom. What would you do?

1. Ask: *(What decision has to be made?)* \_\_\_\_\_

2. List: *(2 or more different solutions).*

a: \_\_\_\_\_

b: \_\_\_\_\_

c: \_\_\_\_\_

3. Think: *(about the results of each for yourself and others).*

a: (positive): \_\_\_\_\_

(negative): \_\_\_\_\_

b: (positive): \_\_\_\_\_

(negative): \_\_\_\_\_

c: (positive): \_\_\_\_\_

(negative): \_\_\_\_\_

4. Choose: *(Make your decision here.)*

5. Evaluate: *(Do you think your decision will work out well? What do others think of your decision?)*

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**ACTIVITY**

Think about the decisions you will make in the next few months (or years). Write down two important decisions in the designated space. Use the five step method to make your decisions. Discuss the outcome with your foster parent, social worker, or staff.

**Friends**

Choose a decision that you need to make regarding friendship.

1. **Ask:** \_\_\_\_\_

2. **List:** \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

3. **Think:**

a. positive: \_\_\_\_\_

negative: \_\_\_\_\_

b. positive: \_\_\_\_\_

negative: \_\_\_\_\_

c. positive: \_\_\_\_\_

negative: \_\_\_\_\_

4. **Choose:** \_\_\_\_\_

5. **Evaluate:** \_\_\_\_\_

\_\_\_\_\_

## Independent Living Skills Module II

### Jobs

Choose a decision that you need to make regarding employment.

1. **Ask:** \_\_\_\_\_

2. **List:** \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

3. **Think:**

a. positive: \_\_\_\_\_

negative: \_\_\_\_\_

b. positive: \_\_\_\_\_

negative: \_\_\_\_\_

c. positive: \_\_\_\_\_

negative: \_\_\_\_\_

4. **Choose:** \_\_\_\_\_

5. **Evaluate:** \_\_\_\_\_

\_\_\_\_\_

## Independent Living Skills Module II

### Personal Health

Choose a decision that you need to make regarding your personal health.

1. **Ask:** \_\_\_\_\_

2. **List:** \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

3. **Think:**

a. positive: \_\_\_\_\_

negative: \_\_\_\_\_

b. positive: \_\_\_\_\_

negative: \_\_\_\_\_

c. positive: \_\_\_\_\_

negative: \_\_\_\_\_

4. **Choose:** \_\_\_\_\_

5. **Evaluate:** \_\_\_\_\_

\_\_\_\_\_