



Life Skills Guidebook

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The Life Skills Guidebook was created with the energy and thoughtfulness of many dedicated child welfare professionals, foster parents, and youth. The goal of this work is to better prepare youth for living on their own. Casey Family Programs believes in youth involvement and leadership in this process. Casey also believes assessment is core to preparation. The Guidebook was created to help translate the results of the Ansell-Casey Life Skills Assessment into practice as well as provide a tool for foster parents and practitioners to teach life skills based on necessary competencies.

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Table of Contents

1. Introduction	
Overview	5
Purpose and Development	5
2. Life Skills Guidebook Description	
Introduction	8
Definitions	9
Developmental Progression	10
Learning Goals	11
Expectations	12
Resources and Activities	13
Ready, Set, Fly: A Foster Parent’s Guide to Teaching Life Skills	14
3. Using the Life Skills Guidebook to Design a Life Skill Learning Plan	
Overview	15
Learning Styles	16
Developing Life Skill Learning Plans	18
Building a Life Skills Learning Plan	22
How to use the Life Skills Guidebook in case plans and contracts with youth	23
4. Learning Goals, Expectations, and Activities/Resources	
Daily Living Tasks	26
Housing & Community Resources	36
Money Management	42
Self-care	53
Social Development	59
Work & Study Skills	66
5. References	71
Appendices	
A. Descriptions of Resource Materials and How to Access Them	72
B. Activity Worksheet	79

Chapter 1. Introduction

Overview

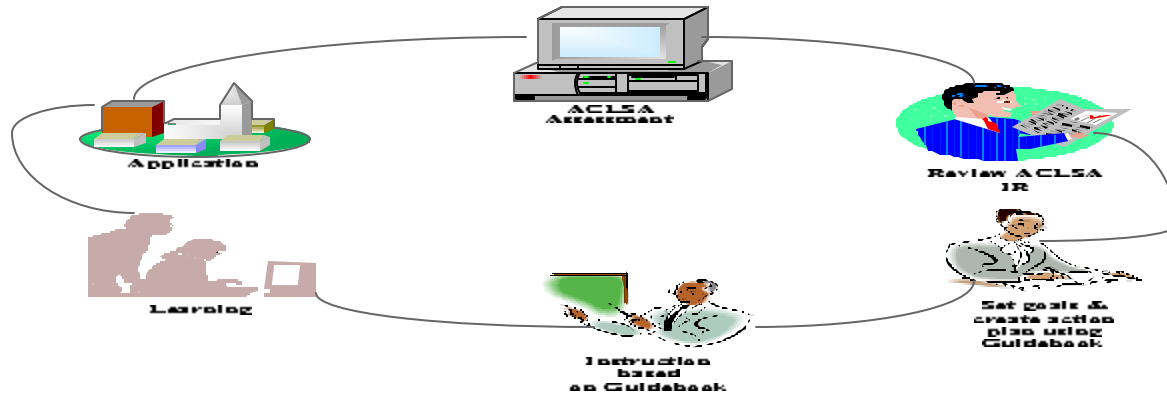
The Life Skills Guidebook (Guidebook) contains thorough information about teaching life skills to youth. While this resource is appropriate for most audiences, it was especially created with youth living in out-of-home care in mind. The Guidebook includes a description, instructions on how to use the Guidebook to design a life skills learning plan, and a complete listing of Learning Goals (competencies) with corresponding Expectations (indicators or objectives) and activities. Appendices point the reader to the resources cited within the Guidebook and an activity worksheet.

Purpose and Development

Heightened attention to getting youth in out-of-home care ready for living on their own occurred with the 1999 passage of the Foster Care Independence Act (P. L. 106-169), and the John H. Chafee Independence Program. Evaluation of services is now mandated for all states receiving federal independent living monies (see Foster Care Awareness Project, 2000). To help youth prepare for living on their own, Casey Family Programs (Casey) developed a set of tools to assess life skills and evaluate life skills programs.

Readiness to live on one's own is a life-long process, and thus, four levels of the ACLSA were created for youth ages 8-10 (I), 11-14 (II), 15-18 (III), 19 and older (IV) (see www.caseylifeskills.org). The purpose of all 4 levels is to indicate life skill mastery across several domains. 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. The assessments are designed to be the *first step* in preparing youth for living on their own. Other steps include goal setting, action planning, instruction, learning, and application, followed again by assessment to measure progress (see Exhibit 1).

Exhibit 1. Life Skills Learning Cycle



In response to a growing number of requests for help in translating ACLSA results into practice, Casey developed the Life Skills Guidebook (Guidebook). The Guidebook is the next step in teaching youth life skills. It is used for goal setting and action planning, as well as teaching, learning and application of skills. The Guidebook provides Learning Goals and Expectations that parents, teachers, or social workers can use to further explore youth readiness to live on their own, set goals, and teaching. Activities linked to Learning Goals are included for both individual (e.g., parents) and group settings (e.g., life skills group).

Despite the fact that the Guidebook is written for adult caregivers and service providers, the central role of the youth in all aspects of life skills acquisition is critically important. Very little life skills instruction or planning is effective without active youth involvement.

The domains covered in the Guidebook match the domains of the ACLSA (Daily Living Skills, Housing & Community Resources, Money Management, Self-care, Social Development, and Work & Study Skills)¹. Each domain contains a list of Learning Goals, Expectations, and activities. Focus groups of practitioners, policy makers, youth, caregivers, and independent living researchers

designed the Learning Goals (competencies). The focus groups represent a variety of geographic locations throughout the United States. After developing the Learning Goals, a panel of experts (researchers, gender, ethnic, and developmental experts, leaders of innovative independent living /transition programs, youth, alumni, and caregivers) reviewed the Guidebook for relevancy and accuracy.

The Guidebook outlines the Learning Goals young people need to master in order to live on their own. Some Learning Goals are considered ideal; some are targeted for youth as they become professionals in the work force. Learning life skills is a life-long process. Few youth will be able to do all the skills covered in the Guidebook and teachers should not expect 100% mastery in all the life skills domains. However, we hope youth accomplish as many of the Learning Goals as possible in order to be better prepared for living on their own.

¹ The Life Skills Guidebook is focused on life skills. It is recognized that life skills are only one aspect of living independently, others include education and employment.

Chapter 2. Description of Life Skills Guidebook

Introduction

The Life Skill Guidebook (Guidebook) is designed to help develop life skills teaching curriculum and individual learning plans for youth. Like the ACLSA, the Guidebook is divided into six domains:

- Daily Living Skills
- Housing & Community Resources
- Money Management
- Self-care
- Social Development
- Work & Study Skills

Each domain contains several skill areas. The Guidebook identifies Learning Goals, Expectations, and activities for 30 life skill areas. Descriptions of the domains are as follows.

- **Daily Living Skills** includes skill areas used on a daily basis like nutrition, menu planning, grocery shopping, meal preparation, dining decorum, kitchen cleanup & food storage, home management, and home safety.
- **Housing & Community Resources** addresses skill areas needed for a youth to make a positive transition into the community. This domain includes housing, transportation, and community resources. While the Learning Goals included within housing are targeted for 19-23 year olds, it is recognized that some young adults begin transitional living programs as young as age 16, and thus these Learning Goals need to be considered for younger youth as well.
- **Money Management** focuses on skill areas that help youth make sound financial decisions, both now and in the future. This domain includes beliefs about money, savings, income tax, banking & credit, budgeting/spending plan, and consumer skills.
- **Self-care** includes skill areas that promote a youth's healthy physical and emotional development. This domain includes personal hygiene, health, alcohol, drugs & tobacco, and sexuality.

- **Social Development** focuses on skill areas necessary to relate to others both now and in the future. This domain includes personal development, cultural awareness, communication, and relationships.
- **Work & Study Skills** addresses skill areas needed to help youth complete their educational programs and pursue careers of interest. This domain includes career planning, employment, decision-making, and study skills.

Definitions

There are a variety of terms used in the Guidebook. Exhibit 2 contains definitions and their frequently used equivalents in the field of education. Some of the terms correspond to terms used in the ACLSA. For instance, the 6 areas of life skills clusters assessed in the ACLSA are called domains. They are also called domains in the Guidebook. The same is true for items and skills.

Exhibit 2. Definition of Terms

Term	Definition
Domain	Cluster of skills organized into six major areas; daily living tasks, housing & community resources, money management, self-care, social development, and work & study habits.
Items	Discrete measurement of a representative aspect of a domain.
Learning Goals	Also known as competencies. Specific statements of knowledge and ability.
Expectations	Also known as Objectives or Indicators. Guidelines to achieve Learning Goals that may be used as group session learning objectives or individual case planning goal indicators.
Resource	Broad array of teaching materials (e.g., curricula, CD-ROM, workbooks, games) that can be used to teach to a Learning Goal to help youth learn life skills.
Curriculum	A set of activities that lead to mastery of Learning Goals in one or more skill areas.
Life Skill Learning Plan	An online template that guides the user to determine the essential elements for the development of a life skill curriculum, one session at a time, or an individual learning plan based on selected Learning Goals and related Expectations. The template is used to record selected Learning Goals and activities the instructor will use during the life skills learning session. Completed, it is a unit of planned life skill instruction, which may be completed one-on-one or in a group.
Out-of-home care	Refers to a living situation that is not with a youth's immediate biological family, such as, family foster care, group homes, and residential treatment.

Developmental Progression

The Guidebook is intended to match the three highest developmental levels of the ACLSA: ACLSA-II (ages 11-14), ACLSA-III (ages 15-18), and ACLSA-IV (ages 19 and older). The first developmental level of the ACLSA, ACLSA-I (ages 8-10), was not included due to the unique learning needs of this age group. All the Learning Goals for a skill area are listed together because young people do not necessarily learn skills in a chronological sequence. For example, an older youth may have missed learning a skill that his/her peers learned at an earlier age. This is particularly true for youth living in out-of-home care who have experienced multiple placements and interruptions in their education. The Learning Goals are also listed together to encourage youth in choosing their own goals.

The intended developmental stage or age range is indicated in parenthesis at the end of the Learning Goal. Stage 2 (II) is geared towards youth ages 11-14; stage 3 (III) is geared towards youth ages 15-18; and stage 4 (IV) is geared towards youth ages 19-23. When a (II, III, and a IV) appear at the end of a Learning Goal, the goal is primarily for 11- 14 year olds but may be appropriate for an older youth if he/she missed this at an earlier age. Exhibit 3 is an example indicating that the Learning Goal is appropriate for young adults ranging in age from 15-23, but would not be appropriate for the 11-14 year olds.

Exhibit 3. Learning Goals and Expectations

Learning Goal	Expectations
Can complete a job application. (III, IV)	Define the terms commonly used on job applications. Interpret application questions and provide appropriate responses. Develop a personal fact sheet to use when completing job applications. Complete two applications without supervision.

Learning Goals

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals². They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that youth 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 4.

Exhibit 4. Learning Levels

Learning Level	Definition
Level 1 – Awareness Level 2 – Knowledge and Understanding	At levels one and two, the student is acquiring information. At this level in the learning process, the student should be able to identify, describe or explain information about the subject matter being taught.
Level 3 – Know how	At level three, the student is beginning to apply the knowledge learned through instruction. At this level, the student 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 student is using the knowledge learned outside of the learning environment. At this level, the student is able to demonstrate the skill on a regular basis and reports on his/her progress.

Most youth have a basic awareness of the life skills needed for transition. The verbs at the beginning of the Learning Goals indicate the level at which the Learning Goal is written.

² We use learning goals for simplicity. The user is free to substitute language (e.g., competencies) that is more appropriate to their situation.

Using the examples above, the “knows and understands” Learning Goal requires the instructor to present information in a way that will increase the youth’s knowledge base. At the end of the session the youth will only be expected to describe or explain what he/she learned about financial institutions.

In the next example, “knows how,” the instructor must create an opportunity for the youth to practice making a purchase using a check. Generally, “knows how to” Learning Goals are completed in a classroom or home environment. They may only simulate real life situations. Often, they are ones that a youth may need in the future but not now.

In the last example, “can set the table for daily meals,” the Learning Goal is written at the highest level and requires the instructor to provide an opportunity for practice in the real world. For example, just showing the student what a table setting looks like would not be sufficient. With the right kind of instruction, the student should be able to demonstrate setting the table for three daily meals.

Expectations

Expectations, sometimes known as Indicators or Objectives, describe what the youth should be able to do as a result of teaching and indicate how the Learning Goal was achieved. They are the guidelines to achieve a Learning Goal. Beginning with an action oriented verb, they indicate whether or not a youth mastered the Learning Goal. Expectations can be translated into case planning or group planning by simply adding the words “At the end of the X time period or session, the youth will be able to...” before each Expectation. For example, “At the end of the group session, the youth will be able to develop a personal fact sheet to use when completing job applications.” The underlined part of the example is an Expectation.

Resources and Activities

The Guidebook identifies the activities and exercises from existing life skill resources that can be used to teach the Learning Goals in either group or individual sessions. In an effort to minimize resource cost, the mostly widely used, cost-effective resources were selected (see Appendix A). The core resources used in the Guidebook are:

- *Making It On Your Own*- A workbook for youth
- *Creative Life Skills Activities* – A collection of 100 group activities
- *Life Skill Activities for Secondary Students with Special Needs* – 190 ready-to-use lessons with reproducible worksheets.
- *Social Skills Activities for Secondary Students with Special Needs* – 180 ready-to-use worksheets.
- *I know Where I am Going (But Will My Cash Keep Up)*– A two part workbook for youth
- *I know Where I am Going (But Will My Cash Keep Up): Caregiver’s Handbook* – A handbook for parents with activities and tips on how to use the “I Know Where I am Going” youth workbooks.
- *Our Place* – Video curriculum with 16 units for group activities.
- *Power Through Choices* - A curriculum targeted to youth in foster and group care teaching sexuality education
- *Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills* – Strategies for parents to use to teach life skills as part of daily life.
- *How to Survive Teaching Health* – Games, activities, and worksheets for grades 4-13.

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). A detailed description of each resource with purchasing information is included in Appendix A. A supplemental list of web resources is also provided. These resources complement the core set of resources and provide specialized and detailed information on one or more Learning Goals. An additional list of web-based reference materials is provided for the life skill instructor.

We also recognize that practitioners and parents have their own activities to teach life skills. To facilitate use of these activities with the Guidebook Learning Goals, a blank activity worksheet is included in Appendix B for instructors to use when documenting their own life skill activities. This worksheet is easy to complete and self-explanatory.

The Learning Goals, Expectations and activity resources provide the life skill instructor (practitioner or parent) a place to start when creating a Life Skills Learning Plan (see Exhibit 5). Chapter 3 offers detailed instruction on how to create a Life Skills Learning Plan.

Exhibit 5. Learning Goals, Expectations, and Activity Resources

Learning Goals	Expectations	Resources & Activities
Complete a job application. (III, IV)	Define the terms commonly used on job applications. Interpret application questions and provide appropriate responses. Develop a personal fact sheet to use when completing job applications. Complete two applications without supervision.	<i>Making It On Your Own</i> , page 12

Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills

A companion to the ACLSA and Guidebook, *Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills*, is a collection of developmentally organized activities that parents may use to teach life skills to youth during everyday life. It is useful for any parent seeking information on how to teach life skills at home. Also, child welfare professionals may use this resource to provide education for caregivers about teaching life skills. As a guide for parents and/or child welfare professionals, the resource offers many creative suggestions to help youth reach their life skill goals. Often just reading about these activities provides ideas for parents to create their own activities that may better fit their child’s needs. *Ready, Set, Fly!* can be accessed from www.caseylifeskills.org and the activities are printable from the web site. Printed copies of *Ready, Set, Fly!* can also be purchased.

Chapter 3. Using the Life Skills Guidebook to Design a Life Skills Learning Plan.

Overview

Both the Guidebook and ACLSA address one important aspect of living on one's own – life skills. Other aspects like education (e.g., academic evaluations and preparation), employment (e.g., career selection and preparation), and social support are also vital to success. We encourage comprehensive assessment in these areas as well. The ACLSA is used to *assess* life skills. The Guidebook is used to *teach* life skills.

Assessment helps determine a youth's strengths and challenges. With this information, the youth, caregiver, and practitioner can select areas for improvement and build on strengths.

Completing the ACLSA is the first step in this process. It is most useful when both a caregiver and youth complete the ACLSA. It heightens awareness and increases their investment in planning and learning life skills. Once completed, a link to the individual report is sent an e-mail address the user specifies. The individual report provides summary scores by domains and responses on each item are captured. The domain scores indicate areas of strength and opportunities for improvement. After talking about assessment results, the youth, caregiver, and practitioner together choose domains on which to work and set goals.

Once domains for additional work are chosen, the modules of the same domains in the Guidebook can be used to set specific goals for case plans or life skills groups. The Guidebook provides detailed information about the knowledge and skills required to master each domain. The youth and caregiver can choose some or all of the Learning Goals in a targeted domain. Expectations concretely show when the Learning Goals are achieved. Next, activities (that appear with the Learning Goals) are selected to accomplish the goals. Selected Learning Goals, accompanying Expectations, and activities are easily added to a free Learning Plan at <http://www.caseylifeskills.org/lsg>. It can then be printed for use or copied and saved to a word document (see below for complete instructions).

Regardless of whether life skills are taught in group or individual sessions, the Learning Goals and Expectations provide the framework for life skills instruction. They are designed to help youth acquire knowledge and understanding about a life skill and then apply the skill in real life situations. The Learning Goal represents the overall goal for instruction, and the Expectations describe what the young person should be able to do after instruction takes place. If a group of youth is learning, all ACLSA scores can provide pre- and post service data to measure group effectiveness.

Learning Styles

To make the most of life skills teaching, it is important to know how the youth learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the youth's learning style more learning will likely occur. An easy way to think about learning style is to consider the sense the youth relies on the most when learning something for the first time. Most people use their sense of sight, sound, or touch, or some combination of all three. Visual learners like to see things and are aided by such things as flip charts, videos, pictures, and handouts. Auditory learners like to hear and talk about things and find that small group discussions, music, and "lecturettes" promote learning. Kinesthetic learners like to feel things and prefer "hands-on" activities, simulations, and games that involve movement.

To find out how your youth likes to learn, ask his/her teacher or parent and pay attention to the way he/ she approaches homework assignments. Do they draw graphs or pictures to explain projects or activities? Visual learners often do this. Do they like to talk through homework assignments or create songs to remember spelling words? Auditory learners tend to do this. Do they like to trace the shape of things or build models of things being studied? Kinesthetic learners often do this. If you are the parent, watch your youth at home.

Once you know how your youth learns best, you can plan your teaching. If you are working with a group of youth, use a variety of teaching methods, ones that appeal to all three learning styles. Exhibit 6 is helpful in matching the levels of learning (awareness,

knowledge and understanding, knows how to, and can or is able to do) with the three learning styles. It is important to remember higher levels of learning require instructional modalities that allow for youth to apply and utilize the information learned through simulations, role-plays, field trips, etc. Many of these types of activities incorporate all three learning styles.

Exhibit 6. Levels of Learning and Learning Styles

	Visual	Auditory	Kinesthetic
Awareness	<ul style="list-style-type: none"> • Pictures • Graphs • Poster • Handouts 	<ul style="list-style-type: none"> • Lecturettes • Tape Recordings • Panel Presentations • Group Discussions 	<ul style="list-style-type: none"> • Field Trips • Hands-on Exploration • “New Games”
Knowledge & Understanding	<ul style="list-style-type: none"> • Worksheets • Videos • Demonstrations • Examples • Visual metaphors • Outlines • “Mind maps” 	<ul style="list-style-type: none"> • Debates • Group discussions and consensus building • Brainstorming • Storytelling 	<ul style="list-style-type: none"> • Participation in demonstration. • Craft activities • Challenge initiatives • Theater Games • Puzzles
Knows how to apply	<ul style="list-style-type: none"> • Case studies with visual images • Make a visual presentation • Prepare illustrations for a demonstration. 	<ul style="list-style-type: none"> • Discussions of case studies • Make oral presentation • Narrate a demonstration 	<ul style="list-style-type: none"> • Case studies with manipulatives • Create a model or sample • Conduct a demonstration
Can or is able to do	<ul style="list-style-type: none"> • Role Play • Participate in a simulation • Participate in an experiential exercise 	<ul style="list-style-type: none"> • Role play • Participate in a simulation • Participate in an experiential exercise 	<ul style="list-style-type: none"> • Role Play • Participate in a simulation • Participate in an experiential exercise

Developing Life Skills Learning Plans

There are two plan options in the Guidebook. One is designing a plan for teaching life skills in a group format. The other is for individual instruction or case plans.

Group Life Skills Learning Plans

To create a Group Life Skills Learning Plan, follow the steps listed below:

Step 1: Go to <http://www.caseylifeskills.org/lsg>.

Step 2: Click on a domain from the list on the left side of the screen.

Step 3: Select and click on a skill area listed beneath that domain.

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.

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

Step 6: 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 7: On the "new" web page, click Group 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 of the chosen Learning Goals (and accompanying Expectations) and/or Activities will appear in the Learning Plan.

The Group Life Skills Learning Plan includes the following elements: domain, goals, expectations, activity names, time and type.

Domain refers to the ACLSA/Guidebook domain targeted for instruction. "Goals, Expectations, and activities" are automatically recorded in the Learning Plan when you select them by clicking on the box to the left of the Learning Goal or activity. "Time" refers to how long an activity will take to complete. "Activity Type" refers to how you will use the activity (as an opening, individual, group

or closing activity). To modify the automatically generated Learning Plan, simply copy it and then paste it into a word processing document. Then you can fill in the Activity Type (based on your judgment and the definitions provided) as well as approximate completion times. In Exhibit 7 you can see a completed Life Skills Learning Plan.

Exhibit 7. Group Life Skills Learning Plan

Domain: Money Management

Goal: Knows and understands how one’s values influence money decisions.

Expectations: At the end of the session, the youth will be able to:

- a. Distinguish between personal needs and wants.
- b. Recognize the impact personal values have on money decisions.

Activity Name	Activity Type	Time
Needs/Wants Polarity	Opening Activity	10 minutes
What is a Need?	Group Building Activity	20 minutes
What is a Want?		
My Personal Collage	Individual Activity	25 minutes
Reflection Worksheet	Ending Activity	10 minutes

The Group 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. If you want to remove a Learning Goal and/or activity from the Plan, go back to the web page where you made that selection and uncheck the box. When finished building your Group Learning Plan, you can print it out, or copy and paste it into a word processing document on your computer.

To copy the Plan so you can save it on your computer and modify it, use your mouse to highlight all the information in the Plan. Then 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.” Note: Some formatting may be needed to make it look like the online Group Learning Plan.

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 Group Learning Plan.

Please note: When you leave the caseylifeskills.org Web site, the Plans are permanently deleted.

A successful group session starts with an Opening Activity, moves on to include activities that build group cohesion (Group Activity), allows time for introspective thought (individual Activity), and ends with an activity that brings closure to the session (Closing Activity). When designing a group session, facilitators may find this four-step design formula helpful. A more complete description of each step is found in Exhibit 8.

Exhibit 8. Group Session Activity Element Description

Opening Activities-	These activities help the group get acquainted or re-acquainted. They are sometimes called ice-breakers or warm-ups. Even on-going groups need time at the beginning of the session to check-in. Opening activities may also give focus to the group and assess the group’s knowledge. Activities such as “Bingo”, “Have You Ever...,” and “Group Juggle,” provide an excellent way to introduce a topic and generate involvement. These activities are generic in nature and may be used to introduce many skill areas. *
Group Building Activities -	These activities require the group to work together, building group cohesion. These activities may be very short in nature, requiring only 10-15 minutes or take up to 1-2 hours to complete.
Individual Activities -	These activities require group members to think about themselves and to share their insights with others. Individual activities help group members apply to their own lives the content that is being presented in the group. This can be done in the form of worksheets, art projects, and writing assignments.
Ending Activities -	These activities bring closure to the group session. They may be used to summarize or reinforce the content that was the focus of the session. They may also be used to strengthen group spirit and to celebrate the

group's work. The same ending activity may be used each time thus creating an important ritual for the group. Good examples of ending activities are "I learned that...", "Appreciations," and "Positive Affirmations."*

*Ansell, Dorothy I. and Morse, Joan M. Creative Life Skills Activities, Ansell & Associates, 1994.

When you are selecting your Learning Goals, consider the needs of the youth who will be in your group. Select goals based on their ages and ACLSA results. The corresponding Expectations appear in the Expectation section preceded by the words "at the end of the session, the youth will be able to." Your selected activities will appear in the Activity Name section. The Activity Type and Time columns are blank for you to complete. You determine how many Learning Goals and activities can be addressed within your allotted time frame. You decide the order of the activities and edit the Learning Plan accordingly, making sure you have enough time for icebreakers, breaks, arrival and departures in your unique session. Exhibit 9 shares additional tips on running groups.

Exhibit 9. Tips on Running Groups

Tips on running groups

1. Arrive early to greet participants.
2. Create an atmosphere that invites youth to participate. Put up posters, play music, provide refreshments.
3. Tailor the learning session to address various learning styles (e.g., auditory - lecture, visual - videos, kinesthetic - small group/moving exercises).
4. Allow time to practice and discuss the skills. Don't over-pack a session. Allow time for questions.
5. Include peer modeling and coaching: having youth who have mastered a skill teach those still learning the skills.
6. Create a group agreement in the early sessions which states codes on conduct, agency rules, etc. Post the agreement at all sessions.
7. Design group rituals for beginnings or endings.
8. Test out any equipment (e.g., VCR, tape/CD player) prior to the session.
9. If you are using videos, remember to cue the tapes prior to the session. All VCR's are different
10. Discuss principles of confidentiality.

Individual Life Skills Learning Plans

To create an Individual Life Skills Learning Plan, follow the same steps as done when creating a Group Life Skills Plan, except at step #7, click on “Individual Life Skills Learning Plan.”

Steps to create an Individual Life Skills Learning Plan:

Step 1: Go to <http://www.caseylifeskills.org/lsg>.

Step 2: Click on a domain from the list on the left side of the screen.

Step 3: Select and click on a skill area listed beneath that domain.

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.

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

Step 6: 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 7: On the "new" web page, click "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 of the chosen Learning Goals (and accompanying Expectations) and/or Activities will appear in the Learning Plan.

The Individual Learning Plan can be previewed as you are building it by clicking the "**Preview/Print Learning Plan**" button on the bottom left side of the screen. If you want to remove a Learning Goal and/or activity from the Plan, go back to the web page where you made that selection and uncheck the box. When finished building your Plan, you can print it out, or copy and paste it into a word processing document on your computer.

To copy the Plan so you can save it on your computer and modify it, use your mouse to highlight all the information in the Plan. Then 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." Note: Some formatting may be needed to make it look like the online Individual Learning Plan.

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.

Please note: When you leave the caseylifeskills.org Web site, the Plans are permanently deleted.

Individual Life Skills Learning Plans are tailored to the unique needs of each youth and include the following: Goals and Expectations, Action Plan (What, Who, and When), and optional signature lines³. The Goals and Expectations are automatically pasted into the Learning Plans when Learning Goals are selected. Selected activities from the Guidebook are pasted automatically in the “What Activities are Going to be Done” column of the Learning Plan. After copying and pasting the partially completed plan into a word processing document, the youth and involved adult (e.g., parent or service provider) complete the Who and When columns. There is an optional space at the bottom of the Learning Plan for all involved to sign. This information can be printed and added to the youth case plan, copied into an existing electronic case plan, or printed for personal use. See Exhibit 10 for a partially completed Individual Life Skills Learning Plan.

Exhibit 10. Individual Life Skills Learning Plan

Goals & Expectations

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, have a date by which you want to reach the goal.

Goal: Knows and understands how one’s values influence money decisions.

Expectations : At the end of the session, the youth will be able to:

- Distinguish between personal needs and wants.
- Recognize the impact personal values have on money decisions.

³ Some agencies require youth and caregivers to sign the Learning Plan to show involvement and commitment to the plan.

Action Plan		
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		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
What Money Means, RSF Games Reveal our Values, RSF		

Optional Signatures		Date
Youth:	_____	_____
Caregiver:	_____	_____
Staff:	_____	_____

The Learning Plan can be previewed as you are building it by clicking “**Preview/Print Learning Plan**” button on the bottom left side of the screen. If you want to remove a Learning Goal and/or Activity from the Plan, go back to the web page where you made that selection and uncheck the box. When finished building your Learning Plan, you can print it out, or copy and paste it into a word processing document on your computer.

To copy the Learning Plan so you can save it on your computer and modify it, use your mouse to highlight all the information in the Plan. Then 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.” Some formatting may be needed to make it look like the online Learning Plan.

To print your Learning 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 Learning Plan.

Please note: When you leave the caseylifeskills.org Web site, the Plans are permanently deleted.

Review: How to Use the Guidebook in Case Plans and Contracts with Youth

In review, life skills instruction is an intentional process, driven by individual case plans and contract agreements developed with a young person. The Guidebook helps formulate goals and tasks/action steps. The Learning Goals of the Guidebook can be copied in a case plan or contract agreement (e.g., Youth 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). The resources/activities become the “What” or intervention strategies to achieve the goal. After instruction, youth can evaluate their level of achievement based on the Expectations. This provides them with a renewed sense of control over their learning and the “language” to assess their ongoing life skills needs.

Chapter 4. Life Skills Guidebook Learning Goals and Expectations by Domain

Resources Referenced in the Life Skills Guidebook

The following abbreviations are used throughout the Guidebook to refer to activity resources. Detailed ordering information and/or web addresses are included at the end of this document in Appendix A.

MIOYO: Making It On Your Own- A workbook for youth

CLSA: Creative Life Skills Activities – A collection of 100 group activities

LSASSN: Life Skill Activities for Secondary Students with Special Needs – 190 ready-to-use lessons with reproducible worksheets.

SSASSN: Social Skills Activities for Secondary Students with Special Needs – 180 ready-to-use worksheets.

Cash, 12-15: I Know where I am Going (But Will my Cash Keep Up?) – A two-part, money management workbook for youth ages 12-15.

Cash Handbook: I Know where I am Going (But Will my Cash Keep Up?) (Caregiver’s Handbook) - A handbook for parents with tips on how to use the accompanying workbook and help build their child’s money management skills.

OP: Our Place – A CD-ROM curriculum with 16 units for group activities.

PTC: Power Through Choices – A curriculum targeted to youth in foster and group care teaching sexuality education.

RSF: Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills – Strategies for foster parents to use to teach life skills as part of daily life. (free)

STH: How to Survive Teaching Health – Games, activities, and worksheets for grades 4-13.

TT : Teacher’s Toolkit – A collection of tax related resources (free)

NAT: Nutritional Analysis Tool 2.0 – Web based calculator. (free)

BAC: Teacher’s Fight BAC- Educational kit for grades 4-6. (free)

REF – Reference Material Only – Web site containing information about the learning goal to be used in developing an activity. The web address is listed in the activity column. These references are also included in Appendix A.

Daily Living Skills Domain

Nutrition

Learning Goals	Expectations	Activities
1. Knows and understands the basic food groups. (II,III,IV)	a. Define the three main groups (e.g., carbohydrates, proteins, fats). b. List foods found in each group. c. Identify the recommended number of servings per day from each food group. d. Explain the nutritional benefit of each food group. e. Explain in own words the meaning of “good nutrition.”	MIOYO, Planning Healthy Meals, p. 28. CLSA, Activity 53, Food Game RSF, Nutrition #1
2. Knows and understands the relationship between what one eats and nutrition. (II,III,IV)	a. Identify three personal food choices and explain their nutritional content. b. Explain how personal food choices contribute to a healthy diet. c. Explain the need for moderation and balance when planning a healthy diet. d. Show respect for others’ opinions and cultural differences when identifying personal food choices.	NAT STH, Unit 4, Activities 4-11, p. 100-103. RSF, Nutrition #2
3. Knows and understands that nutrition impacts physical and emotional health. (II,III,IV)	a. Appreciate how one’s daily eating habits impact one’s overall wellness. b. Explain how daily eating habits can lead to serious health problems (e.g., high blood pressure, heart disease, and diabetes). c. Describe how food choices can impact physical conditions (e.g., allergies, migraine headaches, and diabetes).	REF – Cool Food - http://www.coolfoodplanet.org/gb/adoz/index.htm
4. Is able to evaluate one’s diet for nutritional content. (IV)	a. Describe how vitamins and minerals relate to nutritional content. b. Explain the daily recommended vitamin and mineral intake for adults. c. Explain the daily recommended vitamin and mineral intake for children. d. Appreciate that vitamins and minerals can be gained from both natural foods and from artificial supplements. e. Analyze the pros/cons of using supplements as a vitamin source. f. Describe how different foods impact health. g. Evaluate one’s diet for vitamin and mineral intake and nutritional balance.	REF – Produce Oasis- http://www.produceoasis.com/ STH, Unit 4, Activity 11, p. 102-103. RSF, Nutrition #3

Nutrition (continued)

Learning Goals	Expectations	Activities
5. Knows and understands the impact of “snacking” on nutrition. (II,III,IV)	<ul style="list-style-type: none"> a. Recognize the value of snacks in the lifestyle of most Americans. b. Describe occasions during the day when a snack is appropriate. c. Distinguish between healthy snacks and unhealthy snacks. d. Appreciate the health and nutritional risks involved in snacking. 	<p>MIOYO, Compare These Snacks, p. 63. STH, Unit 4, Activity 12, p. 105-106. RSF, Nutrition #5</p>
6. Knows how to read food labels for nutritional information. (III,IV)	<ul style="list-style-type: none"> a. Explain why it is important to read nutritional information on food packaging. b. Explain which is the largest ingredient in the product. c. Identify a product’s serving size, calories, and fat grams. d. Compare the nutritional information posted on four similar food items offered by different brands. 	<p>MIOYO, Use Nutritional Labels, p. 62.</p>

Menu Planning

Learning Goals	Expectations	Activities
7. Is able to plan a simple nutritious meal with supervision. (II,III,IV)	<ul style="list-style-type: none"> a. Recognize the resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/ Internet). b. Appreciate individual dietary needs and cultural preferences when planning meals. c. Use a nutritional guide to plan a meal (e.g. food pyramid). d. Develop a nutritious meal plan. 	<p>REF- Meal Planning - http://www.my-meals.com/ RSF, Menu Planning #2</p>
8. Is able to plan a week of nutritious and economical meals with supervision. (III,IV)	<ul style="list-style-type: none"> a. Respect cultural diversity when planning a menu for one or for others. b. Use a nutritional guide to plan meals for a week (e.g. food pyramid). c. Create a shopping list specifying the items and quantity for the 7 day menu. d. Calculate the cost of the 7 day menu. e. Compare the costs of cooking and eating out. f. Respect the need to plan meals within one’s budget. 	<p>MIOYO, Planning a Menu, p.29. RSF, Menu Planning #2</p>

Menu Planning

Learning Goals	Expectations	Activities
9. Is able to plan a week of nutritious and economical meals without supervision. (IV)	a. Use a nutritional guide to plan meals for a week (e.g. food pyramid). b. Create a shopping list specifying the items and quantity for the 7 day menu. c. Calculate the cost of the 7 day menu d. Make modifications to the menu to stay within a budget. e. Evaluate the menu plan. f. Describe when and why one would ask for help in making meal plans.	MIOYO, Planning a Menu, p.29. RSF, Menu Planning #3

Grocery Shopping

Learning Goals	Expectations	Activities
10. Knows and understands ways to grocery shop economically. (II,III,IV)	a. Explain the value of a shopping list. b. Explain the benefits of using coupons and buying store brands. c. Describe the advantages and disadvantages of buying in bulk. d. Explain when and where to shop for bargains (e.g., sales, specials, and discounts). e. Explain unit price information for two grocery items.	MIOYO, Preparing a Shopping List, p.30. RSF, Grocery Shopping #5, #6, and #7
11. Knows how to evaluate grocery items for freshness, nutritional value, and economy. (III,IV)	a. Explain what an expiration date is, where it might be found on a package, and how it can be used when shopping for a week's meals. b. Describe the signs of spoilage in two or more foods (e.g., fruits, vegetables, seafood, poultry, meats). c. Use unit pricing and product label information to select the best buy. d. Demonstrate the selection of three grocery items for freshness, nutritional value and economy. e. Appreciate the potential economic and nutritional benefits of purchasing produce at local farmers' markets. f. Compare the freshness, nutritional value, and economy of shopping in large supermarkets, convenience stores, bodegas, cooperatives, and /or at farmers markets.	MIOYO, Unit Pricing, p.31. RSF, Grocery Shopping #8

Grocery Shopping *(continued)*

Learning Goals	Expectations	Activities
12. Knows how to grocery shop for a week within a budget. (III,IV)	a. Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods). b. Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop). c. Demonstrate grocery shopping. d. Evaluate the grocery shopping experience.	RSF, Grocery Shopping #3
13. Is able to grocery shop for a week within a budget. (IV)	a. Develop a shopping list for all household items needed for the week, e.g. food, cleaning supplies, paper goods. b. Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop). c. Grocery shop for a week without supervision. d. Evaluate the grocery shopping experience.	RSF, Grocery Shopping #9

Meal Preparation

Learning Goals	Expectations	Activities
14. Knows and understands the names and uses of kitchen utensils and equipment. (II,III,IV)	a. Describe which utensils, appliances, and equipment are necessities and which are luxuries. b. Describe how to use available appliances (e.g., oven, toaster, microwave, dishwasher). c. Describe how and when to use kitchen utensils in a safe manner (e.g., knives, grater, peeler). d. Recognize the need to store kitchen utensils in a safe and organized manner so that they can be located and used efficiently and effectively.	REF- The Cook's Thesaurus- http://www.switcheroo.com/
15. Knows and understands the importance of maintaining kitchen appliances. (III,IV)	a. Appreciate the need to keep a file of instruction booklets and warranties for kitchen appliances. b. Describe how to keep kitchen appliances clean. c. Know who to call for appliance repairs and service.	REF- The Cook's Thesaurus- http://www.switcheroo.com/

Meal Preparation (continued)

Learning Goals	Expectations	Activities
16. Is able to use the available kitchen equipment to prepare and cook a simple meal or snack. (II,III,IV)	a. Demonstrate the appropriate use of all available utensils, pots, and pans when preparing a meal or snack with supervision. b. Demonstrate the appropriate use of available kitchen appliances when preparing a meal or snack with supervision.	REF- The Cook's Thesaurus- http://www.switcheroo.com/
17. Knows and understands how to prepare food safely. (II,III,IV)	a. Describe the importance of keeping all surfaces and one's hands clean throughout the cooking process. b. Describe how improper cooking and handling of food can cause physical illness. c. Describe safe ways to defrost, clean, and cook meats and vegetables. d. Demonstrate safe ways to prepare meats and vegetables.	REF - Cool Food - http://www.coolfoodplanet.org/gb/adoz/safe.htm REF-Produce Oasis- http://www.produceoasis.com/
18. Can read and follow a recipe with supervision. (II,III,IV)	a. Translate abbreviations commonly used in recipes (e.g., tsp). b. Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon, quart). c. Interpret and demonstrate the meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in). d. Identify and measure the ingredients called for in the recipe. e. Select the utensils and equipment needed to complete a recipe. f. Appreciate the importance of accurate timing in following a recipe. g. Use a clock or timer to correctly follow recipe directions.	REF- Glossary of Cooking Terms http://www.goodstuffonline.com/glossary.html REF- Measurement Conversion Tables - http://www.my-meals.com/ REF- Recipes and Video Instructions - http://www.chefeasy.com/ RSF, Meal Preparation #2
19. Can develop and maintain a personal recipe file. (II,III,IV)	a. Know where to locate reliable recipes (e.g., cookbooks, magazines, television shows, Internet, food packages, newspapers, friends, and relatives). b. Create a personal recipe file of favorite recipes. c. Record recipes.	RSF, Meal Preparation #3 REF- Recipe Center- http://www.my-meals.com/

Meal Preparation *(continued)*

Learning Goals	Expectations	Activities
20. Knows how to select and modify recipes with supervision. (III,IV)	a. Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty). b. Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener). c. Appreciate the various tastes that spices add to recipes. d. Demonstrate how to change a recipe.	RSF, Meal Preparation #3 REF- Recipe Center- http://www.my-meals.com/
21. Is able to prepare a week of nutritious and economical meals with supervision. (III)	a. Select the meals to be prepared each day. b. Identify the ingredients, utensils, and equipment needed for each meal. c. Schedule meal preparation so that all items are ready at the same time. d. Complete the meals using the ingredients, utensils, and equipment.	REF- Recipe Center- http://www.my-meals.com/ RSF, Meal Preparation #5
22. Is able to prepare a week of nutritious and economical meals without supervision.(IV)	a. Select the meals to be prepared each day. b. Identify the ingredients, utensils, and equipment needed for each meal. c. Schedule meal preparation so that all items are ready at the same time. d. Complete the meals using the ingredients, utensils, and equipment. e. Evaluate the weekly menu.	REF- Recipe Center- http://www.my-meals.com/ RSF, Meal Preparation #5

Dining

Learning Goals	Expectations	Activities
23. Can set the table for daily meals. (II,III,IV)	a. Recognize the placement of dishes, glasses, utensils, and napkins. b. Appreciate the influence of diverse cultures dining traditions, food selection, preparations, and manners. c. Demonstrate setting the table.	RSF, Dining Etiquette #1

Dining *(continued)*

Learning Goals	Expectations	Activities
24. Knows and understands how cultural diversity can affect meal preparation and dining . (II,III,IV)	<ul style="list-style-type: none"> a. Appreciate food and traditions from different cultures. b. Compare the placement of dishes and use of dining utensils for different cultures. 	RSF, Dining Etiquette #2
25. Is able to use good table manners. (II,III,IV)	<ul style="list-style-type: none"> a. Use dishes, glasses, utensils, and napkins appropriately. b. Engage in dinner table conversation. c. Respond appropriately to the compliments of guests. 	RSF, Dining Etiquette #5
26. Is able to demonstrate appropriate dining behavior in a restaurant setting. (II,III,IV)	<ul style="list-style-type: none"> a. Demonstrate ordering from a menu. b. Exhibit table manners. c. Calculate the tip. 	RSF, Dining Etiquette #5 MIOYO, Going Out to Eat, p.77. MIOYO, Leaving the Tip, p.77.

Kitchen Clean Up and Food Storage

Learning Goals	Expectations	Activities
27. Can store leftovers and un-used ingredients to avoid spoilage. (II,III,IV)	<ul style="list-style-type: none"> a. Explain how long stored foods can be kept. b. Explain which foods need to be refrigerated and why. c. Demonstrate how to prepare foods for refrigeration, freezing, and/or storage. 	RSF, Kitchen Clean Up and Food Storage #1 RSF, Kitchen Clean Up and Food Storage #3
28. Can clean kitchen after meal preparation with supervision. (II,III)	<ul style="list-style-type: none"> a. Explain why a thorough cleaning of all cooking equipment and surfaces is important. b. Explain how to use the kitchen cleaning materials (e.g., sponges, drying towels, hand towels). c. Demonstrate the proper use of a dishwasher (if available). d. Demonstrate how to wash glasses, dishes, pots, and pans by hand. e. Demonstrate proper use of a garbage disposal (if available). f. Demonstrate proper disposal of food and food packaging, paying attention to current recycling requirements. g. Demonstrate how to clean all kitchen equipment and surfaces used in meal preparation. 	RSF, Kitchen Clean Up and Food Storage #2

Kitchen Clean Up and Food Storage (continued)

Learning Goals	Expectations	Activities
29. Can clean kitchen after meal preparation without supervision. (III,IV)	a. Explain why a thorough cleaning of all cooking equipment and surfaces is important. b. Use the kitchen cleaning materials (e.g., sponges, drying towels, hand towels) c. Use dishwasher (if available). d. Hand wash glasses, dishes, pots, and pans. e. Use garbage disposal (if available). f. Dispose of food and food packaging, paying attention to current recycling requirements. g. Clean all kitchen equipment and surfaces used in meal preparation.	RSF, Kitchen Clean Up and Food Storage #2

Home Management

Learning Goals	Expectations	Activities
30 Knows and understands the importance of household cleanliness. (II,III,IV)	a. Describe at least two qualities of a clean house. b. Explain two benefits of maintaining a clean house. c. Describe the proper use and storage of cleaning products. d. Identify three cleaning techniques and related equipment.	RSF, Home Cleaning and Clothing Care #1 RSF, Home Cleaning and Clothing Care #3
31. Can keep room clean. (II,III,IV)	a. Demonstrate changing sheets and making bed. b. Demonstrate proper use of cleaning equipment and cleaning techniques. c. Demonstrate two ways to store personal items (e.g., ways to store toys, books, clothes).	RSF, Home Cleaning and Clothing Care #2 RSF, Housing, #10
32. Can maintain a clean living space. (III,IV)	a. Demonstrate proper use and storage of cleaning products. b. Demonstrate proper use of cleaning equipment and cleaning techniques. c. Demonstrate two ways to store personal items.	RSF, Home Cleaning and Clothing Care #2 MIOYO, Cleaning Materials & Equipment, p.36.

Home Management *(continued)*

Learning Goals	Expectations	Activities
33. Can develop and maintain household cleaning routine.(IV)	a. Explain the benefit of cleaning and changing linens regularly. b. Describe what needs to be cleaned on a regular basis. c. Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, clean toilet).	RSF, Home Cleaning and Clothing Care #2 RSF, Home Cleaning and Clothing Care #5 MIOYO, Cleaning House, p.35. MIOYO, Use Cleaning Supplies, p.35.
34. Can care for clothing. (II,III,IV)	a. Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash). b. Interpret information on clothing care labels. c. Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent, bleach, fabric softener, selection of water temperature and washing cycles). d. Describe steps for ironing clothes. e. Complete two loads of laundry. f. Demonstrate how to fold and put away clean clothing.	MIOYO, Read the Label, p.37. MIOYO, Doing the Laundry, p.37. MIOYO, What Do Your Labels Say? P.38. LSASSSN, IV-35, Care of Clothing, p.294-296.
35. Is able to use washer and dryer at a Laundromat. (II,III,IV)	a. Explain how coin operated machines work. b. Complete a load of laundry using appropriate detergents, temperatures, and settings with supervision. c. Complete a load of laundry using appropriate detergents, temperatures, and settings without supervision.	MIOYO, Laundry Expenses, p.38.
36. Knows and understands the benefits of conserving energy and recycling used materials. (II,III,IV)	a. Describe the benefits of energy conservation and recycling. b. Describe two techniques for recycling and conserving energy. c. Define and explain the benefits of composting.	REF- Recycling - http://www.recycleroom.org

Home Safety

Learning Goals	Expectations	Activities
37. Knows and understands the importance of home safety. (II,III,IV)	a. Describe use and maintenance of a smoke detector and fire extinguisher. b. Explain three ways to prevent fires (e.g., avoid overuse of extension cords, don't leave lighted candles unattended). c. Describe an emergency evacuation route in case of fire. d. Explain two ways to prevent breaking and entering in one's home. e. Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornados). f. Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, knives). g. Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, gates on stairways). h. Identify four items in a first aid kit/ household emergency kit (e.g., band aids, disinfectant, flash light, batteries).	STH, Unit II, Activity 2, p.266. STH, Unit II, Activity 3, p.267. STH, Unit II, Activity 4, p.267-268. STH, Unit II, Activity 8, p.272-273
38. Knows how to access community resources in case of emergency. (II,III,IV)	a. Explain the function of different community resources (e.g., fire, police, ambulance and when they would be used). b. Evaluate three emergency situations and select appropriate community resource.	CLSA, Activity 35, Who Do I Call? RSF, Home Safety and Repairs #4 RSF, Community Resources #4
39. Is able to administer first aid and CPR. (IV)	a. Complete first aid training course. b. Complete CPR training course.	RSF, Home Safety and Repairs #3
40. Knows how to make simple home repairs. (III,IV)	a. Explain the type of repairs the tenant is responsible for. b. Demonstrate how to reset circuit breakers and/or replace fuses. c. Demonstrate how to use a plunger. d. Demonstrate how to replace filters. e. Demonstrate safe and appropriate use of home tools.	LSASSSN, IV-34, Home Repairs, p.291-294. RSF, Home Safety and Repairs #5
41. Knows and understands homeowner/renter's insurance. (III,IV)	a. Explain three benefits of having a homeowner/ renter's insurance policy. b. Identify how to obtain a policy and the related costs.	REF- Homeowners/renters Insurance - http://www.insuremarket.com/products/home/index.jsp RSF, Home Safety and Repairs #6

Housing and Community Resources Domain

Housing

Learning Goals	Expectations	Activities
1. Knows and understands the kinds of housing available in one's community. (III,IV)	a. Identify two types of housing options (e.g., apartments, rooms for rent, houses, mobile homes, public housing). b. Compare each housing option against one's personal needs and financial resources.	MIOYO, What's Important to You? p.18. CLSA, Activity 77, Your Dream House. OP, Unit VI, Types of Buildings. RSF, Housing #8
2. Knows how to search for an apartment or other housing option. (III,IV)	a. Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord). b. Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet). c. Interpret information contained in housing advertisements. d. Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed). e. Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.	MIOYO, What Do These Abbreviations Mean? p. 19. MIOYO, What Does the Advertisement Really Say? P. 19. MIOYO, Find Out More, p.20. OP, Unit VII, Types of Apartments. OP, Unit VIII, Searching for an Apartment. OP, Unit IX, Answering Advertisements. RSF, Housing #8 www.vstreet.com (Apartment Hunt, Needs & Wants).
3. Can search for an apartment or other housing option. (IV)	a. Create a list of housing needs. b. Conduct a housing search. c. Evaluate housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.	MIOYO, Find Out More, p.20. OP, Unit VII, Types of Apartments. OP, Unit VIII, Searching for and Apartment. OP, Unit IX, Answering Advertisements. www.vstreet.com (Apartment Hunt, Needs & Wants, Hunting).

Housing (continued)

Learning Goals	Expectations	Activities
4. Knows how to inspect an apartment or other housing option. (III,IV)	a. Develop a checklist for inspection (e.g., cleanliness, smoke detectors, no pests). b. Evaluate the working condition of housing fixtures and appliances (e.g., stove, refrigerator, sink, toilet). c. Determine if structural repairs are necessary and who will pay for them.	OP, Unit IX, Inspecting the Apartment. RSF, Housing #9 www.vstreet.com (Apartment Hunt, Hunting).
5. Can inspect an apartment or other housing option. (IV)	a. Conduct two housing inspections using checklist.	OP, Unit IX, Inspecting the Apartment. www.vstreet.com (Apartment Hunt, Hunting).
6. Is able to apply for housing. (IV)	a. Explain questions and terms on the application form. b. Follow directions on the application. c. Complete one application without supervision. d. Follow-up with landlord on status of application.	OP, Unit XIII, Preparing for the Interview. www.vstreet.com (Apartment Hunt, Info Card).
7. Knows and understands a lease agreement. (III,IV)	a. Define terms included in the lease (e.g., tenant, landlord, eviction). b. Interpret a lease agreement. c. Explain the consequences of breaking the terms of the lease. d. Explain the rights and responsibilities of both the landlord and tenant under a lease agreement	MIOYO, The Lease, p.23-24. OP, Unit XIV, Reading & Negotiating a Lease. RSF, Housing #11 RSF, Housing #12 RSF, Housing #13 www.vstreet.com (Apartment Hunt, Lease).
8. Knows and understands the pros and cons of shared living. (III,IV)	a. Identify two reasons why people share living arrangements. b. List at least four advantages and disadvantages of sharing.	MIOYO, Apartment Sharing, p.25. CLSA, Activity 22, Roommate Mingle. RSF, Housing #3
9. Knows and understands the legal rights of landlords and tenants. (III,IV)	a. Identify the rights and responsibilities of tenants. b. Identify the rights and responsibilities of landlords. c. Explain the laws related to eviction.	OP, Unit XIV, Reading and Negotiating a Lease.
10. Knows and understands what community resources are available to help with housing issues. (III,IV)	a. Identify two or more organizations that help with housing problems. b. Describe the types of assistance provided by these organizations.	OP, Unit XV, Identifying Supportive Services.

Housing (continued)

Learning Goals	Expectations	Activities
11. Can develop a plan to move into one's own living arrangement. (III,IV)	a. Identify and calculate all start-up costs (e.g., application fee, security deposit, utility deposits, installation fees, first month's rent, furnishings/ household items). b. Create a list of necessary items (e.g., furniture, kitchen equipment, towels and linens). c. Calculate expected start-up costs including utilities, deposits, and the purchase of essential furnishings. d. Develop a realistic monthly budget for maintaining the living arrangement. e. Identify two personal resources or community agencies to help with the plan. f. Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).	MIOYO, The Cost of Utilities, p.21. MIOYO, Furnishing your First Place, p.22. CLSA, Activity 46, Furnishing Your Apartment. RSF, Housing #14 www.vstreet.com (Apartment Hunt, Budget, Moving In).
12. Can maintain one's own living arrangement. (IV)	a. Follow terms of the lease agreement. b. Meet all financial obligations in a timely manner.	OP, Unit III, Setting a Budget. www.vstreet.com (Apartment Hunt, Budget).

Transportation

Learning Goals	Expectations	Activities
13. Is able to use public transportation where applicable. (II,III,IV)	a. Identify the types of public transportation available. b. Describe the costs of different forms of public transportation. c. Read transportation schedules and maps. d. Uses at least one form of public transportation.	LSASSN, IV-21, Local Transportation, p. 257-258. MIOYO, Public Transportation, p.57. How Do People Get Where They Are Going? P.50.
14. Can travel independently. (II,III,IV)	a. Identify the types of transportation available. b. Describe the costs of different forms of transportation. c. Read transportation schedules and maps. d. Select the means of transportation from those available your community. e. Demonstrate using one or more means of transportation to travel.	CLSA, Activity 42, Here Comes the Bus. LSASSN, IV-25, Using a Time Table, p. 266-267. LSASSN, IV-26, Reading a Map, p.268-270. MIOYO, Traveling Long Distance, p.58. RSF, Transportation #1 and #2

Transportation (continued)

Learning Goals	Expectations	Activities
15. Knows how to get a driver's license. (III,IV)	a. Explain the legal requirements for obtaining a driver's license in ones state. b. Identify the forms of identification necessary to apply for a driver's license. c. Describe the costs associated with obtaining a license. d. Explain where to go to apply for the license.	MIOYO, Getting a Driver's License, p. 51. MIOYO, Regular Monthly Expenses, p.55. MIOYO, What Does the License Allow, p.51 MIOYO, Operating and Maintaining Your Car, p.55. RSF, Transportation #8
16. Knows and understands the costs associated with car ownership. (III,IV)	a. Identify and calculate the costs of car ownership (e.g., registration, tabs, insurance, routine maintenance). b. Recognize the laws associated with car ownership.	MIOYO, Getting a Vehicle License, p. 54. MIOYO, Car Insurance, p.54. LSASSN, IV-31, Car Insurance, p.218-284. RSF, Transportation #10 RSF, Transportation #11 RSF, Transportation #12 RSF, Transportation #13 www.vstreet.com (Car Dreams, Insurance).
17. Knows how to buy a car. (III,IV)	a. Identify two or more places to find cars for sale (e.g., new/used car dealerships, newspapers, bulletin boards). b. Identify two or more places to get a car loan (e.g., "buy-here-pay-here car lots," banks, credit unions). c. Evaluate financial budget. and determine amount of money available for car purchase. d. Evaluate the pros and cons of each car available using resources like Kelly Blue Book and Consumer Reports. e. Evaluate the pros and cons of each financing plan.	MIOYO, Buying Your Own Car, p.52. RSF, Transportation #14, #15, and #16 RSF, Banking #7 www.vstreet.com (Car Dreams, Road Check, Check It Out).

Community Resources

Learning Goals	Expectations	Activities
<p>18. Is able to use the newspaper and yellow pages to find information. (II,III,IV)</p>	<p>a. Describe sections of the newspaper and yellow pages. b. Use these resources to find information to help with job search, apartment hunting, and locating health care. c. Use these resources to find organizations (e.g., chamber of commerce, legislative offices, recreation and parks department). d. Find information about two or more leisure activities available in the community. e. Develop a personal resource directory.</p>	<p>MIOYO, What's Going On? p.78. CLSA, Phone Book Exercise, p.28. MIOYO, Reading Job Advertisements, p.7. MIOYO, Does the Advertisement Really Say? p.19. RSF, Community Resources #1 RSF, Community Resources #3</p>
<p>19. Knows how to use the Internet to locate resources. (III,IV)</p>	<p>a. Locate resources that provide Internet access (e.g., library, community center, school) b. Describe the functions of a search engine (e.g., Yahoo, Infoseek). c. Use the search engine to find information to help with job search, post secondary education, financial aid, and leisure time.</p>	<p>REF-Teaching Internet Literacy- http://www.yahooligans.com/tg/ RSF, Community Resources #1</p>
<p>20. Knows how to obtain copies of personal documents. (II,III,IV)</p>	<p>a. Identify where to go to get a birth certificate, social security card, photo ID, and educational transcripts. b. Identify the costs associated with obtaining these documents. c. Complete the forms required to obtain copies of these documents. d. Identify where to go to obtain medical history and records. e. Identify where to go to obtain immigration documentation. (if applicable). f. Identify where to go to obtain tribal documentation. (if applicable).</p>	<p>CLSA, Activity 54, Project Existence. MIOYO, Getting the Right Documents, p.6. RSF, Community Resources #6</p>

Community Resources (continued)

Learning Goals	Expectations	Activities
21. Knows and understands civic responsibilities. (III,IV)	a. Explain the importance of voting in local, state, federal, and tribal elections. b. Identify places where one can register to vote. c. Describe legal requirements for selective service registration. Identify where one registers for selective service. d. Appreciate the value of volunteering in the community. e. Explain how to become a volunteer.	REF- How To Vote http://www.cdlnonline.org/vote.html REF- Selective Services- http://www.sss.gov/ RSF, Community Resources #10
22. Can select the appropriate resources to use in emergency situations. (II,III,IV)	a. Describe two situations when it would be necessary to call 911. b. Match community resources to a variety of emergency situations (e.g., domestic dispute, food poisoning, fire, broken water main).	CLSA, Activity 35, Who Do I Call? p.66. MIOYO, Getting Help, p.66. RSF, Community Resources #4
23. Knows and understands the services available at a local library. (II,III,IV)	a. Identify three resources available at the library (e.g., books, videos, newspapers, Internet access). b. Describe three ways in which one might use the library to locate employment and find educational resources.	REF- Example of Library Services- http://trfn.clpgh.org/norwinpl/services.html

Money Management Domain

Beliefs about Money

Learning Goals	Expectations	Activities
1. Knows and understands how one's values influence money decisions. (II,III,IV)	a. Distinguish between personal needs and wants. b. Identify personal values (e.g., it is more important to spend money on clothes than to save). c. Recognize the impact personal values have on money decisions.	LSASSSN, VI – 2 Values Important to Me, p. 372-373 LSASSSN, VII- 6 Needs V. Wants, p. 465-467 Cash 12-15, Part I, Chapter 1, I've Heard of "the Money Pit"... RSF, Beliefs About Money #1 RSF, Beliefs About Money #3
2. Knows and understands the ways in which money can be used to help oneself. (II,III,IV)	a. Recognize the relationship between work, savings, investments, and money earned. b. Explain the meaning of the expression "put your money to work for you." c. Analyze the financial obligations and responsibilities associated with one's current lifestyle.	Cash 12-15, Part I, Chapter 2, What's the Latitude of my Money Attitude? Cash 12-15, Part II, Chapter 1, Is There More to Money than Spending and Saving? RSF, Beliefs About Money #2
3. Knows and understands different ways that people use money to help others. (II,III,IV)	a. Identify ways to contribute to others in need (e.g. giving food, clothing, cash, and donating one's time). b. Recognize that it feels good to help others. c. Appreciate that people give in different ways to causes in which they believe are important. d. Identify one cause to which one would contribute.	Cash 12-15, Part II, Chapter 4, Why Should I Give My Money to Others? RSF, Beliefs About Money #2

Saving

Learning Goals	Expectations	Activities
4. Knows and understands ways to save money. (II,III,IV)	a. Describe two places to save money (e.g. piggy bank, give to caregiver, and bank). b. Identify two strategies for saving (e.g. pay-yourself-first, automatic payroll deduction, percentage of one's income). c. Recognize the feelings evoked by using different saving strategies.	Cash 12-15, Part I, Chapter 4, Hard Choices. RSF, Savings #1 RSF, Savings #2 RSF, Savings #3
5. Is able to develop a savings plan. (II,III,IV)	a. Recognizes the feelings involved in achieving savings goal. b. Establish a saving goal (e.g., long-term and short-term). c. Create a savings plan to achieve a goal (e.g., special savings account).	Cash 12-15, Part I, Chapter 4, Hard Choices. RSF, Savings #1 RSF, Savings #2 RSF, Savings #3
6. Can achieve a short-term savings goal. (II,III,IV)	a. Select and use one or more savings strategies. b. Assess the effectiveness of each saving strategy.	Cash 12-15, Part I, Chapter 4, Hard Choices. RSF, Savings #4
7. Can achieve a long-term savings goal to help in the transition to self-sufficiency. (II,III,IV)	a. Select and use one or more savings strategies. b. Assess the effectiveness of each saving strategy.	Cash 12-15, Part I, Chapter 4, Hard Choices.

Income Tax

Learning Goals	Expectations	Activities
8. Knows and understands ones responsibility for filing income taxes. (III,IV)	a. Explain that income earned whether paid in cash or by check is taxable and must be reported. b. Identify all types of income tax required in ones locality (e.g. federal, state, city, county). c. Recognize the need to file tax forms and make tax payments in a timely manner. d. Explain the consequences for failing to file timely tax forms and payments.	TT RSF, Taxes #3
9. Know how to file taxes. (III,IV)	a. Explain the documents and information required for filing taxes. b. Identify places where tax forms are available. c. Describe where in community one can get help in completing tax returns. d. Compare the fees associated with different methods of tax preparation. e. Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay for the service, find a free service).	TT RSF, Taxes #3
10. Can complete the Federal 1040 EZ tax form. (IV)	a. Identify the documents necessary for completing the tax form. b. Explain the terms on the tax form. c. Complete the tax form with supervision. d. Complete the tax form without supervision.	TT RSF, Taxes #3

Banking and Credit

Learning Goals	Expectations	Activities
11. Knows and understands the services provided by financial institutions. (II,III,IV)	a. Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loan). b. Describe and compare the services available. c. Identify the financial institutions offering the best deals on fees and interest.	Cash 12-15, Part I, Chapter 5, Taking It To the Bank RSF, Banking #1
12. Knows and understands electronic banking services. (III,IV)	a. Explain electronic banking (e.g., ATM, on-line services) and related fees. b. Describe how to make deposits, pay bills, transfer funds, and monitor balance.	MIOYO, Electronic Banking, p.92 Cash 12-15, Part I, Chapter 5, Taking It To the Bank RSF, Banking #2
13. Knows and understands other ways for cashing checks and borrowing money. (III,IV)	a. Identify other places in the community to cash checks (e.g., check cashing store, grocery store). b. Identify other ways to borrow money (e.g., family, friends, pawn shops). c. Explain the pros and cons of using these ways to cash checks and borrow money.	Cash 12-15, Part I, Chapter 5, Taking It To the Bank RSF, Banking #5 RSF, Banking #6
14. Knows how to open and maintain a savings account. (II,III,IV)	a. Describe the different types of savings accounts. b. Explain the benefits of different types of savings accounts. c. List the types of personal identification needed to open an account. d. Fill out deposit and withdrawal forms. e. Read bank statement.	MIOYO, Banking, p.83. LSASSSN, IV-19, What is a Savings Account? p.251-253

Banking and Credit (continued)

Learning Goals	Expectations	Activities
15. Knows how to open and maintain a checking account. (IV)	a. Describe the different types of checking accounts. b. Explain the benefits of different types of checking accounts. c. List personal identification needed to open an account. d. Write two checks. e. Maintain a check register through checkbook and on-line banking. f. Explain the consequences of writing checks with insufficient funds. g. Balance bank statement at end of the month.	MIOYO, Find Out About Checking Accounts, p.84 MIOYO, Writing a Check, p.84-85 MIOYO, Check Writing Exercise, p.86-89 LSASSSN, IV-16, Writing a Check, p. 243-245. LSASSSN, IV-17, Maintaining a Checking Account, p.246-248. RSF, Banking #4
16. Knows and understands different investment plans. (IV)	a. Identify investment options available (e.g., certificate of deposit, employee investment programs, retirement accounts). b. Explain the different types of investment plans.	Cash Handbook, Part Two, Topic 1 RSF, Savings #5
17. Knows how to complete a money order. (III,IV)	a. Explain what a money order is and how it is used. b. Identify two places where a money order can be purchased, (e.g., post office, bank). c. Compare the fees associated with a money order and a checking account. d. Complete one money order.	MIOYO, Money Orders, p.92 RSF, Banking #3
18. Knows and understands when and how to borrow money. (III,IV)	a. Recognize when it is wise to borrow money. b. Describe the benefits, risks and responsibilities related to borrowing money from friends, family, and financial institutions. c. Calculate the effect of interest on a loan.	RSF, Banking #6
19. Knows and understands the pros and cons of using credit (III,IV)	a. Identify three advantages of using credit (e.g. provides cash in emergencies, allows one to make purchases over the phone or Internet, is safer than carrying cash). b. Identify three disadvantage of using credit (e.g. can lead to debt, high cost of interest payments, can take years to repay, end up paying more than the original price)	LSASSSN, IV-11, Paying Interest, p.228-229. RSF, Banking #6 REF – Credit Cave – http://www.consumerjungle.org

Banking and Credit (continued)

Learning Goals	Expectations	Activities
20. Knows and understands how credit cards work. (III,IV)	a. Explain the differences between credit cards, charge cards, and debit cards and the related fees. b. Describe the pros and cons of each card.	MIOYO, How a Credit Card Works, p.46. MIOYO, Not All Credit Cards Are the Same, p.47. MIOYO, Know Credit Card Terms, p.47. LSASSN, IV-18, Credit Cards, p.249-250. RSF, Banking #5
21. Knows and understands the importance of developing and maintaining a sound credit history and credit rating. (III,IV)	a. Explain what a “credit history” and a “credit rating” are and how they are related and tracked.. b. Describe how to develop a sound credit rating. c. Describe how find out about one’s credit rating . d. Recognize how your credit history impacts your ability to make major purchases (e.g., car, house).	REF – Credit Cave – http://www.consumerjungle.org
22. Knows how to apply for a loan and financial aid. (III,IV)	a. Identify two or more situations in which loans may be necessary (e.g., education, car, house). b. Identify where to apply for a loan. c. Explain what information is necessary to complete a loan application. d. Complete one loan application with supervision.	MIOYO, Getting a Car Loan, p.53. LSASSN, IV-20, Applying for a Loan, p.254-256.
23. Know how to read a pay stub. (III,IV)	a. Explain the terms on a pay stub, e.g., gross pay, net pay. b. Interpret the information on the pay stub (e.g., withholding tax, gross pay, net pay).	MIOYO, Your Paycheck, p.80. Cash 12-15, Part II, Chapter 3, Do I Get a Job? RSF, Taxes #2

Budgeting/ Spending Plan

Learning Goals	Expectations	Activities
24. Is able to keep track of a weekly allowance. (II,III,IV)	a. Keep an expense diary for a week to track all expenditures. b. Determine major areas of expenses (e.g., clothing, food, leisure activities). c. Resist temptation to make unnecessary purchases. d. Assess and modify spending habits.	MIOYO, p.81, Where Does Your Money Go? Cash 12-15 ,Part I, Chapter 4, Hard Choices. RSF, Budgeting #8
25. Can develop a realistic spending plan for one month. (III,IV)	a. Recognize the importance of planning one's expenditures. b. Create a list of spending plan categories (e.g., food, clothes, leisure activities). c. Identify whether a category is fixed or flexible. d. Assess current situation and allocate money to each category.	MIOYO, Budgeting p.82. CLSA, Activity 25, Living Budget. Cash 12-15 ,Part I, Chapter 4, Hard Choices. LSASSN, IV-9, What is a Budget, p.223-225. LSASSN, IV-10, Making a Budget, p.226-227. RSF, Budgeting #4 www.vstreet.com (Apartment Hunt, Budget).
26. Can develop a routine for paying monthly expenses. (IV)	a. Identify at least two strategies for paying bills (e.g. automatic deductions, envelop method, online payment). b. Describe the pros and cons of each strategy. c. Select a strategy for paying monthly bills. d. Appreciate the importance of maintaining monthly payment records. e. Develop a system for storing receipts and other payment records. f. Identify when and where to store receipts and other payment records. g. Recognize the consequences of not paying bills on time.	CLSA, Activity 26, Experimenting with Money Management. RSF, Budgeting #3 RSF, Budgeting #8

Budgeting/ Spending Plan (continued)

Learning Goals	Expectations	Activities
27. Can maintain a spending plan for one month. (IV)	a. Develop a monthly spending plan. b. Keep an expense diary for a month to track all expenditures. c. Assess spending plan and make changes as needed. d. Recognize the consequences of over spending. e. Describe when, why, and to whom one would turn to ask for help with budgeting. f. Recognize the temptations to make unnecessary purchases and how to avoid these temptations (e.g., prepare and use shopping lists).	CLSA, Activity 26, Experimenting with Money Management. RSF, Budgeting #4
28. Knows and understands where to find help if one experiences financial difficulty. (III,IV)	a. Identify the community resources that assist people with financial problems. b. Explain the services and fees available from each resource. c. Recognize the signs for needed help with finances.	CLSA, Activity 30, Where in the World Do I Find...?

Consuming

Learning Goals	Expectations	Activities
29. Knows how to make a purchase using cash. (II,III,IV)	a. Describe the monetary value of coins and paper currency. b. Count money correctly for the purchase. c. Count money received in change after purchase.	REF- Making Change- http://www.headbone.com/fleet/chching/ RSF, Budgeting #1 RSF, Budgeting #2
30. Knows how to make a purchase using a check. (II,III,IV)	a. Correctly record the amount of the purchase on the check and in the check register. b. Demonstrate the writing of two checks in a practice situation.	MIOYO, Writing a Check, p.84

Consuming

Learning Goals	Expectations	Activities
31. Knows and understands ways to shop on a budget. (II,III,IV)	a. Appreciate how one's shopping habits impact one's spending plan. b. Explain when and how to look for sales (e.g., summer items go on sale after July 4 th , white sales offer discounts on sheets and towels). c. Explain where to find and how to use coupons to save money. d. Identify three alternative shopping options (e.g., flea markets, department stores, newspaper ads, second hand shops, garage sales, mail order, Internet, discount outlets, and lay-away). e. Compare different shopping options.	MIOYO, Shopping With Coupons, p.42 Cash 12-15, Part II, Chapter 2, I Don't Want to Be a Shopping Fool. RSF, Budgeting #6 RSF, Budgeting #9
32. Knows how advertising impacts spending decisions. (II,III,IV)	a. Identify three forms of advertising (e.g. TV, radio, magazines, Internet, newspaper). b. Recognize that advertising is a lure and often can be misleading or inaccurate. c. Recognize which products and advertising campaigns are targeting youth. d. Identify advertising language and interpret the "fine print." e. Analyze two commercials or ads for hidden messages and misleading statements. f. Describe what "bait-and-switch" is. g. Explain the benefits of advertising from both the merchant's and the consumer's point of view.	MIOYO, Read the Fine Print, p.43. CLSA, Activity 47, What Are They Advertising? MIOYO, Don't Be Taken In, p.45. Cash 12-15, Part II, Chapter 2, I Don't Want to Be a Shopping Fool. RSF, Budgeting #11
33. Can shop economically for everyday items (e.g. personal care products, food, school supplies). (II,III,IV)	a. Find and use coupons. b. Explain unit pricing. c. Interpret and use unit pricing information to select the best buy for one's budget. d. Evaluate advertising information. e. Interpret and use product label information to select the best buy. f. Use two alternative shopping options (e.g., flea markets, classified ads, thrift shops, yard sales, catalogs, outlets, and lay-away).	MIOYO, Unit Pricing, p.31. Cash 12-15, Part II, Chapter 2, I Don't Want to Be a Shopping Fool. RSF, Personal Hygiene #4

Consuming (continued)

Learning Goals	Expectations	Activities
34. Knows and understands the benefits of comparison shopping for food and clothing. (II,III,IV)	a. Explain what comparison shopping is and how it is done. b. Interpret product label information and explain how this information can be used to make purchasing decisions (e.g. food labels give nutritional information, clothing labels give washing instructions). c. Describe differences between brand name and generic products. d. Distinguish between “fads” and necessities when purchasing products.	MIOYO, Compare the Price, p.32 RSF, Budgeting #9 RSF, Budgeting #11
35. Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV). (II,III,IV)	a. Identify and prioritize the essential qualities of the item to be purchased (e.g., bicycle options). b. Collect information about the choices available on the market. c. Evaluate pros and cons of each choice.	MIOYO, Comparison Shopping, p.41
36. Knows and understands the pros and cons of purchasing from “rent-to-own” stores. (III,IV)	a. Explain the concept of “rent-to-own.” b. Identify two advantages for purchasing from “rent-to-own” stores (e.g., allows one to obtain household items with limited funds, allows one to rent all furnishings for an apartment at one place). c. Identify two disadvantages for purchasing from “rent-to-own” stores (e.g., more expensive than purchasing, must pay on time or will lose all items rented).	MIOYO, Rent-To-Own Plans, p.48
37. Knows how to comparison shop for items to furnish one’s first apartment. (III,IV)	a. Identify and prioritize the essential qualities of the item to be purchased (e.g., bed, linens, furniture, microwave). b. Collect information about the choices available on the market (e.g., consumer reports, discount stores, consignment shops). c. Evaluate pros and cons of each choice.	CLSA, Activity 46, Furnishing Your Apartment Contest

Learning Goals	Expectations	Activities
38. Knows and understands basic consumer rights. (III,IV)	a. Explain different types of product warranties and how to use them. b. Explain when it is appropriate to exchange or return a product and how it is done (e.g. retain product warranties and receipts). c. Identify who advocates for the rights of consumers in one's community. d. Describe two methods of exercising personal consumer rights (e.g., complaint letter, ask to speak to store supervisor). e. Recognize when and why one would ask for help from a consumer advocate.	MIOYO, Check the Warranty Before you Buy, p.44.

Self Care Domain

Personal Hygiene

Learning Goals	Expectations	Activities
1. Knows and understands the importance of good hygiene. (II,III,IV)	<ul style="list-style-type: none"> a. Define the term “hygiene.” b. Describe what “good hygiene” means. c. Explain how “poor hygiene” affects friendships and relationships with others. d. Explain how hygiene affects one’s health. 	<p>LSASSSN, VI-11, Personal Checkup, p.396-398.</p> <p>LSASSSN, VI-10, Hygiene, p.393-395.</p>
2. Can maintain good hygiene. (II,III,IV)	<ul style="list-style-type: none"> a. Explain when and how to use hygiene products (e.g., toilet paper, soap, shampoo, brush, comb, tooth brush, tooth paste, floss, deodorant, sanitary napkins/tampons, shaving equipment). b. Demonstrate how to clean body and hands after using the toilet. c. Demonstrate appropriate use of hygiene products to keep one’s hair, teeth, nails, and body clean. 	<p>STH, Unit 5, Activity 5, p.112-114.</p> <p>STH, Unit 5, Activity 13, p.121.</p> <p>STH, Unit 5, Activity 16, p. 122-124.</p> <p>RSF, Personal Hygiene #2</p> <p>RSF, Personal Hygiene #3</p>

Health

Learning Goals	Expectations	Activities
3. Knows and understands ways to stay healthy. (II,III,IV)	<ul style="list-style-type: none"> a. Identify three ways to prevent a cold or flu. b. Explain how to prevent contagious diseases like measles, mumps, and chicken pox through vaccination and/or avoiding contamination. c. Explain how regular exercise can make one feel better and look better. 	<p>REF- Ways to Stay Healthy- http://www.hbci.com/~jackp/survstay.htm</p> <p>REF- Work Place Health Kit- http://thriveonline.oxygen.com/health/seasonal/work.index.html</p> <p>RSF, Health #1</p> <p>RSF, Health #2</p>

Health (continued)

Learning Goals	Expectations	Activities
4. Knows how to care for minor illness and simple injuries. (III,IV)	<ul style="list-style-type: none"> a. Describe symptoms of colds, flu, and other common health problems. b. Demonstrate how to use a thermometer. c. Select appropriate over-the-counter medications for pain, stomach upset, diarrhea, cold / allergy symptoms. d. Explain how to treat simple injuries like cuts, burns, bites, stings, and splinters. e. Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters. 	<p>MIOYO, Knowing What to Do, p.61.</p> <p>RSF, Health #3</p> <p>RSF, Health #6</p>
5. Knows when and how to seek medical attention. (IV)	<ul style="list-style-type: none"> a. Describe how to know when an illness has not responded to over-the-counter medication or home remedies. b. Explain what to do when an illness has not responded to over-the-counter medication or home remedies. c. Identify when to go to an emergency room and when to go to a doctor or clinic. d. Explain the costs associated with doctors/dentists, clinics, and an emergency room. e. Select the appropriate medical/dental resource for the problem needing attention. f. Describe the steps for making and keeping a medical/dental appointment. g. Demonstrate making a medical/dental appointment. 	<p>MIOYO, Knowing What to Do, p.61.</p>
6. Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed. (II,III,IV)	<ul style="list-style-type: none"> a. Explain the difference between prescription and over-the-counter medications. b. Interpret instructions provided on prescription drugs and over-the-counter medications. c. Describe what happens when medication is used improperly. d. Describe the possible effects taking medications while pregnant. 	<p>STH, Unit 8, Activity 4, p.161-162.</p> <p>STH, Unit 8, Activity 5, p.162.</p>

Health *(continued)*

Learning Goals	Expectations	Activities
7. Knows and understands the medical/ dental resources available. (III,IV)	<p>a. Describe types of medical insurance/ coverage available (e.g. Medicaid, employer health plans, student health plans, personal health plans).</p> <p>b. Explain where and how to obtain one or more types of medical coverage.</p> <p>c. Identify two ways to find a doctor/dentist in the community (e.g. check yellow pages, check medical/dental societies, health insurance company, family and friends).</p>	<p>STH, Unit 8, Activity 2, p.160.</p> <p>CLSA, Activity 30, Where in the World Do I Find...?</p> <p>RSF, Health #10</p>
8. Knows how to maintain good emotional health. (III,IV)	<p>a. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule).</p> <p>b. Describe the signs and symptoms of depression and other emotional health problems.</p> <p>c. Describe where to go in the community to obtain help with depression and other emotional health problems.</p> <p>d. Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule).</p> <p>e. Evaluate effectiveness of strategy selected.</p>	<p>MIOYO, Dealing with Stress, p.66.</p> <p>LSASSSN, VI-21, Stress & Stressors, p. 426-428.</p> <p>LSASSSN, VI-22, Stressful Events & Situations, p.429-431.</p> <p>LSASSSN, VI-23, Coping with Stress, p.432-435.</p> <p>LSASSSN, VI-24, Depression, p.436-438.</p> <p>LSASSSN, VI-25, Suicide, p.439-441.</p> <p>LSASSSN, VI-26, Getting Help, p.442-444.</p> <p>LSASSSN, VI-27, You Have Choices, p. 445-447.</p> <p>RSF, Health #14</p> <p>RSF, Health #15</p>

Alcohol, Drugs, and Tobacco

Learning Goals	Expectations	Activities
<p>9. Knows and understands the medical, social, emotional, and legal risks associated with alcohol, drug, and tobacco use. (II,III,IV)</p>	<p>a. Describe how alcohol, drugs, and tobacco affect the body. b. Describe how alcohol, drugs, and tobacco affect the development of the unborn child. c. Explain how using drugs, alcohol, and tobacco affect you and your family. d. Describe how friends and family feel about the use of drugs, alcohol, and tobacco. e. Name two ways families pass on beliefs about drugs, alcohol, and tobacco.</p>	<p>MIOYO, Drugs and Alcohol, p.64. STH, Unit 1, Activity 2, p.11-14. STH, Unit 8, Activity 9, p.165. STH, Unit 8, Activity 10, p.165-167. RSF, Alcohol, Drugs, Tobacco #1, #2, #3, and #4</p>
<p>10. Knows and understands the impact of peer pressure on decisions to use alcohol, drugs, and tobacco. (II,III,IV)</p>	<p>a. Define the term “peer pressure.” b. Explain how peers influence decisions regarding the use of alcohol, drugs, and tobacco. c. Identify two ways to resist negative peer pressure.</p>	<p>SSASSN, Worksheet 95, Resisting Negative Pressure, p.133. RSF, Alcohol, Drugs, Tobacco #5</p>
<p>11. Knows and understands the types of help available for alcohol, drug, and tobacco addictions. (II,III,IV)</p>	<p>a. Identify three forms of substance abuse assistance (e.g. NA/AA, smoke enders, substance use counselor). b. Identify at least one support group that provides assistance to family members (e.g. ALANON). c. Identify where these services are provided in the community (e.g., telephone book , school counselor, Internet).</p>	<p>MIOYO, Where Would You Go? P.65. RSF, Alcohol, Drugs, Tobacco #6</p>
<p>12. Knows and understands the legal implications of drinking and driving. (III,IV)</p>	<p>a. Describe the laws regarding alcohol use in one’s state (e.g., legal drinking age). b. Describe the legal limits of alcohol consumption defined by one’s state. c. Describe two consequences of drinking and driving. d. Describe two strategies for responsible drinking (e.g., limit consumption, have a designated driver).</p>	<p>LSASSN, IV-28, Choosing Your Driver, p.273-274. LSASSN, IV-29, Drinking & Driving, p.275-277. RSF, Alcohol, Drugs, Tobacco #7</p>

Sexuality

Learning Goals	Expectations	Activities
<p>13. Knows and understands how male and female bodies change during puberty. (II,III,IV)</p>	<p>a. Identify male and female sexual anatomy. b. Explain the bodily changes that take place during puberty for both males and females.</p>	<p>STH, Unit 1, Activity 2, p.11-14. STH, Unit 7, Activity 2, p.142-143. STH, Unit 7, Activity 3, p.143-144 RSF, Relationships and Sexuality #1</p>
<p>14. Knows and understands the difference between gender and sexual orientation. (II,III)</p>	<p>a. Define the terms gender and sexual orientation. b. Identify three sexual orientations (e.g., heterosexual, homosexual, and bisexual). c. Define stereotyping and discrimination based on sexual orientation.</p>	<p>REF: Questions About Sexual Orientation- http://www.apa.org/pubinfo/orient.html</p>
<p>15. Knows and understands how to prevent pregnancy. (II,III,IV)</p>	<p>a. Describe how females become pregnant. b. Identify at least three methods of birth control. c. Explain how these methods of birth control are used. d. Evaluate the effectiveness of each method to prevent both pregnancy and sexual transmitted diseases (STDs). e. Explain why abstinence is the only risk free method. f. Describe who to go to get information about pregnancy, birth control, and prevention.</p>	<p>CLSA, Activity 23, The Birth Control Box. CLSA, Activity 49 Not a Bag of Tricks. CLSA, Activity 63, Sexual Jeopardy. CLSA, Activity 72, Ad Campaign LSASSN, VI-12, Being Sexually Active, p.399-401. STH, Unit 7, Activity 7, p.149-151. STH, Unit 7, Activity 8, p. 152-153. RSF, Relationships and Sexuality #3</p>

Sexuality (continued)

Learning Goals	Expectations	Activities
<p>16. Knows and understands how to prevent, detect, and treat STDs including AIDS. (II,III,IV)</p>	<p>a. Explain how one becomes infected with STDs and AIDS. b. Identify three common STDs. c. Describe how these STDs affect one's body. d. Explain ways to protect oneself from STDs. e. Describe treatment methods for at least two STDs. f. Identify community agencies that provide free and anonymous testing.</p>	<p>MIOYO, Preventing HIV & AIDS, p.67. MIOYO, Other Sexually Transmitted Diseases, p. 68. LSASSSN, VI-16, HIV & AIDS, p.412-414. CLSA, Activity 33, Cruise to Island Paradise. PTC, Session IV, Understanding STDs and HIV & How to Reduce Risk. PTC, Session V, Increasing Your Knowledge About Protection. RSF, Relationships and Sexuality #6</p>
<p>17. Knows and understands the symptoms of pregnancy and the resources available. (II,III,IV)</p>	<p>a. Identify two signs of pregnancy (e.g., missed period, breast tenderness, morning sickness). b. Explain where to get a pregnancy test. c. Identify two resources in the community that provide counseling and pre-natal care.</p>	<p>MIOYO, Symptoms of Pregnancy, p.10. PTC, Session VII, How to Use Resources to Support Your Choices. RSF, Relationships and Sexuality #4</p>

Social Development Domain

Personal Development

Learning Goals	Expectations	Activities
1. Knows and understands the concept of self-esteem (II,III,IV)	a. Define the term “self-esteem.” b. Explain how self-esteem is related to self-awareness and self-image. c. Describe the relationship between self-esteem and emotional well being.	CLSA, Activity 78, Getting to Know Me. CLSA, Activity 79, “Who Am I” Collage. CLSA, Activity 98, Positive Affirmation. RSF, Personal Development #1 RSF, Personal Development #2
2. Knows and understands one’s personal strengths and needs. (II,III,IV)	a. Define strengths and needs. b. Identify three personal strengths and needs. c. Recognize how one’s strengths can be used to meet one’s needs.	CLSA, Activity 9, Toilet Paper. CLSA, Activity 10, Grab Bag. CLSA, Activity 81, Animal Babies. CLSA, Activity 90, Get to Know Your Apple LSASSSN, I-3, Spotlight on Me, p.7-8. RSF, Personal Development #5
3. Knows and understands the impact of caring, respectful, responsible, and honest behavior on relationships. (II,III,IV)	a. Define caring, respectful, responsible, and honest behavior. b. Give examples of situations where caring, respectful, responsible, and honest behavior affected a relationship.	LSASSSN, 1-6, Acts of Kindness, p.13-15. SSASSSN, Worksheet 46, Respecting Others as Individuals, p.222. SSASSSN, Worksheet 47, Recognizing the Value of Friendship, p.222. RSF, Relationships #2

Personal Development (continued)

Learning Goals	Expectations	Activities
4. Knows and understand how anger dishonesty, and disrespect impact relationships (II,III,IV)	a. Define angry, dishonesty, and disrespectful behavior. b. Give examples of how they impact relationships.	SSASSSN, Worksheet 61, Having Respect for the Property of Others, p243. SSASSSN, Worksheet 63, Respecting Community Authority Figures, p.243.

Cultural Awareness

Learning Goals	Expectations	Activities
5. Knows and understands one's own cultural identity. (II,III,IV)	a. Describe the customs associates with one's culture (e.g., family structure, language, food, style of dress). b. Recognize the contributions that one's culture has made to society. c. Appreciate the impact that culture has on one's identity, values, and beliefs.	LSASSSN, I-2, My Ethnic Background, p.2-6. RSF, Cultural Awareness #1 RSF, Cultural Awareness #2 RSF, Cultural Awareness #3 RSF, Cultural Awareness #4 RSF, Cultural Awareness #5 RSF, Cultural Awareness #8
6. Knows and understands different cultural groups. (II,III,IV)	a. Identify and describe the customs of three different cultural groups. b. Describe the contributions that these cultures have made to society. c. Respect the attitudes and beliefs of other cultural groups.	LSASSSN, I-1, Ethnic Groups, p.2-3. RSF, Cultural Awareness #6, #7, #9, and #10
7. Knows how to effectively respond to prejudice, and discrimination. (II,III,IV)	a. Define racism, stereotyping, prejudice, and discrimination. b. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community.	CLSA, Activity 86, Celebrating Differences, Part I. CLSA, Activity 87, Celebrating Differences, Part II. CLSA, Activity 88, Celebrating Differences, Part III. RSF, Cultural Awareness #11, #12, #13, and #14

Communication

Learning Goals	Expectations	Activities
<p>8. Knows and understands the elements of communication. (II,III,IV)</p>	<p>a. Recognize the influence of diverse cultures on the elements of communication.</p> <p>b. Explain the difference between verbal and non-verbal communication.</p> <p>c. Describe three forms of non-verbal communication (e.g., body postures, gestures, eye contact, and facial expressions).</p> <p>d. Explain how to listen effectively to clarify what has been said.</p> <p>e. Explain how to ask effective questions when clarifying or obtaining information (e.g., open-ended v. close ended questions).</p> <p>f. Describe how feedback helps and/or hinders communication.</p> <p>g. Identify two strategies for giving feedback (e.g., using “I” statements, focus on the behavior not the person).</p> <p>h. Identify two strategies for receiving feedback (e.g. eye contact, not interrupting a conversation).</p>	<p>CLSA, Activity 2, Grandmother’s Truck.</p> <p>CLSA, Activity 15, Broken Squares.</p> <p>CLSA, Activity 17, Comfort Zone.</p> <p>CLSA, Activity 18, Body Language.</p> <p>CLSA, Activity 19, John & Mary.</p> <p>CLSA, Activity 43, Peanut Butter & Jelly.</p> <p>SSASSSN, Skill 3, Being Able to Communicate, p.18-25.</p> <p>CLSA, Activity 64, Communication Charades.</p> <p>SSASSSN, Skill 1, Being a Good Listener, p. 2-9.</p> <p>RSF, Communication #1</p> <p>RSF, Communication #2</p> <p>RSF, Communication #3</p> <p>RSF, Communication #4</p> <p>RSF, Communication #6</p> <p>RSF, Communication #7</p> <p>RSF, Communication #9</p> <p>RSF, Communication #10</p>
<p>9. Knows how to communicate with friends and family. (II,III,IV)</p>	<p>a. Demonstrate how to introduce oneself and greet others (e.g., handshake, eye contact, standard v. slang language, appropriate touching).</p> <p>b. Conduct a conversation using appropriate verbal and non-verbal language.</p> <p>c. Demonstrate giving and receiving feedback in two situations with family and friends.</p> <p>d. Demonstrate tolerance for the opinions of others.</p>	<p>SSASSSN, Revealing Yourself to Others, p.65-74.</p> <p>SSASSSN, Skill 2, Understanding Another’s Point of View, p.10-17.</p> <p>RSF, Communication #2</p>

Communication (continued)

Learning Goals	Expectations	Activities
10. Knows how to communicate in school settings. (II,III,IV)	a. Demonstrate how to introduce oneself and greet others, e.g., handshake, eye contact, standard v. slang language. b. Use effective listening techniques to clarify instructions. c. Demonstrate the ability to ask effective questions to obtain and/ or clarify information. d. Demonstrate giving and receiving feedback in two situations with school personnel. e. Demonstrate tolerance for the opinions of others.	LSASSSN, III-30, Getting Along with Authority, p.193-195. LSASSSN, III-31, Asking Good Questions, p.196-198. RSF, Communication #11
11. Knows how to communicate in the work place. (III,IV)	a. Demonstrate how to introduce oneself and greet others (e.g., handshake, eye contact, standard v. slang language). b. Use effective listening techniques to clarify instructions. c. Demonstrate the ability to ask effective questions to obtain and/ or clarify information. d. Demonstrate giving and receiving feedback in two work-related situations. e. Demonstrate tolerance for the opinions of others.	SSASSSN, Skill 7, Making a Good Impression, p.51-57. RSF, Communication #12
12. Knows how to use technology to communicate safely and effectively. (II,III,IV)	a. Explain how a telephone and email are used differently at home and at work. b. Demonstrate appropriate telephone etiquette in home and work situations, e.g., how to answer, take messages, and convey information. c. Demonstrate appropriate email etiquette in home and work situations. d. Explain how to communicate safely when using telephone and email (e.g., appropriate voice message on answering machine, appropriate disclosure of personal information on e-mail).	REF-Business Netiquette – http://www.bspage.com/1netiq/Netiq.html RSF, Communication #14
13. Knows how and when to be assertive when communicating at home, school, and work. (II,III,IV)	a. Explain the differences between passive, aggressive, and assertive styles of communication. b. Describe how to communicate assertively. c. Recognize that people have the right to express different opinions. Demonstrate assertive communication in three situations.	SSASSSN, Skill 4, Negotiating or Compromising, p.26-32. RSF, Communication #16

Communication (continued)

Learning Goals	Expectations	Activities
14. Knows how to manage conflict. (II,III,IV)	a. Describe the signs of conflict. b. Describe two different ways to manage conflict. c. Demonstrate two conflict management techniques that could be used at home, school, or work.	LSASSSN, II-12, Identifying a Conflict, p.107-108. LSASSSN, II-13, Compromising p.109-111. LSASSSN, II-15, Avoiding Power Struggles, p.114-116. LSASSSN, II-14, Finding Alternatives, p.112-113. RSF, Communication #17
15. Knows how to use anger management techniques. (II,III,IV)	a. Identify situations that may produce feelings of anger within oneself and others. b. Describe the signs and feelings of anger within oneself and others. c. Explain one anger management technique (e.g., walking away). d. Demonstrate two anger management techniques that could be used at home, school, or work.	SSASSSN, Skill 8, Controlling Your Emotions, p.58-64. RSF, Communication #17

Relationships

Learning Goals	Expectations	Activities
16. Knows and understands the differences between various types of relationships.(II,III,IV)	a. Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating). b. Recognize the value of maintaining more than one type of relationship. c. Explain the rules, boundaries, and codes of behavior that relate to each type of relationship. d. Describe the different roles that people play in various relationships.	CLSA, Activity 29, Finding the Right Relationship. RSF, Relationships #1

Relationships (continued)

Learning Goals	Expectations	Activities
17. Knows how to develop and maintain healthy relationships. (II,III,IV)	<ul style="list-style-type: none"> a. Identify three characteristics of healthy and unhealthy relationships. b. Describe two ways to develop a new relationship with family, friends, co-workers, and romantic interests. c. Describe two ways manage an unhealthy relationship, e.g. clarify boundaries, seek counseling, seek legal help, end relationship. d. Analyze the roles and responsibilities that both parties play in maintaining relationships. e. Describe how relationships change over time. f. Identify two ways to maintain relationships over time and distance. 	<p>CLSA, Activity 29, Finding the Right Relationship.</p> <p>SSASSSN, Problems or Unusual Situations, p.168.</p> <p>LSASSSN, I-21- I-31, Being Part of a Family, p.51-71.</p> <p>RSF, Relationships #2</p>
18. Knows how to talk to others about decisions that affect relationships. (III,IV)	<ul style="list-style-type: none"> a. Explain how to talk to a partner about such issues as dating, sexual activity, prevention from STDs and pregnancy, marriage, and parenting. b. Explain how to talk to family and friends such issues as dating, sexual activity, prevention from STDs and pregnancy, marriage, and parenting. c. Practice talking with a partner a mock situation. d. Practice talking with , family and friends in a mock situation. 	<p>PTC, Session III, How to Make Your Choices Stick</p> <p>PTC, Session VII, How to Use Resources to Support Your Choices.</p> <p>RSF, Relationships #3</p> <p>RSF, Relationships #4</p>
19. Knows how to develop and use a personal support system. (III,IV)	<ul style="list-style-type: none"> a. Define personal support system. b. Recognize the benefit of having more than one person to help with problems. c. Identify two or more people who can provide support. d. Develop a list of resource people including addresses and phone numbers. e. Assess the strengths and needs of one’s personal support system. f. Identify three strategies to expand one’s support system. g. Analyze two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person. 	<p>MIOYO, Friends, p.75.</p> <p>SSASSSN, Making and Keeping Friends, p.89.</p> <p>OP, Unit XV, Identifying Supportive Resources.</p> <p>RSF, Relationships #11</p>

Relationships (continued)

Learning Goals	Expectations	Activities
20. Knows and understands the concept of “community.” (III,IV)	a. Define and give examples of different communities (e.g. faith-based, cultural groups, neighborhoods, school, civic). b. Describe the responsibilities associated with being part of a community. c. Identify three things that make one a part of a community (e.g., age, culture, interest, needs). d. Recognizes the benefits of participating in diverse communities.	SSASSN, Worksheet 71, Volunteering at Agencies, p.257. RSF, Relationships #12

Leisure Time

Learning Goals	Expectations	Activities
21. Knows and understands the importance of healthy leisure time activities. (II,III,IV)	a. Describe the difference between healthy and unhealthy leisure time activities. b. Describe two advantages of healthy leisure time activities (e.g., reduce stress, meeting people who have similar interests). c. Identify two resources that can be used to locate healthy leisure time activities (e.g., newspaper, Internet, bulletin board, phone book, family and friends). d. Identify one leisure time activity for further exploration.	MIOYO, What Do You Do For Fun? p.72. MIOYO, What Does It Mean? p.73. MIOYO, Try Something New, p.73. RSF, Relationships #13

Work and Study Skills Domain

Career Planning

Learning Goals	Expectations	Activities
1. Is able to identify careers of interest. (II,III,IV)	a. Identify personal skills, abilities, likes, and dislikes related to work. b. Find career fields that match skills, abilities, likes, and dislikes.	CLSA, Activity 27, Name that Job. CLSA, Activity 79, “Who Am I” Collage. Cash 12-15, Part II, Chp 3, Do I Get a Job or Bank on the Lottery? LSASSSN, V, Skills and Interests, p.308-316. RSF, Career Planning #4 RSF, Career Planning #6
2. Is able to make an informed career decision. (III,IV)	a. Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required). b. Recognize the importance of volunteering, job shadowing, and paid internships to gain information about career fields. c. Determine career goal. d. Match career interest with personal skills, abilities, and career objective. e. Evaluate each career option and select a career field that best meets one’s career goal.	CLSA, Activity 32, A Window to the Future. CLSA, Activity 40, What is My Career? CLSA, Activity 58, What’s My Line. CLSA, Activity 70, Community Interviews. CLSA, Activity 75, Career Choices. Cash 12-15, Part II, Chp 3, Do I Get a Job or Bank on the Lottery? RSF, Career Planning #5
3. Is able to develop a career plan. (III,IV)	a. Recognize how one’s current employment, volunteer experiences, education, and job training affect reaching a career goal. b. Determine the resources needed to obtain the education, training, and apprenticeship required. c. Identify scholarships, grants, and financial aid available. d. Develop a written career plan with action steps, resources, and time frames.	Cash 12-15, Part II, Chp 3, Do I Get a Job or Bank on the Lottery? RSF, Career Planning #9

Employment

Learning Goals	Expectations	Activities
4. Understands the importance of employment. (II,III,IV)	a. Describe how needs and wants relate to employment. b. Identify two reasons why people work (e.g., stability, independence). c. Explain two ways in which work affects one's lifestyle.	CLSA, Activity 34, It's In the Bag. RSF, Employment #1 RSF, Employment #2 RSF, Employment #3
5. Knows how to find part-time temporary jobs in the community. (II,III)	a. Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns). b. Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in community newsletter, create a flyer, and talk to neighbors) c. Select a strategy to obtain one's preferred part-time temporary job.	Cash 12-15, Part II, Chp 3, Do I Get a Job or Bank on the Lottery? RSF, Employment #5
6. Knows how to search for employment (III,IV)	a. Read and interpret information in newspaper ads and other print material. b. Use the Internet to locate job openings. c. Recognize the importance of personal contacts in the employment search (e.g., the "hidden job market"). d. Explain what public and private job placement agencies do and the costs associated with each e. Locate job openings using one or more search method.	MIOYO, How Do I Find A Job? p.3. MIOYO, Learn More About Finding Jobs, p.3-6. MIOYO, Reading Job Advertisements, p.7. LSASSSN, V-12, Searching for a Job, p.338-340. RSF, Employment #5 RSF, Employment #6
7. Can complete a job application. (III,IV)	a. Define the terms commonly used on job applications. b. Interpret application questions and provide appropriate responses. c. Develop a personal fact sheet to use when completing job applications. d. Complete two job applications.	MIOYO, Getting Your Facts Together, p.8. CLSA, Activity 73, Assume an Identity. LSASSSN, V-22, A Job Application, p.364-367. RSF, Employment #7

Employment (continued)

Learning Goals	Expectations	Activities
8. Can develop a resume and cover letter. (IV)	a. Define the term “resume.” b. Describe different resume formats (e.g. functional, chronological). c. Develop a resume using one of these formats with supervision. d. Explain what a cover letter is and what it should contain. e. Develop a cover letter to accompany a resume or application with supervision.	MIOYO, The Resume, p.9-10. MIOYO, Applying by Letter, p.11-12. LSASSN, V-13, A Resume, p.341-342. RSF, Employment #8 RSF, Employment #9
9. Can interview for a job. (III,IV)	a. Describe the role of the interview in the job search process. b. Research the company in preparation for the interview. c. Model appropriate grooming, attire, and behavior for a job interview. d. Identify possible interview questions and develop responses. e. Describe the verbal and non-verbal communication skills used in an interview. f. Practice a job interview with a friend or older adult. g. Conduct a job interview and evaluate personal performance.	MIOYO, Getting Ready For the Interview, p.13-14. CLSA, Activity 31, The Right Look For a Job Interview. LSASSN, V-14, Interviewing, p.343-345. RSF, Employment #10 RSF, Employment #11 RSF, Employment #12
10. Knows and understands the importance of following up after a job interview. (III,IV)	a. Explain two ways to follow-up, (e.g., phone call, thank-you letter, e-mail). b. Describe what to say in follow-up contact.	MIOYO, Follow-up, p.15. RSF, Employment #13
11. Knows how to use common workplace technology. (III,IV)	a. Identify common workplace equipment including computers and other workplace technologies. b. Demonstrate using technology to complete workplace tasks (e.g., fax, computers, copier, printer).	REF: Impact of Technology on the Work Place - http://scholar.lib.vt.edu/ejournals/JITE/v33n3/lewis.html

Employment (continued)

Learning Goals	Expectations	Activities
12. Knows and understands employee wage deductions, benefits, and rights. (III,IV)	<ul style="list-style-type: none"> a. Explain the wage deduction information contained on the pay stub. b. Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans). c. Describe how to get employee benefits. d. Describe one’s right regarding sexual harassment. e. Explain what a grievance is and how to use the grievance procedures to resolve disputes. f. Identify ways to advance on the job (e.g. employment training programs, higher education). g. Identify company resources that describe employee rights and benefits (e.g., personnel policies, company Intranet site). 	<p>MIOYO, Your Paycheck, p.80. Cash 12-15, Part II, Chp 3, Do I Get a Job or Bank on the Lottery? RSF, Employment #14 RSF, Employment #15</p>
13. Knows how to maintain employment. (III,IV)	<ul style="list-style-type: none"> a. Identify the behaviors and attitudes (e.g., being on time, following directions, assuming responsibility) that affect job retention and advancement. b. Identify proper workplace attire. c. Explain what the “chain of command” is and how it works. d. Recognize the importance of supervision and accepts supervision. e. Demonstrate the ability to organize and manage time to complete work place tasks. f. Demonstrate two ways for dealing with criticism. g. Demonstrate negotiation skills in resolving workplace differences. h. Demonstrate working cooperatively with others as a member of a team. 	<p>CLSA, Activity 14, Choose to Keep It. LSASSN, V-15, Having a Good Attitude, p.346-348. LSASSN, V-16, Being a Good Employee, p.349-350. LSASSN, V-17, Getting Along with the Boss, p.351-353. LSASSN, V-18, You Are the Boss, p.354-356. RSF, Employment #16 RSF, Employment #17 RSF, Employment #18</p>
14. Knows how to change jobs. (III,IV)	<ul style="list-style-type: none"> a. Recognize how job endings can impact future job opportunities. b. Explain why it is important to give adequate notice to the employer. c. Demonstrate a positive exit interview with a company. 	<p>LSASSN, V-20, Changing Jobs: Why?, p.359-360. LSASSN, V-21, Changing Jobs: How?, p.361-363. RSF, Employment #19</p>

Decision Making

Learning Goals	Expectations	Activities
15. Knows and understands a process for making thoughtful decisions. (II,III,IV)	<ul style="list-style-type: none"> a. Recognize the difference between impulsive and thoughtful decisions. b. Describe the steps to a thoughtful decision making process (e.g., identify the options, evaluate the pros and cons, select an option) 	MIOYO, Making Decisions, p.16. SSASSSN, Making Good Decisions, p.134. RSF, Decision Making #2 RSF, Decision Making #4
16. Can use a thoughtful decision making process in a life skills situation.(II,III,IV)	<ul style="list-style-type: none"> a. Analyze a life skills situation that requires a decision(e.g., selecting a career, changing jobs, making a large purchase). b. Apply a thoughtful decision making process to the life skill situation. c. Evaluate the outcome of the decision. 	MIOYO, Making Decisions, p.16. RSF, Decision Making #3 RSF, Decision Making #4

Study Skills

Learning Goals	Expectations	Activities
17. Knows and understands what influences one's ability to study. (II,III,IV)	<ul style="list-style-type: none"> a. Identify two things that influence one's ability to study (e.g., place, space, time, distractions) b. Determine the conditions under which one studies best. 	LSASSSN, III-23, Study Smarter, p.174-175. LSASSSN, III-21, Getting Organized, p.168-170. REF- Girl Power Assignment Book http://www.health.org/gpower/girlarea/assignment/ RSF, Study Skills #1, #3, and #4
18. Is able to use one or more study techniques to achieve a study goal.(II,III,IV)	<ul style="list-style-type: none"> a. Identify one's learning style (e.g., visual, auditory, kinesthetic). b. Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking). c. Select a technique and demonstrate using it. 	LSASSSN, III-22, Taking Notes, 171-173. REF- Learning Styles http://www.howtolearn.com RSF, Study Skills #6
19. Knows how to access resources to improve educational outcomes.(IV)	<ul style="list-style-type: none"> a. Identify resources in the community that provide tutoring, after school programs, test preparation courses, and the costs associated with them. b. Explain how to access these community resources. 	CLSA, Activity 30, Where In the World Do I Find...? RSF, Study Skills #8

Chapter 5. References

Havighurst, R. J. (1951). *Developmental tasks and education*. New York: Longmans, Green.

National Foster Care Awareness Project (February, 2000). *Frequently Asked Questions About the Foster Care Independence Act of 1999 and the John H. Chafee Foster Care Independence Program*. Seattle, WA: Casey Family Programs.

Appendix A: Descriptions of Resource Materials and How to Access Them

Currently there are ten core resources identified in the Life Skills Guidebook. These resources were selected because they address multiple Learning Goal (competency) areas and reach a wide range of developmental levels. There are many other resources available that may be used to teach to the Learning Goals and Expectations in the Guidebook. Additionally, there are four supplemental resources listed. These resources are free on the Internet.

We realize that Guidebook users have their own collection of resources that may be substituted for any of the items listed below. We also encourage Guidebook users to develop their own activities and share them with each other. An Activity Worksheet is included in Appendix B to serve as a guide for documenting new activities.

The resources that have been selected for this edition of the Guidebook are listed below with ordering information and web addresses. The abbreviation in the brackets at the end of the title is the abbreviation used throughout the Guidebook.

Core Resources:

Creative Life Skills Activities (CLSA)

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.

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

How To Survive Teaching Health (STH)

This resource brings you not one, but hundreds of ideas you can use to make your health classes come alive. These activities have been enthusiastically received by students of all ages. It is for busy teachers looking for ways to keep their health classes exciting. It places in your hands a comprehensive collection of over 200 high-interest health education activities organized for easy use.

Available from:

Palos Sports

1-800-233-5484 or order via the Web site: <http://www.palossports.com>

ISBN#: 38000

\$29.95 plus shipping

I Know Where I'm Going (But Will My Cash Keep Up?) (Cash 12-15) - Formerly known as "Money Pals."

A two-part workbook for youth ages 12-15 focusing on all aspects of money management. Developed specifically for youth in out-of-home care. Includes a section on career development.

Available from:

The Annie E. Casey Foundation (AECF)

410-223-2890 or order via the Web site: <http://www.aecf.org/publications/#youth>

Free

I Know Where I'm Going (But Will My Cash Keep Up?) (Cash Handbook) - 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/publications/#youth>

Free

Life Skills Activities for Secondary Students with Special Needs (LSASSN)

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.

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

Our Place (OP)

This box kit includes a VHS video and 16 activity guides covering the following topics: housing needs and wants, setting a budget, sharing an apartment, searching for an apartment, inspecting the apartment, reading and negotiating a lease, and identifying supportive community resources. This instructional resource is designed for use in group settings. (A CD Rom version is also available.)

Available from:

Independent Living Resource Center at Hunter College School of Social Work

212-452-7496

\$50.00 plus shipping

Power Through Choices: Sexuality Education for Youth in Foster and Group Care (PTC)

This resource provides ten-sessions on adolescent pregnancy/HIV/STI (sexually transmitted infection) prevention curriculum for youth ages 14-18 in out-of-home care. It offers opportunities for youth to learn about self-empowerment and decision-making.

Available From:

National Resource Center for youth Services

1-800-274-2687

\$49.95 plus shipping

Ready, Set, Fly! A Parent's Guide to Teaching Life Skills (RSF)

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. RSF is free online at <http://www.caseylifeskills.org/rsf> or copies can be ordered from the National Resource Center at (918) 660-3700. For orders of 500 or more, contact G.A. Design Inc. at <http://www.gadesign.com/readyssetfly>.

Available from:

Casey Family Programs

<http://www.caseylifeskills.org>

Free on the web

To purchase hard copies of RSF, call the National Resource Center at (918) 660-3700. For orders of 500 or more, contact G.A. Design Inc. at <http://www.gadesign.com/readyssetfly>.

Social Skills Activities for Secondary Students with Special Needs (SSASSN)

A two-part curriculum for high school students who need to learn and practice social skills. The first part focuses on 20 basic social skills. The second part focuses on the application of these skills in five different settings: home, school, work, among peers, and in the community. Over 180 ready-to-use worksheets.

Available from:

Jossey-Bass

1-877-762-2974 or order via the Web site at <http://www.josseybass.com>

ISBN#: 0-13-042906-6

\$29.50 plus shipping

The New Making It On Your Own (MIOYO)

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, apartments, home management, health, leisure time, and money management.

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

Additional Resources:

Additional free resources are referenced throughout the Guidebook. Below is a description of these resources, and their accompanying Web site addresses.

Nutritional Analysis Tool

Web-based nutritional calculator. This resource assesses the nutritional content of foods and includes foods that youth eat, including fast food.

Available From:

<http://www.nat.uiuc.edu>

Free

Teacher's Fight BAC: Your Food Plan for Safety

Educational tool kit for younger youth. Includes experiments, hands-on activities, worksheets, survey form, quiz, and game. All downloadable in PDF file format.

Available From:

<http://www.fightbac.org>

Free

The Teachers' Toolkit

A collection of tax related resources to help teachers integrate lessons about taxes into a variety of classroom settings. This toolkit will continually grow and evolve to meet the needs of secondary school teachers.

Available from:

<http://www.irs.ustreas.gov/taxi/toolkit.html>

Free

Web Reference Materials

We have included links to reference materials that may be used to support the development of your own activities and increase your knowledge base.

Free Web sites

Business Netiquette – <http://www.bspage.com/1netiq/Netiq.html>

Consumer Jungle - <http://www.consumerjungle.org>

Example of Library Services - <http://trfn.clpgh.org/norwinpl/services.html>

Glossary of Cooking Terms - <http://www.goodstuffonline.com/glossary.html>

Homeowners/Renters Insurance - <http://www.quicken.com/insurance>

Learning Styles - <http://www.howtolearn.com>

Meal Planning - <http://www.my-meals.com/>

Measurement Conversion Tables - <http://www.my-meals.com/>

Produce Oasis - <http://www.produceoasis.com/>

Questions About Sexual Orientation – <http://www.apa.org/publicinfo/orient.html>

Recipe Center - <http://www.my-meals.com/>

Recycling - <http://www.recycleroom.org>

REF- Recipes and Video Instructions - <http://www.chefeasy.com/>

Selective Services - <http://www.sss.gov/>

Teaching Internet Literacy- <http://www.yahooligans.com/tg/>

The Cook's Thesaurus - <http://www.switcheroo.com/>

Additional Web Site

Vstreet - www.vstreet.com. Vstreet teaches life skills and offers additional resources. It is a password community, so it is private and can be individualized by school or agency groups to fit their needs. The cost is \$24 per youth/year.

Appendix B
Activity Worksheet

Activity Title: _____

Learning Goal: _____

Expectations: _____

Time Required: _____

Materials Needed: _____

Instructor's Notes (Detailed instructions for completing the activity.)

Debrief Questions (Questions used to reflect on the activity and to summarize):