



Life Skills Guidebook

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Acknowledgements

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 people for living on their own. Casey Family Programs believes in learner 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.

From the National Resource Center for Youth Services, Dorothy Ansell, and Joan Morse were integrally involved in this process, conducting focus groups, writing Learning Goals and Expectations, finding activities to teach Learning Goals, as well as writing and editing the Life Skills Guidebook. At Casey, led by Kimberly Nollan, Research Services' Transition Research Team supported this work by coordinating the overall project, giving feedback, editing, and helping with technical writing. The original team included Kim Nollan, Richard Bressani, Chris Downs, Margaret Jeffrey, Michael Horn, Jason Williams, Jill Leibold. The current team consists of Chris Downs, Kelly Sim and Mike Weygint.

In spring of 2004, Casey contracted with Success Technologies to revise the Guidebook. Kimberly Nollan and Ray Hoskins made significant revisions and additions to the Guidebook, such as expanding the Learning Goals and expectations for 8-10 year olds, updating and including new resources, and adding mastery standards.

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Introduction

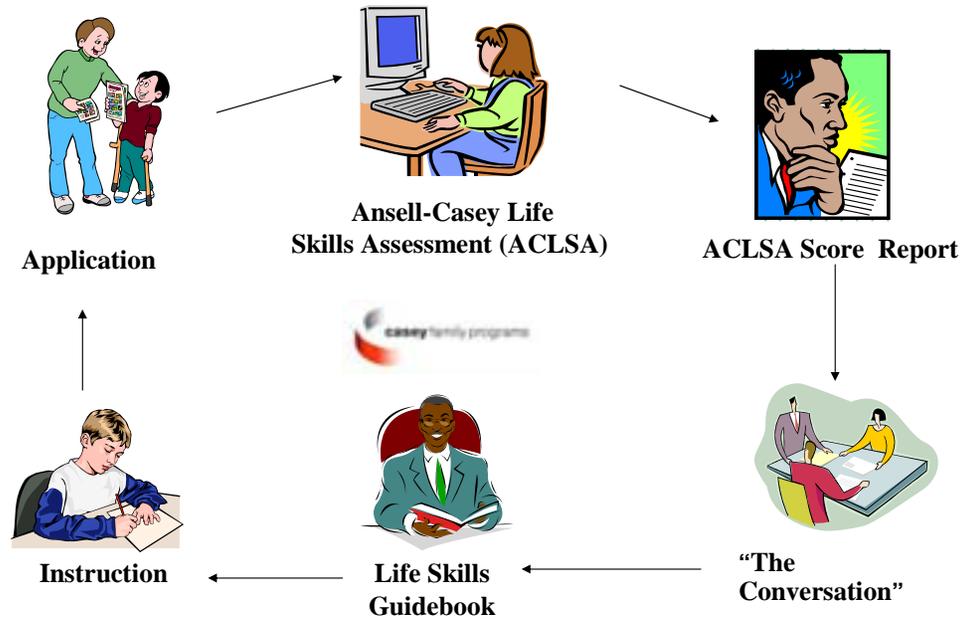
The Life Skills Guidebook (Guidebook) is a component of the Casey Life Skills Tools (Tools, see www.caseylifeskills.org). The Life Skills Tools include the Ansell-Casey Life Skills Assessment (ACSLA), Assessment Supplements, the Guidebook, Guidebook Supplements and Ready, Set, Fly! A Parent's Guide for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

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

The Guidebook contains thorough information about teaching life skills using a competency-based learning approach. 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. In addition, there are guidelines for the application phase and "Mastery Standards." Appendices point the reader to the resources cited within the Guidebook, an Activity Worksheet, Development History, and How to Run Groups. In addition to benefiting the child welfare field, the Guidebook is also being used in the fields of education, temporary housing and related programs, and youth programs.

Exhibit 1. Life Skills Learning Cycle

Casey Life Skills Tools



In using the Guidebook, it is critically important to keep the central role of the person getting ready to live on his/her own in mind. Young people need to be involved in all aspects of life skills acquisition, including planning and instruction. A core part of Person-Centered Planning is that people are more successful when they self-select their learning and achievement goals. Similarly, the Foster

Care Independence Act of 1999 requires youth involvement in their Independent Living Plans (National Foster Care Awareness Project, 2000).

Michael Kendrick Ph.D. (Kendrick, 2004) offers levels of participation to use when evaluating the effectiveness of person-centered planning. He states that the higher the level of participation, the more effective the planning. We present his levels for your consideration:

Level One: Learners do not make any substantive decisions about their service.

Level Two: Learners do not make any substantive decisions about their service, but are routinely informed about the decisions others will be making on their behalf.

Level Three: Learners are routinely asked to give opinions to the actual decision-makers regarding service decisions.

Level Four: Learners routinely make 25% to 45 % of the key decisions that constitute their personal service.

Level Five: Learners make 55% to 90% of the key decisions that affect their service.

Level Six: Learners routinely make the vast majority of key decisions that they simply do not believe that they have a meaningful empowerment issue.

We encourage evaluating your work with people in transition and moving your learners to a position where they routinely make the majority of key decisions that affect their learning. Greater learner involvement leads to learner ownership of their skill development.

Learning life skills is a life-long process. Few people will be able to do all the skills covered in the Guidebook and should not expect 100% mastery in all the life skill domains. However, we hope those preparing for living on their own and interdependently with others will accomplish many of the Learning Goals in order to be prepared to succeed.

Chapter 1. Plain Terminology of the Life Skills Guidebook

Introduction

The Life Skill Guidebook (Guidebook) is designed to help develop life skills teaching curriculum and individual learning plans. The Guidebook addresses the nine domains of the ACLSA. 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.

- **Career Planning** focuses on the skills necessary to plan for a career. It includes the skill areas of work goals, employment, and work place communication.
- **Communication** focuses on skill areas necessary to get along with others. It includes the skill areas of personal development, interpersonal communication, and relationships.
- **Daily Living** includes skill areas used on a daily basis like nutrition, menu planning, grocery shopping, meal preparation, dining decorum, kitchen cleanup & food storage, home management, home safety, beliefs about money, savings, banking & credit, budgeting/spending plan, consuming, leisure time, and legal issues.
- **Home Life** concerns basic issues of being successful where a person lives.
- **Housing and Money Management** addresses skill areas needed for a positive transition into the community. This domain includes housing, transportation, community resources, beliefs about money, savings, income tax, banking & credit, budgeting/spending plan, consumer skills, and work goals.
- **Self Care** includes skill areas that promote healthy physical and emotional development. This domain includes personal hygiene, health, alcohol, drugs & tobacco, sexuality, and relationships.
- **Social Relationships** focuses on skill areas necessary to relate to others both now and in the future. This domain includes personal development, cultural awareness, and relationships.

- **Work & Study Skills** addresses skill areas needed for completion of educational programs and to pursue careers of interest. This domain includes work goals, employment, decision-making, and study skills.
- **Work Life** concerns those areas pertaining to acquiring, maintaining, growing in and changing jobs or careers.

As seen in Exhibit 2 below, each ACLSA level contains different domains. Some skill areas and Learning Goals fit in more than one domain. To help the learner find applicable Learning Goals, these skill areas are included in each appropriate domain. For example, the skill area of work goals is found in the domains of Career Planning, Work & Study Skills, and Work Life.

Exhibit 2. Domains by ACLSA Levels.

Domain	ACLSA-I	ACLSA-II	ACLSA-III	ACLSA-IV
Career Planning				X
Communication	X	X	X	
Daily Living	X	X	X	X
Home Life	X			
Housing & Money Management			X	X
Self Care	X	X	X	X
Social Relationships		X	X	X
Work and Study	X	X	X	
Work Life				X

Guidebook Supplements

In addition, Guidebook Supplements were created covering the Casey Life Skills Assessment Supplements of Pregnancy, Parenting Infants, Parenting Young Children, and American Indians. Guidebook Supplements were created to help practitioners, caregivers and learners attend to the life skills unique to these groups.

- **American Indian Supplement** is designed to address the unique cultural needs of American Indians in maintaining their cultural identity while bridging two worlds. It includes the domains of resources/trust, money values, religious/spiritual beliefs, tribal affiliation, family/community values, and living in two worlds.
- **Pregnancy** is designed to address a range of prenatal and post-partum care issues. It addresses domains important to having a healthy pregnancy, birth and recovery. This supplement includes medical, daily habits and care, safety and well being, newborn care, self-care following birth, and expectant fathers.
- **Parenting Infants** is designed to help parents of infants (birth to one year) learn skills and gain knowledge. It includes the domains of health, nurturing, nutrition, child care, safety and well being, child growth and development, and goals.
- **Parenting Young Children** includes skill areas to promote positive parenting of young children (ages one to five). It includes health, nurturing, nutrition, child care, safety and well being, child growth and development, and goals.

American Indian Guidebook Supplement

In response to the need for assistance in teaching life skills to American Indian youth, Casey Family Programs, with Dr. Kimberly Nollan (Momentum Partners Consulting) and Ray Hoskins (Success Technologies), created the American Indian Guidebook Supplement. It is based on the American Indian Assessment Supplement created by Casey (led by Dr. Chris Downs), Dr. Claudia Welala Long (Professor, University of Denver), Bruce Gillette, L. Kills in Sight, and E. Iron Cloud-Konen. As co-creators and Native

Americans, authors Long, Gillette, Kills in Sight, and Iron Cloud-Konen drew on their practice wisdom, community connections and extensive experience with American Indian youth in transition.

Both supplements are designed to help improve the life skills of youth and young adults in American Indian communities. The American Indian Guidebook Supplement taps items from the American Indian Assessment Supplement that were generated by its co-creators in collaboration with the elders, community members, parents, extended family members, and youth of several American Indian communities in the Great Plains of the United States.

The supplements are based on a strengths-based framework of ethnic identity formation in a society of multiple cultures. This framework underscores the unique journey children of color take, as compared with their Euro-American counterparts transitioning into adulthood. The American Indian Assessment Supplement underwent extensive reviews by national experts in the fields of Indian child development, child welfare, and identity formation for youth of color. In addition, American Indian youth and alumni of foster care and representatives of numerous American Indian communities outside of the Great Plains reviewed the supplement. While some minor revisions in the actual language of items occurred as a result of the review process, no item was removed because of this review. In fact, representatives of several non-Great Plains tribes remarked that this supplement appeared very appropriate for their communities. No item was included on a supplement if a reviewer objected to it on the basis of any cross-cultural or diversity concern. The American Indian Guidebook Supplement and American Indian Assessment Supplement are designed to address the unique cultural needs of American Indians in maintaining their cultural identity while bridging two worlds. Both include the skill areas of resources/trust, money values, religious/spiritual beliefs, tribal affiliation, family/community values, and living in two worlds. Low cost and free curricula resources were identified in addition to incorporating appropriate resources from the Guidebook.

Pregnancy Guidebook Supplement, Parenting Infants Guidebook Supplement, Parenting Young Children Guidebook Supplement

In response to a need for education on prenatal care and positive parenting expressed by many social workers, teachers, youth, and parents, Casey Family Programs with Dr. Kimberly Nollan (Momentum Partners Consulting) and Ray Hoskins (Success Technologies) created the Guidebook Supplements for the areas of Pregnancy, Parenting Infants and Parenting Young Children. They are based on and companions to the Casey Life Skills Assessment Supplements of Pregnancy, Parenting Infants, and Parenting Young Children Supplements. The assessment supplements were created by Casey and Frances Elbert (Teen Parent Coordinator, State of Illinois). As co-creator of these supplements, Ms. Elbert drew on her practice wisdom and experience gained from 25 years of work with youth in transition, and helping them deal with issues surrounding pregnancy and parenting. They are appropriate for all prospective, new and other parents.

These Guidebook Supplements closely mirror the Assessment Supplements which underwent extensive reviews by national experts in the fields of nursing, pediatrics, obstetrics, mental health, social work, cross-cultural issues, and child development. In addition, youth and alumni of foster care were included as reviewers of the supplements.

Several assumptions and values guided the creation of the Learning Goals and Expectations in the Pregnancy, Parenting Infants, and Parenting Young Children Guidebook Supplements. First, Casey desires that parents acquire certain parenting skills from these supplements, without imposing a particular parenting style. Effort was made to offer several approaches to parenting and discipline.

Second, Casey believes that children need discipline to help them attain maturity. However, corporal punishment is never appropriate or acceptable. Children in out-of-home care are an especially vulnerable group. Their life experiences are often different from those of children who have always known parental love, understanding, and consistency. Children in out-of-home care have experienced

multiple losses, such as the loss of birth parents, siblings, grandparents, and people they consider family. Frequently they have been victims of physical and sexual abuse. Given these traumatic histories, corporal punishment often means something entirely different to these children than it might to any other child.

Third, Casey believes that discipline is an essential part of child-rearing. The purpose of discipline is to teach children to function appropriately in a family and community, as well as become responsible, self-regulating adults. It should be viewed as a learning experience that will help children develop acceptable patterns of behavior and a sense of responsibility for their behavior. Effective discipline teaches children and does so in the absence of physical and verbal intimidation. Using alternatives other than physical punishment are the approach of choice for children receiving services from Casey Family Programs.

There are hundreds of resources a parent can use to guide their parenting approaches. Casey's goal is to offer a starting point by directing the learning parent to some excellent resources and to encourage each parent to be intentional and aware of their own biases, personal and cultural beliefs, and approach to parenting, including the impact of their actions on their relationship with and the well-being of their child.

Definitions

There are a variety of terms used in the Guidebook. A listing of them follows.

- **Domain***: Cluster of skills organized into nine major areas: Career Planning, Communication, Daily Living, Home Life, Housing, Community Resources, and Money Management, Self Care, Social Relationships, Work & Study, and Work Life.
- **Items***: Discrete measurement of a representative aspect of a domain.
- **Learning Goals**: Also known as competencies, they are specific statements of knowledge and ability.

- **Expectations:** Also known as objectives or performance indicators, they are guidelines to achieve Learning Goals that may be used as group session learning objectives or individual case planning goal indicators.
- **Learning Levels:** Degree to which individuals master Learning Goals.
- **Resources:** Broad array of teaching materials and people resources (e.g., curricula, websites, workbooks) that can be used to teach to a Learning Goal.
- **Curriculum:** A set of activities that 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 skill learning session. Completed, it is a unit of planned life skill instruction, which may be completed one-on-one or in a group.
- **Life Skill Instructor:** Individual who guides the learner and supports the individual throughout their Learning Plan.
- **Out-of-home care:** Refers to a living situation that is not with a person's immediate biological family, such as, family foster care, group homes, and residential treatment.
- **Learner:** Youth or adult that is learning life skills content in group, individual, or self-instruction formats.

*The same terms are used in ACLSA.

Developmental Progression

The Ansell-Casey Life Skills Assessment (ACLSA) consists of four developmental levels. The Guidebook is intended to match those developmental levels: ACLSA-I (ages 8-9), ACLSA-II (ages 10-12), ACLSA-III (ages 13-15), and ACSLA-IV (ages 16 and older). All the Learning Goals for a skill area are listed together because 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 people in choosing their own goals. Within the Learning Goals, Expectations are listed in order of increasing difficulty. **For more information and background concerning the ACLSA and Tools, refer to Appendix D.**

Learning Goals and Levels

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals¹. They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that people progress through a series of stages or levels as learning takes place. The levels of learning used in the developmental model are listed in Exhibit 3. The verbs at the beginning of the Learning Goal indicate the level at which the Learning Goal is written. Learning Goals are written at levels two and progress through level four.

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

Exhibit 3. Learning Levels

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

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

Expectations

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

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 group, individual, or self-instruction formats. In an effort to minimize resource cost, the most widely used, cost-effective resources were selected (see Appendix A). They are divided into core (cited most frequently and most heavily used in the Guidebook), recommended (add value, but don’t cover as many Learning Goals), and additional (worthy resources, very specific, but not *necessary* for Guidebook instruction). The core and recommended resources used in the Guidebook are listed in Chapter 3.

Activities and exercises from these resources are cross-referenced to the Learning Goals. Each activity is listed by name, page number, and activity number (if provided). In addition, websites that provide information and/or opportunities for instruction are included. In most cases, they are non-profit or government sites (.org or .gov) to minimize advertisements. Web resources complement the core set of resources and provide specialized and detailed information on one or more Learning Goals. A detailed description of each resource, the Learning Goals addressed with each resource and purchasing information is included in Appendix A.

We encourage practitioners and parents to use their own activities to teach life skills as well. People are more motivated to learn and master skills when they choose Learning Goals and Expectations and then design their own learning activities to achieve the Goals. This also teaches them to be more effective learners and how to structure their learning. A blank activity worksheet is included in

Appendix B for learners and instructors to use when documenting their own life skill activities. The worksheet is easy to complete, self-explanatory and is complementary to life skills Learning Goals.

The Learning Goals, Expectations and Activity Resources provide the learner and life skill instructor (practitioner or parent) a place to start when creating a Life Skills Learning Plan. Chapter 2 offers detailed instruction on how to create a Life Skills Learning Plan.

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

An important part of the suite of Casey Life Skills tools and 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 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 young people 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.

Learning Styles

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the person's learning style more learning will likely occur. An easy way to think about learning style is to consider the sense the learner relies on the most when learning something for the first time. Most people use their sense of sight, sound, 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 a person likes to learn, ask him/her and/or a teacher or parent and pay attention to the way he/she approaches work 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 projects/tasks, or create songs to remember things like 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, observe how your youth interacts in daily situations.

Once you know learning styles, you can plan your teaching (or self-instruction). If you are working with a group, use a variety of teaching methods, ones that appeal to all three learning styles. Exhibit 4 shows the levels of learning (awareness, knowledge and understanding, knows how to, and can or is able to do) with the three learning styles. Note: Higher levels of learning require application and demonstration of the information learned through simulations, role-plays, field trips, etc. Many of these types of activities incorporate all three learning styles.

Exhibit 4. 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

Chapter 2. Using the Life Skills Guidebook to Set and Reach Learning Goals.

Overview

Both the Guidebook and ACLSA address one important aspect of living on one's own – life skills. The ACLSA is used to *assess* life skills. The Guidebook is used to *teach* life skills. It is very important the learner give input at each step and has final say whenever possible. Learning Goals and Expectations provide the framework for life skills instruction. They help with knowing, understanding, and applying life skills. The Learning Goals represent overall goals for instruction. Expectations describe what the person should be able to do after instruction takes place. Increases in ACLSA scores before and after instruction show the amount of learning for individuals and groups. Consistent application of skills is measured by the creation of mastery standards, described in Chapter 4. The steps of using the Guidebook are as follows:

Step 1: Assessment

- Completing the ACLSA is usually the first step in this process. If you plan on doing Casey Life Skills Assessment Supplements, they should also be completed first.
- For youth, it is most useful when one or more person(s) who know the learner well (e.g., caregivers), as well as the learner complete the ACLSA.
- For adults, self-completion may be all that is needed.
- Self assessment increases awareness and investment in planning and learning life skills.
- Once completed, an immediate score report “pops-up” on the screen and the report is also emailed to an e-mail address the user specifies.
- The individual report provides summary scores by domains and the responses on each item.

- Domain scores indicate areas of strength and opportunities for improvement.
- After talking about assessment results, we recommend the learner, caregiver, and/or life skill instructor together have a conversation about
 - The strengths identified in the assessment,
 - The identified areas of challenge,
 - The areas of difference between the youth and caregiver(s) completing the assessment,
 - The Goals which the learner wants/is willing to pursue,
 - Identifying Mastery Standards that indicate consistent application of selected skills (see Chapter 4).
- Then, work with the Guidebook to choose domains on which to work and set goals.

Step 2: Developing Life Skills Learning Plans

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

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

CREATING A PLAN ONLINE

Step 1: Go to http://www.caseylifeskills.org/pages/lp/lp_index.htm

Step 2: Click on a domain or Guidebook Supplement 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 based on the needs and wants of the participants in your group, combined ACLSA results, and how much time you have in each session.

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

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

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

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

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

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

- **To View Plan:** Click "**Preview/Print Learning Plan**" button on the bottom left side of the screen.
- **To copy:** Use your mouse to highlight all the information in the Plan. Go under the file menu and choose "copy." The information will be copied on your computer clipboard and you can now "paste" it into a new document on your computer. To paste, go under the file menu and choose "paste." You may need to format to make it look like the online Learning Plan. Save the document with your word processing software.

- **To print** your Plan, either click on the “printer” icon at the top of the screen or go under the file menu and choose “print.” There is no cost for printing the Individual Learning Plan.
- **To save** the Plan without copying and pasting, go to the File menu at the top of the screen and choose “File Save As,” then save the file as an html file.
- **To open the Saved html File**, right click on the file and click open with your word processor software.
- **When finished, save the File** in the format of your word processor software.

PLEASE NOTE: When you leave the caseylifeskills.org Web site, the Plans are permanently deleted, so either “copy and paste” or “save as” to keep the files on your computer.

Group Life Skills Learning Plan Elements (see Exhibit 5 for an example).

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

Exhibit 5. 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 learner 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

Individual Life Skills Learning Plan Elements (See Exhibit 6)

- Plans are tailored to the unique needs of each learner.
- **Goals and Expectations** are automatically pasted into the Learning Plans when Learning Goals are selected.
- **Activities** are pasted automatically in the “What Activities are Going to be Done” column.
- After copying and pasting the partially completed plan into a word processing document or using the “save as” function with the original plan, complete the **Who** and **When** columns.
- **Signatures:** Optional space at the bottom of the Learning Plan for all involved to sign².
- **Print** the plan and keep for the learner's records.

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

Summary: How to Use the Guidebook in Case Plans and Contracts with Learners

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

Exhibit 6. Individual Life Skills Learning Plan Example

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 and 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 learner will be able to:

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

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, Ready, Set, Fly! Games Reveal our Values, Ready, Set, Fly!		

Optional Signatures

Date

Learner:		
Caregiver:		
Life Skills Instructor:		

Chapter 3. Life Skills Guidebook Learning Goals and Expectations by Domain

Resources Referenced in the Life Skills Guidebook

The resources included in the Guidebook were selected because they address multiple Learning Goal (competency) areas and reach a wide range of developmental levels. They are divided into core (cited most frequently and most heavily used in the Guidebook), recommended (add value, but don't cover as much), and additional (worthy resources, very specific, but not necessary for Guidebook instruction).

Some resources cover the entire age span (e.g., Ready, Set, Fly!) while others are specific to an age range (e.g., Life Skills Activities for Special Children, ages 8-12). Consider the age and developmental level of the learners using these resources, their assessment scores, and program goals when purchasing. Casey recommends that the core resources all be selected, if age appropriate to your program. The recommended resources can be purchased based on the needs of your program or learning plan. Additional resources are listed in Appendix A and offer a particular focus on a specific area.

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 selected for this edition of the Guidebook are listed in Appendix A with ordering information and web addresses. The words in parentheses at the end of the title are the abbreviation used throughout the Guidebook.

CORE RESOURCES

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

A Future Near Me contains questions to guide a young adult towards self-sufficiency. Similar to **A Future Near Me, The Path Before Me** is designed to help American Indian Youth learn tribal ways and skills that will enable them to move into their own place.

Apartment Hunt - Animated curriculum on DVD or www.vstreet.com, takes the learner through the entire process of securing a place to live, from figuring out personal “needs and wants” to checking out apartments, and even coming up with a realistic budget.

Creative Life Skills Activities – A collection of 100 group activities.

Developing Your Vision while Attending College (Developing Your Vision) – a four book series created for American Indians covering making the decision to attend college, paying for a college education, managing your money, and choosing your path.

I Can Do It! A Micropedia of Living on Your Own (I Can Do It) – Used by older youth to guide them through most topics pertaining to living on their own including budgeting, housing, daily living and relationships.

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

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.

I’m Getting Ready ... I CAN DO IT! (I’m Getting Ready) - Practical activities and information to help adults, youth and caregivers get ready for living on their own.

It’s Perfectly Normal - Provides comprehensive, contemporary and candid information on the mechanics and consequences of puberty, sexual activity, birth control, pregnancy, and sexually transmitted diseases.

Life Skills Activities for Special Children (Life Skills Activities for Children) - A resource for teachers, counselors, parents and others helping youth in upper elementary (ages 8-12) learn life skills.

Life Skills Activities for Secondary Students with Special Needs (Life Skills Activities for Secondary) – 190 ready-to-use lessons with reproducible worksheets.

Making It On Your Own - A life skills workbook for youth.

Money Pals: Being Cool with Cash (Money Pals) – A two part, money management workbook for youth ages 8-10.

Preparing Adolescents for Young Adulthood (PAYA) – A five part handbook series for life skill development covering Money, Home and Food Management (Module 1), Personal Care, Health, Social Skills, and Safety (Module 2), Education, Job Seeking Skills, and Job Maintenance Skills (Module 3), Housing, Transportation, Community Resources, Understanding the Law, and Recreation (Module 4), and a Young Parents Guide (Module 5a and 5b).

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

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

Social Skills Activities for Special Children (Social Skills Activities for Children) - A three-part curriculum for late elementary students who need to learn and practice social skills.

Understanding Taxes – A collection of tax related resources hosted by the Internal Revenue Service.

What are My Rights? 95 Questions and Answers about Teens and the Law (What are My Rights?) - This easy to read resource helps people understand the important parts of the law they may encounter during their life. It covers responsibilities and rights.

RECOMMENDED RESOURCES

A Pocket Guide to Independent Living (Pocket Guide) and Teacher's/Leader's Guide for A Pocket Guide to Independent Living (Pocket Guide Instructions) - A compilation of basic living instructions/information contained in one source.

Car Dreams - A fun interactive CD that teaches the learner how to buy a car.

Oops! The Manners Guide for Girls (Oops) - Illustrated, practical guide to learning manners for every day and tricky situations.

Self Esteem and Life Skills Too! (SEALS II) - A collection of reproducible activities based on handouts catered for teachers and counselors for use with middle and high school students.

The Care and Keeping of You: The Body Book for Girls (Care and Keeping of You) - Provides head-to-toe advice on how to care for your body and prepare for body changes.

The Teenage Human Body: Operators Manual (Teenage Human Body) - This manual provides information on how to maintain one's body.

Young Person's Guide to Getting and Keeping a Good Job (Young Person's Guide) - Provides learners with a systematic method for learning the skills to find a good job.

Career Planning Domain

WORK GOALS

Learning Goals	Expectations	Activities
<p>1. Is able to identify careers of interest.</p>	<p>a. Explain what different people in different jobs do.</p> <p>b. Explain the difference between a job and a career.</p> <p>c. Identify personal skills, abilities, likes, and dislikes related to work.</p> <p>d. Find career fields that match skills, abilities, likes, and dislikes.</p>	<p>Creative Life Skills Activities, Activity 27, Name that Job.</p> <p>Creative Life Skills Activities, Activity 79, “Who Am I” Collage.</p> <p>Developing Your Vision, Book 1.</p> <p>FUTURE/PATH, p. 79, 80, 81.</p> <p>I Know Where I am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41.</p> <p>I’m Getting Ready, I Need a Job to Support Myself, M-6.</p> <p>Life Skills Activities for Children, Different Jobs, p. 288-289.</p> <p>Life Skills Activities for Secondary, V, Skills and Interests, p. 308-316.</p> <p>Money Pals, Part II, C. 4, Dare to Dream, p. 36-44.</p> <p>PAYA, Module 3, Education, Career Interests, p. 11-19.</p> <p>PAYA, Module 3, Education, Skills Survey, p. 54-64.</p> <p>PAYA, Module 5, Education, Career Planning, p. 245.</p> <p>Ready, Set, Fly! Career Planning #4.</p> <p>Ready, Set, Fly! Career Planning #6.</p> <p>Young Person’s Guide, C. 12.</p> <p>4 Girls, Looking Ahead – http://www.4girls.gov</p> <p>Mapping Your Future, Skills and Interest – http://mapping-your-future.org/planning/skillsan.htm</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</p>
<p>2. Is able to make an informed career decision.</p>	<p>a. Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required).</p> <p>b. Describe the importance of volunteering, job shadowing, and paid internships to gain information about career fields.</p>	<p>Creative Life Skills Activities, Activity 32, A Window to the Future.</p> <p>Creative Life Skills Activities, Activity 40, What is My Career?</p> <p>Creative Life Skills Activities, Activity 58, What’s My Line.</p> <p>Creative Life Skills Activities, Activity 70, Community Interviews.</p>

	<ul style="list-style-type: none"> c. Determine career options. d. Match career interest with personal skills, abilities, and career objective. e. Evaluate each career option and select a realistic career field that best meets one's career goal. f. Identify resources that facilitate career choice (e.g., Department of Labor programs, job corps, military services). 	<p>Creative Life Skills Activities, Activity 75, Career Choices. Developing Your Vision, Books 1 and 3. I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41. I'm Getting Ready, I Need a Job to Support Myself, M-6. PAYA, Module 3, Employment, Job Seeking Skills, p. 48-53. PAYA, Module 5, Education/Career Planning, p. 245-246. Ready, Set, Fly! Career Planning #4. Ready, Set, Fly! Career Planning #5. 4 Girls, Looking Ahead – http://www.4girls.gov Mapping Your Future, Skills and Interest – http://mapping-your-future.org/planning/skillsan.htm Minnesota Careers, Financial Aid – http://www.mncareers.org/future_planning.asp?pageid=fn01 Public Broadcasting System, Paying for College – http://www.pbs.org/newshour/on2/money/college.html The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</p>
<p>3. Is able to develop a career plan.</p>	<ul style="list-style-type: none"> 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. Develop a written career plan with action steps, resources, and time frames. d. Explain the difference between an educational grant and loan. e. Identify scholarships, grants, and financial aid available. f. Explain how, when, and where to apply for financial aid. g. Apply for financial aid to pay for training, if applicable. 	<p>Developing Your Vision, Chapters 1, 2, 4. I Know Where I am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41. PAYA, Module 3, Education, How Will I Pay for School? p. 26-31. PAYA, Module 5, Education and Career Planning, p. 247-250. Ready, Set, Fly! Career Planning #9. Minnesota Careers, Financial Aid – http://www.mncareers.org/future_planning.asp?pageid=fn01 Public Broadcasting System, Paying for College – http://www.pbs.org/newshour/on2/money/college.html The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</p>

EMPLOYMENT

Learning Goals	Expectations	Activities
<p>4. Understands the importance of employment.</p>	<ul style="list-style-type: none"> a. Describe how needs and wants relate to employment. b. Identify two reasons why people work (e.g., stability, to earn money, independence). c. Explain two ways in which work affects one's lifestyle. d. Describe different types of work experiences. e. List three ways an adult can earn money and three ways a youth can earn money. 	<p>Creative Life Skills Activities, Activity 34, It's In the Bag. Life Skills Activities for Children, Earning Money, p. 60-61. Ready, Set, Fly! Employment #1. Ready, Set, Fly! Employment #2. Ready, Set, Fly! Employment #3.</p>
<p>5. Knows how to find part-time temporary jobs in the community.</p>	<ul style="list-style-type: none"> 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. d. Identify two jobs to apply for. e. Complete a practice or real job application. 	<p>Developing Your Vision, Book 4. I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41. PAYA, Module 3, Employment, Job Hunting, p. 41-47. Ready, Set, Fly! Employment #5. Young Person's Guide, C. 7 and 8. Quintessential Careers, How to find a summer or part-time job– http://www.quintcareers.com/finding_summer_jobs.html</p>

EMPLOYMENT

Learning Goals	Expectations	Activities
<p>6. Knows how to search for employment.</p>	<ul style="list-style-type: none"> a. Read and interpret employment information in newspaper ads and other print material. b. Use the Internet to locate job openings. c. Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”). d. Locate job openings using one or more search method. e. Explain what public and private job placement agencies do and the costs associated with each. f. Describe services offered by and utilize the local department of employment training. g. Apply to at least one job. 	<p>Developing Your Vision, Book 4. Life Skills Activities for Secondary, V-12, Searching for a Job, p. 338-340. Making It on Your Own, How Do I Find A Job? p. 3. Making It on Your Own, Learn More About Finding Jobs, p. 3-6. Making It on Your Own, Reading Job Advertisements, p. 7. PAYA, Module 3, Employment, Job Hunting, p. 41-47. PAYA, Module 3, Employment, Newspaper Ads, p. 72-77; 79-81. Pocket Guide, Employment, p. 20-21. Pocket Guide Instructions, Employment, p. 23-27. Ready, Set, Fly! Employment #5. Ready, Set, Fly! Employment #6. SEALS II, Ask Wendy, p. 23. SEALS II, Getting Ready for Work, p. 24. Young Person’s Guide, C. 6, 7, 8, and 13. Mapping Your Future, Conducting the Job Search – http://mapping-your-future.org/planning/thejobse.htm</p>

EMPLOYMENT

Learning Goals	Expectations	Activities
<p>7. Knows how to maintain employment.</p>	<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. Describe proper workplace attire. c. Explain what the “chain of command” is and how it works. d. Describe the importance of supervision and accept 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. i. Demonstrate asking for help with a work related question. j. Read to improve your work skills. k. Identify ways to advance on the job (e.g. employment training programs, higher education). 	<p>Creative Life Skills Activities, Activity 14, Choose to Keep It. FUTURE/PATH, p. 32. Life Skills Activities for Secondary, V-15, Having a Good Attitude, p. 346-348. Life Skills Activities for Secondary, V-16, Being a Good Employee, p. 349-350. Life Skills Activities for Secondary, V-17, Getting Along with the Boss, p. 351-353. Life Skills Activities for Secondary, V-18, You Are the Boss, p. 354-356. PAYA, Module 3, Job Maintenance, p. 122-124. Pocket Guide, Keeping a Job, p. 20. Pocket Guide Instructions, Keeping a Job, p. 47-79. Ready, Set, Fly! Employment #16. Ready, Set, Fly! Employment #17. Ready, Set, Fly! Employment #18. SEALS II, Ask Wendy, p. 23. Young Person’s Guide, Chapter 14.</p>
<p>8. Knows how to change jobs.</p>	<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>Life Skills Activities for Secondary, V-20, Changing Jobs: Why? p. 359-360. Life Skills Activities for Secondary, V-21, Changing Jobs: How? p. 361-363. Pocket Guide, Changing Jobs, p. 21. Pocket Guide Instructions, Changing Jobs, p. 80-84. Ready, Set, Fly! Employment #19.</p>

EMPLOYMENT

Learning Goals	Expectations	Activities
9. Knows how to access resources to improve educational outcomes.	<ul style="list-style-type: none"> a. Name at least two resources in the community that provide tutoring, after school programs and test preparation courses, as well as the costs associated with them. b. Name at least three resources in educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors). c. Explain how to access these community resources. 	Creative Life Skills Activities, Activity 30, Where In the World Do I Find...? Ready, Set, Fly! Study Skills #8.
10. Understands the importance of education and its relationship to employment.	<ul style="list-style-type: none"> a. Identify personal values related to education. b. Compare how individual needs and wants relate to education. c. Explain the level of education/vocational training needed to achieve your employment goals. 	Developing Your Vision, Book 1. PAYA, Module 3, Education, Staying in School, p. 6-10. PAYA, Module 5, Education and Career Planning, p. 243. Minnesota Careers – http://www.mncareers.org/investigate_careers.asp?pageid=ic01
11. Is able to develop an educational plan.	<ul style="list-style-type: none"> a. Match knowledge, strengths, and abilities to educational opportunities. b. Explain the qualifications necessary to achieve your educational goal. c. Create an educational plan, which includes time frames, goals, and resources needed. d. Discuss the plan with teachers, employer or counselors. e. Complete application forms for education or training programs. 	Developing Your Vision, Books 1, 2, 3, and 4. PAYA, Module 3, Education, Going to College, p. 23. PAYA, Module 5, Education and Career Planning, p. 247-250.

WORK PLACE COMMUNICATION

Learning Goals	Expectations	Activities
<p>12. Knows how to effectively respond to prejudice, and discrimination.</p>	<p>a. Define racism, stereotyping, prejudice, and discrimination.</p> <p>b. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community.</p>	<p>Creative Life Skills Activities, Activity 86, Celebrating Differences, Part I.</p> <p>Creative Life Skills Activities, Activity 87, Celebrating Differences, Part II.</p> <p>Creative Life Skills Activities, Activity 88, Celebrating Differences, Part III.</p> <p>Ready, Set, Fly! Cultural Awareness #11.</p> <p>Ready, Set, Fly! Cultural Awareness #12.</p> <p>Ready, Set, Fly! Cultural Awareness #13.</p> <p>Ready, Set, Fly! Cultural Awareness #14.</p>
<p>13. Knows how and when to be assertive when communicating at home, school, and work.</p>	<p>a. Explain the differences between passive, aggressive, and assertive styles of communication.</p> <p>b. Describe how to communicate assertively.</p> <p>c. Recognize that people have the right to express different opinions.</p> <p>d. Demonstrate assertive communication in three situations.</p>	<p>Ready, Set, Fly! Communication #15</p> <p>Ready, Set, Fly! Communication #16.</p> <p>SEALS II, Broken Record, p. 3.</p> <p>Social Skills for Secondary, Skill 4, Negotiating or Compromising, p. 26-32.</p> <p>Teenage Human Body, Social Maintenance, p. 45.</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

Communication Domain

PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
<p>1. Knows and understands the concept of self-esteem.</p>	<p>a. Define the term “self-esteem.”</p> <p>b. Explain how self-esteem is related to self-awareness and self-image.</p> <p>c. Describe the relationship between self-esteem and emotional well being.</p> <p>d. Explain how self esteem and body image are related.</p> <p>e. Describe what influences body image and how to affirm body image.</p>	<p>Creative Life Skills Activities, Activity 78, Getting to Know Me.</p> <p>Creative Life Skills Activities, Activity 79, “Who Am I” Collage.</p> <p>Creative Life Skills Activities, Activity 98, Positive Affirmation.</p> <p>Ready, Set, Fly! Personal Development #1.</p> <p>Ready, Set, Fly! Personal Development #2.</p> <p>SEALS II, I am Someone Who, p. 58.</p> <p>SEALS II, One Week of Presents, p. 31.</p> <p>SEALS II, Day by Day, p. 17.</p> <p>SEALS II, Body Image Journal, p. 1.</p> <p>SEALS II, Mirror Mirror on the Wall, p. 2.</p> <p>SEALS II, Positive Affirmation, p. 59.</p> <p>SEALS II, Self Esteem Crossword Puzzle, p. 61.</p> <p>4 Girls, Mind – http://www.4girls.gov</p> <p>Kids Health, Self Esteem, Mental Health, Body Image – http://www.kidshealth.org/teen/your_mind/ http://www.kidshealth.org/kid/feeling/</p> <p>The Alcohol and Drug Information Clearinghouse, Body Image - http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivebody.html</p>

PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
<p>2. Knows and understands one’s personal strengths and needs.</p>	<ul style="list-style-type: none"> a. Describe three personal strengths and three needs. b. Recognize how one’s strengths can be used to meet one’s needs. c. Explain your personal values. d. Explain your personal definition of success. e. Describe the benefits and consequences of perseverance. f. Tell at least three characteristics of a good leader and why being a leader is important. 	<p>Creative Life Skills Activities, Activity 9, Toilet Paper. Creative Life Skills Activities, Activity 10, Grab Bag. Creative Life Skills Activities, Activity 81, Animal Babies. Creative Life Skills Activities, Activity 90, Get to Know Your Apple. Life Skills Activities for Secondary, I-3, Spotlight on Me, p. 7-8. PAYA, Module 2, Social Skills, p. 98-101; 135-141. Ready, Set, Fly! Personal Development #5. Social Skills Activities for Children, Being Interesting, p. 187-188. Social Skills Activities for Children, Developing Interests and Hobbies, p. 291-292. Social Skills Activities for Children, Being the Leader, p. 155-156.</p>
<p>3. Knows and understands the impact of caring, respectful, responsible, and honest behavior on relationships.</p>	<ul style="list-style-type: none"> a. Define respect. b. Define in your own words caring, respectful, responsible, and honest behavior. c. Give examples of situations where caring, respectful, responsible, and honest behavior affect a relationship. d. Describe the role of manners in communicating respect for others. e. Demonstrate meeting someone for the first time (e.g., shaking hands, eye contact). f. Describe an appropriate response if someone is rude to you. g. Tell how to accept the blame. h. Tell what being trustworthy is. i. Describe how you would like to be treated and how you will treat others. 	<p>Life Skills Activities for Children, Meeting People, p. 330-331. Life Skills Activities for Children, At the Movies, p. 332-333. Life Skills Activities for Children, Rudeness in Others, p. 336-337. Life Skills Activities for Children, Including Others, p. 338-339. Life Skills Activities for Secondary, 1-6, Acts of Kindness, p. 13-15. Oops! Gross, p. 98-99. Oops! Big Days, p. 102-116. Ready, Set, Fly! Relationships #2. Social Skills Activities for Children, What is Respect? p. 28-29. Social Skills Activities for Children, Being Trustworthy, p. 32-33. Social Skills Activities for Children, Accepting the Blame, p. 165-167.</p>

		<p>Social Skills Activities for Children, Touching Others, p. 176-178.</p> <p>Social Skills Activities for Children, Someone Made a Mistake, p. 179-181.</p> <p>Social Skills Activities for Children, Tone of Voice, p. 268-270.</p> <p>Social Skills Activities for Children, Other People’s Opinions, p. 273-275.</p> <p>Social Skills Activities for Children, Is This the Right Time? p. 276-277.</p> <p>Social Skills Activities for Children, Apologizing and Accepting the Blame, p. 308-309.</p> <p>Social Skills Activities for Children, Respecting Adults at Home and in the Community, p. 318-319.</p> <p>Social Skills Activities for Children, Including Others, p. 338-339.</p> <p>Social Skills Activities for Children, Saying Thank You, p. 345-346.</p> <p>Social Skills Activities for Children, Impolite Noises, p. 360-362.</p> <p>Social Skills Activities for Children, Excuse Me, p. 363-364.</p> <p>Social Skills Activities for Children, Answering Questions Appropriately, p. 391-392.</p> <p>Social Skills Activities for Children, RSVP, p. 402-403.</p> <p>Social Skills Activities for Children, Golden Rule, p. 404-405.</p> <p>Social Skills for Secondary, Worksheet 46, Respecting Others as Individuals, p. 222.</p> <p>Social Skills for Secondary, Worksheet 47, Recognizing the Value of Friendship, p. 222.</p> <p>SEALS II, Good Manners Reflect, p. 65.</p> <p>Teenage Human Body, Social Maintenance, p. 47.</p> <p>4 Girls, Relationships – http://www.4girls.gov</p> <p>Kids Health, Gossip – http://www.kidshealth.org/kid/feeling/</p>
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PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
<p>4. Knows and understands how abuse, dishonesty, and disrespect impact relationships.</p>	<p>a. Define in your own words abuse, dishonesty, and disrespectful behavior.</p> <p>b. Give examples of how abuse, dishonesty, and disrespect impact relationships.</p> <p>c. Describe what to do if someone is trying to hurt you physically or emotionally.</p> <p>d. Describe where and how to get help if one can't handle or end an argument.</p> <p>e. Describe examples of vandalism and pranks and why they are harmful to others.</p>	<p>Life Skills Activities for Children, Vandalism & Pranks, p. 340-341.</p> <p>PAYA, Module 2, Safety Skills, p. 87-93.</p> <p>Social Skills Activities for Children, Laughing When Someone Gets in Trouble, p. 182-184.</p> <p>Social Skills Activities for Children, Don't Badmouth, p. 217-218.</p> <p>Social Skills Activities for Children, Not Hurting Feelings of Others, p. 260-261.</p> <p>Social Skills Activities for Children, Vandalism & Pranks, p. 340-342.</p> <p>Social Skills for Secondary, Worksheet 61, Having Respect for the Property of Others, p. 243.</p> <p>Social Skills for Secondary, Worksheet 63, Respecting Community Authority Figures, p. 243.</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>5. Knows and understands the elements of communication.</p>	<p>a. State at least three ways different cultures influence communication styles.</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. Identify two strategies for giving feedback (e.g., using "I" statements, focus on the behavior not the person).</p> <p>e. Identify two strategies for receiving feedback (e.g. eye contact, not interrupting a conversation).</p> <p>f. Describe how feedback helps and/or hinders communication.</p> <p>g. Describe empathy.</p>	<p>Creative Life Skills Activities, Activity 2, Grandmother's Truck.</p> <p>Creative Life Skills Activities, Activity 15, Broken Squares.</p> <p>Creative Life Skills Activities, Activity 17, Comfort Zone.</p> <p>Creative Life Skills Activities, Activity 18, Body Language.</p> <p>Creative Life Skills Activities, Activity 19, John & Mary.</p> <p>Creative Life Skills Activities, Activity 43, Peanut Butter & Jelly.</p> <p>Creative Life Skills Activities, Activity 64, Communication Charades.</p> <p>Life Skills Activities for Children, Having a Discussion, p. 318-319.</p> <p>Life Skills Activities for Children, Having an Argument, p. 320-321.</p> <p>Life Skills Activities for Children, Defining Terms, p. 322-323.</p>

	<p>h. Demonstrate how to effectively to clarify what was said.</p> <p>i. Demonstrate how to ask effective questions when clarifying or obtaining information (e.g., open-ended v. close ended questions).</p>	<p>PAYA, Module 2, Social Skills, Communication, p. 144-150.</p> <p>Oops! Body Language, p. 12-15.</p> <p>Ready, Set, Fly! Communication #1.</p> <p>Ready, Set, Fly! Communication #2.</p> <p>Ready, Set, Fly! Communication #3.</p> <p>Ready, Set, Fly! Communication #4.</p> <p>Ready, Set, Fly! Communication #6.</p> <p>Ready, Set, Fly! Communication #7.</p> <p>Ready, Set, Fly! Communication #9.</p> <p>Ready, Set, Fly! Communication #10.</p> <p>SEALS II, Listening Skills, p. 5.</p> <p>Social Skills Activities for Children, Listening to Other People's Ideas, p. 163-164.</p> <p>Social Skills Activities for Children, Listening, p. 197-199.</p> <p>Social Skills Activities for Children, Facial Expressions, p. 271-272.</p> <p>Social Skills Activities for Children, Understanding How Other People Feel, p. 280-282.</p> <p>Social Skills Activities for Children, Admiring and Complimenting Others, p. 305-307.</p> <p>Social Skills for Secondary, Skill 3, Being Able to Communicate, p.18-25.</p> <p>Social Skills for Secondary, Skill 1, Being a Good Listener, p. 2-9.</p> <p>The Alcohol and Drug Information Clearinghouse- http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivebody.html</p>
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INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>6. Knows how to communicate with friends and family.</p>	<ul style="list-style-type: none"> a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching). b. Demonstrate giving and receiving feedback in two situations with family and friends. c. Describe tolerance for the opinions of others. d. Demonstrate receiving compliments without feeling/acting embarrassed. e. Tell how you are feeling right now (e.g., angry, happy, worried, depressed). f. Conduct a conversation using appropriate verbal and non-verbal language. g. Demonstrate clearly presenting your ideas to others. 	<p>Life Skills Activities for Children, Who are You? p. 5-6. Oops! Greetings, p. 22-23. Oops! Introductions, p. 24-25. Oops! Mr., Ms., Mrs., p. 26-27. Oops! Chit Chat, p. 28-29. Oops! Oops, p. 30-31. Oops! Nosy Questions, p. 32-33. PAYA, Module 2, Social Skills, Communication, p. 144-150. Ready, Set, Fly! Communication #2. SEALS II, Conversation Skills, p. 4. SEALS II, Set the Stage, p. 6. SEALS II, Repeating Questions, p. 67. Social Skills Activities for Children, Saying No Without Sounding Rude, p. 255-256. Social Skills Activities for Children, Don't Say Yes if you Mean No, p. 257-259. Social Skills Activities for Children, Sharing with Siblings, p. 331-333. Social Skills Activities for Children, Meeting Other People, p. 355-356. Social Skills Activities for Children, Introducing Your Friends, p. 357-359. Social Skills for Secondary, Revealing Yourself to Others, p. 65-74. Social Skills for Secondary, Skill 2, Understanding Another's Point of View, p. 10-17. Kids Health, Families/Relationships – http://www.kidshealth.org/teen/your_mind/ Kids Health, Feelings – http://www.kidshealth.org/kid/feeling/ The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>7. Knows how to communicate in school settings.</p>	<ul style="list-style-type: none"> a. Tell what appropriate and inappropriate behaviors are at school. b. Tell at least 3 rules appropriate for school. c. Name three differences between school rules and home rules. d. Tell how to get the teacher's attention appropriately. e. Tell how to behave when the teacher is talking. f. Tell when it's okay to talk and when it's not okay to talk with others in class. g. Describe how to treat a substitute teacher. h. Tell how to treat the principal. i. Tell a polite way to treat school secretary. j. Tell how to ask for help appropriately. k. Explain three reasons why following directions is important. l. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language). m. Demonstrate using effective listening techniques to clarify instructions. n. Demonstrate asking effective questions to obtain and/or clarify information. o. Demonstrate giving and receiving feedback in two situations with school personnel. p. Demonstrate tolerance for the opinions of others. 	<p>Life Skills Activities for Children, Who are You? p. 5-6. Life Skills Activities for Secondary, III-30, Getting Along with Authority, p. 193-195. Life Skills Activities for Secondary, III-31, Asking Good Questions, p. 196-198. Oops! Greetings! p. 22-23. Ready, Set, Fly! Communication #11. SEALS II, Set the Stage, p. 6. Social Skills Activities for Children, Home Rules vs. School Rules, p. 22-23. Social Skills Activities for Children, Arguing with the Teacher, p. 40-42. Social Skills Activities for Children, Getting Teacher's Attention, p. 36-37. Social Skills Activities for Children, When Teacher Leaves the Room, p. 34-35. Social Skills Activities for Children, Did You Say Listen? p. 52-53. Social Skills Activities for Children, When the Teacher is Talking, p. 43-44. Social Skills Activities for Children, Talking to Your Neighbor, p. 47-48. Social Skills Activities for Children, Knowing When to Quiet Down, p. 58-60. Social Skills Activities for Children, This is the Cafeteria, not the Classroom, p. 89-91. Social Skills Activities for Children, It's a Substitute, p. 92-93. Social Skills Activities for Children, The Principal, p. 96-97. Social Skills Activities for Children, The School Secretary, p. 98-100. Social Skills Activities for Children, Asking for Help Politely, p. 117-118. Kids Health, Feelings – http://www.kidshealth.org/kid/feeling/ The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>8. Knows how to use technology to communicate safely and effectively.</p>	<p>a. Explain how a telephone and email are used differently at home and at work.</p> <p>b. 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).</p> <p>c. Demonstrate appropriate telephone etiquette in home and work situations (e.g., how to answer, take messages, and convey information).</p> <p>d. Demonstrate appropriate email etiquette in home and work situations.</p>	<p>Life Skills Activities for Children, Dialing the Number, p. 27-29.</p> <p>Life Skills Activities for Children, O is for Operator, p. 30-31.</p> <p>Life Skills Activities for Children, Giving Information, p. 34-35.</p> <p>Life Skills Activities for Children, Taking a Message, p. 36-37.</p> <p>Life Skills Activities for Children, Using a Pay Phone, p. 40-41.</p> <p>Life Skills Activities for Children, Leaving a Message on an Answering Machine, p. 42-43.</p> <p>Oops! Telephones, p. 34-36.</p> <p>Ready, Set, Fly! Communication #14.</p> <p>4 Girls, Safety – http://www.4girls.gov</p> <p>Business Netiquette – http://www.bspage.com/1netiq/Netiq.html</p> <p>Internet Safety, Etiquette for Kids – http://kidsinternet.about.com/cs/internetsafety1/</p>
<p>9. Knows how and when to be assertive when communicating at home, school, and work.</p>	<p>a. Explain the differences between passive, aggressive, and assertive styles of communication.</p> <p>b. Describe how to communicate assertively.</p> <p>c. Recognize that people have the right to express different opinions.</p> <p>d. Demonstrate assertive communication in three situations.</p>	<p>Ready, Set, Fly! Communication #15</p> <p>Ready, Set, Fly! Communication #16.</p> <p>SEALS II, Broken Record, p. 3.</p> <p>Social Skills for Secondary, Skill 4, Negotiating or Compromising, p. 26-32.</p> <p>Teenage Human Body, Social Maintenance, p. 45.</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>10. Knows how to manage conflict.</p>	<p>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. d. Demonstrate ways to handle a situation when another person made a mistake in judgment.</p>	<p>Life Skills Activities for Children, Handling Conflicts with Others, p. 113-114. Life Skills Activities for Children, Common Sense, p. 324-325. Life Skills Activities for Children, Oops My Mistake, p. 312-313. Life Skills Activities for Children, Your Mistake This Time, p. 314-315. Life Skills Activities for Secondary, II-12, Identifying a Conflict, p. 107-108. Life Skills Activities for Secondary, II-13, Compromising, p. 109-111. Life Skills Activities for Secondary, II-15, Avoiding Power Struggles, p. 114-116. Life Skills Activities for Secondary, II-14, Finding Alternatives, p. 112-113. PAYA, Module 2, Social Skills, Conflict Resolution, p. 151-152. Ready, Set, Fly! Communication #17 Ready, Set, Fly! Communication #18 Ready, Set, Fly! Communication #20. SEALS II, Resolving Conflicts, p. 9. The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>
<p>11. Knows how to use anger management techniques.</p>	<p>a. Describe situations that may produce feelings of anger within oneself and others. b. Identify a positive message of anger. c. Describe the signs and feelings of anger within oneself and others. d. Explain one anger management technique e. Demonstrate two anger management techniques that could be used at home, school, or work.</p>	<p>Care and Keeping of You! Your Feelings, p. 100-103. Ready, Set, Fly! Communication #17. Ready, Set, Fly! Communication #21. Social Skills for Secondary, Skill 8, Controlling Your Emotions, p. 58-64. Teenage Human Body, Anger, p. 66. Kids Health, Anger – http://www.kidshealth.org/kid/feeling/</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>12. Knows and understands the differences between various types of relationships.</p>	<ul style="list-style-type: none"> 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, self-disclosure, privacy, and codes of behavior that relate to each type of relationship. d. Describe the different roles that people play in various relationships. 	<p>Creative Life Skills Activities, Activity 29, Finding the Right Relationship. PAYA, Module 2, Social Skills, Love, p. 152-157. Ready, Set, Fly! Relationships #1. 4 Girls, Relationships – http://www.4girls.gov Kids Health, Relationships – http://www.kidshealth.org/teen/your_mind/</p>
<p>13. Knows how to develop and maintain friendships.</p>	<ul style="list-style-type: none"> a. Define what a friend is. b. Name one friend with whom you can talk about your problems. c. Name one adult you feel close to. d. Identify several techniques for showing interest in others. e. Role play “being interested” techniques with an adult. f. Demonstrate a polite way to invite someone else to join a group. g. Describe several ways friends spend time together. h. Invite a friend to spend time together in a positive activity. 	<p>Life Skills Activities for Children, Helping Each Other Live, p. 298-299. Life Skills Activities for Children, What is a Friend, p. 306-307. Oops! At a Friends, p. 38-39. Oops! Sleepovers, p. 40-43. Oops! Giving and Receiving Gifts, p. 54-61. Social Skills Activities for Children, Being Interested in Others, p. 185-186. Social Skills Activities for Children, Spending Time with Others, p. 189-190. Social Skills Activities for Children, Inviting Others into Your Group, p. 191-193. 4 Girls, Relationships - http://www.4girls.gov</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>14. Knows how to develop and use a personal support system.</p>	<ul style="list-style-type: none"> a. Define personal support system. b. Describe the benefit of having more than one person to help with problems. c. Assess the strengths and needs of one’s personal support system. d. Identify three strategies to expand one’s support system. e. Name two or more people who provide support to you. f. Describe two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person. g. Develop a list of resource people including addresses and phone numbers. h. Demonstrate asking for help with a personal problem. 	<p>FUTURE/PATH, p. 56. I Can Do It, Building a Support Network, p. 51-56. Making It on Your Own, Friends, p. 75. Ready, Set, Fly! Relationships #11. Social Skills for Secondary, Making and Keeping Friends, p. 89.</p>
<p>15. Knows and understands the concept of “community.”</p>	<ul style="list-style-type: none"> a. Define and give examples of different communities (e.g. faith-based, cultural groups, neighborhoods, school, civic). b. Identify three things that make one a part of a community (e.g., age, culture, interest, needs). c. Explain the benefits of participating in diverse/different communities. d. Describe the responsibilities associated with being part of a community. e. Describe how to take physical care of the community (e.g., don’t litter). 	<p>Oops! Neighborhoods, p. 82-83. Oops! The Great Outdoors, p. 92-93. Ready, Set, Fly! Relationships #12 Social Skills for Secondary, Worksheet 71, Volunteering at Agencies, p. 257.</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>16. Knows and understands the importance of cooperation.</p>	<ul style="list-style-type: none"> a. Name three advantages of cooperation. b. Describe ways in which people have fun together. c. Describe activities or skills that can be learned from one another. d. Describe three situations where you've helped others. e. Explain how workers of different occupations help each other meet their needs. f. Describe how the family structure helps the group meet basic survival needs. 	<p>Life Skills Activities for Children, Helping Others, p. 334-335. Life Skills Activities for Children, Working Together, p. 300-301. Life Skills Activities for Children, Having Fun Together, p. 302-303. Life Skills Activities for Children, Helping Each Other Live, p. 298-299. Life Skills Activities for Children, Learning from Each Other, p. 304-305.</p>
<p>17. Can describe everyday etiquette.</p>	<ul style="list-style-type: none"> a. Tell when it is good manners to open the door for another person. b. Tell when it is good manners to give up his/her seat for another person. c. Explain manners for using a public phone. d. Give examples of appropriate words to show displeasure or excitement as an alternative to crude comments. e. Describe the difference between gossip and sharing information. f. Describe at least five situations in which you would express thankfulness. g. Role play saying thank you with another person. 	<p>Life Skills Activities for Children, Being Courteous, p. 328-329. Life Skills Activities for Children, Saying "Thank You," p. 345-346. Oops! Magic Words, p. 8-11. Oops! After You! p. 16-17. Oops! The Golden Rule, p. 18-19. Social Skills Activities for Children, Opening Doors for Others, p. 381-383. Social Skills Activities for Children, Giving Up Your Seat, p. 384-386. Social Skills Activities for Children, Public Phones, p. 387-388. Social Skills Activities for Children, Gossip, p. 389-391. Social Skills Activities for Children, Using Good Language, p. 394-396. Social Skills Activities for Children, Thank You Notes, p. 400-401.</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>18. Is able to use good table manners.</p>	<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. d. Describe proper “food etiquette.” 	<p>Life Skills Activities for Children, Table Manners, p. 169-170. Oops! Table Manners, p. 64-65; 68-69. Oops! Nibbling Nicely, p. 76-77. Oops! Problem Foods, p. 78-80. Ready, Set, Fly! Dining Etiquette #5. Social Skills Activities for Children, Table Manners, p. 376-378. Advice from Dr. Dave and Dr. Dee – http://www.drdaveanddee.com/elbows.html Table Setting – http://ryangrpinc.com/table_setting.asp (dead link)</p>
<p>19. Knows how to maintain good emotional health.</p>	<ul style="list-style-type: none"> a. Define and explain examples of stress. b. Identify situations which may cause conflict between people and lead to stress. c. Identify sources of conflict or fear in a stressful situation. d. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule). e. Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal). f. Evaluate effectiveness of strategy selected. g. Describe the signs and symptoms of depression and other emotional health problems. h. Describe where to go in the community to obtain help with depression and other emotional health problems. 	<p>Life Skills Activities for Children, Things to Try, p. 117-118. Life Skills Activities for Children, What is Stress, p. 109-110. Life Skills Activities for Children, Conflicts, p. 111-112. Life Skills Activities for Children, Conflicts with Things, p. 115-116. Life Skills Activities for Secondary, VI-21, Stress & Stressors, p. 426-428. Life Skills Activities for Secondary, VI-22, Stressful Events & Situations, p. 429-431. Life Skills Activities for Secondary, VI-23, Coping with Stress, p. 432-435. Life Skills Activities for Secondary, VI-24, Depression, p. 436-438. Life Skills Activities for Secondary, VI-25, Suicide, p. 439-441. Life Skills Activities for Secondary, VI-26, Getting Help, p. 442-444. Life Skills Activities for Secondary, VI-27, You Have Choices, p. 445-447. Making It on Your Own, Dealing with Stress, p. 66. Ready, Set, Fly! Health #14. Ready, Set, Fly! Health #15.</p>

		<p>SEALS II, Journal Keeping, p. 16. SEALS II, Write to Heal, p. 18. SEALS II, Reward Yourself, p. 29. SEALS II, Treat Yourself, p. 28. SEALS II, Saving Stress, p. 69. SEALS II, Stress Pleasure, p. 72. SEALS II, Inner Voice, p. 79. Teenage Human Body, Stress, p. 64-65. Teenage Human Body, Depression, p. 68-69. 4 Girls, Mind– http://www.4girls.gov Girl Power – http://www.girlpower.gov/girlarea/notalone/howtcope.htm Kids Health – http://www.kidshealth.org/parent/emotions/index.html Kids Health – http://www.kidshealth.org/kid/feeling/</p>
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Daily Living Domain

NUTRITION

Learning Goals	Expectations	Activities
<p>1. Knows and understands the basic food groups and the food pyramid.</p>	<p>a. Define the three main food 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 (e.g., food pyramid). d. Explain the nutritional benefit of each food group (e.g., fruits, vegetables, dairy products, protein). e. Explain in own words the meaning of “good nutrition.”</p>	<p>Creative Life Skills Activities, Activity 53, Food Game. I Can Do It! Hungry? p. 65. I’m Getting Ready, Do you Know Where Foods Fit? H-1. Making It on Your Own, Planning Healthy Meals, p. 28. PAYA, Module 1, Food Management, p. 138-140. Ready, Set, Fly! Nutrition #1. Nutrition Café – http://www.exhibits.pacsci.org/nutrition/ 4Girls, Nutrition – http://www.4girls.gov Kids Health - Learning about Proteins, Carbohydrates, Calories, and Fat; Food Guide Pyramid – http://www.kidshealth.org/kid/stay_healthy/index.html http://www.kidshealth.org/teen/food_fitness/</p>

NUTRITION

Learning Goals	Expectations	Activities
<p>2. Knows and understands the relationship between what one eats and nutrition.</p>	<ul style="list-style-type: none"> a. Identify three personal food choices and explain their nutritional content. b. Explain how personal food choices contribute to a healthy diet. c. Describe how vitamins and minerals relate to nutrition. d. Describe the importance of drinking water. e. Explain the need for moderation and balance when planning a healthy diet. f. Show respect for others' opinions and cultural differences when identifying personal food choices. 	<p>Care and Keeping of You, Food, p. 56-57. Care and Keeping of You, Nutrition, p. 58-61. I Can Do It! Hungry? p. 66. I'm Getting Ready, How Did I Do? H-2; H-3; H-3.1. I'm Getting Ready, Are Fast Foods Good or Bad for me, H-5. PAYA, Module 1, Food Management, p. 140-141. PAYA, Module 2, Health Care, p. 19-26. Ready, Set, Fly! Nutrition #2. Kids Health - All about What Vitamins and Minerals Do; Why Drinking Water is the Way to Go; What's the Big Sweat about Dehydration – http://www.kidshealth.org/kid/stay_healthy/index.html. http://www.kidshealth.org/parent/nutrition_fit/index.html. http://www.kidshealth.org/teen/food_fitness/ Nutritional Analysis Tool – http://www.nat.uiuc.edu</p>
<p>3. Knows and understands the impact of nutrition on physical and emotional health.</p>	<ul style="list-style-type: none"> a. Explain how daily eating habits affect overall wellness. b. Explain how eating habits can lead to serious health problems (e.g., high blood pressure, heart disease, and diabetes). c. Describe how food choices affect physical conditions (e.g., allergies, migraine headaches, and diabetes). 	<p>Care and Keeping of You, Nutrition, p. 57-61. I'm Getting Ready, I am What I Eat? H-4. Teenage Human Body, Energy Maintenance, p. 23-25. Cool Food - http://www.coolfoodplanet.org/gb/adoz/index.htm Kids Health, Food and Fitness – http://www.kidshealth.org/teen/food_fitness/</p>

NUTRITION

Learning Goals	Expectations	Activities
<p>4. Is able to evaluate one's diet for nutritional content.</p>	<ul style="list-style-type: none"> 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. Tell how vitamins and minerals can be gained. e. Tell the good and bad points of using vitamin supplements. f. Describe how different foods affect health. g. Evaluate one's diet for vitamin and mineral intake and nutritional balance. 	<p>I Can Do It! Hungry? p. 68-60. PAYA, Module 2, Health Care, p. 26. Ready, Set, Fly! Nutrition #3. 4Girls, Nutrition – http://www.4girls.gov Kids Health, Food and Fitness – http://www.kidshealth.org/teen/food_fitness/ Nutritional Analysis Tool – http://www.nat.uiuc.edu Produce Oasis - http://www.produceoasis.com/ Healthy School Meals – http://schoolmeals.nal.usda.gov/py/pmap.htm (dead link)</p>
<p>5. Knows how “snacking” affects nutrition.</p>	<ul style="list-style-type: none"> a. Explain the value of snacks. b. Tell the health and nutritional risks involved in snacking. c. Give three examples each of healthy and unhealthy snacks. d. Describe occasions when a snack is appropriate. 	<p>Making It on Your Own, Compare These Snacks, p. 63. Ready, Set, Fly! Nutrition #5. Cool Food Planet – http://www.coolfoodplanet.org/gb/adoz/index.htm Kids Health - When Snack Attacks Strike – http://www.kidshealth.org/kids/stay_healthy/ http://www.kidshealth.org/teen/food_fitness/</p>
<p>6. Knows how to read food labels for nutritional information.</p>	<ul style="list-style-type: none"> a. Explain why it is important to read nutritional information on food packaging. b. Explain which the largest ingredient in the product is. 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>I Can Do It! Hungry? p. 68-69. I'm Getting Ready, Confused? Labels Help! H-2. Making It on Your Own, Use Nutritional Labels, p. 62. Cool Food Planet – http://www.coolfoodplanet.org/gb/adoz/index.htm Kids Health, Figuring out Food Labels – http://www.kidshealth.org/kids/stay_healthy/</p>

MENU PLANNING

Learning Goals	Expectations	Activities
<p>7. Is able to plan a simple nutritious meal with supervision.</p>	<p>a. Name resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/Internet, local supermarkets, and pre-packaged foods).</p> <p>b. Tell how individual dietary needs and cultural preferences affect meal planning (e.g., vegetarian, food allergies).</p> <p>c. Use a nutritional guide to plan a meal (e.g. food pyramid).</p> <p>d. Plan a nutritious meal.</p>	<p>Life Skills Activities for Children, Simple Cooking: Easy Meals, p. 167-168.</p> <p>Life Skills Activities for Children, Nutrition, p. 189-190.</p> <p>Ready, Set, Fly! Menu Planning #2.</p> <p>Family Fun – http://familyfun.go.com/recipes/</p> <p>Kids Health, Recipes - http://www.kidshealth.org/kid/recipes/index.html. http://www.kidshealth.org/teen/recipes/index.html.</p> <p>My Meals, Meal Planning – http://www.my-meals.com/</p>
<p>8. Is able to plan a week of nutritious and economical meals with supervision.</p>	<p>a. Describe how culture affects planning a menu for one or for others.</p> <p>b. Use a nutritional guide to plan meals for a week (e.g. food pyramid).</p> <p>c. Create a shopping list specifying the items and quantity for the 7 day menu.</p> <p>d. Calculate the cost of the 7 day menu.</p> <p>e. Compare the costs of cooking and eating out.</p> <p>f. Purchase food for the week within one’s budget.</p> <p>g. Describe when and why one would ask for help in making meal plans.</p>	<p>I’m Getting Ready, It’s Your Choice... You’re the Chef! H-16, H-17.</p> <p>Making It on Your Own, Planning a Menu, p. 29.</p> <p>PAYA, Module 1, Money, Home, and Food Management, p. 29-37; 146-151.</p> <p>Ready, Set, Fly! Menu Planning #2.</p> <p>Family Fun – http://familyfun.go.com/recipes/</p> <p>Kids Health, Recipes - http://www.kidshealth.org/teen/recipes/index.html</p> <p>My Meals – http://www.my-meals.com/</p>
<p>9. Is able to plan a week of nutritious and economical meals without supervision.</p>	<p>a. Use a nutritional guide to plan meals for a week (e.g. food pyramid).</p> <p>b. Create a shopping list specifying the items and quantity for the 7 day menu.</p> <p>c. Calculate the cost of the 7 day menu.</p> <p>d. Make modifications to the menu to stay within a budget.</p> <p>e. Purchase food within one’s budget.</p>	<p>Making It on Your Own, Planning a Menu, p. 29.</p> <p>PAYA, Module 1, Food Management, p. 29-37.</p> <p>Ready, Set, Fly! Menu Planning #3.</p> <p>Kids Health – http://www.kidshealth.org/teen/recipes/index.html.</p> <p>My Meals – http://www.my-meals.com/</p>

GROCERY SHOPPING

Learning Goals	Expectations	Activities
<p>10. Knows and understands ways to grocery shop economically.</p>	<ul style="list-style-type: none"> a. Explain the value of a shopping list. b. Explain the benefits of using coupons and buying store brands. c. Explain unit price information for two grocery items. d. Describe the advantages and disadvantages of buying in bulk. e. Explain when and where to shop for bargains (e.g., sales, specials, and discounts). 	<p>FUTURE/PATH, 35 I Can Do It! Cooks n' Shop, p. 78-80. Making It on Your Own, Preparing a Shopping List, p. 30. Pocket Guide, Grocery Shopping, p. 52-54. Pocket Guide Instructions, Grocery Shopping, p. 139-151. Ready, Set, Fly! Grocery Shopping #5. Ready, Set, Fly! Grocery Shopping #6. Ready, Set, Fly! Grocery Shopping #7.</p>
<p>11. Knows how to evaluate grocery items for freshness, nutritional value, and economy.</p>	<ul style="list-style-type: none"> 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. c. Use unit pricing and product label information to select the best buy. d. Tell three potential economic and nutritional benefits of purchasing produce at local farmers' markets. e. Compare the freshness, nutritional value, and economy of shopping in large supermarkets, convenience stores, bodegas, cooperatives, and/or at farmers markets, home grown fruits or vegetables, and/or superstores (e.g., Wal-Mart, K-mart, Target). f. Demonstrate the selection of three grocery items for freshness, nutritional value, and economy. 	<p>I Can Do It! Cooks n' Shop, p. 81-82. I'm Getting Ready, Judging Fresh Produce, H-13. I'm Getting Ready, How to Tell What's Inside, H-14. I'm Getting Ready, Super Shopper Scavenger, H-15. Life Skills Activities for Children, Making a Shopping List, p. 165-166. Making It on Your Own, Unit Pricing, p. 31. Ready, Set, Fly! Grocery Shopping #8. University of Illinois, Thrifty Living – http://www.urbanext.uiuc.edu/thriftyliving/tl-foodfreshness.html</p>

GROCERY SHOPPING

Learning Goals	Expectations	Activities
12. Knows how to grocery shop for a week within a budget.	<ul style="list-style-type: none"> 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. 	Ready, Set, Fly! Grocery Shopping #3. SEALS II, How to Stretch Your Budget, p. 47.
13. Is able to grocery shop for a week within a budget.	<ul style="list-style-type: none"> 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 week's grocery shopping experience for staying in budget and meeting needs. 	Ready, Set, Fly! Grocery Shopping #9. SEALS II, How to Stretch Your Budget, p. 47.
MEAL PREPARATION		
Learning Goals	Expectations	Activities
14. Knows and understands the names and uses of kitchen utensils and equipment.	<ul style="list-style-type: none"> a. Describe which utensils, appliances, and equipment are necessities and which are luxuries. b. Describe how to store kitchen utensils in a safe and organized manner so they can be located and used efficiently and effectively. c. Describe how to use available appliances in a safe manner (e.g., oven, toaster, microwave, dishwasher). d. Describe how and when to use kitchen utensils in a safe manner (e.g., knives, grater, peeler). 	I'm Getting Ready, Kitchen Scavenger Hunt, H-6. The Cook's Thesaurus - http://www.switcheroo.com/

MEAL PREPARATION

Learning Goals	Expectations	Activities
15. Knows and understands the importance of maintaining kitchen appliances.	<ul style="list-style-type: none"> a. Describe how to keep kitchen appliances clean. b. Know who to call for appliance repairs and service. c. Keep a file of instruction booklets and warranties for kitchen appliances. 	Cool Food Planet – http://www.coolfoodplanet.org/gb/adoz/index.htm
16. Is able to use the available kitchen equipment to prepare and cook a simple meal or snack.	<ul style="list-style-type: none"> a. Demonstrate the correct use of all available utensils, pots, and pans when preparing a meal or snack with supervision, if needed. b. Demonstrate the appropriate use of available kitchen appliances when preparing a meal or snack with supervision, if needed. 	Kids Health, Being Safe in the Kitchen – http://www.kidshealth.org/kids/stay_healthy/ The Cook’s Thesaurus- http://www.switcheroo.com/
17. Knows and understands how to prepare food safely.	<ul style="list-style-type: none"> a. Describe why keeping all surfaces and one’s hands clean throughout the cooking process are important. b. Describe how improper cooking and handling of food can cause physical illness. c. Describe safe ways to defrost and clean meats and vegetables. d. Demonstrate safe ways to prepare and cook meats and vegetables. 	I Can Do It! Hungry? p. 73. I Can Do It! Cooks n’ Shop, p. 76-78. Cool Food Planet- http://www.coolfoodplanet.org/gb/adoz/safe.htm Food Link – http://www.foodlink.org.uk/ Kids Health, Being Safe in the Kitchen; Botulism; E. Coli – http://www.kidshealth.org/kids/stay_healthy/ Produce Oasis - http://www.produceoasis.com/ The Cook’s Thesaurus - http://www.switcheroo.com/

MEAL PREPARATION

Learning Goals	Expectations	Activities
<p>18. Can read and follow a recipe with supervision if younger, without if older.</p>	<ol style="list-style-type: none"> Translate abbreviations commonly used in recipes (e.g., tsp). Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon). Interpret and demonstrate the meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in, bake, broil, roast, mix, stir, beat). Select the utensils and equipment needed to complete a recipe. Use a clock or timer when baking or cooking. Prepare food according to a recipe. Identify and measure the ingredients called for in a recipe. 	<p>I Can Do It! Cooks n' Shop, p. 74-75. I'm Getting Ready, Cooking Demonstration by Guest, H-7; H-8. PAYA, Module 1, Food Management, p. 144-145. Ready, Set, Fly! Meal Preparation #2. Kids Health, Take a Look at Cooking; How to Read a Recipe– http://kidshealth.org/kid/stay_healthy/ My Meals, Measurement Conversion Tables – http://www.my-meals.com/</p>
<p>19. Can develop and maintain a personal recipe file.</p>	<ol style="list-style-type: none"> Know where to locate reliable recipes (e.g., cookbooks, magazines, television shows, Internet, food packages, newspapers, friends, and relatives). Create a personal recipe file of favorite recipes. 	<p>Ready, Set, Fly! Meal Preparation #3. Ready, Set, Fly! Menu Planning #1. Kids Health, Recipes – http://www.kidshealth.org/kid/recipes/index.html My Meals – http://www.my-meals.com/</p>
<p>20. Knows how to select and modify recipes with supervision, if younger, without if older.</p>	<ol style="list-style-type: none"> Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty). Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener). Describe at least three tastes that spices add to recipes. Demonstrate how to change a recipe (e.g., increase or decrease servings based on number of people). 	<p>I'm Getting Ready, Oops! I Need to Change the Recipe, H-9. I'm Getting Ready, Cooking Demonstration by Guest Chef, H-7; H-8. Ready, Set, Fly! Meal Preparation #3. My Meals, Recipe Center - http://www.my-meals.com/</p>

MEAL PREPARATION

Learning Goals	Expectations	Activities
21. Is able to prepare a week of nutritious and economical meals with supervision.	<ul style="list-style-type: none"> 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. Prepare the meals using the ingredients, utensils, and equipment. e. Evaluate the weekly menu for modifications. 	Ready, Set, Fly! Meal Preparation #5. My Meals, Recipe Center - http://www.my-meals.com/
22. Is able to prepare a week of nutritious and economical meals without supervision.	<ul style="list-style-type: none"> 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. Prepare the meals using the ingredients, utensils, and equipment. e. Evaluate the weekly menu for modifications. 	Ready, Set, Fly! Meal Preparation #5. My Meals, Recipe Center - http://www.my-meals.com/
DINING		
Learning Goals	Expectations	Activities
23. Can set the table for daily meals.	<ul style="list-style-type: none"> a. Recognize the placement of dishes, glasses, utensils, and napkins. b. Describe the influence of diverse cultures on dining traditions, food selection, preparations, and manners. c. Demonstrate setting the table. 	Oops! Table Manners, p. 64-65. Oops! Fancy Dinners, p. 70-71. Ready, Set, Fly! Dining Etiquette #1. Cuisinenet, Diner's Digest – http://www.cuisinenet.com/digest/custom/etiquette/place_setting.shtml Table Setting – http://ryangrpinc.com/table_setting.asp (dead link)
24. Knows and understands how cultural diversity can affect meal preparation and dining.	<ul style="list-style-type: none"> a. Describe the influence of diverse cultures on dining traditions, food selection, preparations, and manners. b. Compare the placement of dishes and use of dining utensils for different cultures. 	Ready, Set, Fly! Dining Etiquette #2. Cuisinenet, Diner's Digest - http://www.cuisinenet.com/digest/custom/etiquette/place_setting.shtml

DINING

Learning Goals	Expectations	Activities
<p>25. Is able to use good table manners.</p>	<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. d. Describe proper “food etiquette.” 	<p>Life Skills Activities for Children, Table Manners, p. 169-170. Oops! Table Manners, p. 64-65; 68-69. Oops! Nibbling Nicely, p. 76-77. Oops! Problem Foods, p. 78-80. Ready, Set, Fly! Dining Etiquette #5. Social Skills Activities for Children, Table Manners, p. 376-378. Advice from Dr. Dave and Dr. Dee – http://www.drdaveanddee.com/elbows.html Table Setting – http://ryangrpinc.com/table_setting.asp (dead link)</p>
<p>26. Is able to demonstrate appropriate dining behavior in a restaurant setting.</p>	<ul style="list-style-type: none"> a. Demonstrate ordering from a menu. b. Exhibit good table manners. c. Describe appropriate dress and conversation for different dining experiences. d. Demonstrate appropriate ways to get attention of wait staff. e. Calculate the tip. 	<p>I’m Getting Ready, Eating Out? Try It! H-4. Life Skills Activities for Children, Eating Out, p. 175-176. Life Skills Activities for Children, Using a Menu, p. 264-265. Life Skills Activities for Children, Tipping, p. 266-267. Making It on Your Own, Going Out to Eat, p. 77. Making It on Your Own, Leaving the Tip, p. 77. Oops! Fancy Dinners, p. 72-73. Oops! Restaurants, p. 74-75. Ready, Set, Fly! Dining Etiquette #3. Ready, Set, Fly! Dining Etiquette #4. Ready, Set, Fly! Dining Etiquette #5. Social Skills Activities for Children, Eating Out, p. 379-380. Cuisinenet, Diner’s Digest – http://www.cuisinenet.com/digest/custom/etiquette/place_setting.shtml</p>

KITCHEN CLEAN UP AND FOOD STORAGE

Learning Goals	Expectations	Activities
<p>27. Can store leftovers and un-used ingredients to avoid spoilage.</p>	<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. 	<p>I'm Getting Ready, Empty Those Grocery Bags, H-10. I'm Getting Ready, Wonder if Anyone Got Sick after Thanksgiving, H-11. I'm Getting Ready, Rx for Ranges, C-2-1. Life Skills Activities for Children, Cleaning Up, p. 171-172. Ready, Set, Fly! Kitchen Clean Up and Food Storage #1. Ready, Set, Fly! Kitchen Clean Up and Food Storage #3. Teenage Human Body, Energy Maintenance, p. 25. Consumer Advice on Food Safety, Nutrition, and Cosmetics, Food Storage – http://www.cfsan.fda.gov/~lrd/advice.html#storage Food Link – http://www.foodlink.org.uk/ Food Marketing Institute – http://www.fmi.org/consumer/foodkeeper/search.htm</p>
<p>28. Can clean kitchen after meal preparation with supervision if younger and without supervision if older.</p>	<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, pans and utensils 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. 	<p>Life Skills Activities for Children, Cleaning Up, p. 171-172. Life Skills Activities for Children, Washing the Dishes, p. 173-174. Pocket Guide, Cleaning the Kitchen, p. 60. Pocket Guide Instructions, Kitchen & Bathroom, p. 174. Ready, Set, Fly! Kitchen Clean Up and Food Storage #2. Cleaning 101 – http://www.cleaning101.com/welcome.html Recycling, Recycling Games, Facts & Educational Activities – http://www.recycleroom.org</p>

HOME MANAGEMENT

Learning Goals	Expectations	Activities
<p>29. Knows and understands the importance of household cleanliness.</p>	<ul style="list-style-type: none"> 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. e. Explain what causes sinks and toilets to clog and how to unclog them. f. Describe how to defrost a refrigerator. g. Describe how to minimize roaches, mice, and other pests. 	<p>FUTURE/PATH, p. 21. I'm Getting Ready, You Mean I Have to Get Rid of the Ice? C-2. I'm Getting Ready, Household Materials Scavenger Hunt, C-1, C-2.2. I'm Getting Ready, Getting Rid of Unwanted Guests... Pest Control, C-13. I'm Getting Ready, Me a Vacuum Cleaner Salesman? C-2.3. PAYA, Module 1, Home Management, p. 122; 127-133. Ready, Set, Fly! Home Cleaning and Clothing Care #1. Ready, Set, Fly! Home Cleaning and Clothing Care #3. Cleaning 101 – http://www.cleaning101.com/house/dirt/choosing.html Safety Information – http://wellness.ucdavis.edu/safety_info/poison_prevention/poison_book/household_cleaners.html (dead link)</p>
<p>30. Can keep room clean.</p>	<ul style="list-style-type: none"> a. Demonstrate changing sheets and making beds. 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). 	<p>Life Skills Activities for Children, Picking Up, p. 153-154. Life Skills Activities for Children, Making the Bed, p. 155-156. Life Skills Activities for Children, Floor Care, p. 157-158. PAYA, Module 1, Home Management, p. 122; 127-133. Ready, Set, Fly! Home Cleaning and Clothing Care #2. Ready, Set, Fly! Housing #10. Cleaning 101 – http://www.cleaning101.com/house/dirt/choosing.html</p>

HOME MANAGEMENT

Learning Goals	Expectations	Activities
<p>31. Can maintain a clean living space.</p>	<ul style="list-style-type: none"> a. Identify several household chores and the person responsible for completing the task at home. b. Demonstrate proper storage of cleaning products. c. Demonstrate proper use of cleaning equipment and cleaning techniques. d. Demonstrate two ways to store personal items. 	<p>I Can Do It! Getting Cleaned Up, p. 94-105. I'm Getting Ready, Teach Someone to Clean, C-2.2. I'm Getting Ready, Me...a Vacuum Cleaner Salesman? C-2.3. I'm Getting Ready, I Can Clean it, C-2.4. I'm Getting Ready, Take Out the Garbage, C-4. Life Skills Activities for Children, Dusting, p. 159-160. Making It on Your Own, Cleaning Materials & Equipment, p. 36. PAYA, Module 1, Home Management, p. 127-133. Pocket Guide, Cleaning House, p. 60-61. Pocket Guide Instructions, Cleaning House, p. 175-178. Ready, Set, Fly! Home Cleaning and Clothing Care #2. Social Skills Activities for Children, Doing Chores at Home, p. 346-347. Safety Information, Poison Prevention - http://wellness.ucdavis.edu/safety_info/poison_prevention/poison_book/household_cleaners.html</p>
<p>32. Can develop and maintain household cleaning routine.</p>	<ul style="list-style-type: none"> a. Explain the benefit of cleaning and changing linens regularly. b. Describe what needs to be cleaned on a daily, monthly and seasonal basis. c. Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, cleaning toilet). 	<p>I Can Do It! Getting Cleaned Up, p. 94-105. I'm Getting Ready, Setting My Own Cleaning Standard, C-5, C-6. Making It on Your Own, Cleaning House, p.35. Making It on Your Own, Use Cleaning Supplies, p.35. PAYA, Module 1, Home Management, p. 127-133. Ready, Set, Fly! Home Cleaning and Clothing Care #2. Ready, Set, Fly! Home Cleaning and Clothing Care #5. Cleaning 101 – http://www.cleaning101.com/house/dirt/choosing.html</p>
<p>33. Can care for clothing with supervision if younger.</p>	<ul style="list-style-type: none"> a. Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash). b. Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles). c. Complete two loads of laundry. d. Demonstrate how to fold and put away clean clothing. 	<p>I Can Do It! Wash n' Wear, p. 83-93. I'm Getting Ready, I Did the Laundry, LG-3. Life Skills Activities for Children, Care of Clothing, p. 129-130. Life Skills Activities for Children, Washing & Drying Clothes, p. 131-132. Ready, Set, Fly! Home Cleaning #7. Ready, Set, Fly! Home Cleaning #8. Ready, Set, Fly! Home Cleaning #9.</p>

HOME MANAGEMENT

Learning Goals	Expectations	Activities
<p>34. Can care for clothing without supervision.</p>	<ul style="list-style-type: none"> 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 quantity, bleach, fabric softener, selection of water temperature and washing cycles). d. Complete two loads of laundry. e. Describe steps for ironing clothes. f. Demonstrate how to fold and put away clean clothing. g. Demonstrate making simple repairs to clothing, like sew buttons and tears. h. Explain and demonstrate which clothes to dry clean. 	<p>FUTURE/PATH, 36. I Can Do It! Wash n' Wear, p. 83-93. I'm Getting Ready, Rx Stain Prescriptions, LG-1. I'm Getting Ready, Make Your Own Labels, LG 2-1 TO LG-3. I'm Getting Ready, I Did the Laundry, LG-3. I'm Getting Ready, You Be the Judge, LG-12. I'm Getting Ready, Protecting Your Clothing, LG 13; LG-14. I'm Getting Ready, Joe's Shoe Lament, LG-15. Life Skills Activities for Children, Care of Clothing, p. 129-130. Life Skills Activities for Children, Washing & Drying Clothes, p. 131-132. Life Skills Activities for Secondary, IV-35, Care of Clothing, p. 294-296. Making It on Your Own, Read the Label, p. 37. Making It on Your Own, Doing the Laundry, p. 37. Making It on Your Own, What Do Your Labels Say? p. 38. Making It on Your Own, Laundry Expenses, p. 38. PAYA, Module 2, Personal Care, p. 8-9. PAYA, Module 2, Personal Care, p. 10. Pocket Guide, Doing Laundry, p. 61-63. Pocket Guide Instructions, Doing Laundry, p. 179-184. Ready, Set, Fly! Home Cleaning #7. Ready, Set, Fly! Home Cleaning #8. Ready, Set, Fly! Home Cleaning #10. Teenage Human Body, Exterior Maintenance, p. 39. Cleaning 101 – http://www.cleaning101.com/laundry/ Just Ask Jane – http://www.justaskjane.org/forums/forumdisplay.php3?forumid=4</p>

HOME MANAGEMENT

Learning Goals	Expectations	Activities
35. Knows and understands the benefits of conserving energy and recycling used materials.	a. Describe the benefits of energy conservation and recycling. b. Describe two techniques for recycling and conserving energy. c. Explain the recycling policy of your current community (e.g., community recycling calendar). d. Define and explain the benefits of composting.	PAYA, Module 5b, Environment, p. 237-239. Cleaning 101 – http://www.cleaning101.com/environment/whatcanido.html Leaders of Waste Reduction – http://www.vironleader.org/kids.html Recycling – http://www.recycleroom.org

HOME SAFETY

Learning Goals	Expectations	Activities
<p>36. Knows and understands the importance of home safety.</p>	<ul style="list-style-type: none"> a. Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher. b. Explain three ways to prevent fires (e.g., avoid overuse of extension cords). 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, earthquakes, national alerts, snow emergencies). 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). i. Explain three ways to keep yourself safe on the internet and telephone (e.g., don't give out social security number, avoid giving personal information on the phone or internet, change passwords frequently). j. Describe signs of possible household dangers (e.g., smelling gas, flooding). k. Describe how to prevent poisoning. 	<p>I Can Do It! Staying Safe, p. 39- 45. PAYA, Module 2, Safety Skills, p. 76-86. PAYA, Module 5, Safety Skills, p. 2. PAYA, Module 5, Safety, p. 154-161. Ready, Set, Fly! Home Safety #1. Ready, Set, Fly! Home Safety #2. Ready, Set, Fly! Home Safety #4. Teenage Human Body, Environmental Maintenance, Fires, p. 49. Internet Safety, Etiquette for Kids – http://kidsinternet.about.com/cs/internetsafety1/ Parent Soup – http://www.parentsoup.com The American Academy of Pediatrics – http://www.aap.org/parents.html The Parent Center/Baby Center – http://www.babycenter.com/baby/babysafety/index</p>

HOME SAFETY

Learning Goals	Expectations	Activities
37. Knows how to access community resources in case of emergency.	<ul style="list-style-type: none"> 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 the appropriate community resource. 	Creative Life Skills Activities, Activity 35, Who Do I Call? Life Skills Activities for Children, Emergency! p. 21-22. Ready, Set, Fly! Home Safety and Repairs #4. Ready, Set, Fly! Community Resources #4. Social Skills Activities for Children, Going for Help, p. 289-290.
38. Is able to administer first aid and CPR.	<ul style="list-style-type: none"> a. Complete and pass first aid training course. b. Complete and pass CPR training course. 	Ready, Set, Fly! Home Safety and Repairs #3. CPR/First Aid Instruction – http://American-cpr-training.com Learn CPR, Hands on CPR/First Aid Training - http://depts.washington.edu/learncpr/index.html
39. Knows how to make simple home repairs.	<ul style="list-style-type: none"> a. Demonstrate how to reset circuit breakers and/or replace fuses. b. Demonstrate how to use a plunger/unclog toilets. c. Demonstrate how to replace furnace filters. d. Demonstrate safe and appropriate use of home tools. e. Demonstrate how to winterize apartment/home windows, where applicable. f. Explain the type of repairs for which the tenant is responsible. 	I'm Getting Ready, Electrical Detective at Work, C-7, C-8. Life Skills Activities for Secondary, IV-34, Home Repairs, p. 291-294. Ready, Set, Fly! Home Safety and Repairs #5.
40. Can travel independently.	<ul style="list-style-type: none"> a. Give directions to your home. b. Identify the types of transportation available. c. Describe the costs of different forms of transportation. d. Read transportation schedules and maps. e. Select the means of transportation from those available to your community. f. Demonstrate reading a map. 	Creative Life Skills Activities, Activity 42, Here Comes the Bus. Life Skills Activities for Children, Pedestrian Safety, p. 250-251. Life Skills Activities for Children, Bike Safety, p. 252-253. Life Skills Activities for Secondary, IV-25, Using a Time Table, p. 266-267. Life Skills Activities for Secondary, IV-26, Reading a Map, p. 268-270. Ready, Set, Fly! Transportation #1. Ready, Set, Fly! Transportation #2.

HOME SAFETY

Learning Goals	Expectations	Activities
41. Knows how to obtain copies of personal documents.	<ul style="list-style-type: none">a. Identify where to go to get a birth certificate, social security card, photo ID, educational transcripts, passports, voter registration card, and working papers.b. Identify where to go to obtain medical history and records.c. Identify where to go to obtain immigration documentation (if applicable).d. Identify where to go to obtain tribal documentation (if applicable).e. Identify documentation necessary to cross U.S. borders.f. Identify the costs associated with obtaining these documents.g. Complete the forms required to obtain copies of these documents.	FUTURE/PATH, 67. Creative Life Skills Activities, Activity 54, Project Existence. Making It on Your Own, Getting the Right Documents, p. 6. Ready, Set, Fly! Community Resources #6.

BELIEFS ABOUT MONEY

Learning Goals	Expectations	Activities
<p>42. Knows and understands how one’s values influence money decisions.</p>	<p>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.</p>	<p>I Can Do It, Budgeting to Make Money Stretch, p. 1-2. I’m Getting Ready, If You Could See Yourself 20 Years from Now... M-1. I’m Getting Ready, The Big 3, M-4. I’m Getting Ready, Learn from Those Who’ve Been There, M-5. I Know Where I am Going, Part I, C. 1, I’ve Heard of “the Money Pit,” p. 4-8. Life Skills Activities for Secondary, VI – 2 Values Important to Me, p. 372-373. Life Skills Activities for Secondary, VII- 6 Needs vs. Wants, p. 465-467. Money Pals, Part I, C. 2, Money and You, p. 16-27. Ready, Set, Fly! Beliefs About Money #1. Ready, Set, Fly! Beliefs About Money #2. Ready, Set, Fly! Beliefs About Money #3. Mapping Your Future, Establish a Budget – http://mapping-your-future.org/features/dmbudget.htm</p>
<p>43. Knows and understands ways that people use money to help others.</p>	<p>a. Identify specific 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. Identify one cause to which one would contribute.</p>	<p>I Know Where I am Going, Part II, C. 4, Why Should I Give My Money to Others? p. 42-46. Money Pals, Part II, C. 3, Sharing with Others, p. 26-34. Ready, Set, Fly! Beliefs About Money #2. Ready, Set, Fly! Budgeting and Spending #12.</p>

SAVING

Learning Goals	Expectations	Activities
<p>44. Knows and understands ways to save money.</p>	<p>a. Describe two places to save money (e.g. piggy bank, give to caregiver, bank).</p> <p>b. Identify two strategies for saving (e.g. pay-yourself-first, automatic payroll deduction, percentage of one's income).</p> <p>c. Explain how a savings account provides interest on your money.</p> <p>d. Explain your feelings evoked by using different saving strategies.</p>	<p>Developing Your Vision, Book 3. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Life Skills Activities for Children, Keeping Money in a Safe Place, p. 56-57. Money Pals, Part I, C. 3, Savings for Later, p. 28-35. Ready, Set, Fly! Savings #1. Ready, Set, Fly! Savings #2. Ready, Set, Fly! Savings #3. Banking on Our Future, Saving Money – http://www.bankingonourfuture.org/master.cfm/main/home Learning to Give – http://learningtogive.org/lessons/912/Fraser,Serena/Unit1/lesson4.html</p>
<p>45. Is able to develop a savings plan.</p>	<p>a. Recognizes the feelings involved in achieving savings goal.</p> <p>b. Establish a saving goal (e.g., long-term and short-term).</p> <p>c. Create a savings plan to achieve a savings goal (e.g., special savings account).</p>	<p>Developing Your Vision, Book 3. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Life Skills Activities for Children, Keeping Money in a Safe Place, p. 56-57. Money Pals, Part I, C. 3, Savings for Later, p. 28-35. Ready, Set, Fly! Savings #1. Ready, Set, Fly! Savings #2. Ready, Set, Fly! Savings #3. Banking on Our Future, Saving Money – http://www.bankingonourfuture.org/master.cfm/main/home</p>
<p>46. Can achieve a short-term savings goal.</p>	<p>a. Select and use one or more savings strategies.</p> <p>b. Assess the effectiveness of each savings strategy in reaching your savings goal.</p> <p>c. Tell how much money you have in savings.</p>	<p>Developing Your Vision, Book 3. I Can Do It, Budgeting, p. 1. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Money Pals, Part I, C. 3, Savings for Later, p. 28-35. Ready, Set, Fly! Savings #4.</p>

BANKING AND CREDIT		
Learning Goals	Expectations	Activities
47. Knows and understands the services provided by financial institutions.	<ul style="list-style-type: none"> a. Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loans). b. Describe and compare the services available. c. Identify the financial institutions offering the best deals on fees and interest. 	<p>I Can Do It, Using Banks, p. 7-8, 10. I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61. I'm Getting Ready, Choose a Bank, M-12. Money Pals, Part I, C. 4, Taking It to the Bank, p. 36-44. Ready, Set, Fly! Banking #1.</p>
48. Knows how to open and maintain a savings account.	<ul style="list-style-type: none"> a. Describe the different types of savings accounts. b. Explain the good and bad points of different types of savings accounts. c. List the types of personal identification needed to open an account. d. Open a savings account. e. Fill out deposit and withdrawal forms. f. Read bank statement. g. Balance register with statement monthly. 	<p>Life Skills Activities for Secondary, IV-19, What is a Savings Account? p. 251-253. Making It on Your Own, Banking, p. 83. PAYA, Module 1, Savings Accounts, p. 70-71. Banking on Our Future, Checking - http://www.bankingonourfuture.org/master.cfm/main/home Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consulters/banking/</p>
BUDGETING/SPENDING PLAN		
Learning Goals	Expectations	Activities
49. Is able to keep track of a weekly allowance.	<ul style="list-style-type: none"> a. Determine major areas of expenses (e.g., clothing, food, leisure activities) and what is necessary and what is unnecessary. b. Describe the consequences of making unnecessary purchases. c. Keep an expense diary for a week to track all expenditures. d. Assess and modify spending habits. 	<p>I'm Getting Ready, Make a Money Plan for Today, M-7. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Making It on Your Own, Where Does Your Money Go? p. 81. Money Pals, Part II, C. 1, Making Money Last, p. 4-14. Ready, Set, Fly! Budgeting #8. American Express, Budgeting – http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp? Banking on Our Future, Budgeting – http://www.bankingonourfuture.org/master.cfm/main/home</p>

CONSUMING

Learning Goals	Expectations	Activities
50. Can estimate an item's approximate value in terms of dollars or cents.	<ul style="list-style-type: none"> a. Identify at least three appropriate items or ways to spend a designated amount of money. b. Estimate the value of at least 4 items. 	<p>Life Skills Activities for Children, Recognizing the Value of Items, p. 54-55.</p> <p>Life Skills Activities for Children, Spending Money, p. 62-63.</p>
51. Knows how to make a purchase using cash.	<ul style="list-style-type: none"> a. Describe the monetary value of coins and paper currency. b. Calculate discounts (e.g., how much is a \$10 book after a 15% discount?). c. Count money correctly for the purchase. d. Count money received in change after purchase. 	<p>Life Skills Activities for Children, Coins and Bills, p. 50-51.</p> <p>Life Skills Activities for Children, Counting and Coins, p. 52-53.</p> <p>Money Pals, Part I, C. 1, What is Money? p. 6-9.</p> <p>Ready, Set, Fly! Budgeting #1.</p> <p>Ready, Set, Fly! Budgeting #2.</p>
52. Can make a return.	<ul style="list-style-type: none"> a. Explain the appropriate procedure for returning an item. b. Return one item with supervision. c. Return one item without supervision. 	<p>Life Skills Activities for Children, Returning Clothing, p. 236-237.</p>
53. Knows how advertising impacts spending decisions.	<ul style="list-style-type: none"> a. Identify three forms of advertising (e.g. TV, radio, magazines, Internet, newspaper). b. Describe two ways that advertising through mail, credit cards, and television is a lure and often can be misleading or inaccurate. c. Identify three products and advertising campaigns that target youth. d. Identify advertising language and interpret the "fine print." e. Analyze two commercials or ads for hidden messages and misleading statements. f. Explain the benefits of advertising from both the merchant's and the consumer's point of view. g. Explain telemarketing solicitation. h. Describe what "bait-and-switch" is. 	<p>Creative Life Skills Activities, Activity 47, What Are They Advertising?</p> <p>I Can Do It, Protecting Your Money, p. 17-18.</p> <p>I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25.</p> <p>Making It on Your Own, Read the Fine Print, p. 43.</p> <p>Making It on Your Own, Don't Be Taken In, p. 45.</p> <p>Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25.</p> <p>PAYA, Module 1, Unethical Deceptive Practices, p. 119-121.</p> <p>Ready, Set, Fly! Budgeting #11.</p>

CONSUMING

Learning Goals	Expectations	Activities
<p>54. Knows and understands the benefits of comparison shopping.</p>	<ul style="list-style-type: none"> 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. 	<p>I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25. Making It on Your Own, Compare the Price, p. 32. Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25. PAYA, Module 1, Budget, p. 29-52. Pocket Guide, Things to Think About When Shopping for Clothes, p. 55. Pocket Guide Instructions, Shopping for Clothes, p. 152-154. Ready, Set, Fly! Budgeting #9. Ready, Set, Fly! Budgeting #11. Practical Money Skills, Practice Comparative Shopping - http://www.practicalmoneyskills.com/english/students/level.php?id=4</p>
<p>55. Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV).</p>	<ul style="list-style-type: none"> 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. 	<p>Making It on Your Own, Comparison Shopping, p. 41.</p>
<p>56. Knows and understands where and how to shop for clothes.</p>	<ul style="list-style-type: none"> a. State important characteristics of clothes when buying. b. Specify several appropriate places where clothes may be obtained. c. Explain how to comparison shop for clothes. d. Tell the difference between fads and necessities when purchasing products. 	<p>Life Skills Activities for Children, Obtaining Clothing, p. 127-128. Life Skills Activities for Children, Let’s Go Shopping, p. 135-136. Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25.</p>

CONSUMING

Learning Goals	Expectations	Activities
<p>57. Knows and understands ways to shop on a budget.</p>	<ul style="list-style-type: none"> a. Describe two ways one's shopping habits impact one's spending plan. b. 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). c. Compare the good and bad points of different shopping options. d. Explain when and how to look for sales (e.g., summer items go on sale after July 4th, white sales offer discounts on sheets and towels). e. Explain where to find and how to use coupons to save money. f. Compare the cost of three items at two different shops. 	<p>Developing Your Vision, C. 3. I'm Getting Ready, Comparison Shop! LG-9. I'm Getting Ready, Visit a Thrift Shop, LG-10. I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25. Making It on Your Own, Shopping with Coupons, p. 42 Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25. PAYA, Module 1, Personal Budget, p. 9-63. PAYA, Module 1, Shopping Skills, p. 113-121. Ready, Set, Fly! Budgeting #6. Ready, Set, Fly! Budgeting #9.</p>
<p>58. Can shop economically for everyday items (e.g. personal care products, food, school supplies).</p>	<ul style="list-style-type: none"> 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. Interpret and use product label information to select the best buy. e. Compare prices on different brands to get the best price. f. Use two alternative shopping options to get the best price (e.g., flea markets, classified ads, thrift shops, yard sales, catalogs, outlets). 	<p>I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25. Making It on Your Own, Unit Pricing, p. 31. Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25. PAYA, Module 1, Budget, p. 29-54. PAYA, Module 1, Shopping Skills, p. 113-121. Ready, Set, Fly! Personal Hygiene #4.</p>

LEISURE TIME

Learning Goals	Expectations	Activities
<p>59. Knows how to plan healthy leisure time activities and resources.</p>	<ul style="list-style-type: none"> 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. e. Name the location of a theater and procedure for attending a movie there. f. Determine the location, times, prices and other important information about selecting a sporting event in the community to attend. g. State the location of and purpose for a museum. h. Name three free and three cost activities. i. Describe how to host a fun and safe party. j. Plan and invite peers to social activities. k. Participate in a sport or hobby. 	<p>FUTURE/PATH, p. 89, 97. Life Skills Activities for Children, Movie Theater, p. 220-221. Life Skills Activities for Children, Sporting Events, p. 222-223. Life Skills Activities for Children, A Museum, p. 230-231. Making It on Your Own, What Do You Do For Fun? p. 72. Making It on Your Own, What Does It Mean? p. 73. Making It on Your Own, Try Something New, p. 73. Oops! Invitations, p. 44-47. Oops! Party Pitfalls, p. 48-51. PAYA, Module 4, Recreation, p. 86-90. Ready, Set, Fly! Relationships #13. SEALS II, Leisure Scavenger Hunt, p. 27. SEALS II, Weekend Planning, p. 28. Social Skills Activities for Children, Family Fun, p. 353-354.</p>
<p>60. Knows how to plan a leisure trip.</p>	<ul style="list-style-type: none"> a. Identify different leisure trip locations. b. Choose a trip location. c. Create a trip budget. d. Develop a trip savings plan, if necessary. e. Describe pre-trip preparation (e.g., immunizations, packing). f. Develop a trip activity plan. 	<p>I Can Do It, Budgeting, p. 1. Pocket Guide Instructions, Money Matters, p. 112-119. SEALS II, Weekend Planning, p. 28. Banking on Our Future – http://www.bankingonourfuture.org/master.cfm/main/home</p>

LEGAL ISSUES

Learning goals	Expectations	Activities
61. Knows and understands rights and responsibilities of foster care placement.	<ul style="list-style-type: none"> a. Explain the rights of youth in foster care placement. b. Explain how to use legal representation. c. Describe the steps to access help when dealing with problems in placement. 	What Are My Rights, You and Your Family, p. 8-10. National Center for Youth Law, My Rights in Foster Care - http://www.youthlaw.org/myrights.htm
62. Knows and understands how to access legal resources.	<ul style="list-style-type: none"> a. Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics). b. Describe two situations that require legal assistance. c. Describe whom to call and what to do if one is a victim of a crime. d. Describe the basic workings of the court system. 	FUTURE/PATH, p. 94. What Are My Rights, You and the Legal System, p. 156-173. American Bar Association, Consumer’s Guide to Finding Legal Help on the Internet – http://www.abanet.org/legalservices/findlegalhelp/ Juvenile Offenders, Legal Terms – http://faculty.ncwc.edu/toconnor/juvjusp.htm Law Help.org – http://www.lawhelp.org
63. Knows and understands the legal consequences of unlawful behaviors.	<ul style="list-style-type: none"> a. Explain legal terms (e.g., felony, misdemeanor, civil action, bail). b. Name at least five unlawful behaviors. c. Compare and contrast unlawful behaviors by age, action, and potential consequences. d. Describe what to do if ever questioned by the police or arrested. e. Tell what age it is legal to drink. f. Tell what age one can legally marry. g. Describe what forms need to be completed before marrying. h. Describe how long one must stay in school. i. State at least two reasons why it is important to thoroughly read and understand before signing legal documents. 	PAYA, Module 4, Legal, p. 77-81. What are My Rights, You and School, p. 33-53. What are My Rights, Growing Up, p. 95-117. What are My Rights, Crimes and Punishments, p. 139-153. American Bar Association, Consumer’s Guide to Finding Legal Help on the Internet – http://www.abanet.org/legalservices/findlegalhelp/

LEGAL ISSUES

Learning goals	Expectations	Activities
64. Knows and understands rights concerning one's body.	<ul style="list-style-type: none"> a. Describe basic child abuse and neglect rights. b. Tell at what age one can get birth control/abortion without parental permission. c. Describe legal age and issues regarding smoking, drinking, and drug use. d. Describe what to do if sexually harassed or a victim of rape. e. Describe lesbian, gay, or bisexual rights. 	What Are My Rights, You and Your Body, p. 69-94. What Are My Rights, You and Your Job, p. 55-67. What Are My Rights, Sexual Rights, p. 122-128.

Home Life

Learning goals	Expectations	Activities
1. Is able to use the available kitchen equipment to prepare and cook a simple meal or snack.	<ul style="list-style-type: none"> a. Demonstrate the correct 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. 	Kids Health, Being Safe in the Kitchen – http://www.kidshealth.org/kids/stay_healthy/ The Cook's Thesaurus - http://www.switcheroo.com/
2. Knows and understands how to prepare food safely.	<ul style="list-style-type: none"> a. Describe why keeping all surfaces and one's hands clean throughout the cooking process are important. 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 and cook meats and vegetables. 	I Can Do It! Hungry? p. 73. I Can Do It! Cooks n' Shop, p. 76-78. Cool Food Planet - http://www.coolfoodplanet.org/gb/adoz/safe.htm Food Link – http://www.foodlink.org.uk/ Kids Health, Being Safe in the Kitchen; Botulism; E. Coli – http://www.kidshealth.org/kids/stay_healthy/ Produce Oasis - http://www.produceoasis.com/ The Cook's Thesaurus - http://www.switcheroo.com/

Home Life

Learning goals	Expectations	Activities
<p>3. Can care for clothing with supervision.</p>	<ul style="list-style-type: none"> a. Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash). b. Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles). c. Complete two loads of laundry. d. Demonstrate how to fold and put away clean clothing. 	<p>I Can Do It! Wash n' Wear, p. 83-93. I'm Getting Ready, I Did the Laundry, LG-3. Life Skills Activities for Children, Care of Clothing, p. 129-130. Life Skills Activities for Children, Washing & Drying Clothes, p. 131-132. Ready, Set, Fly! Home Cleaning #7. Ready, Set, Fly! Home Cleaning #8. Ready, Set, Fly! Home Cleaning #9.</p>
<p>4. Knows and understands the importance of home safety.</p>	<ul style="list-style-type: none"> a. Describe use and maintenance of a smoke and carbon monoxide 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, earthquakes, national alerts, snow emergencies). 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, 	<p>I Can Do It! Staying Safe, p. 39- 45. PAYA, Module 2, Safety Skills, p. 76-86. PAYA, Module 5, Safety Skills, p. 2. PAYA, Module 5, Safety, p. 154-161. Ready, Set, Fly! Home Safety #1. Ready, Set, Fly! Home Safety #2. Ready, Set, Fly! Home Safety #4. Teenage Human Body, Environmental Maintenance, Fires, p. 49. Internet Safety, Etiquette for Kids – http://kidsinternet.about.com/cs/internetsafety1/ Parent Soup – http://www.parentsoup.com The American Academy of Pediatrics – http://www.aap.org/parents.html The Parent Center/Baby Center – http://www.babycenter.com/baby/babysafety/index</p>

	<p>flash light, batteries).</p> <ul style="list-style-type: none">i. Explain three ways to keep yourself safe on the internet and telephones (e.g., don't give out social security number, avoid giving personal information on the phone or internet, change passwords frequently).j. Describe signs of possible household dangers (e.g., smelling gas, flooding).k. Describe how to prevent poisoning.	
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Housing and Money Management Domain

HOUSING

Learning Goals	Expectations	Activities
<p>1. Knows and understands the kinds of housing available in one's community.</p>	<p>a. Identify two types of housing options (e.g., apartments, rooms for rent, houses, mobile homes, public or low income housing).</p> <p>b. Compare each housing option against one's personal needs and financial resources.</p>	<p>Creative Life Skills Activities, Activity 77, Your Dream House. FUTURE/PATH, 12, 25. I Can Do It! Finding My Own Place, p. 32. Making It on Your Own, What's Important to You? p. 18. PAYA, Module 4, Housing, p. 7. PAYA, Module 5b, Housing, p. 274-276. Ready, Set, Fly! Housing #8.</p>
<p>2. Knows how to search for an apartment or other housing option.</p>	<p>a. Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).</p> <p>b. Interpret information contained in housing advertisements.</p> <p>c. Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet, realtors).</p> <p>d. Identify resources available to help with housing search (e.g., local housing authority).</p> <p>e. Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed).</p> <p>f. Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</p>	<p>Apartment Hunt, Needs & Wants; www.vstreet.com. FUTURE/PATH, 10. I Can Do It! Finding My Own Place, p. 33, 34. Making It on Your Own, What Do These Abbreviations Mean? p. 19. Making It on Your Own, What Does the Advertisement Really Say? p. 19. Making It on Your Own, Find Out More, p. 20. PAYA, Module 4, Housing, p. 24-25; 32-35. PAYA, Module 5, Home Safety, p. 255; 264; 271-273. Pocket Guide, Where to Find It, p. 24-28. Pocket Guide Instructions, Where to Find It, p. 85; 88-100. Ready, Set, Fly! Housing #8.</p>

HOUSING

Learning Goals	Expectations	Activities
3. Can search for an apartment or other housing option.	<ul style="list-style-type: none"> 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. 	<p>Apartment Hunt, Needs & Wants, Hunting, www.vstreet.com. FUTURE/PATH, 64, 65.</p> <p>I'm Getting Ready, Do I Really Need It? PL-1; PL-2; PL-3; PL-4.</p> <p>Making It on Your Own, Find Out More, p. 20.</p> <p>PAYA, Module 4, Housing, p. 24, 25.</p> <p>PAYA, Module 5, Housing, p. 255; 264; 271-273.</p> <p>Pocket Guide, Where to Find It, p. 24-28.</p> <p>Pocket Guide Instructions, Where to Find It, p. 88-100.</p> <p>Ready, Set, Fly! Housing #2.</p>
4. Knows how to inspect an apartment or other housing option.	<ul style="list-style-type: none"> a. Develop a checklist for inspection (e.g., cleanliness, smoke detectors, no pests, outlets, locks, railings). 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. 	<p>Apartment Hunt, Hunting, www.vstreet.com.</p> <p>I Can Do It! Finding My Own Place, p. 34.</p> <p>I'm Getting Ready, Inspect an Apartment PL-7.</p> <p>PAYA, Module 4, Housing, p. 34-38.</p> <p>Pocket Guide Instructions, House/Apartment Inspection Sheet, p. 100-102.</p> <p>Ready, Set, Fly! Housing #9.</p>
5. Can inspect an apartment or other housing option.	<ul style="list-style-type: none"> a. Conduct two housing inspections using checklist. 	<p>Apartment Hunt, Hunting, www.vstreet.com.</p> <p>I Can Do It, Finding My Own Place, p. 34.</p> <p>I'm Getting Ready, Inspect an Apartment PL-7.</p>
6. Is able to apply for housing.	<ul style="list-style-type: none"> a. Explain questions and terms on the application form. b. Follow directions on the application. c. Identify two references for housing application. d. Complete one application without supervision. e. Follow-up with landlord on status of application. 	<p>Apartment Hunt, Info Card; www.vstreet.com.</p> <p>I'm Getting Ready, Role Play Your Apartment Search, PL-6.</p> <p>PAYA, Module 4, Housing, p. 22-23.</p> <p>PAYA, Module 5, Housing, p. 262-263.</p>

HOUSING

Learning Goals	Expectations	Activities
<p>7. Knows how to complete a lease or rental agreement.</p>	<p>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. e. Complete a lease or rental agreement correctly.</p>	<p>Apartment Hunt, Lease; www.vstreet.com. FUTURE/PATH, 23. I Can Do It, Finding My Own Place, p. 35-37. I'm Getting Ready, What are Some Types of Rental Agreements? PL-5, PL-5.1. Making It on Your Own, The Lease, p. 23-24. PAYA, Module 4, Housing, p. 26-31. PAYA, Module 5, Housing, p. 266-270. Ready, Set, Fly! Housing #11. Ready, Set, Fly! Housing #12. Ready, Set, Fly! Housing #13.</p>
<p>8. Knows and understands the pros and cons of shared living.</p>	<p>a. Identify two reasons why people share living arrangements. b. List at least four advantages and disadvantages of sharing living arrangements. c. Identify two traits of roommate compatibility. d. Identify at least 2 personal traits that might bother a roommate. e. Write an ad for "roommate wanted."</p>	<p>Creative Life Skills Activities, Activity 22, Roommate Mingle. I Can Do It, Finding a Roommate, p. 46-50. FUTURE/PATH, 13, 16, 17, 18, 19, 20, 57. I'm Getting Ready, Compatibility Chart, PL-11. I'm Getting Ready, Informal Roommate Contract, PL-12. Making It on Your Own, Apartment Sharing, p. 25. PAYA, Module 4, Housing, p. 8-20. Ready, Set, Fly! Housing #3.</p>
<p>9. Knows and understands the legal rights of landlords and tenants.</p>	<p>a. Identify the rights and responsibilities of tenants. b. Identify the rights and responsibilities of landlords. c. Explain the laws related to eviction.</p>	<p>I Can Do It, Finding My Own Place, p. 32-38. I'm Getting Ready, What Can I Do if My Landlord Doesn't Take Care of a Problem for Me? PL-13.</p>
<p>10. Knows and understands what community resources are available to help with housing issues.</p>	<p>a. Identify two or more organizations that help with housing problems. b. Describe the types of assistance provided by these organizations. c. Identify the community subsidized housing agency.</p>	<p>I'm Getting Ready, What Can I Do if My Landlord Doesn't Take Care of a Problem for Me? PL-13. PAYA, Module 4 Housing, p. 40-41. PAYA, Module 5b, Housing, p. 276.</p>

HOUSING

Learning Goals	Expectations	Activities
<p>11. Can develop a plan to move into one's own living arrangement.</p>	<ul style="list-style-type: none"> 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. Develop a realistic monthly budget for maintaining the living arrangement. d. Identify two personal resources or community agencies to help with the plan. e. Create a list of support services in your home community (e.g., medical, dental, emotional support). 	<p>Apartment Hunt, Budget, Moving In, www.vstreet.com. Creative Life Skills Activities, Activity 46, Furnishing Your Apartment. FUTURE/PATH, 11, 15, 26, 27, 29, 34, 42. I Can Do It, Starting out Supplies, p. 19-22. I Can Do It, Furnishing, p. 23-31. I'm Getting Ready, Equipment and Supply Checklist, RL-8, RL-9. Making It on Your Own, The Cost of Utilities, p. 21. Making It on Your Own, Furnishing Your First Place, p. 22. PAYA, Module 1, Money Management, Personal Budget, p. 9-63 PAYA, Module 1, Start-up Costs, p. 64-69. PAYA, Module 1, Housing, p. 5; 7; 31; 39-50. PAYA, Module 5b, Housing, p. 256; 261; 265. Pocket Guide, Your Own Place, p. 35-49. Pocket Guide Instructions, Your Own Place, p. 120-138. Pocket Guide Instructions, Housing Costs, p. 103-104. Ready, Set, Fly! Housing #14.</p>
<p>12. Can maintain one's own living arrangement.</p>	<ul style="list-style-type: none"> a. Arrange for telephone and utilities service. b. Follow terms of the lease agreement. c. Meet all financial obligations in a timely manner. d. Describe two behaviors of a respectful neighbor. e. Describe two ways to make your living arrangement safe (e.g., locks, smoke detector). 	<p>Apartment Hunt, Budget, Moving In; www.vstreet.com. FUTURE/PATH, 24. I Can Do It, Finding My Own Place, p. 37-38. I'm Getting Ready, Do I Really Need It? PL-1; PL-2; PL-3; PL-4. PAYA, Module 4, Housing, How to Maintain and Apartment, p. 40; 42-50.</p>

HOUSING

Learning Goals	Expectations	Activities
13. Knows and understands homeowner/renter's insurance.	a. Explain three benefits of having a homeowner/renter's insurance policy. b. Explain the different terms in a homeowners/renter's insurance policy (e.g., rider, deductible, replacement value, waiting period, liability). c. Identify how to obtain a policy and the related costs.	I'm Getting Ready, What Insurance Do I Need? M-14. Ready, Set, Fly! Home Safety and Repairs #6. Quicken Homeowners/Renters Insurance – http://www.insuremarket.com/products/home/index.jsp

TRANSPORTATION

Learning Goals	Expectations	Activities
14. Is able to use public transportation where applicable.	a. Identify the types of public transportation available. b. Describe the costs of different forms of public transportation (e.g., daily, weekly vs. monthly discount tickets, cabs, bus, trains). c. Read transportation schedules and maps. d. Demonstrate using at least one form of public transportation.	FUTURE/PATH, 66. Life Skills Activities for Children, Using a Bus, p. 254-255. Life Skills Activities for Children, Parents and Friends, p. 256-257. Life Skills Activities for Children, Reading a Bus Schedule, p. 262-263. Life Skills Activities for Children, Reading a Map, p. 270-271. Life Skills Activities for Secondary, IV-21, Local Transportation, p. 257-258. Life Skills Activities for Secondary, IV-22, Forms of Transportation, p. 259-260. Making It on Your Own, Public Transportation, p. 57. Making It on Your Own, How Do People Get Where They Are Going? p. 50. PAYA, Module 4, Transportation, p. 55-60. Ready, Set, Fly! Transportation #3. Ready, Set, Fly! Transportation #4.

TRANSPORTATION

Learning Goals	Expectations	Activities
<p>15. Can travel independently.</p>	<ul style="list-style-type: none"> a. Demonstrate reading a map. b. Identify the types of transportation available. c. Describe the costs of different forms of transportation. d. Read transportation schedules and maps. e. Select the means of transportation from those available your community. f. Explain how to travel safely for various methods of transportation, like biking or public and private transportation (e.g., wears bike helmet, avoids hitchhiking). g. Demonstrate using one or more means of transportation to travel either within or out of your community (e.g., Amtrak, bus, airline). h. Give directions to your home. 	<p>Creative Life Skills Activities, Activity 42, Here Comes the Bus. Life Skills Activities for Children, Pedestrian Safety, p. 250-251. Life Skills Activities for Children, Bike Safety, p. 252-253. Life Skills Activities for Secondary, IV-25, Using a Time Table, p. 266-267. Life Skills Activities for Secondary, IV-26, Reading a Map, p. 268-270. Making It on Your Own, Traveling Long Distance, p. 58. Ready, Set, Fly! Transportation #1. Ready, Set, Fly! Transportation #2.</p>
<p>16. Knows how to get a driver’s license.</p>	<ul style="list-style-type: none"> a. Explain the legal requirements for obtaining a driver’s license in one’s 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. e. Describe how to renew a license. 	<p>Making It on Your Own, Getting a Driver’s License, p. 51. Making It on Your Own, Regular Monthly Expenses, p. 55. Making It on Your Own, What Does the License Allow, p. 51 Making It on Your Own, Operating and Maintaining Your Car, p. 55. PAYA, Module 4, Transportation, p. 61-63. Ready, Set, Fly! Transportation #8. Road Ready Teens – http://www.roadreadyteens.org</p>

TRANSPORTATION

Learning Goals	Expectations	Activities
<p>17. Knows and understands the costs associated with car ownership.</p>	<ul style="list-style-type: none"> a. Describe the types of insurance needed for the type(s) of vehicles discussed and how to get them. b. Identify and calculate the costs of car ownership (e.g., registration, tabs, insurance, routine maintenance, safety inspections). c. Recognize the laws associated with car ownership (e.g., insurance requirements). 	<p>Car Dreams, Insurance; www.vstreet.com. FUTURE/PATH, 44. I Can Do It, Buying Wheels, p. 110-113. I'm Getting Ready, What Insurance Do I Need? M-14. Life Skills Activities for Secondary, IV-31, Car Insurance, p. 281-284. Making It on Your Own, Getting a Vehicle License, p. 54. Making It on Your Own, Car Insurance, p. 54. PAYA, Module 1, Transportation, p. 38-40. PAYA, Module 1, Buying a Car, p. 100-112. Ready, Set, Fly! Transportation #10. Ready, Set, Fly! Transportation #11. Ready, Set, Fly! Transportation #12. Ready, Set, Fly! Transportation #13.</p>
<p>18. Knows how to buy a car.</p>	<ul style="list-style-type: none"> a. Identify two or more places to find cars for sale (e.g., new/used car dealerships, newspapers, bulletin boards). b. Evaluate the pros and cons of each financing plan. c. Identify two or more places to get a car loan (e.g., "buy-here-pay-here car lots," banks, credit unions). d. Identify the pros and cons of leasing vs. buying a new or used car. e. Evaluate your financial budget and determine amount of money available for car purchase. f. Evaluate the pros and cons of three cars available using resources like Kelly Blue Book and Consumer Reports. g. Identify two ways to comparison shop for car insurance. 	<p>Car Dreams, Road Check, Check It Out; www.vstreet.com. I Can Do It, Buying Wheels, p. 111-113. Making It on Your Own, Buying Your Own Car, p. 52. Pocket Guide, Car Shopping, p. 56. Pocket Guide Instructions, Car Shopping, p. 155-172. Ready, Set, Fly! Transportation #14. Ready, Set, Fly! Transportation #15. Ready, Set, Fly! Transportation #16. Ready, Set, Fly! Banking #7.</p>

COMMUNITY RESOURCES

Learning Goals	Expectations	Activities
<p>19. Knows and understands civic responsibilities.</p>	<ol style="list-style-type: none"> Explain the importance of voting in local, state, federal, and tribal elections. Identify places where one can register to vote. Describe legal requirements for selective service registration. Identify where one registers for selective service. Name three reasons why volunteering in the community is important. Explain how to become a volunteer. Identify two organizations that utilize volunteers. 	<p>PAYA, Module 4, Legal, 82. Ready, Set, Fly! Community Resources #10. Congress, How to Vote and Register – https://ssl.capwiz.com/congressorg/e4/nvra/ Selective Services – http://www.sss.gov/ The National Mail Voter Registration Form– http://www.fec.gov/votregis/vr.htm</p>
<p>20. Knows and understands the services available at a local library.</p>	<ol style="list-style-type: none"> Identify three resources available at the library (e.g., books, videos, newspapers, Internet access). Describe three ways in which one might use the library to locate employment and find educational resources. 	<p>Life Skills Activities for Children, The Public Library, p. 228-229. GPO Access, Federal Library – http://www.gpoaccess.gov/libraries.html Kids Space at the Internet Public Library – www.ipl.org/div/kidspace/browse/cai0000. LIBWEB, Library Servers via WWW – http://sunsite.berkeley.edu/Libweb/ World Wide Web Subject Catalogue – http://www.uky.edu/Subject/libraries.html</p>
<p>21. Can find community services available.</p>	<ol style="list-style-type: none"> Identify nearest hospital or health clinic. State several stores which would be likely to be found at a mall. Identify and locate several houses of worship in your community. Explain how to buy stamps. Identify quality yet economical places to shop for food, clothing, and household items. 	<p>FUTURE/PATH, 68, 69, 70, 71, 90. Life Skills Activities for Children, Shopping Mall, p. 214-215. Life Skills Activities for Children, Houses of Worship, p. 218-219. Life Skills Activities for Children, Buying Stamps, p. 244-245.</p>

BELIEFS ABOUT MONEY

Learning Goals	Expectations	Activities
<p>22. Knows and understands how one’s values influence money decisions.</p>	<p>a. Distinguish between personal needs and wants. b. Identify personal values about money. c. Recognize the impact personal values have on money decisions.</p>	<p>I Can Do It, Budgeting to Make Money Stretch, p. 1-2. I’m Getting Ready, If You Could See Yourself 20 Years from Now... M-1. I’m Getting Ready, The Big 3, M-4. I’m Getting Ready, Learn from Those Who’ve Been There, M-5. I Know Where I am Going, Part I, C. 1, I’ve Heard of “the Money Pit,” p. 4-8. Life Skills Activities for Secondary, VI – 2 Values Important to Me, p. 372-373. Life Skills Activities for Secondary, VII- 6 Needs vs. Wants, p. 465-467. Money Pals, Part I, C. 2, Money and You, p. 16-27. Ready, Set, Fly! Beliefs About Money #1. Ready, Set, Fly! Beliefs About Money #2. Ready, Set, Fly! Beliefs About Money #3. Mapping Your Future, Establish a Budget – http://mapping-your-future.org/features/dmbudget.htm</p>
<p>23. Knows and understands the ways in which money can be used to help oneself.</p>	<p>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.</p>	<p>I Know Where I am Going, Part I, C. 2, What’s the Latitude of My Money Attitude? p. 10-17. I Know Where I am Going, Part II, C. 1, Is There More to Money than Spending and Saving? p. 4-13. Money Pals, Part I, C. 1, How Do You Use Money? p. 10-12. Ready, Set, Fly! Savings #5.</p>
<p>24. Knows and understands different ways that people use money to help others.</p>	<p>a. Identify specific ways to contribute to others in need (e.g. giving food, clothing, cash, and donating one’s time). b. Appreciate that people give in different ways to causes in which they believe are important. c. Describe how it feels to help others. d. Identify one cause to which one would contribute.</p>	<p>I Know Where I am Going, Part II, C. 4, Why Should I Give My Money to Others? p. 42-46. Money Pals, Part II, C. 3, Sharing with Others, p. 26-34. Ready, Set, Fly! Beliefs About Money #2. Ready, Set, Fly! Budgeting and Spending #12.</p>

SAVING

Learning Goals	Expectations	Activities
<p>25. Knows and understands ways to save money.</p>	<p>a. Describe two places to save money (e.g. piggy bank, give to caregiver, and bank).</p> <p>b. Identify two strategies for saving (e.g. pay-yourself-first, automatic payroll deduction, percentage of one's income).</p> <p>c. Explain how a savings account provides interest on your money.</p> <p>d. Describe your feelings when using different saving strategies.</p>	<p>Developing Your Vision, Book 3. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Life Skills Activities for Children, Keeping Money in a Safe Place, p. 56-57. Money Pals, Part I, C. 3, Savings for Later, p. 28-35. Ready, Set, Fly! Savings #1. Ready, Set, Fly! Savings #2. Ready, Set, Fly! Savings #3. Banking on Our Future, Saving Money – http://www.bankingonourfuture.org/master.cfm/main/home Learning to Give – http://learningtogive.org/lessons/912/Fraser,Serena/Unit1/lesson4.html</p>
<p>26. Is able to develop a savings plan.</p>	<p>a. Describe your feelings when you reach a savings goal.</p> <p>b. Establish a saving goal (e.g., long-term and short-term).</p> <p>c. Create a savings plan to achieve a goal (e.g., special savings account).</p>	<p>Developing Your Vision, Book 3. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Life Skills Activities for Children, Keeping Money in a Safe Place, p. 56-57. Money Pals, Part I, C. 3, Savings for Later, p. 28-35. Ready, Set, Fly! Savings #1. Ready, Set, Fly! Savings #2. Ready, Set, Fly! Savings #3. Banking on Our Future, Saving Money – http://www.bankingonourfuture.org/master.cfm/main/home</p>
<p>27. Can achieve a short-term savings goal.</p>	<p>a. Select and use one or more savings strategies.</p> <p>b. Assess the effectiveness of each saving strategy in reaching your savings goal.</p> <p>c. Tell how much money you have in savings.</p>	<p>Developing Your Vision, Book 3. I Can Do It, Budgeting, p. 1. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Money Pals, Part I, C. 3, Savings for Later, p. 28-35. Ready, Set, Fly! Savings #4.</p>

SAVING

Learning Goals	Expectations	Activities
28. Can achieve a long-term savings goal to help in the transition to self-sufficiency/self-responsibility.	<ul style="list-style-type: none"> a. Select and use one or more savings strategies. b. Assess the effectiveness of each saving strategy in reaching your savings goal. c. Tell how much money you have in savings. 	Developing Your Vision, Book 3. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39.

INCOME TAX

Learning Goals	Expectations	Activities
29. Knows and understands one's responsibility for filing income taxes.	<ul style="list-style-type: none"> a. Explain why people pay taxes. b. Explain that income earned whether paid in cash or by check is taxable and must be reported. c. Identify all types of income tax required in ones locality (e.g. federal, state, city, county). d. Tell when and how often a person needs to file tax forms and make tax payments. e. Explain the consequences for failing to file timely tax forms and payments. 	FUTURE/PATH, p. 40. PAYA, Module 1, W-4/Filing Taxes, p. 95-99. Ready, Set, Fly! Taxes #3 Understanding Taxes – http://www.irs.gov/app/understandingTaxes/index.jsp EconoEdLink, Tax Activities and Resources – http://www.econedlink.org/lessons/index.cfm?lesson+EM69 Internal Revenue Service, Tax Interactive – http://www.irs.ustreas.gov/individuals/index.html University of Minnesota Extension, A World Without Taxes – http://www.extension.umn.edu/distribution/resourcesandtourism/components/6080a.html
30. Know how to file taxes.	<ul style="list-style-type: none"> a. Explain the documents and information required for filing taxes. b. Identify places where tax forms are available. c. Describe where in the community one can get help in completing tax returns. d. Compare the fees associated with different methods of tax preparation (e.g., paper, with software, by an accountant). 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, electronic filing). f. Describe the pros and cons of rapid refund. 	PAYA, Module 1, W-4/Filing Taxes p. 95-99. Ready, Set, Fly! Taxes #3. Understanding Taxes – http://www.irs.gov/app/understandingTaxes/index.jsp

INCOME TAX

Learning Goals	Expectations	Activities
31. Can complete the appropriate tax form(s).	a. Identify the documents necessary for completing the tax form (local, state and federal). b. Explain the terms on the tax form. c. Complete the tax form with supervision. d. Complete the tax form without supervision. e. File the tax form.	Ready, Set, Fly! Taxes #3. Bank Rate, Choosing the Correct Form - http://www.bankrate.com/brm/itax/Edit/basics/filing_return/basic_4a.asp Internal Revenue Service, Sample Tax Forms – http://www.irs.ustreas.gov/formspubs/index.html Understanding Taxes – http://www.irs.gov/app/understandingTaxes/index.jsp

BANKING AND CREDIT

Learning Goals	Expectations	Activities
32. Knows and understands the services provided by financial institutions.	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.	I Can Do It, Using Banks, p. 7-8; 10. I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61. I'm Getting Ready, Choose a Bank, M-12. Money Pals, Part I, C. 4, Taking It to the Bank, p. 36-44. Ready, Set, Fly! Banking #1.
33. Knows and understands electronic banking.	a. Explain the pros and cons of electronic banking (e.g., ATM, on-line services) and related fees. b. Describe how to make deposits, pay bills, transfer funds, and monitor balance electronically.	I'm Getting Ready, Different Ways to Pay Your Bills, M-11. I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61. Making It on Your Own, Electronic Banking, p. 92. Money Pals, Part I, C. 4, Taking It to the Bank, p. 36-44. PAYA, Module 1, ATM, p. 87-88. Banking on Our Future – http://www.bankingonourfuture.org/master.cfm/main/home Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consu_mers/banking/

BANKING AND CREDIT

Learning Goals	Expectations	Activities
<p>34. Knows and understands ways other than banks for cashing checks and borrowing money.</p>	<p>a. Identify places in the community to cash checks (e.g., check cashing store, grocery store). b. Identify 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.</p>	<p>I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61. Ready, Set, Fly! Banking #2. Ready, Set, Fly! Banking #5. Ready, Set, Fly! Banking #6. Banking on Our Future, Checking - http://www.bankinonourfuture.org/master.cfm/main/home</p>
<p>35. Knows how to open and maintain a savings account.</p>	<p>a. Describe the different types of savings accounts. b. Explain the good and bad points of different types of savings accounts. c. List the types of personal identification needed to open an account. d. Open a savings account. e. Fill out deposit and withdrawal forms. f. Read bank statement. g. Balance register with statement monthly.</p>	<p>Life Skills Activities for Secondary, IV-19, What is a Savings Account? p. 251-253. Making It on Your Own, Banking, p. 83. PAYA, Module 1, Savings Accounts, p. 70-71. Banking on Our Future, Checking - http://www.bankinonourfuture.org/master.cfm/main/home Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</p>

BANKING AND CREDIT

Learning Goals	Expectations	Activities
<p>36. Knows how to open and maintain a checking account.</p>	<ul style="list-style-type: none"> a. Describe the different types of checking accounts. b. Explain the benefits of the different types of checking accounts. c. List personal identification needed to open an account. d. Open a checking account. e. Write two checks. f. Maintain a check register through checkbook and/or on-line banking. g. Explain the consequences of writing checks with insufficient funds. h. Balance register with statement monthly. 	<p>Developing Your Vision, C. 3. FUTURE/PATH, p. 39, 38. I Can Do It, Using Banks, p. 10-11. I'm Getting Ready, Choose a Bank, M-12. I'm Getting Ready, Now You Try It, M-13. I'm Getting Ready, Avoid "Bouncing Checks," M-13.1. I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-46. Life Skills Activities for Secondary, IV-16, Writing a Check, p. 243-245. Life Skills Activities for Secondary, IV-17, Maintaining a Checking Account, p. 246-248. Making It on Your Own, Find Out About Checking Accounts, p. 84. Making It on Your Own, Writing a Check, p. 84-85. Making It on Your Own, Check Writing Exercise, p. 86-89. PAYA, Module 1, Checking, p. 72-86. Ready, Set, Fly! Banking #4. Banking on Our Future- http://www.bankingonourfuture.org/master.cfm/main/home Mapping Your Future, Balancing Your Checkbook – http://www.mapping-your-future.org/features/incontrol.htm Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consu_mers/banking/</p>
<p>37. Knows and understands different investment plans.</p>	<ul style="list-style-type: none"> a. Identify investment options available (e.g., certificate of deposit, employee investment programs, retirement accounts, stocks and bonds). b. Explain the different types of investment plans. 	<p>I Can Do It, Using Banks, p. 10-11. I Know Where I am Going, Part II, C. 1, Is There More to Money Than Spending and Saving? Ready, Set, Fly! Savings #5. Banking on Our Future – http://www.bankingonourfuture.org/master.cfm/main/home Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consu_mers/banking/</p>

BANKING AND CREDIT

Learning Goals	Expectations	Activities
38. Knows how to complete a money order.	<ul style="list-style-type: none"> 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. 	I'm Getting Ready, Different Ways to Pay Our Bills, M-11. Making It on Your Own, Money Orders, p. 92. Ready, Set, Fly! Banking #3.
39. Knows and understands when and how to borrow money.	<ul style="list-style-type: none"> 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. 	Ready, Set, Fly! Banking #6.
40. Knows how to apply for a loan.	<ul style="list-style-type: none"> 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. 	Developing Your Vision, C. 2, Paying for a College Education, p. 10. Life Skills Activities for Secondary, IV-20, Applying for a Loan, p. 254-256. Making It on Your Own, Getting a Car Loan, p. 53.
41. Knows and understands the pros and cons of using credit.	<ul style="list-style-type: none"> 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 disadvantages 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). 	Life Skills Activities for Secondary, IV-11, Paying Interest, p. 228-229. Ready, Set, Fly! Banking #5. Ready, Set, Fly! Banking #6. American Express, Credit Cave – http://www10.americanexpress.com/sif/cda/page/0,1641,639,00.asp Banking on Our Future – http://www.bankingonourfuture.org/master.cfm/main/home Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consurers/banking/

BANKING AND CREDIT

Learning Goals	Expectations	Activities
<p>42. Knows and understands how credit cards work.</p>	<p>a. Explain the differences between credit cards, charge cards, debit cards, and the related fees. b. Describe the good and bad points of each card.</p>	<p>I Can Do It, Using Banks, p. 11-13. I'm Getting Ready, Different Ways to Pay Your Bills, M-11. I Know Where I am Going, Part II, C. 2, p. 24-25. Life Skills Activities for Secondary, IV-18, Credit Cards, p. 249-250. Making It on Your Own, How a Credit Card Works, p. 46. Making It on Your Own, Not All Credit Cards Are the Same, p. 47. Making It on Your Own, Know Credit Card Terms, p. 47. Money Pals, Part I, C. 4, Taking It to the Bank, p. 36-44. PAYA, Module 1, Understanding Credit and Charge Cards, p. 89-92. Ready, Set, Fly! Banking #5. American Express – http://www10.americanexpress.com/sif/cda/page/0,1641,639,0,0.asp Banking on Our Future – http://www.bankingonourfuture.org/master.cfm/main/home Practical Money Skills – http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</p>
<p>43. Knows and understands the importance of developing and maintaining a sound credit history and credit rating.</p>	<p>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 to find out about one’s credit rating. d. Describe how your credit history impacts your ability to make major purchases (e.g., car, house).</p>	<p>American Express, Credit Cave – http://www10.americanexpress.com/sif/cda/page/0,1641,639,0,0.asp Money Central, Your Credit Rating - http://www.moneycentral.msn.com/content/collegeandfamily/moneyinyour20s/p36954.asp Practical Money Skills - http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</p>

BANKING AND CREDIT

Learning Goals	Expectations	Activities
44. Know how to read a pay stub.	a. Explain the terms on a pay stub (e.g., gross pay, net pay). b. Describe the information on the pay stub (e.g., withholding tax, gross pay, net pay, FICA, health insurance).	FUTURE/PATH, p. 41. I Know Where I am Going, Part II, C. 3, Do I Get a Job? Making It on Your Own, Your Paycheck, p. 80. PAYA, Module 1, Understanding your paycheck, p. 93-94. Pocket Guide, Money Matters, p. 29-30. Pocket Guide, Money Matters, p. 105-113. Ready, Set, Fly! Taxes #2. Money Matters for Kids, Pay Checks - http://www.mmforkids.org/index_bak.html

BUDGETING/SPENDING PLAN

Learning Goals	Expectations	Activities
45. Is able to keep track of a weekly allowance.	a. Keep an expense diary for a week to track all expenditures. b. Determine major areas of expenses (e.g., clothing, food, leisure activities) and what is necessary and what is unnecessary. c. Describe the consequences of making unnecessary purchases. d. Assess and modify spending habits.	I'm Getting Ready, Make a Money Plan for Today, M-7. I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Making It on Your Own, Where Does Your Money Go? p. 81. Money Pals, Part II, C. 1, Making Money Last, p. 4-14. Ready, Set, Fly! Budgeting #8. American Express, Budgeting – http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp? Banking on Our Future, Budgeting – http://www.bankingonourfuture.org/master.cfm/main/home

BUDGETING/SPENDING PLAN

Learning Goals	Expectations	Activities
<p>46. Can develop a realistic spending plan for one month.</p>	<p>a. Explain the importance of planning one's expenditures.</p> <p>b. Create a list of spending plan categories (e.g., food, clothes, leisure activities).</p> <p>c. Identify whether a category is fixed or flexible.</p> <p>d. Assess current situation and allocate money to each category.</p>	<p>Apartment Hunt, Budget; www.vstreet.com.</p> <p>Creative Life Skills Activities, Activity 25, Living Budget.</p> <p>Developing Your Vision, C.2 & C.3.</p> <p>I Can Do It, Budgeting, p. 2-6.</p> <p>I'm Getting Ready, Make a Money Plan for Today, M-7.</p> <p>I'm Getting Ready, A Money Plan for Being on Your Own, M-8; M-9.</p> <p>I'm Getting Ready, Planning My Clothes Budget, LG-8.</p> <p>I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39.</p> <p>Life Skills Activities for Secondary, IV-9, What is a Budget, p. 223-225.</p> <p>Life Skills Activities for Secondary, IV-10, Making a Budget, p. 226-227.</p> <p>Making It on Your Own, Budgeting, p. 82.</p> <p>PAYA, Module 1, Money Management and Budgeting, p. 5-8.</p> <p>PAYA, Module 1, Personal Budget, p. 9-63.</p> <p>Pocket Guide, Budget Categories, p. 32.</p> <p>Pocket Guide Instructions, Money Matters, p. 112-119.</p> <p>Ready, Set, Fly! Budgeting #4.</p> <p>American Express, Budgeting - http://www10.americanexpress.com/sif/cda/page/0,1641,661,00.asp?</p> <p>Banking on Our Future, Budgeting – http://www.bankingonourfuture.org/master.cfm/main/home</p>

BUDGETING/SPENDING PLAN

Learning Goals	Expectations	Activities
47. Can develop a routine for paying monthly expenses.	<ul style="list-style-type: none"> a. Identify at least two strategies for paying bills (e.g., automatic deductions, envelope method, online payment). b. Describe the pros and cons of each strategy. c. Select a strategy for paying monthly bills. d. Recognize the consequences of not paying bills on time. e. Develop a system for storing receipts and other payment records (e.g., tax returns, warranties). f. Identify time frames for disposing of tax returns, receipts, and warranties. 	<p>Creative Life Skills Activities, Activity 26, Experimenting with Money Management. Developing Your Vision, C.2 & C.3. I Can Do It, Budgeting, p. 2-6. I'm Getting Ready, Make a Money Plan for Being on Your Own, M-8, M-9. I'm Getting Ready, Budgeting Using an Envelope System, M-10. Ready, Set, Fly! Budgeting #3. Ready, Set, Fly! Budgeting #8.</p>
48. Can maintain a spending plan for one month.	<ul style="list-style-type: none"> 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. Describe the consequences of over spending. e. Describe how to avoid making unnecessary purchases (e.g., prepare and use shopping lists). f. Participate in leisure activities while staying in budget. g. Describe when, why, and to whom one would turn to ask for help with budgeting. 	<p>Creative Life Skills Activities, Activity 26, Experimenting with Money Management. Developing Your Vision, C. 3. I'm Getting Ready, Budgeting Using an Envelope System, M-10. Ready, Set, Fly! Budgeting #4. American Express – http://www10.americanexpress.com/sif/cda/page/0,1641,661,00.a.sp? Banking on Our Future – http://www.bankingonourfuture.org/master.cfm/main/home Practical Money Skills, Spending Plans – http://www.practicalmoneyskills.com/english/students/level.php?id=4</p>
49. Knows and understands where to find help if one experiences financial difficulty.	<ul style="list-style-type: none"> a. Identify two types of financial difficulty (e.g., bankruptcy, credit card debt, falling behind in the rent). b. Identify the short and long-term consequences associated with financial difficulties. c. Identify the community resources that assist people with financial problems. d. Explain the services and fees available from each resource. 	<p>Creative Life Skills Activities, Activity 30, Where in the World Do I Find...? Developing Your Vision, C.3. Practical Money Skills, Financial Difficulty – http://www.practicalmoneyskills.com/english/students/level.php?id=4</p>

CONSUMING

Learning Goals	Expectations	Activities
50. Can make a return.	<ul style="list-style-type: none"> a. Explain the appropriate procedure for returning an item. b. Return one item with supervision. c. Return one item without supervision. 	Life Skills Activities for Children, Returning Clothing, p. 236-237.
51. Knows how to make a purchase using a check.	<ul style="list-style-type: none"> a. Identify the necessary documentation required to make a purchase using a check (e.g., picture identification). b. Demonstrate the writing of two checks in a practice situation. c. Correctly record the amount of the purchase on the check and in the check register. d. Using a catalog (online, mail, or telephone), locate an item and order it, paying for it by check. 	I Can Do It, Using Banks and Credit, p. 8-9. Life Skills Activities for Children, Using a Catalog, p. 280-281. Making It on Your Own, Writing a Check, p. 84. Ready, Set, Fly! Banking #4.
52. Knows how advertising impacts spending decisions.	<ul style="list-style-type: none"> a. Identify three forms of advertising (e.g. TV, radio, magazines, Internet, newspaper). b. Describe two ways that advertising through mail, credit cards, and television is a lure and often can be misleading or inaccurate. c. Identify three products and advertising campaigns that target youth. d. Identify advertising language and interpret the “fine print.” e. Analyze two commercials or ads for hidden messages and misleading statements. f. Explain the benefits of advertising from both the merchant’s and the consumer’s point of view. g. Explain telemarketing solicitation. h. Describe what “bait-and-switch” is. 	Creative Life Skills Activities, Activity 47, What Are They Advertising? I Can Do It, Protecting Your Money, p. 17-18. I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25. Making It on Your Own, Read the Fine Print, p. 43. Making It on Your Own, Don’t Be Taken In, p. 45. Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25. PAYA, Module 1, Unethical Deceptive Practices, p. 119-121. Ready, Set, Fly! Budgeting #11.

CONSUMING

Learning Goals	Expectations	Activities
53. Knows and understands the benefits of comparison shopping.	<ul style="list-style-type: none"> 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. 	<p>I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25.</p> <p>Making It on Your Own, Compare the Price, p. 32.</p> <p>Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25.</p> <p>PAYA, Module 1, Budget, p. 29-52.</p> <p>Ready, Set, Fly! Budgeting #9.</p> <p>Ready, Set, Fly! Budgeting #11.</p> <p>Practical Money Skills, Practice Comparative Shopping - http://www.practicalmoneyskills.com/english/students/level.php?id=4</p>
54. Knows and understands where and how to shop for clothes.	<ul style="list-style-type: none"> a. State important characteristics of clothes when buying. b. Specify several appropriate places where clothes may be obtained. c. Explain how to comparison shop for clothes. d. Tell the difference between fads and necessities when purchasing products. 	<p>Life Skills Activities for Children, Obtaining Clothing, p. 127-128.</p> <p>Life Skills Activities for Children, Let’s Go Shopping, p. 135-136.</p> <p>Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25.</p> <p>Pocket Guide, Things to Think About When Shopping for Clothes, p. 55.</p> <p>Pocket Guide Instructions, Shopping for Clothes, p. 152-154.</p>
55. Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV).	<ul style="list-style-type: none"> 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. 	<p>Making It on Your Own, Comparison Shopping, p. 41.</p>
56. Knows how to comparison shop for items to furnish one’s first apartment.	<ul style="list-style-type: none"> 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. 	<p>Creative Life Skills Activities, Activity 46, Furnishing Your Apartment Contest.</p> <p>I Can Do It, Furnishing with Old and New, p. 23-31.</p>

CONSUMING

Learning Goals	Expectations	Activities
57. Knows and understands the pros and cons of purchasing from “rent-to-own” stores.	<ul style="list-style-type: none"> 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). 	Making It on Your Own, Rent-To-Own Plans, p. 48.
58. Can shop economically for everyday items (e.g. personal care products, food, school supplies).	<ul style="list-style-type: none"> 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. Interpret and use product label information to select the best buy. e. Compare prices on different brands to get the best price. f. Use two alternative shopping options to get the best price (e.g., flea markets, classified ads, thrift shops, yard sales, catalogs, outlets). 	I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25. Making It on Your Own, Unit Pricing, p. 31. Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25. PAYA, Module 1, Budget, p. 29-54. PAYA, Module 1, Shopping Skills, p. 113-121. Ready, Set, Fly! Personal Hygiene #4.
59. Knows and understands ways to shop on a budget.	<ul style="list-style-type: none"> a. Describe two ways one’s shopping habits impact one’s spending plan. b. 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). c. Compare the good and bad points of different shopping options. d. Explain when and how to look for sales (e.g., summer items go on sale after July 4th, white sales offer discounts on sheets and towels). e. Explain where to find and how to use coupons to save money. f. Compare the cost of three items at two different shops. 	Developing Your Vision, C. 3. I’m Getting Ready, Comparison Shop! LG-9. I’m Getting Ready, Visit a Thrift Shop, LG-10. I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25. Making It on Your Own, Shopping with Coupons, p.42. Money Pals, Part II, C. 2, Be a Smart Shopper, p. 16-25. PAYA, Module 1, Personal Budget, p. 9-63. PAYA, Module 1, Shopping Skills, p. 113-121. Ready, Set, Fly! Budgeting #6. Ready, Set, Fly! Budgeting #9.

CONSUMING

Learning Goals	Expectations	Activities
<p>60. Knows and understands basic consumer rights.</p>	<ul style="list-style-type: none"> 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. 	<p>I Can Do It, Protecting Your Money and Your Future, p. 17-18. Making It on Your Own, Check the Warranty Before You Buy, p. 44.</p>

WORK GOALS

Learning Goals	Expectations	Activities
<p>61. Is able to make an informed career decision.</p>	<ul style="list-style-type: none"> a. Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required). b. Describe the importance of volunteering, job shadowing, and paid internships to gain information about career fields. c. Determine career options. d. Match career interest with personal skills, abilities, and career objective. e. Evaluate each career option and select a realistic career field that best meets one's career goal. f. Identify resources that facilitate career choice (e.g., Department of Labor programs, job corps, military services). 	<p>Creative Life Skills Activities, Activity 32, A Window to the Future.</p> <p>Creative Life Skills Activities, Activity 40, What is My Career?</p> <p>Creative Life Skills Activities, Activity 58, What's My Line.</p> <p>Creative Life Skills Activities, Activity 70, Community Interviews.</p> <p>Creative Life Skills Activities, Activity 75, Career Choices.</p> <p>Developing Your Vision, Books 1 and 3.</p> <p>I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41.</p> <p>I'm Getting Ready, I Need a Job to Support Myself, M-6.</p> <p>PAYA, Module 3, Employment, Job Seeking Skills, p. 48-53.</p> <p>PAYA, Module 5, Education/Career Planning, p. 245-246.</p> <p>Ready, Set, Fly! Career Planning #4.</p> <p>Ready, Set, Fly! Career Planning #5.</p> <p>4 Girls, Looking Ahead – http://www.4girls.gov</p> <p>Mapping Your Future, Skills and interest – http://mapping-your-future.org/planning/skillsan.htm</p> <p>Minnesota Careers, Financial Aid – http://www.mncareers.org/future_planning.asp?pageid=fn01</p> <p>Public Broadcasting System, Paying for College – http://www.pbs.org/newshour/on2/money/college.html</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</p>

WORK GOALS

Learning Goals	Expectations	Activities
<p>62. Is able to develop a career plan.</p>	<ul style="list-style-type: none"> 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 to reaching a career goal. c. Develop a written career plan with action steps, resources, and time frames. d. Identify scholarships, grants, and financial aid available to pay for education/training. e. Explain the difference between an educational grant and loan. f. Explain how, when, and where to apply for financial aid. g. Apply for financial aid to pay for training, if applicable. 	<p>Developing Your Vision, Chapters 1, 2, 4. I Know Where I am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41. PAYA, Module 3, Education, How Will I Pay for School? p. 26-31. PAYA, Module 5, Education and Career Planning, p. 247-250. Ready, Set, Fly! Career Planning #9. Minnesota Careers, Financial Aid – http://www.mncareers.org/future_planning.asp?pageid=fn01 Public Broadcasting System, Paying for College – http://www.pbs.org/newshour/on2/money/college.html The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</p>

Self Care Domain

PERSONAL HYGIENE

Learning Goals	Expectations	Activities
<p>1. Knows and understands the importance of good hygiene.</p>	<p>a. Describe what “good hygiene” means. b. Explain how “poor hygiene” affects friendships, relationships with others and employment opportunities. c. Explain how hygiene affects one’s physical and emotional health. d. Describe the impact of culture on hygiene.</p>	<p>Life Skills Activities for Children, Looking Right, p. 133-134. Life Skills Activities for Secondary, VI-11, Personal Checkup, p. 396-398. Life Skills Activities for Secondary, VI-10, Hygiene, p. 393-395. PAYA, Module 2, Personal Care, p. 5, 6, 11. Ready, Set, Fly! Personal Hygiene #1 Ready, Set, Fly! Personal Hygiene #2. Social Skills Activities for Children, Washing Hands Before Eating, p. 373-375. Teenage Human Body, Exterior Maintenances, p. 34-36. 4 Girls, Body – http://www.4girls.gov Kids Health, Acne Myths; Being Good to my Body; Ears, Skin, Teeth – http://www.kidshealth.org/kid/stay_healthy/index.html Kids Health, Your Body; Body Image – http://www.kidshealth.org/teen/your_body; Kids Health, Your Mind – http://www.kidshealth.org/teen/your_mind/</p>
<p>2. Can keep clean.</p>	<p>a. Explain appropriate sequence of steps involved in taking a bath or shower. b. Describe steps involved in maintaining clean hair. c. Explain steps involved in washing and drying one’s face. d. Demonstrate how to wash hands and hand care.</p>	<p>Care and Keeping of You! Hair Care, p. 16-19; Ears, p. 20-21; Eyes, p. 22-23; Mouth, p. 24-29; Face, p. 30-37; Hands, p. 40-41; Underarms, p. 42-43; Legs, p. 84-85; Feet, p. 86-87. Life Skills Activities for Children, Taking a Bath or Shower, p. 139-140. Life Skills Activities for Children, Hair Care, p. 141-142. Life Skills Activities for Children, A Clean Face, p. 143-144. Life Skills Activities for Children, Taking Care of Your Hands, p. 145-146. 4 Girls, Body – http://www.4girls.gov</p>

PERSONAL HYGIENE

Learning Goals	Expectations	Activities
<p>3. Can maintain good hygiene.</p>	<p>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).</p> <p>b. Demonstrate how to clean hands after using the toilet.</p> <p>c. Demonstrate appropriate use of hygiene products to keep one’s hair, teeth, nails, and body clean.</p> <p>d. Wears clean clothes.</p> <p>e. Describe when make up is appropriate and how to apply it if applicable.</p>	<p>It’s Perfectly Normal, C. 14, More Changes, p. 43-44. I’m Getting Ready, My Grooming Plan Checklist, LG-4. I’m Getting Ready, Clothing Messages on Television, LG-5. Life Skills Activities for Children, Care of Teeth, p. 147-148. Life Skills Activities for Children, Makeup, p. 149-150. PAYA Module 2, Personal Care, p. 6. PAYA Module 2, Health Care, p. 16. Ready, Set, Fly! Personal Hygiene #2. Ready, Set, Fly! Personal Hygiene #3. SEALS II, Step Up to a Better You, p. 60. Teenage Human Body, Exterior Maintenance, p. 34-38. 4 Girls, Body – http://www.4girls.gov Kids Health, Your Body – http://www.kidshealth.org/teen/your_body</p>

HEALTH

Learning Goals	Expectations	Activities
<p>4. Knows how to stay healthy.</p>	<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. Take care of self (e.g., gets enough sleep, protects eyes). d. Attend regular doctor/dentist appointments (e.g., yearly). e. Explain family health history. f. Describe personal medical history. g. Keep up to date medical records. h. Explain how regular exercise can make one feel better and look better. i. Exercise at least two to three times a week. 	<p>Care and Keeping of You! On the Go, p. 88-97. FUTURE/PATH, p. 45, 93. Life Skills Activities for Children, Getting Exercise, p. 185-186. Life Skills Activities for Children, Using Health Care People, p. 179-180. PAYA, Module 2, Health Care, p. 17-18. Ready, Set, Fly! Health #1. Ready, Set, Fly! Health #2. SEALS II, Feeling Fit, p. 11. Teenage Human Body, Energy Maintenance, p. 29-33. Teenage Human Body, Germs and Diseases, p. 82-83. 4 Girls, Illness & Disability; Fitness; Body – http://www.4girls.gov Girl Power, Ways to Stay Healthy - http://www.girlpower.gov/girlarea/bodywise/Index.htm Kids Health, Your Body – http://www.kidshealth.org/teen/your_body/; http://www.kidshealth.org/teen/food_fitness/ Kids Health, Exercise; Care of Body – http://www.kidshealth.org/kid/stay_healthy/index.html Kids Health, Fitness – http://www.kidshealth.org/parent/nutrition_fit/index.html Kids Health, Parent Information – http://www.kidshealth.org/parent/general/index.html</p>

HEALTH

Learning Goals	Expectations	Activities
<p>5. Knows how to care for minor illness and simple injuries.</p>	<p>a. Describe symptoms of colds, flu, and other common health problems.</p> <p>b. Demonstrate how to use a thermometer.</p> <p>c. Select appropriate over-the-counter medications for pain, stomach upset, diarrhea, cold/allergy symptoms.</p> <p>d. Explain how to treat cold and flu symptoms.</p> <p>e. Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters.</p> <p>f. Create a basic first aid kit.</p> <p>g. Explain what to do when a fever doesn't improve.</p>	<p>Life Skills Activities for Children, Taking Your Temperature, p. 183-184.</p> <p>Life Skills Activities for Children, What about Drugs, p. 187-188.</p> <p>Making It on Your Own, Knowing What to Do, p. 61.</p> <p>PAYA, Module 2, Health Care, p. 41-44.</p> <p>Ready, Set, Fly! Health #3.</p> <p>Ready, Set, Fly! Health #6.</p> <p>Teenage Human Body, Common Problems, p. 58-63.</p> <p>Teenage Human Body, First Aid Supplies, p. 164.</p> <p>Teenage Human Body, Home Pharmacy, p. 165.</p> <p>4 Girls, Illness & Disability– http://www.4girls.gov</p> <p>Kids Health, Health Care – http://www.kidshealth.org/kid/stay_healthy/index.html http://kidshealth.org/kid/ill_injure/index.html http://www.kidshealth.org/teen/your_body/</p> <p>Kids Health, Infections – http://www.kidshealth.org/teen/infections/</p> <p>Kids Health, Parents – http://www.kidshealth.org/parent/general/index.html</p> <p>Kids Health, Infections, Parent Information – http://www.kidshealth.org/parent/infections/index.html</p> <p>Kids Health, Parent Medical – http://www.kidshealth.org/parent/medical/index.html</p> <p>Kids Health, First Aid – http://www.kidshealth.org/parent/firstaid_safety/index.html</p>

HEALTH

Learning Goals	Expectations	Activities
<p>6. Knows when and how to seek medical attention.</p>	<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. Explain how to tell if one should go to the emergency room or to a doctor. d. Name three situations where you would go to a doctor. e. Name three situations where you would go to the emergency room. f. Explain the costs associated with doctors/dentists, clinics, and an emergency room. g. Select the appropriate medical/dental resource for the problem needing attention. h. Describe how to find a doctor and dentist (e.g., check yellow pages, check medical/dental societies, Health Insurance Company, family and friends). i. Select a doctor and dentist for regular, ongoing care. j. See a Doctor and Dentist regularly for well-being care (e.g., annually). k. Describe the steps for making and keeping a medical/dental appointment. l. Demonstrate making and changing a medical/dental appointment. m. Explain what to do if someone ingests a poisonous substance. 	<p>Creative Life Skills Activities, Activity 30, Where in the World Do I Find...?</p> <p>Life Skills Activities for Children, Identify Whether or Not an Order from a Doctor Has Been Followed Correctly, p. 181-182.</p> <p>Life Skills Activities for Children, Visiting Health Care People, p. 179-180.</p> <p>Life Skills Activities for Children, Following Doctors Orders, p. 181-182.</p> <p>Making It on Your Own, Knowing What to Do, p. 61.</p> <p>PAYA, Module 2, Health Care, p. 44-45; 79-80.</p> <p>PAYA, Module 2, Health Care, p. 46-47.</p> <p>Teenage Human Body, Repairs: Warning Signs, p. 52-56; 58-59.</p> <p>Teenage Human Body, Health Care Providers, p. 57.</p> <p>4 Girls, Illness & Disability; Fitness; and Body – http://www.4girls.gov</p> <p>Kids Health – http://www.kidshealth.org/kid/feel_better/</p> <p>Kids Health, Diseases – http://www.kidshealth.org/teen/diseases_conditions/</p> <p>Kids Health, Infections – http://www.kidshealth.org/teen/infections/</p> <p>Kids Health, Parent Medical – http://www.kidshealth.org/parent/medical/index.html</p> <p>Kids Health, Parent First Aid – http://www.kidshealth.org/parent/firstaid_safety/index.html</p>

HEALTH

Learning Goals	Expectations	Activities
<p>7. Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed.</p>	<p>a. Explain the difference between prescription and over-the-counter medications.</p> <p>b. Interpret instructions provided on prescription drugs and over-the-counter medications, including dose frequency, contraindications, warnings, recommended storage (e.g., safety cap use) and possible side effects.</p> <p>c. Describe what happens when medication is used improperly.</p> <p>d. Describe the possible effects taking medications while pregnant.</p> <p>e. Explain the difference between generic and brand name medications.</p>	<p>PAYA, Module 2, Health Care, p. 39-40. Ready, Set, Fly! Health #7.</p>
<p>8. Can state what medication or medical needs he/she requires.</p>	<p>a. Explain why it is important to know what medication one takes.</p> <p>b. Tell what medications one takes.</p> <p>c. Describe any medical needs (e.g., allergic to penicillin, asthma).</p>	<p>Life Skills Activities for Children, Medical Needs, p. 19-20.</p>
<p>9. Knows and understands the medical/ dental coverage available.</p>	<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 the common terms used in medical insurance (e.g., HMO, co-pay, deductible, referral, pre-existing condition).</p>	<p>Creative Life Skills Activities, Activity 30, Where in the World Do I Find...? I Can Do It, Protecting Your Money and Yourself, p. 14-16. I'm Getting Ready, What Insurance Do I Need? M-14. FUTURE/PATH, p. 49, 50. PAYA, Module 2, Health Care, p. 46-47. Ready, Set, Fly! Health #10. Teenage Human Body, Health Care Providers, p. 57. 4 Girls, Illness & Disability– http://www.4girls.gov Kids Health, People, Places, and Things That Help me – http://www.kidshealth.org/kid/feel_better/ Kids Health – http://www.kidshealth.org/parent/system/idnex.html</p>

HEALTH

Learning Goals	Expectations	Activities
<p>10. Knows how to maintain good emotional health.</p>	<ul style="list-style-type: none"> a. Define and explain what stress is. b. Identify situations which may cause conflict between people and lead to stress. c. Identify source of conflict or fear in a stressful situation. d. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule) e. Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal). f. Evaluate effectiveness of strategy selected. g. Describe the signs and symptoms of depression and other emotional health problems. h. Describe where to go in the community to obtain help with depression and other emotional health problems. 	<p>Life Skills Activities for Children, Things to Try, p. 117-118. Life Skills Activities for Children, What is Stress, p. 109-110. Life Skills Activities for Children, Conflicts, p. 111-112. Life Skills Activities for Children, Conflicts with Things, p. 115-116. Life Skills Activities for Secondary, VI-21, Stress & Stressors, p. 426-428. Life Skills Activities for Secondary, VI-22, Stressful Events & Situations, p. 429-431. Life Skills Activities for Secondary, VI-23, Coping with Stress, p. 432-435. Life Skills Activities for Secondary, VI-24, Depression, p. 436-438. Life Skills Activities for Secondary, VI-25, Suicide, p. 439-441. Life Skills Activities for Secondary, VI-26, Getting Help, p. 442-444. Life Skills Activities for Secondary, VI-27, You Have Choices, p. 445-447. Making It on Your Own, Dealing with Stress, p. 66. Ready, Set, Fly! Health #14. Ready, Set, Fly! Health #15. SEALS II, Saving Stress, p. 69. SEALS II, Stress Pleasure, p. 72. SEALS II, Inner Voice, p. 79. SEALS II, Journal Keeping, p. 16. SEALS II, Write to Heal, p. 18. SEALS II, Reward Yourself, p. 29. SEALS II, Treat Yourself, p. 28. Teenage Human Body, Stress, p. 64-65. Teenage Human Body, Depression, p. 68-69. 4 Girls, Mind– http://www.4girls.gov Girl Power – http://www.girlpower.gov/girlarea/notalone/howtcope.htm Kids Health – http://www.kidshealth.org/parent/emotions/index.html http://www.kidshealth.org/kid/feeling/</p>

ALCOHOL, DRUGS, AND TOBACCO

Learning Goals	Expectations	Activities
<p>11. Knows and understands the medical, social, emotional, and legal risks associated with alcohol, drug, and tobacco use.</p>	<ol style="list-style-type: none"> Describe how alcohol, drugs, and tobacco affect the body. Describe how alcohol, drugs, and tobacco affect the development of the unborn child. Explain how using drugs, alcohol, and tobacco affect you and your family. Describe how your friends and family feel about the use of drugs, alcohol, and tobacco. Name two ways families pass on beliefs about drugs, alcohol, and tobacco. 	<p>Making It on Your Own, Drugs and Alcohol, p. 64. PAYA, Module 2, Health Care, p. 48-52; 54; 58-59. PAYA, Module 4, Transportation, p. 55-63. PAYA, Module 5a, Unplanned Pregnancy, p. 39. Ready, Set, Fly! Alcohol, Drugs, Tobacco #1 Ready, Set, Fly! Alcohol, Drugs, Tobacco #2 Ready, Set, Fly! Alcohol, Drugs, Tobacco #3 Ready, Set, Fly! Alcohol, Drugs, Tobacco #4. Teenage Human Body, Alcohol, p. 76-81. Teenage Human Body, In Harm’s Way, p. 116-117. 4 Girls, Drugs and Alcohol– http://www.4girls.gov Girl Power – http://www.girlpower.gov/girlarea/bodyfx/index.htm The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/straightfacts.html Kids Health, Drugs and Alcohol – http://www.kidshealth.org/kid/grow/index.html; http://www.kishealth.org/kid/stay_healthy/index.html; http://www.kidshealth.org/kid/feeling/; http://www.kidshealth.org/teen/drug_alcohol/</p>
<p>12. Knows and understands the impact of peer pressure on decisions to use alcohol, drugs, and tobacco.</p>	<ol style="list-style-type: none"> Define the term “peer pressure.” Explain how peers influence decisions regarding the use of alcohol, drugs, and tobacco. Identify two ways to resist negative peer pressure to avoid alcohol, drugs, tobacco. 	<p>PAYA, Module 2, Health Care, p. 54-58; 71. Ready, Set, Fly! Alcohol, Drugs, Tobacco #5. Social Skills for Secondary, Worksheet 95, Resisting Negative Pressure, p.133. 4 Girls, Drugs and Alcohol– http://www.4girls.gov Girl Power – http://www.girlpower.gov/girlarea/bodyfx/index.htm Kids Health, Peer Pressure – http://www.kidshealth.org/kid/feeling/</p>

ALCOHOL, DRUGS, AND TOBACCO

Learning Goals	Expectations	Activities
<p>13. Knows and understands the types of help available for alcohol, drug, and tobacco addictions.</p>	<ul style="list-style-type: none"> a. Describe signs of addiction. b. Identify different types of illegal drugs. c. Identify three forms of substance abuse assistance (e.g., NA/ AA, Smoke Enders, substance use counselor). d. Identify at least one support group that provides assistance to family members (e.g., ALANON). e. Identify where these services are provided in the community (e.g., telephone book, school counselor, Internet). 	<p>FUTURE/PATH, p. 92. Making It on Your Own, Where Would You Go? p. 65. PAYA, Module 2, Personal Care, p. 58-71 PAYA, Module 2, Health Care, p. 46; 52-53. Ready, Set, Fly! Alcohol, Drugs, Tobacco #6. Kids Health, Dealing with Problems – http://www.kidshealth.org/teen/your_mind/ http://kidshealth.org/teen/drug_alcohol/</p>
<p>14. Knows and understands the legal implications of drinking and driving.</p>	<ul style="list-style-type: none"> 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>Life Skills Activities for Secondary, IV-28, Choosing Your Driver, p. 273-274. Life Skills Activities for Secondary, IV-29, Drinking & Driving, p. 275-277. Ready, Set, Fly! Alcohol, Drugs, Tobacco #7. What Are My Rights, Growing Up, p. 113-114.</p>

SEXUALITY

Learning Goals	Expectations	Activities
<p>15. Knows and understands how male and female bodies change during puberty.</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>Care and Keeping of You! Breasts, p. 44-51. Care and Keeping of You! Big Changes, p. 68-81. It's Perfectly Normal, C. 6, Our Bodies, p. 19-21. It's Perfectly Normal, C. 7, Outside and Inside, Female Sex Organs, p. 22-24. It's Perfectly Normal, C. 8, Outside and Inside, Male Sex Organs, p. 25-27. It's Perfectly Normal, C. 10, Changes and Messages, p. 30. It's Perfectly Normal, C. 11, Travels of the Egg, p. 32-36. It's Perfectly Normal, C. 12, The Travels of the Sperm, p. 37-40. It's Perfectly Normal, C. 13, Not All at Once, p. 41-42. Ready, Set, Fly! Relationships and Sexuality #1. 4 Girls, Drugs and Alcohol– http://www.4girls.gov Girl Power – http://www.girlpower.gov/girlarea/bodywise/yourbody/index.htm Kids Health – http://www.kidshealth.org/kid/grwo/index.html; http://www.kidshealth.org/parent/growth/ http://www.kidshealth.org/parent/grwoing/talk_about_puberty_p3.html; http://www.kidshealth.org/teen/sexual_health/</p>
<p>16. Knows and understands the difference between gender and sexual orientation.</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>It's Perfectly Normal, C. 1, Girl or Boy, Female or Male, p. 10-11. It's Perfectly Normal, C. 6, Straight, and Gay, p. 16-18. Teenage Human Body, Other Sexual Issues, p. 110. American Psychological Association, Questions About Sexual Orientation – http://www.apa.org/pi/lgbc/publications/justthefacts.html</p>

SEXUALITY

Learning Goals	Expectations	Activities
17. Knows and understands the difference between sexuality and sex.	<ul style="list-style-type: none"> a. Tell the four definitions of “sex” (e.g., gender, intercourse). b. Explain myths and misconceptions about sex. c. Explain media’s role in portraying sex and sexuality. d. Explain the difference between love and sex. e. Describe sexual desire verses love. 	<p>It’s Perfectly Normal, C. 3, Sexual Desire, p. 12-13. It’s Perfectly Normal, C. 4, Sexual Intercourse, p. 14-15. PAYA, Module 5a, Sexuality, STD’s and Pregnancy, p. 5.</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
18. Knows how to talk to others about decisions that affect relationships.	<ul style="list-style-type: none"> a. Explain how to talk to a partner about dating, sexual activity, prevention of STDs and pregnancy, marriage, and parenting. b. Practice talking with a partner a mock situation. c. Explain how to talk to family and friends about dating, sexual activity, prevention of STDs and pregnancy, marriage, and parenting. d. Practice talking with family and friends in a mock situation. 	<p>PAYA, Module 2, Social Skills, Sexuality, p. 158-165. PAYA, Module 2, Sexuality, p. 187-188. PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 8. Ready, Set, Fly! Relationships #3. Ready, Set, Fly! Relationships #4. Kids Health, Relationships – http://www.kidshealth.org/teen/your_mind/</p>
19. Knows how to make decisions about sexual activity.	<ul style="list-style-type: none"> a. Explain factors in deciding to be sexually active with someone. b. Tell how to say no to unwanted sexual touching. 	<p>It’s Perfectly Normal, C. 4, Sexual Intercourse, p. 14-15. It’s Perfectly Normal, C. 19, A Kind of Sharing, p. 54-57. It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-71. SEALS II, Sexual Decision Making, p. 62.</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>20. Knows and understands how to prevent, detect, and treat STDs including AIDS.</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 STD/AIDS testing.</p>	<p>Creative Life Skills Activities, Activity 33, Cruise to Island Paradise. It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-72. It’s Perfectly Normal, C. 26, Check up, Sexually Transmitted Diseases, p. 77-79. It’s Perfectly Normal, C. 27, Scientists Working Day & Night, HIV and AIDS, p. 79-83. Life Skills Activities for Secondary, VI-16, HIV & AIDS, p. 412-414. Making It on Your Own, Preventing HIV & AIDS, p. 67. Making It on Your Own, Other Sexually Transmitted Diseases, p. 68. PAYA, Module 2, Social Skills, p. 170-186, 189-195. PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 7-19. Ready, Set, Fly! Relationships and Sexuality #6. SEALS II, The HIV Infection/AIDS Quiz, p. 63. Teenage Human Body, STIs, p. 84-89. Kids Health, Sexual Health – http://www.kidshealth.org/teen/sexual_health/ Kids Health – http://www.kidshealth.org/teen/infections/</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>21. Knows and understands how to prevent pregnancy.</p>	<ul style="list-style-type: none"> 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. Identify three ways to resist pressure to have sex. g. Describe who to go to get information about pregnancy, birth control, and prevention. 	<p>Creative Life Skills Activities, Activity 23, The Birth Control Box.</p> <p>Creative Life Skills Activities, Activity 49, Not a Bag of Tricks.</p> <p>Creative Life Skills Activities, Activity 63, Sexual Jeopardy.</p> <p>Creative Life Skills Activities, Activity 72, Ad Campaign.</p> <p>It's Perfectly Normal, C. 11, The Travel of the Egg, p. 32-36.</p> <p>It's Perfectly Normal, C. 11, The Travels of the Sperm, p. 37-40.</p> <p>It's Perfectly Normal, C. 19, A Kind of Sharing, p. 54-57.</p> <p>It's Perfectly Normal, C. 20, Before Birth Pregnancy, p. 58-60.</p> <p>It's Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-72.</p> <p>Life Skills Activities for Secondary, VI-12, Being Sexually Active, p. 399-401.</p> <p>PAYA, Module 2, Teen Age Pregnancy, p. 166-169; 189-195.</p> <p>PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 7-10; 14-19.</p> <p>Ready, Set, Fly! Relationships and Sexuality #3.</p> <p>Teenage Human Body, Safer Sex, p. 103-109.</p> <p>Kids Health – http://www.kidshealth.org/teen/sexual_health/</p>
<p>22. Knows and understands the symptoms of pregnancy and the resources available.</p>	<ul style="list-style-type: none"> 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>Making It on Your Own, Symptoms of Pregnancy, p. 10.</p> <p>PAYA, Module 5a, Unplanned Pregnancy, p. 32.</p> <p>Ready, Set, Fly! Relationships and Sexuality #4.</p> <p>Teenage Human Body, Pregnant? p. 114.</p> <p>Kids Health, Sexual Health – http://www.kidshealth.org/teen/sexual_health/</p> <p>Kids Health – http://www.kidshealth.org/teen/infections/</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>23. Knows and understands how to keep safe when young.</p>	<ul style="list-style-type: none"> a. Given a list of common safety words, read and explain each one's use. b. Describe potentially dangerous situations and state possible unhealthy outcomes (e.g., strangers, guns). c. Explain and comply with rules intended to ensure safety (e.g., seatbelts, hitchhiking). d. If appropriate, designate a safe place to keep one's house key. e. Describe appropriate rules for activities when parents aren't home. f. Explain ways to use unsupervised time at home wisely or helpfully. g. Create and state a back up plan for anticipating problems related to entering and staying in the house until parents arrive. h. Explain how to stay safe after dark. i. Name two or more places you can contact to get help if you feel unsafe. j. Tell what to say if someone tries to do something to your body you don't want them to. 	<p>Life Skills Activities for Children, Safety Words, p. 98-100.</p> <p>Life Skills Activities for Children, Dangerous Situations, p. 194-195.</p> <p>Life Skills Activities for Children, Following Safety Rules, p. 196-197.</p> <p>Life Skills Activities for Children, Keeping the Key, p. 200-201.</p> <p>Life Skills Activities for Children, Knowing the Rules, p. 202-203.</p> <p>Life Skills Activities for Children, Using Time Wisely, p. 204-205.</p> <p>Life Skills Activities for Children, Having a Back Up Plan, p. 206-207.</p> <p>Life Skills Activities for Children, After Dark, p. 258-259.</p> <p>Oops! Oops! p. 88-89.</p> <p>Kids Health, Safety – http://www.kidshealth.org/kid/watch/index.html; http://www.kidshealth.org/teen/safety/</p>
<p>24. Knows and understands how to be safe when older.</p>	<ul style="list-style-type: none"> a. Explain and comply with rules intended to ensure safety (e.g., seatbelts, hitchhiking). b. State appropriate rules for activities when parents aren't home. c. Explain how to stay safe after dark. d. Define sexual abuse. e. Tell what to say if someone tries to do something to your body you don't want them to. f. Tell what sexual harassment is. g. Tell who to talk to if you've been sexually harassed or abused. h. Tell what to do about Date Rape. i. Name two or more places you can contact to get help if you feel unsafe 	<p>It's Perfectly Normal, Talk About It: Sexual Abuse, C. 25, p. 75-77.</p> <p>Life Skills Activities for Children, After Dark, p. 258-259.</p> <p>Social Skills for Secondary, Problems or Unusual Situations, p. 168.</p> <p>Kids Health, Safety – http://www.kidshealth.org/kid/watch/index.html http://www.kidshealth.org/teen/safety/ http://www.kidshealth.org/teen/your_mind/</p> <p>Kids Health, Peer Pressure – http://www.kidshealth.org/kid/feeling/</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>25. Knows and understands the importance of home safety.</p>	<ul style="list-style-type: none"> a. Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher. b. Explain three ways to prevent fires (e.g., don't leave lighted candles unattended, unplugging electrical appliances). 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, earthquakes, national alerts, snow emergencies). 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). i. Explain three ways to keep self safe on the internet and telephone (e.g., don't give out social security number, avoid giving personal information on the phone or internet, change passwords frequently). j. Describe signs of possible household dangers (e.g., smelling gas, flooding). k. Describe how to prevent poisoning. 	<p>I Can Do It! Staying Safe, p. 39- 45. PAYA, Module 2, Safety Skills, p. 76-86. PAYA, Module 5, Safety Skills, p. 2. PAYA, Module 5, Safety, p. 154-161. Ready, Set, Fly! Home Safety # 1. Ready, Set, Fly! Home Safety #2. Ready, Set, Fly! Home Safety #4. Teenage Human Body, Environmental Maintenance, Fires, p. 49. Internet Safety, Etiquette for Kids – http://kidsinternet.about.com/cs/internetsafety1/ Parent Soup – http://www.parentsoup.com The American Academy of Pediatrics – http://www.aap.org/parents.html The Parent Center/Baby Center – http://www.babycenter.com/baby/babysafety/index</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
26. Can select the appropriate resources to use in emergency situations.	<ul style="list-style-type: none"> 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). 	<p>Creative Life Skills Activities, Activity 35, Who Do I Call? p. 66.</p> <p>I Can Do It, Building a Support Network, p. 51-56.</p> <p>Life Skills Activities for Children, Making Emergency Phone Calls, p. 38-39.</p> <p>Making It on Your Own, Getting Help, p. 66.</p> <p>Pocket Guide, Sources of Help, p. 66-68.</p> <p>Pocket Guide Instructions, Sources of Help, p. 185-187.</p> <p>Ready, Set, Fly! Community Resources #4.</p>
27. Can find community services available.	<ul style="list-style-type: none"> a. Identify quality yet economical places to shop for food, clothing, and household items. b. Identify nearest hospital or health clinic. c. State several stores which would be likely to be found at a mall. d. Identify and locate several houses of worship in his/her community. e. Explain how to buy stamps. f. Locate public restrooms in public or community buildings. 	<p>FUTURE/PATH, 68, 69, 70, 71, 90.</p> <p>Life Skills Activities for Children, Shopping Mall, p. 214-215.</p> <p>Life Skills Activities for Children, Houses of Worship, p. 218-219.</p> <p>Life Skills Activities for Children, Buying Stamps, p. 244-245.</p> <p>Life Skills Activities for Children, Locating Restrooms, p. 268-269.</p>
28. Knows and understands symptoms and effects of eating disorders.	<ul style="list-style-type: none"> a. Explain symptoms and effects of anorexia, bulimia, and binge eating. b. Describe things to look for if you think you or a friend might have a problem (e.g., stop eating, don't like to eat in front of people). c. Name two things to do if you think you or a friend has an eating disorder. d. Name two or more community resources which help with eating disorders 	<p>Care and Keeping of You! Eating Disorders, p. 62-65.</p> <p>PAYA, Module 2, Health Care, p. 26.</p> <p>Teenage Human Body, p. 97.</p> <p>Girl Power, Eating Disorders – http://www.girlpower.gov/girlarea/bodywise/eatingdisorders/index.htm</p> <p>Kids Health – http://www.kidshealth.org/teen/your_mind/ http://www.kidshealth.org/teen/food_fitness/</p> <p>The Alcohol and Drug Information Clearinghouse- http://www.nebraskaprevlink.ne.gov/therightstuff/youth/eating_disorders.html</p>

Social Relationships Domain

PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
<p>1. Knows and understands the concept of self-esteem</p>	<p>a. Define the term “self-esteem.”</p> <p>b. Explain how self-esteem is related to self-awareness and self-image.</p> <p>c. Describe the relationship between self-esteem and emotional well being.</p> <p>d. Explain how self esteem and body image are related.</p> <p>e. Describe what influences body image and how to affirm body image.</p>	<p>Creative Life Skills Activities, Activity 78, Getting to Know Me.</p> <p>Creative Life Skills Activities, Activity 79, “Who Am I” Collage.</p> <p>Creative Life Skills Activities, Activity 98, Positive Affirmation.</p> <p>Ready, Set, Fly! Personal Development #1.</p> <p>Ready, Set, Fly! Personal Development #2.</p> <p>SEALS II, Body Image Journal, p. 1.</p> <p>SEALS II, Mirror Mirror on the Wall, p. 2.</p> <p>SEALS II, Day by Day, p. 17.</p> <p>SEALS II, One Week of Presents, p. 31.</p> <p>SEALS II, I am Someone Who, p. 58.</p> <p>SEALS II, Positive Affirmation, p. 59.</p> <p>SEALS II, Self Esteem Crossword Puzzle, p. 61.</p> <p>4 Girls, Mind – http://www.4girls.gov</p> <p>Kids Health, Self Esteem; Mental Health; Body Image – http://www.kidshealth.org/teen/your_mind/ http://www.kidshealth.org/kid/feeling/</p> <p>The Alcohol and Drug Information Clearinghouse, Body Image - http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivebody.html</p>

PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
<p>2. Knows and understands one's personal strengths and needs.</p>	<ul style="list-style-type: none"> a. Identify three personal strengths and needs. b. Recognize how one's strengths can be used to meet one's needs. c. Explain your personal values. d. Explain your personal definition of success. e. Describe the benefits and consequences of perseverance. f. Tell at least three characteristics of a good leader and why being a leader is important. 	<p>Creative Life Skills Activities, Activity 9, Toilet Paper. Creative Life Skills Activities, Activity 10, Grab Bag. Creative Life Skills Activities, Activity 81, Animal Babies. Creative Life Skills Activities, Activity 90, Get to Know Your Apple. Life Skills Activities for Secondary, I-3, Spotlight on Me, p. 7-8. PAYA, Module 2, Social Skills, p. 98-101; 135-141. Ready, Set, Fly! Personal Development #5. Social Skills Activities for Children, Being Interesting, p. 187-188. Social Skills Activities for Children, Developing Interests and Hobbies, p. 291-292. Social Skills Activities for Children, Being the Leader, p. 155-156.</p>
<p>3. Knows and understands the impact of caring, respectful, responsible, and honest behavior in relationships.</p>	<ul style="list-style-type: none"> a. Define respect. b. Describe caring, respectful, responsible, and honest behavior. c. Give examples of situations where caring, respectful, responsible, and honest behavior affect a relationship. d. Describe the role of manners in communicating respect for others. e. Demonstrate meeting someone for the first time (e.g., shaking hands, eye contact). f. Describe an appropriate response if someone is rude to you. g. Tell what being trustworthy is. h. Tell how to accept the blame. i. Describe how you would like to be treated and how you will treat others. 	<p>Life Skills Activities for Children, Meeting People, p. 330-331. Life Skills Activities for Children, At the Movies, p. 332-333. Life Skills Activities for Children, Rudeness in Others, p. 336-337. Life Skills Activities for Children, Including Others, p. 338-339. Life Skills Activities for Secondary, I-6, Acts of Kindness, p. 13-15. Oops! Gross, p. 98-99. Oops! Big Days, p. 102-116. Ready, Set, Fly! Relationships #2. Social Skills Activities for Children, What is Respect? p. 28-29. Social Skills Activities for Children, Being Trustworthy, p. 32-33. Social Skills Activities for Children, Accepting the Blame, p. 165-167. Social Skills Activities for Children, Touching Others, p. 176-178. Social Skills Activities for Children, Someone Made a Mistake, p. 179-181. Social Skills Activities for Children, Tone of Voice, p. 268-270. Social Skills Activities for Children, Other People's Opinions, p. 273-275. Social Skills Activities for Children, Is This the Right Time? p. 276-277.</p>

		<p>Social Skills Activities for Children, Apologizing and Accepting the Blame, p. 308-309.</p> <p>Social Skills Activities for Children, Respecting Adults at Home and in the Community, p. 318-319.</p> <p>Social Skills Activities for Children, Including Others, p. 338-339.</p> <p>Social Skills Activities for Children, Saying Thank You, p. 345-346.</p> <p>Social Skills Activities for Children, Excuse Me, p. 363-364.</p> <p>Social Skills Activities for Children, Impolite Noises, p. 360-362.</p> <p>Social Skills Activities for Children, Answering Questions Appropriately, p. 391-392.</p> <p>Social Skills Activities for Children, RSVP, p. 402-403.</p> <p>Social Skills Activities for Children, Golden Rule, p. 404-405.</p> <p>Social Skills for Secondary, Worksheet 46, Respecting Others as Individuals, p. 222.</p> <p>Social Skills for Secondary, Worksheet 47, Recognizing the Value of Friendship, p. 222.</p> <p>SEALS II, Good Manners Reflect, p. 65.</p> <p>Teenage Human Body, Social Maintenance, p. 47.</p> <p>4 Girls, Relationships – http://www.4girls.gov</p> <p>Kids Health, Gossip – http://www.kidshealth.org/kid/feeling/</p>
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PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
<p>4. Can describe everyday etiquette.</p>	<ul style="list-style-type: none"> a. Tell when it is good manners to open the door for another person. b. Tell when it is good manners to give up your seat for another person. c. Give examples of appropriate words to show displeasure or excitement as an alternative to crude comments. d. Describe the difference between gossip and sharing information. e. Describe at least five situations in which you would express thankfulness. f. Role play saying thank you with another person. g. Demonstrate manners for using a public phone. 	<p>Life Skills Activities for Children, Being Courteous, p. 328-329.</p> <p>Life Skills Activities for Children, Saying “Thank You”, p. 345-346.</p> <p>Oops! Magic Words, p. 8-11.</p> <p>Oops! After You! p. 16-17.</p> <p>Oops! The Golden Rule, p. 18-19.</p> <p>Social Skills Activities for Children, Opening Doors for Others, p. 381-383.</p> <p>Social Skills Activities for Children, Giving Up Your Seat, p. 384-386.</p> <p>Social Skills Activities for Children, Public Phones, p. 387-388.</p> <p>Social Skills Activities for Children, Using Good Language, p. 394-396.</p> <p>Social Skills Activities for Children, Gossip, p. 389-391.</p> <p>Social Skills Activities for Children, Thank You Notes, p. 400-401.</p>
<p>5. Knows and understands how abuse, dishonesty, and disrespect impact relationships.</p>	<ul style="list-style-type: none"> a. Define in your own words abuse, dishonesty, and disrespectful behavior. b. Give examples of how they impact relationships. c. Describe what to do if someone is trying to hurt you physically or emotionally. d. Describe where and how to get help if one can’t handle or end an argument. e. Describe examples of vandalism and pranks and why they are harmful to others. 	<p>Life Skills Activities for Children, Vandalism & Pranks, p. 340-341.</p> <p>PAYA, Module 2, Safety Skills, p. 87-93.</p> <p>Social Skills Activities for Children, Laughing When Someone Gets in Trouble, p. 182-184.</p> <p>Social Skills Activities for Children, Don’t Badmouth, p. 217-218.</p> <p>Social Skills Activities for Children, Not Hurting Feelings of Others, p. 260-261.</p> <p>Social Skills Activities for Children, Vandalism & Pranks, p. 340-342.</p> <p>Social Skills for Secondary, Worksheet 61, Having Respect for the Property of Others, p. 243.</p> <p>Social Skills for Secondary, Worksheet 63, Respecting Community Authority Figures, p. 243.</p>

PERSONAL DEVELOPMENT

Learning Goals	Expectations	Activities
6. Knows and understands the influence of spirituality on personal development.	<ul style="list-style-type: none"> a. Define spirituality. b. Explain how spirituality can play a role in one's everyday life. 	<p>Ready, Set, Fly! Cultural Awareness #7. SEALS II, How is Your Spiritual Health, p. 80.</p>

CULTURAL AWARENESS

Learning Goals	Expectations	Activities
7. Knows and understands one's own cultural identity.	<ul style="list-style-type: none"> a. Define the terms culture, identity, race and ethnicity. b. Describe the customs associated with one's culture (e.g., family structure, language, food, style of dress). c. Describe the contributions that one's culture has made to society. d. Tell at least four ways culture has affected your identity, values, and beliefs. 	<p>Life Skills Activities for Children, Family Roles and Responsibilities, p. 294-295. Life Skills Activities for Children, We Don't Look Alike, p. 286-287. Life Skills Activities for Secondary, I-2, My Ethnic Background, p. 2-6. PAYA, Module 2, Social Skills/Cultural Roots, p. 102-106. Ready, Set, Fly! Cultural Awareness #1. Ready, Set, Fly! Cultural Awareness #2. Ready, Set, Fly! Cultural Awareness #3. Ready, Set, Fly! Cultural Awareness #4. Ready, Set, Fly! Cultural Awareness #5. Ready, Set, Fly! Cultural Awareness #6. Ready, Set, Fly! Cultural Awareness #7. Ready, Set, Fly! Cultural Awareness #8.</p>
8. Knows and understands how to identify differences in people.	<ul style="list-style-type: none"> a. Describe differences in looks between people (e.g., gender, race, skin color, body build). b. Identify different personality or temperament characteristics of people. c. State at least two points of view for a given situation. d. Tell about the physical or mental handicapping conditions of people one might encounter. 	<p>Life Skills Activities for Children, We Don't Look Alike, p. 286-287. Life Skills Activities for Children, Personality Differences, p. 290-291. Life Skills Activities for Children, The Story of My Life, p. 292-293. Life Skills Activities for Children, Another Point of View, p. 310-311. Life Skills Activities for Children, Interviewing Others, p. 316-317. Social Skills Activities for Children, What is a Handicap, p. 262-264. Social Skills Activities for Children, People Who are Different, p. 265-267.</p>

CULTURAL AWARENESS

Learning Goals	Expectations	Activities
<p>9. Knows and understands different cultural groups.</p>	<p>a. Identify and describe the customs of three different cultural groups.</p> <p>b. Describe contributions made to society of at least two cultures.</p> <p>c. Tell how to show respect for the attitudes and beliefs of other cultural groups.</p>	<p>Life Skills Activities for Secondary, I-1, Ethnic Groups, p. 2-3. PAYA, Module 2, Social Skills/Cultural Roots, p. 102-116. Ready, Set, Fly! Cultural Awareness #6 Ready, Set, Fly! Cultural Awareness #7 Ready, Set, Fly! Cultural Awareness #9 Ready, Set, Fly! Cultural Awareness #10. SEALS II, Celebrating Our Diversity, p. 55. Kids Health, Diversity – http://www.kidshealth.org/kid/feeling/ http://www.kidshealth.org/teen/your_mind?</p>
<p>10. Knows how to effectively respond to prejudice and discrimination.</p>	<p>a. Define racism, stereotyping, prejudice, and discrimination.</p> <p>b. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and/or in the community.</p>	<p>Creative Life Skills Activities, Activity 86, Celebrating Differences, Part I. Creative Life Skills Activities, Activity 87, Celebrating Differences, Part II. Creative Life Skills Activities, Activity 88, Celebrating Differences, Part III. Ready, Set, Fly! Cultural Awareness #11. Ready, Set, Fly! Cultural Awareness #12. Ready, Set, Fly! Cultural Awareness #13. Ready, Set, Fly! Cultural Awareness #14.</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>11. Knows and understands the elements of communication.</p>	<ul style="list-style-type: none"> a. State at least three ways different cultures influence communication styles. b. Explain the difference between verbal and non-verbal communication. c. Describe three forms of non-verbal communication (e.g., body postures, gestures, eye contact, and facial expressions). d. Describe how feedback helps and/or hinders communication. e. Identify two strategies for giving feedback (e.g., using “I” statements, focus on the behavior not the person). f. Identify two strategies for receiving feedback (e.g. eye contact, not interrupting a conversation). g. Describe empathy. h. Demonstrate how to effectively clarify what was said. i. Demonstrate how to ask effective questions when clarifying or obtaining information (e.g., open-ended v. close-ended questions). 	<p>Creative Life Skills Activities, Activity 2, Grandmother’s Truck. Creative Life Skills Activities, Activity 15, Broken Squares. Creative Life Skills Activities, Activity 17, Comfort Zone. Creative Life Skills Activities, Activity 18, Body Language. Creative Life Skills Activities, Activity 19, John & Mary. Creative Life Skills Activities, Activity 43, Peanut Butter & Jelly. Creative Life Skills Activities, Activity 64, Communication Charades. Life Skills Activities for Children, Having a Discussion, p. 318-319. Life Skills Activities for Children, Having an Argument, p. 320-321. Life Skills Activities for Children, Defining Terms, p. 322-323. PAYA, Module 2, Social Skills, Communication, p. 144-150. Oops! Body Language, p. 12-15. Ready, Set, Fly! Communication #1. Ready, Set, Fly! Communication #2. Ready, Set, Fly! Communication #3. Ready, Set, Fly! Communication #4. Ready, Set, Fly! Communication #6. Ready, Set, Fly! Communication #7. Ready, Set, Fly! Communication #9. Ready, Set, Fly! Communication #10. SEALS II, Listening Skills, p. 5. Social Skills Activities for Children, Listening to Other People’s Ideas, p. 163-164. Social Skills Activities for Children, Listening, p. 197-199. Social Skills Activities for Children, Facial Expressions, p. 271-272. Social Skills Activities for Children, Understanding How Other People Feel, p. 280-282. Social Skills Activities for Children, Admiring and Complimenting Others, p. 305-307. Social Skills for Secondary, Skill 1, Being a Good Listener, p. 2-9. Social Skills for Secondary, Skill 3, Being Able to Communicate, p. 18-25. The Alcohol and Drug Information Clearinghouse- http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>12. Knows how to communicate with friends and family.</p>	<ul style="list-style-type: none"> a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching). b. Conduct a conversation using appropriate verbal and non-verbal language. c. Demonstrate tolerance for the opinions of others. d. Demonstrate giving and receiving feedback in two situations with family and friends. e. Demonstrate receiving compliments without feeling/acting embarrassed. f. Tell how you are feeling right now (e.g., angry, happy, worried, depressed). g. Demonstrate clearly presenting your ideas to others. 	<p>Life Skills Activities for Children, Who Are You? p. 5-6. Oops! Greetings, p. 22-23. Oops! Introductions, p. 24-25. Oops! Mr., Ms., Mrs., p. 26-27. Oops! Chit Chat, p. 28-29. Oops! Oops, p. 30-31. Oops! Nosy Questions, p. 32-33. PAYA, Module 2, Social Skills, Communication, p. 144-150. Ready, Set, Fly! Communication #2. SEALS II, Conversation Skills, p. 4. SEALS II, Set the Stage, p. 6. SEALS II, Repeating Questions, p. 67. Social Skills Activities for Children, Saying No Without Sounding Rude, p. 255-256. Social Skills Activities for Children, Don't Say Yes if You Mean No, p. 257-259. Social Skills Activities for Children, Sharing with Siblings, p. 331-333. Social Skills Activities for Children, Meeting Other People, p. 355-356. Social Skills Activities for Children, Introducing Your Friends, p. 357-359. Social Skills for Secondary, Skill 2, Understanding Another's Point of View, p. 10-17. Social Skills for Secondary, Revealing Yourself to Others, p. 65-74. Kids Health, Families/Relationships – http://www.kidshealth.org/teen/your_mind/ Kids Health, Feelings – http://www.kidshealth.org/kid/feeling/ The Alcohol and Drug Information Clearinghouse – http://nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>13. Knows how to communicate in school settings.</p>	<ul style="list-style-type: none"> a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language). b. Tell what appropriate and inappropriate behaviors are at school. c. Explain three reasons why following directions is important. d. Name three differences between school rules and home rules. e. Tell at least three rules appropriate for school. f. Tell how to get the teacher's attention appropriately. g. Tell how to behave when the teacher is talking. h. Tell when it's okay to talk and when it's not okay to talk with others in class. i. Describe how to treat a substitute teacher. j. Tell how to treat the principal. k. Tell a polite way to treat school secretary. l. Tell how to ask for help appropriately. m. Demonstrate using effective listening techniques to clarify instructions. n. Demonstrate asking effective questions to obtain and/ or clarify information. o. Demonstrate giving and receiving feedback in two situations with school personnel. p. Demonstrate tolerance for the opinions of others. 	<p>Life Skills Activities for Children, Who Are You? p. 5-6. Life Skills Activities for Secondary, III-30, Getting Along with Authority, p. 193-195. Life Skills Activities for Secondary, III-31, Asking Good Questions, p. 196-198. Oops! Greetings! p. 22-23. Ready, Set, Fly! Communication #11. SEALS II, Set the Stage, p. 6. Social Skills Activities for Children, Home Rules vs. School Rules, p. 22-23. Social Skills Activities for Children, When Teacher Leaves the Room, p. 34-35. Social Skills Activities for Children, Getting Teacher's Attention, p. 36-37. Social Skills Activities for Children, Arguing with the Teacher, p. 40-42. Social Skills Activities for Children, When the Teacher is Talking, p. 43-44. Social Skills Activities for Children, Talking to Your Neighbor, p. 47-48. Social Skills Activities for Children, Did You Say Listen? p. 52-53. Social Skills Activities for Children, Knowing When to Quiet Down, p. 58-60. Social Skills Activities for Children, This is the Cafeteria, Not the Classroom, p. 89-91. Social Skills Activities for Children, It's a Substitute, p. 92-93. Social Skills Activities for Children, The Principal, p. 96-97. Social Skills Activities for Children, The School Secretary, p. 98-100. Social Skills Activities for Children, Asking for Help Politely, p. 117-118. Kids Health, Feelings – http://www.kidshealth.org/kid/feeling/ The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>14. Knows how to communicate in the work place.</p>	<ul style="list-style-type: none"> a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language). b. Demonstrate 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. 	<p>Ready, Set, Fly! Communication #12. SEALS II, Set the Stage, p. 6. Social Skills for Secondary, Skill 7, Making a Good Impression, p. 51-57. The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>
<p>15. Knows how to use technology to communicate safely and effectively.</p>	<ul style="list-style-type: none"> 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). 	<p>Life Skills Activities for Children, Dialing the Number, p. 27-29. Life Skills Activities for Children, O is for Operator, p. 30-31. Life Skills Activities for Children, Giving Information, p. 34-35. Life Skills Activities for Children, Taking a Message, p. 36-37. Life Skills Activities for Children, Using a Pay Phone, p. 40-41. Life Skills Activities for Children, Leaving a Message on an Answering Machine, p. 42-43. Oops! Telephones, p. 34-36. Ready, Set, Fly! Communication #14. 4 Girls, Safety – http://www.4girls.gov Business Netiquette – http://www.bspage.com/1netiq/Netiq.html Internet Safety, Etiquette for Kids – http://kidsinternet.about.com/cs/internetsafety1/</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
<p>16. Knows how and when to be assertive when communicating at home, school, and work.</p>	<ul style="list-style-type: none"> 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. d. Demonstrate assertive communication in three situations. 	<p>Ready, Set, Fly! Communication #15 Ready, Set, Fly! Communication #16. SEALS II, Broken Record, p. 3. Social Skills for Secondary, Skill 4, Negotiating or Compromising, p. 26-32. Teenage Human Body, Social Maintenance, p. 45. The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>
<p>17. Knows how to manage conflict.</p>	<ul style="list-style-type: none"> 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. d. Demonstrate ways to handle a situation when you or another person made a mistake in judgment. 	<p>Life Skills Activities for Children, Handling Conflicts with Others, p. 113-114. Life Skills Activities for Children, Oops My Mistake, p. 312-313. Life Skills Activities for Children, Your Mistake This Time, p. 314-315. Life Skills Activities for Children, Common Sense, p. 324-325. Life Skills Activities for Secondary, II-12, Identifying a Conflict, p. 107-108. Life Skills Activities for Secondary, II-13, Compromising p. 109-111. Life Skills Activities for Secondary, II-15, Avoiding Power Struggles, p. 114-116. Life Skills Activities for Secondary, II-14, Finding Alternatives, p. 112-113. PAYA, Module 2, Social Skills, Conflict Resolution, p. 151-152. Ready, Set, Fly! Communication #17 Ready, Set, Fly! Communication #18 Ready, Set, Fly! Communication #20. SEALS II, Resolving Conflicts, p. 9. The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>

INTERPERSONAL COMMUNICATION

Learning Goals	Expectations	Activities
18. Knows how to use anger management techniques.	a. Describe situations that may produce feelings of anger within oneself and others. b. Identify a positive message of anger. c. Describe the signs and feelings of anger within oneself and others. d. Explain one anger management technique (e.g., walking away). e. Demonstrate two anger management techniques that could be used at home, school, or work.	Care and Keeping of You! Your Feelings, p. 100-103. Ready, Set, Fly! Communication #17. Ready, Set, Fly! Communication #21. Social Skills for Secondary, Skill 8, Controlling Your Emotions, p. 58-64. Teenage Human Body, Anger, p. 66. Kids Health, Anger – http://www.kidshealth.org/kid/feeling/

RELATIONSHIPS

Learning Goals	Expectations	Activities
19. Knows and understands the differences between various types of relationships.	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, self-disclosure, privacy, and codes of behavior that relate to each type of relationship. d. Describe the different roles that people play in various relationships.	Creative Life Skills Activities, Activity 29, Finding the Right Relationship. PAYA, Module 2, Social Skills, Love, p. 152-157. Ready, Set, Fly! Relationships #1. 4 Girls, Relationships – http://www.4girls.gov Kids Health, Relationships – http://www.kidshealth.org/teen/your_mind/

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>20. Knows how to develop and maintain healthy relationships.</p>	<ul style="list-style-type: none"> a. Identify three characteristics of healthy and unhealthy relationships. b. Describe two ways to manage an unhealthy relationship (e.g. clarify boundaries, seek counseling, seek legal help, end relationship). c. Describe how relationships change over time. d. Describe two ways to develop and/or enhance a new relationship with family, friends, mentors, co-workers, and romantic interests. e. Identify two ways to maintain relationships over time and distance. f. Explain the roles and responsibilities that both parties play in maintaining relationships. g. Describe three ways to show care for others. h. Demonstrate showing appreciation for things people do for you. i. Demonstrate how to encourage others to talk about themselves. j. Name at least one person you can confide in. k. Describe how to avoid relationships that hurt or are dangerous. 	<p>Creative Life Skills Activities, Activity 29, Finding the Right Relationship.</p> <p>Life Skills Activities for Secondary, I-21- I-31, Being Part of a Family, p. 51-71.</p> <p>PAYA, Module 2, Social Skills, p. 87-93.</p> <p>Ready, Set, Fly! Relationships #2.</p> <p>SEALS II, Relationships and You, p. 35.</p> <p>SEALS II, Savvy Socializing, p. 37.</p> <p>SEALS II, Deepening Relationships, p. 38.</p> <p>SEALS II, Developing Boundaries, p. 39.</p> <p>SEALS II, Supportive Relationships, p. 40.</p> <p>SEALS II, Breaking Down Our Walls, p. 41.</p> <p>SEALS II, Healthy Relationships, p. 42.</p> <p>Social Skills for Secondary, Problems or Unusual Situations, p. 168.</p> <p>4 Girls, Relationships – http://www.4girls.gov</p> <p>Kids Health, Friends – http://www.kidshealth.org/kid/feeling/</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p>
<p>21. Knows how to develop and maintain friendships.</p>	<ul style="list-style-type: none"> a. Define what a friend is. b. Identify several techniques for showing interest in others. c. Role play “being interested” techniques. d. Tell a polite way to invite someone else to join a group. e. Describe several ways friends spend time together. f. Invite a friend to spend time together in a positive activity. g. Name one friend with whom you can talk about your problems. h. Name one adult you feel close to. 	<p>Life Skills Activities for Children, Helping Each Other Live, p. 298-299.</p> <p>Life Skills Activities for Children, What is a Friend, p. 306-307.</p> <p>Oops! At a Friends, p. 38-39.</p> <p>Oops! Sleepovers, p. 40-43.</p> <p>Oops! Giving and Receiving Gifts, p. 54-61.</p> <p>Social Skills Activities for Children, Being Interested in Others, p. 185-186.</p> <p>Social Skills Activities for Children, Spending Time with Others, p. 189-190.</p> <p>Social Skills Activities for Children, Inviting Others into Your Group, p. 191-193.</p> <p>4 Girls, Relationships - http://www.4girls.gov</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>22. Knows how to talk to others about decisions that affect relationships.</p>	<ul style="list-style-type: none"> a. Explain how to talk to a partner about dating, sexual activity, prevention of STDs and pregnancy, marriage, and/or parenting). b. Practice talking with a partner about these issues in a mock situation. c. Explain how to talk to family and friends about dating, sexual activity, prevention of STDs and pregnancy, marriage, and parenting. d. Practice talking with family and friends about these issues in a mock situation. 	<p>PAYA, Module 2, Social Skills, Sexuality, p. 158-165. PAYA, Module 2, Sexuality, p. 187-188. PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 8. Ready, Set, Fly! Relationships #3. Ready, Set, Fly! Relationships #4. Kids Health, Relationships – http://www.kidshealth.org/teen/your_mind/</p>
<p>23. Knows how to develop and use a personal support system.</p>	<ul style="list-style-type: none"> a. Define personal support system. b. Describe the benefit of having more than one person to help with problems. c. Assess the strengths and needs of one’s personal support system. d. Identify three strategies to expand one’s support system. e. Name two or more people who provide support to you. f. Describe two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person. g. Develop a list of resource people including addresses and phone numbers. h. Demonstrate asking for help with a personal problem. 	<p>FUTURE/PATH, p. 56. I Can Do It, Building a Support Network, p. 51-56. Making It on Your Own, Friends, p. 75. Ready, Set, Fly! Relationships #11. Social Skills for Secondary, Making and Keeping Friends, p. 89.</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>24. Knows and understands the concept of “community.”</p>	<ul style="list-style-type: none"> a. Define and give examples of different communities (e.g., faith-based, cultural groups, neighborhoods, school, civic). b. Identify three things that make one a part of a community (e.g., age, culture, interest, needs). c. Describe the responsibilities associated with being part of a community. d. Explain the benefits of participating in diverse/different communities. e. Describe how to take physical care of the community (e.g., don’t litter). 	<p>Oops! Neighborhoods, p. 82-83. Oops! The Great Outdoors, p. 92-93. Ready, Set, Fly! Relationships #12 SSASSN, Worksheet 71, Volunteering at Agencies, p. 257.</p>
<p>25. Knows and understands the importance of cooperation.</p>	<ul style="list-style-type: none"> a. Name three advantages of cooperation. b. Describe activities or skills that can be learned from one another. c. Describe three situations where you’ve helped others. d. Describe how the family structure helps the group to meet basic survival needs. e. Explain how workers of different occupations help each other meet their needs. 	<p>Life Skills Activities for Children, Helping Each Other Live, p. 298-299. Life Skills Activities for Children, Working Together, p. 300-301. Life Skills Activities for Children, Learning from Each Other, p. 304-305. Life Skills Activities for Children, Helping Others, p. 334-335.</p>

RELATIONSHIPS

Learning Goals	Expectations	Activities
<p>26. Knows and understands a process for making thoughtful decisions.</p>	<ul style="list-style-type: none"> a. Recognize the difference between impulsive and thoughtful decisions. b. Describe and explain the steps used in a thoughtful decision making process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option). c. Describe why it is important to gather information when not sure about a decision, like from friends or family. 	<p>Making It on Your Own, Making Decisions, p. 16. PAYA, Module 2, Social Skills, How Can I Make a Good Decision? p. 117-123. Ready, Set, Fly! Decision Making #1. Ready, Set, Fly! Decision Making #2. Ready, Set, Fly! Decision Making #4. Social Skills Activities for Children, Having Clear Expectations, p. 252-254. Social Skills for Secondary, Making Good Decisions, p. 134. Decision Education Foundation, Making Good Choices – http://www.decisioneducation.org/ The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/goals.html http://www.nebraskaprevlink.ne.gov/therightstuff/youth/decisions.html. The Ohio State University, Steps to Decision Making – http://ohioline.osu.edu/hyg-fact/5000/5301.html</p>
<p>27. Can use a thoughtful decision making process in a life skills situation.</p>	<ul style="list-style-type: none"> a. Describe 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 (e.g., making a purchase). c. Tell why some choices are good and some are bad. d. Tell what the consequences of the choices might be for yourself and others. e. Evaluate the outcome of the decision (e.g., how my choices affect others). 	<p>Making It on Your Own, Making Decisions, p. 16. PAYA, Module 2, Social Skills, Decision Making Activity, p. 124-126. Ready, Set, Fly! Decision Making #3. Ready, Set, Fly! Decision Making #4. Healthy Oakland Teens Project, Real Decision Activity – http://www.caps.ucsf.edu/curricula/peer5.html The Alcohol and Drug Information Clearinghouse http://www.nebraskaprevlink.ne.gov/therightstuff/youth/goals.html http://www.nebraskaprevlink.ne.gov/therightstuff/youth/decisions.html.</p>

Work & Study Domain

WORK GOALS

Learning Goals	Expectations	Activities
<p>1. Is able to identify careers of interest.</p>	<p>a. Explain what people in different jobs do. b. Explain the difference between a job and a career. c. Identify personal skills, abilities, likes, and dislikes related to work. d. Find career fields that match skills, abilities, likes, and dislikes.</p>	<p>Creative Life Skills Activities, Activity 27, Name That Job. Creative Life Skills Activities, Activity 79, “Who Am I” Collage. Developing Your Vision, Book 1. FUTURE/PATH, p. 79, 80, 81. I Know Where I am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41. I’m Getting Ready, I Need a Job to Support Myself, M-6. Life Skills Activities for Children, Different Jobs, p. 288-289. Life Skills Activities for Secondary, V, Skills and Interests, p. 308-316. Money Pals, Part II, C. 4, Dare to Dream, p. 36-44. PAYA, Module 3, Education, Career Interests, p. 11-19. PAYA, Module 3, Education, Skills Survey, p. 54-64. PAYA, Module 5, Education, Career Planning, p. 245. Ready, Set, Fly! Career Planning #4. Ready, Set, Fly! Career Planning #6. Young Person’s Guide, C. 12. 4 Girls, Looking Ahead – http://www.4girls.gov Mapping Your Future, Skills and Interest – http://mapping-your-future.org/planning/skillsan.htm The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html</p>

WORK GOALS

Learning Goals	Expectations	Activities
2. Is able to develop a career plan.	<ul style="list-style-type: none"> 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. Develop a written career plan with action steps, resources, and time frames. d. Identify scholarships, grants, and financial aid available. e. Explain the difference between an educational grant and loan. f. Explain how, when, and where to apply for financial aid. g. Apply for financial aid to pay for training, if applicable. 	Developing Your Vision, Chapters 1, 2, 4. I Know Where I am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41. PAYA, Module 3, Education, How Will I Pay for School? p. 26-31. PAYA, Module 5, Education and Career Planning, p. 247-250. Ready, Set, Fly! Career Planning #9. Minnesota Careers, Financial Aid – http://www.mncareers.org/future_planning.asp?pageid=fn01 Public Broadcasting System, Paying for College – http://www.pbs.org/newshour/on2/money/college.html The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/jobs.html

EMPLOYMENT

Learning Goals	Expectations	Activities
3. Understands the importance of employment.	<ul style="list-style-type: none"> a. Identify two reasons why people work (e.g., stability, to earn money, independence). b. Explain two ways in which work affects one’s lifestyle. c. Describe how needs and wants relate to employment. d. Describe different types of work experiences. e. List three ways an adult can earn money and three ways a youth can earn money. 	Creative Life Skills Activities, Activity 34, It’s In the Bag. Life Skills Activities for Children, Earning Money, p. 60-61. Ready, Set, Fly! Employment #1. Ready, Set, Fly! Employment #2. Ready, Set, Fly! Employment #3.

EMPLOYMENT

Learning Goals	Expectations	Activities
<p>4. Knows how to find part-time temporary jobs in the community.</p>	<p>a. Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns).</p> <p>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).</p> <p>c. Select a strategy to obtain one's preferred part-time temporary job.</p> <p>d. Identify two jobs for which to apply.</p> <p>e. Apply for a job, if applicable.</p>	<p>Developing Your Vision, Book 4. I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? PAYA, Module 3, Employment, Job Hunting, p. 41-47. Ready, Set, Fly! Employment #5. Young Person's Guide, C. 7 and 8. Quintessential Careers, How to find a summer or part-time job– http://www.quintcareers.com/finding_summer_jobs.html</p>
<p>5. Can complete a job application.</p>	<p>a. Define the terms commonly used on job applications.</p> <p>b. Develop a personal fact sheet to use when completing job applications.</p> <p>c. Interpret application questions and provide appropriate responses.</p> <p>d. Complete two job applications.</p> <p>e. Tell the importance of good job references.</p>	<p>Creative Life Skills Activities, Activity 73, Assume an Identity. FUTURE/PATH, p. 30. Life Skills Activities for Secondary, V-22, A Job Application, p. 364-367. Making It on Your Own, Getting Your Facts Together, p. 8. PAYA, Module 3, Employment, Personal Fact Sheet, p. 65-70. PAYA, Module 3, Employment, Application p. 71; 83-85. Pocket Guide Instructions, Applications, p. 27-39. Ready, Set, Fly! Employment #7. Ready, Set, Fly! Employment #8. SEALS II, Starting Your Job Search, p. 25. Young Person's Guide, C. 10.</p>
<p>6. Can develop a resume and cover letter.</p>	<p>a. Define the term "resume."</p> <p>b. Describe different resume formats (e.g., functional, chronological).</p> <p>c. Develop a resume using one of these formats with supervision.</p> <p>d. Explain what a cover letter is and what it should contain.</p> <p>e. Develop a cover letter to accompany a resume or application with supervision.</p>	<p>Life Skills Activities for Secondary, V-13, A Resume, p. 341-342. Making It on Your Own, The Resume, p. 9-10. Making It on Your Own, Applying by Letter, p. 11-12. PAYA, Module 3, Employment, p. 36-41. PAYA, Module 3, Employment, How to Write a Resume, p. 101-109. Ready, Set, Fly! Employment #8. Ready, Set, Fly! Employment #9. Young Person's Guide, C. 3, 4, 5, 8, and 9. Mapping Your Future, Conducting the Job Search – http://mapping-your-future.org/planning/resume.htm</p>

EMPLOYMENT

Learning Goals	Expectations	Activities
7. Knows and understands the importance of following up after a job interview.	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.	Making It on Your Own, Follow-up, p. 15. PAYA, Module 3, Employment, Follow-Up Letters, p. 97-100. Ready, Set, Fly! Employment #13. Young Person's Guide, C. 11.
8. Knows how to use common workplace technology.	a. Identify common workplace equipment including computers and other workplace technologies. b. Demonstrate using technology to complete workplace tasks (e.g., fax, computers, copier, printers).	Journal of Industrial Teacher Education, Impact of Technology on the Work Place – http://scholar.lib.vt.edu/ejournals/JITE/v33n3/lewis.html
9. Knows and understands employee wage deductions, benefits, and rights.	a. Explain the wage deduction information contained on the pay stub. b. Identify company resources that describe employee rights and benefits (e.g., personnel policies, company Intranet site). c. Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans). d. Describe how to get employee benefits. e. Describe one's rights regarding sexual harassment. f. Explain what a grievance is and how to use the grievance procedures to resolve disputes. g. Explain child labor laws (e.g., number of work hours, equipment operation).	Developing Your Vision, Book 4. I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? Making It on Your Own, Your Paycheck, p. 80. PAYA, Module 3, Employment, p. 36-41. PAYA, Module 3, Job Maintenance, p. 115-121. Ready, Set, Fly! Employment #14. Ready, Set, Fly! Employment #15. What Are My Rights, You and Your Job, p. 55-67. Young Person's Guide, C. 1 and 14. Center for Disease Control, Safety and Health on the Job – http://www.cdc.gov/niosh/adoldoc.html Youth Rules, Labor Department Youth Guidelines – http://youthrules.dol.gov/teens/default.htm

EMPLOYMENT

Learning Goals	Expectations	Activities
<p>10. Knows how to maintain employment.</p>	<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. Describe proper workplace attire. c. Explain what the “chain of command” is and how it works. d. Describe the importance of supervision and accept 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. i. Demonstrate asking for help with a work related question. j. Read to improve your work skills or knowledge in a certain area. k. Identify ways to advance on the job (e.g. employment training programs, higher education). 	<p>Creative Life Skills Activities, Activity 14, Choose to Keep It. FUTURE/PATH, p. 32. Life Skills Activities for Secondary, V-15, Having a Good Attitude, p. 346-348. Life Skills Activities for Secondary, V-16, Being a Good Employee, p. 349-350. Life Skills Activities for Secondary, V-17, Getting Along with the Boss, p. 351-353. Life Skills Activities for Secondary, V-18, You Are the Boss, p. 354-356. PAYA, Module 3, Job Maintenance, p. 122-124. Pocket Guide, Keeping a Job, p. 20. Pocket Guide Instructions, Keeping a Job, p. 47-79. Ready, Set, Fly! Employment #16. Ready, Set, Fly! Employment #17. Ready, Set, Fly! Employment #18. SEALS II, Ask Wendy, p. 23. Young Person’s Guide, C. 14.</p>
<p>11. Knows how to change jobs.</p>	<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>Life Skills Activities for Secondary, V-20, Changing Jobs: Why? p. 359-360. Life Skills Activities for Secondary, V-21, Changing Jobs: How? p. 361-363. Pocket Guide, Changing Jobs, p. 21. Pocket Guide Instructions, Changing Jobs, p. 80-84. Ready, Set, Fly! Employment #19.</p>

DECISION MAKING

Learning Goals	Expectations	Activities
<p>12. Knows and understands a process for making thoughtful decisions.</p>	<ul style="list-style-type: none"> a. Recognize the difference between impulsive and thoughtful decisions. b. Describe and explain the steps used in a thoughtful decision making process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option). c. Describe why it is important to gather information when not sure about a decision, like from friends or family. 	<p>Making It on Your Own, Making Decisions, p. 16. PAYA, Module 2, Social Skills, How Can I Make a Good Decision? p. 117-123. Ready, Set, Fly! Decision Making #1. Ready, Set, Fly! Decision Making #2. Ready, Set, Fly! Decision Making #4. Social Skills Activities for Children, Having Clear Expectations, p. 252-254. Social Skills for Secondary, Making Good Decisions, p. 134. Decision Education Foundation, Making Good Choices – http://www.decisioneducation.org/ The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/goals.html http://www.nebraskaprevlink.ne.gov/therightstuff/youth/decisions.html. The Ohio State University, Steps to Decision Making – http://ohioline.osu.edu/hyg-fact/5000/5301.html</p>
<p>13. Can use a thoughtful decision making process in a life skills situation.</p>	<ul style="list-style-type: none"> a. Describe 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 (e.g., making a purchase). c. Tell why some choices are good and some are bad. d. Tell what the consequences of the choices might be for yourself and others. e. Evaluate the outcome of the decision (e.g., how my choices affect others). 	<p>Making It on Your Own, Making Decisions, p. 16. PAYA, Module 2, Social Skills, Decision Making Activity, p. 124-126. Ready, Set, Fly! Decision Making #3. Ready, Set, Fly! Decision Making #4. Healthy Oakland Teens Project, Real Decision Activity – http://www.caps.ucsf.edu/curricula/peer5.html The Alcohol and Drug Information Clearinghouse http://www.nebraskaprevlink.ne.gov/therightstuff/youth/goals.html http://www.nebraskaprevlink.ne.gov/therightstuff/youth/decisions.html.</p>

DECISION MAKING

Learning Goals	Expectations	Activities
14. Knows how to set thoughtful goals.	<ul style="list-style-type: none"> a. Describe a process for setting thoughtful goals. b. Describe how the establishment of one goal may enhance or interfere with other goals you set or may set. c. Set two, measurable, time-specific goals. d. Describe the possible negative side-effects of a specific goal. e. Describe the positive side-effects of a specific goal. f. Break down goals one or more down into steps. g. Accurately describe who in your life will support and who will sabotage the achievement of your goals. h. Describe strategies to avoid being sabotaged by others in achieving goals. i. Recruit at least two others to help with his/her goal achievement. j. Evaluate progress towards goals and change goals as needed to insure the goal achieves the intended result. k. Describe a strategy for transitioning from the achievement of one goal to the creation of related new goals. l. Demonstrate using a problem solving technique to solve a problem related to a goal. 	SEALS II, Stepping Up to Your Goals, p. 81.
15. Can use a thoughtful problem solving process in a life skills situation.	<ul style="list-style-type: none"> a. Identify a life skills situation with a problem. b. Identify multiple solutions to the problem. c. Describe the criteria for selecting the best solution. d. Select a solution and tell why you selected it. e. Evaluate the solution after you implemented it. 	Social Skills Activities for Children, Thinking Harder, p. 120-122. Social Skills Activities for Children, Problem Solvers, p. 135-136. Social Skills Activities for Children, What are My Choices, p. 283-285. Social Skills Activities for Children, What is the Right Thing to Do, p. 286-288.

STUDY SKILLS

Learning Goals	Expectations	Activities
<p>16. Knows and understands what influences one's ability to study.</p>	<p>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.</p>	<p>Life Skills Activities for Secondary, III-23, Study Smarter, p. 174-175. Life Skills Activities for Secondary, III-21, Getting Organized, p. 168-170. Ready, Set, Fly! Study Skills #1. Ready, Set, Fly! Study Skills #3. Ready, Set, Fly! Study Skills #4. Social Skills Activities for Children, Homework at Home, p. 348-350. Girl Power, Girl Power Assignment Book - http://www.girlpower.gov/girlarea/ordering/Index.htm How to Study, Preparing to study – http://www.howtostudy.org/resources_skill.php?id=2</p>
<p>17. Is able to use one or more study techniques to achieve a study goal.</p>	<p>a. Describe the importance of checking work. b. Describe the importance of getting work done on time. c. Identify one's learning style (e.g., visual, auditory, kinesthetic). d. Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking). e. List three time management techniques (e.g., make lists, prioritize tasks). f. Select a study and/or time management technique and demonstrate using it.</p>	<p>Life Skills Activities for Secondary, III-22, Taking Notes, p. 171-173. Life Skills Activities for Secondary, III-22, Doing Homework, p. 179-180. Life Skills Activities for Secondary, III-22, Managing Assignments, p. 181-188. Life Skills Activities for Secondary, III-22, Completing Assignments, p. 189-191. PAYA, Module 3, Education, Learning Styles, p. 5. Ready, Set, Fly! Study Skills #3. Ready, Set, Fly! Study Skills #5. Ready, Set, Fly! Study Skills #6. Social Skills Activities for Children, Everyone Learns in Different Ways, p. 24-25. How to Learn, Learning Styles – http://www.howtolearn.com Family Fun, Learning Styles – http://familyfun.go.com/raisingkids/learn/assess/feature/dony107multintel/dony107multintel2.html LD Pride, Learning style assessment and explanation – http://www.ldpride.net/learningstyles.MI.htm</p>

STUDY SKILLS

Learning Goals	Expectations	Activities
<p>18. Knows and understands the why and how to do homework.</p>	<ul style="list-style-type: none"> a. Tell why homework is helpful. b. Tell at least 2 reasons why to bring completed homework to school. c. Demonstrate how to write down an assignment. d. Outline a plan or list of ideas for accomplishing a given task. e. Tell what happens when you don't do something right the first time. f. Describe the importance of checking work. g. Describe the importance of getting work done on time. 	<p>Social Skills Activities for Children, Thinking About Consequences, p. 74-75. Social Skills Activities for Children, Doing it Right the First Time, p. 76-78. Social Skills Activities for Children, Bringing Homework to School, p. 81-82. Social Skills Activities for Children, Assignment Notebook, p. 128-129. Social Skills Activities for Children, Homework, p. 130-131. Social Skills Activities for Children, Being Organized, p. 310-312. Social Skills Activities for Children, Managing Your Jobs, p. 313-315. Kids Health, School – http://www.kidshealth.org/kid/feeling/</p>
<p>19. Knows how to access resources to improve educational outcomes.</p>	<ul style="list-style-type: none"> a. Name at least two resources in the community that provide tutoring, after school programs, test preparation courses, and the costs associated with them. b. Name at least three resources in educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors). c. Explain how to access these community resources. 	<p>Creative Life Skills Activities, Activity 30, Where In the World Do I Find...? Ready, Set, Fly! Study Skills #8.</p>

STUDY SKILLS

Learning Goals	Expectations	Activities
<p>20. Knows and understands the steps to achievement and advancement in the educational system.</p>	<ul style="list-style-type: none"> a. Define at least four educational options (e.g., GED, diploma, IEP, Voc-Tech, BOCES, Job Corps, alternative programs). b. Explain the requirements of each educational option. c. Compare and contrast each educational option. d. Name at least three post-secondary educational options (e.g., community college, public and private university or college, certificate programs, technical schools). e. Explain the requirements of each post-secondary option. f. Compare and contrast each post-secondary option. g. Explain the importance of arriving to school/training program on time. 	<p>Developing Your Vision, Books 1 and 3. FUTURE/PATH, p. 87. PAYA, Module 3, Education, Vocational Training, p. 20-25. PAYA, Module 5, Education and Career Planning, p. 245. Mapping Your Future, Types of Schools - http://mapping-your-future.org/selecting/schools.htm Minnesota Careers, Education Options – http://www.mncareers.org/future_planning.asp?pageid=eo01 The High School Graduate, College Option – http://www.thehighschoolgraduate.com/editorial/USsearch.htm</p>
<p>21. Understands the importance of education and its relationship to employment.</p>	<ul style="list-style-type: none"> a. Identify your values related to education. b. Compare how individual needs and wants relate to education. c. Compare the level of education/vocational training needed to achieve your employment goals. 	<p>Developing Your Vision, Book 1. PAYA, Module 3, Education, Staying in School, p. 6-10. PAYA, Module 5, Education and Career Planning, p. 243. Minnesota Careers – http://www.mncareers.org/investigate_careers.asp?pageid=ic01</p>
<p>22. Knows how to give and find information.</p>	<ul style="list-style-type: none"> a. Given a form requesting basic information, clearly and accurately complete it. b. Address an envelope, apply a stamp, and mail it to the recipient. 	<p>Life Skills Activities for Children, Filling Out a Form, p. 101-102. Life Skills Activities for Children, Mailing a Letter, p. 103-104.</p>

STUDY SKILLS

Learning Goals	Expectations	Activities
<p>23. Can use the newspaper and yellow pages to find information.</p>	<ul style="list-style-type: none"> a. Describe sections of the newspaper and yellow pages. b. Use the newspaper directory to locate information. c. Use resources to find a friend’s address and phone number. d. Use resources to find the location of a store or restaurant. e. Find and list information to help with job search, apartment hunting, and locating health care. f. Find and list community organizations (e.g., chamber of commerce, legislative offices, recreation and parks department). g. Find and list information about two or more leisure activities available in the community. h. Develop a personal resource directory. 	<p>Creative Life Skills Activities, Phone Book Exercise, p. 28. Life Skills Activities for Children, Using the Telephone Directory: White Pages, p. 44-45. Life Skills Activities for Children, Using the Telephone Directory: Yellow Pages, p. 46-47. Life Skills Activities for Children, Getting a Haircut, p. 240-241. Life Skills Activities for Children, All About the Newspaper, p. 278-279. Making It on Your Own, Reading Job Advertisements, p. 7. Making It on Your Own, Does the Advertisement Really Say? p. 19. Making It on Your Own, What’s Going On? p. 78. PAYA, Module 4, Community Resources, p. 70-72. Ready, Set, Fly! Community Resources #1. Ready, Set, Fly! Community Resources #2. Ready, Set, Fly! Community Resources #3.</p>
<p>24. Knows how to use the Internet to locate resources.</p>	<ul style="list-style-type: none"> 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>Ready, Set, Fly! Community Resources #1. The Alcohol and Drug Information Clearinghouse – http://www.prevlink.org/therightstuff/youth/webpage.html Yahoooligans, Teaching Internet Literacy- http://www.yahooligans.com</p>
<p>25. Knows & understands time concepts.</p>	<ul style="list-style-type: none"> a. Identify the correct time. b. State present day, month, and year. c. State the days of the week and months of the year in chronological order. d. Given a specific date, use a calendar to locate the requested information. e. Given a calendar and events, anticipate and plan them in a reasonable order. 	<p>Life Skills Activities for Children, Days and Months, p. 66-67. Life Skills Activities for Children, Today, p. 68-69. Life Skills Activities for Children, Using a Calendar, p. 70-72. Life Skills Activities for Children, Using a Clock, p. 73-74. Life Skills Activities for Children, Planning Ahead, p. 79-80. Life Skills Activities for Children, What Happens When, p. 81-82.</p>

Work Life Domain

Learning Goals	Expectations	Activities
<p>1. Knows how to search for employment.</p>	<ul style="list-style-type: none"> a. Read and interpret employment information in newspaper ads and other print material. b. Use the Internet to locate job openings. c. Describe 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. Describe services offered by and utilize the local department of employment training. f. Locate job openings using one or more search method. g. Apply to at least one job. 	<p>Developing Your Vision, Book 4. Life Skills Activities for Secondary, V-12, Searching for a Job, p. 338-340. Making It on Your Own, How Do I Find A Job? p. 3. Making It on Your Own, Learn More About Finding Jobs, p. 3-6. Making It on Your Own, Reading Job Advertisements, p. 7. PAYA, Module 3, Employment, Job Hunting, p. 41-47. PAYA, Module 3, Employment, Newspaper Ads, p. 72-77; 79-81. Pocket Guide, Employment, p. 20-21. Pocket Guide Instructions, Employment, p. 23-27. Ready, Set, Fly! Employment #5. Ready, Set, Fly! Employment #6. SEALS II, Ask Wendy, p. 23. SEALS II, Getting Ready for Work, p. 24. Young Person’s Guide, C. 6, 7, 8, and 13. Mapping Your Future, Conducting the Job Search – http://mapping-your-future.org/planning/thejobse.htm</p>
<p>2. Can complete a job application.</p>	<ul style="list-style-type: none"> a. Develop a personal fact sheet to use when completing job applications. b. Define terms commonly used on job applications. c. Interpret application questions and provide appropriate responses. d. Complete two job applications. e. Tell the importance of good job references. 	<p>Creative Life Skills Activities, Activity 73, Assume an Identity. FUTURE/PATH, p. 30. Life Skills Activities for Secondary, V-22, A Job Application, p. 364-367. Making It on Your Own, Getting Your Facts Together, p. 8. PAYA, Module 3, Employment, Personal Fact Sheet, p. 65-70. PAYA, Module 3, Employment, Application p. 71; 83-85. Pocket Guide Instructions, Applications, p. 27-39. Ready, Set, Fly! Employment #7. Ready, Set, Fly! Employment #8. SEALS II, Starting Your Job Search, p. 25. Young Person’s Guide, C. 10.</p>

Learning Goals	Expectations	Activities
<p>3. Can develop a resume and cover letter.</p>	<ul style="list-style-type: none"> 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. 	<p>Life Skills Activities for Secondary, V-13, A Resume, p. 341-342. Making It on Your Own, The Resume, p. 9-10. Making It on Your Own, Applying by Letter, p. 11-12. PAYA, Module 3, Employment, p. 36-41. PAYA, Module 3, Employment, How to Write a Resume, p. 101-109. Ready, Set, Fly! Employment #8. Ready, Set, Fly! Employment #9. Young Person’s Guide, C. 3, 4, 5, 8, and 9. Mapping Your Future, Conducting the Job Search – http://mapping-your-future.org/planning/resume.htm</p>
<p>4. Can interview for a job.</p>	<ul style="list-style-type: none"> 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. Identify legal vs. illegal interview questions. f. Describe the verbal and non-verbal communication skills used in an interview. g. Identify at least three personal strengths related to the employment opportunity. h. Practice a job interview with a friend or older adult. i. Conduct a job interview and evaluate personal performance. 	<p>Creative Life Skills Activities, Activity 31, The Right Look for a Job Interview. FUTURE/PATH, p. 31, 58. Life Skills Activities for Secondary, V-14, Interviewing, p. 343-345. Making It on Your Own, Getting Ready For the Interview, p. 13-14. PAYA, Module 3, Employment p. 85-96. Pocket Guide, Interviewing Tips, p. 19. Pocket Guide Instructions, Interviewing Tips, p. 40-47. Ready, Set, Fly! Employment #10. Ready, Set, Fly! Employment #11. Ready, Set, Fly! Employment #12. SEALS II, A Better View of Interviews, p. 26. Young Person’s Guide, C. 2, 3, and 11. Mapping Your Future, Conducting the Job Search – http://mapping-your-future.org/planning/thejob.htm</p>

Learning Goals	Expectations	Activities
5. Knows and understands the importance of following up after a job interview.	<ul style="list-style-type: none"> 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. 	<p>Making It on Your Own, Follow-up, p. 15. PAYA, Module 3, Employment, Follow-up Letters, p. 97-100. Ready, Set, Fly! Employment #13. Young Person's Guide, C. 11.</p>
6. Knows how to use common workplace technology.	<ul style="list-style-type: none"> a. Identify common workplace equipment including computers and other workplace technologies. b. Demonstrate using technology to complete workplace tasks (e.g., fax, computers, copier, printers). 	<p>Journal of Industrial Teacher Education, Impact of Technology on the Work Place – http://scholar.lib.vt.edu/ejournals/JITE/v33n3/lewis.html</p>
7. Knows and understands employee wage deductions, benefits, and rights.	<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 rights regarding sexual harassment. e. Explain what a grievance is and how to use the grievance procedures to resolve disputes. f. Identify company resources that describe employee rights and benefits (e.g., personnel policies, company Intranet site). g. Explain child labor laws (e.g., number of work hours, equipment operation). 	<p>Developing Your Vision, Book 4. I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? Making It on Your Own, Your Paycheck, p. 80. PAYA, Module 3, Employment, p. 36-41. PAYA, Module 3, Job Maintenance, p. 115-121. Ready, Set, Fly! Employment #14. Ready, Set, Fly! Employment #15. What Are My Rights, You and Your Job, p. 55-67. Young Person's Guide, C. 1 and 14. Center for Disease Control, Safety and Health on the Job – http://www.cdc.gov/niosh/adoldoc.html Youth Rules, Labor Department Youth Guidelines – http://youthrules.dol.gov/teens/default.htm</p>

Learning Goals	Expectations	Activities
<p>8. Knows how to maintain employment.</p>	<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. Describe proper workplace attire. c. Explain what the “chain of command” is and how it works. d. Describe the importance of supervision and accept 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. i. Demonstrate asking for help with a work related question. j. Identify ways to advance on the job (e.g. employment training programs, higher education). k. Read to improve your work skills. 	<p>Creative Life Skills Activities, Activity 14, Choose to Keep It. FUTURE/PATH, p. 32. Life Skills Activities for Secondary, V-15, Having a Good Attitude, p. 346-348. Life Skills Activities for Secondary, V-16, Being a Good Employee, p. 349-350. Life Skills Activities for Secondary, V-17, Getting Along with the Boss, p. 351-353. Life Skills Activities for Secondary, V-18, You Are the Boss, p. 354-356. PAYA, Module 3, Job Maintenance, p. 122-124. Pocket Guide, Keeping a Job, p. 20. Pocket Guide Instructions, Keeping a Job, p. 47-79. Ready, Set, Fly! Employment #16. Ready, Set, Fly! Employment #17. Ready, Set, Fly! Employment #18. SEALS II, Ask Wendy, p. 23. Young Person’s Guide, C. 14.</p>
<p>9. Knows how to change jobs.</p>	<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>Life Skills Activities for Secondary, V-20, Changing Jobs: Why? p. 359-360. Life Skills Activities for Secondary, V-21, Changing Jobs: How? p. 361-363. Pocket Guide, Changing Jobs, p. 21. Pocket Guide Instructions, Changing Jobs, p. 80-84. Ready, Set, Fly! Employment #19.</p>

Learning Goals	Expectations	Activities
<p>10. Can describe everyday etiquette.</p>	<ul style="list-style-type: none"> a. Tell when it is good manners to open the door for another person. b. Tell when it is good manners to give up your seat for another person. c. Explain manners for using a public phone. d. Give examples of appropriate words to show displeasure or excitement as an alternative to crude comments. e. Describe the difference between gossip and sharing information. f. Describe at least five situations in which you would express thankfulness. g. Role play saying thank you. 	<p>Life Skills Activities for Children, Being Courteous, p. 328-329.</p> <p>Life Skills Activities for Children, Saying “Thank You”, p. 345-346.</p> <p>Oops! Magic Words, p. 8-11.</p> <p>Oops! After You! p. 16-17.</p> <p>Oops! The Golden Rule, p. 18-19.</p> <p>Social Skills Activities for Children, Opening Doors for Others, p. 381-383.</p> <p>Social Skills Activities for Children, Giving Up Your Seat, p. 384-386.</p> <p>Social Skills Activities for Children, Public Phones, p. 387-388.</p> <p>Social Skills Activities for Children, Using Good Language, p. 394-396.</p> <p>Social Skills Activities for Children, Gossip, p. 389-391.</p> <p>Social Skills Activities for Children, Thank You Notes, p. 400-401.</p>

Chapter 4. Application of Life Skills

As mentioned in Chapter One, in the Life Skills Learning Cycle, instruction and learning are followed by “application.” Too often, we succeed in teaching *about things*, but fall short in teaching the skills of consistently *doing things*. For example, we might cover balancing a checkbook in a class, but fail to follow through with the student until he/she shows that he/she can and does balance the checkbook monthly. This level of practice is necessary in order for us to know that a person can respond to a skill statement on the ACLSA by marking “Very Much Like Me” or “Very Much Like The Youth.” There are three aspects of Application to be discussed next: Goal Setting, Repetition, and Measurement. Following, are directions on how to create Mastery Standards (statements which indicate that a skill or competency is mastered and applied over time) and sample Mastery Standards.

Aspects of Life Skill Application

Goal Setting

After assessment comes goal setting, an important part of life skill application. Both short and long term achievement goals are important. Spending time establishing long-term achievement goals prior to application helps learners maintain their motivation to learn. The Guidebook Learning Goals help with goal setting as described in Chapter 2. Some Learning Goals listed in the Guidebook may be achievement goals for a learner. Others need to be created specifically for the learner. The learner and teacher (if applicable) need to review the existing learning goals to see if they need to be altered when mastery and application over time is the long-term goal.

Most people are not motivated to learn for the sake of learning. They are motivated to learn what they need to learn in order to achieve what they want to achieve. For example, once someone decides he/she wants to live in an apartment, or own a home, it becomes attractive to learn about leases, mortgages, saving for deposits and so on. Then, questions arise about how to make the dream

become reality. Without questions about an issue, motivation to learn about it is low. This is especially true with people who are not motivated in traditional academic settings. Methods like “Person-Centered Planning” establish goals which the learner determines and owns. Motivation of learners to learn and practice what they learn is much higher when they determine their own goals. Establishing goals also helps learners form questions which maintains motivation.

Repetition

Repetition is the next aspect of life skill application critical to competency development and mastery. Repeated application over time indicates mastery of competencies. Competency/skill development takes time and consistent practice. For example, both sports and music instruction include basic, regularly repeated skill drills to help students achieve competence. Negotiation with the learner to engage in enough repetitions to ensure skill mastery may be needed. This may be difficult if the learner does not understand the relationship between lessons and repetitions with long-term achievement of what they want in their lives. Thus, ensuring this understanding is critical.

Measurement

Another aspect of life skill application is measurement. In addition to a general measure of life skills like the Ansell-Casey Life Skills Assessment, it is important to measure each competency a learner is mastering. To measure application, use the Guidebook Learning Goals and Mastery Standards (listed next), as well as a rating scale, like the one below created by Dorothy Ansell and Joan Morse.

- a. Got it = Can demonstrate achievement of the performance indicator through time.
- b. Getting Close = Needs intermittent assistance, supervision or direction in competency area.
- c. Attempted = Needs monitoring and assistance throughout demonstration of competency.
- d. Needs Guidance = Unable or unwilling to demonstrate competency, requires additional instruction.

Establishing Mastery Standards

Mastery Standards provide achievement standards for the Learning Goals in the Guidebook. While the highest Guidebook learning level usually ends with “can or is able to,” application statements, or “Mastery Standards” reflect that one “does” or “performs consistently.” Examples are listed later in this section.

There are several advantages of Mastery Standards.

- Without in-depth application, we are prone to forget what we learned. We learn well only with consistent successful practice.
- If young people are to learn the skills of accurate self-assessment, they need the skills of both designing self-evaluation standards and evaluating themselves according to those standards.
- Portfolio development is a powerful strategy for Independent Living Programs. Mastery Standards ensure that the skills people claim on their portfolios reflect evidence that any employer or other person who reviews the portfolio can accept as evidence of competence.
- While adults who work with youth are often satisfied once a learner met the adults’ evidence of competence, the most important people who need to be satisfied are the learners themselves. Application and self-assessment via the Mastery Standards build the self-perception of capability and confidence to learn more competencies.
- **Mastery Standards are how we know that we know!**

With application, it is best if the following suggested Mastery Standards are combined with standards that learners help develop. In this way, they learn not only to self-assess, but to develop the standards by which they self-assess. Youth often break down these standards into “What I will know” and “What others will see.” We include example “Mastery Standards,” for each skill area, but know that developing these standards is often best done by the learner.

A good method for developing mastery standards for groups is to let youth walk around a room with questions posted on newsprint, write their answers, and then discuss them. Or, an individual can record answers to these questions for themselves. Example questions include:

1. What do you want to achieve, get, acquire? By when?
2. What do you need to learn in order to achieve what you want?
3. What is important to you about achieving the things you listed?
4. What will it do for you to learn and achieve these goals?
5. How will you know you are on your way to achieving what you want?
6. How will you know you are learning what you need to learn?
7. How will others know you are learning and achieving?
8. What has stopped you from learning and achieving these goals in the past?
9. What do you have going in your life, (friends, mentors, programs, intelligence) that can help you get past what has stopped you?
10. Who do you need to ask for help in achieving what you want?
11. What are the first three steps you need to take?

These questions, or ones you develop, can be used in journaling assignments, interviews, and portfolio development. It is important, that questions help the learner move from the present to the future. While important to recognize the past, avoid detailed or lengthy analysis of past failures.

A very important side-effect of development and achievement of mastery standards is a healthy, accurate self-concept. When learners are successful in repeating a skill/competency, they believe they not only can do it, but that they are good at it. Mastery Standards

become more important as people begin to live on their own and end participation in an ongoing Independent Living program. The transition to living on one's own is frightening. Developing appropriate confidence makes it easier to negotiate fears.

The following section provides a list of the Life Skill domains followed by example Mastery Standards for each Domain. These examples start you in developing your own mastery standards. They can be edited for individuals, communities, and cultural applications. When “consistently” is used in a statement, it indicates that the behavior is demonstrated approximately 80% of the time, or 8 out of 10 times.

Career Planning

Work Goals

- a. Consistently acts in ways that accomplish an established work/career goal for six consecutive months.

Employment

- a. Makes decisions about employment changes which reflect long-term career, health care, budgeting and other goals.

Work Place Communication

- a. Demonstrates positive and effective strategies to deal with prejudice at home, work, school or the community for 12 consecutive weeks.
- b. Consistently dialogues successfully with others who have different opinions.
- c. Consistently demonstrates assertive communication in three situations.

Communication

Interpersonal Communication

- a. Consistently demonstrates the ability to listen to others without interruption.

- b. Consistently uses “I messages” when sharing his/her views, frustration, anger, etc. with others.
- c. Consistently demonstrates an ability to communicate appropriately, nonverbally and to respond to nonverbal communication from others.
- d. Consistently receives compliments without embarrassment.

Relationships

- a. Consistently negotiates conflict in healthy ways.

Personal Development

- a. Establishes personal development goals and consistently demonstrates activity designed to achieve those goals.
- b. Consistently budgets for and pursues counseling/therapy when needed.
- c. Consistently demonstrates appropriate manners to communicate respect for others.
- d. Consistently shakes hands and greets others with eye contact.

Daily Living Skills

Nutrition

- a. Eats balanced meals at least 80% (4 out of every 5 meals) of the time for 6 consecutive weeks.

Menu Planning

- a. Plans a weekly menu which meets the nutritional goals and is within budget for 12 consecutive weeks.
- b. Puts together a weekly shopping list of items needed for current week’s menu for 12 consecutive weeks

Grocery Shopping

- a. Uses a grocery list to get all items needed for current week’s menu for 12 consecutive weeks.
- b. Consistently follows strategies of grocery shopping within his/her budget for 12 consecutive weeks.
- c. Grocery purchases consistently support the goal of maintaining a nutritious diet for 12 consecutive weeks.

Meal Preparation

- a. Follows the standards of preparing nutritious and economical meals without supervision 80% (e.g., 4 out of every 5 days) of the time, for 12 consecutive weeks.

Dining

- a. Demonstrates appropriate dining etiquette whether dining out, or with others in home settings a minimum of seven times.

Kitchen Clean Up and Food Storage

- a. Maintains a clean kitchen, using a predetermined weekly checklist for 12 consecutive weeks.
- b. Leaves no food out as a risk for rodents and insects for 12 consecutive weeks.
- c. Stores food so it doesn't spoil or present risk of illness for 12 consecutive weeks.

Home Management

- a. Maintains a clean living space, using a predetermined weekly checklist for 12 consecutive weeks.
- b. Completes laundry using the Guidebook guidelines at least weekly for three months. At the end of three months, all clothing is clean, there is minimal fading, and minor repairs are completed.

Home Safety

- a. Consistently follows agreed upon safety procedures in his/her living environment for a period of 90 days.
- b. Checks batteries in smoke detectors monthly.

Beliefs about Money

- a. Consistently makes saving and spending decisions which support long-term goals.

Saving

- a. Successfully uses a long-term savings strategy to reach a self-sufficiency goal, like paying next semester's tuition.
- b. Saves 10% of income every pay period for long-term savings goals.

Banking and Credit

- a. Maintains a balanced checkbook for six consecutive months.
- b. Maintains positive balance in checking account and has no overdrafts for six consecutive months.
- c. Obtains and successfully pays off one loan or credit card to establish credit.

Budgeting/Spending Plan

- a. Established a monthly budget/spending plan.
- b. Limits spending to pre-planned financial budget for six consecutive months.
- c. Pays all required bills on time for six consecutive months.

Consuming

- a. Consistently demonstrates skills of comparison shopping.
- b. Demonstrates frugal shopping skills for three consecutive months, staying within budget.
- c. Uses product label information to make purchasing decisions (e.g., food labels give nutritional information, clothing labels provide washing instructions).
- d. Consistently chooses generic products when value is equal.
- e. Consistently chooses necessities and avoids “fads” when purchasing products.

Leisure Time

- a. Participates in leisure activities which are legal for his/her age for 12 consecutive weeks.

Legal Issues

- a. Consistently remains within legal standards in his/her community for six consecutive months.
- b. Successfully adheres to legal commitments, such as leases, credit commitments, and other contractual arrangements for one year.

Home Life

- a. Prepares two simple meals each week for 12 consecutive weeks following food preparation safety.
- b. Correctly uses appliances when preparing meals for 12 consecutive weeks.
- c. Completes at least one load of laundry using correct steps each week for 12 weeks.
- d. Consistently keeps all surfaces and one's hands clean throughout the cooking process.

Housing and Money Management

Housing

- a. Follows terms of the lease agreement for the length of the lease.
- b. Meets all housing financial obligations in a timely manner for three months.
- c. Demonstrates behaviors of being a respectful neighbor, as agreed upon by those living in residence and the majority of neighbors for 12 consecutive weeks.

Transportation

- a. Successfully passes driver's test and obtains drivers license.
- b. Maintains license successfully for one year.
- c. Purchases, successfully budgets for and maintains the costs of a car, including insurance for six consecutive months.
- d. Successfully uses available transportation to meet employment needs and other goals for 90 days.

Community Resources

- a. Volunteers at a community organization for a minimum of 120 hours.

Belief about Money

- a. When shopping, can tell which items are needs and which are wants for 12 consecutive weeks.
- b. Contribute to others in needs in some way monthly for six consecutive months.

Saving

- a. Successfully uses a long-term savings strategy to reach a self-sufficiency goal, like paying next semester's tuition.
- b. Saves 10% of income every pay period for long-term savings goals.

Income Tax

- a. Chooses the number of individual deductions which allow him/her to pay majority of taxes through payroll withdrawals.
- b. Successfully completes income taxes without supervision.
- c. Completes first full year of employment with a tax refund due, or a tax obligation which can be paid easily out of his/her budget.

Banking and Credit

- a. Maintains a balanced checkbook for six consecutive months.
- b. Maintains positive balance in checking account and has no overdrafts for six consecutive months.
- c. Obtains and successfully pays off one loan or credit card to establish credit.

Budgeting/Spending Plan

- a. Established a monthly budget/spending plan.
- b. Limits spending to pre-planned financial budget for six consecutive months.
- c. Pays all required bills on time for six consecutive months.

Consuming

- a. Consistently demonstrates skills of comparison shopping.
- b. Demonstrates frugal shopping skills for three consecutive months, staying within budget.
- c. Uses product label information to make purchasing decisions (e.g., food labels give nutritional information, clothing labels provide washing instructions).
- d. Consistently chooses generic products when value is equal.

- e. Consistently chooses necessities and avoids “fads” when purchasing products.

Work Goals

- a. Consistently follows established career plan action steps within time frames.

Self Care

Personal Hygiene

- a. Maintains good hygiene for six months.

Health

- a. Maintains health insurance either through an employer, government support or a personal health plan.
- b. Uses available health care services as needed to maintain a healthy life style for one year.
- c. Takes any needed medications as directed by a physician for six consecutive months.
- d. Uses needed aids, such as glasses, inhalers and hearing aids for six consecutive months.
- e. Consistently maintains any medical safety precautions, such as blood sugar monitors and bee sting kits for six consecutive months.

Alcohol, Drugs, and Tobacco

- a. Abstains from illegal drugs for six consecutive months.
- b. Demonstrates responsible drinking behaviors, if of legal drinking age, for six consecutive months (e.g., doesn't drink and drive, knows when to stop drinking).

Sexuality

- a. Sexual partners, if any, consistently meet criteria developed for choosing safe, supportive relationships for six consecutive months.
- b. If sexuality active, practices safe sexual behaviors for six consecutive months.

Relationships

- a. Demonstrates the ability to develop and maintain mutually supportive relationships with peers and supportive adults for a minimum period of one year.
- b. Demonstrates consistent interpersonal respect in interactions with friends and family.

Social Relationships

Personal Development

- a. Establishes personal development goals and consistently demonstrates activity designed to achieve those goals.
- b. Consistently budgets for and pursues counseling/therapy when needed.
- c. Consistently demonstrates appropriate manners to communicate respect for others.
- d. Consistently shakes hands and greets others with eye contact.

Cultural Awareness

- a. Develops and maintains relationships with at least two people of his/her own culture.
- b. Participates in at least two cultural events in his/her own culture each year.
- c. Develops and maintains relationships with at least two people of other cultures.

Communication

- a. Consistently demonstrates the ability to establish rapport by matching and pacing non-verbal behaviors with a diverse range of other people.
- b. Consistently ends relationships with those who he/she finds do not meet standards for healthy support.

Relationships

- a. Demonstrates the ability to develop and maintain mutually supportive relationships with peers and supportive adults for a minimum period of one year.

- b. Demonstrates consistent interpersonal respect in interactions with friends and family.

Work & Study Skills

Work Goals

- a. Maintains accurate, updated resume and current references.

Employment

- a. Maintains consistent employment and achieves positive evaluations for one year of employment.
- b. When changing employers, gives appropriate notice and positive exit interviews.

Decision Making

- a. Makes consistent decisions which help achieve his/her listed goals for six consecutive months.
- b. Reviews unsuccessful decisions, learns from results, and modifies/makes decisions that lead to desired results for three consecutive months.

Study Skills

- a. Completes assignments on time and thoroughly for three consecutive months.
- b. If employed, consistently balances work and educational demands on his/her time for three consecutive months, meeting the standards of performance or work and completing assignments satisfactorily at school.

Work Life

Employment

- a. Maintains consistent employment and achieves positive evaluations for one year of employment.
- b. When changing employers, gives appropriate notice and positive exit interviews.
- c. Makes decisions about employment changes which reflect long-term career, health care, budgeting and other goals.

- d. Consistently demonstrates behaviors and attitudes (e.g., being on time, following directions, assuming responsibility) that affect job retention and advancement.
- e. Consistently wears proper workplace attire for the specific place of employment.
- f. Consistently utilizes the “chain of command” in the work place.
- g. Consistently accepts supervision.
- h. Consistently organizes work and manages time to complete work place tasks.
- i. Consistently demonstrates negotiation skills in resolving work place differences.

References

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

Kendrick, M. (March, 2004). Levels of Empowerment, *Planet Advocacy*, 7, p. 6-7.

To download a word document, go to the Cornell University Person Centered Planning website at

<http://www.ilr.cornell.edu/ped/tsal/pcp/01reading.html>

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.

Meichenbaum, D. & Biemiller, A. (1987). *Nurturing Independent Learners: Helping Students Take Charge of Their Learning*. New York, NY: Plenum Publishing Corporation.

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

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 parentheses at the end of the title is the abbreviation used throughout the Guidebook. Currently there are nineteen 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.

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.

When purchasing, consider the age of the youth/adults using these resources, their assessment scores, and program goals. We recommend that the core resources all be selected. Recommended resources ought to be purchased depending on if they will be useful for your program. Additional resources are primarily listed if you want to focus on a specific area in depth.

Core Resources

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

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

Available From:

National Resource Center for Youth Services

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

\$6.00 each plus shipping

Apartment Hunt

An animated curriculum that takes the learner through the entire process of securing a place to live, from figuring out personal “needs and wants” to checking out apartments, and even coming up with a realistic budget. Interactive exercises give viewers valuable tools for real-life apartment hunting. It can be purchased as a CD-ROM or one can subscribe to Vstreet. Self-teaching tool.

Available from:

800.777.6636

www.SocialLearning.com

nwm@Northwestmedia.com

Interactive CD, #741, \$29.95

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. It includes Apartment Hunt and Car Dreams. Vstreet teaches teens valuable life skills and at the same time, gives them a place where they can feel at home. Kids with different backgrounds and abilities will find Vstreet a fun place, filled with animated stories, characters they can relate to, and plenty of interaction. They will connect with others, express themselves, and learn how to take the right steps towards being on their own. It is available for \$24/year.

Creative Life Skills Activities

Creative Life Skill Activities is a collection of 100 group activities from the nation's life skill training programs. The activities in this collection are arranged in the same way a group session is organized: 1) opening activities, 2) group building activities, 3) individual activities, and 4) closing activity. They are also indexed by skill area. A total of 22 skill areas are covered. Every activity from this practical collection is ready to use right away and guaranteed to add pizzazz to your life skill groups. For adults to teach life skills to youth. It was created for group work, but can be modified for work one on one.

Available From:

National Resource Center for Youth Services

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

\$25.00 plus shipping

Developing your Vision while Attending College

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

Available from:

American Indian College Fund

<http://www.collegefund.org/d86/basic.html>

Free

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

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

Available from both:

MICROLIFE

1610 N. Briarcliff Drive

Appleton WI 54915-2837

888.357.7654

Fax 1-920-735-9434

\$18.00

National Resource Center for Youth Services

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

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

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

Available from:

The Annie E. Casey Foundation (AECF)

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

Free

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

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

Available from:

The Annie E. Casey Foundation (AECF)

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

Free

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

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

Available from:

MICROLIFE

1610 N. Briarcliff Drive

Appleton WI 54915-2837

888.357.7654

Fax 1-920-735-9434

\$18.00

It's Perfectly Normal

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

Available at most book stores.

\$10.99

Life Skills Activities for Special Children

A resource for teachers, counselors, parents and others helping youth in upper elementary (ages 8-12) learn life skills. This practical easy to use collection of 145 open ended lessons with reproducible worksheets helps children develop the basic skills necessary to experience independence and success in everyday living. With each lesson, an objective, discussion ideas, and worksheet instructions are included. Topics such as basic survival skills, personal independence, community independence, and getting along with others are covered. For group or one-on-one instruction.

Available from:

Jossey-Bass

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

ISBN#: 0-87628-547-7

\$29.95 plus shipping

Life Skills Activities for Secondary Students with Special Needs

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

Available from:

Jossey-Bass

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

ISBN#: 0-87628-541-8

\$29.95 plus shipping

Money Pals: Being Cool with Cash

A two-part workbook for youth ages 8-10 focusing on all aspects of money management. Developed specifically for youth in out-of-home care. Includes a section on career development. Self-teaching tool, or use with adult supervision.

Available from:

The Annie E. Casey Foundation (AECF)

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

Free

Preparing Adolescents for Young Adulthood (PAYA)

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

Module 1: Money, Home, and Food Management

Module 2: Personal Care, Health, Social Skills, and Safety

Module 3: Education, Job Seeking Skills, and Job Maintenance Skills

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

Module 5a and 5b: Young Parents Guide

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

Available in PDF from www.caseylifeskills.org

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

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

Available from:

Casey Family Programs

<http://www.caseylifeskills.org>

Free on the web

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

Social Skills Activities for Secondary Students with Special Needs

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. Adults instruct youth.

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

Social Skills Activities for Special Children

A three-part curriculum for late elementary students who need to learn and practice social skills. The first part focuses on accepting rules and authority at school. The second part focuses on relating to peers, and the third part focuses on developing positive social skills. Social Skills Activities for Special Children helps children become aware of acceptable social behavior and develop proficiency in acquiring basic social skills. Skills are placed in the context of real life situations. Over 142 ready-to-use, reproducible activity sheets. Adults instruct youth.

Available from:

Jossey-Bass

1-800-956-7739 or order via the Web site at <http://www.josseybass.com>

ISBN#: 0-87628-868-9

\$29.95 plus shipping

The New Making It On Your Own

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

Available From:

National Resource Center for Youth Services

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

\$8.95 plus shipping

Quantity discounts available

Understanding Taxes

A collection of tax related resources hosted by the Internal Revenue Service 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.gov/app/understandingTaxes/index.jsp>

Free

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

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

Available From:

National Resource Center for Youth Services

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

\$14.95 plus shipping

Recommended Resources

A Pocket Guide to Independent Living and Teacher's/Leader's Guide for A Pocket Guide to Independent Living

A compilation of basic living instructions/information contained in one source. Helps young people be prepared to participate responsibly in the adult world. For group or individual use.

Available from:

Independent Living Resources, Inc.

800.820.0001

www.ilrinc.com

\$6.95 learner guide; \$49.95 for leader guide

Car Dreams

A fun interactive CD that teaches the learner how to buy a car.

Available from:

Northwest Media

800.777.6636

WWW.SocialLearning.com

nwm@Northwestmedia.com

Interactive CD, #717

\$29.95

Oops! The Manners Guide for Girls

Illustrated, practical guide to learning manners for every day and tricky situations. Self-teaching tool.

Available at most book stores.

\$7.95

Self Esteem and Life Skills Too! (SEALS II)

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

Available From:

National Resource Center for Youth Services

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

\$54.95 plus shipping

The Care and Keeping of You: The Body Book for Girls

This book by Valerie Lee from the American Girl Library provides head-to-toe advice on how to care for your body and prepare for body changes. Self-teaching tool.

Available from most bookstores:

\$9.95

The Teenage Human Body: Operators Manual

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

Available From:

Northwest Media, Inc.

326 West 12th Avenue

Eugene, OR 97401

541-343-6636

541-3430177 (fax)

nwm@northwestmedia.com (email)

<http://www.northwestmedia.com>

Young Person's Guide to Getting and Keeping a Good Job

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

Available From:

Northwest Media, Inc.

326 West 12th Avenue

Eugene, OR 97401

541-343-6636

541-3430177 (fax)

nwm@northwestmedia.com (email)

<http://www.northwestmedia.com>

#2598, \$9.95, Student Guide

#2599, \$19.95, Instructor's Guide

Additional Resources

Credit for College: Tools for Managing Your Money

A workbook for high school aged youth focusing on money management (e.g., financial aid, budgeting, credit). Includes a section on career development. Self-teaching tool, or use with adult supervision.

Available From:

Edfund

P.O. Box 419045

Rancho Cordova, California 95741-9045

Toll-Free Numbers

Schools/Lenders 888.223.3357

https://www.edfund.org/pubs_order/schools.cfm?edfpage=/pubs_order/index.cfm#I%2D110

If you are a student, please contact your school before ordering, or call EDFUND's customer service staff at 888.294.0105 to place your order

Free

How To Survive Teaching Health

This resource includes hundreds of ideas to make health classes come alive. It includes a comprehensive collection of over 200 high-interest health education activities organized for easy use. Designed for groups.

Available from:

Palos Sports

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

ISBN#: 38000

\$29.95 plus shipping

Life Success

A guide describing the attributes of successful youth with learning disabilities. It includes content on self-awareness, pro-activity, perseverance, goal-setting, presence and use of support systems, emotional coping strategies and suggestions on how to develop these attributes. Designed for parents.

Available from:

www.ldssuccess.org

Frostig Center

971 North Altadena Drive

Pasadena, CA 91107

www.frostig.org

Free

Mini Micropedias For Special Subjects.

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

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

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

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

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

Lookin’ Good! A Mini-Micropedia has comprehensive information that covers ways to use line and design to “look good.”

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

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

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

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

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

Available from:

MICROLIFE

1610 N. Briarcliff Drive

Appleton WI 54915-2837

888.357.7654

Fax 1-920-735-9434

\$6.00 for each Mini Micropedia

\$49.00 for each Learning Activities (reproducible)

Putting Feet on My Dreams: A Program in Self-Determination for Adolescents and Young Adults.

A program in self-determination for adolescents and young adults. Designed to help students know oneself and how to plan to achieve one's goals and prepare for adult responsibilities.

Available From:

Portland State University

503-725-4486

\$30

Our Place

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

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. Curriculum led by adults.

Available From:

National Resource Center for youth Services

1-800-274-2687

\$49.95 plus shipping

YO! Activity and Skill Cards for Young Teens.

This collection of activity and skill cards is designed specifically for self-directed learning and decision making. A person may use them with or without an adult. Developed originally for teens in group homes it covers daily living, kitchen, car, consuming, community, recreation. Each card presents a skill or activity designed to teach life skills. It is similar to **Ready, Set, Fly!**

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>

\$16.95 plus shipping

FREE WEB RESOURCES

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Student Budget Calculator - <http://www10.americanexpress.com/sif/cda/page/0,1641,661,00.asp?>

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- Eating Disorders** - <http://www.prevlink.org/therightstuff/youth/eatingdisorders.html>
- Body Image** - <http://www.prevlink.org/therightstuff/youth/positivebody.html>
- Communication and relationships** - <http://www.prevlink.org/therightstuff/youth/express.html>
- Career Planning** - <http://www.prevlink.org/therightstuff/youth/jobs.html>
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Appendix B: Activity Worksheet

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):

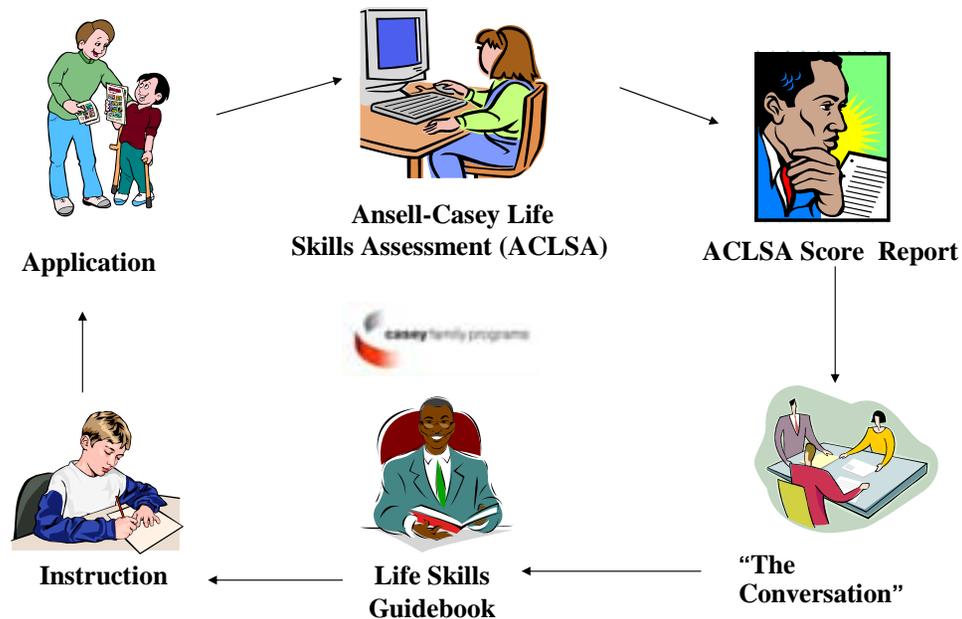
Appendix C: History and Development of the Guidebook

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. This act mandates 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 8-9 (I), 10-12 (II), 13-15 (III) and 16 and older (Adult) (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 preparation for living on one's own. Other steps include goal setting, action planning, instruction, learning, and application, followed again by assessment to measure progress (see Exhibit C.1).

Exhibit C.1. Life Skills Learning Cycle

Casey Life Skills Tools



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 used in the next step in teaching 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, social workers, or individuals can use to further explore youth and adult 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).

The domains covered in the Guidebook match the domains of the ACLSA (Career Planning, Communication, Daily Living, Home Life, Housing & Money Management, Self Care, Social Relationships, Work & Study, and Work Life)³. 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. Resources, Learning Goals and Activities are regularly reviewed and updated. Guidebook Supplements to the Casey Life Skills Assessment Supplements are also created and reviewed.

The Guidebook outlines the Learning Goals people need to master in order to live on their own. Some Learning Goals are considered ideal; some are targeted as important for becoming professionals in the work force. 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 using the tools developed by experts for these areas.

³ 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.

Appendix D. Running A Group

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 D.1. Additional tips on running groups are in Exhibit D.2.

Exhibit D. 1. 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.

Exhibit D.2. Tips on Running Groups

Tips on running groups

1. Arrive early to greet participants.
2. Create an inviting atmosphere. Put up posters, play music, provide refreshments.
3. Teach to 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: have those who 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. Discuss principles of confidentiality.
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. Design group rituals for beginnings or endings.