

Re-Entry Curriculum

Merging Two Worlds



Student Handbook

Dear Student,

How many of us TRULY prepare for that big homecoming day? We've missed our family, we've missed the friends and the good food and fun. However, how many of us have actually taken the time to prepare for a successful re-entry? How many of us even think about that? The sad reality of it is that most of us really don't. Most of us walk out without a resume, without social skills, without a foundation to build on or without the proper mind set to engage in a world that is not always willing to be so accepting or open to our backgrounds.

I'm here to tell you, as a guy who served a sentence of more than 10 years, it is hard, without a doubt, hands down...it's very hard. I discovered there are no free hand outs and believe me I received 20 no's before I got ONE yes. This is the harsh reality you're returning to and it doesn't help to have a felony. With the cards already stacked against us, wouldn't it make sense to come up with a game plan BEFORE you walk out?

Having said all that, how do we set all this in motion? Personally, I had to ask the obvious questions: Was my life worth the investment? Did I believe my life was worth taking the last few months before release to pull away from the crowd and prison politics and actually work on ME? Looking back, I hadn't realized how much time I wasted on absolutely nothing. Think about it! If you're reading, what types of books are you reading? This is not to say you can't have "leisure" time, but HOW much? And what do you do with the rest of your time? If you hang around with a crowd, is anyone in that group making you a better person?

Going forward in life required that I take life seriously. Remember, every day is an opportunity to build on your life out here. Don't let the opportunity pass you by. Take it from me; it's easier to do the work inside than to wait until release. Prison is what you make of it; it can be an institution of confinement or an institution of preparation. There is no other time like right now...what type of prison do you live in? Before you answer that question take into consideration your family, your children, your victims, and your future. I did, and it has made all the difference.

Respectfully,

Frantz Beasley

President/Founder

AZCOMMONGROUND

Served 14 ½ years

Table of Contents

Chapter 1 - Self Awareness	1
Values	2
What Do I Value In Life?	3
Budgeting My Values	4-6
My Early Values	7
Values and Behavior	8
Values Conflict	9
*Uncle Mort Leaves You Money	10
*Specific Values	11
My Beliefs	12
Perception and Belief	13-15
My Personal Belief Assessment.....	16
Roberto's Story	17
*What's His Belief?.....	18-19
My Goals	20-21
Terry's Story.....	22-23
Goals in my Lifetime.....	24-25
*Goals and Objectives.....	26
Needs, Wants and Desires	27-29
Need, Want or Desire.....	30
Desire Chart.....	31
My Personality	32
Introversion/Extraversion Personality Type	33
Are You Right-brained or Left?.....	34-37
*It's Me.....	38-42
My Learning Style	43
Learning Preference.....	44
The 4 Maps	45-47
Learning Style Inventory.....	48-56
*Your Best Learning Environment	57
 CHAPTER 2 - Expectations	 59
My Expectations	60
Bill Gates.....	61
Unexpected!.....	62
All I need to do is?.....	63-64
*Expect	65
Parole Expectations	66
Conditions of Supervision and Release.....	67
Parole Officer Expectations.....	68
*Housing Recommendations.....	69

(*) Designates Optional Exercise

CHAPTER 3 - Resource Gathering.....	71
Identification	72
Information	73
Important Documents.....	74
Getting Information.....	75
Personal Data Sheet (PDS)	77
*Gathering Information	78
Housing	79
Where...from Here?	80
Should I live on my own?	81
*Roommate / Family Living Agreement	82
*Community Placement Investigation	84
Transportation	85
Transportation.....	86
Getting a Driver's License	87
Public Transportation	88
*Driver's License or I.D. Card.....	89-94
Social Security	97
Social Security Disability Eligibility	98
What Laws Help Me?	99-98
Applying for a Social Security Card	99-104
CHAPTER 4 - Finances	105
Money Management.....	106
Sam's Budget.....	107-108
Planning a Budget.....	109-110
My Budget.....	111
Budget Explosion	112-113
*Grocery List	114
Do the Math	115
Credit Cards.....	116-118
Paychecks - Do the Math	119
Transportation - Do the Math.....	120
Bank Accounts - Do the Math.....	121-122
*Credit Repair	123-124
CHAPTER 5 - Life Skills.....	125
Parenting	126
Positive Ways for Guiding Children	127
The Ideal Parent.....	128
*Concerns of Working Parents	129-130
*Parents Expectations.....	131
Positive Attitude.....	132
An Attitude Inventory.....	133-135
Understanding Attitudes	136
Attitudes, Emotions, Thoughts.....	137
*Taking Charge	138

(*) Designates Optional Exercise

Communication	139
Forms of Communication	140
Non-Verbal Communication	141
The Way We Communicate.....	142
Speaking and Listening	143
*Communicate	144
*Assertive Communication	145
*Passive, Assertive, Aggressive Communication.....	146
Decision Making	147
Decide.....	148
Collect Your Thoughts.....	149
NASA Exercise: Survival on the Moon	150
*Decisions....Decisions	151
Anger Management	152
The Anger Survey	153
How Do You Handle Conflict?	154
Handling Conflicts	155
*Identify the Conflict	156
 CHAPTER 6 - Health	 157
Physical Health	158
Physical Wellness Assessment	159
Making Smart Choices	160
Stress Inventory	161-162
Stress.....	163
*Good Health Habits	164
*Ways to Reduce Stress	165
Mental Health	166
Mental Health Wellness Assessment	167-168
Mentally Healthy.....	169
*Tips for maintaining Mental Health.....	170
Substance Abuse	171
Risk Factors for Substance Abuse	172-173
Assessing Your Use.....	174
*My Personal Plan for Recovery.....	175-186
Insurance	187
What Benefits Do I Need?	188
Locating Insurance.....	189
Comparing Health Benefits	190
*Questions for Insurance Companies.....	191
 CHAPTER 7 - Relationships and Support	 193
Relationships	194
Healthy Relationships	195-196
Cutting Ties.....	197
Rebuilding Friendships.....	198
*Are you a Friend?	199

(*) Designates Optional Exercise

Support System	200
Agency Support.....	201
Family Support.....	202-203
Support Satellite.....	204
*Relationships and Support Systems	205
 CHAPTER 8 - Education	 207
Education	208
Levels of Education.....	209
Training.....	210
Education Employers	211-213
Education Resources	214
*Why attend college?	215
*Types of secondary education	216-217
Technology.....	218
The Web and Internet	219
Email.....	220-221
*Computer Terminology	222
 CHAPTER 9 - Employment	 223
Career Matching.....	224
Why People Work	225
Skills Checklist	226-227
Reverse Thinking	228
*Careers You Can Have at Home	229-230
*Owning Your Own Business	231-234
Career Planning	235
Career Preference.....	236
Barriers	237
Start your Plan	238
Career Plan.....	239
*Finding out about a Job	240-242
Employment.....	243
Top 10 places to look for a Job	244-245
How do jobs come about.....	246
*Types of payments.....	247
*Ways to Work	248
Resumes.....	249
Advertising Yourself	250
Action words for resume writing	251
Tips for resume writing	252-254
Resume Worksheet.....	255-258
*Evaluate Your Resume	259
*References	260-262

(*) Designates Optional Exercise

Interviewing	263
Ready, Set, Interview!	264
Interview Questions.....	265-266
THE QUESTION!	267
Body Language and the Interview	268
*Questions you should ask.....	269
*Handling the Hard Questions	270-271
*Who Would You Hire	272
 CHAPTER 10 - Resiliency	 273
 Resiliency	 274
Resiliency Assessment	275-278
*Resiliency Skills	279
Self Confidence	280
Dream!	281
Gaining Confidence.....	282-283
No Excuses.....	284
Confidence Assessment.....	285
*Self Confidence – Do I Have It?	286
Motivation	287
Motivation.....	288-290
Motivational Assessment.....	291-292
*Stay Motivated	293
Transition	294
Transitioning	295-296
Transition Goal.....	297
*My Transition Crisis Plan	298

ANSWER AND REFERENCE GUIDES

Needs, Wants and Desires (Exercise 16)	299
It's Me Reference Guide Exercise (Exercise 19)	300-302
Public Transportation (Exercise 42).....	303
Sam's Budget Decision Reference Guide (Exercise 47)	304
Moon Exercise - NASA Ranking and Reasoning (Exercise 74)	305
Identify the Conflict (Exercise 79).....	306
Physical Wellness Reference Guide (Exercise 80).....	307
Mental Health Wellness Reference Guide (Exercise 86)	308
Computer Terminology Answer Guide (Exercise 112).....	309
Resiliency Reference Guide (Exercise 140)	310
Communicate (Exercise 69)	311
Lesson Plans.....	312-350
Student Summary	351

(*) Designates Optional Exercises



Students,

The transition to life after incarceration is a big challenge. This curriculum is designed to assist you through this challenging time and is used for pre and post release services. Making the most of the exercises, suggestions and resources in this curriculum will eliminate some of your barriers to a successful re-entry.

The curriculum outlines steps to take before release as well as steps to take after release. The information included in this curriculum will assist you in writing resumes, developing life-skills, assessing services such as transportation, planning a budget, obtaining employment, furthering education, outlining employment strategies, interviewing techniques, parenting skills, health care services and many other resources.

The information is up to date, as of May 2011.

*“A person, who sits in a cell, waits, hopes and remains completely dependent on the fact that the door of freedom has to be opened from the outside, is truly misled.
-Dietrich Bonhoeffer*

Chapter One

Self-Awareness

Objective

Assist students in gaining self awareness by focusing on their Values, Beliefs, Goals, Needs, Personality, and Learning Style. Students will complete exercises in this chapter and compare past behavior to current behavior.

Students will be able to evaluate themselves and increase their self awareness through this chapter.

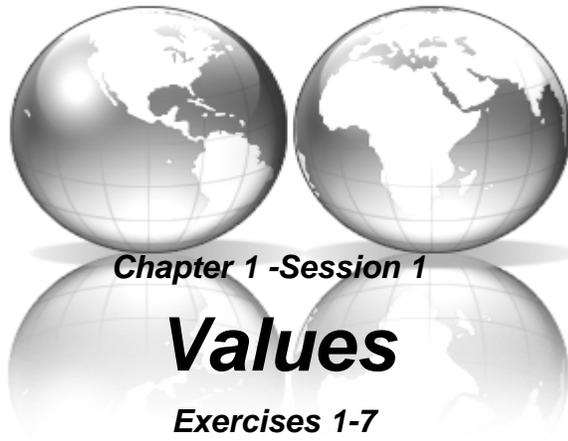
Outline

1. Values Lesson Plan	268
Exploring My Values (Exercises: 1-7)	3-11
2. Beliefs Lesson Plan	269
Exploring my Beliefs (Exercises: 8-11)	13-19
3. Goals Lesson Plan	270-271
Exploring My Goals (Exercises: 12-14)	22-26
4. Needs, Wants and Desires Lesson Plan	272-274
Exploring My Needs, Wants and Desires (Exercises: 15-16)	30-31
5. Personality Lesson Plan	275
Exploring My Personality (Exercises: 17-19)	33-42
6. Learning Lesson Plan	276
Exploring My Learning Style (Exercises: 20-23)	44-58

Estimated Length of Chapter 1

(2 sessions)

Soft Skills Gained – How Values and Beliefs lead to decisions in life / Learn Personality Types to gain a clear picture of self / Understand personal learning style to enhance educational process



What Do I Value In Life?

Directions: Read the list of values below. Using the scale written below, decide how you would rate each value. You may add other values that are important to you that are not already listed.

1. Always Important	2. Often Important	3. Sometimes Important	4. Seldom Important	5. Never Important
---------------------------	--------------------------	------------------------------	---------------------------	--------------------------

- _____ ACCEPTANCE: agreement
- _____ AMBITION: strong desire to get ahead
- _____ APPEARANCE: caring about how you look
- _____ COMPETENCE: getting the job done right
- _____ CREATIVITY: making new things, new ideas
- _____ EDUCATION: GED, high school diploma, college, etc.
- _____ EMOTIONAL HEALTH: peace of mind, free from worry
- _____ FAIRNESS: equal opportunity, justice
- _____ FAMILY: a group of people living under the same roof
- _____ FRIENDSHIP: caring about others
- _____ HAPPINESS: joy, feeling good
- _____ HELPFULNESS: doing things for other people
- _____ HONESTY: truthfulness, trust
- _____ INDEPENDENCE: able to take care of yourself
- _____ LEISURE TIME: time for fun
- _____ LOVE: deep devotion
- _____ MATERIAL POSSESSIONS: personal property
- _____ MONEY: having enough to meet needs
- _____ PHYSICAL HEALTH: freedom from disease or pain
- _____ POPULARITY: being liked, approved and accepted by many
- _____ RELIGION: belief in a higher power
- _____ SECURITY: free from danger, feeling safe
- _____ SELF-ESTEEM: feeling good about yourself
- _____ SENSE OF HUMOR: seeing the funny side of life
- _____ SUCCESS: reaching a goal you worked toward
- _____ WORK: career, personal challenge, earning an income

Circle your six most important values.

Discuss how your values have affected your life.

Identify at least 3 behaviors that you do, that show your values?



Budgeting My Values

Our choices in any situation reflect our values. This activity gives you a chance to see how your values affect your choices in spending. The following exercise is a survey to help you determine what your values are. It's fun, and you may learn some surprising things about yourself!

Directions

Imagine that you have \$10,000 and a list of possible items to spend it on. Read the list of items carefully. In the space to the right of each item, decide how much of your \$10,000 you would pay for that item. Allocate money only to those items you really want to have. The more important the item is to you, the more money you should budget for it. You can spend \$500.00 on one item, and \$10.00 on another. You can spend no money on items that don't appeal to you at all, and you can spend your entire \$10,000 on one item if that's what you want to do. Spend all of your \$10,000 you can't take it with you. If you find you have overspent, go back and change the amounts until it equals \$10,000. Do the same if you have not spent all your money.

Remember that your choices will reflect the values that are most important in your life at this time. Five years ago they might have been different. Five years from now they probably will be different, reflecting your movement and growth over time.

(See next page)

Budgeting My Values

<u>Items to Buy</u>	<u>Amount</u>
1. A chance to rid the world of prejudice	_____
2. A chance to serve the sick and needy	_____
3. A guarantee to become famous (movie star, athlete, singer etc)	_____
4. An invention that will bring you money and fame	_____
5. Perfect understanding of the meaning of life	_____
6. A vaccine to stop people from stealing or lying	_____
7. A chance to set your own working conditions	_____
8. A chance to win stock in a successful company (Google, Apple, Coke)	_____
9. To be President of the United States	_____
10. The perfect love affair	_____
11. The chance to own the perfect house with a perfect view	_____
12. To be the most attractive person in the world	_____
13. To live to be one hundred with no illnesses	_____
14. To have a complete library filled with your favorite books	_____
15. To have harmony with God and do God's work	_____
16. A way to rid the world of unfairness	_____
17. The resources to donate one million dollars to your favorite charity	_____
18. To be voted most outstanding person and be in every newspaper	_____
19. To master the profession of your choice	_____
20. Time with nothing to do but enjoy yourself, with all needs met	_____
21. To be the wisest person in the world	_____
22. A scheme to sneak "truth serum" into the drinking water	_____
23. A way to do your own thing without hassles	_____
24. A large room full of silver dollars	_____
25. The love and admiration of the whole world	_____
26. Peace of mind	_____
27. Your own powerful computer, for any and all facts you might need	_____

Budgeting My Values

Key

Below is a definition for each value in this activity. Check it after you have allocated your money.

1 & 16	Justice	The quality of being impartial or fair
2 & 17	Humanitarianism	Regard for the interests of others
3 & 18	Recognition	Being made to feel significant and important
4 & 19	Achievement	Accomplishing goals
5 & 21	Wisdom	Insight, good sense, judgment
6 & 22	Honesty	Straightforwardness, integrity
7 & 23	Autonomy	Able to be independent
8 & 24	Material wealth	Abundance of material possessions
9	Power	Authority or influence over others
10 & 25	Love	Affection, attachment to others
11	Aesthetics	The appreciation and enjoyment of beauty
12	Physical attractiveness	Concern for the appearance of one's body
13	Health, physical well-being	Concern for the health of one's body
26	Emotional well-being	Freedom from overwhelming anxieties
20	Pleasure	Satisfaction or gratification
14 & 27	Knowledge	The seeking of truth and/or information
15	Religious faith	Communion and action in behalf of a Supreme Being

For which 3 items did you budget the most money?

Top 3 Items:	The Value
1. _____	_____
2. _____	_____
3. _____	_____

These areas reflect your values

My Early Values

People have dreams about what they want as they grow up. What sounded good to you as a child, may no longer sound good. You may feel it is unrealistic, but you may still want some of the values those dreams represented.

Complete the following activity.

1. When I was younger, I wanted _____.
2. In the list below, circle the values, or reasons, why you wanted that.
3. Look at the list again. Write below five (5) values that are most important to you today. Have your values changed?

Values:

Achievement	Cooperation	High Income
Respect	Advancement	Creativity
Honesty	Security	Ambition
Influence	Service	Artistry
Knowledge	Status	Entrepreneur
Independence	Leadership	Team Work
Time freedom	Physical activity	Beauty
Fortune	Excitement	Loyalty
Trust	Challenge	Fame
Wealth	Change	Fast pace
Power	Competence	Freedom
Predictability	Individualism	Competition
Friendship	Privacy	Variety
Helpful	Recognition	Wisdom

Values and Behavior

Directions: Using the 3 previous exercises: Make a list of your most important values. Write at least one thing you do (or don't do) that shows the value. Look carefully at the examples before you start.

<i>Personal or work value</i>	<i>Behavior that shows the value</i>
Examples: Respect	I don't make fun of my friends or call my girlfriend names. I don't force other people to do something they don't want to do.
Family	I'm faithful to my spouse. I babysit for my sister's children while she's at work.
Independence	I make my own decisions. I learn how to do things, so I can live on my own. I don't wait for other people to tell me what to do.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Values Conflict

1. If family and freedom rate high in your values, what choice would you make in the following situations?

Your friends want you to go on an all expense paid fishing trip with them next weekend in Mexico but your daughter's birthday is next weekend and your wife has planned a nice family party. What would you do?

Can you think of how to be considerate on all three of your values? Family, Freedom & Loyalty. How did you prioritize these values?

2. Joe's parents love him and think education will help him get a good job. They think that a good job will allow him to be independent and make a satisfying life for himself. They want him to go to school every day, get passing grades and earn a diploma. Joe says he respects his parents, but he thinks school is boring. He can be a hard worker, but sometimes skips school to hang around with his friends. When he skips, he hopes his parents don't find out.

What are the conflicting values?

Do Joe and his parents have any values in common?

3. George's values: Being accepted by his friends, providing well for his family, his job at which he makes a lot of money and has prestige.

George's wife, Lois's values: a sense of accomplishment and caring at her job as a nursing home aid, low stress at home and work, time with their two young children.

George thinks that since Lois is a registered nurse, she's underemployed at the nursing home. He wants her to work at the University hospital where she'd be a supervisor, have more status and make more money.

What values do you think they might have in common, that would help them talk and not fight about this situation?

What if they don't have the same priorities?

"Life decisions made in conflict with our values will almost always make us feel unhappy."

Uncle Mort Leaves You Money

Uncle Mort left you \$20,000,000 in his will. WOW! But Uncle Mort wanted to be sure you are responsible with the money. Before you retire at 65 years old, you must meet certain conditions set down by eccentric Mort.

Answer the questions below; Be sure to include details and examples.

#1 Condition: For two years, you'll receive \$100,000 per year to live on. During this time you must spend your time learning about something. What would you study?

How would you spend your time?

#2 Condition: You have to spend half your money each year (\$50,000) on a philanthropic project (a project that helps others). What is the project, how and who will it help?

#3 Condition: You have to spend at least a year traveling to places you've never been. When you return, you have to write your experiences into a book for your children.

Where would you go?

Would you go alone? If not, who would you take along?

What three persons, places or things do you think you would see?

What are the three most important things you think you would learn?

What would be the title of your book?

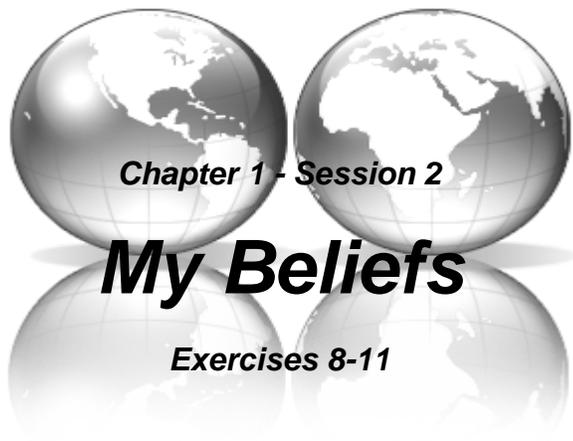
Look at your choices for Uncle Mort's conditions. What personal values are shown by your choices?

Can you identify your priorities?

Specific Values

Usually people can name their values; however, often it's much more difficult to name *actions* that show your values. Read the situations below. Name at least three values that you think are shown by the behavior.

1. I remember my mother cried with joy and pride when I graduated. She started working when she was 14 and had never received her High School diploma.
2. Every night when my children go to bed, I tell them they're special and will always be special.
3. Every holiday, my grandma and I cooked traditional food for the family. Now that she has passed away, my children and I cook the special foods grandma loved.
4. One of the things I like most is when I don't have to answer to anybody.
5. I enjoy being part of the old neighborhood gang; on Saturday nights, we all hang out.
6. So many things to do, so little time.
7. Every Sunday, I plan out exactly what I'll wear every day for the next week.
8. I was angry and disappointed when my idea didn't get any credit. I wanted to tell everybody, but I decided to only tell one person.
9. As soon as I got my tax refund, I bought a new large screen T. V.
10. When I applied for the new job, I was so nervous about how I'd pay my bills. The employment office just called, I got the job!
11. My best friend was riding in a car with one of our mutual friends. He had a lot to drink. They got into an accident. My best friend will be in a wheelchair for the rest of his life. He's only 23. I don't know what to say to him.
12. The new minister immediately began setting up new programs for the teenagers and older members of the church. The whole congregation felt a sense of rebirth. I have never felt so close to the true meaning of life.
13. I know he had enough money to buy the jacket, I don't know why he stole it. He doesn't know I saw him. He's my friend, I'm not going to say anything, but it bothers me.
14. When I found out, I was so hurt and frustrated. I told my best friend; she understood. She just said, "It is what it is. Move on."
15. When my 4 year old holds my hand and says, "I love you," it's the best moment of the day.
16. I found a wallet. It had \$70 in it. I called the owner and gave it back. That's what I'd want someone to do if I lost something.



Perception and Belief

Discuss: What does Perception have to do with Beliefs?

Can you change your perception? Sure, stand on your head and that will get you to look at things in a different way! Can you change your perception of things in other ways? Of course, and your perceptions are changing all the time as you experience, learn and grow into being you.

Think about someone you know, who thinks that their point of view is the only one – and the only right one. This person is lacking the skills that you are learning in this lesson specifically, this person is not skillful enough to stop and think, take a look around, increase their awareness of their self and the world.

To illustrate that: Perception is taught, developed and changed just like any other skill, complete these next exercises. As your perception changes then your thinking changes.

When your perception changes, then your behavior changes.

The meaning of something will change when you look at it differently. You can look at anything differently and it will have a different meaning.

There is no fixed meaning to anything. You can always change perspectives and change meanings.

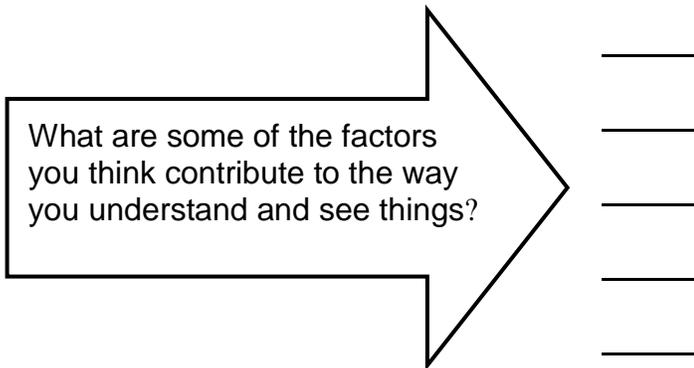
Perception and Belief

Definition of Perception:

Your perception is your point of view, your perspective or your opinion. It is your understanding of yourself, the world and your place in the world. It's how you understand things to be. **It is your reality!**

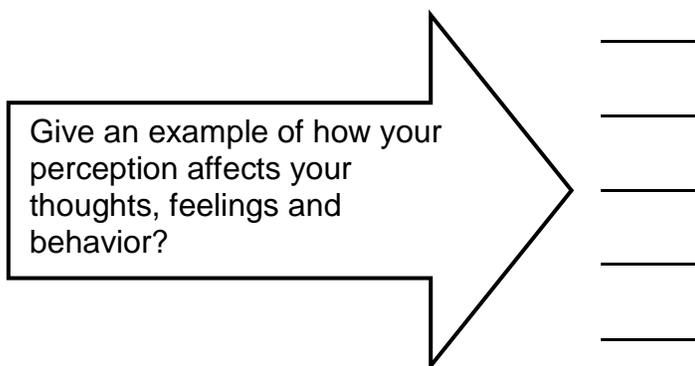
People do not just sense their world – they make sense of it

Our perceptions about ourselves, others and life around us begin at birth and continue throughout life.



What are some of the factors you think contribute to the way you understand and see things?

Think about the influence of: your family and friends, your beliefs, values and past experiences, your attitude and sense of empowerment and your thoughts and feelings. There is no one else in the world that understands things exactly the way you do.



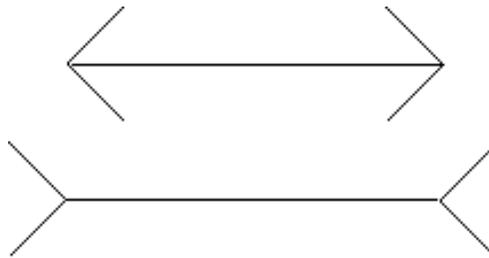
Give an example of how your perception affects your thoughts, feelings and behavior?

Perception and Belief

This is a famous picture. What does it look like to you, an old lady or a young woman?



Some people see a young lady looking away. Others see an old lady looking down. Depending how you look at. Can you see them both (squint, if you're having trouble)? The picture hasn't changed, but you have chosen to look in at it that way.



Which line is longer?

They are exactly the same size. However the bottom one looks longer than the top one. It is an optical illusion tricking us into assigning a different meaning to what we see.

Do you see a vase or do you see two faces looking at each other?



My Personal Belief Assessment

	Yes	No	Maybe
1. I am optimistic.			
2. I am pessimistic.			
3. I keep the power to run my own life.			
4. I give away my power to run my own life.			
5. I lose control.			
6. I can make my life go the way I want it to go.			
7. I can change my thoughts.			
8. I can change my feelings.			
9. I can change my behavior.			
10. I am a victim.			

Beliefs That I Have About:

Myself _____

The World _____

My place in the world _____



Roberto's Story

I barely graduated from high school. I feel I was lucky to get my diploma—most of my grades were C's and D's. I paid a lot more attention to my friends than my schoolwork, so I never learned to study. I grew up feeling dumber than everyone else. When I got out of high school, I didn't even consider going to college or a trade school. I went to work as a helper at a construction company and later became a carpenter. I learned to be good at my work and even became a supervisor.

Several years ago, I hurt my back and had to have surgery. My doctor told me I should find another way to earn a living or I would injure my back again. I decided to confront my old beliefs about not being smart enough to do well in school. I enrolled in a psychology course at a community college. I enjoyed learning about human behavior and received an A for my hard work. The experience changed my life. By changing my old beliefs about my abilities, I was able to get a college education and change my career path. I now have a degree in psychology and work as a counselor.

Roberto changed his beliefs about school, which increased his career choices.

Old Beliefs

New Beliefs

I can't do well in school.

I can get good grades.

I'm not smart enough to go to college.

I can pass the course.

College is too hard for me.

By working hard, I can succeed.

I'll be a carpenter for my whole career.

I enjoy the challenge of learning new things.

Write three of your current beliefs about your abilities. Are there any that limit you? Change each one to a new, more positive outlook.

My Current Beliefs

My New Beliefs

1. _____

1. _____

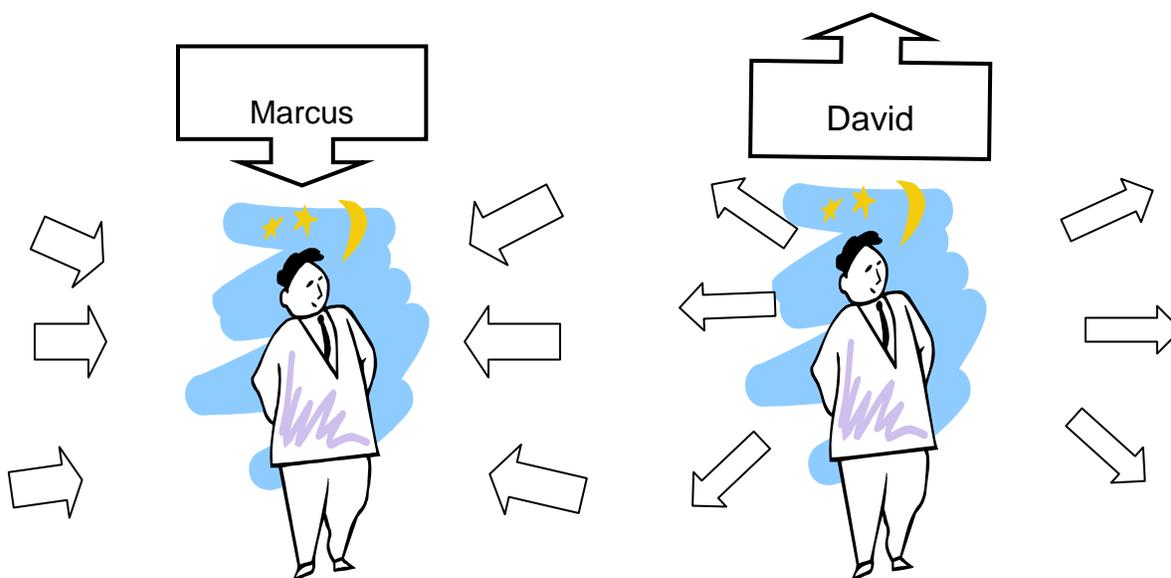
2. _____

2. _____

3. _____

3. _____

What's His Belief?



Marcus isn't a very confident person. The arrows represent Marcus's beliefs, feelings and thoughts about himself and his world—things are always happening *to* him. Although he thinks he tries and tries, he thinks he never gets a break like other people. He believes things aren't really within his control. He often sees himself as a victim of the system or other people.

Marcus's point of view leads him to avoid making decisions or taking action to achieve his goals. He thinks in rigid absolutes, and thinks things don't change. His interpretation of events, "Things never work out." "They always get what they want." "That's just the way I am."

He has quit trying to succeed. He's a "would have," "should have," "could have" kind of guy who often feels helpless, angry and hopeless.

David is a confident person. The arrows show his point of view; he looks at the world around him. He takes action to make things happen. By setting goals and planning, David works to achieve the things he wants in life. He knows that not everything is within his control—unforeseen things do happen. However, he believes he can overcome problems. David feels that some of the best things in his life happened as a result of an obstacle or change he didn't predict.

When things don't go as planned, he refuses to believe he is helpless. He is proud that he can manage his own life, his own emotions, his own thoughts and his own behavior. He feels he is always working toward being himself, "I'm a work in progress," he tells others. He consciously changes negative thoughts and feelings that hold him back, to more optimistic thoughts and feelings "I can do this"—he knows from experience his actions are a reflection of what he's feeling and thinking.

What's His Belief?

1. *List Marcus's beliefs and assumptions about:*

Himself _____

The World _____

His place in the world _____

Who has power over Marcus's life? Would he agree with you? _____

2. *List David's beliefs and assumptions about:*

Himself _____

The World _____

His place in the world _____

Who has power over David's life? Would he agree with you? _____





Terry's Story

Directions: Read about Terry's. Answer the questions that follow. Use exact words or specific ideas from her story to prove your answers.

Terry wants to manage or own a sporting goods store some day. She knows this won't happen right away. She figures if she works hard and wants it enough, her dream will come true.

Sports occupy most of Terry's life. She's athletic and has always been good in almost all sports. She works out several times a week and stays in good shape. She and her friends spend most of their time in the school gym.

Terry is an average student and usually tries her best. Her best subjects are English and science, her worst is math. Teachers often comment about how dependable she is.

Terry has a summer job as a lifeguard. She's glad she makes pretty good money because she knows her parents can't pay for her college education. She hopes to save money for college. She wonders if she'll be eligible for a scholarship.

Terry doesn't know what she'll have to do to manage a sporting goods store, but figures she will find out more when she gets to college.

Terry's Plan

1. What is Terry's career plan? What are her specific goals?

2. Read each question about Terry's goals. Answer by checking Yes, No, Unsure. Then, explain what Terry should do.

- A. Does Terry have well-defined goals?

Yes No Unsure

Explain: _____

- B. Can Terry meet her goals?

Yes No Unsure

Explain: _____

Terry's Story

C. Does Terry have the qualifications to meet her goals?

Yes No Unsure

Explain: _____

D. Does Terry have a well-developed plan for reaching her career goals?

Yes No Unsure

Explain: _____

Is Terry doing everything she can to meet her goals?

Yes No Unsure

Explain: _____

Goals in my Lifetime

Pick 1 of the following life areas and develop short and long term goals.

Leisure, Learning, Spiritual, Relationships, Health/Wellness, Family, Career, Financial, Citizen of the Community

Example:

Goal 1	
Long Term	Stay clean and sober for 1 year, from today.
Short Term	1. Comply with drug testing while I'm on parole.
	2. Go to drug counseling every week. Do the assignments.
	3. Tell my friends I need to stay clean to get off parole. Ask them to not tempt me.
	4. Go to AA/NA meetings 90/90.
	5. When I'm craving, go to gym, listen to music, talk to parents or friends, drink soda, smoke cigs, go sit in church, pray, meditate.
Goal 2	
Long Term	
Short Term	1.
	2.
	3.
	4.
	5.



Goals in My Lifetime

Choose 2 more life areas and develop goals:

**Leisure, Learning, Spiritual, Relationships, Health/Wellness, Family,
Career, Financial, Citizen of the Community**

Goal 3	
Long Term	
Short Term	
1.	
2.	
3.	
4.	

Goal 4	
Long Term	
Short Term	
1.	
2.	
3.	
4.	



Goals and Objectives

Goals are:

General
Broad
Abstract
Validated
Intangible

Objectives are:

Precise
Narrow
Concrete
Not-validated
Tangible

GOALS

Goals are general statements about what is to be learned. To be thought of as a target to hit.

Goals have a larger target area than objectives.

Goals lead to objectives – for each goal there is a series of objectives that need to be achieved to reach the goal.

OBJECTIVES

Objectives are measurable, specific, observable, and can be assessed.

Objectives are the foundation of which you prove you can meet your overall goals.

Objectives provide an organized pathway to meet your goals.

Objectives are considered measurable.

Example:

Goal - To save money for college

1. Objective - Get information on college savings plan
2. Objective - Open a savings account
3. Objective - Deposit \$20 a week into account

Write a goal for yourself along with the objectives

Goal _____

1. Objective _____

2. Objective _____

3. Objective _____

4. Objective _____



Chapter 1 – Session 4

My Needs, Wants & Desires

Exercises 15 - 16



Chapter 1 – Session 4

My Needs, Wants & Desires

Exercises 15 - 16



Chapter 1 – Session 4

My Needs, Wants & Desires

Exercises 15 - 16

Need, Want or Desire

What's the difference between a need and a want or a desire?

*Identify the following as a **Need (N)** a **Want (W)** or a **Desire (D)**.
This is your personal choice; there are no right or wrong answers.*

- _____ Car
- _____ Telephone
- _____ Cable TV
- _____ Eat out once a week
- _____ Rent movies every weekend
- _____ Buy new clothes every month
- _____ Visit dentist regularly
- _____ Go to the gym regularly
- _____ Vacation to Hawaii
- _____ Contribute to savings account every payday
- _____ Have a pet
- _____ Regular doctor's visits
- _____ Homeowner's or renter's insurance
- _____ Good paying job
- _____ Play Station
- _____ Cell Phone
- _____ Transportation
- _____ Companionship
- _____ Regular Exercise

Needs, Wants and Desires

We have defined a *NEED* as something that is necessary for humans to live a healthy life and a *WANT* as something that we wish for but not necessary for life and *DESIRE* as a selfish longing or pursuit of wealth, power and possessions.

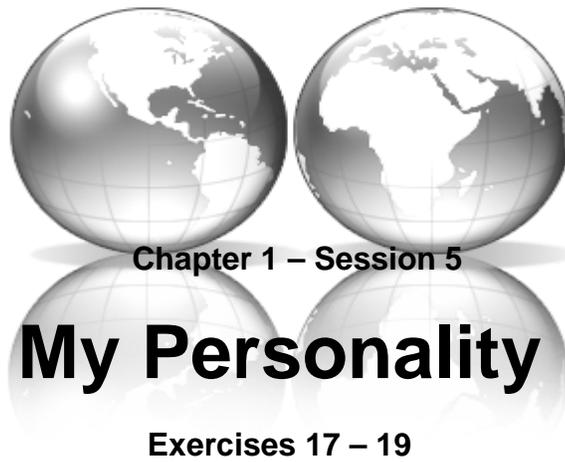
The problem arises when your desires become your needs. This puts you into a state of irrational behavior and that of a desperate person.

It is unrealistic to try to live without any desires because desires fuel our creativity, energize us, give us fulfillment, and push us to reach our goals.

Complete the following chart:

NEED	WANT	DESIRE
Example: Transportation	Car	Range Rover
Shelter		Mansion
	Sandwich	
		Nike Sneakers
Communication		Blackberry

*** See Page 299 for Reference Guide ***



Introversion / Extraversion Personality Type

The Introversion and Extraversion preferences are only 2 of the eight preferences used by popular personality indicator types. These preferences are most regularly used because they are most easily identifiable.

The preference is not about shyness or being the life of the party. It is about what motivates us and where we naturally focus our energy.

Directions: Put a (Y) next to the number if you feel it identifies you.

1. Do you get energized by ideas?
2. Do you enjoy sociable gatherings, but need personal time to recharge?
3. Do you get energized by being alone?
4. Do you enjoy things better while listening to music on headphones?
5. Do you like going for a run?
6. Do you like individual one on one activities?
7. Do you think before you act?
8. Do you want to understand you?
9. Do you usually share your most inner thoughts?
10. Do you consider ideas before discussing them?
11. Do you consider yourself private?
12. Do you think on-the-fly?
13. Do you get energized by other people and things?
14. Do you like variety and action?
15. Do you speak loudly?
16. Do you act before you think?
17. Do you get easily distracted?
18. Do you act on impulse?
19. Do you express yourself openly to others?
20. Do you regularly say what you are thinking?

Count the number of Y's from questions from 1 to 10 _____

Count the number of Y's from questions 11 to 20. _____

If you have more Y's from 1 to 10 then you identify with Introversion personality.

If you have more Y's from 10 to 20 then you identify with Extraversion personality.

Introversion motto: Ready, Aim, Aim

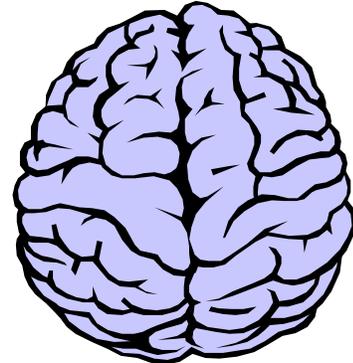
Extroversion motto: Ready, Fire, Aim

Are You Right-brained or Left?

Did you know that your brain is made up of two halves?

The **left** side of your **brain controls** the **right** side of your body.

The **right** side of your **brain controls** the **left** side of your body.



The two halves are connected by a system of fibers called the corpus callosum.

In 1940, some doctors cut the corpus callosum of patients with epilepsy. They wanted to see if this would “trap” patients’ seizures on the one side of the brain so the other side could function normally. It seemed to work.

In 1960, a scientist named Roger Sperry studied patients who had been through this operation. He noticed some interesting things about them. His “split-brained” patients could hold an object in their right hand and name it. But when they held the same object in their left hand, they could describe it, but they couldn’t name it.

Sperry also found that these patients could write with their right hands but not draw. They could draw with their left hands but not write.

Sperry’s studies seemed to show that each half of the brain has different characteristics and abilities. The left is logical, analytical and used for verbal tasks. The right half sees things “whole” instead of in parts and is used for creative thinking.

Now people talk about being “right-brained” or “left-brained.” The latest thinking and research puts focus on the “whole-brained.”

Thinking about how our brains function can tell us more about our personal style.

Are You Right-Brained or Left?

Directions: Circle **A** or **B** for the answer you would most likely choose.

1. Which is truer for you?
 - A. I worry about getting things done right
 - B. I am relaxed and I let things happen
2. Do you often feel sad and down?
 - A. No
 - B. Yes
3. Which do you enjoy more about music?
 - A. The beat
 - B. The lyrics
4. Which way of learning do you like best?
 - A. Books and lectures
 - B. Workshops and field trips
5. Which of these two subjects do you like more?
 - A. Math
 - B. Art
6. Which of these two games do you prefer?
 - A. Scrabble
 - B. Checkers
7. How do you usually buy something?
 - A. I think about its value and how I will use it
 - B. I just buy it
8. When you buy something, do you make sure to get the correct change back?
 - A. Yes, I count it
 - B. No, I usually just put it in my pocket
9. How do you figure things out?
 - A. One piece at a time, then I put it all together
 - B. The answer comes to me all at once, like a light goes on
10. Which of these two types of puzzles do you prefer?
 - A. Crosswords
 - B. Jigsaw puzzles

Are You Right-Brained or Left?

11. How often do you have a hunch?
 - A. Never or almost never
 - B. Often
12. Which would you rather do?
 - A. Read
 - B. Watch TV
13. How are you at putting your feelings into words?
 - A. Very good
 - B. It is hard for me
14. If you practice a sport or musical instrument, how do you do it?
 - A. The same time each day, for a certain amount of time
 - B. When I feel like it and have the time
15. If you are going somewhere that you have never been. Which method do you use to find your way?
 - A. I ask for directions, then write down the street names and landmarks
 - B. I ask for the address, then look at a map
16. Which of these types of fabrics do you prefer?
 - A. Fabric without much texture (cotton, denim)
 - B. Fabrics with lots of texture (corduroy, suede, velvet)
17. Are you good at remembering faces?
 - A. No
 - B. Yes
18. Are you good at remembering names?
 - A. Yes
 - B. No
19. How do you feel about psychic claims or ESP for example?
 - A. They are foolish and not scientific
 - B. They're worth looking into
20. Are you a better athlete than you are a student?
 - A. No
 - B. Yes

Are You Right-Brained or Left?

Total your A and B answers:

Total A

Total B

A's are left-brained

B's are right-brained

15 or more A's or B's mean a strong preference for that side of the brain

12 to 14 A's or B's means you have some preference for that side of the brain

9, 10 or 11 means you use both sides of your brain equally.

If you're right-brained, does that mean you're *never* logical? If you're left-brained, does that mean you're never creative? Of course not, it means you prefer one or the other.

You probably know many people who are both creative and logical!

Most good thinkers and problem solvers are.

Additional Tests

1. Clasp your hands together. Which thumb is on the top? _____.
2. Fold your arms. Which arm is on the top? _____.
3. Cross your legs. Which leg is on the top? _____.
4. Make a circle with your hand. Hold it to your eye and look through the circle.
 - a. Which hand did you use? _____.
 - b. Which eye did you use? _____.
5. Stand on one leg, which leg did you stand on? _____.

What side of your brain is in control?

_____.

It's Me

Directions: Circle the numbers of statements that clearly sound like something you might say, do, or think, something that feels like you. Place a check mark beside items that you aren't sure of to see how they change your score.

1. It's important for me to have a strong body.
2. I need to understand things completely.
3. Music, color, beauty of any kind can really affect my mood.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I can do things right.
7. I can usually carry, build, and fix things myself.
8. I can get lost for hours thinking about something.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I'll spend time helping people through personal crises and problems.
11. I enjoy competing.
12. I'll spend time getting carefully organized before I start something.
13. I enjoy making things with my hands.
14. It's satisfying to me to explore new ideas.
15. I always seem to be looking for new ways to be creative.
16. I value being able to share my personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing my mind.
21. I love to dress in unusual ways and try new colors and styles.

It's Me

22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized.
24. I'd rather make a safe decision than be adventurous.
25. I like to buy things that I can make or work on myself.
26. Sometimes I can sit for long periods of time and do a puzzle, read or just think.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually like to prepare ahead of time, if I have to handle something new.
31. I'd rather be on my own doing hands-on activities.
32. I enjoy reading about any subject that raises my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I keep trying to resolve it peacefully.
35. To be successful, it's important to aim high.
36. I don't like to be responsible for big decisions.
37. I say what's on my mind and don't beat around the bush.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I occasionally rearrange my surroundings to make them different.
40. I often solve my personal problems by talking to someone.
41. I get projects started and let others take care of the details.
42. Being on time is very important to me.
43. I love doing things outdoors.
44. I keep asking "Why?"
45. I like my work to be an expression of my moods and feelings.

It's Me

46. I like to find ways to care for others.
47. It's exciting to take part in important decisions.
48. I usually have the things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. I often notice the beauty of nature.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law is important to prevent chaos.
56. Thought provoking books always broaden my perspective.
57. I like artwork, plays, and good movies.
58. I can relate to people who express their feelings.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be caring.
65. I'm willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.

It's Me

69. When I'm creating, I tend to let everything else go.
70. I am concerned that so many people in our society need help.
71. It's fun to get my ideas across to people.
72. I'm very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about new discoveries is exciting.
75. I like to make things exciting.
76. I often go out of my way to pay attention to people who seem lonely.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to try or do something unusual.
82. I am a good listener when people talk about personal problems.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I don't get excited. I think it out and plan the right move.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I usually connect with people who have a network of resources.
90. It's very satisfying to do a task carefully and completely.

It's Me

Directions: Circle the numbers that you circled on the interest inventory.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
R	I	A	S	E	C
Total _____					

List the letters R,I,A,S,E,C, according to your scores, from highest to lowest:

1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____

*** After you have totaled your Scores See Pages 300 - 302 for Reference Guide ***



Chapter 1- Session 4

My Learning Style

Exercises 20 - 23

Learning Preference

There are four general benefits of knowing your learning preference:

1. You'll have a better chance of avoiding problem situations.

Your learning style can give clues about what will keep you interested and develop your creativity. Knowing how you learn, knowing how you show your abilities and knowing how you relate to the world can help you make smarter choices.

2. You'll be more successful.

Basically, your learning style is your working style. If you know how you learn, you'll be able to look for work environments that suit you best.

3. You'll be able to target areas for improvement

The more you know about your learning style, the more you'll be able to pinpoint areas that are more difficult for you. You can work on these areas, step by step. When something is hard for you to understand and is tough for you, you can address it with your learning style.

4. You'll be able to keep up with changes.

In today's fast-moving world, few things remain the same. Everything involves learning new skills, either because of changes in technology or changes in society demands. If the training matches your learning style, it will be easier for you to adapt to changes and be successful.

What do you think learning preferences are?

What are your learning preferences?

The 4 Maps

**Your learning preference is the way you best get and keep information.
It is also very important in the way you give information to others.**

Map Exercise Directions

You have to drive, by yourself, to the airport in a city where you have never been, to pick up a friend. You've never been there before and you ask some of your friends for directions.

On the following pages read *The 4 Maps*. Which Directions make the most sense to you? Can you tell the learning style preferences of your four friends?

No certain way of giving the directions is the best - your friends can all get themselves to the airport.

Most people don't have just one style, but they likely have one they prefer.

The 4 Maps

Map # 1

Was drawn on a piece of paper, it reads as follows:

Take a Right on River Road going toward Ellicottville

On the Right about ½ mile you will see Mcdonald's



Go another mile, turn Left at Galleria Drive, you will see



at the corner.

Stay Right and you will see the



for the airport.

Map #2

Was left on your answering machine

Phone message left on cell phone voicemail

“Hi, it’s really so easy to get to! Remember yesterday when we passed Galleria Drive, well turn left there. I don’t know the exits...you take the exit after the Galleria Drive, and you will see the signs for the airport. It’s really easy, I wish I could go with you...I can see that exit, but ...I don’t know what it is...I could drive you there in a minute – when are you going, maybe I could drive with you.”

The 4 Maps

Map #3

Was told to you while eating lunch

Just go toward downtown, like when we went to Sammy's house. By the way have you heard from him, Call me when you are on your way and I will direct you there.

Map #4

Was sent to you by Email

First you go to River Road. Get on the highway going toward Ellicottville;
There is a McDonald's there on your right,
You'll pass Target on your right that's where you turn left.
As you get closer to the airport, look for the sign for the airport. It's green with a plane on
it! It's exit 403. Good luck!

1. Which directions were most clear to you? _____.
2. If you were giving directions which method would you use? _____.
3. Are your giving directions and getting directions method the same?

Learning Style Inventory

Complete *Your Learning Style Inventory* and then interpret your answers. This will help you identify some aspects of your natural strengths that you can use to improve your learning experiences. How else and when else can this information be helpful to you?

Instructions: Read the statement carefully and circle “yes” if it describes you. Circle “no” if it does not describe you.

Sample: *I’d rather get things done in the afternoon than in the morning* Yes or No. A “yes” response means that you prefer the afternoon. A “no” response means that you prefer morning. There is no right or wrong response, only the way you think or feel about the statement.

- | | | |
|--|-----|----|
| 1. Making props ie: flash cards help me to learn. | Yes | No |
| 2. I can write about things that I know better than I can tell them. | Yes | No |
| 3. When I really want to understand what I have read, I read softly to myself. | Yes | No |
| 4. I get more done when I am alone. | Yes | No |
| 5. I remember what I have read better than what I have heard. | Yes | No |
| 6. When I answer a question, I can say the answer better than I can write it. | Yes | No |
| 7. When I do math problems in my head, I say the numbers to myself. | Yes | No |
| 8. I enjoy joining in on discussions. | Yes | No |
| 9. I understand a math problem that is written down better than one that I hear. | Yes | No |
| 10. I do better when I can write the answer instead of having to say it. | Yes | No |
| 11. I understand spoken directions better than written ones. | Yes | No |
| 12. I like to work by myself. | Yes | No |
| 13. I would rather read a story than listen to one. | Yes | No |

Learning Style Inventory

- | | | |
|---|-----|----|
| 14. I would rather explain how a thing works than write about how it works. | Yes | No |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing them down. | Yes | No |
| 16. I prefer to work with a group when there is work to be done. | Yes | No |
| 17. Seeing a graph or chart of numbers is easier for me to understand than hearing the numbers said. | Yes | No |
| 18. Spelling a word several times helps me to remember it better. | Yes | No |
| 19. I learn better if someone reads a book to me than if I read it silently to myself. | Yes | No |
| 20. I learn best when I study alone. | Yes | No |
| 21. When I have a choice between reading and listening, I usually read. | Yes | No |
| 22. I would rather tell a story than write it. | Yes | No |
| 23. Saying the multiplication tables over and over helps me remember them better than writing them over and over. | Yes | No |
| 24. I do my best work in a group. | Yes | No |
| 25. I understand a math problem that is written down better than one I hear. | Yes | No |
| 26. In a group project, I would rather make a chart or poster than gather the information to put on it. | Yes | No |
| 27. Written assignments are easy for me to follow. | Yes | No |
| 28. I remember more of what I learn if I learn it alone. | Yes | No |
| 29. I do well in classes where most of the information has to be read. | Yes | No |
| 30. I would enjoy giving an oral report to the class. | Yes | No |
| 31. I learn math better from spoken explanations than written ones. | Yes | No |
| 32. If I have to decide something, I ask other people for their opinions. | Yes | No |
| 33. Written math problems are easier for me to do than oral ones. | Yes | No |
| 34. When learning I like to use my hands. | Yes | No |
| 35. I don't mind doing written assignments. | Yes | No |

Learning Style Inventory

- | | | |
|--|-----|----|
| 36. I remember things I hear, better than things I read. | Yes | No |
| 37. I learn better by reading than by listening. | Yes | No |
| 38. It is easy for me to tell about the things that I know. | Yes | No |
| 39. It makes it easier when I say the numbers of a problem to myself as I work it out. | Yes | No |
| 40. If I understand a problem, I like to help someone else understand it too. | Yes | No |
| 41. Seeing a number makes more sense to me than hearing a number. | Yes | No |
| 42. I better understand what I have learned, if I am involved in making something for the subject. | Yes | No |
| 43. The things I write on paper sound better when I say them. | Yes | No |
| 44. I find it easier to remember what I have heard than what I have read. | Yes | No |
| 45. It is fun to learn with classmates, but it is hard to study with them. | Yes | No |

Learning Style Inventory

Scoring your Style

In the columns below, put an “x” in front of the number if you answered “yes” to that question. If you answered “no” to a question, do not make a mark by that number.

<i>Visual</i>	<i>Auditory</i>	<i>Tactile</i>	<i>Individual</i>	<i>Group</i>	<i>Oral</i>	<i>Written</i>	
___ 5	___ 3	___ 1	___ 4	___ 8	___ 6	___ 2	
___ 9	___ 7	___ 14	___ 12	___ 16	___ 22	___ 10	
___ 13	___ 11	___ 26	___ 20	___ 24	___ 30	___ 18	
___ 17	___ 15	___ 34	___ 28	___ 32	___ 38	___ 33	
___ 21	___ 19	___ 42	___ 45	___ 40	___ 43	___ 35	
___ 25	___ 23	(10 points each)					
___ 27	___ 31						
___ 29	___ 36						
___ 37	___ 39						
___ 41	___ 44						

(5 points each)

Total the points in each column, giving 5 points for each mark in the first two columns (Visual and Auditory) and 10 points for each mark in the other five columns.

Total for Each Area

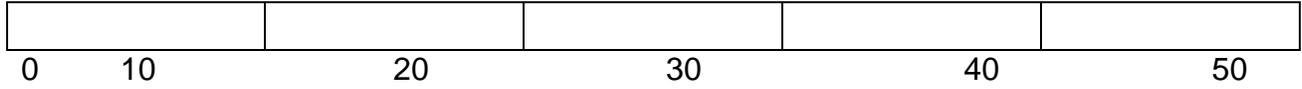
Visual	Auditory	Tactile	Individual	Group	Oral	Written
_____	_____	_____	_____	_____	_____	_____

Learning Style Inventory

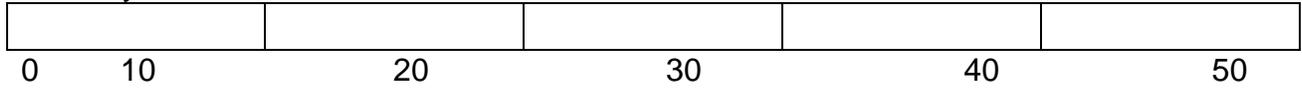
Enter your totals on the graph below by shading the bar for each area according to your score.

Receptive Style:

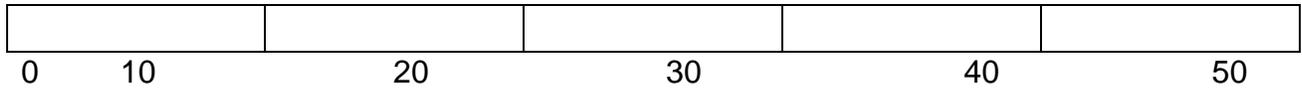
Visual



Auditory

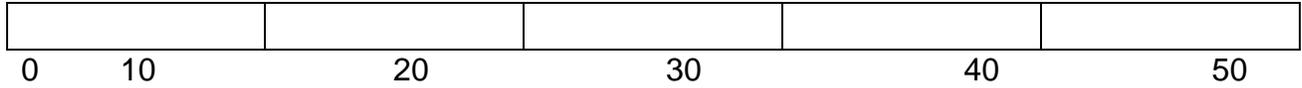


Tactile

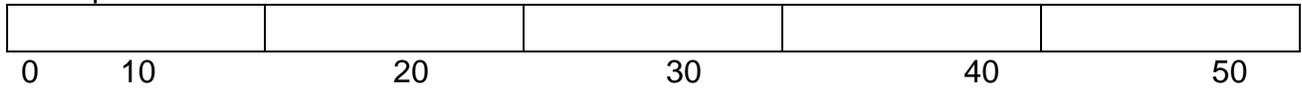


Social Style:

Individual

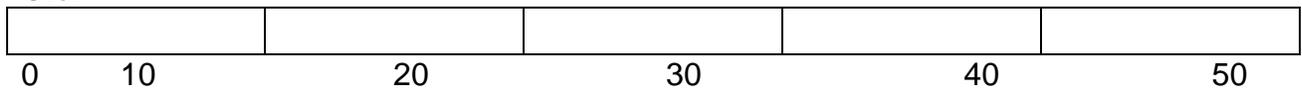


Group

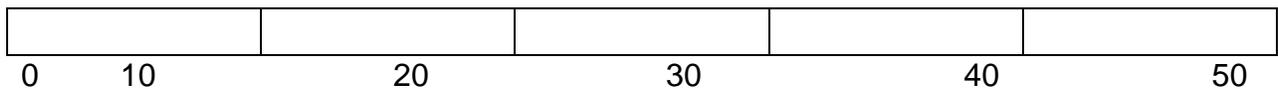


Expressive Style:

Oral



Written



Learning Style Inventory

Interpreting Your Scores

Look at the bar graphs for each area on the preceding page to determine in which sub-areas you scored highest. THIS IS YOUR PREFERRED LEARNING STYLE. You will have one preferred receptive or cognitive style, one preferred social style, and one preferred expressive style. If two scores within an area are very close, you may be able to learn equally well in either style.

Write your preferred learning style(s) in the blanks below:

Cognitive/Receptive Learning Style:

My preferred style is _____
This is how you best take in information.

Social Learning Style:

My preferred style is _____
This is how you best work, alone or in a group.

Expressive Learning Style:

My preferred style is _____
This is how you best give out information.



Learning Style Inventory

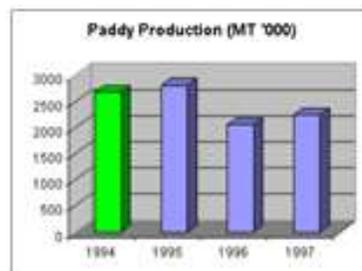
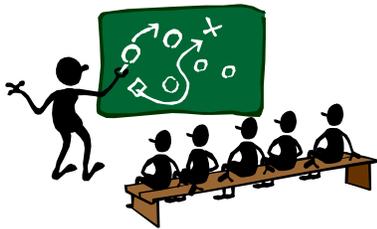
A high score in one of the following areas means:

VISUAL

You learn by seeing, by reading and by seeing things written.

You learn by seeing pictures, charts, and graphs. You read best when you can make pictures in your mind. Diagrams, outlines, lists on the board or handouts are helpful for you to get and keep information. Videos, books, drawings, anything you can see will be useful.

You may be artistic or get inspired by what you see in the natural world.



Learning Style Inventory

AUDITORY

You learn by listening and hearing sounds and words spoken.

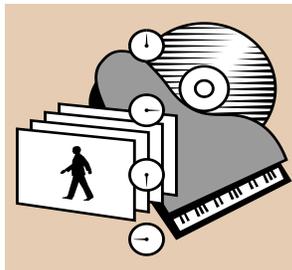
What works for you: Asking people to explain things out loud to you and then you repeat back what they say to check and make sure you understand. If you have to read, try to imagine hearing the words, or actually read “out loud to yourself.” You may work well with others so you can talk over instructions or information. You may be a natural storyteller or musician.



Learning Style Inventory

TACTILE/KINESTHETIC

You are a builder; you learn best when you can touch what you are learning. "Hands-on learning" is your preference; you like to see, hear and touch something for it to really make sense for you. You may be a natural athlete or the person who can fix anything with just a couple of tools. Nearly everyone prefers this multi-sensory way of learning.



Your Best Learning Environment

Directions: Circle your preferences.

1. Learning Styles

I learn best:

- (a) by seeing it
- (b) by hearing it
- (c) by doing it

2. Help

I learn best if:

- (a) I can look things up
- (b) I can ask someone who knows

3. Position

I learn best:

- (a) Sitting in front of the TV
- (b) Propped up on the pillows on my bed
- (c) Sitting at my desk

4. People

I learn best:

- (a) by myself
- (b) with one other person
- (c) with a group

5. Time

I learn best:

- (a) In the morning
- (b) in the afternoon
- (c) at night

6. Sound

I learn best:

- (a) when there is background noise or music
- (b) when it is quiet

7. Motion

I learn best:

- (a) sitting still
- (b) with some movement

Chapter Two

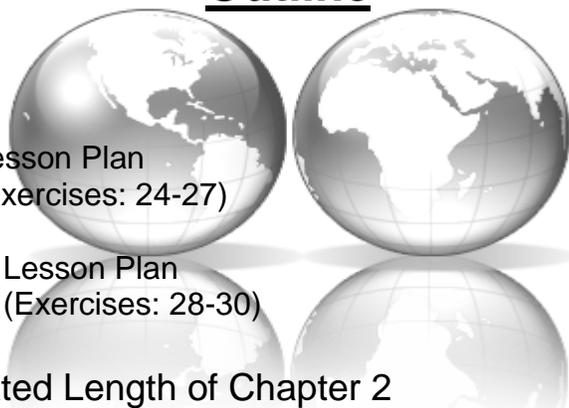
Expectations

Objective

Students will gain insight into the expectations of themselves, others and parole. Students will be able to increase their awareness and better understand what is expected after release. Students will be able to identify, examine and establish personal expectations to assist them with their re-entry efforts.

- Gain information that will assist in identifying personal expectations.
- Have a basic understanding of the requirements of parole and what the expectations are.
- Learn what “should and should not be” expected from family, friends and others upon release.

Outline



Topics 6 - 7	Page(s)
6. My Expectations Lesson Plan My Expectations (Exercises: 24-27)	277 61 - 65
7. Parole Expectation Lesson Plan Parole Expectation (Exercises: 28-30)	278 67 - 69
Estimated Length of Chapter 2 (1 session)	

Soft Skills Gained – Understand how friends may not have changed.



Chapter 2 - Session 6

My Expectations

Exercises 24 - 27

Bill Gates' Rules for Life

These rules about life have been attributed to Bill Gates. He thinks our feel-good, politically correct, teachings have created a generation of people with no concept of reality and how that concept is a setup for failure. Here is his list of Rules for Life.

RULE 1 - Life is not fair, get used to it.

RULE 2 - The world won't care about your self-esteem. The world will expect you to accomplish something before you feel good about yourself.

RULE 3 - You will NOT make \$40,000 a year right out of school. You won't be a vice president with a car phone until you earn both.

RULE 4 - If you think your teacher is tough, wait till you get a boss. He doesn't have tenure.

RULE 5 - Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger-flipping; they called it opportunity.

RULE 6 - If you mess up, it's not society's fault, so don't whine about your mistakes, learn from them.

RULE 7 - Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parents' generation, try "delousing" the closet in your own room.

RULE 8 - Your school may have done away with winners and losers, but life has not. In some schools, they have abolished failing grades; they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to anything in real life.

RULE 9 - Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. Do that on your own time.

RULE 10 - Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

RULE 11 - Be nice to nerds. Chances are you'll end up working for one.

Which rule has been your biggest misconception? _____.

Unexpected!

After release, you should expect everything to go smoothly but what would you do in the following scenarios?

1. You have been working for 2 weeks and your boss says that he didn't see the felony marked on your application until now and wants to talk to you.
2. After working overtime, you arrive home late and it's past your curfew.
3. You wake up in the morning after a bad night's sleep and you missed your appointment with your parole officer.
4. Lately, you've seen from your eldest child, what you think are tell-tale signs that they are using and may be selling drugs.
5. You've been at home for 3 weeks. You and your spouse have started to argue a lot. It's almost always over little stuff, but the arguments are getting more and more frequent. You're afraid it's turning into the bad old times all over again.
6. Your 13-year-old daughter wants to spend the night at her friends house and you know her friend's father, who was just released from prison on violent charges.

1.

2.

3.

4.

5.

6.

All I need to do is?

1. Leave hate, anger and self-pity behind you. You have done your time and now you need to be full of energy and joy at life.

What are you going to do to begin enjoying life?

2. Do not allow fear to rule your life. Become a part of the world.

What fear do you have to overcome?

3. Always treat others as you would want to be treated.

Who do you need to treat better?

4. Change, Change, Change!! You have changed and so has the world; time did not stand still while you were away. Be prepared for it.

What would you still like to change about yourself?

All I need to do is?

5. You will experience rejection and disappointments. Do not expect any favors; the world doesn't work that way and life is never going to be fair.

What are your concerns about disappointment or rejection?

6. If you are assigned to a halfway house or a pre-release center, you are not free yet. There are still many roadblocks ahead.

What roadblock do you see ahead?

7. Always report to your parole agent on time and follow his/her instruction. Parole doesn't have to be hard and you can be successful.

What concerns do you have about being on parole?

8. Be thankful for what you have, don't dwell on what you don't have.

What are you thankful for?



“Expect”

1. To be unsteady, confused, anxious and possibly depressed at first.
2. To share your feelings and thoughts. Communicate!
3. To always hear “patience is a virtue.” Practice this and be kind to yourself.
4. To build new relationships, but base them on friendship and respect. You have changed while you were away and so has your family.
5. To keep it simple for the first couple of months. Never give up!!!
6. To measure your growth daily. Take time to be proud of your successes and your family’s successes, no matter how large or small.
7. To run into problems that you can't solve. Do not be afraid to reach out.
8. To be open and listen to advice and supervision. If you remain open, you'll grow. If you close up, you'll be back.
9. To try and play catch up on all the times you have lost. It cannot be done.
10. No matter how hard it gets, you are still free and not behind razor wire.

Name some things that you are expecting:



Chapter 2 - Session 7

Parole Expectations

Exercises 28 - 30



ARIZONA DEPARTMENT OF CORRECTIONS

Conditions of Supervision and Release

Offenders under supervision of the Arizona Department of Corrections shall be required to agree to the Conditions of Supervision and release as follows:

- 1 Upon release from custody. I will contact my Supervising Officer, CO III or Officer of the Day by personal visit within one (1) working day unless otherwise directed.
- 2 I will maintain contact with my Supervising Officer and follow all directives I am given, either verbal or written.
- 3 I will obtain approval from my Supervising Officer before changing my residence or mailing address. I will secure a written travel permit/waiver of extradition from my Supervising Officer before leaving the State of Arizona. I hereby waive extradition if I should be arrested in any other state and will not resist being returned to the State of Arizona.
- 4 I will seek, obtain and maintain employment, if legally permitted to do so. I understand I will attend school, approved programs or treatment as directed by my Supervising Officer and will participate and cooperate in school or the approved programs as directed.
- 5 I will obey all city, county, state, federal and tribal laws. I will inform my Supervising Officer, within (1) working day, of any contact that I have had with any law enforcement agency. I will not engage in assaultive, violent or threatening activities of any sort.
- 6 At no time will I own, have under my control, possess, transport or use any firearms, deadly weapons or explosives.
- 7A I will not consume or use any form of alcohol, or any substance containing alcohol, at any time;
_____ Offender Initials
- 7B I will not possess, use, distribute, sell, manufacture or have under my control any illegal drugs, controlled substances, narcotics, toxic vapors (as inhalants) or prescription drugs not prescribed to me by a licensed Physician. I will submit blood, urine or breathalyzer samples when requested by any Supervising Officer.
- 8 I will not have any contact with any victims; I will not knowingly associate with any person engaged in criminal activity, codefendants, or anyone under the jurisdiction of ADC or Probation or in the custody of any law enforcement agency without prior authorization or permission from my Supervising Officer.
- 9 I will submit to a search of my person, automobile or place of residence at any time, with or without a warrant by any Community Corrections Officer or Supervisor.
- 10 I will not enter into any agreement to act as an informant or special agent for any law enforcement agency without the written consent of my Supervising Officer.
- 11 If applicable, I will pay fees, fines and/or restitution as determined by the Board of Executive Clemency, the Sentencing court or state statutes.
- 12 Special Conditions apply, Form #1002-3SPCL: Yes No
- 13 Sex Offender Conditions apply, Form #1002-3SO: Yes No
- 14 GPS Monitoring Conditions apply Form #1002-3GPS: Yes No
- 15 If applicable, I will not remain in or return to the United States illegally if I am deported or processed through voluntary departure. Should I illegally return to the United States, I hereby waive extradition from any jurisdiction in the United States and shall not contest any effort by any jurisdiction to return me to the State of Arizona.

Offender must read and Initial below:

_____ I have read, or have had read to me, fully understand and agree to abide by all conditions of supervision and release while under the supervision of the Arizona Department of Corrections. If I fail to abide by any of these conditions, I am aware that I may be returned to an institution or the sending state. I understand that until my maximum sentence expires, I am subject to the rules and regulations of the Arizona Department of Corrections.
_____ I understand that my refusal to sign and accept these conditions of supervision will result in my not being released at this time.

Offender Name <i>(Last, First M.I.) (Please print)</i>	Offender Signature	ADC Number	Date
Witness Name <i>(Last, First M.I.) (Please print)</i>	Witness Signature		Date

Parole Officer Expectations

Maintain Contact / Be Prompt - Don't make them wait or look for you!

Thank them a lot - Be like no other parolee.

Remember there is a reason for their rules - Win the war, not the battles.

Be sincere - Even a little kid can spot a phony. So can a PO.

Know what they can do - They can do with a few phone calls what may take you weeks.

You need them on your side - Ask them for advice to careers, even ask them for clothes to wear for job interviews.

Join Self Help groups - You need all the help you can get!

Stay Busy - Volunteer, don't wait to complete your community service. Give back to society. There are people out there who need what you have to offer.

What else do you think your Parole Officer will expect from you?



Housing Recommendations

- * 1. You cannot live in any residence that is **Section 8** funded.
- * 2. No other resident in the dwelling can be on **PAROLE** or **PROBATION**
- 3. If you are a child sex offender: No child under 15 can reside at the residence. The residence must be 1000 feet from schools, daycare facilities and community centers...etc.
- * 4. You cannot reside with a person, who has been your past or current victim.
- * 5. If you are going to a halfway house, the house must be on the Department of Corrections approved residence listings.
- 6. Co-defendants are not allowed to live in the same residence.

(*)- See Below

* *Parole officers are not the section 8 police, but the residence will lose funding if section 8 finds out someone on parole is living at residence.*

Under the discretion of Parole Officer

* *Under some circumstances other parolees can reside at the same residence ex: (If a Sibling or Parent is also on Parole). ***Under the discretion of Parole Officer****

* *It may be possible to reside with someone who has been a victim of yours. The charges need to be minor. Ex: stealing from them. You cannot reside with a current victim. ***Under the discretion of Parole Officer****

* *You can live in a halfway house not on approved list, but it needs to be a last resort. ***Under the discretion of Parole Officer****

Chapter Three

Resource Gathering

Objective

Assist students in gathering the appropriate information, documents, and resources to make an easier transition after release. Students will also be able to identify transportation, housing and public assistance needs. Students will be able to define their specific need(s) and utilize resources to meet individual needs.

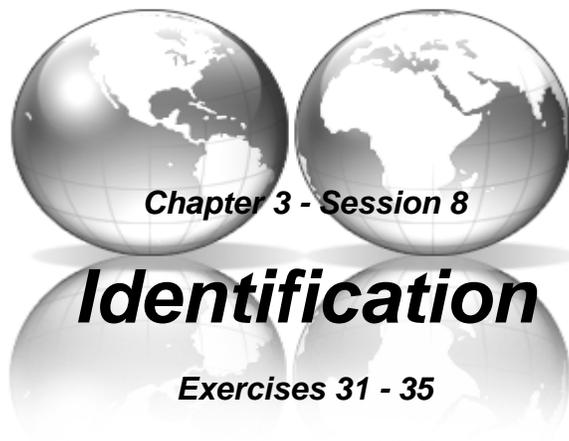
- Complete a personal data sheet, to be utilized when completing applications or filling out other forms.
- Assess identification, resource, housing and transportation needs.

Outline

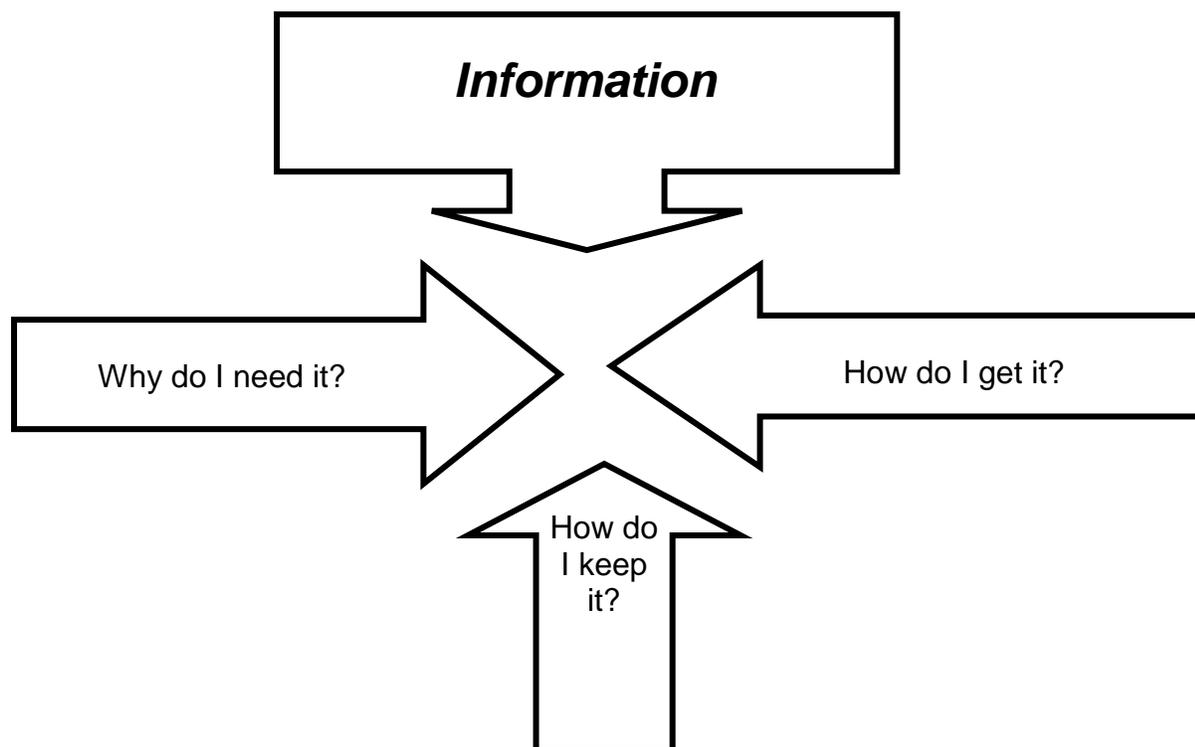
Topics 8 - 11	Page(s)
8. Identification Lesson Plan Identification (Exercises: 31 - 35)	279 73 - 78
9. Housing Lesson Plan Housing (Exercises: 36 - 39)	280 80 - 84
10. Transportation Lesson Plan Transportation (Exercises: 40 - 43)	281 86 - 94
11. Social Security Lesson Plan Social Security (Exercises: 44 - 46)	282 96 - 103

Estimated Length of Chapter 3 (2 sessions)

Soft Skills gained – Learn how to utilize resources to get needs met



Identification - Exercise 31



Throughout your life people have been gathering information about you.

Your family has information; so does the school, so do doctors and people in the legal system.

There are tests, letters, evaluations, reports and assessments. This information has been used to make choices about you and the service you receive.

Why do I need information?

During your life you will need various types of information. Can you think of times when having your medical, educational or family information will be helpful? Or even necessary?

Gathering and keeping information will be useful to you in the future.

Important Documents

Place a check if you have these records

Personal records including:

- Birth certificate / Baptism record
- Social Security card
- Family information (who to contact in case of emergency)
- Records from agencies who provide services for you
- Drivers License or Arizona I.D. Card

Financial records including:

- Bank statements
- Income Tax returns

Legal records including:

- Court records with conditions of your incarceration, release, parole or probation
- Court records such as a divorce decree, custody agreement, financial obligations

Medical records including:

- AHCCCS card
- Medical insurance card
- Names and addresses of doctors, dentist and therapist
- Immunization records
- Dates and results of any surgeries or medical procedures
- Specialists and therapist reports

Education records including:

- Copies of Individual Educational Plan
- Educational testing reports
- School report cards and transcripts

Vocational records including:

- Reports from vocational assessments
- Vocational courses taken
- Work record including dates, contact persons and phone numbers
- References, Resume and Career Plan



Getting Information

When you're gathering information, be sure to follow directions, ask questions and take messages. This process will be very important to you as you gather information.

Following directions

When you need to follow instructions or directions, your first job is to focus your attention. As you listen, it helps to visualize the instructions. This may make it easier to understand, remember and carry out the directions correctly.

Directions: Have one person read the following series of steps. The rest of the group will follow the reader's step-by-step instructions. As you listen, picture each step in your mind and perform the action.

- Step 1 Take out a sheet of paper.
- Step 2 Print your name and today's date in the upper left-hand corner.
- Step 3 Underline your name.
- Step 4 Circle the date.
- Step 5 Draw a square in the upper right corner and put a check mark inside it.
- Step 6 Draw a large circle in the center of your paper.
- Step 7 Draw 2 lines to divide the circle into four equal parts. One line from the top to bottom and the other line should go from the left side to the right side.
- Step 8 In the top right segment of the circle, print the word *listening*.
- Step 9 In the bottom right segment of the circle, print the word *speaking*.
- Step 10 In the top left segment, print the word *reading*.
- Step 11 In the bottom left segment print the word *writing*.
- Step 12 Underneath the circle, write the word *communication*.

Step 13. Have everyone hold them up. Do they all look the same?

Asking questions

Sometimes it helps to write down questions before you ask them. Let's say you're looking for a babysitter for your two children. List some questions you may want to ask. A good question usually produces a good answer.

Getting Information

Pretend you are going to look for an apartment you might rent. What are five questions you could ask about the apartment?

1. _____
2. _____
3. _____
4. _____
5. _____

Making phone calls

Using the phone is an important part of gathering information. Using the phone also requires very clear speaking and active, listening.

You use the phone for different reasons: personal calls and business calls. A business call can be described as one you'd use to call a doctor's office, government office, employer or store.

When you are employed, you may be required to answer the phone as part of your job. These types of calls require you to use a businesslike manner and voice.

Gathering Information

Think about a personal call and a business call you may have made recently. List some of the differences below:

Personal call	Business call
Who I called	
How I prepared for the call	
What we talked about	
Speaking style (business or informal)	

Personal Data Sheet (PDS)

A personal data sheet is a form that includes important information about you and your skills. This information will be necessary to complete job applications, health insurance and other forms. It may also be used when looking for an apartment, filling out financial aid, school applications or job applications.

Here are some ideas for your PDS.

Personal Data:

This is information about, where you were born, where you live, your phone number, your social security number, your date of birth, nationality....etc.

Education:

This contains information about your education experiences, ie: where you went to school, teachers, credits, grades, for how long... etc.

Work Experience:

If you have had a job, it's important to keep track of where you worked, what you did and for whom you worked. This will be a good start for you to track this information. Also, mention any special training you may have received on the job.

Special Training / Skills:

This is a section where you can add any specialized training or certificate courses you may have taken and completed. You may also include volunteer experience. List, if you have special computer skills, a primary or secondary language.

References:

You will need a list people who can give you a good recommendation. Teachers, former employers can be good references. Be sure to get permission from people before listing them as a reference.

Veterans Status

Honorable or Discharge status. Branch served in, GI Benefit status...etc

Your Children's Social Security Number(s)

Identification Numbers: Driver license, Passports etc.

What other information can put on your PDS?

1. _____
2. _____
3. _____

Make a Personal Data sheet. Use any format.



Gathering Information

Often you'll need to search and learn what is available in your community.

Never worry that you may "bother" someone. These organizations are there to serve you and will welcome your call. If they can't help you, they'll probably be able to direct you to someone who can. Call and get the answers.

Here are some questions you might want to ask:

What is the name of your organization?

What is your address?

What is your telephone number?

Who am I talking with, please?

Who else should I talk with at your organization?

What services are offered?

Who is eligible for your services?

How much do services cost?

Are there any special qualifications?

Do you know of other organizations that offer services that would help me?

Is there a direct line for the contact person?

BE SURE TO ASK FOR CORRECT SPELLING OF NAMES AND ADDRESSES



Where....from Here?

1. Where will I go when I am released?

<i>a) Address?</i>	<i>Telephone #</i>	<i>Relationship</i>
_____	()	_____

2. If my release address is denied, what are my alternative release addresses?

<i>b) Address?</i>	<i>Telephone #</i>	<i>Relationship</i>
_____	()	_____

<i>c) Address?</i>	<i>Telephone #</i>	<i>Relationship</i>
_____	()	_____

3. Have I discussed everything with my family or the person I am going to live with?

4. How long can I stay there? Is it a temporary residence?

5. What responsibilities will I have once I live there?

6. Will I be responsible for paying a share of the rent or utilities? If so, how much?

7. Will living at home help me financially?

8. What is my backup plan? Will you be going to a ½ way house, if so what is the location?



Should I live on my own?

1. How much rent can I afford to pay each month?
2. Will I be able to afford furniture or should I rent someplace that is already furnished?
3. Who pays for utilities?
4. Do I need a live in support system?
5. Other than a telephone, what additional expenses should I consider?
6. Will I be able to afford food in addition to rent and utilities?
7. Will I be in a safe area?
8. Where will my apartment be in relation to my job or school?

Roommate / Family Living Agreement

Name: _____

Name: _____

Rent: Yes No

Amount \$ _____

Security Deposit \$ _____

Date Due _____

Utilities to be paid:

Electric % _____ (or) \$ amount _____

Gas % _____ (or) \$ amount _____

Water % _____ (or) \$ amount _____

Phone % _____ (or) \$ amount _____

Cable % _____ (or) \$ amount _____

Internet Access % _____ (or) \$ amount _____

Other _____ % _____ (or) \$ amount _____

Household Duties:

Cleaning what areas _____

Yard Duty what areas _____

Cooking

Laundry

Other _____

Overnight guests:

Yes how long _____

No

Activities:

Are there quiet hours? If so, what times _____



Housing - Optional Exercise 38 (cont'd)

Roommate / Family Living Agreement

Noise limit Yes _____
No

Is there a time to leave in the a.m.?
Yes Time _____

Lights out? Yes Time _____

Sharing:

Items to be shared _____

Gas Cost _____

Food Cost _____

House Rules:

Smoking

Yes

No

Pets

Yes

No

Curfew

Yes What time _____

No

Other: (Please feel free to add to this agreement.)

This agreement made on the _____ day of _____, _____, between

_____ (Name)

_____ (Name)

_____ (Name)



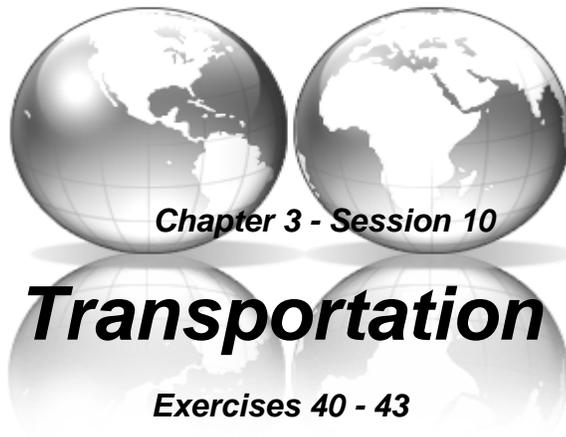
Community Placement Investigation Interview

The following is only a guideline, of questions that may be asked, to the residence where you are going to live.

- 1: John Doe has listed you as their preferred residence, when they are released from prison. I am here to make sure that you understand your role and that you agree to have them reside with you.
- 2: Why do you think this is a compatible situation?
- 3: How are you related to or acquainted with John Doe?
- 4: Is this your residence?
- 5: John will have certain conditions placed on him when he is released from prison. Are you aware of these conditions.

Other Questions

1. What is the residence address?
2. Are all residents aware of the offender's present conviction?
3. How long has the resident resided at current address?
4. Does resident: own the residence or rent?
5. How will placement affect your finances?
6. How has the prior relationship been between you and the offender?
7. How long have you known the offender?
8. Do you work outside of your home?
9. What is your work telephone number?
10. What are your work hours?
11. Do you consent to place offender in your home?
12. Has resident ever been convicted of a felony? Does the resident have contact with anyone else in prison or on probation/parole? *(If YES, explain)*
13. Who else resides at residence: Name Date of Birth Social Security Number
14. Is anyone in the residence on Parole/Probation Aid for Dependent Children (AFDC) Food Stamps Subsidized Housing Assistance?
15. Will the resident provide transportation?
16. Is sponsor aware of any employment opportunities for offender?
17. Are there any weapons in the residence? Yes or No



Transportation

1. What, if any, methods of private transportation are available to you?

2. What, if any, mode of public transportation is available in your area?
Can you take public transportation to work? Parole?

3. How much money have you considered budgeting to spend on transportation?

4. Have you ever considered the cost of owning a vehicle? Estimate the following costs for each month and then multiply by 12 to figure your costs for a year.

Item	Monthly	Annual
Gas		
Maintenance oil changes, tires, washes, etc.		
Insurance		
Vehicle license and registration		
Parking		
Other		
Totals:		



Getting a Driver's License

1. Can you renew your license by phone? (see page 93) _____

 2. Will you have to attend Traffic Survival School if you:
 - a) Speed _____
 - b) Run a red light _____
 - c) Cause a traffic death _____ (see page 91)

 3. Can I apply online if my license is stolen? YES or NO (see page 90)

 4. How much does it cost to replace a license? (see page 90) _____

 5. How much will my license cost? (see page 89) _____

 6. What is the difference between a suspension and revocation? (see page 91)
-
7. If I have an out of state license do I need to take a test to get an Arizona license?
YES or NO (see page 90)

 8. How long will a conviction stay on my license? (see page 91)

 9. If I do not need a license, but need a identification card, how much is it and how do I
get it? (see page 89)

Public Transportation

Monday Thru Friday *No weekend service*



Northbound

Leave 2 nd St/ W. River	5 th St/ Green	13 th St/ Sullivan	26 th St/ Union St	32 nd St/ Coleman
4:25a	4:26a	4:34a	4:47a	4:51a
4:41	4:42	4:50	5:04	5:08
4:45	4:55	5:06	5:19	5:27
4:58	5:08	5:19	5:32	5:40
5:10	5:20	5:32	5:44	5:52
5:22	5:32	5:44	5:56	6:04
5:34	5:44	5:55	6:08	6:16
5:46	5:56	6:07	6:20	6:26
5:56	6:06	6:17	6:31	6:40

Using the Chart above answer the following Questions:

1. What is the name of the route? _____
2. Can you take this route to work on Sunday at 4:30 am _____
3. What direction is the bus traveling? _____
4. If the bus leaves 5th St and Green at 5:44 am, What time can you expect it at 26th and Union Street ? _____
5. What is the earliest you can catch the bus at 32nd St and Coleman? _____
6. Is this wheelchair assessable? _____

*** See page 303 for Answers ***

DRIVER LICENSE OR IDENTIFICATION CARD

Frequently asked questions

1) How do I change my name on my driver license?

You are required by law to notify MVD of a name or address change within 10 days. We are required to verify your Social Security Number before your record can be updated, therefore you must first contact the Social Security Administration online or at 800-772-1213 for information on how to change your name on their records. After you have changed your name with SSA, wait two days for their computer system to be updated. You should then visit an MVD office to present identification in both your new and previous names. This must be an original or certified copy (must be certified by the issuing agency) of one of the following: Marriage Certificate/License, Divorce Decree, Certificate of Citizenship/Naturalization or a court order.

2) How do I apply for a driver license?

If you are currently licensed in another state, you must bring in your out-of-state driver license and one other form of identification, take the vision test, and pay the appropriate fee. A written test will not be required

If you are between the ages of 16 and 18, a parent or legal guardian must sign the legal guardian section on the driver license application. The legal guardian's identification may serve as one form of identification, but you will still need two additional documents, such as an original birth certificate and Social Security card. You will be subject to the written, vision and road skills test as well as the appropriate application fee.

3) How much will my driver license cost?

The fees are based on age, as follows:

16-39	\$25.00
40-44	\$20.00
45-49	\$15.00
50-above	\$10.00

4) How do I apply for an ID card?

An identification (ID) card is available to all ages (including infants) for a fee of \$12. For persons age 65 and over, or anyone receiving federal Supplemental Security Income disability payments, there is no fee. You may not possess an Arizona identification card and a valid driver license at the same time.

Identification cards do not expire (unless issued in place of a suspended driver license). If issued in place of a suspended driver license, the card is valid for 180 days. You must bring in two forms of identification. At least one must contain a photo, or three forms of non-photo identification, and complete a Driver License/Identification Card Application. See Identification Requirements for a listing of acceptable proof of identification. One proof must be listed under Primary.

5) How can I replace a lost or stolen license, and how much will it cost?

You may replace a lost or stolen driver license or identification card online, by phone, or at any MVD or authorized Third Party office. The fee for a duplicate license is \$4.00. A duplicate ordered online can be sent by express delivery for an additional fee.

If you visit an office you must have two forms of identification, one of which contains your photo (or three forms of identification, if no photo). Management approval may be required. If your license has been lost or stolen and you have reason to believe someone else is using it, the incident should be reported to your local police department as an identity theft.

6) How do I remove my Social Security Number from my driver license?

Apply online, by phone, or visit any MVD or authorized Third Party office

7) Do I have to take a test?

If you have a current out-of-state driver license in your possession, you will normally not have to take a written or road test. However, in some cases it may be required.

8) What if my current state is asking for a clearance letter from Arizona?

Clearance letters are no longer issued to individuals. Your state driver licensing jurisdiction must request clearance information directly from us.

9) How do I change my address on my driver license?

If you want a license with your new address, you may apply for a duplicate license online, by phone, or visit any MVD or authorized Third Party office.

10)How can I get a Motor Vehicle (Driver or Vehicle) Record?

A Motor Vehicle Record (MVR) is the computer printout of a driving or vehicle record. The manner in which driver license or motor vehicle record information may be released is regulated by the Federal Driver's Privacy Protection Act (or DPPA), 18 USC 2721-2725 as adopted in Arizona law, Title 28, Chapter 2, Article 5.

The DPPA requires you to have a "permissible use" for requesting and receiving an MVD record which contains personal identifying information (e.g., a person's driver license photograph/image, social security number, driver license number, name, address and medical/disability information). The Motor Vehicle Record Request form lists those permissible uses.

If eligible, you can obtain and print a copy of a record online. You may also obtain a copy by completing a Motor Vehicle Record Request form # 46-4416 and submitting \$3.00 for an uncertified record (3-year for driving record) or \$5.00 for a certified record (5-year for driving record) by mail or at any MVD or authorized Third Party office. Your signature on the form must be notarized, or witnessed by an MVD agent

11)What traffic convictions will show if an insurance company runs my MVR?

Any convictions received and showing on your driving record within the past 39 months will be provided to an insurance company.

12)How many points do I have on my driving record?

The amount of points depends on the violations. Contact us for this information. Provide your full name, date of birth and driver license number.

13)How long does a conviction stay on my record?

Five years from the date of conviction.

14)Why do I have to attend Traffic Survival School?

You may be required to attend a Traffic Survival School for one of the following:

- For convictions causing the accumulation of at least 8 points, but not more than 12 points, within a 12-month period, with no Traffic Survival School completed in the previous 24 months.
- For a conviction of one of the following violations: Aggressive Driving, Moving Violation Resulting in an Accident Causing Serious Physical Injury, moving Violation Resulting in an Accident Causing Death.
- For the first moving violation of a driver under 18 years of age
- For a conviction for Red Light Running

15) What tickets do I have on my driving record?

Purchase a Motor Vehicle Record (see #11) or Contact Us for this information. Provide your full name, date of birth and driver license number.

16)Why is my driver license suspended/revoked?

It depends on the violation. Purchase a Motor Vehicle Record (see #11) or Contact Us for this information. Provide your full name, date of birth and driver license number.

17)What is the difference between a suspension and a revocation?

A suspension has a specific start and end date; when the suspension period ends, the licensee pays the reinstatement fee and any reapplication fees to restore their driving privilege. Revocations are indefinite; there is a minimum length of time, usually one to three years, but the action does not automatically end on that date. The individual must go through an investigation process to determine whether it would be safe to restore their driving privilege. If approved for reinstatement, there would be reinstatement and reapplication fees.

18)How can I reinstate a suspension?

This can vary, depending on the reason for the suspension. Court ordered suspensions require a clearance from the court. Other suspensions may require an SR-22. Once any required documentation is obtained, take the documents to your local driver license facility and pay the appropriate reinstatement and reapplication fees. A vision screening will be required, and you may be asked to take a written and/or road skills test. (See #25 for information on clearing a revocation.)

For reinstatement fees: Payment may be made by cash, cashier's check or money order. Some offices accept credit cards. Cash and credit card not accepted by mail. No personal checks accepted.

19)What do I need to do if I have moved out of state and just now received a suspension notice?

Depending on the violation, you may be eligible for a phone hearing, or may send the necessary reinstatement requirements by mail. Contact us to review your record and determine what action is necessary.

20)When can I apply for a restricted driving permit?

Provided you meet the necessary requirements, a restricted driving permit can be issued to you either by mail or in any Driver License office. "Necessary requirements" would be when a breath, blood or urine test has been submitted to MVD indicating a blood alcohol level of .08 or more and: it is the first DUI within five years, and the DUI did not result in serious physical injury. When found guilty of driving without insurance. When otherwise directed by the court, if permitted by law.

21)What is an SR22?

Failure to maintain proper insurance could lead to the suspension of your vehicle registration and/or driver license. To reinstate these privileges, fees and future proof of financial responsibility must be filed with MVD. The future proof requirement is most commonly an SR22 from an insurance company licensed to conduct business in the state of Arizona.

22)How long am I required to have an SR22?

You must maintain an SR22 for three years from the date of suspension, unless it is a judgment suspension. Because judgment suspension requirements can vary from case to case, Contact Us to review your record and determine the length of time you need to maintain the SR22 for a judgment suspension

23)What is a judgment suspension?

A judgment is generally a court order issued when someone has had an accident and was not insured. The judgment suspension is placed on the driving record in accordance with the court order

24)How can I reinstate a revocation?

If the license is revoked, you must submit a Revocation Investigation Packet, form # 99-0139. We will then conduct an investigation; that process takes up to 30 days. If your reinstatement request is approved, you will pay the necessary reinstatement and reapplication fees and your privileges will be restored. If your request is denied you are eligible to request an Administrative Hearing. An investigation packet is not required for reinstatement of medical revocations.

For reinstatement fees: Payment may be made by cash, cashier's check or money order. Some offices accept credit cards. Cash and credit card not accepted by mail. No personal checks accepted.

25)When am I going to hear about my investigation?

You will receive a written response within approximately 7-10 days from the date the packet was submitted.

26)How do I schedule a hearing?

Your request must be made in writing to: Mail Drop 507M, Executive Hearing Office, Motor Vehicle Division, PO Box 2100, Phoenix, AZ 85001-2100, and must include your first, middle and last name, date of birth, license number, mailing address, home and business phones, and Case Number. Upon receipt of your written request, a hearing may be scheduled and you will be notified by mail as to the date, time and location

27) When will I need to update my photo?

You are required to update your photo every 12 years. At the end of 12 years, a notice will be sent to you requesting that you visit a driver license facility for a new photo and replacement driver license.

Failure to comply with this request may result in disqualification for certain driver license services, including online services, such as duplicate replacements for lost or damaged licenses.

28) How do I renew my driver license?

You must visit a driver license office in person to complete process and have a new photo taken. A Driver License/Identification Card Application must be completed. You will submit your current driver license as your primary identification document. If we cannot retrieve your photo, you will be asked for a secondary form of identification. See Identification Requirements for a listing of acceptable proof of identification.

29) What are the requirements to renew a driver license when age 65 or over?

The requirements in # 32 below apply. In addition, you will be required to pass a vision screening test. The renewed license will be valid for five years. The fee is \$10.

30) Will I receive a renewal notice prior to the expiration of my driver license?

No. There is no formal notification process.

31) Can I renew my license online or by telephone?

No. You must visit a driver license office in person to complete the application process and have a new photo taken

32) Does my driver license expire at age 60?

No. At one time driver licenses were issued with an expiration date on the driver's 60th birthday. Then the law changed to extend the expiration date an additional five years to age 65. The computer record for those licenses was automatically updated to reflect the new expiration date.

If you have a license that indicates that it expires at age 60, you may continue to use the license you have. No action on your part is required. However, because it has the old expiration date, it may no longer be viewed as a valid document when you present it as a means of identification.

If you have a digital photo on file, you may obtain a replacement (duplicate) license showing the new expiration date. To obtain a duplicate license you have three options:

If you do not have a digital photo on file, you must visit a driver license office in person to complete the application process and have a new photo taken.

33) What Instruction Permits are available?

If you are at least 15 years and 6 months of age you may be issued a graduated and/or a motorcycle instruction permit. You must be at least 18 for an operator permit.

With a graduated permit you must be accompanied by a class A, B, C or D licensed driver, who is at least 21 years of age and occupies the seat beside you.

With an operator permit you must be accompanied by a class A, B, C or D licensed driver, who occupies the seat beside you.

These permits are valid for 12 months.

With a motorcycle permit you are prohibited from operating a motorcycle on freeways or interstate highways, or between sunset and sunrise, or at any time when there is not enough light to clearly see persons or vehicles at a distance of 500 feet.

The commercial instruction permit is valid for a 6-month period. You must be at least 18 to apply. For additional information, see the Commercial Driver License Manual.

34) What is needed for a person from another country to drive in Arizona?

You may legally drive in Arizona using a valid driver license from another country. An International Driving License or Permit is not required, but is recommended since it can be printed in English, and can be used in conjunction with the driver license from the other country. If an International Driving License or Permit is used alone, it must be issued by a country other than the United States. Vehicle rental companies may have additional requirements.

However, Arizona law requires that you obtain an Arizona driver license (and vehicle registration) immediately if any one of the following applies. If you:

1. Work in Arizona (other than for seasonal agricultural work)
2. Are registered to vote in Arizona
3. Place children in school without paying the tuition rate of a nonresident
4. Have a business that has an office in Arizona, and that bases and operates vehicles in this state
5. Obtain a state license or pay school tuition fees at the same rate as an Arizona resident
6. Have a business that operates vehicles to transport goods or passengers within Arizona
7. Remain in Arizona for a total of 7 months or more during any calendar year, regardless of your permanent residence.



Social Security Disability Eligibility

There is a five-step process to decide if you are eligible.

1. Are you working?

If you are working and your earnings average more than a certain amount each month, we generally will not consider you disabled. The amount changes each year. If you are not working, or your monthly earnings average the current amount or less, the state agency then looks at your medical condition.

2. Is your medical condition “severe”?

For the state agency to decide that you are disabled, your medical condition must significantly limit your ability to do basic work activities - such as walking, sitting and remembering - for at least one year. If your medical condition is not that severe, the state agency will not consider you disabled. If your condition is that severe, the state agency goes on to step three.

3. Is your medical condition on the List of Impairments?

The state agency has a List of Impairments that describes medical conditions that are considered so severe that they automatically mean that you are disabled as defined by law. If your condition (or combination of medical conditions) is not on this list, the state agency looks to see if your condition is as severe as a condition that is on the list. If the severity of your medical condition meets or equals that of a listed impairment, the state agency will decide that you are disabled. If it does not, the state agency goes on to step four.

4. Can you do the work you did before?

At this step, the state agency decides if your medical condition prevents you from being able to do the work you did before. If it does not, the state agency will decide that you are not disabled. If it does, the state agency goes on to step five.

5. Can you do any other type of work?

If you cannot do the work you did in the past, the state agency looks to see if you would be able to do other work. It evaluates your medical condition, your age, education, past work experience and any skills you may have that could be used to do other work. If you cannot do other work, the state agency will decide that you are disabled. If you can do other work, the state agency will decide that you are not disabled.

What Laws Help Me?

Taken From:

(Arizona Department of Education, Transition Services) & the Americans with Disabilities Act (ADA)

WHAT IS THE LAW?

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The five Titles of the ADA extend civil rights protections for people with disabilities in the following manner:

Title I: employment in the public and private sectors

Title II: publicly funded facilities, services, and programs including transportation and public education

Title III: any privately owned and operated places of public accommodation

Title IV: telecommunication relay services, and

Title V: miscellaneous administrative and exclusionary clauses

(ADA) DEFINITION OF A “PERSON WITH A DISABILITY”

A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (Documentation of the disability may be required.) A person is considered to be a person with disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

HOW DOES THE ADA AFFECT INSTITUTIONS?

Employment

Employment issues for all institutions are covered under Title I. Personnel will be asked to make “reasonable accommodations” with the employment process to insure nondiscrimination on the basis of disability.

Education

For all activities, policies, procedures and practices, Title II covers public institutions. Title II of the ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973, for schools receiving federal funding. Therefore, many state funded universities and colleges have well established policies and practices for serving students with disabilities.

What Laws Help Me?

Areas of Review for ADA Evaluation

Moreover, each institution is responsible for conducting a self-evaluation of its preparedness, as well as ongoing review of possible barriers in the following areas:

- There may be no exclusion on the basis of disability.
- Participation should be in the most integrated setting possible.
- There may be no discrimination through criteria.
- Reasonable modifications in policies, practices, and procedures must be made as necessary to avoid discrimination on the basis of disability.
- Modifications must be made to allow the presence/use of service animals.
- Surcharges to cover the costs of accommodations may not be imposed solely on persons with disabilities.
- There may be no discrimination because of insurance constraints.
- There may be no harassment or retaliation against individuals who are accessing their rights under the law or against those who assist people with disabilities in accessing their rights.

2001 Adapted from of the Association on Higher Education and Disability (AHEAD), University of Massachusetts-Boston, 100 Morrissey Blvd., Boston, MA 02125

SOCIAL SECURITY ADMINISTRATION
Application for a Social Security Card
Applying for a Social Security Card is free!

Speak with your COIII about obtaining a replacement Social Security Card prior to release. If you have never had a card, you will need to apply in person after release.

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*****Items needed for next Chapter (4) – Grocery Store ads**

Chapter Four

Finances

Objective

Students will generate plans for reaching financial independence and examine their personal barriers to financial security. Students will be provided with practical money management concepts and develop money management skills to assist with re-entry success.

Outline

Topics 12 - 13	Page(s)
12. Money Management Lesson Plan Money Management (Exercises: 47 - 51)	283 106 -113
13. Do the Math Lesson Plan Do the Math (Exercises: 52 - 56)	284 115 -123

Estimated Length of Chapter 4 (2 sessions)

Soft Skills Gained – Importance of Money Management



Chapter 4 - Session 12

Money Management

Exercises 47 - 51

Sam's Budget

Sam is 19 years old. He has his GED and some experience with home fix-it projects. He has a new, full time (40 hours/week) job as an associate at Home Depot. Although he's only been on the job for 3 weeks, he likes it because he's learning computer, customer service and inventory skills. Upon completing his 3-month probationary period, he will be eligible for health and dental insurance benefits. He wants to move out of his parents' house, get an apartment with a friend and buy a car. Sam has had problems with money before and his parents have rescued him. He decides to stand on his own this time. He comes up with a budget:

Here is Sam's monthly Budget.

Housing	\$ 300.00
Utilities (gas and electricity)	60.00
Clothing	100.00
Telephone	50.00
Health	
Medical Insurance	45.00
Dental	35.00
Prescriptions	25.00
Car Estimate	
Payment	100.00
Gas and Maintenance	75.00
Insurance	100.00
Food/household maintenance (paper products, detergent)	210.00
Eating out	100.00
Entertainment	100.00
Cable	25.00
Credit card payment	41.50
Personal Hygiene (hair cut, shampoo)	50.00
TOTAL MONTHLY EXPENSES	\$1416.50

YIKES..... Sam's net income per month is **\$894.00.**

Money Management - Exercise 47 (cont'd)

Sam's Budget

*Can you help Sam lower his expenses, so they match his earnings?
Sam's goal is to move out, buy a car and be independent of his parents.
How long will his plan take before he can move out of his parent's home?*

To add to Sam's Dilemma:

Money managers say you should save 10% of your income (10% of 894.00 = \$89)

Money managers also say you should have between \$500 and \$1000 as an emergency fund

EXPENSES	OLD	NEW
Housing	\$ 300.00	
Utilities (gas and electricity)	60.00	
Clothing	100.00	
Telephone	50.00	
Health		
Medical Insurance	45.00	
Dental	35.00	
Prescriptions	25.00	
Car	0.00	
Payment	100.00	
Gas and maintenance	75.00	
Insurance	100.00	
Food/household maintenance (Paper product, detergent)	210.00	
Eating out	100.00	
Entertainment	100.00	
Cable	25.00	
Credit card payment	41.50	
Personal hygiene (hair cut, shampoo)	50.00	
Savings	-----	
Emergency Fund	-----	
TOTAL MONTHLY EXPENSES	\$ 1416.50	

*** See Page 304 for Sam's Decision ***

Planning a Budget

Why is it a sound idea to make a plan of how to spend your money?

When you have endorsed your paycheck and have cash in your hand, it's easy to spend too much on clothing, fast food or entertainment and then not have enough left to pay your fixed expenses such as rent and utilities. Planning ahead can help you to avoid this spending trap.

Scenario #1

Luis is an assistant grounds keeper for a large landscaping firm. He's making a budget. To be sure of his arithmetic, he's using a calculator and rounding his numbers to the next highest bill.

Luis earns \$300 a week. After all his deductions, he takes home \$210.00. He gets paid weekly, so he multiplies his weekly pay by 4 to his monthly income. His total monthly income is \$840.00.

Luis's fixed expenses are due at the end of the month. So he doesn't get caught "short", he has to save enough each week to meet his end-of-the-month bills. Luis shares an apartment; his part of the rent is \$350.00. Utilities run another \$40.00. Food averages \$40.00 a week. He spends \$50.00 a month on transportation. He divides all monthly expenses by 4 to see how much he must set aside each week to meet his monthly bills.

LUIS'S MONTHLY BUDGET

	Monthly	Weekly Amount to set aside
Rent	\$350.00	\$88.00
Utilities	40.00	10.00
Food	172.00	40.00
Transportation	50.00	12.00
TOTAL FIXED EXPENSES	\$612.00	\$153.00
Entertainment	40.00	10.00
Laundry/toiletries	30.00	7.00
TOTAL EXPENSES	\$682.00	\$171.00

How much will Luis have left for savings, emergencies or other needs?

Per week? _____

1 month? _____

6 months? _____

1 year? _____

Planning a Budget

Scenario #2

Amy takes home \$237.00 weekly. Her rent is \$500.00 a month. Her utilities are \$50.00 monthly. Her car expenses run \$90.00 per month. Food costs about \$35.00 per week. She spends another \$24.00 each week on items such as dry cleaning & laundry.

Use the figures to complete Amy's budget.

Weekly income x 4 = monthly income	\$
------------------------------------	----

Expenses	Monthly	Weekly \$ to set aside
Rent	\$	(Divide by 4)
Utilities	\$	(Divide by 4)
Car	\$	(Divide by 4)
Food	\$	(Divide by 4)
Laundry / Cleaning	\$	(Divide by 4)

1. What are Amy's fixed monthly expenses?
2. What will Amy have left at the end of the month to spend on other items?
3. What are some items that Amy might add to her budget?
4. What should Amy set aside for entertainment, savings, and clothing? \$_____per_____

Budget Explosion

What is a budget explosion? _____.

This isn't an activity about saving \$\$ in your piggy bank, using coupons at the grocery store or cutting down on buying junk food when you are a little short on cash. Although these are three smart money management actions, if you don't do them, you'll probably break your budget.

This isn't a lesson about the risky business of credit card use or impulse buying. If you don't purchase wisely, you could "bust" your budget.

This is a lesson about budget crashing, exploding and burning.

Here are 3 actual situations with people who were on probation or parole with Budget Explosions.

1. Unexpected Pregnancy

Cost of a healthy baby before it's born \$ _____

Pretend your family gave you the big items:

crib and mattress \$230.00 rocking chair \$200.00

swing 50.00 port-a-crib 150.00

legal car seat 150.00 stroller 200.00

changing table 100.00 camera 200.00

Pretend your friends gave you some basics:

diaper bag \$ 50.00 baby bath tub \$ 25.00

photo album 25.00 2 packages diapers 25.00

bottles 50.00 1 package wipes 5.00

diaper genie 30.00 4 onesies 10.00

room monitor 70.00 4 pair booties 10.00

humidifier 50.00 2 blankets 20.00

crib mobile 40.00 2 crib sheets 15.00

crib bumper pad 20.00

Cost of 6 doctor's visits, a regular birth, no insurance \$ _____

Cost of baby's first week home \$ _____

Pretend you had to pay this yourself. You're working full-time as an assistant manager at Burger King, bringing home about \$1200.00 / month. Your spouse is now, not sure that they love you.

See facilitator for answers (averages)

Budget Explosion

2. Death of a family member

A twenty – four year old lives at home, with their father, 56, mother, 56, and sibling 19. Their father and brother were killed in a DUI last month. The car was totaled. The mother has never worked and now they can't afford to keep their house. They have \$1,200.00 in savings.

What would you do? Keep your values in mind.

3. Person moves into house

Ty is thirty-five years old. His sister gets a divorce and has nowhere to go with her children 4 and 2. She's 6 month's pregnant. They come to live with him in his 2-bedroom apartment. His sister is having a sick pregnancy because of the stress; she can't find a part time job or someone to watch the kids. They have only his car. She has no money or insurance. Groceries and the children's necessities alone are well beyond his \$200.00/week take home pay.

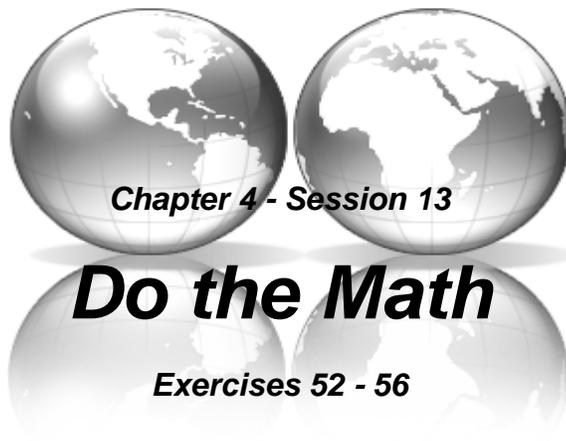
What would you do? Keep your values in mind.

Each one of these people has come to the budget class to get help. They're trying to make decisions that keep with their values, including getting and staying out of trouble with the law. All wish they'd done things differently before they got into these situations. They never really thought about decisions and figured things would work out somehow.

Grocery List

Complete a grocery list for a week and discuss the benefits of using a list when food shopping.

1. Using newspaper food ads, complete a shopping list using different store advertisements.
2. Have students estimate the costs of the groceries on your list, then multiply it by 4 to determine your monthly budget amount. Is the food budget realistic?
3. Examine the various sources of food assistance in your communities. This may include: Community Food Banks, church and hospital sponsored food assistance, and DES food stamp programs.
4. Discuss reducing your food expenses by using coupons, buying items on sale, using house brands and other economy measures.
5. Do you use recipes or menu development as a way to cut cost?



Credit Cards

Making a purchase with a credit card can be exhilarating and rewarding one moment and regrettable and binding the next. For many, the joy of that tiny square of plastic monetary freedom becomes a ball-and-chain of debt faster than you can say “discount sale at Sears.” Yet others maintain a responsible, reliable account that provides a rewarding experience.

To own or not to own, that is the credit card question. While credit card debt plagues millions of Americans, just as many thrive on the flexibility and ease of paying with credit. Obviously, the magic of the little plastic card is not right for everyone. Take a look at the following pros and cons for credit cards to decide whether or not you should make the swipe.

Pros

Convenience

Credit cards wouldn't be nearly as popular as they are today if they weren't so convenient. Paying at the store, at the pump, or at the ballgame is significantly easier with a piece of plastic that takes no immediate bite out of one's pocketbook.

The fact that most major stores and most minor ones accept Visa, MasterCard, only adds to the handiness of carrying around a credit card. Lunch tabs and Lamborghini rentals could both be taken care of by a simple swipe. You name it, and a credit card can purchase it.

Peer pressure

Everyone has one. That reason was good enough to spark pet-rocks, and it is good enough for credit card applications, too. Watching your friends pay for meals with their American Express makes you feel pretty worthless when you break out your US Bank debit card to foot the bill for your soup and salad special.

Owning your very own piece of plastic provides a sense of belonging, serving as a platinum membership card into the world of commerce and retail. For college kids, owning a card is a step towards adulthood. For adults, having one makes you feel like a true American. Either way, the pressure to fit in has a big say in whether or not you make the plunge.

Credit Cards

Rewards

Depending on your card, the rewards can vary, but the good news is that there is such a wide variety of options that you are bound to be able to find the right card to fit your lifestyle. There are cards that offer plane tickets, sports merchandise, and good old-fashioned cash. Others build up a stockpile of points for cardholders to use to get whatever their hearts desire.

Building credit

Spending has its benefits, but spending with credit has benefits that go beyond mere possessions. Using a credit card and using it responsibly can help build one's credit score, which could mean a better shot at a loan or a better mortgage down the road.

The key part to using a credit card to build credit is keeping up with payments. Having a credit card does no good if you fall behind on payments or rack up an unconscionable amount of debt. Acting responsibly on your account, however, will help you build a credit score that reflects dependability and accountability.

Cons

Late payments

By far, the most dangerous part of credit cards is not paying them off on time, and for many, this problem is a constant temptation despite its obvious negative consequences.

Once you fall behind by one payment, the climb back to a debt-free account becomes harder and harder. Late fees, interest, and penalties build faster than you would believe, and you may find yourself making monthly payments that only cover interest charges and don't even touch your principal purchases.

Debt

Often as a result of late payments, many people find themselves sunk in credit card debt with no way out. Credit card companies are great at getting customers in the door, but once you fall behind with payments, the companies make it nearly impossible for you to climb your way out. Between fees and charges and piling interest, the matter seems to continually get worse, not better.

If you cannot keep up with credit card payments, then owning a credit card is probably not for you. The disadvantages to not paying on time are many, and the odds of staying debt-free are not in your favor.

Credit Cards

Hidden fees

Many times, credit card companies will say or do whatever it takes to get you to sign your name on their application. Of course, once that ink has dried, they'll suddenly remember to tell you about start-up fees and processing fees that you never saw coming.

Annual fees are a big one, too. That credit card that earns you frequent flyer miles every time you buy might seem like a good idea, but for \$100 a year, the right to own it may be too much.

Always check the fine print of a contract before you sign and ask if there are any extra fees. The free t-shirt just for signing up might be nice (and long-sleeved!), but the \$50 paperwork fee isn't.

Over-spending

One of the most overlooked negative aspects to credit cards is the ease with which cardholders overspend. Really, the psychology behind this is simple. You purchase items without ever exchanging actual money, so you hardly feel like you're paying anything at all.

But the joke is on you. Not only do you have to pay for everything at the end of the month, you may end up paying for far more than you ever intended. Without fail, people look at their month-end statements and are blown away at how much the charges totaled, yet when they are out there making their purchases, they think nothing of it.

If you have trouble staying focused on necessities when you're out shopping, a credit card might mean the difference between purchasing the Gucci bag you don't need or leaving it on the shelf.

Paychecks - Do the Math

Thomas's younger sister, Danielle, got her first job. She's working as a part time aide at a day care center for \$8.00/hour. Since she worked 28 hours her first week she figured she had earned \$224.00. She was shocked when her paycheck was only \$183.00

Thomas explained to her that four deductions had been taken from her paycheck. The amount of money for each was listed on her paycheck.

Gross Wages	Federal Income Tax	State Income Tax	FICA	Medicare	Net Wages
\$224.00	\$17.14	\$6.72	\$13.89	\$3.25	\$183.00

Gross wages: This amount shows how much you have earned overall.

Federal Income Tax: This is money that everyone who works pays to run the federal government. The amount of money each worker pays depends on their gross wages.

Federal income tax is a total of 15.3% of wages...but the employer MUST pay half the so the employee only sees 7.65% of the applicable wages as a deduction.

State Income Tax: This deduction is used to help run the state government. Some states don't have an income tax. The amount of money each worker pays, also depends on their gross wages. The state of Arizona taxes between 2.87% – 4.72% from your paycheck, this depends on your income and what you have elected to have deducted. (3% used for this exercise)

FICA: (Federal Insurance Contributions Act) (Social Security) The federal government uses this money to pay Social Security benefits. A citizen is eligible to receive a Social Security benefits check if: they retire after 62, if their spouse dies, or they meet certain medical requirements. This amount deducted is also a percentage of your total wages. Social Security taxes 6.2% of your gross income.

Medicare: The federal government uses this money to pay benefits to certain elderly or disabled people. The amount deducted is a percentage of your total wages.

Medicare taxes 1.45% of your gross income.

Net Wages: This is the amount you bring home after taxes.

What would Danielle's net wages be if she worked 40 hours?

Gross Wages	Federal Tax	State Tax	FICA	Medicare	Net Wages

Transportation - Do the Math

A truck drives 567 miles on 18 gallons of gasoline.
How many miles per gallon does the truck get?

$$\text{Miles / Gallons} = (\text{Miles} \div \text{Gallons})$$
$$567 \div 18 = 31.5 \text{ mpg}$$

The truck gets **31.5 mpg**

Sometimes, the answer is rounded to the nearest whole number.
This car would then travel 32 mpg

How many miles a gallon does a car get, that went the same distance on 15 gallons?

(a) _____ mpg

Leon is a sales rep. He's taking a look at his business expenses. Over the last few months his odometer has gone from 5,606 to 10,538.

Yes, he's traveled 4,932 miles to see customers, or go to meetings or trade shows. During this time he's put 225 gallons of gas into his minivan. He wants to know how many miles per gallon his car gets.

$$\text{Miles / Gallons} = \frac{\text{Miles}}{\text{Gallon}}$$

(b) _____ mpg

He paid \$509.64 for gas on his trips. On average, how much did he pay per gallon of gas?

Gallons/Total Cost

(c) \$ _____ per gallon

(a) 38 mpg (b) 22 mpg (c) \$2.27

Bank Accounts - Do the Math

Checking Accounts

- What number is the check you're writing?
- How many places did you locate your check number?
- Can you locate the bank routing number on a check?
- Can you locate your account number?
- How do you remember what the check was for?

Check Number

YOUR NAME
123 YOUR STREET
YOUR CITY, STATE, ZIP
(123)456-7890

9-8678/1234

Date _____

0301

Pay to the
Order of _____ \$

Deliver  Contains Security
Features. Details
on Back.

YOUR FINANCIAL INSTITUTION
ANYTOWN, USA

Memo _____

⑆ 123456780⑆ 0301 ⑆ 12345678⑆

Routing Number Check Number Account Number

Memo

Complete the Above Check

You went to Barnes and Noble on July 3rd to buy a buy a book about horses for your son's birthday. The book cost \$20.46

Bank Accounts - Do the Math

Deposit Slips

Banks can be confusing with all the forms!

You just got paid from your job. You have your paycheck of \$217.89. You also did some yard work and received a personal check for \$35.00. Your brother borrowed \$100.00 and gave you a \$50 bill toward what he owed you. You go to the bank to deposit this money... You need to keep \$15.00 for spending cash. Complete the deposit slip.

- Fill in Date
- Fill in Cash amount to deposit
- Fill in Check(s) amount to deposit. Make sure checks are endorsed
- Add the Cash and Check(s) amount and determine your Sub total
- Subtract any cash you are receiving back
- Fill in Total amount. Take everything to the bank teller

Deposit Ticket	
John Q Public 52 Main Street Allegany, N.Y. 10061	
Date _____	

Sign here if receiving cash back	
Bank Of Allegany	
07200789: 1239873899	
Cash	
Checks	
Sub Total	
Less Cash Received	
Net Deposit	

Credit Repair

Don't let anyone fool you into thinking you need to hire a professional to repair your credit. The truth is that there is nothing a credit repair company can do to improve your credit that you can't do for yourself. So, save yourself some money and the hassle of finding a reputable company and repair your credit yourself.

Before you can start repairing your credit, you have to know what you need to repair. Your **credit report** will contain all the information you need to start repairing your credit. You're entitled to 1 free credit report every 12 months from annualcreditreport.com. Each of the three credit bureaus will be listed. You can also order your credit reports directly from the credit bureaus for a fee.

Equifax 1-800-685-1111 P.O. Box 740256 Atlanta, GA 30374 www.equifax.com

TransUnion - 800-916-8800 P.O. Box 2000 Chester, PA 19022 www.transunion.com

Experian - 888-397-3742 PO Box 2002 Allen, TX 75013 www.experian.com

Why should you order all three credit reports? Some of your creditors and lenders might report only to one of the credit bureaus. And, since credit bureaus don't typically share information, it's possible to have different information on each of your reports. Ordering all three reports will give you a complete view of your credit history.

Make an extra copy of each report in case you need to dispute information. Read through your reports and become familiar with the information contained in each. Using different color highlighters or pens, highlight what you need to repair:

- Incorrect information, including accounts that aren't yours, payments that have been incorrectly reported late, etc.
- (Charge offs) - Delinquent accounts that have been sent to collection agencies.
- Maxed out accounts that are over the credit limit.

You have the right to dispute any information in your credit report that isn't correct. When you ordered your credit reports, they should have come with instructions for disputing credit report information. If not, you can send a letter to the credit bureau detailing the inaccurate information. It's often helpful to send a copy of the report with incorrect information highlighted.

Since payment history makes up such a large part of your credit score, several past due accounts have a significantly negative effect on your score. Taking care of these is crucial to improving your credit score.

Credit Repair

Your goal is to have all your past due accounts being reported as “current” or “paid.”

- Get current on accounts that are past due, but not yet charged-off. Do what you can to keep accounts from getting charged off.
- Pay off any charge-off.
- Work with debt collectors to take care of your collection accounts.

Your credit utilization is your total debt compared to total credit this makes up 30% of your credit score. Having a maxed out credit card causes your credit score to lower (not to mention costly over-the-limit fees). Bring maxed out credit card below the credit limit, then continue working to pay the balances off completely.

After you've resolved the negative items on your credit report, work on getting positive information added. If you have some credit cards and loans being reported on time, good. Continue to keep those balances at a reasonable level and make your payments on time.

On the other hand, you might have to reestablish your credit by opening up a new account. Since past delinquencies can keep you from getting approved for a major credit card, only make one application. This will keep your credit inquiries low. If you get denied, try applying for a department store credit card.

Still no luck? Consider getting a secured credit card.

- **Salvage what you can.** Don't sacrifice accounts that are in good standing for accounts that are not. Continue making timely payments on all your current accounts.
- **Get consumer credit counseling.** If your debts are overwhelming, creditors aren't willing to work with you, and you can't seem to come up with a payment plan on your own, consumer credit counseling is an option for getting back on track.

Make a list of your creditors:

Chapter Five

Life-Skills

Objective

Students will gain information on skills used to develop a healthy life-style. Demonstrate knowledge and the characteristics of decision making. Gain information and develop life-skills that provide guidance on:

- Retaining or maintaining control over some aspects of their lives.
- Managing feelings, thoughts and emotions that affect behavior
- Gathering information and skills for effectively communicating their needs.
- Utilizing respect and positive thinking to get needs met

Outline

Lessons 14 -18	Page(s)
14. Parenting Lesson Plan Parenting (Exercises: 57 - 60)	285 127 - 131
15. Positive Attitude Lesson Plan Attitude (Exercises: 61 - 64)	286 133 - 138
16. Communication Lesson Plan Communication (Exercises: 65 - 71)	287 140 - 146
17. Decision Making Lesson Plan Decisions (Exercises: 72 - 75)	288 148 - 151
18. Anger Management Lesson Plan Anger (Exercises: 76 - 79)	289 153 - 156

Estimated Length of Chapter 5 (2 sessions)

Soft Skills gained – Understand how attitudes results in behavior / Gathering information before making decisions



Positive ways for guiding children

Below are methods that parents use to discipline children. Circle the numbers that you think are most effective and place an X on the numbers that you think are not effective.

1. Give reasonable, positive directions and suggestions.
2. Be consistent in giving directions and discipline.
3. Explain things simply and clearly.
4. Set reasonable limits.
5. Do not show them correct ways to do things, let them learn.
6. Give as much freedom as possible.
7. Help the child only when help is needed.
8. Give affection, only when deserved.
9. Accept the child for who he or she is.
10. Recognize accomplishments.
11. Redirect undesired behavior in a positive way.
12. Give choices to the child. Let him or her make some decisions.
13. Always give criticism to the child.
14. Expect satisfactory behavior.
15. Give discipline that fits the behavior.

Did you think that any were not effective? Why or Why not?

What are the advantages and disadvantages of letting children have a say in what the discipline will be?

The Ideal Parent

Questions

1. What should parents do when they are angry?
2. What effects do parents' personal habits have on their kids?
3. How strict should parents be about rules (homework, curfew, chores)?
4. What should parents do when kids break the rules?
5. Should parents try to be their kid's friend?
6. How tough should parents be when a kid is caught lying?
7. How tough should a parent be when a kid is caught stealing?
8. How tough should a parent be when a child is caught being cruel?
9. How and when should parents say "no?"
10. Which is more important to being a good parent: Honesty or Kindness?
11. What is the most important thing parents can do to be a good parent?
12. Should parents say and do anything when their kids do something "right," or should "right" be expected?

Concerns of Working Parents

Working parents have many concerns about their children. Identify some concerns of working parents. Share them with the group and make a comprehensive list.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

CHILD CARE CHECKLIST

Below is a list of things to consider when choosing childcare.

Does the child care provider. . .

- | | |
|---|---|
| <input type="checkbox"/> Seem to be friendly? | <input type="checkbox"/> Have good health habits? |
| <input type="checkbox"/> Really like children? | <input type="checkbox"/> Spend time playing with the children? |
| <input type="checkbox"/> Have a sense of humor? | <input type="checkbox"/> Help the children learn new skills? |
| <input type="checkbox"/> Feel good about self? | <input type="checkbox"/> Provide care you can count on? |
| <input type="checkbox"/> Discipline the way you do? | <input type="checkbox"/> Listen to the child? |
| <input type="checkbox"/> Know what children need at different ages? | <input type="checkbox"/> Follow a schedule? |
| <input type="checkbox"/> Let children express themselves? | <input type="checkbox"/> Insists every family complete an emergency card? |

Does the place have:

- An up-to-date license?
- A clean look?
- Room inside and outside so all children can move freely?
- Furniture and toys that are safe?
- A fenced in yard free of trash?
- Healthy meals and snacks?

Which of the items above are most important to you? Why?

Concerns of Working Parents

Childcare emergencies

How can you prepare for an emergency? Identify at least three possible solutions for each emergency.

1. Your child gets sick at school. The school calls you at work and tells you to come and pick up the child.
2. You are to be at work in one hour. You are helping your 9 year-old get ready for school. You hear on the radio that school is canceled due to bad weather.
3. You drive to your child's daycare provider and it is closed, you have to attend an important meeting in 2 hours.
4. School is dismissed early and your children 5, 7 and 13 will be home three hours before you are.
5. Summer vacation will soon begin. You need childcare for your school age children.

Parents Expectations

Parents get frustrated and angry when their children don't behave the way they think they should. It's really difficult to know at what age children are able to do certain things.

Answer the following questions Use your own experiences.

What age can you expect a child to:

1. Dress themselves? _____
2. Tie their shoes? _____
3. Sleep through the night? _____
4. Be coordinated enough to jump rope? _____
5. Be willing to share toys? _____
6. No longer want to be called a baby? _____
7. Enjoy collecting things? _____
8. Not want a favorite story read over and over? _____
9. Take their first steps? _____
10. Follow a list of spoken directions? _____
11. Be more interested in their friends than their parents? _____
12. Ride a bicycle? _____

You may notice in your class there are many different answers from others with different experiences. There is no right or wrong answers and different answers should be discussed.

What might happen if you have expectations for children that are too high?

What might happen if you have expectations for children that are too low?

Ask facilitator for answers (average ages)



Chapter 5 - Session 15

Positive Attitude

Exercises 61 - 64

An Attitude Inventory

The purpose of this activity is to help you evaluate your own attitude toward other people and situations to see if you need to change your attitude.

How can being aware of your attitude be helpful to you?

In the blank to the left of each statement below, write the number of what you believe is the most accurate answer according to the following scale:

(5) - Always (4) - Yes (3) - Unsure (2) - No (1) - Never

- _____ 1 . Do you make new friends easily?
- _____ 2. Do you try hard not to complain?
- _____ 3. Are you careful not to interrupt when another person is speaking?
- _____ 4. Can you be optimistic when others around you are depressed?
- _____ 5. Do you try not to boast or brag?
- _____ 6. Do you control your temper?
- _____ 7. Are you genuinely interested in the other person's point of view?
- _____ 8. Do you speak well of others?
- _____ 9. Do you keep the same friends for years?
- _____ 10. Do you feel well most of the time?
- _____ 11. Do you refrain from using language that could be offensive to others?
- _____ 12. Do you keep promises?
- _____ 13. Are you at ease with the opposite sex?
- _____ 14. Do you try to be helpful to others?
- _____ 15. Are you organized and keep up with it?
- _____ 16. Do you get along well with all your parents and siblings?
- _____ 17. Do you readily admit your mistakes?
- _____ 18. Can you be a leader without being bossy?
- _____ 19. Is it easy for you to like nearly everyone?

_____ **1st Page Total**

An Attitude Inventory

- _____ 20. Can you stick to a tiresome task without being constantly urged along?
- _____ 21. Do you realize your weaknesses and attempt to correct them?
- _____ 22. Can you take being teased?
- _____ 23. Do you avoid feeling sorry for yourself?
- _____ 24. Are you courteous to your peers?
- _____ 25. Do you take time to be well-groomed and neatly dressed?
- _____ 26. Are you a gracious loser?
- _____ 27. Do you enjoy a joke even when it is on you?
- _____ 28. Do you like children?
- _____ 29. Do you keep your own room in good order?
- _____ 30. Are you aware of the rules of etiquette?
- _____ 31. Are you tolerant of other people's beliefs?
- _____ 32. Do you respect the opinions of your parents?
- _____ 33. Do you know how to make introductions easily and correctly?
- _____ 34. Do you avoid pouting when things do not go as you would like?
- _____ 35. Are you a good listener?
- _____ 36. Do you like to attend parties?
- _____ 37. Are you the kind of friend you expect others to be?
- _____ 38. Do you accept compliments or gifts graciously?
- _____ 39. Can you disagree without being disagreeable?
- _____ 40. Do you like to give parties?
- _____ 41. Can you speak before a group without feeling self-conscious?
- _____ 42. Are you usually on time for social engagements?
- _____ 43. Do you drive carefully?

_____ **2nd Page Total**

An Attitude Inventory

- _____ 44. Do you generally speak well of other people?
- _____ 45. Do you smile easily?
- _____ 46. Can you take criticism without being resentful or feeling hurt?
- _____ 47. Are you careful to pay back when you have borrowed?
- _____ 48. Does your voice usually sound cheerful?
- _____ 49. Can you work well with those you dislike?
- _____ 50. Do you contribute to the conversation at the family dinner table?
- _____ 51. Do you try as hard to get along well with your family as with friends?
- _____ 52. Do you like people who are much older than you?
- _____ 53. Are you pleasant to others even when you feel displeased about something?
- _____ 54. Do you show enthusiasm for the interests of others?
- _____ 55. Are you free from prejudices?

_____ **3rd Page Total**

_____ **1st Page Total**

_____ **2nd Page Total**

_____ **Total of all 3 pages**

Rate your attitude:

- 250-275 You're too good to be true!
- 200-249 Your attitude toward others is very good
- 199-150 Your attitude needs improvement

Below 150 it's in your best interest for you to study your attitude and how others see you. Then you can work toward improving your attitude.

Understanding Attitudes

Since you've been practicing self-awareness, you probably know some situations that link with certain feelings with attitudes.

As another self-awareness exercise, complete each of the following phrases.

1. I feel angry when _____
2. I am excited about _____
3. I am afraid of _____
4. I feel guilty about _____
5. I feel liked when _____
6. I worry about _____
7. I feel happy when _____
8. I get depressed when _____
9. I feel relaxed when _____
10. I feel proud of _____

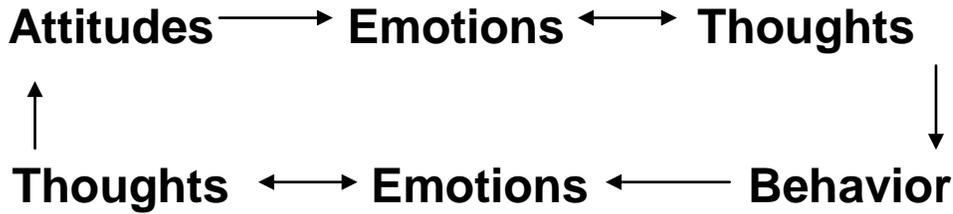
From question 2, *have you always felt this way in these situations?*

Which question was easiest for you to answer? _____

Why? _____

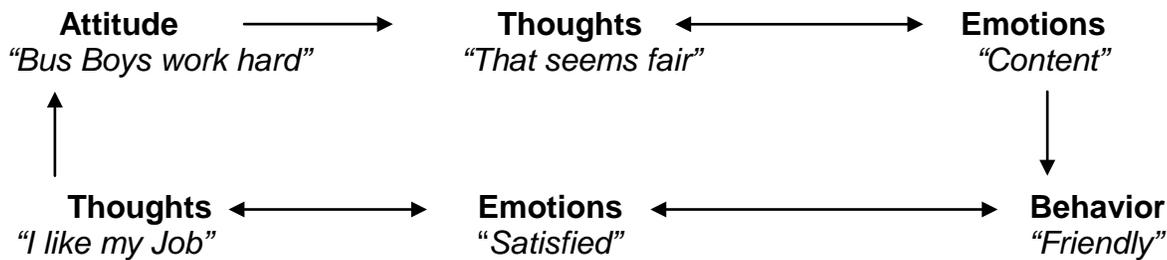
Would everyone have answered question 8 the same as you did?

Positive Attitude - Exercise 63

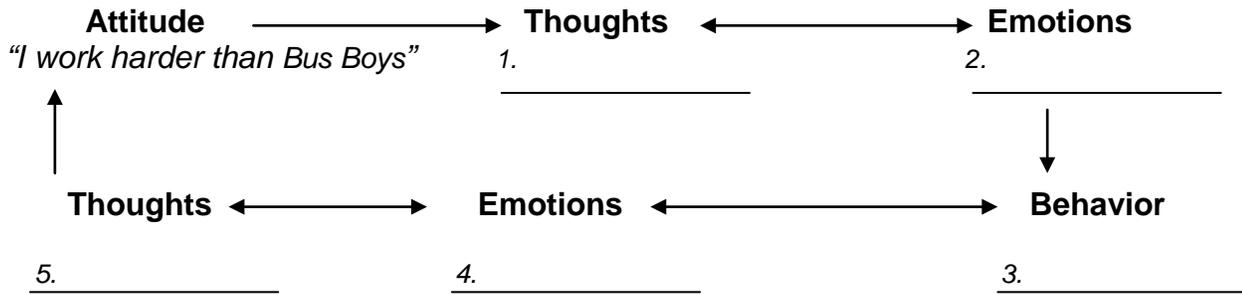


Example:

You work at a restaurant. All wait staff pool their tips. Busboys are included in the "pot."



Complete this diagram as if your attitude was: "I work harder than the Busboys."



Attitude affects Thoughts and Emotions. Thoughts and Emotions affect Behavior.

How does behavior affect your thoughts and emotions?

Name a time when your behavior caused you positive emotions.

Taking Charge

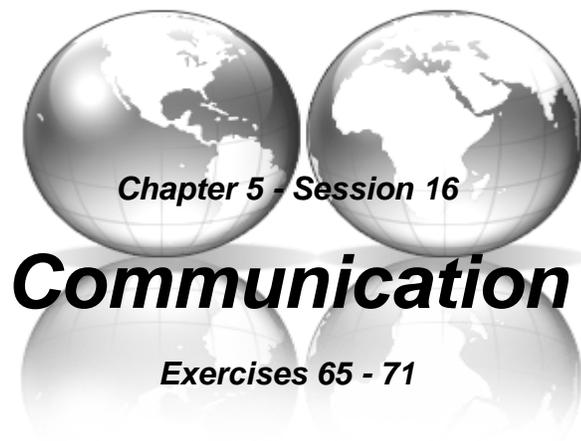
Make a list of ways to change or reduce negative Attitudes, Emotions, Thoughts and Behavior.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

What is the relationship between negative attitude and physical and emotional health?

Do your family members respond the same way you do to difficult situations? Do you think this is caused by heredity or environment?

What do you think the relationship is between Emotions and Attitude?



Forms of Communication

The main forms of communication are speaking, reading, writing, and listening. People have different skills in these four areas. Some may be better at reading while others may be excellent talkers. Most people use all four forms. Decide what percentage of time you spend in the four communication areas in an average 8-hour day. The total time should add up to 100%.

24-HOUR DAY

LISTENING _____

SPEAKING _____

READING _____

WRITING _____

TOTAL 100%

Would you have the same percentages if you were in a new situation?

What would your percentages be if it was your first day on the job?

What percentages would it be if it was your first day as a new parent?

Compare your percentages with the statistics from a research study on daily Communication

Listening 45% of day

Speaking 30% of day

Reading 16% of day

Writing 09% of day

Non-Verbal Communication

Your communication attitude will be judged in part by your nonverbal communication:

DO make eye contact

DO assume a pleasant facial expression

DO sit up straight and lean forward slightly.

DON'T slouch

DON'T put your feet up

DON'T smack or crack chewing gum

DON'T sigh loudly

Ruben, a teacher's aide, was attending a staff meeting at the child-care center. The director had been speaking for fifteen minutes about the center's plan to reorganize the play areas. Ruben was interested about the plan and was eager to get to work, but he felt the director was wasting time explaining and justifying every step of the plan.

Ruben slouched lower in his seat and put one foot up on an empty chair. He examined his fingernails and began cleaning them with a nail file he had on his key chain. As the director continued talking, he looked at his watch, raised his eyebrows, and sighed loudly.

What nonverbal signals did Ruben send?

How do you think the director interpreted his nonverbal signals?

Did Ruben's nonverbal communication really reflect how he felt about the project?

How might Ruben have nonverbally showed a more positive attitude during the meeting?

The Way We Communicate

Non-verbal communication (body language) is all the things you do, without speaking, that communicate a message.

Verbal communication is spoken language. It's the words and noises as well as the way we speak.

Below is a percentage break down of the importance of the 3 aspects of communication we use.

7 percent verbal (words)

38 percent vocal (volume, pitch, rhythm, etc)

55 percent body movements (mostly facial expressions)

What Body Language Says

Your entrance counts. In those first crucial moments, what you communicate non-verbally may set the tone.

Imagine you see these people walking into a room:

- ❖ The 1st person walks in with small hesitant steps. Their eyes are looking down and they dart around nervously. They fidget with their ear and keys as they walk to the other side of the room without saying anything.
- ❖ The 2nd person swaggers in looking cocky and arrogant. Their eyes have an "I dare you" expression, and seem to look right through everyone, including you. They nod their head at you and keep walking.
- ❖ The 3rd person enters. Every muscle seems tense. They literally look "scared stiff." They don't look you in the eye when you say hello, and they give you a quick, weak handshake.

Now picture this scene:

- ❖ The 4th person walks in with energy, but not overly eager. They have good posture. They look at you, smile and extend their hand to shake yours. They seem relaxed, but somewhat guarded, ready to listen and to respond.

Without hearing a word they said, you probably formed a pretty strong impression of what each person was really like. That's the power of body language.

Who would you trust? _____

Who would you hire? _____

Who would you want as a friend? _____

Speaking and Listening

When communicating, both the speaker and the listener are responsible for making sure a message is understood.

Listening Tips:

DO'S	DON'TS
Look at the speaker	Rush, interrupt, or finish sentences for the speaker
Pay attention	Think about what you're going to say while the other person is speaking
Ask questions	Stop listening because you disagree with the speaker
Repeat what is said in your own words	Walk away unless you understand what has been said

Speaking Tips

Be clear. Be brief. Tell listeners exactly what you want them to know or do.

Say what you mean. Use words that listeners will understand.

Watch the listeners. Do they seem confused by what you said? Are they getting impatient? Give them a chance to ask questions or comment.

Think About It

1. Maria is washing dishes while talking on the phone. Her two children are in the next room watching TV and she can hear them fighting.
Do you think Maria is listening to her friend on the phone? Explain.

2. Ron is at a parent-teacher conference at school. His son is having trouble learning and the teacher is suggesting ways to help him. The teacher uses a term Ron has never heard so he asks her to explain it to him.
Do you think Ron is listening to the teacher? Explain.

Communicate

Directions: provide clear, accurate directions to enable others to correctly complete a given task.

Steps:

1. Divide students into pairs or have 1 person communicate to the class.
2. The communicator's task is to have the listener(s) duplicate what they see on the paper (page 311) without letting the listener(s) see the arrange shapes.
3. Have the communicator describe the location and placement of each shape on the paper.
4. The listener's task is to duplicate the communicators design. The listener **MAY NOT ASK ANY QUESTIONS!**
5. When all the shapes and placement have been described, compare designs for sameness.
6. Have listener and communicator discuss problems from both sides of the activity and suggest solutions. Why were some successful, some not?

* * * Exercise on page 311 * * *

Assertive Communication

What is assertive?

The three basic ways people communicate, are called aggressive, passive and assertive. Below are listed the three ways and a description of each:

<i>PASSIVE</i>	<i>ASSERTIVE</i>	<i>AGGRESSIVE</i>
Poor eye contact Soft quiet voice/nagging voice	Maintains eye contact Comfortable volume and tone	Glaring/stare down Loud
Makes excuses Can't say no/gives in/gets even Hides real thoughts and feelings	Admits mistakes Listens/Compromises Expresses feelings and thoughts respecting self and others	Blames others Demands own way Says what they think/doesn't care about others
Believes everyone else is more important Won't state opinion Follower Low self confidence	Believes both self and others are important Has respect for self and others Can be a leader or follower High self confidence	Believes self is more important Judgmental /name calling/closed minded Leader Low self confidence, but appears arrogant

Some people use one method more often than others, but everyone uses all three.

Identify the following adjectives as passive, assertive, or aggressive.

- | | |
|----------------|--------------------|
| 1. Doormat | 7. Easy Going |
| 2. Know-it-all | 8. Goody two-Shoes |
| 3. Bully | 9. Peace Maker |
| 4. Wishy-washy | 10. Brown Nose |
| 5. Pushy | 11. Geek |
| 6. Spiteful | 12. Wimp |

Passive, Assertive, Aggressive Communication

Below are situations and responses. Decide if the response is (P)-passive, (AG)-aggressive, or (AS)-assertive. Write the abbreviations in the space for responses that are passive or aggressive or assertive

SITUATION

You have set a time to meet and your friend is thirty minutes late. When she arrives you say:

Your child says he wants the expensive tennis shoes like everyone else. You respond:

A co-worker continually asks to borrow money but does not pay it back. When he asks you for money you say:

You are in a hurry to get out of the store. The person behind you asks if she can go ahead since she only has a few items. You respond:

Your roommate has books and papers spread on the living-room floor and you are expecting guests. You say:

Your friend tells you he really likes your shirt. You say:

You want to borrow your friend's car. You say:

RESPONSE

"Why don't you think of someone else for a change instead of yourself. I've been waiting thirty minutes." _____

"I understand those shoes are nice and you would like to have them, but I can't afford them." _____

"Go bum from somebody else." _____

"Yes that would be okay, go ahead." _____

"I would appreciate it if you could move your papers and books. Jim and Mary are on their way over. Can I help you?" _____

"This old thing? I've had it forever." _____

"Could I please drive your car to work tonight? I'll be careful and put in gas." _____



Chapter 5 - Session 17

Decision Making

Exercises 72 - 75

Decide

Put a check mark by the ways you've used to make decisions.

_____ **Fate:** It'll work out somehow.

_____ **Let someone else decide:** I'll let someone else make this decision.

_____ **Put It off:** I'll think about this later.

_____ **Be Impulsive:** I'll take the first alternative that comes up.

_____ **Do Nothing:** I'll ignore this completely.

_____ **Be Intuitive:** I'll do what feels right.

_____ **Be Sensible:** I will take the most sensible solution and ignore my feelings.

_____ **Go with my head, heart, gut:** I'll weigh my emotions and listen to my intuition.

1. Circle the one(s) you think you use most often.
2. In which ways listed does a person give up their freedom to decide?

Answer each question below and give reasons for your opinion.

1. What ways would you want your children to use to make decisions?
2. What ways would you want your boss to use to make business decisions?
3. What ways would you want the U.S. government to use to make decisions?

Collect Your Thoughts

Can thinking through a situation make you change your mind?

Answer the following questions right away, with no thought.

1. Would you shave your head for \$10 right now?
2. Would you shave your head for \$100?
3. Are you a happy person?
4. Should school meet on Saturdays?
5. Would you lie to your best friend to avoid hurting their feelings?
6. Would you trade places with the president for a week?
7. Are girls more sensitive than boys?
8. Decide if you would save a baby on the second floor or an older person on the first floor?

Pick a question, reflect on it with the group and see if your answer changes.

Now take some time to think first before answering these questions.

1. Your friend is on vacation and you are house-sitting for them. Your negligence causes their dog to get hit by a car and killed. Do you call and tell them?
2. Your niece comes to you crying and asks you if it is true that there is no Santa Claus. How do you respond?
3. Your 5 year old has been invited to a sleep over at the home of one of her friends. You don't want her to go. What do you tell her?
4. Your boss yelled at you in front of customers. You didn't make the mistake, but you know which coworker did. What will you do?
5. Your significant other got a new haircut. You think it looks pretty bad. They ask you your opinion. What do you say?

Why is it important to collect your thoughts before making a decision?

Are you willing to live with the "consequence" of your decision?

NASA Exercise: Survival on the Moon

You are a member of a space crew scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties your ship was forced to land at a spot some 200 miles from the meeting point. During landing, much of the equipment aboard was damaged. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below there are 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew in allowing them to reach the meeting point. In the "Your Ranking" column place the number 1 by the most important and a number 2 by the second most important, and so on through 15 for least important.

	Your Ranking	NASA Ranking	Difference
Box of matches	_____	_____	_____
Food concentrate	_____	_____	_____
50 feet of nylon rope	_____	_____	_____
Parachute silk	_____	_____	_____
Portable heating unit	_____	_____	_____
Two .45 caliber pistols	_____	_____	_____
One case of dehydrated milk	_____	_____	_____
Two 100 lb. tanks of oxygen	_____	_____	_____
Stellar map	_____	_____	_____
Self-inflating life raft	_____	_____	_____
Magnetic compass	_____	_____	_____
5 gallons of water	_____	_____	_____
Signal flares	_____	_____	_____
First aid kit, including injection needle	_____	_____	_____
Solar-powered FM receiver-transmitter	_____	_____	_____

*** See Page305 to find NASA Ranking and Reasoning***

Decisions....Decisions

Not all decisions need as much thought as others. Some are automatic others require serious thought.

Use this scale to rate the following decisions. Write the number on the line. Compare and contrast your answers with other group members.

0

Someone Else Decides

(not under your control)

1

Routine

(habit)

2

Consider Options

(think about it)

3

Stop, Think

(do research)

- ____A. When to get up in the morning?
- ____B. What to eat for lunch?
- ____C. Where to work?
- ____D. What car to buy?
- ____E. How to spend your paycheck?
- ____F. What career to pursue?
- ____G. How to stay healthy?
- ____H. Whom to date?
- ____I. When to swear?
- ____J. Who to trust as a loyal friend?
- ____K. What route to take from home to work?

Would any situation cause you to change your answers?

1.

2.



Chapter 5 - Session 18

Anger Management

Exercises 76 - 79

The Anger Survey

Directions: For each statement decide if you think they are true (T) or false (F).

1. ___ I allow certain people to make me angry more than others.
2. ___ My skills for dealing with anger and frustration need work.
3. ___ My anger and frustration is really an expression of my unmet needs.
4. ___ I am the only one who feels this way.
5. ___ Nobody, understands my situation and how I feel.
6. ___ I place more importance on my feelings than other people's feelings.
7. ___ Sometimes, I hide my frustration.
8. ___ I usually feel angry or frustrated when I feel I am not in control of the situation.
9. ___ People respond to anger differently than I do.

The majority of your answers should be false, if you have more true answers you will benefit greatly from additional anger management or conflict resolution management techniques.

Circle any symptoms listed below that you experience when you become angry or frustrated.

- | | | |
|-------------------|-----------------|----------------------|
| tense muscles | crossing arms | numbness |
| frowning | red in the face | choking |
| grinding of teeth | loss of color | twitching |
| glaring | goose bumps | sweating |
| making a fist | chills | loss of self-control |

Put the circled symptoms in the order in which they occur:

1. _____
2. _____
3. _____
4. _____

This is your personal chain of anger.

Why is it helpful to you to know your chain of anger?

How Do You Handle Conflict?

By using the scale below, decide how often you use the following ways to handle conflict.

1
Always

2
Often

3
Sometimes

4
Seldom

5
Never

- ___A. Avoid the person or situation
- ___B. Change the subject
- ___C. Joke about the conflict
- ___D. Apologize
- ___E. Understand the others point of view and change your mind
- ___F. Fight it out physically
- ___G. Bring in another person to make a final decision
- ___H. Reach a compromise
- ___J. Pretend to agree/ give in
- ___K. Argue or fight it out verbally

1. Circle the method(s) of handling conflict that you are comfortable with. Why?

2. What if everyone handled conflicts the way you do?

Handling Conflicts

These simple strategies can stop conflicts before they start. They are useful when the issue is fairly simple and you don't have a lot at stake. It can be a way to handle a problem using the least amount of time, energy and feelings.

1. **Flip a coin** - Solve a problem by leaving it to chance. It's fast - it's fair.
2. **Split the difference** - Meet the other person halfway. It is a simple form of compromise that very often works.
3. **Laugh it off** - Laughing at the problem or yourself can release tension.
4. **Change the subject** - Some things are not important enough to get upset about. Ignoring it may be the best way to get rid of it.
5. **Bring in 3rd Party** - Allow them to have final decision.
6. **Say you are sorry** - Making an apology can be hard but is very effective if you are in the wrong.

Put the number from above that might work for you in the situations below:

- ___ 1. You made a mistake, causing a co-worker to have to stay late and help you fix it.
- ___ 2. Everyone is responsible for cleaning. No one likes to clean the refrigerator.
- ___ 3. You are baby-sitting two children at the park. Several other kids start teasing the older of the two children.
- ___ 4. A friend is having a bad day and absent-mindedly puts several items in the wrong place. Nobody gets hurt and nothing is damaged?
- ___ 5. At lunch one of your co-workers accidentally spills soda on you.
- ___ 6. Someone bumps into you, they seem preoccupied with something else.

Identify the Conflict

Match the correct source of the conflict to the situation

- | | |
|------------------------------|--|
| 1. ____ Role conflict | A. Three employees need to use the printer at the same time. |
| 2. ____ Different lifestyles | B. An employee doesn't do their fair share of work. |
| 3. ____ Poor communication | C. A person is always on time in a carpool but the other is always late. |
| 4. ____ Sharing | D. A couple who has been married 7 years and has twins. |
| 5. ____ Not having needs met | E. A parent has work and family obligations. |
| 6. ____ Not being fair | F. A parent works 10 hours a day, 6 days a week. |
| 7. ____ Different values | G. A 27 year son returns to live at his parents' home to care for his father after his mother passes away. |
| 8. ____ Change | H. A divorced couple does not speak about their child. Their daughter lives with mom during the school year and dad in the summer. |

*** See Page 306 for Answer Guide ***

Chapter Six

Health

Objective

Students will gain an understanding of the connection between maintaining health and successful re-entry. Students will identify resources, information and techniques to maintain proper mental and physical health.

- Gain an understanding of stress and how excessive stress leads to impulsive risky decisions.
- Identify the key elements of drug addiction.
- Evaluate and understand health insurance needs.
- Understand the correlation of proper diet and exercise with good health.

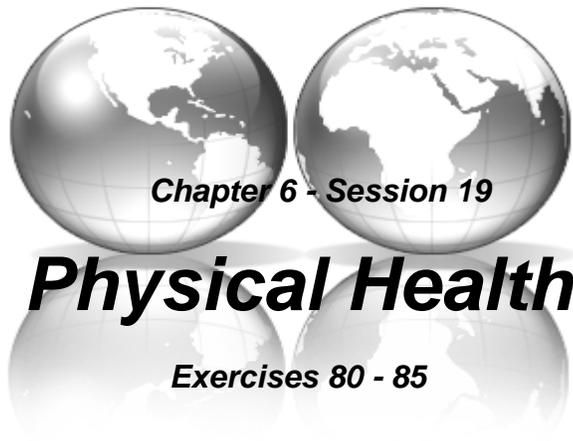
Outline

Topics 19 – 22	Page(s)
19. Physical Health Lesson Plan Physical Health (Exercises: 80 - 85)	290 159 - 165
20. Mental Health Lesson Plan Mental Health (Exercises: 86 - 88)	291 167 - 170
21. Substance Abuse Lesson Plan Substance Abuse (Exercises: 89 - 91)	292 172 - 186
22. Insurance Lesson Plan Insurance (Exercises: 92- 95)	293 188 - 191

Estimated Length of Chapter 6

(1 session)

Soft Skills Gained – Importance of physical and mental health in maintaining a successful re-entry



Physical Wellness Assessment

Many of us recognize the importance of wellness but it is easy to get caught up and not maintain a regimen that consistently meets our needs. This mini assessment will allow you to find out your level of physical wellness.

To complete this Wellness Assessment please circle the number that best describes you.

Physical Wellness

	Rarely, if Ever	Sometimes	Most of the Time	Always
1 I maintain a desirable weight.	1	2	3	4
2 I engage in vigorous exercises such as brisk walking.	1	2	3	4
3 I do exercises designed to strengthen my muscles and joints.	1	2	3	4
4 I warm up and cool down by stretching before and after vigorous exercise.	1	2	3	4
5 I feel good about the condition of my body.	1	2	3	4
6 I get 7-8 hours of sleep each night.	1	2	3	4
7 My immune system is strong and I am able to avoid most infectious diseases.	1	2	3	4
8 My body heals itself quickly when I get sick or injured.	1	2	3	4
9 I have lots of energy and go through the day without being tired.	1	2	3	4
10 I listen to my body; when there is something wrong, I seek professional advice.	1	2	3	4

Total your score _____.

**** See the Reference Guide on page 307 and see what your score means ****

Making Smart Choices

Take a walk once a day An average person takes 1,000 – 3,000 steps a day, to maintain proper health you should walk between 7,000 to 10,000 steps a day.

Take the stairs, instead of the elevator This cuts the risk of premature death from any cause by 15%, according to the *University of Geneva*.

Spend less time in front of the television or computer Studies show the older you get the more time you spend in front of the TV.

Park your car further from the entrances Will help you with daily walking recommendations.

Return your shopping cart Will also help you with walking recommendations.

Avoid tobacco products Tobacco kills more people than the other 5 leading causes of death combined.

Avoid excessive alcohol There are multiple risk factors.

Take medications as prescribed Everyone's body reacts to medicine in a different way, especially if you are mixing it with other things.

Cut down on sugar drinks Nutrition experts agree that too much sugar is unhealthy. Unfortunately, they can't agree on how much is too much, but simply stated that sugar should be used "in moderation."

Drink plenty of water (8) – Eight ounces glasses per day is recommended.

Eat whole grain foods Consumption of whole-grains has been consistently linked with a significant decrease in risk factors for cardiovascular disease.

Eat soup or salad first Stops you from over eating.

Wash your hands regularly Universal health precaution.

Take a multi-vitamin intended to supplement a human diet with vitamins, dietary minerals and other nutritional elements.

Don't over wash your skin Washing your skin removes natural oils, By over-washing your skin, you are encouraging increased oil production.

Get a good night sleep Getting a good night's sleep is not only satisfying and invigorating, but also the foundation for a healthy and productive day.

What are you going to start doing to stay healthy?

STRESS INVENTORY

Instructions: The following scale was developed by Holmes and Rahe to investigate the relationship between social readjustment, stress and susceptibility to illness. Look at the events listed below as if it has happened to you within the last twelve months and write the score to the right and then total

1. Death of a spouse (100) 1._____
2. Divorce (72) 2._____
3. Marital separation (65) 3._____
4. Death of a close family member (63) 4._____
5. Personal injury or illness (53) 5._____
6. Marriage (50) 6._____
7. Marital reconciliation (45) 7._____
8. Change in health of family member (44) 8._____
9. Pregnancy (40) 9._____
10. Gain of new family member (Birth, Marriage Adoption) (39) 10._____
11. Job Change (38) 11._____
12. Change in your financial status (37) 12._____
13. Death of a friend (36) 13._____
14. Increase in arguments with significant other (35) 14._____
15. Mortgage or loan of major purchase (home, etc.) (31) 15._____
16. Foreclosure of mortgage or loan (30) 16._____
17. You have a change in your responsibilities (29) 17._____
18. Your son or daughter is moving out of the house (29) 18._____
19. Having trouble with your in-laws (29) 19._____
20. Accomplished an outstanding personal achievement (28) 20._____

Page 1 Total _____

Stress Inventory

- | | |
|---|----------|
| 21. Partner begins or loses a new job. (26) | 21._____ |
| 22. Trying to break a personal habit (24) | 22._____ |
| 23. Experiencing trouble with supervisor (23) | 23._____ |
| 24. A change in work hours or conditions (20) | 24._____ |
| 25. A change in your living arrangements (20) | 25._____ |
| 26. A change in your sleeping habits (16) | 26._____ |
| 27. A change in your eating habits (15) | 27._____ |
| 28. Vacation (13) | 28._____ |
| 29. Christmas (12) | 29._____ |
| 30. Minor violations of the law (11) | 30._____ |

Page 2 Total _____

Page 1 Total _____

Page 1 and 2 Total _____

0 -149	No Significant Problem	
150 -199	Mild Stress	35% Chance Of Illness
200 -299	Moderate Stress	50% Chance Of Illness
300+	Major Stress	80% Chance Of Illness

It is estimated that it will take 1 year to replenish the energy expended in adjusting to any of the changes described in the scale.

Stress

Stress is the body's response to a condition or situation. There are physical and emotional responses to stress.

Physical responses include headaches, sleeping disorders, stomach problems, high blood pressure, heart disease, and the list goes on.

Some doctors estimate that as high as 85% to 90% of all illnesses are stress related.

Emotional responses to stress include depression, crying, blaming others, making mistakes, worrying, and many more.

People need to be able to identify their signs of stress. Signs of stress need to be recognized early. Steps can then be taken to change a person's reaction to stressful situations. If stress is left unattended, the results can be life threatening.

Stress is your own emotional and physical reaction to change. Stress can be a good thing, and can be helpful by motivating you and pushing you into new challenges. It can also be a negative stress, keeping you from doing your everyday tasks well.

Too much stress can cause you to feel tense and anxious and may interfere with your ability to enjoy life. It may also cause illness.

People respond differently to situations. What events are stressful for you?

1.

2.

3.

4.

Can you do something different to reduce your stress in these situations?

1.

2.

3.

Good Health Habits

Practice safe sex

Control your weight

Don't smoke

Get enough sleep

Protect your skin from the sun

Exercise

Take care of your teeth

Eat a balanced diet

Manage stress/emotions

What other habits are important to maintain good health?

What are some good habits that you don't currently have but will choose to start?

Will practicing good health habits cut down on your medical expenses? Why or why not?

Ways to Reduce Stress

A Mind Vacation

Close your eyes and picture yourself in your favorite place. This place might be the mountains, the ocean, or in a soft, green meadow.

Stay in your imaginary place until your body relaxes.

The Blue Sky

Picture a beautiful blue sky without any clouds in it. As you picture the clear blue sky, feel that your body is growing lighter. Close your eyes and keep the image of the blue sky in your mind.

There are no limits to the blue sky. It stretches endlessly in every direction.

As you see the blue sky, feel that your body has become so light that you have floated up into the clear blue sky.

Feel that you are leaving all the worry and tension behind. Feel yourself relaxed.

Deep Breathing

Take four seconds to breathe in through your nose and four seconds to breathe out mouth.

As you inhale, count “1 one thousand, 2 one thousand, 3 one thousand, 4 one thousand.” Do the same as you exhale.

Progressive Relaxation

Get into a comfortable body position. Make sure the room is quiet and dimly lit. Loosen any tight clothing.

Tense your muscle groups, and then relax them completely. Start with your feet and toes. Tighten for a count of four, release. Work your way up your body by muscle group.

Physical Activities

Physical activities are very good for reducing stress, especially if done on a routine basis. Regular activity helps people stay physically and mentally fit. A list of popular activities would include: jogging, playing golf, aerobics, dancing, swimming, basketball, softball, racquetball, walking and many more.

What do you do to help reduce your stress?



Mental Health Wellness Assessment

	Rarely, if Ever	Sometimes	Most of the Time	Always
1. I tend to act impulsively without thinking about the consequences.	4	3	2	1
2. I learn from my mistakes and try to act differently the next time.	1	2	3	4
3. I follow directions or recommended guidelines and act in ways likely to keep others and myself safe.	1	2	3	4
4. I consider the alternatives before making decisions.	1	2	3	4
5. I am alert and ready to respond to life's challenges in ways that reflect thought and sound judgment.	1	2	3	4
6. I tend to let my emotions get the better of me and I act without thinking.	4	3	2	1
7. I actively try to learn all I can about products and services before making decisions.	1	2	3	4
8. I manage my time well, rather than time managing me.	1	2	3	4
9. My friends and family trust my judgment.	1	2	3	4
10. I think about my self-talk (the things I tell myself) and then examine the real evidence for my perceptions and feelings.	1	2	3	4

Continue on next page

Mental Health Wellness Assessment

	Rarely, if Ever	Sometimes	Most of the Time	Always
11. I find it easy to laugh about things that happen in my life.	1	2	3	4
12. I use drugs or alcohol as a means of helping me forget my problems.	4	3	2	1
13. I can express my feelings without feeling silly.	1	2	3	4
14. When I am angry, I try to let others know in non-confrontational and non-hurtful ways.	1	2	3	4
15. I am a chronic worrier and tend to be suspicious of others.	4	3	2	1
16. I recognize when I am stressed and take steps to relax through exercise, quiet time, or other activities.	1	2	3	4
17. I feel good about myself and believe others like me for who I am.	1	2	3	4
18. When I am upset, I talk to others and actively try to work through my problems.	1	2	3	4
19. I am flexible and adapt or adjust to change in a positive way.	1	2	3	4
20. My friends regard me as a stable, emotionally well-adjusted person.	1	2	3	4

Total your score from both pages_____

**** See the Reference Guide on page 308 and see what your score means ****

Mentally Healthy

In today's world most people can't avoid stressors. They can learn to behave in ways that lessen the effects and keep you mentally healthy.

Read the list. Put an X beside the statements that apply to you.

- ___ 1. I eat at least one hot-balanced meal a day.
- ___ 2. I get 7 to 8 hours of sleep at least 4 nights a week.
- ___ 3. I regularly give and receive affection.
- ___ 4. I have at least one relative that I can rely on.
- ___ 5. I exercise to the point of perspiration at least twice a week.
- ___ 6. I don't smoke.
- ___ 7. I have fewer than five alcoholic drinks a week.
- ___ 8. I am the correct weight for my height.
- ___ 9. I have an income that meets my basic needs.
- ___ 10. I get strength from my spiritual beliefs.
- ___ 11. I have a network of friends.
- ___ 12. I have more than one friend to confide in.
- ___ 13. I am in good health.
- ___ 14. I regularly participate in activities.
- ___ 15. I am able to speak openly about my feelings.
- ___ 16. I regularly talk about problems at home with the people around me.
- ___ 17. I do something for fun at least once a week.
- ___ 18. I am able to manage my time effectively.
- ___ 19. I drink fewer than three cups of coffee or high caffeine drinks a day.
- ___ 20. I take some quiet time for myself during the day.
- ___ 21. I am assertive and able to stand up for myself.
- ___ 22. I am aware that picturing myself in a wonderful setting can be a temporary way to relieve stress.

You should have at least 15 -X's to maintain your mental health.

Tips for maintaining Mental Health

To maintain your mental wellness, enlist the help of others when you need it and surround yourself with a supportive, healthy environment. For more ideas, read the following list.

Get plenty of rest – Take frequent naps. Not only will they help calm your mind, but they can give you more energy.

Eat something new – Whether it's a new recipe or re-inventing a traditional one.

Exercise your mind – Challenge yourself with a jigsaw puzzle, solve riddles.

Spend time with others – Reach out to someone you haven't talked to a while and create new memories.

Indulge yourself – Enjoy a healthy dessert, sip a cool glass of iced tea or juice when it's hot outside curl up under a blanket and relax when it's cold.

Stay in – Spend time with yourself once in a while. Watch a movie, draw a picture, organize your possessions, read your old letters.

Make the most of leisure time – Whatever you choose to do, make sure it's something that you truly want to do!

Get involved – Try and meet new people, with common goals and interests.

Take things one at a time – Completing one thing at a time can lead to a greater sense of accomplishment and spur you to do even more!

What are you doing to maintain your mental health?



Chapter 6 - Session 21

Substance Abuse

Exercises 89 - 91

Risk Factors for Substance Abuse

While virtually all people have the potential for becoming substance abusers, we now know that some people are at much greater risk of becoming seriously involved than others. Identifying these “high risk” factors may help to avert developing substance abuse problems.

Both animal and human research provides evidence that abused substances derive their dependency producing properties from their reinforcing effects on the Central Nervous System. If a dependence producing substance is taken often enough and in large enough quantities, most people will become dependent on it. However, there are also large individual differences in susceptibility to the development of a substance use disorder.

Differences in Susceptibility

The basis of these differences is probably both biological and psychosocial.

Risk factors are characteristics associated with a significant likelihood of developing specific problems. Presence of one or more of those factors associated with drug abuse does not of course mean the patient will invariably become a drug abuser. Moreover, the absence of such risk factors provides no assurance that a particular person is not or will not become a drug user. Given the extent of substance abuse in our contemporary culture, virtually any person can become involved.

Here are known risk factors.

Family factors

1. *Alcoholism in Family:* Children whose parents that are alcoholics or drug users are at greater risk of developing substance abuse problems. Genetics can double the risk of a child later becoming alcohol or drug dependent
2. People with a family history of criminality or anti-social behavior are more likely to use drugs and alcohol than those without such a history.
3. Inconsistent direction or discipline, unclear and/or inconsistent rules.
4. Family drug use or “whatever” attitudes.

Peer factors

People whose friends (and/or siblings) smoke, drink or use other drugs are much more likely to do so than those whose peers do not. Initiation into these activities is usually through friends. The local drug “dealer” is far more likely to be an acquaintance who wants to share the drug experience or who “deals” as a way of supporting his or her own drug use, than some mysterious stranger lurking near the school.

Risk Factors for Substance Abuse

Achievement, social and developmental factors

1. People who are poor academic achievers are more likely to begin using drugs early and to become regular smokers, drinkers and drug users. Their more successful classmates have a much lower rate of use.
2. Persons who are bored by work and disinterested in academic achievement are much more likely to become drug involved than those who are more academically oriented.
3. People who feel at odds or strongly rebellious against authority and alienated from the dominant social values of their community are more likely to use alcohol and other drugs than those with strong bonds to family and to traditional religious or ethical institutions.
4. Antisocial behavior, evidenced by a lack of social responsibility such as fighting and other types of aggressive behavior are predictors of substance abuse.
5. Tobacco use, People who smoke are more likely to use marijuana than those who avoid tobacco.

Do you have any of the following common risk factors?

1. Family drug use?
2. Tobacco use?
3. Bored by work or academics?
4. A family history of criminality?
5. No clear life direction?
6. Rebellious?

Assessing Your Use

Many people who abuse drugs are not aware they have a problem, or don't want to admit it. They ignore the warning signs of drug abuse and don't listen to family and friends who are concerned.

If you are questioning your own drug use, ask yourself some questions.

This mini-assessment is for people who regularly use drugs and wonder if they have a problem with abuse or addiction. The assessment is not for occasional users of drugs.

This short questionnaire can help you take a closer look at your use.

1. Have you ever felt you need to cut down on your drug or alcohol use? _____
2. Do you ever feel annoyed when people criticize your drug or alcohol use? _____
3. Have you ever felt embarrassed or guilty about your drug or alcohol use? _____
4. Have you ever used drugs or alcohol first thing in the morning? _____
5. Does it take more and more of the substance to get the desired effect? _____

If you answered yes to any 1 of the previous questions, your use is worth taking a closer look.

Some clinicians have simply asked 1 question:

Have you ever had legal problems because of substance use and continued regular use despite the consequences?

My Personal Plan for Recovery

NAME: _____ DATE: _____

I recognize that recovery from addiction is not an event but a process. It involves my ongoing concern and requires a continual effort on my part.

To be successful, **I MUST HAVE A PLAN!!** My sobriety and abstinence plan will describe in detail how my thinking and behavior will be different and how I intend to change my habits.

Therefore, I am deciding now to take an honest, step-by-step inventory of my life and I am now deciding to actively and specifically plan for my sustained recovery.

A. First, I will set aside a specific time of the day in which I will review my plan and assess my progress. During my incarceration the best time of the day for me to accomplish this is: _____.

After my release day the best time of the day for me is: _____.

B. At certain definite intervals I will sit down with paper and pencil and write a personal inventory concerning the areas mentioned in my plan. My first written inventory will take place on:_____. That day I will set the next time to review my inventory and progress.

C. In my plan I will take a look at conditions that I know I have no control over but will have to accept, tolerate or live with anyway. I will take into account how I have allowed these conditions to get me in the past and how I must learn to deal with them in the future.

I agree _____

Signature

The quality of my sobriety and abstinence depends of my willingness to make sincere efforts to adapt my thinking and behavior in the 11 areas on following pages:



1. Potential Relapse Situations

What are my danger signs and warning signals?

When I recognize these dangerous signs what will I do differently?

What will I do if the significant people in my life start questioning me about my use?

What excuses have I used to justify using in the past?

What can I do to avoid falling back on old habits and ways of thinking?



2. Coping with Emotions

What signs and signals make me most aware of my anger and resentments?

What situations produce the most anger in me?

How do I cope or express my anger? Is the way I cope or express my anger designed to communicate my true-self or is it designed to punish the person I am angry with?

The feeling that I have a difficult time dealing with is:

How am I coping with this feeling now?

How will I cope with this feeling when I am released?



3. Making Amends

To whom I plan to make amends?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

How am I going to accomplish these amends? (i.e.: send letter, telephone, email, talk in person) and by what date(s)?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



4. Personal Inventory

What are my character traits that do not serve me well?

How do I intend to cope with these traits so that they don't sabotage my sobriety?

What actions do I intend to take in the area of self-improvement and the development of my positive qualities? (ie: work, training, education) and when?

What do I need to do to improve my self image and sense of self worth?



5. Leisure Time

Because I am no longer actively pursuing my addiction, I will have a great deal of "spare" time. Since I know that idleness is dangerous to recovery, what do I intend to do?

When I am release, how will I satisfy my need for fun and entertainment?

How will I satisfy my need for relaxation?



6. Personal Relationships

What changes do I intend to make in my personal relationships? Be specific.

Who do I need to stop associating with and why or why not?

Who do I need to start associating with and why?

How do I intend to satisfy my need for companionship with the opposite gender?



Substance Abuse - Optional Exercise 91 (cont'd)

7. Personal Relationships (Cont'd)

How do I intend to satisfy my need for companionship with persons of the same gender?

Who will I include in my Support System (ie: Church, Support Groups, Peers)

How will I use my support system? (Specify times, programs, and who)

What other changes in my personal relationships do I see necessary to maintain my recovery?



8. Family Relationships

How do I intent to ask my family to assist me in my recovery process?

What kind of changes do I need to make in these relationships in order to enhance my sobriety, abstinence and well-being?

Are there any family members who are counter-productive to my recovery? If yes, who and how could they be helpful?



9. Living and Financial Arrangements

Following the rules of my legal status, where do I intend to live and why am I choosing to live there and with whom?

How do I intend to obtain sufficient money to meet my needs?



10. **Support Group Attendance**

How many meetings do I intend to attend on a weekly basis?

How do I intend to use my sponsor?

How do I intend to use my support group?



Substance Abuse - Optional Exercise 91 (cont'd)

11. Goals

One year after my release, what do I want to be doing and what actions are necessary for me to achieve my desire?

Where do I want to see myself 5 years after my release date?

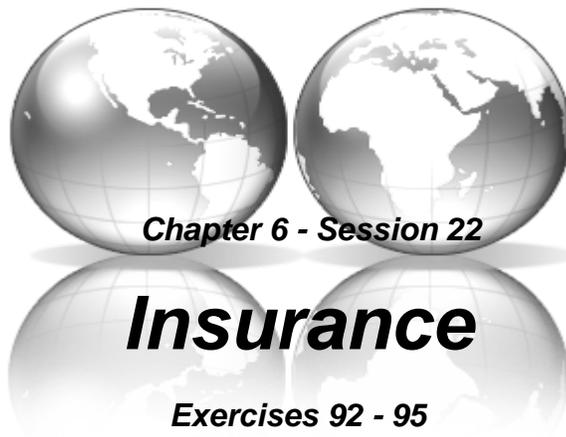
12. Self – Defeat

What situations or excuses might prevent me from following through with this plan?

Signature _____

Date: _____





What Benefits Do I Need?

Common Benefits:

Health insurance (worker’s compensation, hospital, health, dental) unemployment insurance, life insurance, retirement plan, sick leave (maternity, death of family member), paid vacation and holidays, clothing/tools/equipment, expense account, travel insurance, profit sharing, stock options, bonus, savings program/credit union, company vehicle, tuition assistance, discount privileges.

Complete the chart below:

<p style="text-align: center;"><i>BENEFITS I NEED</i></p> <p>Example: Sick leave</p>	<p style="text-align: center;"><i>BENEFITS I WANT</i></p> <p>Example: Free parking</p>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

Locating Insurance

1. Do I currently have medical insurance? If yes, what is the name of my insurance company?
2. Do I have a membership card?
3. If I don't have medical coverage, what are my options for insurance?
4. What D.E.S. programs in my area are available for medical assistance?
5. How do I access these programs and how do I know if I'm eligible?
6. If I have medical emergency, where can I go and how much will it cost?
7. Do I have any medical condition that would affect my cost?

Comparing Health Benefits

Compare **National Health** and **Premium Care** insurance plans. You have a young family with three children under 8. You and your spouse are healthy, and take a regular monthly medication. Which plan is the best for you?

	<i>\$90 per month</i>	<i>\$137 per month</i>
	National Health	Premium Care
<i>Doctor's visit co-pay</i>	\$15	\$5
<i>Doctor</i>	<i>Only participating doctors are covered</i>	<i>Any doctor</i>
<i>Hospital</i>	<i>Only participating hospitals 100%</i>	<i>Any hospital 100%</i>
<i>Emergency care</i>	<i>\$300 deductible, pays 80% after deductible</i>	<i>\$300 deductible, pays 100% after deductible</i>
<i>Prescription co-pay</i>	\$20	\$5
<i>Preventive Care</i>	<i>Annual physical</i>	<i>Annual physical/free immunizations</i>

What additional information do you need before you can decide?

Questions for Insurance Companies

Make sure you understand your policy completely. Here are some common questions you should find the answers to.

- What is a HMO?
- What is a PPO?
- Can I see any doctor?
- Does my doctor participate in this certain health plan?
- Do I have to see my primary doctor, before I can go see a specialist?
- Do I need to meet a deductible?
- Do I have any pre-existing conditions, that might not be cover
- Do they cover vitamins or health supplements?
- Do I have an insurance care case manager?
- Do they offer free preventive services (ie: immunizations, physicals)
- Do they offer any incentives for maintaining good health?
- Can I cancel at any time?
- Does this plan cover dental?
- Does this plan cover vision?
- Does this plan cover my prescriptions?
- For my prescriptions, do I have to get the generic drug?

Chapter Seven

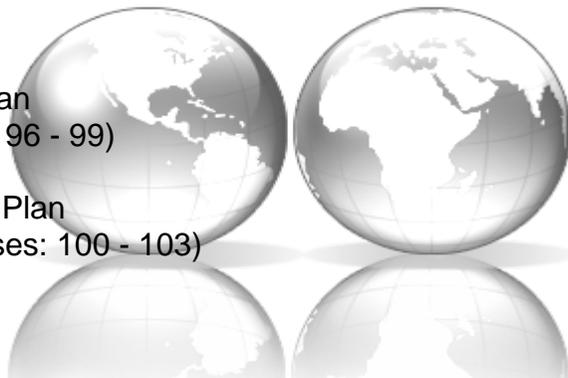
Relationships and Support

Objective

Students will learn the importance of developing and maintaining healthy relationships. Students will begin the process of developing a support system and identify the characteristics of a genuine friendship. Begin to build a network that will give them support after release.

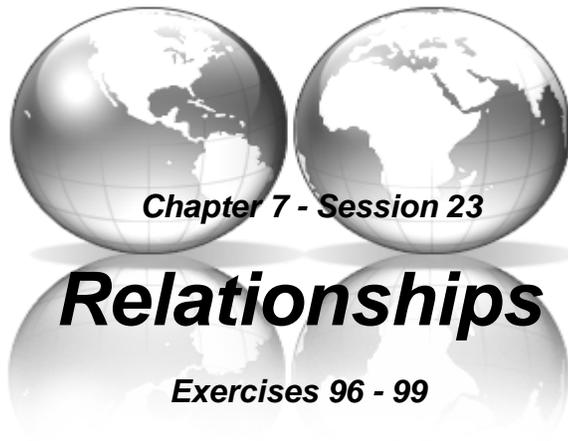
- Demonstrate an understanding of the process needed to develop a re-entry support network.

Outline

Topics 23 - 24		Page(s)
23. Relationships Lesson Plan Relationship (Exercises: 96 - 99)		294 195 - 199
24. Support System Lesson Plan Support System (Exercises: 100 - 103)		295 201 - 205

Estimated Length of Chapter 7 (1 session)

Soft Skills Gained - Learn information about personal relationships that are beneficial and what associations are damaging to re-entry effort.



Healthy Relationships

1. Speak a little less, listen a little more

Most people get tremendous pleasure from speaking about themselves. But we have to be careful; if we always speak about our achievements or problems, people will get fed up.

If we are willing and able to listen to others, we will find it much appreciated by our friends. Some people are not aware of how much they dominate the conversation. If you find you are always talking about yourself, consider this advice:

“Nature gave us one tongue and two ears so we could hear twice as much as we speak.”

2. Which is more important to you: Being right or Maintaining harmony?

A lot of problems in relationships occur because we want to maintain our personal pride. Don't insist on always having the last word. Healthy relationships are not built by winning meaningless arguments. Be willing to back down; most arguments are not critical anyway.

3. Avoid Gossip

If we value someone's friendship we will not take pleasure in commenting on their failings. They will eventually hear about it. Whether we get found out or not, we weaken our relationships when we dwell on negative qualities. Avoid gossiping about anybody; subconsciously we don't trust people who have a reputation for gossip. We instinctively trust people who don't feel the need to criticize others.

4. Forgiveness

Forgiveness is not just a cliché, it's a powerful and important factor in maintaining healthy relationships. However, real forgiveness also means that we are willing to forget. If we forgive one day, but then a few weeks later bring up the old misdeed, this is not real forgiveness. When we make mistakes, just consider how much we would appreciate others forgiving and forgetting.

5. Know When to Keep Silent

If you think a friend has a bad or unworkable idea, don't always argue against it; just keep silent and let them work things out for themselves. It's a mistake to always feel responsible for their actions. You can offer support to friends but you can't live their life for them.

6. Right Motive

If you view friendship from the perspective of “what can I get from this?” you are making a big mistake. This kind of relationship proves very short. If you make friendships with the hope of some benefit, you will find that people will have a similar attitude to you. This kind of friendship leads to insecurity and jealousy. Furthermore, these fair weather friends will most likely disappear just when you need them most. Don't look upon friends with the perspective “what can I get out of this?” True friendship should be based on mutual support and good will, and not any personal gain.

Healthy Relationships

7. Oneness.

The real secret of healthy relationships is developing a feeling of oneness. This means that you will consider the impact on others of your words and actions. If you have a true feeling of oneness, you will find it difficult to do anything that causes suffering to your friends. When there is a feeling of oneness, your relationships will be free of jealousy and insecurity.

Successful and healthy friendships depend on the golden rule: "Do unto others as you would have done unto you."

8. Humor

Don't take yourself too seriously. Be willing to laugh at yourself and be self-deprecating. This does not mean we have to humiliate ourselves. It just means we let go of our ego. Humor is often the best antidote for relieving tense situations.

9. Work at Relationships but don't over analyze

Maintaining healthy relationships doesn't mean we have to spend several hours in the psychiatrist's chair. It means we take a little time to consider others, remembering birthdays and anniversaries etc. It is a mistake to spend several hours dissecting relationships. This makes the whole thing very mental; it's better to forget any negative experiences. Good friendships should be built on spontaneity and newness, sharing a moment of humor can often do more benefit than several hours of discussion.

10. Concern and Detachment

Healthy relationships should be built on a degree of detachment. Here, people often make a mistake; they think that being detached means, "not caring". However, this is not the case. Often when we develop a very strong attachment we expect the person to behave in a certain way. When they don't, we feel miserable and try to change them. A good friendship based on detachment means we will always offer good will, but we will not be upset if they wish to go a different way.

Cutting Ties

Cutting ties with someone or something for any reason is difficult. Leaving a relationship is hard on both parties. But sometimes it is necessary.

When you are in the position to cut ties it usually works out best if you do it quickly. The faster you begin the process the quicker you have it behind you. It works out best for everyone involved if you initiate the situation and finalize everything in the appropriate manner.

1. Discover everything that you share with the position or person you are cutting ties with. Once you know what you share, you can dissolve each item. If you do not take the time to discover all aspects, you may forget something and not be able to be cut loose in the end.
2. Once you have listed all ties you have figure out what it will take to cut the ties. Go about cutting ties in a considerate way. There are always two ways of doing things. Remember to use common sense. Do not burn any bridges along the way.
3. It is now time to do what is necessary and get out. Prepare for the discussions you will need to have and have them. Waiting for the right time is never a good idea. There is never a great time to cut ties with anything. So go ahead and get it done. Just like you would grip and rip a bandage, the time is now.
4. Once you have had your conversation and eliminated all ties go about your business. It is difficult, but do your best not to look back. Chances are you were cutting ties for great reason. So go ahead with your life, continue to look forward.

Have you ever had a time where you had to cut ties? Why? Has it been permanent?

Has anyone ever cut ties with you? How did it make you feel?

Rebuilding Friendships

Identify the people or organization you have burned bridges with.

Name the people or organization that you need to make amends with.

Do you have lines of communication with the people you need to apologize to?

Name the people you need to avoid?

What steps can you take to make sure that you do avoid them?

Do you have any disagreements that need clarification?

Are you a Friend?

How many of your friends would call you their best friend?

Do your friends trust you with their personal information?

Do your friends regularly ask for your opinion?

If a friend needs something, do they ask you? Why or Why not?

Do you readily lend your possessions to your friends? Why or Why not?

Will you change an important event for your friend?

Do you think you are helpful to your friends?



Chapter 7 - Session 24

Support System

Exercises 100 - 103

Agency Support

There are many agencies, organizations, programs and individuals in the community that can be of assistance. Some of these may be federally funded and located in every state. Others may receive state or county funding and are local. Agencies can help people find jobs, get food and housing, finance education, and give information on many topics.

People don't ask for help for many reasons. Some of the reasons are:

- Embarrassment
- Lack of information
- Denial of the problem
- Cost
- Belief that they should solve their own problems

Sometimes it may be easier to ask friends and family members for help. They are part of your community, also

Activity

1. Divide into small groups.
2. Have each group, make a list of community resources (ie: food banks, clothing, shelter, education, jobs, etc...)
3. Be sure to include places that offer assistance with, health care, and education services for legal rights, children, and the handicapped.
4. Have each group share, compare and discuss what they came up with and the services provided.

Family Support

1. **Spend time together**

With today's busy schedules it is important to make time for each other.

Time together could include taking a walk or simply talking. The important thing is to make time together a priority.

Name 3 activities you could do with your family everyday.

Be Committed to Each Other

A family is stronger when there is support and commitment from all of its members.

List 3 things you could do every day to show this commitment.

Communicate

Talking and listening are both very important to the family. Family members may argue. They get their conflict out into the open. Strong families identify the problem and find successful solutions. They attack the problem, not each other.

List 3 of your strengths as a communicator

Family Support

Deal with crises in positive ways

It is important for the family to provide a support system for each other. It is also helpful to see something positive, even in very bad situations.

List 3 ways you “deal with crises in positive ways”

5. *Appreciate Each Other*

Family members need to give each other sincere compliments. They help each other feel good about themselves.

List 3 ways you show appreciation everyday.

Sometimes families need outside help. There are many agencies and organizations that can be of assistance.

List some agencies, clubs, or organizations and the services they provide for families.

Support Satellite

There are times when it's necessary to get help. What people or places can give you assistance in the following areas?



Relationships and Support Systems

Personal Relationships

What changes do I intend to make in my personal relationships? Be specific.

Who do I need to stop associating with and why?

Who should I start associating with and why?

What changes in my personal relationships do I see necessary to maintain my support system?

Family Relationships

In what area(s) do I intend to ask my family to support me?

What kind of changes do I need to make in my family relationships in order to enhance my sobriety, abstinence and well-being?

Chapter Eight

Education

Objective

To have students evaluate their educational needs. Have students determine if further training is required to maintain a successful re-entry plan. Students will assess their educational goals and develop a plan for further training. Update students on the use of technology.

- Generate a plan to gain skills that are required for personal and professional development
- Establish education goals
- Generate ideas and plans for sustaining education or training.

Outline

Topics 25 - 26

25. Education Lesson Plan
Education (Exercises: 104 -109)

26. Technology Lesson Plan
Technology (Exercises: 110 - 112)

Page(s)

296

209 - 217

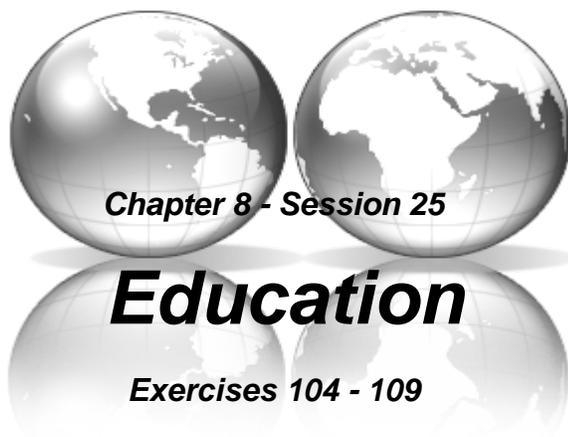
297

219 - 222

Estimated Length of Chapter 8

(1 session)

Soft Skills Gained – Understand the levels of education. / Knowledge of how skills and training can further a career.



Levels of Education

ABE: Adult Basic Education classes help people upgrade their reading, writing and math skills. The classes are for people who read below eighth grade level. Classes help people prepare for the GED test or just brush up on their skills.

GED: General Education Development is a test. Persons who did not finish high school take it. GED is a substitute for a high school diploma. Many employers ask for proof of a high school diploma or a GED.

On the Job Training (OJT) or Apprenticeship: These programs let a person learn skills while they work. There may be some classroom training. Most of the teaching takes place on the job. People in apprenticeships or OJTs are paid while they learn the job.

Vocational Skill Training: This training is at vocational or technical schools. Classes are usually in adult education. Classes can be short term or long term.

Licensed Programs: These programs are in vocational schools, colleges, and special training schools. Students take long-term training. Some jobs are licensed by the state. A person must take the training and become licensed to work in those jobs.

Associate Degree: This is a two-year college degree. Students who go full time can get the degree in two years. Many students go part - time. They still get the degree, it just takes longer. Students take courses in their major area of study. They also take general classes like math, English, science, and social studies.

Bachelor's Degree: Students who attend full time can get this degree in four years. Students take courses in their major area of study. They must also complete general classes.

Master's Degree: This is a one or two year college graduate program. Students must have a bachelor's degree before they can enter this training. This is advanced education in a special area.

Doctor of Philosophy: It is called a Ph.D. This is advanced study and research beyond the master's level. A dissertation, a giant speech paper is required. The length of time to complete this program varies. The time depends on how long it takes the student to write the paper.

Professional Schools: These programs have special schools within the university. Students must complete a bachelor's degree. Then they apply for admission to professional schools such as medical or law school.

What is your highest level of education? _____.

What are your plans to further your education? _____.



Training

1. **On the Job Training**

This can also be called staff development.

Training can take place at workshops, lectures, or conferences.

Another worker can train you. Classroom instruction may be included.

2. **Apprenticeship Programs**

An apprentice works with an experienced, skilled worker in a craft or trade. Baking, masonry, plumbing, electrical, welding, carpentry, certified auto mechanics are trades often with apprenticeship programs.

Training periods last for months or years. You're paid while you're being trained

3. **Vocational Education**

Specific areas of training, cosmetology, data entry, dental technician,

Technical programs, computers, repair, programming, web page design, LPN

Trade may have its own school (e.g. ITT Technical Institute www.itttech.edu) or it may be affiliated with another agency (e.g. hospital, clinical lab technologies – phlebotomist.)

4. **Federal and State Job-Training Programs**

Many types of jobs are available. Some you have to meet certain qualifications.

Call the state employment agency for the recent list of available programs

Contact: Research Administrator, Arizona Department of Economic Security (DES)

5. **Military**

Career opportunities in many fields, computers, medical services, business.

All branches help with the cost of college. Don't accept person with felony conviction. You can check after your records are sealed if you have no additional charges.

6. **Learning On Your Own**

You can use books, magazines, videos, computer programs and audiocassettes.

You can also join groups, meetings, classes, seminars, in your community or around the world. Catalogues. Directory of Private Career Schools and Colleges of Technology.

Colleges, schools and training centers will send you free information on home or correspondence courses.

7. **Community Colleges**

Community colleges are in a unique position to offer low cost, convenient, personalized associate degree programs. They also offer comprehensive tutoring, guidance and job placement services.

8. **Specialized Groups**

a.) Vocational rehabilitation

Helps people who have been injured or are disabled. If you were in special classes when you were in school, you may be eligible.

b) Trade associations or labor unions

Do you have any specialized training?

Do you have any license or certifications?



Education Employers Want

This list of skills was compiled by the Colorado Department of Education. Four hundred companies were surveyed as to the specific education they wanted their employees to have. Put an **X** if you have the skill, put an **L** if you're learning the skill, and put a **W** if you're weak in that skill.

Reading Skills

- ___ Read for details and specific information
- ___ Interpret pictorial information such as graphs, charts, diagrams, and maps
- ___ Use materials to do research
- ___ Follow written instructions
- ___ Interpret ideas and concept
- ___ Read accurately within a given time

Mathematical Skills

- ___ Handle basic calculations - add, subtract, multiply, divide
- ___ Estimate quantities needed on the job
- ___ Calculate costs
- ___ Use values from charts, diagrams, manuals, and tables
- ___ Construct diagrams, charts, records
- ___ Research and use statistics
- ___ Use formulas – at least Algebra I
- ___ Use 10 key calculator to complete above tasks

Computer Skills

- ___ Become aware of computer functions
- ___ Input data into computers
- ___ Access data from computers
- ___ Perform simple programming
- ___ Perform word processing

Manual/Perceptual Skills

- ___ Construct, assemble materials
- ___ Use job-specific hand tools
- ___ Develop visual presentations
- ___ Use keyboard skills
- ___ Operate job-specific power equipment

Education Employers Want

Writing Skills

- ___ Write legibly
- ___ Complete forms accurately
- ___ Write sentences in STANDARD ENGLISH
- ___ Organize, select, relate ideas
- ___ Produce reports and summaries
- ___ Identify and correct errors in writing-edit

Communication Skills

- ___ Give clear, oral instructions/directions
- ___ Explain activities and ideas clearly
- ___ Report accurately on what others have said
- ___ Stay on the topic in job-related conversations
- ___ Present information effectively
- ___ Speak clearly
- ___ Use appropriate vocabulary/grammar
- ___ Follow intent of oral instructions

Interpersonal Skills

- ___ Function cooperatively with others
- ___ Function cooperatively in a team
- ___ Adhere to policies and regulations
- ___ Exhibit openness and flexibility
- ___ Ask for assistance when needed
- ___ Display patience and tolerance
- ___ Accept constructive criticism
- ___ Exhibit leadership
- ___ Understand supervisory authority

Problem Solving/Critical Reasoning Skills

- ___ Determine what needs to be done and when
- ___ Use appropriate procedures / appropriate sequence
- ___ Obtain resources
- ___ Recognize the effects of changing the quantity and quality of materials

Education Employers Want

- ___ Collect and organize information
- ___ Analyze and synthesize information
- ___ Identify alternative approaches – different ways of doing the job
- ___ Review progress periodically
- ___ Evaluate for accuracy and completeness
- ___ Correct deficiencies and problems
- ___ Summarize and draw reasonable conclusions
- ___ Deliver completed work on time
- ___ Devise new ideas and better work methods

Job Retention and Career Development Skills

- ___ Participate in training
- ___ Pursue education outside the job
- ___ Become aware of company operations
- ___ Learn about employee benefits and responsibilities
- ___ Suggest and/or make work place improvements
- ___ Accept additional responsibilities
- ___ Maintain consistent effort
- ___ Make efficient use of new technology
- ___ Work with a positive attitude towards job and co-workers
- ___ Adapt to different job assignments
- ___ Maintain acceptable appearance
- ___ Keep work area clean and organized
- ___ Exhibit interest in future career development
- ___ Indicate interest in future career development
- ___ Be punctual
- ___ Avoid missing work

Resources

Financial Aid and Scholarships

Federal Student Aid fafsa.ed.gov

ASU Advantage Program
students.asu.edu/asu-advantage

Maricopa County Community Colleges
(480) 731-8619 maricopa.edu

Technical Schools

Maricopa Skill Center
1245 E Buckeye Road.
Phoenix, Arizona 85034
602-238-4300 or 602-238-4350
maricopaskillcenter.com

East Valley Institute of Technology
1601 W Main Street
Mesa, Arizona 84201
(480) 461-4000 evit.com

University of Advancing Technology
2625 W. Baseline Road
Tempe, Arizona 85283
800-658-5744 uat.edu

Universal Technical Institute (UTI)
10695 West Pierce Street
Avondale, Arizona 85323
800-510-5845 uti.edu

Colleges

Arizona Western College
2020 South Avenue 8E
Yuma, Arizona 85365
928-317-6000 azwestern.edu

Central Arizona College
8470 North Overfield Road
Coolidge, Arizona 85228
520-494-6600 centralaz.edu

Cochise College
4190 W. Highway 80
Douglas, Arizona 85607
(800) 966-7943 cochise.edu

Coconino Community College
2800 South Lone Tree Road
Flagstaff, Arizona 86001
928-226-4280 coconino.edu

Eastern Arizona College
615 N Stadium Avenue
Thatcher, Arizona 85552
1-800-678-3808 eac.edu

Gila Community College
8274 Six Shooter Canyon Rd
Globe, Arizona 85502 (928)-425-8481

Mohave Community College
1971 Jagerson Road
Kingman, Arizona 86409
928-757-0801 mohave.edu

Northern Arizona University
South San Francisco St.
Flagstaff, Arizona 86011
928-523-9011 nau.edu

Northland Pioneer Community College
P.O. Box 610
Holbrook, Arizona 86025
800-266-7845 northland.cc.az.us

Pima Community College
4905 East Broadway Blvd
Tucson, Arizona 85709
(520) 206-5020 pima.edu

University of Arizona
The University of Arizona
Tucson, Arizona 85721
520-621-3313 arizona.edu

Yavapai College
1100 East Sheldon Street
Prescott, Arizona 86301
928-445-7300 2.yc.edu

Maricopa County Colleges

Arizona State University
7001 East Williams Field Rd
Mesa, Arizona 85212
480-965-9011 asu.edu

Brown Mackie College
13430 N Black Canyon Hwy Ste 190,
Phoenix, Az 85029
(623) 738-2669 brownmackie.edu

Carrington College-Phoenix
8503 N 27th Ave # A,
Phoenix, Arizona 85051
(602) 864-1571 carrington.edu

DeVry University
2149 W Dunlap Ave,
Phoenix, Arizona 85021
(602) 870-9222 devry.edu

Estrella Mountain Community College
3000 N Dysart Road
Avondale, Arizona 85323
623-935-8888 estrellamountain.edu

Gateway Community College
108 North 40th Street
Phoenix, Arizona 85034
602-286-8000 gatewaycc.edu

Glendale Community College
6000 West Olive Avenue
Glendale, Arizona 85302
623-845-3000 gc.maricopa.edu

Grand Canyon University
3300 W Camelback Road
Phoenix, Arizona 85017
1-877-860-3951 gcu.edu

Ottawa University
10020 North 25th Avenue
Phoenix, Arizona 85021
602-371-1188 ottawa.edu

Mesa Community College
1833 West Southern Ave
Mesa, Arizona 85202
480-461-7600 mc.maricopa.edu

Paradise Valley Community
College
18401 North 32nd Street
Phoenix, Arizona 85032
602-787-6500 pvc.maricopa.edu

Chandler-Gilbert College
2626 East Pecos Road
Chandler, Arizona 85225
480-732-7000 cgc.maricopa.edu

Phoenix College Downtown
640 North 1st Ave
Phoenix, Arizona 85003
602-223-4050 pc.maricopa.edu

Rio Salado College
2323 West 14th Street
Tempe, Arizona 85281
480-517-8150 rio.maricopa.edu

Scottsdale Community College
9000 East Chaparral Road
Scottsdale, Arizona 85256
480-423-6000 scottsdalecc.edu

South Mountain Community
College
7050 South 24th Street
Phoenix, Arizona 85042
602-243-8000 southmountaincc.edu

University of Phoenix
3157 East Elwood Street
Phoenix, Arizona 85034
866-766-0766 phoenix.edu

Western International University
9215 North Black Canyon Highway
Phoenix, Arizona 85021
866-948-4636 wintu.edu

Why attend college?

A college degree can provide you with many opportunities in life. A college education can mean:

- **Greater Knowledge**

A college education will increase your ability to understand developments in science and in society, to think abstractly and critically, to express thoughts clearly in speech and in writing and to make wise decisions. These skills are useful both on and off the job.

- **More Money**

A person who attends college generally earns more than a person who does not. For example in 1997, a person with a college degree from a four-year college earned approximately \$18,000 more in that year than a person who did not go to college. Someone with a two-year associate's degree also tends to earn more than a high school graduate.

- **Greater Potential**

A college education can help increase your understanding of the community, the nation and the world - As you explore interests you will discover new areas of knowledge and become a responsible citizen.

- **More Job Opportunities**

The world is changing rapidly. Many jobs rely on new technology and already require more brain power than muscle power. More and more jobs will require education beyond high school. With a college education, you will have more jobs from which to choose.

What plans do you have for continuing your education?

Types of secondary education

More than half of all recent high school graduates in the United States pursue some type of postsecondary education. In many other countries, a smaller percentage of students go on for more schooling after high school. However, in America recent surveys show that most people want to get some college education. There are many higher education options in the United States. For this reason, you are likely to find a college well-suited to your needs.

There are two basic types of post-secondary education institutions:

- **Community, Technical, and Junior Colleges**

Many kinds of colleges offer programs that are less than four years in length. Most of these schools offer education and training programs that are two years in length or shorter. The programs often lead to a license, a certificate, an associate of arts (A.A.) degree, an associate of science (A.S.) degree or an associate of applied science (A.A.S.) degree.

- **Four-Year Colleges and Universities**

These schools usually offer a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. Some also offer graduate and professional degrees.

Community, Technical, and Junior Colleges

Colleges with programs that are less than four years in length are often called *community colleges*, *technical colleges*, or *junior colleges*:

Community Colleges: These are public, two-year colleges. They mostly serve people from nearby communities and offer academic courses, technical courses, and continuing education courses. Public institutions are supported by state and local revenues.

Technical Colleges: These are generally colleges that have a special emphasis on education and training in technical fields. However, although some technical colleges offer academic courses and programs, not all technical colleges offer two-year programs that lead to an associate of arts or science degree. Technical colleges may be private or public. Junior colleges and community colleges that offer many technical courses are often called "technical colleges."

Junior Colleges: These are generally two-year colleges that are private institutions. Some junior colleges are residential and are attended by students who come from other parts of the country.

Types of secondary education

An A.A. degree is an academic discipline. These academic programs are often comparable to the first two years of a general academic program offered by a four-year college or university. In many cases, students who earn two-year degrees may enter four-year schools and receive credit toward a B.A. or B.S. degree.

Many junior and community colleges offer technical and occupational training, as well as academic courses. For example, many cardiovascular technicians, medical laboratory technicians and computer technicians received their education and training at junior colleges, community colleges, or technical colleges.

Two-year colleges such as community colleges often operate under an "open admissions" policy that can vary from school to school. At some institutions, "open admissions" means that anyone who has a high school diploma or GED certificate can enroll. At other schools, anyone over 18 years of age can enroll or in some cases, anyone deemed able to benefit from the programs at the schools can enroll.

Four-Year Colleges and Universities

Students who wish to pursue a general academic program usually choose a four-year college or university. These institutions may be either public or private. Such a program lays the foundation for more advanced studies and professional work. These colleges and universities primarily offer B.A. and B.S. degrees in the arts and sciences. Common fields of study include biology, chemistry, economics, English literature, foreign languages, history, political science and zoology.

Here are the main differences between four-year colleges and universities:

Four-Year Colleges: These are post-secondary schools that provide four-year educational programs in the arts and sciences. These colleges grant bachelor's degrees.

Universities: These are postsecondary schools that include a college of arts and/or sciences, one or more programs of graduate studies and one or more professional schools. Universities award bachelor's degrees and graduate, master's and Ph.D. degrees. Many universities also grant professional degrees, for example, in law or medicine.

When a student earns a bachelor's degree it means that he or she has passed examinations in a broad range of courses and has studied one or two subject areas in greater depth. (These one or two subject areas are called a student's "major" area(s) of study or area(s) of "concentration.") A bachelor's degree is usually required before a student can begin studying for a graduate degree. A graduate degree is usually earned through two or more years of advanced studies beyond four years of college. This might be a master's or a doctoral degree in a particular field or a specialized degree required in certain professions such as law, social work, architecture or medicine.



Chapter 8 - Session 26

Technology

Exercises 110 - 112

The Web and Internet

The Internet has become the greatest tool for gathering and providing information. The technology of the internet makes getting quality information ideal, along with the convenience and speed of access to information.

The *World Wide Web* ("WWW" or simply the "Web") is a global information medium which users can read and write via computers connected to the Internet. The term is often mistakenly used as a synonym for the Internet itself, but the Web is a service that operates over the Internet, as e-mail does. The history of the Internet dates back significantly, further than that of the World Wide Web.

The Internet is a global system of interconnected computer networks that use the standard Internet to serve billions of users worldwide. It is a network of networks that consists of millions of private and public, academic, business, and government networks of local to global scope that are linked by a broad array of electronic and optical networking technologies. The Internet carries a vast array of information resources and services, most notably the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail.

Most traditional communications media, such as telephone and television services, are reshaped or redefined using the technologies of the Internet. Newspaper publishing has been reshaped into Web sites, blogging, and web feeds. The Internet has enabled or accelerated the creation of new forms of human interactions through instant messaging, Internet forums and social networking sites.

The origins of the Internet reach back to the 1960s when the United States funded research projects of its military agencies to build robust, fault-tolerant and distributed computer networks. This research and a period of civilian funding of a new U.S. backbone by the National Science Foundation spawned worldwide participation in the development of new networking technologies and led to the commercialization of an international network in the mid 1990s and resulted in the following popularization of countless applications in virtually every aspect of modern human life. As of 2009, an estimated quarter of Earth's population uses the services of the Internet.

The Internet has no centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own standards.

Will you have regular access to the internet? _____

If not, where can you access the internet when needed?

Email

What is Email?

Email (short for electronic mail) is very similar to physical postage type mail. Imagine sending a letter to a friend. You cannot simply write your friend's name at the top of a letter and drop it in a mailbox. There is a certain format that you need to follow. The letter needs to be in an addressed envelope with a stamp. Email also has a format that needs to be followed. Instead of using physical addresses, email uses email addresses. To send an email to a person, you need an email address to send it to. Similarly, to receive an email, you need an email address yourself.

How do I get an email address?

You can get a *FREE* email address from an email provider. Many companies such as Yahoo, Hotmail, MSN and Google provide email addresses. To get an account from one of these providers, you will need to visit them on the internet. For this tutorial, we will use Yahoo. To visit Yahoo you must use a web browser to access www.yahoo.com. Because Yahoo offers much more than just email you will need to go into the Yahoo Mail section of their website. From their homepage you can find a link to the Yahoo Mail section just to the right of the logo at the top.

How do I register a new account?

From the Yahoo Mail page, find a button labeled *Sign up for Yahoo!* Clicking *Sign up for Yahoo!* allows you to add your personal information to create a new account. While you are filling out the registration page, pay close attention to the fields that are labeled with an asterisk (*). Those fields **MUST** be completed.

What do I use for an ID?

Your ID will be the first part of your email address. The Yahoo website allows you to logon and check your email. If, for instance, your name is Terry Jones and you pick *tjones1967* as your ID, your email address will be *tjones1967@yahoo.com*. You can check the availability of your chosen ID before moving on. You can try your first and last name but keep in mind that there are millions of email users and your name might be taken. Also remember that you can **NOT** use spaces or special characters in your Yahoo ID. Your ID may only consist of letters, numbers, dashes (-) or underscores (_).

What is my password for?

The password allows you and only you to access your email account. Do not give your password away to anyone. Knowing your password allows you to access your account, check your email and send email to others. If a stranger knew this password they would be able to do the same. You will be asked to type your password twice to ensure that is typed correctly.

Email

Why does it say Verify Your Registration and Enter the Code Shown?

This step helps prevent people from creating automatic registrations. Just type the characters you see in the picture into the textbox making sure to use capital and lowercase letters as necessary.

How do I finish creating my account?

Simply click the *I Agree* button at the very bottom of the page. If you have filled in all of the required fields correctly you will be shown a verification page that displays your account information. If you are missing any of the required fields or if they were not filled in properly, you will be alerted as to what to fix. After you correct the errors it lists, click *I Agree* again and move on from there.

What now?

After you click *Continue to Yahoo Mail* from the verification page you see your email account for the first time. The page that you see here is the same page you will see every time you login in the future. From here it is up to you. To send an email, click the *Compose* button. To check your email, click the *Check Mail* button.

A few things to remember:

Do not forget your Yahoo ID or Password; without them you will not be able to use your account to send or receive emails.

When you are done using your email remember to click the *Sign Out* link at the top of the page. This forces Yahoo to close your mailbox and not open it again without your Yahoo ID or password.

Your password is case sensitive. This means that any capitalization (or lack of capitalization) matters. For instance, if you create your account with "FunnyMan" as your password, you will not be able to login with "Funnyman" because capitalization matters.

Match the email Vocabulary to the proper meaning:

- | | |
|-----------------------|--|
| A - Attachment | _____ The place where your emails are stored and checked |
| B - Inbox | _____ Answer an email that someone has sent you |
| C - Reply | _____ To send an email that you received to another person |
| D - Forward | _____ A file sent along with the message in an email |

Computer Terminology

Match the terms with the definitions

- | | |
|--------------------------------|---|
| 1. ____ Blog | A. Search engine or internet service used to search the Web |
| 2. ____ Chat Room | B. Software programs designed to spread and corrupt or delete data |
| 3. ____ Face Book | C. A form of real-time communication, between people based on typed text |
| 4. ____ Google | D. A social networking service that enables users to post, send and read messages known as tweets |
| 5. ____ Twitter | E. Unsolicited bulk messages, indiscriminately sent to email |
| 6. ____ Spam | F. A personal online Journal or Commentary or Description of events |
| 7. ____ Virus | G. A social networking site which lets users develop a personal page and allow friends to access photos, read comments and send messages |
| 8. ____ (IM) Instant Messaging | H. A social networking site where people with similar interests can enter and have text conferences |

*** Answers on page 309 ***

Chapter Nine

Employment

Objective

Students will identify career options. Develop a plan to gain the necessary information needed for a chosen career. Students will gain the fundamental skills in creating a resume and by participating in mock interviews demonstrate the skills essential for job interviewing.

- Find a career that fits their personality.
- Begin process of establishing resources in a career field.
- Create a workable resume.
- Develop interviewing proficiency.

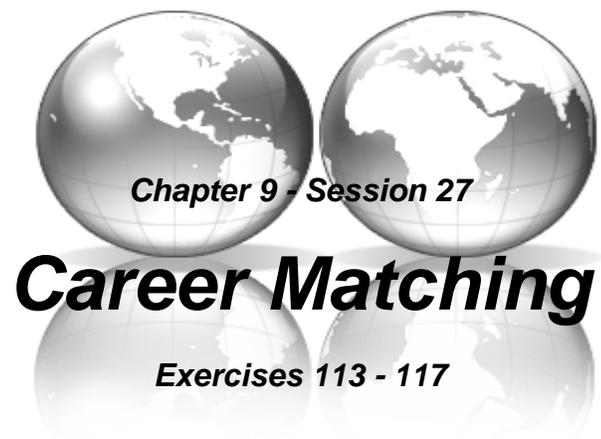
Outline

Topics 27 - 32	Page(s)
27. Career Matching Lesson Plan Career Matching (Exercises: 113 - 117)	298 225 - 234
28. Career Planning Lesson Plan Career Planning (Exercises: 118 - 122)	299 236 - 242
29. Employment Lesson Plan Employment (Exercises: 123 - 126)	300 244 - 248
31. Resumes Lesson Plan Resumes (Exercises: 127 - 132)	301 250 - 262
32. Interviewing Lesson Plan Interview (Exercises: 133 - 139)	302 264 - 272

Estimated Length of Chapter 9

(3 sessions)

Soft Skills Gained – Gain an understanding of personality and how it corresponds with a successful career.



Why People Work

Livelihood

People work to provide themselves and their families with the basics of life, food, clothing and shelter. After these essentials, other needs and wants can be met that create a comfortable lifestyle for the worker.

Human Relationships

People are usually quite social; they seek and enjoy companionship with other people. Working is a means of associating with others. Being part of a group of workers that depends on each other is rewarding. People like a sense of belonging. Often co-workers have common interest, challenges and senses of humor. Some jobs have dealings with the public. Helping others can be satisfying.

Personal Development

Work provides opportunities to expand your knowledge, skills, and experience. A person's self confidence improves as they learn and as they can do more. A self confident person has fun looking for new things to investigate, different ideas to think about and interesting people to get to know.

Job Satisfaction

Work done well is a source of satisfaction and self respect. A person needs to know that they are a capable individual. A job is a perfect setting in which to make decisions, solve problems and accomplish tasks that show your capabilities. A job in which a person feels successful brings rewards beyond just income.

Service

Work that a person does can be useful or beneficial to others. People like to make quality products; provide needed services and in general, make a contribution to their community. Workers like to feel that the job they do is important and of value to others.

Security

People often look for security in their occupations. They don't want to worry about being unemployed. They value the stability of a regular income and steady work. This predictability allows them to confidently make plans for their future.

Success

Ambitious workers want a job that offers opportunities for advancement. Employers are interested in hiring workers who will successfully meet challenges. When an employee contributes to the success of a business they can enjoy the satisfaction and pride in a job well done. Often the employer adds to the reward, with a raise or a promotion.

Happiness

An important reason why people work is happiness. Thomas Edison, the famous inventor, was once encouraged by his wife to take a vacation. He responded, "I can't think of anything I would rather do than work in my laboratory." People who choose their occupations wisely have many more good days than bad days on the job.

Skills Checklist

Skills are categorized in the tables on these two pages. Place a check mark by every skill you enjoy using. Place an additional mark, if you really enjoy a particular skill.

Communicate Interpersonal	Organizing	Managing	Manual
<input type="checkbox"/> give advice <input type="checkbox"/> demonstrate <input type="checkbox"/> develop rapport <input type="checkbox"/> explain <input type="checkbox"/> instruct <input type="checkbox"/> interpret <input type="checkbox"/> entertain, perform <input type="checkbox"/> lead a group <input type="checkbox"/> interview for information <input type="checkbox"/> negotiate <input type="checkbox"/> listen <input type="checkbox"/> mediate <input type="checkbox"/> sell <input type="checkbox"/> persuade <input type="checkbox"/> summarize <input type="checkbox"/> write <input type="checkbox"/> teach <input type="checkbox"/> train <input type="checkbox"/> supervise <input type="checkbox"/> deal with feelings <input type="checkbox"/> treat, nurse <input type="checkbox"/> host/hostess	<input type="checkbox"/> collect resources <input type="checkbox"/> <input type="checkbox"/> coordinate <input type="checkbox"/> diagnose <input type="checkbox"/> set priorities <input type="checkbox"/> problem solving <input type="checkbox"/> summarize <input type="checkbox"/> team building <input type="checkbox"/> troubleshooting <input type="checkbox"/> schedule <input type="checkbox"/> plan <input type="checkbox"/> classify information <input type="checkbox"/> evaluate <input type="checkbox"/> inventory <input type="checkbox"/> record keeping <input type="checkbox"/> budget <input type="checkbox"/> streamline procedures <input type="checkbox"/> coordinate events <input type="checkbox"/> handle logistics	<input type="checkbox"/> approve work <input type="checkbox"/> <input type="checkbox"/> assign work <input type="checkbox"/> coach <input type="checkbox"/> initiate projects <input type="checkbox"/> motivate <input type="checkbox"/> organize <input type="checkbox"/> scheduling <input type="checkbox"/> planning <input type="checkbox"/> trouble-shooting <input type="checkbox"/> lead others <input type="checkbox"/> set goals <input type="checkbox"/> create a plan of action <input type="checkbox"/> motivate <input type="checkbox"/> persuade <input type="checkbox"/> negotiate <input type="checkbox"/> review <input type="checkbox"/> make decisions <input type="checkbox"/> initiate change	<input type="checkbox"/> assemble parts <input type="checkbox"/> <input type="checkbox"/> measure <input type="checkbox"/> construct <input type="checkbox"/> cut <input type="checkbox"/> drafting <input type="checkbox"/> repair <input type="checkbox"/> read plans <input type="checkbox"/> drive <input type="checkbox"/> maintain equipment <input type="checkbox"/> operate equipment <input type="checkbox"/> improve designs <input type="checkbox"/> test equipment or materials <input type="checkbox"/> use physical coordination <input type="checkbox"/> use mechanical abilities <input type="checkbox"/> prepare food <input type="checkbox"/> produce skilled crafts <input type="checkbox"/> plant, cultivate <input type="checkbox"/> tend animals

Skills Checklist

Information	<i>Creativity</i>
<input type="checkbox"/> research, read	<input type="checkbox"/> draw, illustrate
<input type="checkbox"/> evaluate	<input type="checkbox"/> photograph
<input type="checkbox"/> analyze facts	<input type="checkbox"/> paint
<input type="checkbox"/> use logic to solve problems	<input type="checkbox"/> visualize
<input type="checkbox"/> test for accuracy	<input type="checkbox"/> imagine possibilities
<input type="checkbox"/> classify information	<input type="checkbox"/> dream up new ideas
<input type="checkbox"/> inventory	<input type="checkbox"/> design programs, products or environments
<input type="checkbox"/> record keeping	<input type="checkbox"/> use intuition
<input type="checkbox"/> budget	<input type="checkbox"/> write reports, letters, ads
<input type="checkbox"/> computing	<input type="checkbox"/> compose music
<input type="checkbox"/> observe, monitor	<input type="checkbox"/> stage shows, produce events
<input type="checkbox"/> measure	
<input type="checkbox"/> proofread, edit	
<input type="checkbox"/> chart, graph information	

List your ten favorite skills:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

From the skills checklist, which category(s) are most of your check marks?

Keep these categories in mind for use on a future exercise!

Reverse Thinking

Sometimes it's difficult to know what kind of work would be interesting. However, nearly everyone knows what kind of work they would like to avoid!

Think about your preferences, your natural skills and your strengths and weaknesses.

Fill in all the columns below.

Start with things you wouldn't like then in the middle column write down the opposite of the idea in the first column. When you look at the idea in the second column, think of a job that would give you that?

Example:

Things I Wouldn't Like	Reverse It	What Idea Does That Trigger?
Routine jobs	Variety, new ideas	I like drawing pictures for T-shirts
A boss standing over my shoulder	Being independent	Owning my own business

Things I Wouldn't Like	Reverse It	What Idea Does That Trigger?

Keep these ideas in mind for use on a future exercise!

Careers You Can Have at Home

Who starts a home-based business? Usually a person who's had enough experience on a regular job to learn a business and make contacts. To be in business for yourself you need to be energetic, motivated and able to take disappointments. People who start their own businesses often want independence, control and more time with family. In exchange, they give up the security of a regular company paycheck. The following people all started their own businesses. Here's what they have to say about what it's like to be self-employed.

Artists

People who love art often go into business as graphic designers, calligraphers, illustrators or textile designers. Larry is a painter who's been running a design business out of his home for 12 years. He graduated from college with a B.F.A. in painting. He has worked in a frame shop, an art gallery and a large city art museum. Larry was teaching an art class at the city recreation department, when one of his students hired him for a free-lance design job. That's how Larry's business began.

"Today, I still work for that first client". Larry's work now ranges from designing ads to creating TV props. He's taking courses at a community college in web page design. "I am constantly up-dating myself on technology and how it can help me organize my business's accounts and add to the services I offer clients?"

Annual gross income for designers can range from \$25,000 for a beginner up to \$110,000 for very successful designers. The average is \$49,000.

Food

People who love to cook often start home-based cooking businesses. This is a situation that sounds simple, but is quite complicated.

Some people make cookies, muffins or full meals that customers just heat and eat. Also, a cook can cater anything from a child's party to a formal dinner and to begin, all you need is cooking equipment, the right ingredients and a kitchen. But unless you have big money backing, it's best to begin moonlighting while holding another job. Also, be careful. Health codes vary and your city or state may not allow cooking for profit in your own home.

"Cooking school is helpful, but on-the-job experience is more important."

Income depends on location, customer service and product marketing.

Careers You Can Have at Home

Masseuse

Carolyn, a massage therapist runs a successful home-based business. "I love it, but it's hard work! You have to have high physical energy."

To become a licensed message therapist in Carolyn's home state, you need to take a tough, one-year course at an accredited school, where you learn anatomy, CPR, first aid, physiology and chemistry, as well as massage. You must then pass a licensing test; the license must be renewed periodically.

It took Carolyn one year to establish her business while she worked three days a week at a health club. Some massage therapists go to their client's homes. Overhead and set-up are low. You need a massage table, sheets, and towels. Cleanliness and a safe, accessible neighborhood are important for a successful business. However, Carolyn decided that she wanted to work in a medical office. It took her a while to find just the right setting for her. Now she works in an office with a chiropractor, an occupational therapist and three medical doctors who specialize in sports medicine.

A home-based massage therapist may earn \$60,000 a year.

Writers

Many writers have offices in their homes. A writer's office is equipped with a computer and work processing program, phone, reference books and possibly a modem, fax and photocopy machine.

Few writers make a living writing fiction. Most write magazine or newspaper articles, promotional literature or corporate communications. It helps to specialize, as Ted Bosworth, a medical writer notes.

After Ted got his B.A. in English, he landed a position as a medical writer for a small company. Two years later, Ted started his own business as a medical writer. After 12 years, he still enjoys it. "I've been very lucky," he says. "But you have to like working alone and the faster you can write, the more money you can make."

Writers' gross incomes vary dramatically: from \$18,000 to well over \$100,000. The average is around \$49,000. Some fields, like medical writing, pay better than others.

Have you considered starting a business of your own? _____

What if anything has held you back? _____

Take the Business quiz on the next page to see if you have what it takes.

Owning Your Own Business

In order to be successful in your own enterprise you will have to be self-motivated and you may have to work harder than an employee in someone else's firm. If you do not really like what you are doing you will find it hard to get the inspiration and drive that is required for such a task. Choose an activity that you know something about and choose an activity that you enjoy doing. The ideal business would be one where you have some prior knowledge and something which you enjoy doing.

One thing to remember, there is nothing wrong with being an employee and working for someone else. There are a lot of advantages in terms of job security, steady income, standard hours and other benefits. It is just a question of looking at your total situation and making the right choice. On the other hand, if you do possess the qualities of an entrepreneur and really have a good idea backed by adequate capital and expertise, then starting your own business may be the best thing you will ever do.

Most successful small business owners started businesses in areas where they already had experience and skills. Your last job or your next job might be your training program for your own business.

People can become self-employed with just a small investment. Many self-employed people operate their businesses out of their homes. Childcare providers, bookkeepers, janitorial services are all examples of small businesses people have started in their homes.

Researchers have discovered there are certain characteristics that business owners have. Take the quiz below to see if you have any common characteristics with business owners.

The Own Your Own Business Quiz

Directions: Next to the number write **N** for mostly **No**, and **Y** for mostly **Yes**.

1. Do you worry about what others think of you?
2. Do you read books?
3. Do you take risks for the thrill of it?
4. Do you find it easy to get others to do something for you?
5. Has someone in your family shared with you the experience of starting a business?
6. Do you believe in organizing your tasks before getting started?
7. Do you get sick often?
8. Do you enjoy doing something just to prove you can?
9. Have you ever been fired from a job?

Owning Your Own Business

10. Do you find yourself constantly thinking up new ideas?
11. Do you prefer to let a friend decide your social activities?
12. Did you like school?
13. Were you a very good student?
14. Did you run with a group in high school?
15. Did you participate in school activities or sports?
16. Do you like to take care of details?
17. Do you believe there should be security in a job?
18. Will you deliberately seek a direct confrontation to get needed results?
19. Were you the firstborn child?
20. Was your father present during your early life at home?
21. Were you expected to do odd jobs at home before 10 years of age?
22. Do you get bored easily?
23. Are you sometimes arrogant about your accomplishments?
24. Can you concentrate for extended periods of time on one subject?
25. On occasion, do you need pep talks from others to keep you going?
26. Do you find unexpected energy as you tackle jobs you like?
27. Does personal satisfaction mean more to you than having money to spend on yourself?
28. Do you enjoy socializing regularly?
29. Have you ever deliberately exceeded your authority at work?
30. Do you try to find the benefits of bad situations?
31. Do you blame others when something goes wrong?
32. Do you enjoy tackling a task without knowing the potential problems?

Owning Your Own Business

33. Do you persist when others tell you it can't be done?
34. Do you take rejection personally?
35. Do you believe that a lot of good luck explains success?
36. Are you likely to work long hours to accomplish a goal?
37. Do you enjoy being able to make your own decisions on the job?
38. Do you usually wake up happy?
39. Can you accept failure without admitting defeat?
40. Do you have a savings account and other personal investments?
41. Do you believe that business owners take a huge risk?
42. Do you feel that successful business owners must have advanced college degrees?
43. Do you use past mistakes as a learning process?
44. Are you more people oriented than you are goal oriented?
45. Do you find that answers to problems come to you out of nowhere?
46. Do you enjoy finding an answer to a frustrating problem?
47. Do you prefer to be a loner in your final decision?
48. Do your conversations discuss people more than events or ideas?
49. Do you feel good about yourself regardless of the criticism of others?
50. Do you sleep as little as possible?

Owning Your Own Business

List the advantages and disadvantages to owning your own business.

Advantages

Disadvantages

Analyze your answers

Here are the answers recommended for the perfect entrepreneur. Judge for yourself whether you're ready to be your own boss.

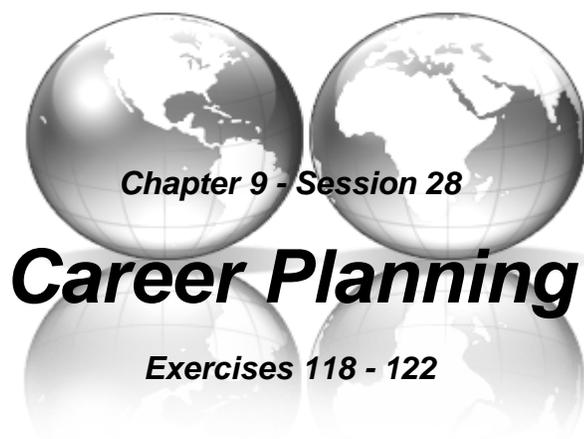
Directions:

Consultants say that you should have answered yes to the numbers below.

Circle the numbers that you answered yes.

There are a total of 32 yes answers. How many did you have?

Questions - **2, 3, 4, 5, 6, 8, 10, 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 33, 36, 37, 38, 39, 40, 43, 45, 46, 49**



Chapter 9 - Session 28

Career Planning

Exercises 118 - 122

Career Planning - Exercise 118

Career Preference

Have you assessed your skills and decided on what career you would want

Here is a list of general careers. Which ones are worth exploring to you?

Accountants and auditors	Adjusters, investigators, and	Bank tellers
Actors, directors and producers	Collectors	Bus drivers
Administrative services managers	Architects	Cashiers
Adult education teachers	Clerical supervisors	Child care workers
Agricultural scientists	Construction & building	Counter and retail clerks
Biological and medical scientists	Inspector	Court reporters
Chemists	Designers	Credit authorizers and checkers
Dentists	Employment interviews	Dispatchers
Engineering, science, & computer	Financial managers	Flight attendants
Systems managers	Health information	Funeral directors
Foresters and conservations	technicians	General office clerks
Scientists	Health services managers	Loan clerks
General manager and top	Hotel manager assistants	Mail carriers
Executives	Industrial production	Medical transcribers
Geologist and geophysicists	Managers	Nursing
Government executives &	Insurance agents and brokers	Physical therapy assistants
legislators	Library technicians	Postal clerks
Lawyers and judges	Licensed practical nurses	Pre-press workers
Librarians	Paralegals	Preschool teachers
Management analysts and	Physical therapists	Proofreaders
Consultant	Property managers	Psychiatric aides
Manufacturers and wholesale	Real estate agents and	Reservation & transportation
Sales representatives	Broker	Ticket agents & travel clerks
Marketing, advertising, and public	Receptionists	Stenographers
Relations managers	Recreation workers	Taxi drivers
Meteorologists	Recreational therapists	Title searches
Optometrists	Restaurant/food service	Typesetter
Pharmacists	workers	Word processor
Physicians	Retail sales workers	Visual artist
Physicists and astronomers	Secretaries	Television technician
Podiatrists	Social worker	Counselor
Psychologists	Travel agents	Web Designer
Radio, TV, and newspaper	Speech-Language pathologist	Truck Driver
announcers and reporters	Cook – Chef	Forest Ranger
School teachers	Chauffer	Restaurant Manager
Computer Tech	Pilot	Stenographer
Writer editor	Surveyor	Carpeting Layer
Agricultural Laborer	Auto Mechanic	Photographer
Seamstress	Custodian	Welder
Painter	Electrician	Roofer
Mailperson	Plumber	Cabinet Maker

Barriers

Check those that apply.

- I feel like I do not have the skills, ability, and/or knowledge required.
- I feel that I do not want it badly enough to really work for it.
- I'm worried that I might fail.
- I'm afraid of what others might think.
- Other people do not want me to reach this goal.
- My goal is so difficult, no one could ever reach it.
- Other Barriers: Explain _____

What are some things I could do to overcome these barriers and reach my goal?

1. _____
2. _____
3. _____

Who can I assist me in reaching career goals?

Name: _____

Name: _____

Outcome

What are some of the good things that will happen if I reach my career goal?

1. _____
2. _____
3. _____
4. _____
5. _____

Start your Plan

1. What job(s) would you like to have? _____
2. Have you done this job before? _____
3. What are your favorite days of the week to work? _____
4. What hours or time of the day do you want to work? _____
5. Are you willing to work nights or weekends if the boss asks you to? _____
6. Do you want to work indoors or outdoors? _____
7. Would you rather be standing or sitting at work? _____
8. Do you want to work alone or with other people? _____
9. Do you want to work at a fast-paced or at a slow pace? _____
10. Do you like to be noisy or quiet when you work? _____
11. Do you prefer music or no music playing where you work? _____
12. Do you prefer a job that makes you wear a uniform? _____
13. Do you want a job that you dress up for work? _____
14. Do you prefer to work with a lot of employees or a few employees? _____
15. What kind of setting(s) do you want to work in?
 - hospital outdoors stock room animals
 - home business farm hotel
 - office store front water cubicle
 - shopping mall
16. How far are you willing to travel to get to work? _____
17. How much money would you like to make at a job? _____
18. What else are you looking for in a job? _____

Does your career match still fit with your career plan?

If not, what do you have to adjust? _____

Career Plan

*Directions: Remember your previous worksheets?
Complete this plan with some of the information you have compiled.*

Career Aspirations	Education or training needed	Where can I get the training
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Finding out about a Job

Elvin wanted to become an electrician. He'd heard he would earn enough money to support his family. He also wanted a job where he could work indoors. By chance his neighbor was having her kitchen remodeled. Elvin asked her if he could leave his number for the electrician.

Two days later, Elvin got a call from Jose Lopez, the electrician. Jose told Elvin to come over to the job at lunchtime.

Elvin wrote down some questions that he wanted to ask Jose.

"Jose, is the work steady? and is the pay good?"

"Oh yeah more work than I can do but it's hard finding other good workers to help out. The pay is great but you have to watch out about taking jobs where you're fixing work that other people have already messed up, like they had some bad worker do a bad job, or they tried to do it themselves and then fouled it up and then called me to fix it – that can take a lot of time – you can't have bad electrical - it can be dangerous for everybody. Starting a job new is the best way, if you want to make good money at it."

"Do you work inside most of the time?"

"No, I work outside a lot – but I don't take outside jobs in the heat during the summer in Arizona. I go where it's cooler, like where they're building condos in Prescott or something. My uncle is an electrician in Pinetop, so sometimes I go help him. There's always work for an electrician."

"Is that how you got interested in being an electrician? You're uncle?"

"Yeah, sort of, I knew he made good money, could set his own schedule and I used to help him out when I was a kid, and I was good at the job. You need tools to be an electrician, and he had them - I didn't have to buy anything, just show up and take orders!" "Now I have a couple of other guys who work for me off and on. Right now I have a pretty talented eager kid who's taking technical courses at the community college even though he's still in high school. He works with me on the weekends. He'll be an apprentice to me next year and he's looking into becoming a certified electrician."

"What do you have to do to get certified? How much does it cost, Jose?"

"I don't know Elvin things are probably different now than when I received mine."

Finding out about a Job

Elvin thanked Jose for his time. He went home and thought about what he had learned. He had not known that electricians had to buy their own tools. He also had not known that he had to go through an apprenticeship and get a license and insurance. He was not sure he wanted to be an electrician. He needed to learn more.

After talking with Jose, Elvin wanted to find out more about becoming an electrician. He had no money to buy any books or information. He went to his public library. He asked a librarian to help him find job information about becoming an electrician.

Elvin found "Electrician" in an *Occupational Outlook Handbook*. He read about the job. He did not like some of the tasks and working conditions. Sometimes electricians work outdoors. Usually they belong to a Union. (They may require 144 hours of class and 8,000 hours of on-the-job training.)

Elvin didn't know much about unions so he decided to ask Jose. Jose told Elvin to call Hans Olsen, a union steward. He gave Elvin the phone number.

Elvin called Hans Olsen. He explained that he was interested in learning more about unions and being an electrician. Hans was happy to speak with Elvin.

After talking with Hans, Elvin had to do a lot of thinking. He was very interested but knew it takes time and money plus he has to find out more. He needed more information to decide if this was the right job for him.

People often have ideas about a job but later they find out that the job is not what they expected. Talking with people that work in the career and trying out the job yourself are two good ways to gather information. Using books or the Internet are helpful sources of information.

Finding out about a Job

1. How did Elvin find a person to talk with about becoming an electrician?
2. One of Elvin's work values is to find steady work. According to Jose, is electrical work steady?
3. Elvin hopes to find work that is indoors. Does Jose work indoors most of the time?
4. After the conversation with Jose, was Elvin sure that he wanted to become an electrician?
5. Where did Elvin go to get more information?
6. Who did Elvin talk to find out more about an electrician's work?
7. After the conversation with Hans Olsen, was Elvin sure that he wanted to become an electrician?
8. What do you think Elvin should do next?



Top 10 places to look for a Job

1. Personal Contacts – Networking is the number1 way people get jobs

Tell everyone you know you're job hunting. Tell them what work you can do, ask that they ask their friends and employer if they know of job openings. Include neighbors, family, friends, former employers, teachers and coaches. Don't forget the receptionist at your mother's doctor's office, your friend's daughter's teacher, or your brother's mother-in law. Tell everyone.

2. Bulletin Boards

Look at colleges, supermarkets, bus-stops and community centers. Most towns have Adult Education/GED preparation centers, community centers such as the YMCA or technical schools such as ITT. Also, check for bulletin boards at the library, daycare centers, neighborhood businesses, churches and shelters. Special associations, labor unions, employers also post job openings.

3. Employment Agencies

There are three types:

Private agencies – they charge a fee

State agencies – they're free. There's a huge amount of help at state agencies, everything from job listings to help writing your resume. There's access to computers and the Internet. It's all free. Job coaches will often even take your job application and match your qualifications with jobs available statewide. State unemployment offices also have job leads. Additionally, job counselors at state offices can recommend Federal offices or programs that are available to you. Check: there are usually a couple of locations, right on the bus route.

Nonprofit agencies, Churches, Salvation Army or Goodwill.

4. Newspaper classified ads

Sunday is usually the best day, but these openings go fast, so look every day and call immediately to find out what you have to do to apply. Don't limit yourself to local papers; some papers may have ads for jobs that also apply to your local area. Papers are available free, at the library or employment agencies.

5. Temp agencies

Temporary employment agencies are hired by employers to find workers. The service is free to you. Temporary jobs sometimes lead to permanent jobs.

6. Local news

Read the newspaper's business section. Save ads or articles that interest you. Look for companies that are expanding or moving into your area. Watch for job fair ads.

Top 10 places to look for a Job

7. Volunteer

You may gain firsthand knowledge, meet potential employers and help others at the same time. Anthony has a good job as a landscaper. He loves animals and volunteers every Saturday morning at the ASPCA animal shelter. The veterinarian who works there is starting his own practice and has asked Anthony to be one of his fulltime assistants. Anthony is flattered and seriously considering accepting the job offer.

8. Job fairs/Employers

Many employers join together at a conference center or auditorium. You can find out information about their companies, fill out a job application and sometimes have a mini job interview.

9. Community Colleges/Career Planning Centers

The Community College placement office is uniquely positioned to help individuals use their talents to benefit themselves and others.

10. Job Hot Line/Job websites

Each hot line and website has its own features. Some specialize in particular occupations so start your search using a keyword.

Posting your resume on a website. <http://www.ajb.dni.us>. This website is run by the (Federal) Department of Labor. It posts approximately 1 million job openings around the country. Also, www.dol.gov where you can order, Job Search Guide or job search engine like jobing.com or monster.com.

NETWORK!!!!!! Ask other people how they found their jobs.

Think about the last few jobs you had! How did you find them?

How do jobs come about

Have you ever wondered how jobs come about? Jobs are created to solve problems, provide a product or service that someone needs or wants. Sometimes people don't even know that there is a want, need or market for the service or product.

In this exercise, you'll think about common objects to consider all the different kinds of jobs necessary to produce and deliver them. For example, how did construction work come about? Human beings need shelter, so people have jobs designing, building, advertising, selling, decorating and repairing homes.

Below are several everyday things. Think of as many career ideas as possible for each object. Be creative! For example: Oranges, might elicit the following ideas: farmer, trucker, grocery clerk, food broker, chef, creating a web site with recipes, and a web site that sells food.

Everyday object: - Chair
Career ideas:

Everyday object: - House
Career ideas:

Everyday object: - DVD Player
Career ideas:

Everyday object: - Aspirin
Career ideas:

Everyday object: - Cell Phone
Career ideas:

Everyday object: - Car
Career ideas:

Types of Payment

Workers are paid in various ways depending on the type of work they do and the employers they work for:

Salary

Workers paid on a salary basis work for a certain amount of money per year rather than per hour. They typically do not receive overtime and are usually paid once or twice a month.

Hourly Wage

Workers paid an hourly wage receive a certain amount of money for an hour's work; as work hours vary, so does pay. Overtime, weekend or evening pay may be at a higher rate than the standard hourly rate. These workers are usually paid weekly or every two weeks.

Commission

Workers in sales positions may be paid on a commission basis. Their pay could be a straight percentage of their total sales or a combination of a base pay rate plus a percentage of their sales.

Others

Another form of pay is wages and tips, usually earned by personal service workers such as waiters and waitresses. Some workers are paid by how many pieces/products they finish or produce

Remember your first job? How did you receive payment? _____.

Remember the last job you worked how did you receive payment? _____.

Which method do you prefer to receive payment? And why? _____

Ways to Work

Your ancestors probably worked six days a week, 10 hours a day and that included children working too. The most recent generation of workers probably worked a forty-hour week, five days per week. Workers didn't have much choice.

Today, a variety of work schedules are available. It's something to consider when you're planning a career or accepting a job.

Flextime: Employees select the hours of the day they most like to work. The employer selects hours that the employee must be at work. They compare and work out a schedule. Usually employers have a core period when all employees must be on the job.

Compressed Work Week: Employers or employees arrange the workweek so people work forty hours in 3 or 4 days. Nurses, for example, may work their "week" from Friday at 3 p.m. to Monday 7 a.m.

Shared Jobs: Two or more people do the work usually done by one.

Part Time Work: These positions are fewer than 40 hours per week.

Temporary Work: These positions are for a short period of time (seasonal work) or a limited time (project requiring extra workers).

Home-Based Work: Some jobs can be done at home such as telephone answering service, writing, word processing, and bookkeeping.

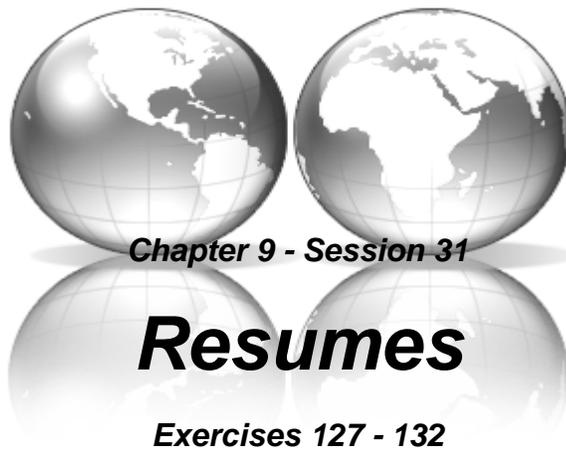
Shift Work: A company divides the workday into set time periods. An example of standard shifts is: 7 a.m. to 3 p.m., day; 3 p.m. to 11 p.m., evening; 11 p.m. to 7 a.m., night (sometimes called the "graveyard shift").

Swing Shift: This is when a person alternates shifts. This could mean that they switch from day shift to night shift to evening shift as scheduled.

Split Shift: People who split shifts work part of two different shifts, usually with time off in between. An example would be working 7 a.m. to 10 a.m., going home, and returning to work 6 p.m. to 11 p.m. Waitresses may work like this to make better tips.

What work schedule would best meet your needs? _____

Why? _____



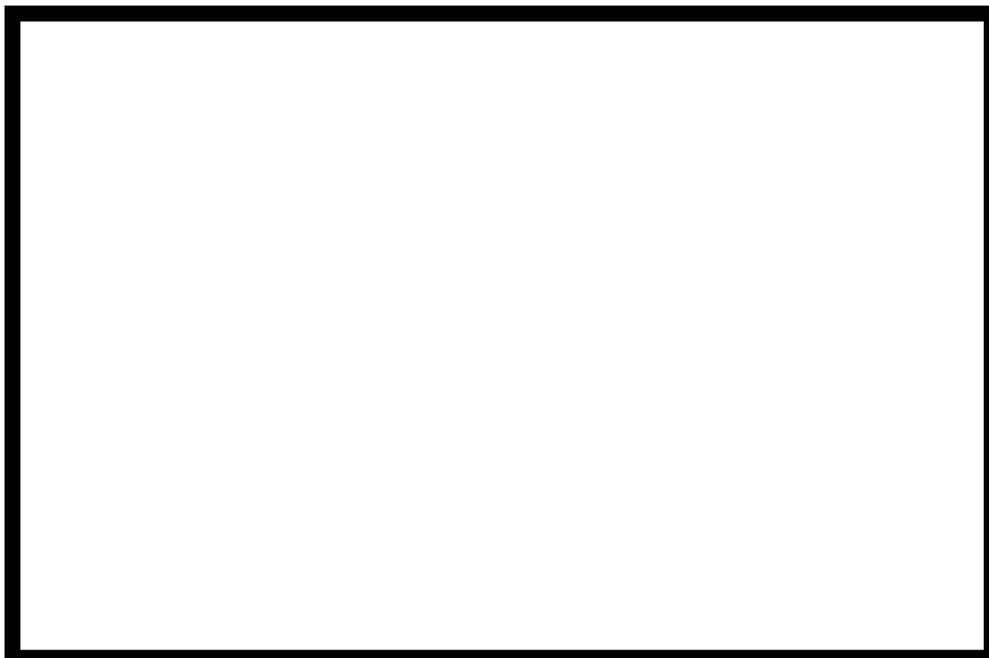
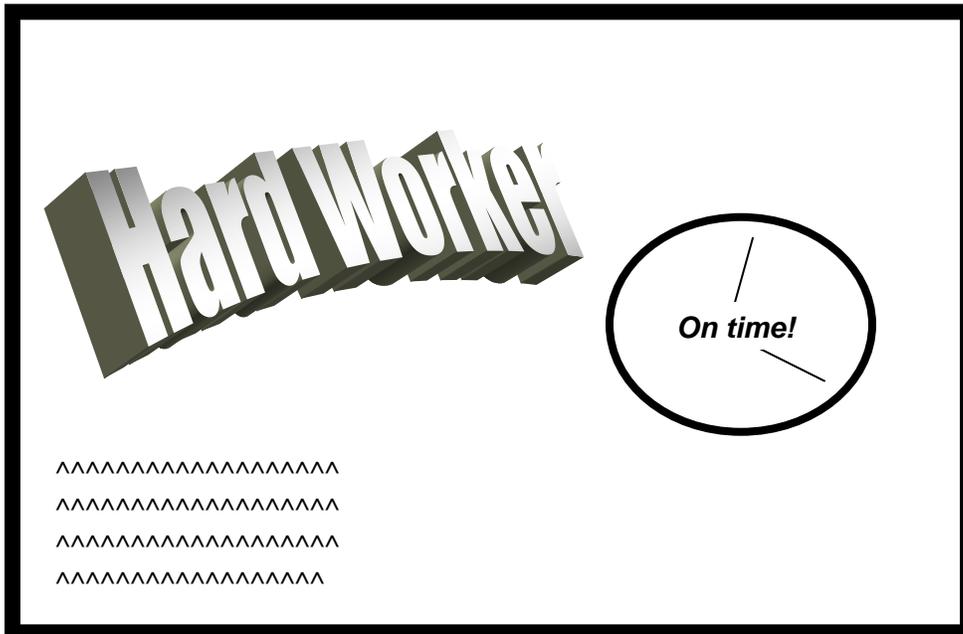
Advertising Yourself

Make an advertisement to sell yourself to an employer. The ad should consist of an illustration, written information and a slogan. Make sure the person reviewing your ad knows that you understand everything about the job you want – tools and equipment used, work environment, how you would dress for the job.

In the Box, Make a short advertisement to employers. Sell yourself!

Let employers know why they should hire you!

Example:



Action words for resume writing

Circle the words below that describe what you have done in the jobs you have had.
You may want to use some of these ACTION words on your resume.

achieved	altered	balanced	completed
created	diagnosed	educated	exchanged
guaranteed	instructed	managed	obtained
provided	renovated	simplified	tested
acquainted	analyzed	built	computed
decorated	directed	eliminated	executed
guarded	interviewed	measured	operated
publicized	reorganized	solved	trained
activated	approved	calculated	condensed
delivered	disclosed	employed	expanded
guided	interpreted	merged	organized
published	repaired	stabilized	transferred
adapted	arranged	catered	constructed
demonstrated	discontinued	encouraged	experimented
hosted	Introduced	minimized	originated
recommended	replaced	stocked	transformed
adjusted	assembled	classified	consulted
designated	dispatched	endorsed	familiarized
illustrated	invented	mixed	planned
recorded	reported	strengthened	transported
administered	assisted	coached	controlled
designed	displayed	engineered	filmed
improved	Inventoried	modernized	prescribed
reduced	researched	suggested	treated
advertised	assumed	collected	converted
detected	distributed	established	formulated
increased	investigated	modified	processed
refinished	restored	supervised	unified
advised	attached	combined	coordinated
determined	documented	estimated	generated
informed	lectured	motivated	procured
regulated	scheduled	surpassed	updated
advocated	attained	communicated	counseled
developed	economized	evaluated	governed
initiated	located	notified	produced
remodeled	screened	tailored	utilized
aided	authorized	compared	
devised	edited	examined	
inspected	maintained	observed	
removed	selected	taught	

Tips for resume writing

1. Limit the resume to one or two pages. It is better to have one page than one and a half. A half page looks like the person ran out of information.
2. Be consistent. If you do it for one, you should do it for all. If you give your school's zip code, then you must give all zip codes.
3. Avoid using slang words, acronyms or abbreviations
4. Use simple words that say what you want to say.
5. Use action words. Words ending with "ed" for past jobs and words ending with "ing" for present jobs.
6. Show accomplishments and problem solving skills, not just duties. Show that you can do the work required for the job.
7. Be honest.
8. Make it perfect. Check for spelling and other mistakes. Use a good copier or have the resume printed. Use quality paper.
9. State information in a positive way. List strong skills and best experience first.
10. Do not include personal information such as date of birth, height, weight, etc.
11. Balance your resume on the page.
12. Include volunteer work, hobbies, and awards if they show experiences or skills.

Look at the resume examples on the next 2 pages. Complete exercise 130 and begin completing your resume.

Resumes - Exercise 129 (cont'd)

Venita Clemons

6 Pine Street

Miami, Florida 12333

555.555.5555 (home) 566.486.2222 (cell)

phjones@vacapp.com

Experience

Key Holder - Montblanc April 2001 - February 2005

- Opened new specialty boutique
- Placed orders to restock merchandise and handled receiving of products
- Managed payroll, scheduling, reports, email, inventory, and maintained clientele book and records
- Integrated new register functions
- Extensive work with visual standards and merchandising high-ticket items

Sales Associate - Nordstrom July 1999 - April 2001

- Merchandised designer women's wear
- Set-up trunk shows and attended clinics for new incoming fashion lines
- Worked with tailors and seamstresses for fittings
- Scheduled private shopping appointments with high-end customers

Bartender - Big Ron's February 1997 - July 1999

- Provide customer service in fast-paced bar atmosphere
- Maintain and restock inventory
- Administrative responsibilities include processing hour and tip information for payroll and closing register

Education

Jamestown Community College, Jamestown, New York

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Resume Worksheet

The sample resume worksheets should be used as a guideline not a template. All of the information listed may not be needed on every resume. Decide which information is best for you.

NAME

STREET ADDRESS

CITY, STATE, ZIP CODE

AREA CODE, TELEPHONE NUMBER

EDUCATION:
HIGH SCHOOL

Name of School

Dates Attended

City, State, Zip Code

Major

COLLEGE

Name of School

Dates Attended

City, State, Zip Code

Major

CONTINUING EDUCATION:

Name of School

Dates attended

City, State, Zip Code

Major



Resume Worksheet

OTHER EDUCATION

_____	_____
	Name of School
_____	_____
Dates Attended	City, State, Zip Code

	Major

WORK EXPERIENCE:

_____	_____
JOB TITLE	Name of Company / Contact Person
_____	_____
Dates Employed	City, State, Zip Code

Duties _____

WORK EXPERIENCE:

_____	_____
JOB TITLE	Name of Company / Contact Person
_____	_____
Dates Employed	City, State, Zip Code

Duties _____



Resume Worksheet

WORK EXPERIENCE:

JOB TITLE

Name of Company / Contact Person

Dates Employed

City, State, Zip Code

Duties _____

WORK EXPERIENCE:

JOB TITLE

Name of Company / Contact Person

Dates Employed

City, State, Zip Code

Duties _____

WORK EXPERIENCE:

JOB TITLE

Name of Company / Contact Person

Dates Employed

City, State, Zip Code

Duties _____



Resume Worksheet

SKILLS ACQUIRED:

JOB OBJECTIVE:



Evaluate Your Resume

Appearance and Format

- _____ 1. The overall appearance is neat and business-like.
- _____ 2. The typing is sharp and clean.
- _____ 3. The paper is high quality.
- _____ 4. The paper is spotless and free of wrinkles.
- _____ 5. The use of “white space” enhances the resume.
- _____ 6. A consistent format is used.

Content

- _____ 7. Emphasizes results, achievements, and problem solving skills
- _____ 8. The most qualifying experiences are emphasized.
- _____ 9. Information on education is complete.
- _____ 10. Honors and awards reflect ability.
- _____ 11. Controversial activities or associations are avoided.
- _____ 12. Reasons for leaving employment are not given.
- _____ 13. Information is factual.
- _____ 14. The strongest experiences and skills are described first.
- _____ 15. The content supports the job objective.
- _____ 16. There are no obvious gaps in your employment history.

Writing Style

- _____ 17. Short phrases are used.
- _____ 18. Action words are used.
- _____ 19. “I” is not used.
- _____ 20. Present tense is used for current activities.
- _____ 21. Past tense is used for previous experiences.
- _____ 22. Information given is brief and necessary.

References

1. A reference should be someone who can tell an employer what kind of worker you are.
2. Co-workers, supervisors, assistant managers often make excellent references. They know your work habits and they are not your former employer.
3. Teachers, trainers, coaches, and professors are all very good references. They know about your education and training. They can report on your attendance.
4. People that you have been on committees with can also be good references.
5. Clergy, doctors, and lawyers are not always the best references. They often deal with personal aspects of your life, not work related areas.
6. Family members are not considered references even if you worked with them.
7. It is best to use references, who are working, rather than unemployed. These people should also have good work records.
8. The people who are your references need to have good telephone communication skills. They also need to have telephone numbers where they can be reached at work. Most employers contact references by telephone during the day.
9. Since some employers require written references, the people you choose should have good writing skills. Whenever possible, they should use company letterhead.
10. The references you choose should be responsible people who will follow through.
11. It is best to ask people if they would feel comfortable giving you a good reference. Be sure to let them know the positions for which you applied.
12. References need to be updated. Addresses, phone numbers, and job titles often change.
13. You should use you references' business addresses and phone numbers. If you have to use friends who cannot be reached at work, list home phone numbers.

References: Work Sheet

YOUR NAME

YOUR STREET ADDRESS

YOUR CITY, STATE, ZIP CODE

TELEPHONE NUMBER

Fill in the spaces below with information on three people you will use for references.

Reference's name Job Title

Business name

Business address

City, State, Zip Code

Telephone number



References: Work Sheet

Reference's Name	Job Title
------------------	-----------

Business name

Business address

City, State, Zip Code

Telephone number

Reference's Name	Job Title
------------------	-----------

Business name

Business address

City, State, Zip Code

Telephone number





Ready, Set, Interview!

- Be neat and clean. Pay attention to your fingernails, hands, teeth, hair and clothes. If you bring a comb, breath mints and tissues, you may feel more confident
- Dress a bit more conservatively than usual. Don't overdo the jewelry, perfume or cologne.
- Don't chew gum. Don't wear a hat or dark glasses indoors.
- Line up reliable transportation.
- Arrive at least 10 minutes early.
- Think about the skills you have. Compare your skills to the skills needed to do the job.
- Learn something about the company or the job. Make a list of 5-7 questions to ask.
- Don't ask too much about breaks and vacations. Do ask about the company's newest product or what the interviewer thinks what characteristics help an employee be successful
- Practice answering questions that are often asked at interviews. If you role-play your answers with a friend or out loud in front of a mirror, you'll probably feel less nervous during the real interview.
- Bring a pen or pencil, social security card, completed job application and your list of questions.



Interview Questions

There are standard questions that you should anticipate prior to any interview. Practice your responses ahead of time. Listen carefully to the questions asked and impress the interviewer with your careful and complete responses.

Tell me about yourself.

The interviewer isn't looking for a recounting of our whole life's history. He/she is generally seeking to discover what you consider your greatest asset for this particular job. You should talk about work and educational experiences which prove you can do the job and be prepared to recount your strongest skills.

Why are you interested in joining our company?

Demonstrate that you have researched the company. Show how your career goals relate to the company. Suggest how you might work toward the resolution of problems. Indicate your enthusiasm about this particular company.

What do you like in supervisor?

What did you dislike the most about your last job?

Be careful with this question. Don't make it about the work you have to perform. Say something like: "*It wasn't on bus route.*"

How did you choose this field?

What is important to you in a job?

Make sure you have done your homework on the position you are applying for.

Where do you see yourself in five years?

The interviewer is interested in exploring your career goals: what they are, how you reached them, and how realistic they are. Your expectations of the company and the degree of commitment you can offer to an employer are being assessed. Indicate that you are seeking a long-term affiliation with the company and that you will remain as long as there is opportunity for growth.

Why should I hire you?

This is where you have the opportunity to set yourself apart from the other applicants.

What is your greatest strength?

Try and think of your strengths that the company can utilize.

Interview Questions

These inquiries are designed to assess your priorities and your ability to handle tough questions. The interviewer wants to know what you can do for the company. They are also checking into your use of leisure time. Are you engaged in community and civic work? Are you interested in hobbies or associations, which could benefit the company? Be cautious, however, not to offer specifics, which might prejudice the interviewer, e.g., religious or political affiliations.

What do you enjoy doing in your spare time?

This question is asked, by employers to see if you have a healthy balance in your life.

What is your greatest weakness?

Turn this problem question to your advantage: "I tend to get so wrapped up in my job that I sometimes work late into the evenings. I prefer to be ahead of schedule on my tasks, so this system has worked well for me."

What questions do you have?

Be prepared - this question always arises. Always ask at least one question. Bring along a written list of questions and ask the ones which were not covered in the interview. Ask about the hierarchy of the organization (to whom would you report?) and about the other people with whom you would be working.

You may wish to ask questions about the rest of the interview process: What is the next step in the decision-making process regarding this job? How many other candidates are being interviewed for the position? When can I expect to hear about your decision?

Be prepared to respond to salary questions:

Below are questions frequently asked about salary requirements.

The answers provided are examples of effective responses to those questions.

If the employer asks:

"What kind of salary are you looking for?" or "What is the minimum salary you will accept?"

Your possible answer:

"I am looking for a salary based on my years of experience and job skills. I intend to make my job profitable for your business."

Then, ask the employer:

"How much are you willing to pay me based on my experience and qualifications?"

If the employer asks:

"What is the lowest amount of pay you will accept?"

Your possible answer: Avoid stating an exact salary figure. Give the employer that option. Say *"between \$20,000 to \$23,000"* or give them an hourly wage.

THE QUESTION!

The most difficult interview question an ex-offender will face is about his or her incarceration. The question can take many forms - some will be legal and some may not be legal. Here are some questions that ex-offenders may be asked:

- *Have you ever been convicted of a felony?*
- *Have you ever been incarcerated?*
- *Why is there such a big gap in your work history?*
- *How can I be sure that you won't re-offend?*

As difficult as these questions are, ex-offenders can make them work to their advantage: in other words, turn a negative into a positive. The following are ways ex-offenders can be successful in interviews.

1. Be honest about incarceration because probation and parole does check up.
2. If asked, state charge only. Keep details of offense simple, no gory details. Try not to volunteer too much information.
3. Accept responsibilities of your offense. Don't make any excuses for behavior.
4. Talk in great detail about how incarceration has taught you a lesson.
I participated in programs (Parenting, Alternatives to Violence, etc.)
I enrolled in education classes.
I worked - dietary, maintenance and telemarketing.
I participated in self-help programs throughout my sentence.
5. If you are asked, "How do I know you won't re-offend?" List specific steps and support systems you have in place to prevent you from going back.
I'm enrolled in an apprenticeship program, I will be reporting to a mentor.
I will be attending counseling. I have a "plan of action."
Wrap-up the question by saying, "I made a mistake for which I paid for now I'd like to work for this company and offer these skills....."

Body Language and the Interview

You always do these things: a handshake, a smile and nodding, these all help you connect with the interviewer. Connecting increases communication plus it helps you gather and give information.

Relax: While you are waiting, take a couple of deep breaths. Lead your thoughts and emotions in a positive direction. Think to yourself: “relax,” or “this will work out.” Think of a self-affirmation, “I am a capable person, I can do this.”

Give a handshake: Extend your hand, have a firm, but not too firm grip. Practice “shaking” your other hand to get the pressure just right.

Say a greeting: “It’s nice to meet you,” or just “Hello.”

Also shake hands when you leave, say “Thank you,” “It was a pleasure to meet you.”

Smile: It shows confidence and puts others at ease. Remember, employers want employees who can get along with others.

Look at the person: Make eye contact, just looking another person in the eye is one of the most powerful body-language signals there is. It shows interest and respect. At an interview, if you avoid eye contact you’ll communicate a lack of friendliness and desire for interaction. Your interviewer may wonder what’s wrong. After all, one common signal of someone who’s lying is lack of eye contact.

But don’t go to the other extreme and stare. That signals anger or a challenge. It can also signal that you think the other person is odd. Being stared at, makes people feel uncomfortable.

Nod: This is a sign that you’re listening closely to your interviewer. But don’t fake it! An occasional brief, single nod, combined with leaning forward slightly in your chair shows your interest. It makes the interviewer feel that the two of you are connecting. The key is to relax, be interested and strike a balance.

Questions you should ask

At the end of the typical interview, the employer will ask, "Do you have any questions?" It is decidedly in your favor if you can inquire about something pertaining to the job opening. However, be careful not to ask a question which already has been discussed during the interview. This tends to give the impression that you were not listening. If the following subjects were not covered during the course of the interview, you might consider using them as questions:

1. What are the job duties?
2. What is the title of the supervisor for this job?
3. What is the pay and how is it figured (straight salary, commission, salary plus commission, tips)?
4. Would it be possible to see where I would be working? (2nd Interview)
5. Will I have to buy any special clothes, such as uniforms, or equipment?
6. How is the department organized? What other positions are in the department?
7. What are the opportunities for training and advancement? Interviewers are most impressed by questions like this that reveal some long-range planning and are a sign of drive and wanting to get ahead. Don't ask the question unless you are sincere about it.
8. Does the job involve working alone or with other people?
9. If hired, would I be filling a newly created job, or replacing someone?
10. Was my predecessor promoted?
11. Would you describe a typical workday and the things I would be doing?
12. What duties are most important for this job? Least Important?
13. How would I be trained or introduced to the job?
14. What are the department's goals?
15. Who are the other people I would be working with and what do they do?
16. Are there promotional opportunities with this position?
17. How will I get feedback on my job performance?
18. If hired, would I report directly to you or to someone else?
19. Has the company had a layoff in the last three years? How long was the layoff? Was everyone recalled?
20. Are sales up or down over last year?
21. If you were to offer me this job, where could I expect to be five years from today?
22. Could you give me a tour? I would enjoy seeing the people in their workplace? (2nd Interview)

Be sure to ask questions that are related to the job.

Handling the Hard Questions

You have a criminal record.

If you were arrested but not convicted, you are innocent and do not have to report your arrest to anyone. Leave all questions about arrests blank on an application. Employers cannot legally ask about arrests, only convictions.

If you were convicted but your conviction was a minor one, for a traffic violation or other minor offense, explain that it was a minor offense in your past and you have moved on. Employers are rarely interested in misdemeanor convictions.

If it was a major felony conviction, you might have to avoid applying for certain jobs. Jobs handling money or working with children or other jobs that require a high level of trust may not be the best choices for you. Jobs that require licensing or bonding may prohibit felons from employment.

You may want to bring up the issue yourself if you feel the employer will encounter it during the employment process. This will give you the opportunity to explain the circumstances, that you have matured and it will not happen again. It will also avoid the employer's discovery of the information later.

Juvenile records are usually closed, so you don't need to reveal this information to potential employers.

You and your employer may be eligible for special tax credits. This gives you an added leverage when talking to a potential employer.

You were fired from a previous job.

Admit that you were let go and try not to use the word fired. Explain why in a neutral manner without being defensive or saying negative comments about your old employer. Be sure you and your old boss are in agreement and stating the same thing about the reasons why you were "let go" in case the potential employer contacts him/her. Let your potential employer know that it was an isolated case and that it will not happen at your new position.

Your job history shows periods of long unemployment.

If you are asked by an employer to explain long periods of unemployment, be prepared to give an answer to show that while you were not employed, you were still productive (taking classes, traveling, raising a child or caring for an ailing parent, etc.).

You do not have enough experience.

Don't have enough work history? Focus on your volunteer, skills, hobbies and education instead. Emphasize how these experiences have prepared you for this position.

Handling the Hard Questions

You do not have any higher education.

Don't focus on your lack of degree but don't lie or exaggerate. Instead, focus on your skills and abilities, previous work experience and any other types of training.

You are overqualified for in education and /or job experience.

Downplay your degrees or previous extensive experience. You can eliminate the higher education and previous job titles and not mention all of your past responsibilities if they do not directly apply to the position you are applying for. In the interview, mention that you are looking for a position that may not have the high level of stress and that you are willing to negotiate on salary.

You have some medical problems and disabilities.

The Americans with Disabilities act (1990) prevents employers from denying you employment based on a disability that does not affect your ability to do your job. Employers are required to make reasonable accommodations to the workplace to accommodate an employee's disabilities. However, explain your disability and that it will not affect your ability to do the job.

Other Issues:

Age

If you are older, the employer may think that you will be overqualified, have more health problems or will be slower in learning new skills. On the flip side, if you are young, an employer may think you do not have enough experience, you will not be committed to a position or willing to stay in a position for any length of time and that you may be unreliable. Instead use your age to your benefit! If you are older, focus on your reliability your willingness to learn new things (give examples) and your maturity. If you are younger, you might emphasize your openness to learn new things and be trained to meet the demands of the company, as well as your flexibility and commitment and your interest in advancing with the company.

Gender.

It is illegal for an employer to discriminate based on sex when hiring. It is illegal for an employer to ask if you have children or to ask if you plan to have children. However, you may want to assure them on your own that you are willing to meet your work responsibilities and your personal life will not interfere with your job. Men may face discrimination problems when applying for traditional female positions; focus on your skills and abilities that will enable you to do the job, regardless if you are a man or woman.

Sexual Orientation.

Do not mention your sexual orientation, as it does not relate to your ability to do your job in any way.

Who Would You Hire

The “Fly-By-Night” Trucking Company has a position open for a warehouse inventory clerk. The person hired for this position will assist in the operations of loading and unloading the trucks. The warehouse clerk will be responsible for the shipping and receiving receipts. Inventory of all merchandise moving in and out of the warehouse, responsibilities also include scheduling employees and maintaining attendance records, deadlines are also part of the job. The salary is \$10.50 per hour working the night shift (11pm-7am.)

Below is information about three people who have applied and interviewed for the job. The “Fly-By-Night” Trucking Company wants you to give your input on who they should hire.

FRED SMITH: 45 years old, past experience includes: 15 years as truck driver for a major trucking company, laid off due to company closing, previous salary \$20,000, long hair and beard. Wore a clean plaid shirt and dress jeans to the interview, rated “good” by interviewer.

SALLY JONES: 27 years old, past experience includes five years as stock person in grocery store, stocking shelves and taking inventory of goods, reason for leaving was to relocate for husband’s job, husband now disabled, two children, previous salary \$6.00 per hour. She wore dress pants and sweater to interview, rated “excellent” by interviewer

TOM ADAMS: 18 years old, high school graduate, worked part-time in family business loading trucks, relocated to this city in need of full-time employment, single, previous salary minimum wage. He wore a suit to the interview, rated “excellent” by interviewer.

Who would you hire? Why?

What information would change your decision?

Would your decision change if all current employees were white males age 25 and older?

What if the person who held the position was a woman who left due to pregnancy?

What if you had a son the same age as Tom?

Chapter Ten

Resiliency

Objective

Have students learn and understand how resiliency plays a crucial part in maintaining re-entry efforts. Identify and improve students existing resiliency skills. Examine methods of maintaining motivation toward goals. Gain information that improves the transition process.

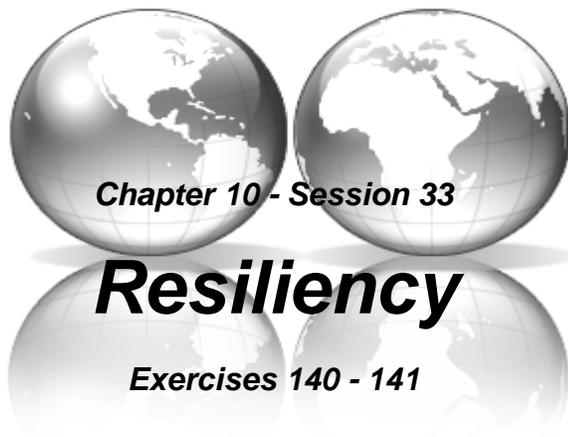
- Students will develop or increase confidence in reentry effort.
- Have the ability to generate or expand an optimistic outlook.
- Recognize situations where resiliency will be central to stability.
- Produce an effective plan to maintain the over-all goal of maintaining freedom.

Outline

Topics 33 - 36	Page(s)
33. Resiliency Lesson Plan Resiliency (Exercises: 140 - 141)	303 275 - 279
34. Self Confidence Lesson Plan Self Confidence (Exercises: 142- 146)	304 281 - 286
35. Motivation Lesson Plan Motivation (Exercises: 147 - 149)	305 288 - 293
36. Transition Lesson Plan Transition (Exercises: 150 -152)	306 295 - 298

Estimated Length of Chapter 10 (1 session)

Soft Skills Gained – Learn how a proper transition is a central element in sustaining re-entry / How to maintain motivation throughout life



Resiliency Assessment

For each statement below, choose the answer that best describes you

Do you quickly adapt and easily bounce back from difficulties?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

Do you see problems as temporary and expect things turn out well?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

In a crisis, are you able to calm yourself and focus on useful actions?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

Are you good at solving problems logically?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

Total

Resiliency Assessment

Can you think up creative solutions to challenges?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I am playful, I find the humor, I am able to laugh at myself?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I am curious, I ask questions and I want to know how things work?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I learn from my experiences?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I learn from the experiences of others?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

Total

Resiliency Assessment

I am comfortable with my inner thoughts (trusting and cautious, unselfish and selfish, optimistic and pessimistic, etc.)

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I anticipate problems to avoid them and I expect the unexpected.

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I am able to accept uncertainty about situations.

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I feel self-confident and I have healthy self-esteem?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I adapt to various personality styles and I am non-judgmental? (Even with difficult people.)

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

Total

Resiliency Assessment

I am easily able to recover emotionally from losses and setbacks and overcome discouragement?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I am very durable and keep on going during tough times?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I have been made stronger and better by my difficult experiences?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

I make misfortune into good fortune and discover the unexpected benefit?

- (1) Almost never
- (2) Rarely
- (3) Sometimes
- (4) Quite often
- (5) Most of the time

Total

Page 1 Total

Page 2 Total

Page 3 Total

Page 4 Total

Add up your total score

*** Reference Guide on page 310 - See what your score means ***

Resiliency Skills

The following list is a “resiliency-skills menu”. No one has all of these skills developed. When “the going gets tough” you probably rely on a few of these skills to get you through. They’re probably what you consider to be your strengths, so you easily use them.

The more you know and understand yourself, the more you’ll enjoy running your life. It’s helpful to know your primary resiliency-skills, how you’ve used them in the past and think about how you can use them to overcome the present challenges in your life.

Directions: Read the skill; ask yourself if you have used the skill often, sometimes or never to overcome obstacles. Be honest with yourself - remember this is an assessment for you.

Skills		Often	Sometimes	Never
Inner direction:	Makes choices on a internal evaluation			
View of future:	Optimistic - see a bright outlook			
Spirituality:	Personal faith in something greater			
Perseverance:	Does not give up, despite obstacles			
Relationships:	Able to build and maintain relationships			
Humor:	Can see the funny in many things			
Perceptive:	Insightful understanding of people and situations			
Assertive:	Clearly expresses opinion, feelings and ideas			
Flexibility:	Adapts to change and easily copes			
Loves Learning:	Needs to know, Loves to find out.			
Creativity:	Individualistic - Seeks unique choices			
Goal Setting:	Knows power of goals			
Decision Making:	Use a process to explain			
Friendship:	Able to be a friend and stay close			
Independent:	Distances self from unhealthy people and situations			
Self motivation:	Has inner passion and direction			
Competence:	Is “good at something” Has skills to manage own life			
Self worth:	Feels self confident			

Resilient people will have at least 10 marks in the *Often* column.
Work on your *Never* column marks



Gaining Confidence

Confidence is very important to resiliency and it takes confidence to move ahead.

Gaining confidence (or losing confidence) goes on constantly through your whole life. It's not an all-or-nothing characteristic. People have confidence to varying degrees.

Developing confidence isn't as hard as you might think; there are skills you can practice. But you have to practice, practice, practice, until it becomes a habit to greet self-doubt with self confidence. Here are some suggestions.

Be positive - Make a list of your strengths. Think about how you can use your strengths to improve your weaknesses.

Smile - When you pass a mirror or a friend, flash your biggest smile.

Listen to You - If your body, mind and gut is telling you something then take notice.

Take Responsibility - We all make choices in our lives and once we take responsibility for those choices we tend to choose better for ourselves.

Stand Tall - Standing up straight will ALWAYS make you feel more confident.

Say Hi - Challenge yourself to say hello to somebody new everyday.

Create a Goal - Check-off the small steps that you have accomplished toward your goal.

Just try it - Mistakes and rejection are a part of learning, without mistakes you will not learn from your experiences. Experience builds confidence.

Help somebody out - You can find many ways to assist others, feeling useful and helpful are good ways to build your confidence.

Do what you love - Listen to your music, go for a walk, read a book, draw a picture or write a letter.

Gaining Confidence

Try something new

Challenge yourself

Try a new activity you think looks like fun

Seek out ideas from people, places and things new to you

Get to know a variety of people and enjoy their unique qualities

Travel to a place about which you're curious

Say it like you mean it

Statements like "I guess", "I'm sorry, but", "I might be wrong, but" just don't cut it. If you don't sound convinced of what you're saying, how can anyone else? Does this remind you of one of the previous lessons? If you remembered, Being Assertive. (State your idea, feeling or opinion clearly and with respect.)

Write an assertive statement.

Set goals and take action

Where would you like to be next year? In five years? It's easy to find excuses or put things off. Energy generates energy. Keep moving

Play the part

Look at people you admire. Name one. Look at successful people. Name one. How do they dress and behave? Do the same yourself! Look people in the eye, shake hands firmly and speak distinctly, dress neatly. When you act confident, you really will feel more confident.

No Excuses

***Be your strongest supporter and most loyal ally
Change the "Excuse" to "Confident self talk."***

<i>Excuse</i>	<i>Confident Self-Talk</i>
Example: He's so lucky, things never work out like that for me	Example: If I work hard, things will work out for me.
It's too early. I'm too young	
It's too late. I'm too old.	
I do "right" and get no credit	
I'll ignore the problem and hope no one notices	
If I get caught, I'll manipulate my way out of it	
Life is not fair	
No one will know	
I'm a perfectionist, if I can't do it my way, I'm not going to do it at all	
If I fail, I'll be embarrassed	

Confidence Assessment

How often is this true about you?

	<i>Never</i>	<i>Seldom</i>	<i>Not Sure</i>	<i>Most of the time</i>	<i>Always</i>	<i>Score</i>
1. I like to try new things	1	2	3	4	5	_____
2. I can become good at most things I really want to do	1	2	3	4	5	_____
3. When I want to learn something, I keep trying until I get it	1	2	3	4	5	_____
4. If I make a mistake or if I am wrong about something, I admit it	1	2	3	4	5	_____
5. If I am afraid to do something, I admit it	1	2	3	4	5	_____
6. If a job is too hard for me to handle by myself, I ask for help	1	2	3	4	5	_____
7. I am willing to listen to other people's ideas, even if they are different from mine	1	2	3	4	5	_____
8. I can take care of myself pretty well	1	2	3	4	5	_____

Total Score _____

40 – 33 You're are doing great

32 – 23 You're are doing O.K.

22 – 5 You need to pursue Confidence Building Skills

Self Confidence – Do I have it?

Directions: Circle the words that apply to you most of the time.

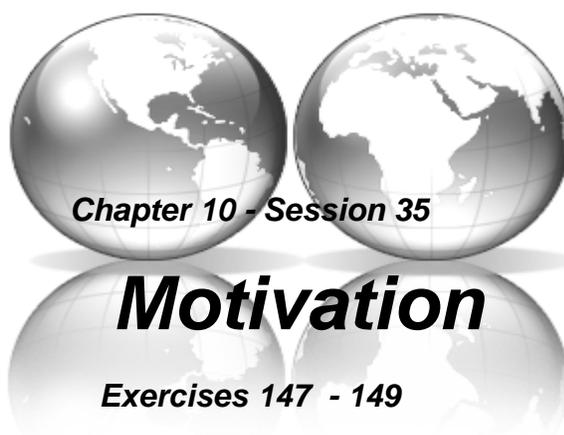
Able	Creative	Honest	Religious
Ambitious	Demanding	Kind	Satisfied
Angry	Dependable	Lazy	Selfish
Anxious	Determined	Modest	Skilled
Arrogant	Dreamy	Nervous	Smart
Bitter	Efficient	Observant	Strong
Brave	Energetic	Patient	Tactful
Calm	Fearful	Playful	Tough
Careless	Funny	Powerful	Unrealistic
Cheerful	Gentle	Proud	Willing to learn
Clever	Giving	Quiet	Withdrawn
Closed-minded	Happy	Realistic	Worried
Cranky	Helpful	Relaxed	

1. Place a plus (+) sign in front of the words you circled that you think are positive
2. Place a minus (-) sign in front of the words you think are negative.
 - *Some words may be both.*
3. Look at the negative traits that you circled.

List the negative traits and think about ways you'd like to change these traits.

4. Select 5 positive words that describe you and write how you can build on these.

5. *If these words truthfully describe you and you easily listed ways you can improve yourself, you're probably quite self-confident.*



Motivation

Any one who has made a New Year's resolution and broken it by mid January knows that motivation quickly disappears.

At first it sounds so easy, but staying motivated is often the hardest part of doing anything.

Motivation is connected to self confidence. Getting motivated to do something can be like running an obstacles course. Each of us has our own hurdles. They might include: self-confidence, procrastination, learning difficulties, or illness. These hurdles can make us give up even before we start or quit trying before we reach our goal. What are your motivation hurdles?

Low Self Confidence

People tell Gary he's a nerd. He spends hours every day on his computer. And loves science, He wants to be a test pilot and fly for the Air Force. He hasn't talked with his friends, family about this goal. He thinks he'd have to pass a difficult physical and mental tests and Gary says he has low self-esteem.

What is Gary's motivation hurdle?

Look back on the resiliency skills – What do you think are Gary's strong and weak areas?

Confidence is the most important ingredient in motivation; By not thinking, "I can make this happen," a plan is dead in the water. Confidence must be built from inside. You have to push yourself to where you're doing things you didn't think you could do or even doing things you don't want to do – yes, like go to work.

A Case of the "Not Now's"

Stephanie waits until the last minute to do anything. She's a very good worker but, has a habit of putting things off until the last minute. Last week she came into work a little late, for the 3rd time in a month. She was given a verbal warning by her supervisor. People tell her to manage her time better and some tell her she's just lazy.

What is Stephanie's hurdle?

Motivation

Procrastination is one of the most common motivation hurdles. Many people make the mistake of thinking procrastination is just a problem of managing time. Or they think procrastinators are lazy.

The reasons people procrastinate are often complex and emotional. Often, procrastinators aren't consciously aware of why they put off things or "work best under last minute pressure". Many fear failure. They imagine the consequences of doing something badly or less than perfectly, that they avoid doing it as long as possible. People worry that if they do something wrong they'll be laughed at, criticized, embarrassed, or demeaned.

A Case of "I Give Up"

Levin has always been a slow learner. His siblings didn't graduate from high school and say, "slow learners run in our family". When Levin reads the newspaper he mixes up words, when he writes letters he can't spell correctly, and when he gets change from a store he hates counting it because it takes him too long. He says, "I just don't try anymore". He wants to learn more about starting his own business, but he knows that won't happen.

List Levin's motivation hurdles and resiliency strengths/weaknesses.

Finally, He went to the library and got books on tape so he could "read" in depth about owning a business. "

Levin also found a mentor, someone to guide and assist him with his business plan.

Experiencing frustration, failure and the negative thinking of others makes many people give up. Often people mistakenly think that a failure shows they're stupid. They conclude that there's nothing they can do in the future. So they evade and avoid similar situations.

People, who are motivated, analyze the situation and understand the need to master skills they don't currently have. They take chances and look at failure as a way to tell them what their able to do *now*, not what their able to do in the *future*.

Just because it takes you time to improve your academic skills, doesn't mean you can't learn or that you're dumb. Get out there and make things happen." He finally came to believe he could learn to set and accomplish goals.

Motivation

A Case of What Will They Think?

Mark's friend got him a job working with him on an assembly line. Mark is new, but very quick. His boss has commented on his excellent work. Mark's friend Carl says he is showing off. Carl says he doesn't like show offs and neither do the other workers.

Mark's motivation hurdle?

Friends can be a motivation hurdle. They can hold you back. People stay or become unmotivated because they fear losing friends. It takes a lot of courage to stand up to friends. But friends can help you achieve your goals. True friends want the best for you.

List your motivation hurdle(s).

Don't forget to notice how your resiliency-building skills could help.

Hurdle

Hurdle

Hurdle

Motivational Assessment

Place an O on the line if you've never done the activity, but would like to try.

- | | |
|---|---|
| <input type="checkbox"/> Play basketball | <input type="checkbox"/> Watch sunset |
| <input type="checkbox"/> Go boating | <input type="checkbox"/> Star Gaze |
| <input type="checkbox"/> Play golf | <input type="checkbox"/> Surf |
| <input type="checkbox"/> Play football | <input type="checkbox"/> Go on a Cruise |
| <input type="checkbox"/> Play tennis | <input type="checkbox"/> Redecorate a room |
| <input type="checkbox"/> Watch sports on TV | <input type="checkbox"/> Garden |
| <input type="checkbox"/> Skateboard | <input type="checkbox"/> Make home repairs |
| <input type="checkbox"/> Fish | <input type="checkbox"/> Meditate |
| <input type="checkbox"/> Camp | <input type="checkbox"/> Read daily meditations |
| <input type="checkbox"/> Cook | <input type="checkbox"/> Learn about community theater group |
| <input type="checkbox"/> Fix Car | <input type="checkbox"/> Go to a play |
| <input type="checkbox"/> Go hunting | <input type="checkbox"/> Go to a concert |
| <input type="checkbox"/> Float on a raft | <input type="checkbox"/> Write in a journal |
| <input type="checkbox"/> Camp out | <input type="checkbox"/> Create artwork |
| <input type="checkbox"/> Hike | <input type="checkbox"/> Go to a museum |
| <input type="checkbox"/> Snow ski | <input type="checkbox"/> Write poetry |
| <input type="checkbox"/> Water ski | <input type="checkbox"/> Write song lyrics |
| <input type="checkbox"/> Go to the beach | <input type="checkbox"/> Play musical instrument |
| <input type="checkbox"/> Bike | <input type="checkbox"/> Read book or magazine |
| <input type="checkbox"/> Eat healthy foods | <input type="checkbox"/> Learn about classes at Parks and Rec |
| <input type="checkbox"/> Join a gym or community center | <input type="checkbox"/> Play computer video games |
| <input type="checkbox"/> Do aerobics | <input type="checkbox"/> Play math games |
| <input type="checkbox"/> Kiss and cuddle | <input type="checkbox"/> Sew |
| <input type="checkbox"/> Listen to soft music | <input type="checkbox"/> Play cards |
| <input type="checkbox"/> Soak in a hot tub | <input type="checkbox"/> Go to the library |
| <input type="checkbox"/> Get a massage | <input type="checkbox"/> Help family members |
| <input type="checkbox"/> Eat at a nice restaurant | <input type="checkbox"/> Play with children |
| <input type="checkbox"/> Take a bubble bath | <input type="checkbox"/> Be with family |
| <input type="checkbox"/> Earn money | <input type="checkbox"/> Spend time with friends |
| <input type="checkbox"/> Improve outward appearance | <input type="checkbox"/> Volunteer/help others |
| <input type="checkbox"/> Drive to a new place | <input type="checkbox"/> Write letters |
| <input type="checkbox"/> Visit a new city | <input type="checkbox"/> Volunteer at hospital/animal shelter |
| <input type="checkbox"/> Travel to a foreign country | <input type="checkbox"/> Study the Bible |
| <input type="checkbox"/> Be in nature | <input type="checkbox"/> Pray |
| <input type="checkbox"/> Watch wildlife | <input type="checkbox"/> Go to church |
| <input type="checkbox"/> Watch sunrise | |

Motivational Assessment

On the previous page put the letter that prevents you from attempting the activity inside the O's.

(**L** for Low Self Confidence)

(**P** for Procrastination)

(**N** for Not Now)

(**G** for Give up)

(**W** for What will they think)

Now look at the Letters inside of the O's, what are most of your letters inside the O's?

_____ . This is what interferes with your motivation.

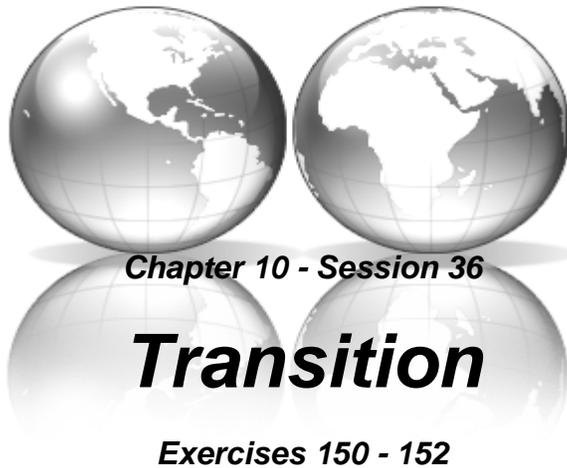
This is also what interferes with you trying a new activity.

Stay Motivated

When you need to stay motivated here are some tips.

1. **Consequences** - Stay aware of the consequences. This one is big for self motivation.
2. **Use Rewards** - When you reach goals, give your self an incentive.
3. **Create Expectations** -You will stay motivated, if you know exactly what is expected.
4. **Establish Deadlines** - People are most productive right before deadlines. Use this to your advantage by setting up a series of mini-deadlines.
5. **Team up** - Work with somebody. Have someone who will hold you accountable. You will not want to let others down.
6. **Trust and Respect** - Give yourself the trust and respect you deserve.
7. **Goals** - Set short term goals. People are motivated when they see progress towards a goal.
8. **Be creative** - Allow yourself to be creative. This creates an optimistic environment which leads to awesome new ideas.
9. **Raise the Bar** - Don't remain stagnate. With each advance raise the bar a little higher.
10. **Have fun** - Staying motivated is easy when you are having fun and you are in a positive environment.
11. **Mix it up** - Don't do the same boring tasks all the time.

What do you do to stay motivated? _____



Transitioning

In life there is one thing for sure, things change and people change. You have changed. It's inevitable.

During life there are times when you must make a transition or change to a new situation or stage of life. Some people think of transition as a bridge that connects the old to the new or familiar to the unfamiliar.

You transitioned to from home to kindergarten. You transitioned from adolescent to adult.

What were you thinking, feeling, during these transitions? You were probably having "mixed feelings." You were probably thinking good and bad thoughts, like "What's going to happen to me?" And, "This is a scary adventure." These mixed feelings and thoughts are a part of transition.

When change occurs in your life, new ideas and experiences are often gained while others are given up.

Name 2 transitions in your life and what you have gained and given up.

	Example:	Transition 1	Transition 2
Transition	Moved		
Gave up	Friends		
Gained	Better Job		

Transitioning

Some transition events are planned, for example marriage. Some we look forward to, like school graduation. Some just happen whether we like it or not....like aging.

Have transitions gone smoothly for you in the past? List the difficulties.

1 _____

2 _____

3 _____

List the next transitional events that you think will happen in your life.

Transition Event	What I'll do differently to make it go smoothly

Transition Goal

Goal (Something I want to do, be, get or accomplish):

My goal: _____

This goal is important to me, because

Rate how important: *Critical* - *Very Important* - *I hope it'll work out*

Rate how hard you're going to work at it: *Very Hard* - *Hard* - *I'll keep my hopes up*

Where can I get what I need? _____.

I trust _____ to help me.

Problems that could interfere

My back up plan to solve the problems



My Transition Crisis Plan

My release address _____

My release phone number _____

My Parole officer's _____

Address _____

Phone number _____

My Support person _____

Address _____

Phone number _____

My Sponsor / Mentor _____

Address _____

Phone number _____

Crisis line number _____

My triggers are:

How will I know when I am doing well?

How will I know when I am not doing well?

What Intervention works for me?



Needs - Exercise 16

Needs, Wants and Desires

We have defined a **NEED** as something that is necessary for humans to live a healthy life and a **WANT** as something that is we wish for but they are not necessary for life and a **DESIRE** as a selfish longing or pursuit of wealth, power and possessions.

The problem arises when your desires become your needs. This puts you into a state of irrational behavior and that of a desperate person.

It is unrealistic to try to live without any desires because desires fuel our creativity, energize us, give us fulfilment, and push us to reach our goals.

NEED

WANT

DESIRE

Transportation	Car	Range Rover
Shelter	Apartment	Mansion
Food	Sandwich	Filet
Footwear	Sneakers	Nike
Communication	Cell Phone	Blackberry

Personality - Optional Exercise 19

It's Me

Personality Types

*If your high score was an **R** then you are*

Realistic

“**R**” People are independent, practical, and physically strong. They use their hands/eyes to explore things and achieve. They require physical coordination, strength, agility and logic. They enjoy risk, excitement, being outdoors, solving specific problems and using tools and machinery. They like to solve problems by doing.

“**R**” People:

Like mechanical activities

Like activities that let them see the result of their work

Like work that involves using machines, tools, and equipment

Like to develop manual, mechanical, agricultural, or electrical skills

Prefer occupations that might involve building or repairing things

Tend to be down-to-earth and matter-of-fact

Like to work out-of-doors

May prefer to work with things or objects more than with people

*If your high score was an **I** then you are*

Investigative

“**I**” People are independent, curious, intellectual, introspective, often unconventional. They enjoy challenge, variety, and complicated, abstract problems. They solve problems by thinking, using written information and instruments to solve problems. I people like mathematical or scientific activities.

“**I**” People

Think through a problem before acting on it

Tend to be curious, studious and independent

Like mathematical or scientific activities

Like activities that involve learning about a new subject area

Like to use their knowledge to find their own solutions to problems

Get so involved in an activity that they lose track of time

Search through many possible solutions for a problem

Like to solve complex problems

Personality - Optional Exercise 19

It's Me

Personality Types

*If your high score was an **A** then you are:*

Artistic

“A” People are creative, independent, sensitive and expressive. They use their hand/eyes/mind to create new things, writings, or ways of doing things. They enjoy beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, and people. They solve problems by creating.

“A” People:

Prefer to make their own plans for a project rather than being given plans

Like activities that allow them to be creative

Like to be independent

Like activities that allow them to use their imagination to do original work

Like activities that let them work according to their own rules

Like to express himself or herself through drama, art, music, or writing

Like to feel free from scheduled routine so that time can be used for creative activities

Like privacy when they are creating

*If your high score was an **S** then you are:*

Social

“S” People are people lovers. They are concerned, sensitive and supportive. They enjoy activities that allow them to use their skills and talents to interact effectively with others. They are generally less interested in performing mechanical activities or tasks. They like activities that involve working with and helping others. They enjoy closeness, sharing, groups, unstructured activity and being in charge. They enjoy teaching, developing, or helping others.

“S” People:

Tend to be friendly and helpful

Like activities that involve working with others rather than alone

Like activities that involve informing, training, teaching, understanding, and helping others

Think most people are easy to get along with

Usually feel good about expressing themselves verbally

Meet new people and make friends easily

Like helping people solve their problems

Like being asked to take a leadership role

Personality - Optional Exercise 19

It's Me

Personality Types

*If your high score was an **E** then you are:*

Energetic

“E” People are energetic, independent, enthusiastic, confident, and often dominant. They're good with words and enjoy organizing, persuading, leading, managing, excitement variety, and status. Economic goals are important. They like activities where they can take a leadership role or speak in front of groups. They may be less interested in performing scientific tasks. They like fast-paced activities and ones that require taking on a lot of responsibility. They often solve problems by taking risks.

“E” People:

- Have little problem explaining their ideas
- Like being in charge of activities
- Like speaking in front of groups
- Like activities that are fast-paced
- Like activities that require them to take on responsibility
- Like activities that permit leading or influencing others
- Like activities involving sales or management of people and things
- Like to try something that hasn't been done before

*If your high score was a **C** then you are:*

Conventional

“C” People feel most comfortable doing structured tasks. They like activities that require attention to detail and accuracy. They enjoy order, certainty, and security. They may be less interested in artistic tasks. They're efficient, practical and orderly in the way they go about things. They are generally reasonable, reliable, and calm.

“C” People:

- Like to know exactly what is expected of them in a new situation
- Tend to be responsible and dependable
- Usually keep their cool and don't lose their temper in times of stress
- Like activities that allow them to use their organizational skills
- Like activities that require attention to detail
- Like activities that require attention to accuracy
- Like activities involving preparing records, filing papers, typing letters and/or operating computers

Public Transportation

Monday Thru Friday *No weekend service*



Northbound

Leave 2 nd St/ W. River	5 th St/ Green	13 th St/ Sullivan	26 th St/ Union St	32 nd St/ Coleman
4:25a	4:26a	4:34a	4:47a	4:51a
4:41	4:42	4:50	5:04	5:08
4:45	4:55	5:06	5:19	5:27
4:58	5:08	5:19	5:32	5:40
5:10	5:20	5:32	5:44	5:52
5:22	5:32	5:44	5:56	6:04
5:34	5:44	5:55	6:08	6:16
5:46	5:56	6:07	6:20	6:26
5:56	6:06	6:17	6:31	6:40

Using the Chart above answer the following Questions:

1. What is the name of the route? 335 King St
2. Can you take this route to work on Sunday at 4:30am No
3. What direction is the bus traveling? North
4. If the bus leaves 5th St and Green at 5:44 am, What time can you expect it at 26th and Union Street ? 6:08
5. What is the earliest you can catch the bus at 32nd St and Coleman? 4:51am
6. Is this wheelchair assessable? Yes

Here's What Sam Decided

Goals for the next 3 months: Pay off my \$350 credit card debt in 1 payment to avoid Interest payments. No more charge cards, pay cash. Move in with my sister. Baby-sit Tuesday and Thursday nights for her two children while she works. Cut down on every expense. Take the bus or pay my sister to drive me to work. Be a responsible employee. Ask about extra hours. When I get off probationary period ask what I need to do to get a raise. Open a savings account and deposit money left after expenses. Goals for next 6 months: If living with sister is going OK, look for a reliable used car. If living with sister isn't OK, look for another living situation. Do what supervisor suggested for raise. I may need to look for an additional job. How does your plan compare?

EXPENSES	OLD	NEW
Housing	\$ 300.00	\$ 50.00
Utilities (gas and electricity)	60.00	10.00
Clothing	100.00	0.00
Telephone	50.00	20.00
Health		
Medical Insurance	45.00	45.00
Dental	35.00	35.00
Prescriptions	25.00	25.00
Car	0.00	
Payment	100.00	
Gas and maintenance	75.00	
Insurance	100.00	
Food/household maintenance (Paper product, detergent)	210.00	140.00
Eating out	100.00	30.00
Entertainment	100.00	40.00
Cable	25.00	0.00
Credit card payment	41.50	350.00
Personal hygiene (hair cut, shampoo)	50.00	25.00
Savings	-----	90.00
Emergency Fund	-----	34.00
TOTAL MONTHLY EXPENSES	\$ 1416.50	\$894.00

Mark the NASA Answers next to your Answers

Moon Exercise - NASA Ranking and Reasoning

- 15 - *Box of matches* - Virtually worthless - there's no oxygen on the moon
- 4 - *Food concentrate* - Efficient means of supplying energy requirements
- 6 - *50 feet of nylon rope* - Useful in scaling cliffs and tying injured together
- 8 - *Parachute silk* - Protection from the sun's rays
- 13 - *Portable heating unit* - Not needed unless on the dark side of the moon
- 11 - *Two .45 caliber pistols* - Possible means of self-propulsion
- 12 - *One case of dehydrated milk* - Bulkier duplication of food concentrate
- 1 - *Two 100 lb. tanks of oxygen* - Most pressing survival need (weight is not a factor since gravity is one-sixth of the earth)
- 3 - *Stellar map* - Primary means of navigation – star patterns appear essentially identical on the moon as on Earth
- 9 - *Self-inflating life raft* - CO2 bottle in raft may be used for propulsion
- 14 - *Compass* - Magnetic field on the moon is not polarized, worthless for navigation
- 2 - *5 gallons of water* - Needed for replacement of liquid loss on the light side
- 10 - *Signal flares* - Use as distress signal when the mother ship is sighted
- 7 - *First aid kit* - Needles connect to vials of injection needle vitamins, medicines, will fit special aperture in NASA spacesuit
- 5 - *Solar-powered receiver / transmitter* - Communication with mother-ship. FM requires line-of-sight transmission and can only be used over short ranges

Scoring:

Mark the number of points that each of your scores differs from the NASA ranking, then add up all the points.

The lower the total, the better your score.

- 0 - 25** **Excellent**
- 26 - 32** **Good**
- 33 - 45** **Average**
- 46 - 55** **Fair**
- 56 - 70** **Poor - suggests use of Earth-bound logic**
- 71 - 112** **Very poor - you're one of the casualties of the space program!**

Identify the Conflict

Match the correct source of the conflict to the situation

- | | |
|----------------------------------|--|
| 1. E Role conflict | A. Three employees need to use the printer at the same time. |
| 2. G Different lifestyles | B. An employee doesn't do their fair share of work. |
| 3. H Poor communication | C. A person is always on time in a carpool, but the other is always late |
| 4. A Sharing | D. A couple who has been married 7 years and has twins |
| 5. F Not having needs met | E. A parent has work and family obligations. |
| 6. B Not being fair | F. A parent works 10 hours a day 6 days a week. |
| 7. C Different values | G. A 27 year son returns to live at his parents home to care for his father after his mother passes away. |
| 8. D Change | H. A divorced couple does not speak about their child. Their daughter lives with mom during the school year and dad in the summer |

Physical Wellness Score Guide

Ideal Score 40

What Your Score Means

Scores of 35-40: Outstanding! Your answers show that you are aware of the importance of this area to your well-being. More importantly, you are putting your knowledge to work for you by practicing good health habits. As long as you continue to do so, this area should not pose a serious health risk. It's likely that you are setting an example for your family and friends to follow. Although you received a very high score on this part of the test, you may want to consider other areas where your scores could be improved.

Scores of 30-34: Your health practices in this area are good, but there is room for improvement. Look again at the items you answered that scored one or two points. What changes could you make to improve your score? Even a small change in behavior can often help you achieve better health.

Scores of 20-29: Your health risks are showing. Get more information about the risks you are facing and why it is important for you to change these behaviors. Perhaps you need help in deciding how to make the changes you desire.

Scores below 20: You may be taking serious and unnecessary risks with your health. Perhaps you are not aware of the risks and what to do about them.

Mental Health Wellness Score Guide

What Your Score Means

Scores of 60-80: Wow! You are very in-tune with the important factors that have to do with your overall mental health. It's likely that you are setting an example for your family and friends to follow. Although you received a very high score on this part of the test, you still want to maintain attention to your mental health.

Scores of 41-59: Your mental health is good, but there is room for improvement. Look again at the items you answered that scored one or two points. What changes could you make to improve your score? Even a small change in attitude can often help you achieve better health.

Scores of 20-40: Your risks are showing! You need to get more information about the risks you are facing and why it is important for you to change these risks? Perhaps you need help in deciding how to make the changes you desire.

Scores below 20: You may be taking serious and unnecessary risks with your mental health. Perhaps you are not aware of the risks and what to do about them.

Computer Terminology

Match the terms with the definitions

1. **F** Blog
 2. **H** Chat Room
 3. **G** Face Book
 4. **A** Google
 5. **D** Twitter
 6. **E** Spam
 7. **B** Virus
 8. **C** (IM) Instant Messaging
- A.** Search engine or internet service used to search the Web
 - B.** Software programs designed to spread and corrupt or delete data
 - C.** A form of real-time communication, between people based on typed text
 - D.** A social networking service that enables users to post, send and read messages known as tweets
 - E.** Unsolicited bulk messages, indiscriminately sent to email
 - F.** A personal online Journal or commentary or Description of events
 - G.** A social networking site which lets users develop a personal page and allow friends to access photos, read comments and send messages
 - H.** A social networking site where people with similar interests can enter and have text conferences

Resiliency

Some people emerge stronger and better, from adversities, that might crush others.

Taking a resiliency assessment can help you discover how resilient you are. Healthy people with a lot of resiliency have stress-resistant personalities and learn valuable lessons from rough experiences. Having resiliency allows these people to rebound from major setbacks even stronger than before. They would score high on a resiliency assessment because their level of resilience, allows them to bounce back quickly from major life upheavals.

When hurt or distressed, resilient people expect to find a way to have things turn out well. They feel self-reliant and have a learning/coping reaction, rather than the victim/blaming reaction that is so common these days.

SCORE 18 – 36 Outside help is essential in times of trouble, but outside help is insufficient in building resilience.

- You need to continue developing your trust and hope.
- Develop safe relationships that foster friendship and commitment.
- Become more aware of values of others.
- Recognize and respect the differences among people.
- Gain self confidence and have faith in yourself and your world.
- Working on these examples will help you build your resilience.

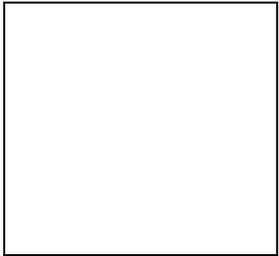
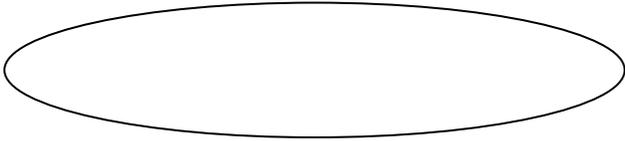
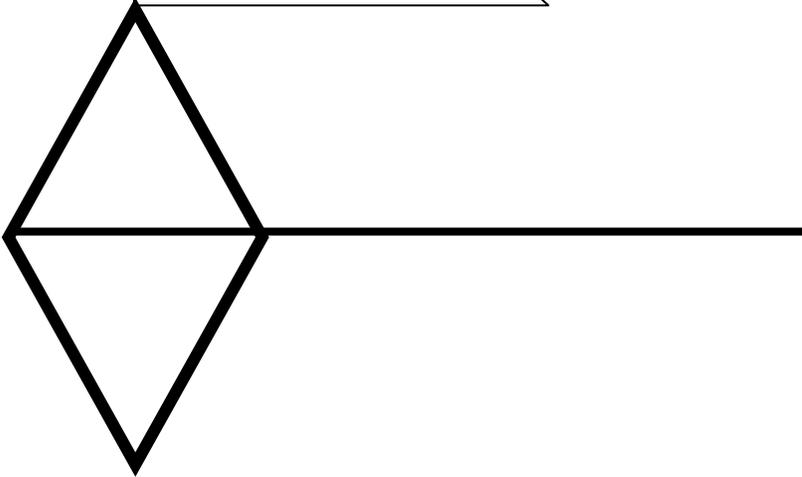
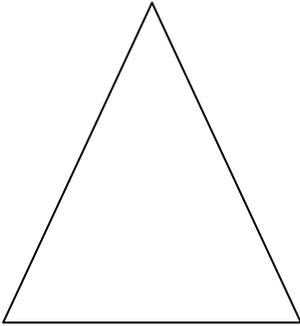
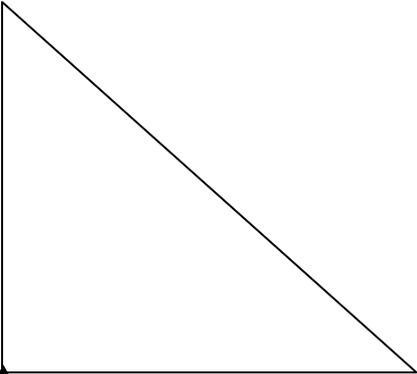
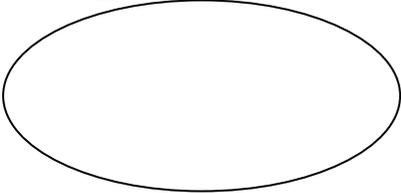
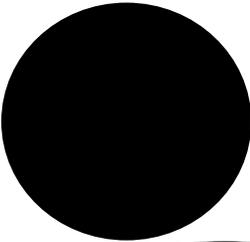
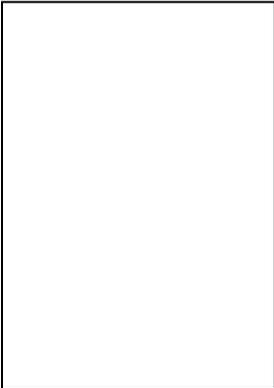
SCORE 37 – 71 Resiliency is a basic human capacity that encourages people to become increasingly independent, responsible and empathetic.

- Work on managing your impulses
- Seek and build trusting relationships
- Continue to learn from your experiences.
- Be receptive to constructive criticism.

SCORE 71 – 90 A resilient person is a person that strikes an appropriate balance between excitement and quietness when responding to others. A resilient person accepts the consequences of their behaviors.

- Your self-esteem is high.
- You demonstrate an even temperament.
- Use hope, faith and trust to your advantage.
- Attempt to become increasingly autonomous.

Communicate



My Values

Lesson Plan

Lesson Objective:

Identify personal values and gain an understanding of how values are used to make decisions.

Class Discussion Preparation:

Define “Values” with class

Values are: *The ideas and beliefs we hold as special.*

People aren't born with values. Values come from living; most of our values are established within the first 21 years of life. Values are emotional rules people follow to help make the right decisions in life. Values are used in every day decisions. Values are those things that really matter to each of us. Caring for others, is a value; so is the freedom to express our opinions. Values develop throughout life. We adopt them from people we admire and eventually admire people because of their values. We want to instill our personal values in our children. Values instill a sense of integrity, honesty, and diligence in people. Without values, people would become corrupt, dishonest, undependable and untrustworthy. People want to be around others who have the same values. Companies want to hire those with a sense of moral values. When values are used in a professional setting, they are called ethics. Practicing good moral values in every-day life can help promote a successful life.

Post the following quotation and discuss with class.

“What lies behind us and what lies ahead of us are small matters compared to what lies within us.” – Ralph Waldo Emerson

Exercises 1 - 5 Complete and Discuss

Exercise 1: What Do I Value in Life?

Exercise 2: Budgeting My Values

Exercise 3: Early Values

Exercise 4: Values and Behavior

Exercise 5: Value Conflicts

Exercises 6 - 7 (Optional)

Exercise 6: Uncle Mort Leaves You Money

Exercise 7: Specific Values

My Beliefs

Lesson Objective:

Lesson Plan

Students will understand how their beliefs influence their decisions.

Define “Belief” with the class

A Belief is: a confidence in the truth or existence of something not immediately susceptible to rigorous proof.

Class Discussion Preparation:

People begin to form beliefs at an early age. We absorb the beliefs of the people around us while growing up. Einstein is quoted as having said "Beliefs are the collection of prejudices acquired by age eighteen." How you see things depend most strongly on your beliefs. Most individuals believe the religion they were taught in childhood. Things that happen repetitively have an influence on beliefs Physical or emotional trauma, especially to the head, can radically alter a person's beliefs.

Post the Following quotations and discuss with class

“We can do anything we want to do if we stick to it long enough.” - Helen Keller

“We don’t see things as they are; we see them as we are.” – Anais Nin

Exercises: 8 - 9 Complete and Discuss

Exercise 8: Perception & Belief

Exercises: 10 - 11 (Optional)

Exercise 9: Personal Belief Assessment

Exercise 10: Roberto’s Story

Exercise 11: What’s his Belief?

My Goals

Lesson Plan

Lesson Objective:

Students will show knowledge of characteristics of goals and be able to establish personal long term and short-term goals.

Class Discussion Preparation

Define “Goal” with class

A goal is a projected plan that is intended to achieve a personal or organizational desired end-point with some assumed development.

When planning goals, many people use the acronym SMART for:

Specific Measurable Attainable Realistic Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the "W" questions: Who - What - Where -Why- When?

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

Realistic - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely - A goal should be grounded within a timeframe. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by?

"Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Post the following quotation and discuss with class

*"If you don't know where you're going, you'll probably end up somewhere else."
--Eleanor Roosevelt*

My Goals

Lesson Plan Cont'd

Exercises 12 - 13 Complete and Discuss

Exercise 12: Terry's Story

Exercise: 14 (Optional)

Exercise 13: Goals in My Lifetime

Exercise 14: Goals and Objectives

My Needs, Wants and Desires

Lesson Plan

Lesson Objective:

Students will demonstrate an understanding in the difference of a need, a want and a desire. Students will become aware of how needs, wants and desires are

Class Discussion Preparation:

connected, with goals, values, priority and behavior.

Define “a Need – a Want – a Desire” with class

Need - Necessary to sustain human life.

Want - Something that we wish for but not necessary for life.

Desire - Selfish longing for wealth, power and possessions

Maslow's hierarchy of needs is a theory in psychology, proposed by Abraham Maslow in 1943. Maslow's hierarchy of needs is a predetermined order of importance of human needs. It is often depicted as a pyramid consisting of five levels: With the lowest level associated with physiological needs and the uppermost level is associated with self-actualization needs. The higher needs only come into focus when the lower needs in the pyramid are met. Only when a lower level need is fully satisfied, will an individual be able to move upwards to the next level need, and the lower level will no longer be prioritized.

Physiological needs

For the most part, physiological needs are obvious - they are the literal requirements for human survival, Air, Food and Sex. With the exception of clothing and shelter, human body simply cannot continue to function. Lack of air and food will kill an individual. A lack of sexual activity would mean the extinction of humanity, explaining the strength of the sexual instinct in individuals.

Safety needs

With their physical needs relatively satisfied, the individual's safety needs take over and dominate their behavior. These needs have to do with people's need for a predictable, orderly world in which injustice and inconsistency are under control. Safety needs begin to manifest themselves in such things as a preference for job security, savings accounts, insurance policies, and the like.

Social needs

After physiological and safety needs are fulfilled, the third layer of human needs is social. This psychological aspect of Maslow's hierarchy involves emotionally-based relationships in general, such as Family, Friendship and Intimacy.

Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, gangs ("Safety in numbers"), or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They need

My Needs, Wants, and Desires

Lesson Plan (cont'd)

Class Discussion Preparation - Cont'd

to love and be loved (sexually and non-sexually) by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of the peer pressure; an anorexic, for example, may ignore the need to eat and the security of health for a feeling of control and belonging.

Esteem

All humans have a need to be respected, to have self-esteem, self-respect. Also known as the *belonging need*, esteem presents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. It may be noted, however, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels.

Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-esteem, competence, mastery, self-confidence, independence and freedom. The last one is higher because it is based on inner competence, gained through experience.

The danger associated with self-esteem is when it is based on outside resources rather than inner completeness. Healthy self-respect is based on earned respect.

Self-actualization

This is the highest form of need. This need is motivated by the desire to realize one's own maximum potential and possibilities. It is considered to be the master need or the real motive, behind all the other needs. In Maslow's hierarchy of needs, the need for self-actualization is the final need that only manifests itself when all lower level needs have been truly satisfied.

If a lower level need is no longer being met, the individual will temporarily re-prioritize needs by focusing attention on the unfulfilled need, but will not permanently regress to the lower level. For instance, if a businessperson at the esteem level, is diagnosed with cancer, they will spend a great deal of time concentrating on their health (physiological needs), but will continue to value their work performance (esteem needs) and will likely return to work during periods of remission.

Post the following quotation and discuss with class

"You can't always get what you want, but if you try sometimes, you might just find what you need" -Rolling Stones song

My Needs, Wants, and Desires

Lesson Plan (cont'd)

Exercises 15 - 16 Complete and Discuss

Exercise 15: Need, Want or Desire

Exercise 16: Desire Chart

Optional Exercise

Discuss how desires interfere with decisions.

My Personality

Lesson Objective:

Lesson Plan

Students will become more aware of their personality traits and preferences and how they affect behavior.

Define “Personality” with class

The totality of someone’s attitude, interests, behavior patterns, emotional responses, social roles, and individual traits that endure over long periods of time.

1. A person’s behavior and choices reflect their personality. In this lesson, you will

Class Preparation and discussion

have an opportunity to learn some interesting things about your personality. Your personality is not about shyness or being the life of the party! It’s about how we get energized and where we naturally focus our attention. Just like the other aspects of personal awareness (interests, values, skills), this is one more piece of self-awareness to take into consideration to change your life.

2. You can be successful with any personality! Knowing your personality can help you know what you do well naturally as well as to know what things you need to pay attention to and practice. Knowing your personality gives you one more piece of the puzzle.

Post the following quotation, and discuss with class

“Everything that irritates us about others can lead us to an understanding of ourselves.”
– Carl Jung

Exercises: 17 - 18 Complete and Discuss

Exercise 17: Introversion / Extraversion Personality Type

Exercise 18: Are You Right-brained or Left?

Exercise 19: It's Me

Exercise: 19 (Optional)

My Learning Style

Lesson Plan

Lesson Objective:

Students will assess their learning style and gain knowledge about their learning preference.

Class Discussion Preparation:

Post one of the following quotations and discuss with class

"I hear and forget. I see and I remember. I do and I understand." – Chinese Proverb

*"Tell me and I'll forget.... Show me, and I remember..... Involve me, and I'll understand."
– Native-American saying*

Exercises 20 - 22 Complete and Discuss

Exercise 20: Learning Preference

Exercise 21: The 4 Maps

Exercise 22: Your Learning Style Inventory

Exercise: 23 (Optional)

Exercise 23: Your Best Learning Environment

My Expectations

Lesson Plan

Lesson Objective:

Students will evaluate and identify their expectations to assist their Re-Entry efforts.

Class Discussion Preparation:

Define “Expectation” with class

A confident belief or strong hope that a particular event will happen.

Recognize that you are coming from a place where you are familiar with being constantly on alert and attentive. You are coming from a place that is never quiet and where you are never alone in peace. Quiet is unfamiliar to you. When you are released you will have to again get used to some noises and sounds that you have not heard in a while, like cars going by and other street noises. Make sure you take periods of quiet time for yourself. You may be overwhelmed with the variety of colors, genders, children or choices. You may at first be uneasy with moving from room to room at your will. You could be uncomfortable with going out the door ahead of anyone else. Your eyes may be on constant watch, and you will probably wish to sit with your back to a wall. These are instinctual things you have learned and you won't even be conscious of it. The best cure is simply going to be time and introduce new things slowly.

Post the following quotation and discuss how it may apply to this lesson.

If you think you can, you can, and if you think you can't, you're right. – Henry Ford

Exercises: 24 - 26 Complete and Discuss:

Exercise 24: Bill Gates' Rules for Life.

Exercise 25: Unexpected!

Exercise 26: All I Need to Do Is?

Exercise: 27 (Optional)

Exercise 27: Expect

Parole Expectations

Lesson Plan

Lesson Objective:

Students will gain information on the expectations of parole after Re-entry.

Class Discussion Preparation:

Post the following quotation and discuss with class.

“Expectation breeds response-ability.”

Your choice to make decisions has been taken away, use parole to your advantage by taking this time to relearn how to make informed decisions. You currently do not even decide on what to wear for the day or if you can, your choices are extremely limited. Soon, you will be making thousands of decisions everyday. Do not overwhelm yourself with all the choices, let parole assist you, at least until you get your feet under you.

When you are released, there’s still something tying you to prison, “Parole Offices”. You can reduce this pressure by accepting this fact, and reinforcing the idea that parole is simply a task to be done and it is a big part of your success.

Exercises: 28 - 29 Complete and Discuss

Exercise 28: Conditions of Supervision and Release

Exercise 29: Parole Officer Expectations

Exercise: 30 (Optional)

Exercise 30: Housing Recommendations

Identification

Lesson Plan

Lesson Objective:

Students will gather information needed to obtain proper identification.

Class Discussion Preparation:

Define “Identification” with class

Any document which may be used to verify aspects of a person's identity

There are some things you can do to make release easier. Getting started on acquiring the proper identification and other records is one of them. Certain forms of identification are required before you can be released. Other forms, like work

Exercises: 31 - 34 Complete and Discuss

records, certificates, and professional licenses are not required but very helpful.

Exercise 31: Information

Exercise 32: Important Documents

Exercise 33: Getting Information

Exercise: 35 (Optional)

Exercise 34: Personal Data Sheet

Exercise 35: Gathering Information

Housing

Lesson Plan

Lesson Objective:

Students will identify immediate transitional housing needs and examine available options.

Class Discussion Preparation:

When being released from prison, suitable accommodations are highly recommended. If there are no accommodations, or they have been lost during incarceration, other accommodations should be arranged as soon as possible. Housing is a vital part of a release plan and staff and inmates should work together to meet these requirements. If the housing arrangement happens to be a shelter, a half-way or a three-quarter house then the application process should be started well in advance, since they are sometimes full.

Make a back up plan, even if your accommodations are guaranteed.

Post the following quotation and discuss with class.

"Home is not just where you live, but where you are understood."

Exercises 36 - 37 Complete and Discuss

Exercise: 36 Where...from Here?

Exercise: 37 Should I live on my own?

Exercises: 38 - 39 (Optional)

Exercise: 38 Roommate Agreement

Exercise: 39 Community Placement Investigation Form

Transportation

Lesson Plan

Lesson Objective:

Evaluate transportation needs and develop a plan for getting around.

Class Discussion Preparation:

Most people rely on private automobiles for transportation. Some people can meet their transportation needs with the private vehicles, others cannot.

Although private transportation is the primary mode of transportation, public transit is the second most-used mode of transportation. Most people are willing to use public transit, but some show a lack of interest, because of the inconvenience, waiting times, length of trip and a lack of service near their homes or destinations.

Post the following quotation and discuss how quote may apply to class.

"I am one of those who never knows the direction of my journey until I have almost arrived" – Anna Louise Strong

Exercises: 40 - 42 Complete and Discuss

Exercise 40: Transportation

Exercise 41: Getting a Driver's License

Exercise: (Optional)

Exercise 43: Frequently asked Driver License Questions

Social Security

Lesson Plan

Lesson Objective:

Evaluate Social Security needs, to assist them in their Re-Entry effort.

Class Discussion Preparation:

Who Can Get Benefits?

Social Security disability benefits are paid to people who have recently worked and paid Social Security taxes and who are now unable to work because of a serious medical condition that is expected to last a year or more or result in death. The fact that an individual is a recent parolee or unemployed does NOT qualify as a disability.

To receive social security retirement, you must have worked and paid taxes into Social Security for 10 years to be eligible.

Social Security benefits, are generally not payable for the time that you are confined to a jail, prison, or certain other public institutions for commission of a crime. Your spouse or children, if they are eligible, can be paid benefits on your record. You are not automatically re-eligible for Social Security or SSI benefits when you are released.

Post the following quotation and discuss with class.

"Social Security is not giving everybody something for nothing. True Social Security must

Exercise: 44 Complete and Discuss

consist of rights ... which are earned.” - Harry S. Truman

Exercise 44: Social Security Disability Eligibility

Exercise 45: What Laws Help Me?

Exercise 46: Applying for a Social Card?

Exercises: 45 - 46 (Optional)

Money Management

Lesson Plan

Lesson Objective:

Evaluate plans for personal budget, and examine barriers to financial security.

Class Discussion Preparation:

Define “Money Management” with class

Money Management is: A budget or a plan for your money

When you get your financial life in order, it will be well-worth the effort. The peace that comes with knowing how much money you actually have and being in control of your spending is truly “priceless”. It will take a little work and a little time, but it is not much different than cleaning out a junk filled garage. It may feel like it is an overwhelming task, but once you get going, it is easy to keep going.

Post the Following quotations and discuss with class.

You aren't wealthy until you have something money can't buy – Garth Brooks

Focusing your life solely on making a buck shows a poverty of ambition. It asks too little of yourself, and it will leave you unfulfilled. – Barack Obama

Exercises: 47 - 49 Complete and Discuss

Exercise 47: Sam's Budget

Exercise 48: Planning a Budget

Exercise 49: My Budget

Exercises: 50 - 51 (Optional)

Exercise 50: Budget Explosion

Exercise 51: Grocery List

Do the Math

Lesson Plan

Lesson Objective:

Students will gain a better understanding of credit cards and math skills for daily life.

Class Discussion Preparation:

Discuss with students why math is needed for daily life.

Human beings did not invent mathematical concepts, these concepts were discovered! The language of math is not English or German or Russian, it is numbers.

When you buy a car, follow a recipe, or fix something in your home, you're using math principles. People have been using these same principles for thousands of years. Whether you're sailing a boat or paying the cashier for a purchase, you're using math to get things done.

If we become proficient in the language of numbers, it can help us make important decisions and perform everyday tasks. Math can help us to shop sensibly, determine the right insurance policy, remodel a home, develop a budget and most of all live a successful life.

Post the following quotations and discuss how they apply to this lesson.

"Mathematics are the vegetables of the academic dinner: Everyone knows that they are good for you but, no one forces you to eat them." - Timothy Norfolk

"If people do not believe that mathematics are simple, it is only because they do not realize how complicated life is." - John Louis von Neumann

Exercises: 52 - 55 Complete and Discuss

Exercise 52: Credit Cards

Exercise 53: Pay Checks: Do the Math

Exercise 54: Transportation: Do the Math

Exercise 55: Bank Accounts: Do the Math

Exercise: 55 (Optional)

Exercise 56: Credit Repair

Parenting

Lesson Objective:

Lesson Plan

Students will gain insight into becoming better parents.

Define "Parent" with class

A parent is a caretaker of the offspring in their own species. In humans, a parent is the mother or the father figure of a child. Note: Children can have more than one or two parents, but they

Class Discussion and Preparation:

can only have two biological parents.

Most people never received training in parenting. It is assumed that when the baby arrives, parents will know what to do. This isn't true. Child care requires a full-time commitment – 24/7, but it pays no salary, has no vacations. It requires many skills, including nurse, teacher, cook, counselor, and supervisor. Being a parent is the most difficult and rewarding job anyone can do.

Post the Following quotations and discuss with class

"Before I had any kids I had many theories on how to raise my kids, now I have three kids and no theories." - Unknown

"Your child needs your presence, more than they need your presents." - Jesse Jackson

Exercises: 57 - 58 Complete and Discuss

Exercise 57: Positive ways for guiding children

Exercise 58: The Ideal Parent

Exercise 59: Concerns of Working Parents

Exercise 60: Parents Expectations

Exercises: 59 - 60 (Optional)

Positive Attitude

Lesson Objective:

Lesson Plan

Students will gain information on the value of maintaining a positive attitude.

Define “Attitude” with class:

Attitude is a personal view, an opinion or general feeling about something.

Attitudes are a way of acting, feeling and thinking. Your attitudes will affect what you

Class Discussion Preparation:

do, what you say, how you act, where you work, and how happy you are. It is important to understand your attitudes so you will know what you want out of life and how to get it.

Post the above quotations and discuss how they may apply to this lesson.

“If you don't like something change it; if you can't change it, change the way you think about it.” ~ Mary Engelbreit

“I don't like it! I must get to understand it!” ~ Unknown

Exercises: 61 - 63 Complete and Discuss

Exercise 61: An Attitude Inventory

Exercise 62: Understanding Attitudes

Exercise: 64 (Optional)

Exercise 63: Attitude > Feeling > Behavior

Exercise 64: Taking Charge

Communication

Lesson Plan

Lesson Objective:

Students will develop their method of communicating, and develop skills to effectively

Class Discussion Preparation:

communicate their needs.

Define “Communication” with class:

Communication is a process of transferring thoughts, opinions, or information from one entity to another.

It is through communication that cooperation occurs. Many problems that arise are the result of people failing to communicate. Faulty communication causes confusion and can cause a good plan to fail. Communication is the exchange and flow of information from one entity to another. It involves a sender and a receiver. Effective communication occurs when the receiver understands the exact information the sender intended to give.

Post the following quotation and discuss how it may apply to this lesson.

“Words are a wonderful form of communication, but they will never replace kisses or punches.” - Ashleigh Brilliant

Exercises: 65 - 68 Complete and Discuss

- Exercise 65: Forms of Communication
- Exercise 66: Non-Verbal Communication
- Exercise 67: The way we Communicate
- Exercise 68: Speaking and Listening

Exercises: 69 - 71 (Optional)

- Exercise 69: Communicate
- Exercise 70: Assertive Communication
- Exercise 71: Passive, Assertive, Aggressive Communication

Decision Making

Lesson Plan

Lesson Objective:

Students will gain knowledge and characteristics of decisions to assist them in making

Class Discussion Preparation:

better choices.

Define “Decisions” with class:

Something that somebody chooses or makes up his or her mind about, after considering it and other possible choices

Decisions are made by everyone everyday. Most of our daily decisions are relatively simple and routine. These routine decisions are known as programmed decisions, because you already know what the solution and outcome will be. However, you are also faced with decisions that can drastically affect your future outcome. These decisions are known as non-programmed decisions, because neither the appropriate solution nor the potential outcome is known.

Post the following quotations and discuss how it may apply to this lesson.

“Some choices we live not only once but a thousand times over, remembering them for the rest of our lives.” - Richard Bach.

“The doors we open and close each day decide the lives we live.” – Flora Whittmore

Exercises: 72 - 74

Exercise 72: Decide

Exercise 73: Collecting your thoughts.

Exercise 74: NASA Moon Exercise.

Exercise: 75 (Optional)

Exercise 75: Decisions....Decisions

Anger Management

Lesson Plan

Lesson Objective:

Students will understand anger and its characteristics and use conflict resolution to make better decisions.

Class Discussion Preparation:

Define “Anger” with class

Anger is: A strong feeling of displeasure aroused by a real or supposed wrong.

Anger is a completely normal, usually healthy human emotion. But when it gets out of control and turns destructive it can lead to problems at work, in your personal relationships and in the overall quality of your life. It can make you feel as though you have no control of your emotions.

Post the following quotations and discuss how it may apply to this lesson

“Who ever angers you..... conquers you.” - Elizabeth Kenny

“Get mad then get over it” - Colin Powell

Exercises: 76 - 78 Complete and Discuss

Exercise 76: Anger survey

Exercise 77: How do you handle conflict. Complete exercise.

Exercise: 79 (Optional)

Exercise 78: Handling conflicts. Read and Complete

Exercise 79: Identify the source of the conflict

Physical Health

Lesson Plan

Lesson Objective:

Students will identify resources and gain knowledge to maintain physical health

Class Discussion Preparation:

Define “Physical Health” with class

Being in a state of complete physical well-being and not merely, the absence of disease

Physical health is the overall condition of a living organism at a given time, the Soundness of the body, freedom from disease or abnormality, and the condition of optimal well-being. People want to function as designed, but environmental forces can attack the body or the person may have genetic malfunctions. The main concern in health is preventing injury and healing damage caused by injuries and biological attacks.

Post the following quotation and discuss how it may apply to this lesson

“The greatest wealth is health.” – Virgil

Exercises: 80 - 82 Complete and Discuss

Exercise 80: Physical Wellness Assessment

Exercise 81: Making Smart Choices

Exercises: 83 - 85 (Optional)

- Exercise 82: Stress Inventory
- Exercise 83: Stress
- Exercise 84: Good Health Habits
- Exercise 85: Ways to reduce stress

Mental Health

Lesson Plan

Lesson Objective:

Students will identify resources and gain knowledge to maintain mental health.

Class Discussion Preparation:

Define “Mental Health” with Class

Referring to a level of emotional well-being and not merely, the absence of a mental illness.

Mental health is how we think, feel and act as we cope with life. It also helps determine how we handle stress, relate to others and make choices. Mental health is important at every stage of life, from childhood through adulthood. Everyone feels worried, anxious, sad or stressed sometimes. But, if these feelings persist and are severe enough to interfere with your daily life, You should consult a doctor. It may be just as common, if not more common, for people to develop mental health problems as lung cancer, stroke, and cardiovascular disease.

Post the following quotation and discuss how it may apply to this lesson

Exercises: 86 - 87 Complete and Discuss

“Sanity remains defined simply by the ability to cope with insane conditions.” - Ana Castillo

Exercise: 86 Mental Health wellness assessment

Exercise: 87 Mentally Healthy

Exercise: 88 (Optional)

Substance Abuse

Lesson Objective:

Lesson Plan

Students will identify resources and gain knowledge about substance abuse.

Define “Substance Abuse” with class

The use of legal or illegal drugs, for non-therapeutic purposes.

Abuse is defined as the use of drugs, legal or illegal, for non-therapeutic purposes. Many

Class Discussion Preparation:

people who abuse drugs become addicted. Drug abuse affects both men and women. People who abuse drugs come from all ethnic groups and all walks of life. Drugs don't have to be illegal to be abused. If you abuse drugs, you can become dependent on them physically, and psychologically. Drug abuse can lead to many problems in life, as well as damage your health.

Addiction is a chronic, often relapsing brain disease that causes compulsive drug seeking and use despite harmful consequences to the individual who is addicted and to those around them. Drug addiction is a brain disease because the abuse of drugs leads to changes in the structure and function of the brain. Although it is true that for most people the initial decision to take drugs is voluntary, over time the changes in the brain caused by repeated drug abuse can affect a person's self control and ability to make sound decisions and at the same time send intense impulses to take drugs.

Post the following comment and discuss how it may apply to this lesson

If addiction shows a dumb animal will sit pressing a lever to get a 'fix' of something, to its

Exercises: 89 - 90 Complete and Discuss

own detriment then I would conclude that”.... ? - Rob Stampfli

Exercise: 89 Risk Factors for Substance Abuse

Exercise: 90 Assessing Your Drug Use

Exercise: 91 (Optional)

Exercise: 91 My Personal Plan for Recovery

Insurance

Lesson Plan

Lesson Objective:

Students will identify resources and gain knowledge about insurance.

Class Discussion Preparation:

Define “Insurance” with class

Protection against loss or harm: an arrangement by which a company gives a person financial protection.

Insurance is a form of risk management, used to protect against the risk of a loss. Insurance is a transfer of a risk of a loss from one entity to another in exchange for a premium. There are many types of insurance policies that can be purchased, here are some of the more common. Auto, Health, Home, Accident, Casualty, Life and Property

Post the following quotation and discuss how it may apply to this lesson

“Don’t learn insurance by accident.”

Exercises: 92 - 94 Read and Complete

Exercise: 92 What benefits do I need?

Exercise: 93 Locating services

Exercise: 94 Comparing benefits

Exercise: 95 (Optional)

Relationships

Lesson Plan

Lesson Objective:

Students will learn to develop healthy relationships and develop a support system.

Class Discussion Preparation:

Define “Relationship” with class

Relationship is: A connection, a mutual agreement or dealings between people.

Relationships are fun and make people feel good. You can have a healthy relationship with anyone in your life – family, friends and the people you date. Relationships take time and energy to make them healthy.

The most important part of any healthy relationship is communication. Healthy communication allows two people to feel comfortable with one another. They trust that both will be there to listen and support each other. They keep personal information that is shared, private. In healthy relationships, people don't lie.

Post the following quotation and discuss how it may apply to this lesson

“Sometimes you have to get to know someone really well to realize you're really strangers.”
- Mary Tyler Moore

Exercises: 96 - 98 Read and Discuss

Exercise 96: Healthy relationships

Exercise 97: Cutting ties

Exercise 98: Rebuilding friendships

Exercise: 99 (Optional)

Exercise 99: Are you a friend?

Support System

Lesson Plan

Lesson Objective:

Students will understand support systems and recognize the importance to their Re-entry effort.

Class Discussion Preparation:

Define “Support System” with class

A group of people or resources that surround, assist and empower you in meeting goals.

Most people refer to support systems as the people around you who can encourage, understand, nurture and care about you. People who will be around to share in your good times, your accomplishments, your crisis times and your depressions.

It can be an easily answered question but may be difficult to find people to qualify as a support person. They should be able to encourage, understand, nurture, care for and love you. Since most inmates are unfamiliar with anyone who even resembles this type of person it may be difficult for them to find people who possess these abilities.

Post the following quotation and discuss how it may apply to this lesson

“A friend is someone who understands your past, believes in your future and accepts you just the way you are.” - unknown

Exercises: 100 - 102 Read and Discuss

Exercise 100: Agency Support

Exercise 101: Family Support

Exercise 102: Support Satellite

Exercise: 103 (Optional)

Education

Lesson Plan

Lesson Objective:

Students will evaluate their educational needs and develop a plan for educational goals.

Class Discussion Preparation:

Define “Education” with class:

Education in its broadest sense is any act or experience that develops the mind.

Education gives us the knowledge of the world around us. It develops a perspective of looking at life. It helps us verify opinions and confirm points of view. People debate over the subject of whether education is the only thing that gives knowledge. Some say, education is the process of gaining information about the surrounding world while knowledge is something very different. Education is not about lessons and poems in textbooks, it is about the lessons of life.

Post the following quotations and discuss how it may apply to this lesson

“Education is a progressive discovery of our own ignorance.” - Will Durant

“Education costs money, but then so does ignorance.” - Sir Claus Moser

Exercises: 104 -106 Read and Complete

Exercise 104: Levels of education

Exercise 105: Training

Exercise 106: Education employers want

Exercises: 107 - 109 (Optional)

Exercise 107: Education Resources

Exercise 108: Why attend college?

Exercise 109: Types of Secondary Education

Technology

Lesson Plan

Lesson Objective:

Students will gain information on the importance and value of technology, in today's society.

Class Discussion Preparation:

Define "Technology" with class:

The scientific method and material used to achieve an objective.

Today's technology is updating continuously, wireless networks continue to expand and advances in technology continue to happen monthly, if not weekly. We are seeing more and more uses for technology at a pace that promises to change people's lives and provide a vast amount of services and information. Technology has changed society.

- Before the cell phone, you had to keep change for the phone booth.
- Before GPS systems, you had to stop by a gas station to get directions.
- Remember, when you had to visit a travel agent to plan a vacation?
- Remember, when you had to wait in line for concert or game tickets?
- Remember when you always had to go into a restaurant for your food?

Post the following quotation and discuss how it may apply to this lesson.

"What technology I thought was fifty years away, was only ten years away and what I thought was ten years away...was already here. I just wasn't aware of it yet." - Unknown.

Exercises: 110 - 111 Read and Complete

Exercise: 110 Web and Internet

Exercise: 111 Email

Exercise: 112 (Optional)

Career Matching

Lesson Plan

Lesson Objective:

Students will explore their individual characteristics and research careers.

Class Discussion Preparation:

Define “Career” with class

A job or occupation regarded as a long-term or lifelong activity.

Everyone has natural interests and skills. Recognizing your talents and skills will help you plan. You want to develop skills that support your interests and talent. You'll feel enthusiasm when you use these skills in your work. Don't worry that your skills aren't good enough. All skills are learned but developing skills is a gift you give yourself to create the life you want.

Post the following quotation and discuss how it may apply to this lesson

“If you find a career you love, your life will seem like a vacation.” – Liz Harris

Exercises: 113 - 115 Complete and Discuss

Exercise: 113 Why People Work

Exercise: 114 Skills Checklist

Exercise: 115 Reverse Thinking

Exercises: 116 - 117 (Optional)

Exercise: 116 Careers you can have at Home

Exercise: 117 Owning your own Business

Career Planning

Lesson Plan

Lesson Objective:

Students will begin to explore a career and make a plan to pursue chosen career.

Class Discussion Preparation:

According to the Bureau of Labor Statistics, 11 of the 30 fastest growing occupations are in the health care field. Some of these positions are: home health aides, personal and home care aides, physical therapists, medical assistants, radiologic technologists, medical records technicians, occupational therapists, speech-language pathologists and respiratory therapists.

Post the following quotation and discuss how it may apply to this lesson

“The darkest day in any man's career is that when he begins to think there is some easier way of getting a dollar.” - Unknown

Exercises: 118 - 121 Complete and Discuss

Exercise: 118 Career Preference

Exercise: 119 Barriers

Exercise: 120 Start Your Plan

Exercise: 121 Career Plan

Exercise: 122 (Optional)

Exercise: 122 Finding out about a Job

Employment

Lesson Plan

Lesson Objective:

Students will evaluate and identify employment trends, employment opportunities, labor-market information, to assist their job hunting efforts.

Class Discussion Preparation:

Define “Employment” with class:

Employment is a contract between two parties, one being the employer and the other being the employee. An employee may be defined as: "A person in the service of an employer.

The types of jobs are changing. There will be entry-level jobs, with fewer promotions. Service industries and, of course, technology will account for nearly all-new jobs. The medical and teaching fields also will also continue to grow and need talented workers.

Post the following quotation and discuss how it may apply to this lesson.

“The reason why worry kills more people than work is because more people worry than work.” - Robert Frost

Exercises: 123 - 124 Discuss and Complete

Exercise: 123 Top 10 places to look for a Job.

Exercise: 124 How do jobs come about?

Exercises: 125 - 126 (Optional)

Exercise: 125 Types of Payment

Exercise: 126 Ways to Work

Resumes

Lesson Plan

Lesson Objective:

Students will learn how to write a resume and how to market themselves.

Class Discussion Preparation:

Ask how many students currently have used resumes.

Have students discuss the purpose of a resume.

The purpose of a resume is to advertise your accomplishments and qualifications. You should think of a resume as a promotional brochure about you. You need to show what you have accomplished and where your experience is. Your resume is also an example of your communication and organizational skills.

Exercises: 127 - 130

Exercise: 127 Advertising Yourself.

Exercise: 128 Action words for resume writing

Exercise: 129 Tips for resume writing

Exercise: 130 Resume Worksheet

Exercises: 131 - 132 (Optional)

Exercise: 131 Evaluate your resume

Exercise: 132 References / Reference Worksheet

Interviewing

Lesson Plan

Lesson Objective:

Students will learn interviewing techniques and become comfortable with the interview process.

Class Discussion Preparation:

Define “Interview” with class

A formal meeting, arranged to assess the qualifications of an applicant.

Getting ready for an interview should begin at least three days before the interview is scheduled to take place. The last thing you want to worry about the night before an interview is pleading with your drycleaner or hurrying to get your clothes pressed or getting burned by a hot iron. Prepare early.

Post the following quote and discuss how it may apply to this lesson

“Never wear a backward baseball cap to an interview unless applying for the job of umpire.”
– Dan Zevin

Exercises: 133 - 137 Read and Discuss

Exercise: 133 Ready, Set, Interview!

Exercise: 134 Interview Questions

Exercise: 135 The QUESTION!

Exercise: 136 Body Language and the Interview

Exercise: 137 Questions you should Ask

Exercises: 138 - 139 (Optional)

Exercise: 138 Handling the Hard Questions

Resiliency

Lesson Plan

Lesson Objective:

Students will demonstrate knowledge of skills that build resiliency.

Class Discussion Preparation:

Define “Resiliency” with class

“The ability to quickly overcome, change, misfortune, or illness.”

Resiliency refers to one’s ability to adapt to stressful situations or crises. Resilient people are able to "roll with the punches" and adapt to adversity without lasting difficulties; less resilient people have a harder time with stress and life changes, both major and minor. It’s been found that those who deal with minor stresses more easily can also manage major crises with greater ease, so resilience has its benefits for daily life as well as for the rare major catastrophe.

Post the following quotations and discuss how it may apply to this lesson

“Don’t burn your toast and ruin your dinner.” – Marc Ellis

“First clouds, then rain then harvest and food.” – Seneca Indians

Exercise: 140 Complete and Discuss

Exercise: 140 Resiliency Assessment

Exercise: 141 (Optional)

Exercise: 141 Resiliency Skills

Self Confidence

Lesson Plan

Lesson Objective:

Students will assess their confidence and make a plan to raise self-esteem.

Class Discussion Preparation:

Define “Self-Confidence” with class

Having the belief, the full trust and reliability in one-self.

What you think of yourself has an enormous impact on how others perceive you. The more self confidence you have, the more likely it is you'll succeed. Although many factors that affect self confidence are beyond your control, there are things you can consciously do to build self confidence.

Post the following quotation and discuss how it may apply to this lesson

“Its not who you think you are, that holds you back, it is who you think you're not.” - Unknown

Exercises: 142 - 145 Complete and Discuss

Exercise: 142 Dream

Exercise: 143 Gaining Confidence

Exercise: 144 No Excuses

Exercise: 145 Confidence Assessment

Exercise: 146 (Optional)

Exercise: 146 Self Confidence - Do I have it?

Motivation

Lesson Plan

Lesson Objective:

Students will learn to utilize their motivation as a skill to build resiliency.

Class Discussion Preparation:

Define “Motivation” with class

Motivation comes from external or internal factors that energize or stimulate desire.

According to many theories, motivation is the basic need to minimize physical pain and maximize pleasure. Motivation may also include specific needs such as eating, resting, a desired object, hobby or goal, Motivation can be attributed to less-apparent reasons such as morality or avoiding mortality.

Post the following quotation and discuss how it may apply to this lesson

“Not now usually becomes never.” – Martin Luther

Exercises: 147 - 148 Complete and Discuss

Exercise: 147 Motivation

Exercise: 148 Motivational Assessment

Exercise: 149 (Optional)

Exercise: 149 Stay Motivated

Transition

Lesson Plan

Lesson Objective:

Students will learn how to plan for their transition into the community.

Class Discussion Preparation:

Define “Transition” with class

Transition is passing from one stage to the next.

Transition is moving from one situation to the next or the passage from one condition to another.

When you get ready to transition from prison to the community, remember that you have transitioned many times before. Like from grade school to high school, from teenager to adult, from a child to a parent, from an apartment to a house, from one community to a different one.

Leaving prison can be a chance for a fresh start and a new life and there are many organizations that will assist you in your transition, don't try and do it alone.

Post the following quotation and discuss how it may apply to this lesson

“Nothing in this world is constant but change.” - Unknown

Exercises: 150 - 151 Complete and Discuss

Exercise: 150 Transitioning

Exercise: 151 Transition Goal

Exercise: 152 (Optional)

Exercise: 152 My Transition Crisis Plan



We all have an inner strength. It may be a strength that we rarely use or nurture. Although it may have failed you in the past, understand that you have paid your debt to society, and your exit from prison or jail ends a stage in your life. Now it is up to you how your future will be structured. You need to forgive yourself and let your past go. You are not the first to have made a mistake and you won't be the last, let this be a new chapter in your life. Its important to remember, that the streets are still the streets and if you are looking for trouble, you will find trouble. You must take care of yourself and surround yourself with people who will support your new lifestyle and assist you in making positive changes. Seek advice and assistance from peers and mentors who seem to be doing the right thing. You can probably anticipate problems, but don't let them overwhelm you, be patient and take things one step at a time. Do what really needs to be done and the other things will fall in to place.

But, when all is said and done, you alone are responsible for yourself. Let your release be the start of something new.

Good Luck

