

# Resources to Inspire Guide | Casey Life Skills

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This guide provides the learner and life skill instructor (practitioner, parent or other caregiver) a place to start when creating a learning plan. It identifies the skill areas and corresponding goals and expectations to help young people and practitioners build effective plans. It lists suggestions for resources to help create activities and exercises that can be used to teach the learning goals in group, individual, or self-instruction formats.

**Note to Young People:** A lot of the resources listed here are for you and some are for professionals and parents. We encourage you to use the guide to find websites that teach life skills using fun games and activities, find current topics, fun facts and advice to help you learn life skills. If you open a website that looks confusing or difficult, talk to your case manager, parent or caregiver to get the information you need. There is also a page on this website just for you with links to some pretty cool websites.

## **About the resources we suggest:**

Many resources in this guide are found on the Internet. They are good examples of what you can find by typing your topic—for example, transitional housing, leases—into a search engine such as [www.google.com](http://www.google.com). We encourage you and the young people you work with to continue to search the Internet for other resources. And when you get to any Web site explore the site. Most offer a range of information and links to other Web sites.

Many, however, are commercial sites that, in addition to free information and tools, promote commercial services and products. Others, such as roommate matching services, may also request personal information or link young people to strangers. Please make sure that young people are Internet savvy before suggesting that they use such sites. They need to be aware that suggestions to visit sites for free information are not endorsements for products and services sold there. And, more importantly, they need to know how to use caution in divulging personal information and in using adequate safeguards when making personal contacts through the Internet.

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## DAILY LIVING SKILLS

Food & Nutrition		
Your Goals	Steps to Get There	Helpful Resources
1. Is able to evaluate one's diet for nutritional content	<ul style="list-style-type: none"> <li>a. Identify three personal food choices and explain their nutritional content.</li> <li>b. Explain how personal food choices contribute to a healthy diet.</li> <li>c. Describe the importance of drinking water.</li> <li>d. Explain the need for moderation and balance when planning a healthy diet.</li> <li>e. Show respect for others' opinions and cultural differences when identifying personal food choices.</li> </ul>	<p>I Can Do It! Hungry? p. 66-73.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=19-25">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=19-25</a>                      Ready, Set, Fly! Nutrition #2 - #3.                      I'm Getting Ready, How Did I Do? H-2; H-3; H-3.1, H-5.                      4Girls, Nutrition –  <a href="http://www.girlshealth.gov/">http://www.girlshealth.gov/</a>                      Kids Health - All about What Vitamins and Minerals Do; Why Drinking Water is the Way to Go; What's the Big Sweat about Dehydration –  <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a>.  <a href="http://www.kidshealth.org/parent/nutrition_fit/index.html">http://www.kidshealth.org/parent/nutrition_fit/index.html</a>.  <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a></p>
2. Knows how "snacking" affects nutrition.	<ul style="list-style-type: none"> <li>a. Explain the value of snacks.</li> <li>b. Tell the health and nutritional risks involved in snacking.</li> <li>c. Give three examples each of healthy and unhealthy snacks.</li> <li>d. Describe occasions when a snack is appropriate.</li> </ul>	<p>Ready, Set, Fly! Nutrition #5.                      Kids Health - When Snack Attacks Strike –  <a href="http://www.kidshealth.org/kids/stay_healthy/">http://www.kidshealth.org/kids/stay_healthy/</a>  <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a></p>
3. Knows how to read food labels for nutritional information.	<ul style="list-style-type: none"> <li>a. Explain why it is important to read nutritional information on food packaging.</li> <li>b. Explain how to tell which ingredient is the largest in a food item.</li> <li>c. Identify a product's serving size, calories, and fat grams.</li> <li>d. Compare the nutritional information posted on four similar food items offered by different brands.</li> </ul>	<p>I Can Do It! Hungry? p. 68-69.                      I'm Getting Ready, Confused? Labels Help! H-2.                      Kids Health, Figuring out Food Labels –  <a href="http://www.kidshealth.org/kids/stay_healthy/">http://www.kidshealth.org/kids/stay_healthy/</a></p>

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1. Menu Planning		
Your Goals	Steps to Get There	Helpful Resources
1. Is able to plan a simple nutritious meal with supervision.	<ul style="list-style-type: none"> <li>a. Name resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/Internet, local supermarkets).</li> <li>b. Tell how individual dietary needs and cultural preferences affect meal planning (e.g., vegetarian, food allergies).</li> <li>c. Plan a nutritious meal.</li> </ul>	<p>Ready, Set, Fly! Menu Planning #2. Kids Health, Recipes - <a href="http://www.kidshealth.org/teen/recipes/index.html">http://www.kidshealth.org/teen/recipes/index.html</a>.</p> <p>Tip: Use Google to find easy recipes</p>
2. Is able to plan a week of nutritious and economical meals with supervision.	<ul style="list-style-type: none"> <li>a. Describe how culture affects planning a menu for one or for others.</li> <li>b. Create a shopping list specifying the items and quantity for a 7 day menu.</li> <li>c. Calculate the cost of a 7 day menu.</li> <li>d. Compare the costs of cooking and eating out.</li> <li>e. Purchase food for the week within one's budget.</li> </ul>	<p>I'm Getting Ready; It's Your Choice...You're the Chef! H-16, H-17. <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=33-40">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=33-40</a></p> <p>Ready, Set, Fly! Menu Planning #2. Kids Health, Recipes - <a href="http://www.kidshealth.org/teen/recipes/index.html">http://www.kidshealth.org/teen/recipes/index.html</a></p>
2. Grocery Shopping		
1. Knows and understands ways to grocery shop economically.	<ul style="list-style-type: none"> <li>a. Explain the value of a shopping list.</li> <li>b. Explain the benefits of using coupons and buying store brands.</li> <li>c. Explain unit price information for two grocery items.</li> <li>d. Describe the advantages and disadvantages of buying in bulk.</li> <li>e. Explain when and where to shop for bargains (e.g., sales, specials, and discounts).</li> </ul>	<p>I Can Do It! Cooks n' Shop, p. 78-80. Ready, Set, Fly! Grocery Shopping Section #5 - #7.</p> <p>Tip: Use online coupon websites to help save money</p>

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<p>2. Knows how to evaluate grocery items for freshness, nutritional value, and economy.</p>	<ul style="list-style-type: none"> <li>a. Explain what an expiration date is, where it might be found on a package, and how it can be used when shopping for a week’s meals.</li> <li>b. Describe the signs of spoilage in two or more foods. Tell three potential economic and nutritional benefits of purchasing produce at local farmers’ markets.</li> </ul>	<p>I Can Do It! Cooks n’ Shop, p. 81-82. I’m Getting Ready, Judging Fresh Produce, H-13. I’m Getting Ready, How to Tell What’s Inside, H-14. I’m Getting Ready, Super Shopper Scavenger, H-15. Ready, Set, Fly! Grocery Shopping #8. University of Illinois, Thrifty Living – <a href="http://www.urbanext.uiuc.edu/thriftyliving/tl-foodfreshness.html">http://www.urbanext.uiuc.edu/thriftyliving/tl-foodfreshness.html</a></p>
<p>3. Knows how and is able to grocery shop for a week within a budget.</p>	<ul style="list-style-type: none"> <li>a. Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods).</li> <li>b. Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop).</li> <li>c. Demonstrate grocery shopping.</li> <li>d. Evaluate the grocery shopping experience.</li> <li>a. Grocery shop for a week without supervision.</li> <li>b. Evaluate the week’s grocery shopping experience for staying in budget and meeting needs.</li> </ul>	<p>Ready, Set, Fly! Grocery Shopping #3. Ready, Set, Fly! Grocery Shopping #9.</p>

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3. Meal Preparation		
Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands the importance of maintaining kitchen equipment and appliances.	<ul style="list-style-type: none"> <li>a. Describe how to store kitchen utensils in a safe and organized manner so they can be located and used efficiently and effectively.</li> <li>b. Describe how to use available appliances in a safe manner (e.g., oven, toaster, microwave, dishwasher).</li> <li>c. Describe how to keep kitchen appliances clean.</li> <li>d. Know who to call for appliance repairs and service.</li> <li>e. Keep a file of instruction booklets and warranties for kitchen appliances.</li> </ul>	<p>I'm Getting Ready, Kitchen Scavenger Hunt, H-6.                      The Cook's Thesaurus - <a href="http://www.switcheroo.com/">http://www.switcheroo.com/</a></p> <p>Tip: Try Google to find kitchen appliance maintenance</p>
2. Is able to use the available kitchen equipment to prepare and cook a simple meal or snack.	<ul style="list-style-type: none"> <li>a. Demonstrate the correct use of all available utensils, pots, and pans when preparing a meal or snack with supervision, if needed.</li> <li>b. Demonstrate the appropriate and safe use of available kitchen appliances when preparing a meal or snack with supervision, if needed.</li> </ul>	<p>Kids Health, Being Safe in the Kitchen – <a href="http://www.kidshealth.org/kids/stay_healthy/">http://www.kidshealth.org/kids/stay_healthy/</a>                      The Cook's Thesaurus- <a href="http://www.switcheroo.com/">http://www.switcheroo.com/</a></p>
3. Knows and understands how to prepare food safely.	<ul style="list-style-type: none"> <li>a. Describe why keeping all surfaces and one's hands clean throughout the cooking process are important.</li> <li>b. Describe how improper cooking and handling of food can cause physical illness.</li> <li>c. Describe safe ways to defrost and clean meats and vegetables.</li> <li>d. Demonstrate safe ways to prepare and cook meats and vegetables.</li> </ul>	<p>I Can Do It! Hungry? p. 73.                      I Can Do It! Cooks n' Shop, p. 76-78.                      Kids Health, Being Safe in the Kitchen; Botulism; E. Coli – <a href="http://www.kidshealth.org/kids/stay_healthy/">http://www.kidshealth.org/kids/stay_healthy/</a>                      The Cook's Thesaurus - <a href="http://www.switcheroo.com/">http://www.switcheroo.com/</a></p>
4. Can read and follow a recipe with supervision if younger, without if older.	<ul style="list-style-type: none"> <li>a. Translate abbreviations commonly used in recipes (e.g., tsp).</li> </ul>	<p>I Can Do It! Cooks n' Shop, p. 74-75.                      I'm Getting Ready, Cooking Demonstration by Guest, H-7; H-8.                      Ready, Set, Fly! Meal Preparation #2.</p>

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	<ul style="list-style-type: none"> <li>b. Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon).</li> <li>c. Interpret and demonstrate the meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in, bake, broil, roast).</li> <li>d. Select the utensils and equipment needed to complete a recipe.</li> <li>e. Use a clock or timer when baking or cooking.</li> <li>f. Prepare food according to a recipe.</li> <li>g. Identify and measure the ingredients called for in a recipe.</li> <li>h. Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty).</li> <li>i. Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener).</li> <li>j. Describe at least three tastes that spices add to recipes.</li> <li>k. Demonstrate how to change a recipe (e.g., increase or decrease servings based on number of people).</li> </ul>	<p>Kids Health, Take a Look at Cooking; How to Read a Recipe–  <a href="http://kidshealth.org/kid/stay_healthy/">http://kidshealth.org/kid/stay_healthy/</a></p> <p>Conversion Chart:  <a href="http://www.casey.org/cls/resourceguides/subdocs/HandyConversionChart.pdf">http://www.casey.org/cls/resourceguides/subdocs/HandyConversionChart.pdf</a></p> <p>I’m Getting Ready, Oops! I Need to Change the Recipe, H-9.                  I’m Getting Ready, Cooking Demonstration by Guest Chef, H-7; H-8.                  Ready, Set, Fly! Meal Preparation #3.</p>
<p>5. Is able to prepare a week of nutritious and economical meals with and without supervision.</p>	<ul style="list-style-type: none"> <li>a. Select the meals to be prepared each day.</li> <li>b. Identify ingredients, utensils, and equipment needed for each meal.</li> <li>c. Schedule meal prep so all items are ready at the same time.</li> <li>d. Prepare the meals using the ingredients, utensils, and equipment.</li> </ul>	<p>Ready, Set, Fly! Meal Preparation #5.</p> <p>Tip: Try Google to find weekly menus</p>

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4. Dining		
Your Goals	Steps to Get There	Helpful Resources
1. Is able to demonstrate appropriate dining behavior in a restaurant setting.	<ul style="list-style-type: none"> <li>a. Demonstrate ordering from a menu.</li> <li>b. Exhibit good table manners.</li> <li>c. Describe appropriate dress and conversation for different dining experiences.</li> <li>d. Demonstrate appropriate ways to get attention of wait staff.</li> <li>e. Calculate the tip.</li> </ul>	I'm Getting Ready, Eating Out? Try It! H-4. Ready, Set, Fly! Dining Etiquette Section #3 - #5.
5. Kitchen Clean Up and Food Storage		
Your Goals	Steps to Get There	Helpful Resources
1. Can store leftovers and un-used ingredients to avoid spoilage.	<ul style="list-style-type: none"> <li>a. Explain how long stored foods can be kept.</li> <li>b. Explain which foods need to be refrigerated and why.</li> <li>c. Demonstrate how to prepare foods for refrigeration, freezing, and/or storage.</li> </ul>	I'm Getting Ready, Empty Those Grocery Bags, H-10. I'm Getting Ready, Wonder if Anyone Got Sick after Thanksgiving, H-11. I'm Getting Ready, Rx for Ranges, C-2-1. Ready, Set, Fly! Kitchen Clean Up and Food Storage #1. Ready, Set, Fly! Kitchen Clean Up and Food Storage #3. Consumer Advice on Food Safety, Nutrition, and Cosmetics, Food Storage – <a href="http://www.foodsafety.gov/">http://www.foodsafety.gov/</a>
2. Can clean kitchen after meal preparation with supervision if younger and without supervision if older.	<ul style="list-style-type: none"> <li>a. Demonstrate the proper use of a dishwasher (if available).</li> <li>b. Demonstrate how to wash glasses, dishes, pots, pans and utensils by hand.</li> <li>c. Demonstrate proper use of a garbage disposal (if available).</li> <li>d. Demonstrate proper disposal of food and food packaging, paying attention to current recycling requirements.</li> <li>e. Demonstrate how to clean all kitchen equipment and surfaces used in meal preparation.</li> </ul>	Ready, Set, Fly! Kitchen Clean Up and Food Storage #2. Cleaning 101 – <a href="http://www.cleaninginstitute.org/">http://www.cleaninginstitute.org/</a>

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Home Cleanliness		
Your Goals	Steps to Get There	Helpful Resources
1. Can maintain a clean living space.	<ul style="list-style-type: none"> <li>a. Identify several household chores and the person responsible for completing the task at home.</li> <li>b. Demonstrate proper storage of cleaning products.</li> <li>c. Demonstrate proper use of cleaning equipment and cleaning techniques.</li> <li>d. Demonstrate two ways to store personal items.</li> <li>e. Explain what causes sinks and toilets to clog and how to unclog them.</li> <li>f. Describe how to minimize roaches, mice and other pests.</li> <li>g. Demonstrate two ways to store personal items (toys, books, clothes, etc.)</li> </ul>	<p>I Can Do It! Getting Cleaned Up, p. 94-105.                      I'm Getting Ready, Teach Someone to Clean, C-2.2.                      I'm Getting Ready, Me...a Vacuum Cleaner Salesman? C-2.3.                      I'm Getting Ready, I Can Clean it, C-2.4.                      I'm Getting Ready, Take Out the Garbage, C-4.                      I'm Getting Ready, Getting Rid of Unwanted Guests... Pest Control, C-13  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=121-127">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=121-127</a>                      Ready, Set, Fly! Home Cleaning and Clothing Care #1.                      Ready, Set, Fly! Home Cleaning and Clothing Care #3.                      Cleaning 101 – <a href="http://www.cleaninginstitute.org/">http://www.cleaninginstitute.org/</a></p>
2. Can develop and maintain household cleaning routine.	<ul style="list-style-type: none"> <li>a. Explain the benefit of cleaning and changing linens regularly.</li> <li>b. Describe what needs to be cleaned on a daily, monthly and seasonal basis.</li> <li>c. Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, cleaning toilet).</li> </ul>	<p>I Can Do It! Getting Cleaned Up, p. 94-105.                      I'm Getting Ready, Setting My Own Cleaning Standard, C-5, C-6.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=121-127">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=121-127</a>                      Ready, Set, Fly! Home Cleaning and Clothing Care #2.                      Ready, Set, Fly! Home Cleaning and Clothing Care #5.                      Cleaning 101 – <a href="http://www.cleaninginstitute.org/">http://www.cleaninginstitute.org/</a></p>
3. Can care for clothing with supervision if younger and without supervision if older.	<ul style="list-style-type: none"> <li>a. Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash).</li> <li>b. Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles).</li> <li>c. Complete two loads of laundry.</li> <li>d. Demonstrate how to fold and put away clean clothing.</li> </ul>	<p>I Can Do It! Wash n' Wear, p. 83-93.                      I'm Getting Ready, I Did the Laundry, LG-3.                      Ready, Set, Fly! Home Cleaning #7.                      Ready, Set, Fly! Home Cleaning #8.                      Ready, Set, Fly! Home Cleaning #9.</p>

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<b>Home Safety</b>		
<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
<p>1. Knows and understands the importance of home safety.</p>	<p><u>Fire Safety</u></p> <ul style="list-style-type: none"> <li>a. Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher.</li> <li>b. Explain three ways to prevent fires (e.g., avoid overuse of extension cords).</li> <li>c. Describe an emergency evacuation route in case of fire.</li> </ul> <p><u>Crime Prevention</u></p> <ul style="list-style-type: none"> <li>d. Explain two ways to prevent breaking and entering in one’s home.</li> </ul> <p><u>Natural Disasters</u></p> <ul style="list-style-type: none"> <li>e. Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornados, earthquakes, national alerts, snow emergencies).</li> </ul> <p><u>Home Safety</u></p> <ul style="list-style-type: none"> <li>f. Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, knives).</li> <li>g. Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, gates on stairways).</li> <li>h. Describe signs of possible household dangers (e.g., smelling gas, flooding).</li> </ul> <p><u>First Aid</u></p> <ul style="list-style-type: none"> <li>i. Identify four items in a first aid kit/household emergency kit (e.g., band aids, disinfectant, flash light, batteries).</li> <li>j. Describe how to prevent poisoning.</li> </ul>	<p>I Can Do It! Staying Safe, p. 39- 45.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=75-94">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=75-94</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Safety150_161.pdf#page=154-161">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Safety150_161.pdf#page=154-161</a></p> <p>Ready, Set, Fly! Home Safety #1.                      Ready, Set, Fly! Home Safety #2.                      Ready, Set, Fly! Home Safety #4.</p> <p>The Parent Center/Baby Center  <a href="http://www.babycenter.com/baby/babysafety/index">http://www.babycenter.com/baby/babysafety/index</a></p> <p>Kid’s Health  <a href="http://kidshealth.org/parent/positive/family/net_safety.html">http://kidshealth.org/parent/positive/family/net_safety.html</a></p> <p>Safety Information, Poison Prevention -  <a href="http://www.aapcc.org/dnn/default.aspx">http://www.aapcc.org/dnn/default.aspx</a></p>
<p>2. Knows how to access community resources in case of emergency.</p>	<ul style="list-style-type: none"> <li>a. Explain the function of different community resources (e.g., fire, police, ambulance and when they would be used).</li> <li>b. Evaluate three emergency situations and select the appropriate community resource.</li> </ul>	<p>Ready, Set, Fly! Home Safety and Repairs #4.                      Ready, Set, Fly! Community Resources #4.                      Healthy Children  <a href="http://www.healthychildren.org/english/safety-prevention/at-home/Pages/default.aspx">http://www.healthychildren.org/english/safety-prevention/at-home/Pages/default.aspx</a></p>

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3. Is able to administer first aid and CPR.	<ul style="list-style-type: none"> <li>a. Complete and pass first aid training course.</li> <li>b. Complete and pass CPR training course.</li> </ul>	Ready, Set, Fly! Home Safety and Repairs #3. Learn CPR, Hands on CPR/First Aid Training - <a href="http://depts.washington.edu/learn CPR/index.html">http://depts.washington.edu/learn CPR/index.html</a>
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## Home Repairs

Your Goals	Steps to Get There	Helpful Resources
1. Knows how to make simple home repairs.	<ul style="list-style-type: none"> <li>a. Demonstrate how to reset circuit breakers and/or replace fuses.</li> <li>b. Demonstrate how to use a plunger/unclog toilets.</li> <li>c. Demonstrate how to replace furnace filters.</li> <li>d. Demonstrate safe and appropriate use of home tools.</li> <li>e. Demonstrate how to winterize apartment/home windows, where applicable.</li> <li>f. Explain the type of repairs for which the tenant is responsible.</li> </ul>	I'm Getting Ready, Electrical Detective at Work, C-7, C-8. Ready, Set, Fly! Home Safety and Repairs #5. State Farm Home Maintenance <a href="http://www.statefarm.com/learning/be_safe/home/seasonal/seasonal.asp">http://www.statefarm.com/learning/be_safe/home/seasonal/seasonal.asp</a>

## Computer & Internet Basics

Your Goals	Steps to Get There	Helpful Resources
1. Can use a computer.	<ul style="list-style-type: none"> <li>a. Demonstrate turning a computer on and off.</li> <li>b. Use the mouse to open an application</li> <li>c. Can type on a keyboard</li> </ul>	Free Typing Tutorial <a href="http://www.wikihow.com/Type">http://www.wikihow.com/Type</a>  Free Tutorial on Computer Basics <a href="http://tech.tln.lib.mi.us/tutor/">http://tech.tln.lib.mi.us/tutor/</a>
2. Can use a computer to complete homework assignment.	<ul style="list-style-type: none"> <li>a. Explain when to use word processing, spreadsheet and presentation software</li> <li>b. List different types of word processing, spreadsheet and presentation software</li> <li>c. Demonstrate the use of the application</li> <li>d. Demonstrate creating, saving, opening, retrieving and printing documents</li> </ul>	<a href="http://office.microsoft.com/en-us/training/default.aspx">http://office.microsoft.com/en-us/training/default.aspx</a>  How to Search the Internet Effectively: <a href="http://www.casey.org/cls/resourceguides/subdocs/SearchInternetEffectively.pdf">http://www.casey.org/cls/resourceguides/subdocs/SearchInternetEffectively.pdf</a>
3. Knows how to use the internet to locate resources.	<ul style="list-style-type: none"> <li>a. Locate resources that provide internet access (e.g. library, school)</li> <li>b. Describe the functions of a search engine (e.g.) Yahoo, Google, MSN</li> </ul>	<a href="http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html">http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html</a>

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	<ul style="list-style-type: none"> <li>c. Use the search engine to find information with job search, postsecondary education, financial aid, and leisure time.</li> </ul>	<p><a href="http://www.media-awareness.ca/english/resources/special_initiatives/wa_resource/wa_teachers/tipsheets/search_internet_effectively.cfm">http://www.media-awareness.ca/english/resources/special_initiatives/wa_resource/wa_teachers/tipsheets/search_internet_effectively.cfm</a></p> <p>How to Search the Internet Effectively:  <a href="http://www.casey.org/cls/resourceguides/subdocs/SearchInternetEffectively.pdf">http://www.casey.org/cls/resourceguides/subdocs/SearchInternetEffectively.pdf</a></p>
4. Can safely set up a free email account.	<ul style="list-style-type: none"> <li>a. Locate three websites that offer free email service (e.g. Gmail, Yahoo, MSN...)</li> <li>b. Select most appropriate service for age</li> <li>c. Safely and accurately complete email registration form</li> <li>d. Select an appropriate email username</li> </ul>	<p>Tip: Do an Internet search to find these resources</p>
5. Can practice personal safety on the internet.	<ul style="list-style-type: none"> <li>a. Explain what safe internet practice is</li> <li>b. Explain why safety on the internet is important</li> <li>c. Demonstrate three ways to practice personal safety online (e.g. )</li> </ul>	<p><a href="http://www.connectsafely.org/PowerPoint-and-PDF-files/">http://www.connectsafely.org/PowerPoint-and-PDF-files/</a></p>
6. Knows how to address cyber bullying.	<ul style="list-style-type: none"> <li>a. Define cyber bullying</li> <li>b. Describe three ways to deal with cyber bullies</li> </ul>	<p><a href="http://www.stopcyberbullying.org/">http://www.stopcyberbullying.org/</a></p>
7. Can explain the danger of giving out personal information online.	<ul style="list-style-type: none"> <li>a. Describe purpose of popular social networking platforms (e.g. MySpace, Facebook, Bebo)</li> <li>b. Explain the function of a personal profile.</li> <li>c. Create a safe personal profile</li> <li>d. Explain three consequences of giving personal information</li> <li>e. Explain three potential consequences of posting inappropriate photos/language on your profile</li> </ul>	<p><a href="http://www.stopcyberbullying.org">www.stopcyberbullying.org</a>  <a href="http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm">http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm</a>  <a href="http://www.onguardonline.gov/topics/social-networking-sites.aspx">http://www.onguardonline.gov/topics/social-networking-sites.aspx</a></p>
8. Knows the importance of safe practices in online relationships	<ul style="list-style-type: none"> <li>a. Describe the types of online relationships</li> <li>b. List three consequences of participating in online relationships</li> <li>c. List three ways to ensure personal safety in online relationships</li> </ul>	<p><a href="http://www.connectsafely.org/PowerPoint-and-PDF-files/">http://www.connectsafely.org/PowerPoint-and-PDF-files/</a></p>

**DAILY LIVING**

<p>9. Can use social networking platforms responsibly</p>	<ol style="list-style-type: none"> <li>a. Describe purpose of popular social networking platforms (e.g. MySpace, Facebook, Bebo)</li> <li>b. Explain the function of a personal profile.</li> <li>c. Create a safe personal profile</li> <li>d. Explain three consequences of giving personal information</li> <li>e. Explain three potential consequences of posting inappropriate photos/language on your profile</li> </ol>	<p><a href="http://www.stopcyberbullying.org">www.stopcyberbullying.org</a>  <a href="http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm">http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm</a>   <a href="http://www.connectsafely.org/PowerPoint-and-PDF-files/http://www.onguardonline.gov/topics/social-networking-sites.aspx">http://www.connectsafely.org/PowerPoint-and-PDF-files/http://www.onguardonline.gov/topics/social-networking-sites.aspx</a></p>
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**Daily Living Permanency**

Your Goals	Steps to Get There	Helpful Resources
<p>1. Knows at least one adult, other than their caseworker or other professional who would help in case of an emergency.</p>	<ol style="list-style-type: none"> <li>a. Can name and identify at least one adult that he/she checks in with on a regular basis.</li> <li>b. The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.</li> </ol>	<p>Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>▪ Emergency Place to Stay</li> <li>▪ Mentor</li> <li>▪ Someone to talk to/Discuss Problems</li> <li>▪ Help with Reading Forms, Documents, and Complex Mail</li> <li>▪ A Place to do Laundry</li> <li>▪ Food/Occasional Meal</li> </ul>
<p>2. Has an adult the youth trusts, other than a caseworker or other professional who could help with day-to-day needs.</p>	<ol style="list-style-type: none"> <li>a. Can name and identify at least one adult that he/she checks in with on a regular basis.</li> <li>b. The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.</li> </ol>	<p>Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>▪ Regular Check-in</li> </ul>

## SELF CARE SKILLS

Health Care		
Your Goals	Steps to Get There	Helpful Resources
1. Knows how to stay healthy.	<ul style="list-style-type: none"> <li>a. Identify three ways to prevent a cold or flu.</li> <li>b. Explain how to prevent contagious diseases like measles, mumps, and chicken pox through vaccination and/or avoiding contamination.</li> <li>c. Take care of self (e.g., gets enough sleep, protects eyes).</li> <li>d. Attend regular doctor/dentist appointments (e.g., yearly).</li> <li>e. Explain the importance of washing our hands.</li> <li>f. Explain family health history.</li> <li>g. Describe personal medical history.</li> <li>h. Keep up to date medical records.</li> <li>i. Explain how regular exercise can make one feel better and look better.</li> <li>j. Demonstrates an exercise that can occur at least two to three times a week.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=17-18">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=17-18</a></p> <p>Ready, Set, Fly! Health #1. Ready, Set, Fly! Health #2. 4 Girls, Illness &amp; Disability; Fitness; Body – <a href="http://www.girlshealth.gov/">http://www.girlshealth.gov/</a></p> <p>Kids Health, Your Body – <a href="http://www.kidshealth.org/teen/your_body/">http://www.kidshealth.org/teen/your_body/</a>; <a href="http://www.kidshealth.org/teen/food_fitness/">http://www.kidshealth.org/teen/food_fitness/</a></p> <p>Kids Health, Exercise; Care of Body – <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a></p> <p>Kids Health, Fitness – <a href="http://www.kidshealth.org/parent/nutrition_fit/index.html">http://www.kidshealth.org/parent/nutrition_fit/index.html</a></p> <p>Kids Health, Parent Information – <a href="http://www.kidshealth.org/parent/general/index.html">http://www.kidshealth.org/parent/general/index.html</a></p>
2. Knows how to care for minor illness and simple injuries.	<ul style="list-style-type: none"> <li>a. Describe symptoms of colds, flu, and other common health problems.</li> <li>b. Demonstrate how to use a thermometer.</li> <li>c. Select appropriate over-the-counter medications for pain, stomach upset, diarrhea, cold/allergy symptoms.</li> <li>d. Explain how to treat cold and flu symptoms.</li> <li>e. Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters.</li> <li>f. Create a basic first aid kit.</li> <li>g. Explain what to do when a fever doesn't improve.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=44-46">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=44-46</a></p> <p>Ready, Set, Fly! Health #6. Kids Health, Health Care – <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a> <a href="http://kidshealth.org/kid/ill_injure/index.html">http://kidshealth.org/kid/ill_injure/index.html</a> <a href="http://www.kidshealth.org/teen/your_body/">http://www.kidshealth.org/teen/your_body/</a></p> <p>Kids Health, Infections – <a href="http://www.kidshealth.org/teen/infections/">http://www.kidshealth.org/teen/infections/</a></p> <p>Kids Health, Parents – <a href="http://www.kidshealth.org/parent/general/index.html">http://www.kidshealth.org/parent/general/index.html</a></p> <p>Kids Health, Infections, Parent Information – <a href="http://www.kidshealth.org/parent/infections/index.html">http://www.kidshealth.org/parent/infections/index.html</a></p>

**SELF CARE SKILLS**

		<p>Kids Health, Parent Medical –  <a href="http://www.kidshealth.org/parent/medical/index.html">http://www.kidshealth.org/parent/medical/index.html</a>                  Kids Health, First Aid –  <a href="http://www.kidshealth.org/parent/firstaid_safey/index.html">http://www.kidshealth.org/parent/firstaid_safey/index.html</a></p>
<p>3. Knows when and how to seek medical attention.</p>	<ol style="list-style-type: none"> <li>a. Explain what you would do if an illness has not responded to home remedies.</li> <li>b. Tell when you should go to the emergency room, a clinic, or to a doctor.</li> <li>c. Describe how to find a doctor and dentist (e.g., check yellow pages, check medical/dental societies, Health Insurance Company, family and friends).</li> <li>d. Explain the costs associated with doctors/dentists, clinics and an emergency room.</li> <li>e. See a Doctor and Dentist regularly for well-being care (e.g., annually).</li> <li>f. Demonstrate making and changing a medical/dental appointment.</li> <li>g. Explain what to do if someone ingests a poisonous substance.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=45-46">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=45-46</a>   <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=80-83">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=80-83</a>   <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=46-47">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=46-47</a>                   Kids Health –  <a href="http://www.kidshealth.org/kid/feel_better/">http://www.kidshealth.org/kid/feel_better/</a>                  Kids Health, Diseases –  <a href="http://www.kidshealth.org/teen/diseases_conditions/">http://www.kidshealth.org/teen/diseases_conditions/</a>                  Kids Health, Infections –  <a href="http://www.kidshealth.org/teen/infections/">http://www.kidshealth.org/teen/infections/</a>                  Kids Health, Parent Medical –  <a href="http://www.kidshealth.org/parent/medical/index.html">http://www.kidshealth.org/parent/medical/index.html</a>                  Kids Health, Parent First Aid –  <a href="http://www.kidshealth.org/parent/firstaid_safey/index.html">http://www.kidshealth.org/parent/firstaid_safey/index.html</a></p>
<p>4. Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed.</p>	<ol style="list-style-type: none"> <li>a. Explain the difference between prescription and over-the-counter medications.</li> <li>b. Interpret instructions provided on prescription drugs and over-the-counter medications, including dose frequency, contraindications, warnings, recommended storage (e.g., safety cap use) and possible side effects.</li> <li>c. Describe what happens when medication is used improperly.</li> <li>d. Describe the possible effects taking medications while pregnant.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=40-44">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=40-44</a>                   Ready, Set, Fly! Health #7.</p>

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	e. Explain the difference between generic and brand name medications.	
5. Knows and understands the medical/ dental coverage available.	<p>a. Describe types of medical insurance/coverage available (e.g. Medicaid, employer health plans, student health plans, personal health plans).</p> <p>b. Explain where and how to obtain one or more types of medical coverage.</p> <p>c. Identify the common terms used in medical insurance (e.g., HMO, co-pay, deductible, referral, pre-existing condition).</p>	<p>I Can Do It, Protecting Your Money and Yourself, p. 14-16.                      I'm Getting Ready, What Insurance Do I Need? M-14.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=48-50">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=48-50</a>                      Ready, Set, Fly! Health #10.                      Kids Health, People, Places, and Things That Help me –  <a href="http://www.kidshealth.org/kid/feel_better/">http://www.kidshealth.org/kid/feel_better/</a>                      Kids Health –  <a href="http://www.kidshealth.org/parent/system/idnex.html">http://www.kidshealth.org/parent/system/idnex.html</a></p>
6. Knows how to execute a health care proxy.	<p>a. Define health care proxy.</p> <p>b. Explain the importance having someone you trust to make health care treatment decisions if you are not able.</p> <p>c. Identify a trusted adult to be your proxy.</p> <p>d. Demonstrate how to make the health care proxy legal and what to do if they change their mind,</p>	<p>Information on Health Care Proxies  <a href="http://www.doyourproxy.org/">http://www.doyourproxy.org/</a>  <a href="http://www.wvlegalservices.org/surrogat.pdf">http://www.wvlegalservices.org/surrogat.pdf</a></p>
7. Knows how to maintain good emotional health.	<p>a. Identify situations which may cause conflict between people and lead to stress.</p> <p>b. Identify source of conflict or fear in a stressful situation.</p> <p>c. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule)</p> <p>d. Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal).</p> <p>e. Describe the signs and symptoms of depression and other emotional health problems.</p> <p>f. Describe where to go in the community to obtain help with depression and other emotional health problems.</p>	<p>Ready, Set, Fly! Health #14.                      Ready, Set, Fly! Health #15.                      Kids Health –  <a href="http://www.kidshealth.org/parent/emotions/index.html">http://www.kidshealth.org/parent/emotions/index.html</a>  <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a></p>
8. Knows how to avoid situations that may trigger	<p>a. Can name three or more common triggers that can cause relapse.</p> <p>b. Has an action plan to help guard against relapsing.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/CommonRelapseTriggersTeens.pdf">http://www.casey.org/cls/resourceguides/subdocs/CommonRelapseTriggersTeens.pdf</a></p>

**SELF CARE SKILLS**

dependency on drugs and/or alcohol.		
<p>9. Has at least one adult other than their worker; help them with their medical needs.</p> <p>10. Knows a trusted adult who can help support their sobriety.</p>	<p>a. Can name and identify at least one adult he/she/ can call to assist them with their medical needs (including visiting if they were hospitalized)</p> <p>b. The identified adult(s) is invited to current and future transition planning meeting that are held on behalf of the youth.</p> <p>c. Has a safe relationship with an adult who understands how young people can prevent relapses.</p>	<p>Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• Assist with Medical Appointments/Chaperone</li> <li>• Drug and Alcohol Addition Help</li> <li>• Mental Health Support</li> <li>• Safety and Personal Security</li> </ul> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/CommonRelapseTriggersTeens.pdf">http://www.casey.org/cls/resourceguides/subdocs/CommonRelapseTriggersTeens.pdf</a></p>

**Personal Benefits**

<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
<p>1. Knows how to access benefits, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV).</p>	<p>a. Is made aware of the local benefits that are available to him/her.</p> <p>b. Assistance is provided to apply for benefits that he/she is eligible for.</p>	<p><a href="http://www.cms.gov/default.asp">http://www.cms.gov/default.asp?</a></p> <p><a href="http://www.cms.gov/home/chip.asp">http://www.cms.gov/home/chip.asp</a></p> <p><a href="https://www.statevoucher.org/">https://www.statevoucher.org/</a></p> <p><a href="http://www.youthhood.org/government/index.asp">http://www.youthhood.org/government/index.asp</a></p>

**1. Maintain Personal Records**

<p>1. Know how to obtain copies of personal documents.</p> <p>2. Knows how to maintain personal documents and records.</p>	<p>a. Identify where to go to get a birth certificate, social security card, photo ID, educational transcripts, passports, voter registration card, and working papers.</p> <p>b. Identify where to go to obtain medical history and records.</p> <p>c. Identify where to go to obtain immigration documentation (if applicable).</p> <p>d. Identify where to go to obtain tribal documentation (if applicable).</p> <p>e. Identify documentation necessary to cross U.S. borders.</p>	<p>Ready, Set, Fly! Community Resources #6.</p> <p><a href="http://www.usa.gov/Citizen/Topics/Family_Issues/Vital_Docs.shtml">http://www.usa.gov/Citizen/Topics/Family_Issues/Vital_Docs.shtml</a></p> <p>Storing Important Papers:  <a href="http://www.casey.org/cls/resourceguides/subdocs/StoringImportantPapers.pdf">http://www.casey.org/cls/resourceguides/subdocs/StoringImportantPapers.pdf</a></p> <p>Keeping Personal Records  <a href="http://www.casey.org/cls/resourceguides/subdocs/KeepingPersonalRecords.pdf">http://www.casey.org/cls/resourceguides/subdocs/KeepingPersonalRecords.pdf</a></p>
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## SELF CARE SKILLS

	<ul style="list-style-type: none"> <li>f. Identify the costs associated with obtaining these documents.</li> <li>g. Complete the forms required to obtain copies of these documents.</li> </ul>	
Personal Hygiene		
Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands the importance of good hygiene.	<ul style="list-style-type: none"> <li>a. Describe what “good hygiene” means.</li> <li>b. Explain how “poor hygiene” affects friendships, relationships with others and employment opportunities.</li> <li>c. Explain how hygiene affects one’s physical and emotional health.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=5">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=5</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=6">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=6</a></p> <p>Kids Health, Acne Myths; Being Good to my Body; Ears, Skin, Teeth – <a href="http://www.kidshealth.org/kid/stay_healthy/index.html">http://www.kidshealth.org/kid/stay_healthy/index.html</a></p> <p>Kids Health, Your Body; Body Image – <a href="http://www.kidshealth.org/teen/your_body">http://www.kidshealth.org/teen/your_body</a>;</p>
2. Can maintain good hygiene.	<ul style="list-style-type: none"> <li>a. Explain when and how to use hygiene products (e.g., toilet paper, soap, shampoo, brush, comb, tooth brush, tooth paste, floss, deodorant, sanitary napkins/tampons, shaving equipment).</li> <li>b. Explain the importance of cleaning one’s hands after using the toilet.</li> <li>c. Wears clean clothes.</li> <li>d. Describe when makeup is appropriate and how to apply it if applicable.</li> </ul>	<p>I’m Getting Ready, My Grooming Plan Checklist, LG-4.</p> <p>I’m Getting Ready, Clothing Messages on Television, LG-5.</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=6">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=6</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=16">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=16</a></p> <p>4 Girls, Body – <a href="http://www.girlshealth.gov/">http://www.girlshealth.gov/</a></p> <p>Kids Health, Your Body – <a href="http://www.kidshealth.org/teen/your_body">http://www.kidshealth.org/teen/your_body</a></p>
Personal Safety		
Your Goals	Steps to Get There	Helpful Resources
<ul style="list-style-type: none"> <li>1. Is able to find safe and supportive resources</li> <li>2. Has a safe place to stay in the event of an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>a. Knows how to trust their instincts when feeling unsafe</li> <li>b. Knows how to access immediate help</li> <li>c. Understands the myths and truths about domestic violence</li> </ul>	<p><a href="http://www.loveisrespect.org/">http://www.loveisrespect.org/</a></p> <p><a href="http://www.vetoviolence.org/datingmatters/">http://www.vetoviolence.org/datingmatters/</a></p> <p><a href="http://www.thatsnotcool.com/Help.aspx">http://www.thatsnotcool.com/Help.aspx</a></p>

## SELF CARE SKILLS

	<ul style="list-style-type: none"> <li>d. Understands the myths and truths about sexual assault</li> <li>e. Can recognize when dating becomes violent</li> </ul>	
Sexuality		
Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands how male and female bodies change during puberty.	<ul style="list-style-type: none"> <li>a. Identify male and female sexual anatomy.</li> <li>b. Explain the bodily changes that take place during puberty for both males and females.</li> </ul>	<p>Ready, Set, Fly! Relationships and Sexuality #1. 4 Girls, Drugs and Alcohol– <a href="http://www.girlshealth.gov/">http://www.girlshealth.gov/</a></p> <p>Kids Health – <a href="http://www.kidshealth.org/parent/grwoing/talk_about_puberty_p3.html">http://www.kidshealth.org/parent/grwoing/talk_about_puberty_p3.html</a>; <a href="http://www.kidshealth.org/teen/sexual_health/">http://www.kidshealth.org/teen/sexual_health/</a></p>
2. Knows and understands the difference between sexual orientation and gender identity.	<ul style="list-style-type: none"> <li>a. Define the terms sexual orientation gender identity.</li> <li>b. Identify three sexual orientations (e.g., heterosexual, homosexual, and bisexual).</li> <li>c. Define stereotyping and discrimination based on sexual orientation.</li> </ul>	<p>American Psychological Association, Questions About Sexual Orientation – <a href="http://www.apa.org/pi/lgbt/resources/just-the-facts.aspx">http://www.apa.org/pi/lgbt/resources/just-the-facts.aspx</a> <a href="http://www.hrc.org/issues/youth-campus">http://www.hrc.org/issues/youth-campus</a></p>
3. Knows and understands the difference between sexuality and sex.	<ul style="list-style-type: none"> <li>a. Tell the four definitions of “sex” (e.g., gender, intercourse).</li> <li>b. Explain myths and misconceptions about sex.</li> <li>c. Explain media’s role in portraying sex and sexuality.</li> <li>d. Explain the difference between love and sex.</li> <li>e. Describe sexual desire verses love.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModul5SexualitySTD-PregnancyPreventionpages1_27.pdf#page=5">http://www.casey.org/cls/resourceguides/subdocs/PAYAModul5SexualitySTD-PregnancyPreventionpages1_27.pdf#page=5</a> <a href="http://teachers.teachingsexualhealth.ca/">http://teachers.teachingsexualhealth.ca/</a></p> <p>Sex and Sexuality (ReCAPP) <a href="http://www.casey.org/cls/resourceguides/subdocs/SexSexuality.pdf">http://www.casey.org/cls/resourceguides/subdocs/SexSexuality.pdf</a></p>

## RELATIONSHIPS & COMMUNICATION SKILLS

Personal Development		
Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands the concept of self-esteem.	<ul style="list-style-type: none"> <li>a. Define the term “self-esteem.”</li> <li>b. Explain how self-esteem is related to self-awareness and self-image.</li> <li>c. Describe how self-esteem is affected by the willingness to try new things.</li> </ul>	Ready, Set, Fly! Personal Development #1. Ready, Set, Fly! Personal Development #2. Kids Health, Self Esteem; Mental Health; Body Image – <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a> <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>
2. Knows and understands one’s personal strengths and needs.	<ul style="list-style-type: none"> <li>a. Describe three personal strengths and three needs.</li> <li>b. Recognize how one’s strengths can be used to meet one’s needs.</li> </ul>	<a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=98-101">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=98-101</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138</a>  Ready, Set, Fly! Personal Development #5.
3. Knows and understands the impact of caring, respectful, responsible, and honest behavior in relationships.	<ul style="list-style-type: none"> <li>a. Define respect.</li> <li>b. Define in your own words caring, respectful, responsible, and honest behavior.</li> <li>c. Give examples of situations where caring, respectful, responsible, and honest behavior affect a relationship.</li> <li>d. Identify behaviors (in a movie, video, or role play) that are caring, respectful, responsible, and honest and behaviors that are not.</li> </ul>	Ready, Set, Fly! Relationships #2. Kids Health, Gossip – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>
4. Can demonstrate everyday etiquette.	<ul style="list-style-type: none"> <li>a. Define everyday etiquette (opening doors for others, giving up a seat for someone, sending a thank you note, etc) one in public.</li> <li>b. Give examples of appropriate words to show displeasure or excitement as an alternative to cursing.</li> <li>c. Describe the difference between gossip and sharing information.</li> <li>d. Describe at least five situations in which you would express thankfulness.</li> </ul>	<a href="http://www.emilypost.com/everyday-etiquette">http://www.emilypost.com/everyday-etiquette</a>  Tip: Google Emily Post website

## RELATIONSHIPS AND COMMUNICATION

5. Knows and understands how abuse, dishonesty, and disrespect impact relationships.	<ul style="list-style-type: none"> <li>a. Define in your own words abuse, dishonesty, and disrespectful behavior.</li> <li>b. Give examples of how abuse, dishonesty, and disrespect impact relationships.</li> <li>c. Identify behaviors (in a movie, video) that are abusive, dishonest, and disrespectful.</li> <li>d. Describe how these behaviors might affect the relationships (in a movie, video).</li> </ul>	<p><a href="http://www.atg.wa.gov/ProtectingYouth/TeenDatingViolence/TeachingMaterials.aspx">http://www.atg.wa.gov/ProtectingYouth/TeenDatingViolence/TeachingMaterials.aspx</a></p>
6. Knows and understands the influence of spirituality on personal development.	<ul style="list-style-type: none"> <li>a. Define spirituality.</li> <li>b. Explain how spirituality can play a role in one’s everyday life.</li> </ul>	<p>Ready, Set, Fly! Cultural Awareness #7 Recommend using Google to find other resources</p>

### Developing Relationships

Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands the differences between various types of relationships.	<ul style="list-style-type: none"> <li>a. Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating).</li> <li>b. Recognize the value of maintaining more than one type of relationship.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138</a> Ready, Set, Fly! Relationships #1. Kids Health, Relationships – <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a></p>
2. Knows how to start a new friendship.	<ul style="list-style-type: none"> <li>a. Can define what a friend is.</li> <li>b. Describe ways that friends spend time together</li> <li>c. Can think of ways to invite a new friend to join in a group activity</li> <li>d. Invite a new friend to spend time together in a positive activity.</li> </ul>	<p>Tip: Use Google to find resources</p>
3. Knows how to maintain healthy relationships.	<ul style="list-style-type: none"> <li>a. Identify three characteristics of healthy and unhealthy relationships.</li> <li>b. Describe two ways to manage an unhealthy relationship (e.g. clarify boundaries, seek counseling, seek legal help, end relationship).</li> <li>c. Role play a strategy for managing an unhealthy relationship (e.g. setting boundaries, getting counseling, ending a relationship)</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-162">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-162</a> Ready, Set, Fly! Relationships #2. Kids Health, Friends – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a></p>

## RELATIONSHIPS AND COMMUNICATION

	<ul style="list-style-type: none"> <li>d. Describe two ways to improve a relationship with family, friends, mentors, co-workers, and romantic interests.</li> <li>e. Name at least one person you can confide in.</li> </ul>	
4. Knows how to talk to others about decisions that affect dating and romantic relationships.	<ul style="list-style-type: none"> <li>a. Explain how to talk to a partner about dating, sexual activity, prevention of STDs and pregnancy, marriage, and/or parenting).</li> <li>b. Practice talking with a partner about these issues in a mock situation.</li> <li>c. Explain how to talk to family and friends about dating, sexual activity, prevention of STDs and pregnancy, marriage, and parenting.</li> <li>d. Practice talking with family and friends about these issues in a mock situation.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-159">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-159</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=160-183">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=160-183</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5SexualitySTD-PregnancyPreventionpages1_27.pdf#page=8">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5SexualitySTD-PregnancyPreventionpages1_27.pdf#page=8</a></p> <p>Ready, Set, Fly! Relationships #3. Ready, Set, Fly! Relationships #4. Kids Health, Relationships – <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a> <a href="http://kidshealth.org/teen/sexual_health/guys/sexual_orientation.html#cat20070">http://kidshealth.org/teen/sexual_health/guys/sexual_orientation.html#cat20070</a> Adolescent Pregnancy Prevention <a href="http://www.casey.org/cls/resourceguides/subdocs/AdolescentPregnancyPreventionReCAPP.pdf">http://www.casey.org/cls/resourceguides/subdocs/AdolescentPregnancyPreventionReCAPP.pdf</a></p>
5. Knows and understands the concept of “community.”	<ul style="list-style-type: none"> <li>a. Define and give examples of different communities (e.g., cultural groups, neighborhoods, school, faith-based).</li> <li>b. Identify three things that make one a part of a community (e.g., age, culture, interest, needs).</li> <li>c. Explain the benefits of participating in diverse/different communities.</li> <li>d. Describe the responsibilities associated with being part of a community.</li> <li>e. Tell why volunteerism is good for a community or neighborhood.</li> </ul>	<p>Ready, Set, Fly! Relationships #12 <a href="http://kidshealth.org/parent/positive/family/volunteer.html">http://kidshealth.org/parent/positive/family/volunteer.html</a> <a href="http://www.serviceleader.org/instructors/studentpaper5">http://www.serviceleader.org/instructors/studentpaper5</a></p>
6. Knows and understands the importance of cooperation.	<ul style="list-style-type: none"> <li>a. Describe three situations where you’ve helped others.</li> <li>b. Describe how family members cooperate with each other.</li> <li>c. Explain how cooperating in the workplace is helpful.</li> </ul>	<p>Tip: Use Google to find resources</p>

## RELATIONSHIPS AND COMMUNICATION

<p>7. Knows and understands a process for making thoughtful decisions.</p>	<p>a. Recognize the difference between impulsive and thoughtful decisions.                  b. Describe and explain the steps used in a thoughtful decision making process (e.g., identify goals and values involved, identify options, evaluate pros and cons, narrow unacceptable choices and select an option).                  c. Describe why it is important to gather information when you are not sure about a decision.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=116-127">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=116-127</a>                  Ready, Set, Fly! Decision Making #2.                  Ready, Set, Fly! Decision Making #4.                  Decision Education Foundation, Making Good Choices – <a href="http://www.decisioneducation.org/">http://www.decisioneducation.org/</a>  <a href="http://www.sadd.org/mission.htm">http://www.sadd.org/mission.htm</a></p>
<p>8. Can use a thoughtful decision making process in a social situation.</p>	<p>a. Describe a social situation that requires a decision (e.g., going to a party on a school night, what to do when the person who is driving starts drinking).                  b. Apply a thoughtful decision making process to a social situation                  c. Tell why some choices are good and some are bad.                  d. Tell what the consequences of the choices might be for yourself and others.                  e. Evaluate the outcome of the decision (e.g., how my choices affect others).</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=124-126">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=124-126</a>                  Ready, Set, Fly! Decision Making #3.                  Ready, Set, Fly! Decision Making #4.  <a href="http://www.sadd.org/mission.htm">http://www.sadd.org/mission.htm</a></p>
<p>9. Knows at least one adult (including relatives) he/she can depend on when he/she leaves care.</p>	<p>a. Can name and identify at least one adult he/she/ can depend on when he/she leaves care                  b. The identified adult(s) is invited to current and future transition planning meeting that are held on behalf of the youth.</p>	<p>Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• Emergency place to Stay</li> <li>• Other supportive assistance</li> </ul>

### Communication With Others

Your Goals	Steps to Get There	Helpful Resources
<p>1. Knows and understands the elements of communication.</p>	<p>a. Explain the difference between verbal and non-verbal communication.                  b. Describe three forms of non-verbal communication (e.g., body postures, gestures, eye contact, and facial expressions).                  c. State at least three ways different cultures may influence communication styles.                  d. Identify two ways to give respectful feedback.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=142-150">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=142-150</a>                  Ready, Set, Fly! Communication Section #1 - #4.                  Ready, Set, Fly! Communication #6.                  Ready, Set, Fly! Communication #7.                  Ready, Set, Fly! Communication #9.                  Ready, Set, Fly! Communication #10.</p>

## RELATIONSHIPS AND COMMUNICATION

	<ul style="list-style-type: none"> <li>e. Identify two ways to receive feedback (e.g. making eye contact, not interrupting a conversation).</li> <li>f. Describe how feedback helps and/or hinders communication.</li> </ul>	<p>Tip: Use Google to find additional resources</p>
<p>2. Knows how to communicate with friends and family.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching).</li> <li>b. Demonstrate giving and receiving feedback in two situations with family and friends.</li> <li>c. Demonstrate how a conversation can show tolerance for the opinions of others</li> <li>d. Demonstrate receiving compliments without feeling/acting embarrassed.</li> <li>a. Demonstrate how to clearly present your ideas or how you are feeling to others.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=144-150">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=144-150</a>                  Ready, Set, Fly! Communication #2.                  Kids Health, Families/Relationships –  <a href="http://www.kidshealth.org/teen/your_mind/">http://www.kidshealth.org/teen/your_mind/</a>                  Kids Health, Feelings –  <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a></p>
<p>3. Knows how to communicate in school settings.</p>	<ul style="list-style-type: none"> <li>a. Tell how to get the teacher’s attention in the classroom effectively.</li> <li>b. Tell when it’s okay to talk or not talk with others in class.</li> <li>c. Demonstrate using effective listening techniques to clarify instructions.</li> <li>d. Demonstrate asking effective questions to get help or to clarify information.</li> <li>e. Demonstrate giving and receiving feedback in two situations with school personnel.</li> <li>f. Demonstrate tolerance for the opinions of others.</li> </ul>	<p>Ready, Set, Fly! Communication #11.                  Kids Health, Feelings –  <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a></p>
<p>4. Knows how to communicate in school or at work.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language).</li> <li>b. Demonstrate effective listening techniques to clarify instructions.</li> <li>c. Demonstrate the ability to ask effective questions to obtain and/or clarify information.</li> </ul>	<p>Ready, Set, Fly! Communication #11.                  Ready, Set, Fly! Communication #15                  Ready, Set, Fly! Communication #16.                    Kids Health, Feelings –  <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a></p>

## RELATIONSHIPS AND COMMUNICATION

	<ul style="list-style-type: none"> <li>d. Demonstrate giving and receiving feedback in two work-related situations.</li> <li>e. Demonstrate tolerance for the opinions of others</li> </ul>	
5. Knows how to use technology to communicate safely and effectively.	<ul style="list-style-type: none"> <li>a. Demonstrate safe and appropriate telephone etiquette in home and work situations (e.g., how to answer, take messages, and convey information).</li> <li>b. Demonstrate safe and appropriate email etiquette in home and work situations.</li> <li>c. Demonstrate safe and appropriate use of social networking in home and work situations</li> </ul>	<p>Ready, Set, Fly! Communication #14.</p> <p>Internet Safety, Etiquette for Kids  <a href="http://www.connectsafely.org/safety-tips-and-advice.html">http://www.connectsafely.org/safety-tips-and-advice.html</a></p> <p>Social Networking Tips  <a href="http://www.casey.org/cls/resourceguides/subdocs/SocialNetworkingTips.pdf">http://www.casey.org/cls/resourceguides/subdocs/SocialNetworkingTips.pdf</a></p> <p>Social Networking for Tweens and Teens  <a href="http://www.casey.org/cls/resourceguides/subdocs/SocialNetworkingTweensTeens.pdf">http://www.casey.org/cls/resourceguides/subdocs/SocialNetworkingTweensTeens.pdf</a></p>
6. Knows how and when to be assertive when communicating at home, school, and work.	<ul style="list-style-type: none"> <li>a. Explain the differences between passive, aggressive, and assertive styles of communication.</li> <li>b. Describe how to communicate assertively in three situations.</li> <li>c. Recognize that people have the right to express different opinions.</li> </ul>	<p>Ready, Set, Fly! Communication #15</p> <p>Ready, Set, Fly! Communication #16.</p>
7. Knows how to use anger management techniques.	<ul style="list-style-type: none"> <li>a. Describe situations that may produce feelings of anger within oneself and others.</li> <li>b. Identify a positive message of anger.</li> <li>c. Describe the signs and feelings of anger within oneself and others.</li> <li>d. Describe two anger management techniques that could be used at home, school, or work.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-152">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-152</a></p> <p>Ready, Set, Fly! Communication #17.</p> <p>Ready, Set, Fly! Communication #18</p> <p>Ready, Set, Fly! Communication #20.</p> <p>Ready, Set, Fly! Communication #21.</p> <p>Kids Health, Anger –  <a href="http://www.kidshealth.org/kid/feeling/www.stopcyberbullying.org">http://www.kidshealth.org/kid/feeling/www.stopcyberbullying.org</a></p>

### Cultural Competency

Your Goals	Steps to Get There	Helpful Resources
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## RELATIONSHIPS AND COMMUNICATION

<p>1. Knows how to effectively respond to prejudice and discrimination.</p>	<p>a. Define racism, stereotyping, prejudice, and discrimination. b. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and/or in the community.</p>	<p>Ready, Set, Fly! Cultural Awareness Section #11 thru #14. <a href="http://www.tolerance.org/">http://www.tolerance.org/</a> <a href="http://www.tolerance.org/activity/bullying-tips-students">http://www.tolerance.org/activity/bullying-tips-students</a> <a href="http://www.tolerance.org/activity/standing-against-discrimination">http://www.tolerance.org/activity/standing-against-discrimination</a></p>
<p>2. Knows and understands one's own cultural identity.</p>	<p>a. Define the terms culture, identity, race and ethnicity. b. Describe the customs associated with one's culture (e.g., family structure, language, food, style of dress). c. Describe the contributions that one's culture has made to society. d. Tell at least four ways culture has affected your identity, values, and beliefs.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=102-106">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=102-106</a> Ready, Set, Fly! Cultural Awareness Section #1 thru #8.  Tip: Use Google to find resources</p>
<p>3. Knows and understands different cultural groups.</p>	<p>a. Identify and describe the customs of three different cultural groups. b. Describe contributions made to society of at least two cultures. c. Tell how to show respect for the attitudes and beliefs of other cultural groups.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=102-116">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=102-116</a> Ready, Set, Fly! Cultural Awareness #6 Ready, Set, Fly! Cultural Awareness #7 Ready, Set, Fly! Cultural Awareness #9 Ready, Set, Fly! Cultural Awareness #10.</p>

## Domestic Violence

Your Goals	Steps to Get There	Helpful Resources
<p>1. Knows and comprehends the signs of physical and verbal abuse in relationships.  2. Knows ways to safely avoid abusive relationships.</p>	<p>a. Can explain at least two signs of domestic abuse. b. Can name warning signs of dating abuse.</p>	<p><a href="http://www.safeplace.org/page.aspx?pid=330">http://www.safeplace.org/page.aspx?pid=330</a> <a href="http://www.loveisrespect.org/">http://www.loveisrespect.org/</a> <a href="http://www.teensagainstabuse.org/index.php?q=understand">http://www.teensagainstabuse.org/index.php?q=understand</a> Violence Wheel <a href="http://www.casey.org/cls/resourceguides/subdocs/ViolenceWheel.pdf">http://www.casey.org/cls/resourceguides/subdocs/ViolenceWheel.pdf</a> What Can I Do to Be Safe? <a href="http://www.casey.org/cls/resourceguides/subdocs/HowToKeepSafe.pdf">http://www.casey.org/cls/resourceguides/subdocs/HowToKeepSafe.pdf</a></p>
<p>3. Knows ways to avoid sexual assaults or rape.</p>	<p>a. Can explain the importance of reporting a sexual assault to police or other authorities. b. Can seek help in the event of a sexual assault or rape.</p>	<p><a href="http://www.safeplace.org/page.aspx?pid=330">http://www.safeplace.org/page.aspx?pid=330</a> <a href="http://www.loveisrespect.org/">http://www.loveisrespect.org/</a> <a href="http://www.teensagainstabuse.org/index.php?q=understand">http://www.teensagainstabuse.org/index.php?q=understand</a></p>

## RELATIONSHIPS AND COMMUNICATION

4. Can explain what steps to take in the event of a sexual assault or rape.		
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<b>Legal Permanency</b>		
<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
1. Understand what legal permanency is and ways to have it, such as family reunification, adoption, and guardianship.	a. Is able to explain what a permanency goal and their choices for obtaining permanency.	Refer to policy/protocols in your specific state child welfare system
2. Knows what their individual legal permanency goal is and can describe it.	a. Is able to describe their permanency goal. b. Knows how to identify their state Independent Living Coordinator.	<a href="http://www.nrcyd.ou.edu/">http://www.nrcyd.ou.edu/</a>

## HOUSING & MONEY MANAGEMENT

<b>Budgeting &amp; Spending Plan</b>		
<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
1. Knows and understands how one's values influence money decisions.	<ul style="list-style-type: none"> <li>a. Knows the difference between personal needs and wants.</li> <li>b. Identify personal values (e.g., it is more important to spend money on clothes than to save).</li> <li>c. Recognize the impact personal values have on money decisions.</li> </ul>	<p>I Can Do It, Budgeting to Make Money Stretch, p. 1-2.                      I'm Getting Ready, If You Could See Yourself 20 Years from Now... M-1.                      I'm Getting Ready, The Big 3, M-4.                      I'm Getting Ready, Learn from Those Who've Been There, M-5.                      I Know Where I am Going, Part I, C. 1, I've Heard of "the Money Pit," p. 4-8.                      Ready, Set, Fly! Beliefs About Money Section #1 - #3.                      Mapping Your Future, Establish a Budget – <a href="http://www.mappingyourfuture.org/Money/">http://www.mappingyourfuture.org/Money/</a></p>
2. Knows and understands ways that people use money to help others.	<ul style="list-style-type: none"> <li>a. Identify specific ways to contribute to others in need (e.g. giving food, clothing, cash, and donating one's time).</li> <li>b. Recognize that it feels good to help others.</li> <li>c. Identify one cause to which one would contribute.</li> </ul>	<p>I Know Where I am Going, Part II, C. 4, Why Should I Give My Money to Others? p. 42-46.                      Ready, Set, Fly! Beliefs About Money #2.                      Ready, Set, Fly! Budgeting and Spending #12.</p>
3. Is able to keep track of a weekly allowance.	<ul style="list-style-type: none"> <li>a. Keep an expense diary for a week to track all expenditures.</li> <li>b. Determine major areas of expenses (e.g., clothing, food, leisure activities) and what is necessary and what is unnecessary.</li> <li>c. Describe the consequences of making unnecessary purchases.</li> <li>d. Assess and modify spending habits.</li> </ul>	<p>I'm Getting Ready, Make a Money Plan for Today, M-7.                      I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39.                      Ready, Set, Fly! Budgeting #8.                      Banking on Our Future, Budgeting – <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a></p>
4. Can develop a realistic spending plan for one month.	<ul style="list-style-type: none"> <li>a. Explain the importance of planning one's expenditures.</li> <li>b. Create a list of spending plan categories (e.g., food, clothes, leisure activities).</li> <li>c. Identify whether a category is fixed or flexible.</li> </ul>	<p>I Can Do It, Budgeting, p. 2-6.                      I'm Getting Ready, Make a Money Plan for Today, M-7.                      I'm Getting Ready, A Money Plan for Being on Your Own, M-8; M-9.                      I'm Getting Ready, Planning My Clothes Budget, LG-8.                      I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39.</p>

## HOUSING AND MONEY MANGEMENT

	<p>d. Assess current situation and allocate money to each category.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=5-8">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=5-8</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=6-63">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=6-63</a>                      Ready, Set, Fly! Budgeting #4.                      Banking on Our Future, Budgeting –  <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a></p>
<p>5. Can develop a routine for paying monthly expenses.</p>	<p>a. Identify at least two strategies for paying bills (e.g., automatic deductions, envelope method, online payment).                      b. Describe the pros and cons of each strategy.                      c. Select a strategy for paying monthly bills.                      d. Recognize the consequences of not paying bills on time.                      e. Develop a system for storing receipts and other payment records (e.g., tax returns, warranties).                      f. Identify time frames for disposing of tax returns, receipts, and warranties.</p>	<p>I Can Do It, Budgeting, p. 2-6.                      I’m Getting Ready, Make a Money Plan for Being on Your Own, M-8, M-9.                      I’m Getting Ready, Budgeting Using and Envelope System, M-10.                      Ready, Set, Fly! Budgeting #3.                      Ready, Set, Fly! Budgeting #8.</p>
<p>6. Can maintain a spending plan for one month.</p>	<p>a. Develop a monthly spending plan.                      b. Keep an expense diary for a month to track all expenditures.                      c. Assess spending plan and make changes as needed.                      d. Describe the consequences of over spending.                      e. Describe how to avoid making unnecessary purchases (e.g., prepare and use shopping lists).                      f. Participate in leisure activities while staying in budget.                      g. Describe when, why, and to whom one would turn to ask for help with budgeting.</p>	<p>I’m Getting Ready, Budgeting Using an Envelope System, M-10.                      Ready, Set, Fly! Budgeting #4.                      Banking on Our Future –  <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>                      Practical Money Skills, Spending Plans –  <a href="http://www.practicalmoneyskills.com/english/students/level.php?id=4">http://www.practicalmoneyskills.com/english/students/level.php?id=4</a></p>
<p>7. Knows and understands where to find help if one experiences financial difficulty.</p>	<p>a. Identify two types of financial difficulty (e.g., bankruptcy, credit card debt, paying one’s rent).                      b. Identify the short and long-term consequences associated with financial difficulties.                      c. Identify the community resources that assist people with financial problems.</p>	<p>Practical Money Skills, Financial Difficulty –  <a href="http://www.practicalmoneyskills.com/english/students/level.php?id=4">http://www.practicalmoneyskills.com/english/students/level.php?id=4</a>                      Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a>                      ■ Emergency Place to Stay/Emergency Cash</p>

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	d. Explain the services and fees available from each resource.	<ul style="list-style-type: none"> <li>▪ Bills and Money Management Assistance</li> <li>▪ Finding Community Resources</li> </ul>
<b>1. Saving Money</b>		
<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
1. Knows and understands ways to save money.	<ol style="list-style-type: none"> <li>a. Describe two places to save money (e.g. piggy bank and savings account at a bank).</li> <li>b. Identify two strategies for saving (e.g. pay-yourself-first, automatic payroll deduction, percentage of one’s income).</li> <li>c. Explain how a savings account provides interest on your money.</li> </ol>	I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Ready, Set, Fly! Savings #2. Ready, Set, Fly! Savings #3. Banking on Our Future, Saving Money – <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>
2. Is able to develop a savings plan.  3. Is able to determine what amount they have in savings.	<ol style="list-style-type: none"> <li>a. Establish a saving goal (e.g., long-term and short-term).</li> <li>b. Create a savings plan to achieve a goal (e.g., special savings account).</li> </ol>	I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Ready, Set, Fly! Savings #2. Ready, Set, Fly! Savings #3. Banking on Our Future, Saving Money – <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>
4. Knows how to open and maintain a savings account.	<ol style="list-style-type: none"> <li>a. Describe the different types of savings accounts.</li> <li>b. Explain the good and bad points of different types of savings accounts.</li> <li>c. List the types of personal identification needed to open an account.</li> <li>d. Open a savings account.</li> <li>e. Fill out deposit and withdrawal forms.</li> <li>f. Read bank statement.</li> <li>g. Balance register with statement monthly.</li> </ol>	<a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=74-76">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=74-76</a> Banking on Our Future, Checking - <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a> Practical Money Skills – <a href="http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/saving/">http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/saving/</a> <a href="http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/banking/">http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/banking/</a>
5. Can achieve a short-term savings goal.	<ol style="list-style-type: none"> <li>a. Select and use one or more savings strategies.</li> <li>b. Assess the effectiveness of each saving strategy in reaching your savings goal.</li> <li>c. Tell how much money you have in savings.</li> </ol>	I Can Do It, Budgeting, p. 1-2 I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39. Ready, Set, Fly! Savings #4.
6. Can achieve a long-term savings goal to help in the	a. Select and use one or more savings strategies.	I Know Where I am Going, Part I, C. 4, Hard Choices, p. 26-39.

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transition to self-sufficiency/self-responsibility.	<ul style="list-style-type: none"> <li>b. Assess the effectiveness of each saving strategy in reaching your savings goal. (i.e., can go to college, get housing, buy a car)</li> <li>c. Tell how much money you have in savings.</li> </ul>	
7. Knows and understands simple investment strategies	<ul style="list-style-type: none"> <li>a. Describe at least 2 types of investments (e.g., stocks, bonds, mutual funds, property, etc.)</li> <li>b. Describe where one would go to make each type of investment.</li> <li>c. Explain common investment terms (e.g., assets, earnings per share, dividend yield, etc.)</li> <li>d. Explain the costs associated with investments (e.g., transaction fees, closing costs, account management fees, etc.)</li> <li>e. Explain the penalties for early withdrawal of monies in a retirement plan.</li> <li>f. Explain the opportunities to invest with an employer’s retirement program.</li> </ul>	<a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>

## 2. Shopping

Your Goals	Steps to Get There	Helpful Resources
1. Knows how to make a purchase using cash.	<ul style="list-style-type: none"> <li>a. Calculate discounts (e.g., how much is a \$10 book after a 15% discount?).</li> <li>b. Count money correctly for the purchase.</li> <li>c. Count money received in change after purchase.</li> </ul>	Ready, Set, Fly! Budgeting #1. Ready, Set, Fly! Budgeting #2.
2. Can make a return.	<ul style="list-style-type: none"> <li>a. Explain the appropriate procedure for returning an item.</li> <li>b. Return one item with supervision.</li> <li>c. Return one item without supervision.</li> </ul>	How to Return Clothing to a Store <a href="http://www.casey.org/cls/resourceguides/subdocs/ReturnClothingStore.pdf">http://www.casey.org/cls/resourceguides/subdocs/ReturnClothingStore.pdf</a>
3. Knows how advertising impacts spending decisions.	<ul style="list-style-type: none"> <li>a. Identify three forms of advertising (e.g. TV, radio, magazines, Internet, newspaper).</li> <li>b. Describe two ways that advertising their age group through mail, credit cards, and television is a lure and often can be misleading or inaccurate.</li> </ul>	I Can Do It, Protecting Your Money, p. 17-18. I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25.

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	<ul style="list-style-type: none"> <li>c. Identify three products and advertising campaigns that target youth.</li> <li>d. Identify advertising language and interpret the “fine print.”</li> <li>e. Explain telemarketing solicitation.</li> <li>f. Describe what “bait-and-switch” is.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=116-118">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=116-118</a> Ready, Set, Fly! Budgeting #11.</p>
<p>4. Knows and understands the benefits of comparison shopping.</p>	<ul style="list-style-type: none"> <li>a. Explain what comparison shopping is and how it is done.</li> <li>b. Interpret product label information and explain how this information can be used to make purchasing decisions (e.g. food labels give nutritional information, clothing labels give washing instructions).</li> <li>c. Describe differences between brand name and generic products.</li> <li>d. Distinguish between “fads” and necessities when purchasing products.</li> </ul>	<p>I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25. <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=29-52">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=29-52</a>  Ready, Set, Fly! Budgeting #9. Ready, Set, Fly! Budgeting #11.</p>
<p>5. Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV).</p>	<ul style="list-style-type: none"> <li>a. Identify and prioritize the essential qualities of the item to be purchased (e.g., compare several bicycles).</li> <li>b. Collect information about the choices available on the market.</li> <li>c. Evaluate pros and cons of each choice.</li> </ul>	<p>Tip: Use Google to find information on this topic</p>
<p>6. Knows and understands ways to shop on a budget.</p>	<ul style="list-style-type: none"> <li>a. Describe two ways one’s shopping habits impact one’s spending plan.</li> <li>b. Identify three alternative shopping options (e.g., flea markets, department stores, newspaper ads, second hand shops, garage sales, mail order, Internet or online shopping, discount outlets, and lay-away).</li> <li>c. Explain when and how to look for sales (e.g., summer items go on sale after July 4<sup>th</sup>, white sales offer discounts on sheets and towels).</li> <li>d. Explain where to find and how to use coupons to save money.</li> </ul>	<p>I’m Getting Ready, Comparison Shop! LG-9. I’m Getting Ready, Visit a Thrift Shop, LG-10. I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25. <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=9-63">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=9-63</a> <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=112-119">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=112-119</a> Ready, Set, Fly! Budgeting #6. Ready, Set, Fly! Budgeting #9. Online Shopping – <a href="http://www.casey.org/cls/resourceguides/subdocs/OnlineShopping.pdf">http://www.casey.org/cls/resourceguides/subdocs/OnlineShopping.pdf</a></p>

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<p>7. Can shop economically for everyday items (e.g. personal care products, food, school supplies).</p>	<ul style="list-style-type: none"> <li>a. Find and use coupons.</li> <li>b. Interpret and use unit pricing information to select the best buy for one’s budget.</li> <li>c. Interpret and use product label information to select the best buy.</li> <li>d. Compare prices on different brands to get the best price.</li> </ul>	<p>I Know Where I am Going, Part II, C. 2, I Don’t Want to Be a Shopping Fool, p. 14-25.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=29-54">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=29-54</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=112-119">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=112-119</a>                      Ready, Set, Fly! Personal Hygiene #4.</p>
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## Banking & Credit

Your Goals	Steps to Get There	Helpful Resources
<p>1. Knows and understands the services provided by financial institutions.</p>	<ul style="list-style-type: none"> <li>a. Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loans).</li> <li>b. Describe and compare the services available.</li> <li>c. Identify the financial institutions offering the best deals on fees and interest.</li> </ul>	<p>I Can Do It, Using Banks, p. 7-8, 10.                      I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61.                      I’m Getting Ready, Choose a Bank, M-12.                      Ready, Set, Fly! Banking #1.</p>
<p>2. Knows and understands ways other than banks for cashing checks and borrowing money.</p>	<ul style="list-style-type: none"> <li>a. Identify places in the community to cash checks (e.g., check cashing store, grocery store).</li> <li>b. Identify ways to borrow money (e.g., family, friends, pawn shops).</li> <li>d. Explain the pros and cons of using these ways to cash checks and borrow money.</li> </ul>	<p>I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61.                      Ready, Set, Fly! Banking #5.                      Ready, Set, Fly! Banking #6.                      Banking on Our Future, Checking -  <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a></p>
<p>3. Knows how to complete a money order.</p>	<ul style="list-style-type: none"> <li>a. Explain what a money order is and how it is used.</li> <li>b. Identify two places where a money order can be purchased (e.g., post office, bank).</li> <li>c. Compare the fees associated with a money order and a checking account.</li> <li>d. Complete one money order.</li> </ul>	<p>I’m Getting Ready, Different Ways to Pay Our Bills, M-11.                      Ready, Set, Fly! Banking #3.</p>
<p>4. Knows how to open and maintain a savings account.</p>	<ul style="list-style-type: none"> <li>h. Describe the different types of savings accounts.</li> <li>i. Explain the good and bad points of different types of savings accounts.</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=68-71">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=68-71</a></p>

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	<ul style="list-style-type: none"> <li>j. List the types of personal identification needed to open an account.</li> <li>k. Open a savings account.</li> <li>l. Fill out deposit and withdrawal forms.</li> <li>m. Read bank statement.</li> <li>n. Balance register with statement monthly.</li> </ul>	<p>Banking on Our Future, Checking - <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>                  Practical Money Skills – <a href="http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/saving/">http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/saving/</a>  <a href="http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/banking/">http://www.practicalmoneyskills.com/personalfinance/savingsp/ending/banking/</a></p>
<p>5. Knows how to open and maintain a checking account.</p>	<ul style="list-style-type: none"> <li>a. Describe the different types of checking accounts.</li> <li>b. Explain the benefits of the different types of checking accounts.</li> <li>c. List personal identification needed to open an account.</li> <li>d. Open a checking account.</li> <li>e. Write two checks.</li> <li>f. Maintain a check register through checkbook and/or on-line banking.</li> <li>g. Explain the consequences of writing checks with insufficient funds.</li> <li>h. Balance register with statement monthly.</li> </ul>	<p>I Can Do It, Using Banks, p. 10-11.                  I’m Getting Ready, Choose a Bank, M-12.                  I’m Getting Ready, Now You Try It, M-13.                  I’m Getting Ready, Avoid “Bouncing Checks,” M-13.1.                  I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-46.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=74-89">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=74-89</a>                  Ready, Set, Fly! Banking #4.                  Banking on Our Future- <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>                  Practical Money Skills – <a href="http://www.practicalmoneyskills.com/english/at_home/consumers/banking/">http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</a></p>
<p>6. Knows how to manage money using online banking services.</p>	<ul style="list-style-type: none"> <li>a. Describe the electronic banking services available at a local bank.</li> <li>b. Explain the pros and cons of electronic banking (e.g., ATM, on-line services) and related fees.</li> <li>c. Demonstrate how to make deposits, pay bills, transfer funds, and monitor balance electronically.</li> </ul>	<p>I’m Getting Ready, Different Ways to Pay Your Bills, M-11.                  I Know Where I am Going, Part I, C. 5, Taking It to the Bank, p. 40-61.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=90">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=90</a>                  Banking on Our Future <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a>                  Practical Money Skills – <a href="http://www.practicalmoneyskills.com/english/at_home/consumers/banking/">http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</a></p>
<p>7. Knows and understands when and how to borrow money.</p>	<ul style="list-style-type: none"> <li>a. Recognize when it is wise to borrow money.</li> </ul>	<p>Ready, Set, Fly! Banking #6 - #7.</p>

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	<ul style="list-style-type: none"> <li>b. Describe the benefits, risks and responsibilities related to borrowing money from friends, family, and financial institutions.</li> <li>c. Calculate the effect of interest on a loan.</li> </ul>	
8. Knows how to apply for a loan.	<ul style="list-style-type: none"> <li>a. Identify two or more situations in which loans may be necessary (e.g., education, car, house).</li> <li>b. Identify where to apply for a loan.</li> <li>c. Explain what information is necessary to complete a loan application.</li> <li>d. Complete one loan application with supervision.</li> </ul>	<p><a href="http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf">http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf</a></p> <p>Recommend that practitioner or caregiver consult with local banks/credit unions for steps in applying for loans</p>
9. Knows and understands the pros and cons of using credit.	<ul style="list-style-type: none"> <li>a. Identify three advantages of using credit (e.g. provides cash in emergencies, allows one to make purchases over the phone or Internet, is safer than carrying cash).</li> <li>e. Identify three disadvantages of using credit (e.g. can lead to debt, high cost of interest payments, can take years to repay, end up paying more than the original price)</li> </ul>	<p>Ready, Set, Fly! Banking #5. Ready, Set, Fly! Banking #6. Banking on Our Future – <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a> Practical Money Skills – <a href="http://www.practicalmoneyskills.com/english/at_home/consumers/banking/">http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</a></p>
10. Knows and understands how credit cards work.	<ul style="list-style-type: none"> <li>a. Explain the differences between credit cards, charge cards, debit cards, and the related fees.</li> <li>b. Describe the good and bad points of each card.</li> </ul>	<p>I Can Do It, Using Banks, p. 11-13. I’m Getting Ready, Different Ways to Pay Your Bills, M-11. I Know Where I am Going, Part II, C. 2, p. 24-25. <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=92">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=92</a> Ready, Set, Fly! Banking #5. Banking on Our Future – <a href="http://www.bankingonourfuture.org/master.cfm/main/home">http://www.bankingonourfuture.org/master.cfm/main/home</a> Practical Money Skills – <a href="http://www.practicalmoneyskills.com/english/at_home/consumers/banking/">http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</a></p>
11. Knows and understands the importance of developing and maintaining a sound credit history and credit rating.	<ul style="list-style-type: none"> <li>a. Explain what a “credit history” and a “credit rating or score” are and how they are related and tracked.</li> <li>b. Describe how to develop a good credit score.</li> <li>c. Describe how to find out about one’s credit score.</li> </ul>	<p>Practical Money Skills - <a href="http://www.practicalmoneyskills.com/english/at_home/consumers/banking/">http://www.practicalmoneyskills.com/english/at_home/consumers/banking/</a></p>

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	d. Describe how your credit history impacts your ability to make major purchases (e.g., car, house).	
12. Can identify at least one adult who can provide money management support	<p>a. Identify at least one supportive adult who may wish to discuss up front their comfort level in supplying financial assistance.</p> <p>b. Identify at least one supportive adult who can assist with sorting bills and managing a checkbook</p> <p>c. Identify at least one supportive adult who can assist the youth in understanding how to maintain and obtain credit, deciphering loan applications, and budgeting.</p>	<p>Permanency Pact</p> <p><a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• Emergency Cash</li> <li>• Bills and Money Management Assistance</li> </ul>

### Housing

Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands the kinds of housing available in one's community.	<p>a. Identify two types of housing options (e.g., apartments, rooms for rent, houses, mobile homes, public or low income housing).</p> <p>b. Compare each housing option against one's personal needs and financial resources.</p>	<p>I Can Do It! Finding My Own Place, p. 32.</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=7">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=7</a></p> <p>Ready, Set, Fly! Housing #8.</p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p> <p><a href="http://www.lys.org/replicatingilp.html">http://www.lys.org/replicatingilp.html</a></p>
2. Knows how to search for an apartment or other housing option.	<p>a. Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).</p> <p>b. Interpret information contained in housing advertisements.</p> <p>c. Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet, realtors).</p> <p>d. Identify resources available to help with housing search (e.g., local housing authority).</p> <p>e. Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed).</p>	<p>I Can Do It! Finding My Own Place, p. 33, 34.</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=24-25">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=24-25</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=32-35">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=32-35</a></p> <p>Ready, Set, Fly! Housing #8.</p> <p>I'm Getting Ready, Do I Really Need It? PL-1; PL-2; PL-3; PL-4</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Housing-251_276.pdf#page=255;264;271-273">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Housing-251_276.pdf#page=255;264;271-273</a></p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p>

## HOUSING AND MONEY MANGEMENT

	<ul style="list-style-type: none"> <li>f. Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</li> <li>g. Conduct a housing search</li> </ul>	
3. Knows how to inspect an apartment or other housing option.	<ul style="list-style-type: none"> <li>a. Develop a checklist for inspection (e.g., cleanliness, smoke detectors, no pests, outlets, locks, railings).</li> <li>b. Evaluate the working condition of housing fixtures and appliances (e.g., stove, refrigerator, sink, toilet).</li> <li>c. Determine if structural repairs are necessary and who will pay for them.</li> <li>a. Conduct two housing inspections using checklist.</li> </ul>	<p>I Can Do It! Finding My Own Place, p. 34.                      I'm Getting Ready, Inspect an Apartment PL-7.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=32-39">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=32-39</a>                      Ready, Set, Fly! Housing #9.  <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p>
4. Is able to apply for housing.	<ul style="list-style-type: none"> <li>a. Explain questions and terms on the application form.</li> <li>b. Follow directions on the application.</li> <li>c. Identify two references for housing application.</li> <li>d. Complete one application without supervision.</li> <li>e. Follow-up with landlord on status of application.</li> </ul>	<p>I'm Getting Ready, Role Play Your Apartment Search, PL-6.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=22-23">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=22-23</a>  <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p>
5. Knows how to complete a lease or rental agreement.	<ul style="list-style-type: none"> <li>a. Define terms included in the lease (e.g., tenant, landlord, eviction).</li> <li>b. Interpret a lease agreement.</li> <li>c. Explain the consequences of breaking the terms of the lease.</li> <li>d. Explain the rights and responsibilities of both the landlord and tenant under a lease agreement.</li> <li>e. Explain the information needed to complete a rental agreement.</li> <li>f. Complete a lease or rental agreement correctly.</li> </ul>	<p>I Can Do It, Finding My Own Place, p. 35-37.                      I'm Getting Ready, What are Some Types of Rental Agreements? PL-5, PL-5.1.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=26-31">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=26-31</a>                      Ready, Set, Fly! Housing #11.                      Ready, Set, Fly! Housing #12.                      Ready, Set, Fly! Housing #13.  <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p>
6. Knows and understands the pros and cons of shared living.	<ul style="list-style-type: none"> <li>a. Identify two reasons why people share living arrangements.</li> <li>b. List at least four advantages and disadvantages of sharing living arrangements.</li> <li>c. Identify two traits of roommate compatibility.</li> </ul>	<p>I Can Do It, Finding a Roommate, p. 46-50.                      I'm Getting Ready, Compatibility Chart, PL-11.                      I'm Getting Ready, Informal Roommate Contract, PL-12.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=8-20">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=8-20</a>                      Ready, Set, Fly! Housing #3.</p>

## HOUSING AND MONEY MANGEMENT

	<p>d. Identify at least two personal traits that might bother a roommate.</p> <p>e. Write an ad for “roommate wanted.”</p>	
7. Knows and understands the legal rights of landlords and tenants.	<p>a. Identify the rights and responsibilities of tenants.</p> <p>b. Identify the rights and responsibilities of landlords.</p> <p>c. Explain the laws related to eviction.</p>	<p>I Can Do It, Finding My Own Place, p. 32-38.</p> <p>I’m Getting Ready, What Can I Do if My Landlord Doesn’t Take Care of a Problem for Me? PL-13.</p> <p>State laws vary. Use Google or other search engines.</p>
8. Knows and understands what community resources are available to help with housing issues.	<p>a. Identify two or more organizations that help with housing problems.</p> <p>b. Describe the types of assistance provided by these organizations.</p> <p>c. Identify the community subsidized housing agency.</p>	<p>I’m Getting Ready, What Can I Do if My Landlord Doesn’t Take Care of a Problem for Me? PL-13.</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=40">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=40</a></p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p> <p>Tip: Use Google to obtain this information for your state.</p>
9. Can develop a plan to move into one’s own living arrangement.	<p>a. Identify and calculate all start-up costs (e.g., application fee, security deposit, utility deposits, installation fees, first month’s rent, furnishings/household items).</p> <p>b. Create a list of necessary items (e.g., furniture, kitchen equipment, towels and linens).</p> <p>c. Develop a realistic monthly budget for maintaining the living arrangement.</p> <p>d. Identify two personal resources or community agencies to help with the plan.</p> <p>e. Create a list of support services in your home community (e.g., medical, dental, emotional support).</p>	<p>I Can Do It, Starting out Supplies, p. 19-22.</p> <p>I Can Do It, Furnishing, p. 23-31.</p> <p>I’m Getting Ready, Equipment and Supply Checklist, PL-8,PL-9.</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf</a></p> <ul style="list-style-type: none"> <li>●Money Management, Personal Budget, p. 9-63</li> <li>●Start-up Costs, p. 64-69.</li> <li>●Housing, p. 5;</li> <li>●Housing, p 7;</li> <li>●Housing, p 31;</li> <li>●Housing, p 39-50.</li> </ul> <p>Ready, Set, Fly! Housing #14.</p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf</a></p>
10. Can maintain one’s own living arrangement.	<p>a. Arrange for telephone and utilities service.</p> <p>b. Follow terms of the lease agreement.</p> <p>c. Meet all financial obligations in a timely manner.</p> <p>d. Describe two behaviors of a respectful neighbor.</p>	<p>I Can Do It, Finding My Own Place, p. 37-38.</p> <p>I’m Getting Ready, Do I Really Need It? PL-1; PL-2; PL-3; PL-4.</p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=42-50">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=42-50</a></p>

## HOUSING AND MONEY MANGEMENT

	e. Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).	<a href="http://www.youthhood.org/guides/index.asp">http://www.youthhood.org/guides/index.asp</a>
11. Knows how to get emergency help for payment of utilities like water, electricity, and gas.	<p>a. Identify community resources that provide help with payment of utilities (e.g., churches, social service agencies, Chafee aftercare programs, etc.)</p> <p>b. Describe the conditions under which help is available.</p> <p>c. Demonstrate making a request for emergency help.</p>	Tip: State/city laws may vary. Can obtain this information for your state using Google or other search engines.
12. Knows and understands homeowner/renter's insurance.	<p>a. Explain three benefits of having a homeowner/renter's insurance policy.</p> <p>b. Explain the different terms in a homeowners/renter's insurance policy (e.g., rider, deductible, replacement value, waiting period, liability).</p> <p>c. Identify how to obtain a policy and the related costs.</p>	<p>I'm Getting Ready, What Insurance Do I Need? M-14. Ready, Set, Fly! Home Safety and Repairs #6.</p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing_using.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing_using.pdf</a></p>
13. Can identify at least one adult who can provide emergency housing support	<p>a. Explain the value of having people in your personal support system that can help if you were at risk of homelessness.</p> <p>b. Identify the type of assistance available if you became homeless (e.g., couch to sleep on, occasional meal, laundry facilities, use of phone, place to receive messages, access to computer, etc.)</p> <p>c. List at least one adult for each type of assistance identified.</p>	<p>Permanency Pact</p> <p><a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• A Home for the Holidays</li> <li>• A Place to do Laundry</li> <li>• Emergency Place to Stay</li> <li>• Food /Occasional Meals</li> <li>• A Phone to Use</li> <li>• A Computer to Use</li> </ul>
14. Can identify at least one adult who can provide housing support/assistance.	<p>a. Explain the value of having people who can help with locating and furnishing a house.</p> <p>b. Identify the type of assistance that might be needed when house hunting (e.g., transportation to look at housing, inspecting the house, negotiating the rent, reviewing the lease, etc.).</p> <p>c. Name at least one person who can help with housing hunting.</p> <p>d. Identify the type of assistance that might be needed with moving into a new place(e.g., manpower, a truck, used furniture, household items, etc)</p>	<p>Permanency Pact</p> <p><a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• Housing Hunt</li> <li>• Apartment Move-In</li> </ul>

## HOUSING AND MONEY MANGEMENT

	e. Name at least one adult to assist with moving into a new place.	
<b>Transportation</b>		
<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
1. Is able to use public transportation where applicable.	<ul style="list-style-type: none"> <li>a. Identify the types of public transportation available.</li> <li>b. Describe the costs of different forms of public transportation (e.g., daily, weekly vs. monthly discount tickets, cabs, bus, trains).</li> <li>c. Read transportation schedules and maps.</li> <li>d. Demonstrate using at least one form of public transportation.</li> </ul>	<p>Making It on Your Own, Public Transportation, p. 57.                      Making It on Your Own, How Do People Get Where They Are Going? p. 50.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=55-60">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=55-60</a>                      Ready, Set, Fly! Transportation #3.                      Ready, Set, Fly! Transportation #4.                      Tip: Google your areas transportation systems for schedules, etc.</p>
2. Can travel independently.	<ul style="list-style-type: none"> <li>a. Demonstrate reading a map.</li> <li>b. Identify the types of transportation available.</li> <li>c. Describe the costs of different forms of transportation.</li> <li>d. Read transportation schedules and maps.</li> <li>e. Select the means of transportation from those available in your community.</li> <li>f. Explain how to travel safely for various methods of transportation, like biking or public and private transportation (e.g., wears bike helmet, avoids hitchhiking).</li> <li>g. Demonstrate using one or more means of transportation to travel either within or out of your community (e.g., Amtrak, bus, airline).</li> <li>h. Give directions to your home.</li> </ul>	<p>Making It on Your Own, Traveling Long Distance, p. 58.                      Ready, Set, Fly! Transportation #1.                      Ready, Set, Fly! Transportation #2.</p>
3. Can describe the steps to learning how to drive a car (study manual, safe driving class, etc.)	<ul style="list-style-type: none"> <li>a. Obtain their state’s driving manual</li> <li>b. Register for a defensive driving class</li> <li>c. Understands the conditions of driving with a learners’ permit</li> </ul>	<p><a href="http://www.drivers.com/articles/LTDguide.pdf">http://www.drivers.com/articles/LTDguide.pdf</a>  <a href="http://teendriving.aaa.com/WA/">http://teendriving.aaa.com/WA/</a>                      Tip: Check your local area for training resources</p>
4. Is prepared to take a written driver’s exam and driving test in their state	<ul style="list-style-type: none"> <li>a. Study the driving manual</li> <li>b. Take a defensive driving class</li> </ul>	<p><a href="http://www.drivers.com/articles/LTDguide.pdf">http://www.drivers.com/articles/LTDguide.pdf</a>  <a href="http://teendriving.aaa.com/WA/">http://teendriving.aaa.com/WA/</a>                      Tip: check your state for auto license requirements</p>

## HOUSING AND MONEY MANGEMENT

<p>Knows how to get a driver's license.</p>	<ol style="list-style-type: none"> <li>a. Explain the legal requirements for obtaining a driver's license in one's state.</li> <li>b. Identify the forms of identification necessary to apply for a driver's license.</li> <li>c. Describe the costs associated with obtaining a license.</li> <li>d. Explain where to go to apply for the license.</li> <li>e. Describe how to renew a license.</li> </ol>	<p>Road Ready Teens – <a href="http://www.roadreadyteens.org">http://www.roadreadyteens.org</a>  <a href="http://www.drivers.com/articles/LTDguide.pdf">http://www.drivers.com/articles/LTDguide.pdf</a>  <a href="http://teendriving.aaa.com/WA/">http://teendriving.aaa.com/WA/</a></p>
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### HOUSING AND MONEY MANGEMENT

<p>5. Knows and understands the consequences of driving without a license.</p>	<ul style="list-style-type: none"> <li>a. Explain the laws related to driving in one’s state.</li> <li>b. Describe the penalty for driving without a license.</li> <li>c. Describe the penalty for driving without insurance.</li> </ul>	<p>Tip: State laws may vary. Use Google to obtain this information for your state.</p>
<p>6. Knows and understands the costs associated with car ownership.</p>	<ul style="list-style-type: none"> <li>a. Describe the types of insurance needed for the type(s) of vehicles discussed and how to get them.</li> <li>b. Identify and calculate the costs of car ownership (e.g., registration, tabs, insurance, routine maintenance, safety inspections).</li> <li>c. Recognize the laws associated with car ownership (e.g., insurance requirements).</li> </ul>	<p>I’m Getting Ready, What Insurance Do I Need? M-14.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=40-43">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=40-43</a></p> <p>Ready, Set, Fly! Transportation #10.                  Ready, Set, Fly! Transportation #11.                  Ready, Set, Fly! Transportation #12.                  Ready, Set, Fly! Transportation #13.</p>
<p>7. Knows how to buy a car.</p>	<ul style="list-style-type: none"> <li>a. Identify two or more places to find cars for sale (e.g., new/used car dealerships, newspapers, bulletin boards).</li> <li>b. Evaluate the pros and cons of each financing plan.</li> <li>c. Identify two or more places to get a car loan (e.g., “buy-here-pay-here car lots,” banks, credit unions).</li> <li>d. Identify the pros and cons of leasing vs. buying a new or used car.</li> <li>e. Evaluate your financial budget and determine amount of money available for car purchase.</li> <li>f. Evaluate the pros and cons of three cars available using resources like Kelly Blue Book and Consumer Reports.</li> <li>g. Identify two ways to comparison shop for car insurance.</li> </ul>	<p>I Can Do It, Buying Wheels, p. 111-113.                  Ready, Set, Fly! Transportation #14.                  Ready, Set, Fly! Transportation #15.                  Ready, Set, Fly! Transportation #16.                  Ready, Set, Fly! Banking #7.</p>

## WORK & STUDY SKILLS

Study Skills		
Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands why and how to do homework.	<ul style="list-style-type: none"> <li>a. Tell why homework is helpful.</li> <li>b. Demonstrate how to write down a homework assignment.</li> <li>c. Outline a plan or list of ideas for accomplishing a given task.</li> <li>d. Describe the importance of checking work.</li> <li>e. Explain why it is important to get work done on time.</li> </ul>	Kids Health, School – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a> <a href="http://www.newsforparents.org/expert_motivate_kids_homework.html">http://www.newsforparents.org/expert_motivate_kids_homework.html</a> <a href="http://kidshealth.org/teen/school_jobs/school/homework.html">http://kidshealth.org/teen/school_jobs/school/homework.html</a>
2. Is able to use one or more study techniques to prepare for an exam or presentation.	<ul style="list-style-type: none"> <li>a. Identify your learning style (e.g., visual, auditory, kinesthetic).</li> <li>b. Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking).</li> <li>c. Demonstrate the successful use of a study technique when preparing for a test or presentation.</li> </ul>	<a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=5">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=5</a> . Ready, Set, Fly! Study Skills #3. Ready, Set, Fly! Study Skills #5. Ready, Set, Fly! Study Skills #6.
3. Knows how to access resources to improve educational outcomes.	<ul style="list-style-type: none"> <li>a. Name at least two resources in the community that provide tutoring, after school programs and test preparation courses, as well as the costs associated with them.</li> <li>b. Name at least three resources in educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors).</li> <li>c. Explain how to access these community resources.</li> </ul>	Ready, Set, Fly! Study Skills #8.
4. Knows how to use the Internet to locate resources.	<ul style="list-style-type: none"> <li>a. Locate resources that provide Internet access (e.g., library, community center, school).</li> <li>b. Identify locations that provide free Wi-Fi.</li> <li>c. Describe the functions of a search engine (e.g., Google, Bing).</li> <li>d. Use a search engine or cell phone app to find information</li> </ul>	Ready, Set, Fly! Community Resources #1 <a href="http://www.education.com/topic/study-skills-using-technology/">http://www.education.com/topic/study-skills-using-technology/</a>

## WORK AND STUDY SKILLS

<p>5. Can use a computer to complete homework assignments.</p>	<p>a. Explain when to use word processing, spreadsheet and presentation software                  b. Demonstrate the use of the application                  c. Demonstrate creating, saving, opening, retrieving printing and emailing documents</p>	<p><a href="http://office.microsoft.com/en-us/training/default.aspx">http://office.microsoft.com/en-us/training/default.aspx</a>  <a href="http://www.mediaawareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/tipsheets/search_internet_effectively.cfm">http://www.mediaawareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/tipsheets/search_internet_effectively.cfm</a></p>
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## Employment

Your Goals	Steps to Get There	Helpful Resources
<p>1. Knows how to find part-time temporary jobs in the community.</p>	<p>a. Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns).                  b. Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in community newsletter, create a flyer, and talk to neighbors).                  c. Select a strategy to obtain one’s preferred part-time temporary job. (Signing up with a temporary work agency and sometimes lead to full time work.)                  d. Identify two jobs for which to apply.                  e. Apply for a job, if applicable.                  a. Describe different types of work experiences.                  f. List three ways an adult can earn money and three ways a youth can earn money.</p>	<p>I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery?  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=41-47">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=41-47</a>                      Ready, Set, Fly! Employment #5.                      Ready, Set, Fly! Employment #1.                      Ready, Set, Fly! Employment #3  <a href="http://www.doleta.gov/jobseekers/">http://www.doleta.gov/jobseekers/</a></p>
<p>2. Knows how to search for employment.</p>	<p>a. Use the Internet to locate job openings.                  b. Read and interpret employment information in newspaper ads and other print material.                  c. Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”).                  d. Locate job openings using one or more search method.                  e. Explain what public and private job placement agencies do and the costs associated with each.                  f. Describe services offered by and utilize the local department of employment training.                  g. Apply to at least one job.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=41-47">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=41-47</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=72-77">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=72-77</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=79-81">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=79-81</a>                      Ready, Set, Fly! Employment #5.                      Ready, Set, Fly! Employment #6.  <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>  <a href="http://www.doleta.gov/jobseekers/">http://www.doleta.gov/jobseekers/</a></p>

## WORK AND STUDY SKILLS

<p>3. Can complete a job application.</p>	<ol style="list-style-type: none"> <li>a. Define the terms commonly used on job applications.</li> <li>b. Develop a personal fact sheet to use when completing job applications.</li> <li>c. Interpret application questions and provide appropriate responses.</li> <li>d. Complete two job applications.</li> <li>e. Tell the importance of good job references.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=65-70">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=65-70</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=71">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=71</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=83-85">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=83-85</a></p> <p>Ready, Set, Fly! Employment #7.                  Ready, Set, Fly! Employment #8.  <a href="http://www.worksmart.ca.gov/tips_application.html">http://www.worksmart.ca.gov/tips_application.html</a>  <a href="http://www.gcflearnfree.org/jobapplications/3.1">http://www.gcflearnfree.org/jobapplications/3.1</a>  <a href="http://www.worksmart.ca.gov/tips_application_fact_sheet.html">http://www.worksmart.ca.gov/tips_application_fact_sheet.html</a></p>
<p>4. Can develop a resume and cover letter.</p>	<ol style="list-style-type: none"> <li>a. Define the term “resume.”</li> <li>b. Describe different resume formats (e.g., functional, chronological).</li> <li>c. Develop a resume using one of these formats with supervision.</li> <li>d. Explain what a cover letter is and what it should contain.</li> <li>e. Develop a cover letter to accompany a resume or application with supervision.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=36-41">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=36-41</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=101-109">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=101-109</a></p> <p>Ready, Set, Fly! Employment #8.                  Ready, Set, Fly! Employment #9.  <a href="http://www.gcflearnfree.org/coverletters/1">http://www.gcflearnfree.org/coverletters/1</a>  <a href="http://www.gcflearnfree.org/resumewriting">http://www.gcflearnfree.org/resumewriting</a></p>
<p>5. Can interview for a job.</p>	<ol style="list-style-type: none"> <li>a. Describe the role of the interview in the job search process.</li> <li>b. Research the company in preparation for the interview. (Read their website, etc)</li> <li>c. Model appropriate grooming, attire, and behavior for a job interview.</li> <li>d. Identify possible interview questions and develop responses.</li> <li>e. Identify legal vs. illegal interview questions.</li> <li>f. Describe the verbal and non-verbal communication skills used in an interview.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=85-92">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=85-92</a></p> <p>Ready, Set, Fly! Employment #10, 11, 12  <a href="http://www.gcflearnfree.org/interviewingskills/1.1">http://www.gcflearnfree.org/interviewingskills/1.1</a></p>

## WORK AND STUDY SKILLS

	<ul style="list-style-type: none"> <li>g. Identify at least three personal strengths related to the employment opportunity.</li> <li>h. Practice a job interview with a friend or older adult.</li> <li>i. Conduct a job interview and evaluate personal performance.</li> </ul>	<a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>
6. Knows and understands the importance of following up after a job interview.	<ul style="list-style-type: none"> <li>a. Explain two ways to follow-up, (e.g., phone call, thank-you letter, e-mail).</li> <li>b. Describe what to say in follow-up contact.</li> </ul>	<a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=97-100">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=97-100</a> Ready, Set, Fly! Employment #13
7. Knows and understands employee wage deductions and benefits,	<ul style="list-style-type: none"> <li>a. Explain the wage deduction information contained on the pay stub.</li> <li>b. Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans).</li> <li>c. Tell where you would find information about employee benefits (e.g., personnel policies, company website).</li> <li>d. Describe how to get employee benefits.</li> </ul>	I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=36-41">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=36-41</a> <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=115-121">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=115-121</a> Ready, Set, Fly! Employment #14. Ready, Set, Fly! Employment #15. <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>
8. Knows and understands what the employer expects for a good worker.	<ul style="list-style-type: none"> <li>a. Describe proper workplace attire.</li> <li>b. Identify the positive behaviors and attitudes (e.g., being on time, following directions, assuming responsibility, work cooperatively, resolve conflicts, complete tasks, meet deadlines) that affect job retention and advancement.</li> </ul>	<a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>
9. Knows and understand employee rights.	<ul style="list-style-type: none"> <li>a. Describe one’s rights regarding sexual harassment.</li> <li>b. Explain what a grievance is and how to use the grievance procedures to resolve disputes.</li> <li>c. Explain child labor laws (e.g., number of work hours, equipment operation).</li> </ul>	Youth Rules, Labor Department Youth Guidelines – <a href="http://youthrules.dol.gov/teens/default.htm">http://youthrules.dol.gov/teens/default.htm</a> <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>
10. Knows how to effectively respond to prejudice, and discrimination.	<ul style="list-style-type: none"> <li>a. Define racism, stereotyping, prejudice, and discrimination.</li> <li>b. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community.</li> </ul>	Creative Life Skills Activities, Activity 86, Celebrating Differences, Part I. Ready, Set, Fly! Cultural Awareness #11. Ready, Set, Fly! Cultural Awareness #12. Ready, Set, Fly! Cultural Awareness #13.

## WORK AND STUDY SKILLS

		Ready, Set, Fly! Cultural Awareness #14. <a href="http://www.tolerance.org/activity/standing-against-discrimination">http://www.tolerance.org/activity/standing-against-discrimination</a>
11. Knows and understands the role of the supervisor.	<ul style="list-style-type: none"> <li>a. Explain what the “chain of command” is and how it works.</li> <li>b. Describe the importance of supervision.</li> <li>c. Describe 2 situations where a worker should go to his/her supervisor for assistance.</li> </ul>	Qualities of a Good Supervisor - <a href="http://www.casey.org/cls/resourceguides/subdocs/QualitiesGoodSupervisor.pdf">http://www.casey.org/cls/resourceguides/subdocs/QualitiesGoodSupervisor.pdf</a>
12. Knows and understands how to advance on the job.	<ul style="list-style-type: none"> <li>a. Identify additional work skills that would improve your performance on the job.</li> <li>b. Identify ways to obtain these work skills (e.g. employment training programs, higher education, self-study).</li> </ul>	<a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>
13. Knows how to change jobs.	<ul style="list-style-type: none"> <li>a. Recognize how job endings can impact future job opportunities.</li> <li>b. Explain why it is important to give adequate notice to the employer.</li> <li>c. Demonstrate a positive exit interview with a company.</li> </ul>	Ready, Set, Fly! Employment #19. <a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf</a>

## Time Management

Your Goals	Steps to Get There	Helpful Resources
1. Knows and understands the importance of time management.	<ul style="list-style-type: none"> <li>a. Explain how the lack of time management affects a person’s work life and school life.</li> <li>b. Identify two personal situations where time management is necessary.</li> </ul>	<a href="http://www.dartmouth.edu/~acskills/success/time.html">http://www.dartmouth.edu/~acskills/success/time.html</a>
2. Knows the tools and techniques associated with time management.	<ul style="list-style-type: none"> <li>a. List three time management tools (e.g., calendar, alarm clock, watch, cell phone)</li> <li>b. List three time management techniques (e.g., make lists, prioritize tasks).</li> </ul>	<a href="http://www.dartmouth.edu/~acskills/success/time.html">http://www.dartmouth.edu/~acskills/success/time.html</a>
3. Knows how to use at least one time management tool to get tasks turned in on time and to be on time.	<ul style="list-style-type: none"> <li>a. Demonstrate how to use one time management tool to get to school or work on time..</li> <li>b. Demonstrate how to use one time management technique to get tasks turned in on time.</li> </ul>	<a href="http://www.dartmouth.edu/~acskills/success/time.html">http://www.dartmouth.edu/~acskills/success/time.html</a>

## WORK AND STUDY SKILLS

Personal Development		
Your Goals	Steps to Get There	Helpful Resources
1. Knows how to ask for help at school or work.	<ul style="list-style-type: none"> <li>a. Describe two situations when it may be necessary to ask for help at school or work.</li> <li>b. Explain how choice of words, tone of voice, and body language can impact a request for help.</li> <li>c. Using the situation described, demonstrate asking for help using both positive and negative words, tone of voice, and body language.</li> </ul>	Ready, Set, Fly! Communication #11. Ready, Set, Fly! Communication #15 Ready, Set, Fly! Communication #16.  Kids Health, Feelings – <a href="http://www.kidshealth.org/kid/feeling/">http://www.kidshealth.org/kid/feeling/</a>
2. Knows how to use a problem solving process to negotiate problems in a work or school situation.	<ul style="list-style-type: none"> <li>a. Identify a problem related to work. (e.g., you don't have a way to get to work, your work schedule conflicts with your school activities)</li> <li>b. Identify multiple solutions to the problem.</li> <li>c. Describe the criteria for selecting the best solution.</li> <li>d. Select a solution and tell why you selected it.</li> <li>a. Evaluate the solution after implementation.</li> </ul>	<a href="http://ohioline.osu.edu/hyg-fact/5000/pdf/5301.pdf">http://ohioline.osu.edu/hyg-fact/5000/pdf/5301.pdf</a>
3. Knows how to receive criticism at school or work.	<ul style="list-style-type: none"> <li>a. Identify at least two benefits of criticism you may have received at work or at school.</li> <li>b. Identify the feelings that are often associated with criticism.</li> <li>c. Describe 4 strategies that can be used to accept criticism. (e.g., listen, delay reaction, agree when you can, explain what you have learned.)</li> <li>d. Demonstrate 4 strategies to accept criticism.</li> </ul>	Tip: Google sites such as Mind Tools
4. Knows how and when to be assertive when communicating at, school and work.	<ul style="list-style-type: none"> <li>a. Explain the differences between passive, aggressive, and assertive styles of communication.</li> <li>b. Describe how to communicate assertively.</li> <li>c. Recognize that people have the right to express different opinions.</li> <li>d. Demonstrate assertive communication in three situations.</li> </ul>	Ready, Set, Fly! Communication #15 Ready, Set, Fly! Communication #16.

## WORK AND STUDY SKILLS

<p>5. Knows how to set measurable and achievable goals for work or study related goal.</p>	<ol style="list-style-type: none"> <li>a. Describe a process for setting thoughtful goals.</li> <li>b. Follow the process to set two, measurable, time-specific goals.</li> <li>c. Describe the possible negative side-effects of a specific goal.</li> <li>d. Describe the positive side-effects of a specific goal.</li> <li>e. Break down goals one or more down into steps.</li> </ol>	<p>Tip: Google sites such as Mind Tools</p>
<p>6. Knows and understands a process for making thoughtful decisions at work and school</p>	<ol style="list-style-type: none"> <li>a. Recognize the difference between impulsive and thoughtful decisions.</li> <li>b. Describe and explain the steps used in a thoughtful decision making process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option).</li> <li>c. Describe why it is important to gather information when not sure about a decision,</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=116-123">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=116-123</a>                      Ready, Set, Fly! Decision Making #2.                      Ready, Set, Fly! Decision Making #4.                      Decision Education Foundation, Making Good Choices – <a href="http://www.decisioneducation.org/">http://www.decisioneducation.org/</a></p>
<p>7. Can use a thoughtful decision making process at work and school.</p>	<ol style="list-style-type: none"> <li>a. Describe a work situation that requires a decision (e.g., you are late for work, you see your co-worker make a mistake, you think of a better way to do something, ).</li> <li>b. Apply a thoughtful decision making process to a work situation Tell why some choices are good and some are bad.</li> <li>c. Tell what the consequences of the choices might be for yourself and others.</li> <li>d. Evaluate the outcome of the decision (e.g., how my choices affect others).</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=123-124">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=123-124</a>                      Ready, Set, Fly! Decision Making #3.                      Ready, Set, Fly! Decision Making #4.                      Decision Education Foundation, Making Good Choices – <a href="http://www.decisioneducation.org/">http://www.decisioneducation.org/</a></p>
<p>8. Knows how to work cooperatively with others</p>	<ol style="list-style-type: none"> <li>a. Explain the benefits of working cooperatively.</li> <li>b. Identify the skills needed to work cooperatively with others (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).</li> <li>c. Demonstrate using cooperative working skills(e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).</li> </ol>	<p>Tip: Google sites such as Mind Tools</p>

## WORK AND STUDY SKILLS

<p>9. Can identify at least one adult that who cares about how I am doing at school and/or work</p>	<p>a. Explain the value of having someone provide school or work support</p> <p>b. Identify the type of support that might be needed (e.g., someone to share school or work successes with and to talk over school or work problems.)</p> <p>c. Name at least one adult who I can talk to about school or work</p>	<p>Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• Someone to Talk to/Discuss Problems</li> <li>• Mentor</li> <li>• Educational Assistance</li> </ul>
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## Income Tax

Your Goals	Steps to Get There	Helpful Resources
<p>1. Know how to read a pay stub.</p>	<p>a. Explain the terms on a pay stub (e.g., gross pay, net pay).</p> <p>b. Describe the information on the pay stub (e.g., withholding tax, gross pay, net pay, FICA, health insurance).</p>	<p>I Know Where I am Going, Part II, C. 3, Do I Get a Job?  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=96">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=96</a>                      Ready, Set, Fly! Taxes #2.</p>
<p>2. Knows and understands one's responsibility for filing income taxes.</p>	<p>a. Explain why people pay taxes.</p> <p>b. Explain that income earned whether paid in cash or by check is taxable and must be reported.</p> <p>c. Identify all types of income tax required in ones locality (e.g. federal, state, city, county).</p> <p>d. Tell when and how often a person needs to file tax forms and make tax payments.</p> <p>e. Explain the consequences for failing to file timely tax forms and payments.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=98">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=98</a>                      Ready, Set, Fly! Taxes #3                      Understanding Taxes –  <a href="http://www.irs.gov/app/understandingTaxes/index.jsp">http://www.irs.gov/app/understandingTaxes/index.jsp</a>                      EconoEdLink, Tax Activities and Resources –  <a href="http://www.econedlink.org/lessons/index.cfm?lesson+EM69">http://www.econedlink.org/lessons/index.cfm?lesson+EM69</a>                      Internal Revenue Service, Tax Interactive –  <a href="http://www.irs.ustreas.gov/individuals/index.html">http://www.irs.ustreas.gov/individuals/index.html</a></p>
<p>3. Know how to file taxes.</p>	<p>a. Explain the documents and information required for filing taxes.</p> <p>b. Identify places where tax forms are available.</p> <p>c. Describe where in the community one can get help in completing tax returns.</p> <p>d. Compare the fees associated with different methods of tax preparation (e.g., paper, with software, by an accountant).</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=98">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=98</a>                      Ready, Set, Fly! Taxes #3.                      Understanding Taxes –  <a href="http://www.irs.gov/app/understandingTaxes/index.jsp">http://www.irs.gov/app/understandingTaxes/index.jsp</a></p>

**WORK AND STUDY SKILLS**

	<ul style="list-style-type: none"> <li>e. Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay for the service, find a free service, electronic filing).</li> <li>f. Describe the pros and cons of rapid refund.</li> </ul>	
4. Can complete the appropriate tax form(s).	<ul style="list-style-type: none"> <li>a. Identify the documents necessary for completing the tax form (local, state and federal).</li> <li>b. Explain the terms on the tax form.</li> <li>c. Complete the tax form with supervision.</li> <li>d. Complete the tax form without supervision.</li> <li>e. File the tax form.</li> </ul>	<p>Ready, Set, Fly! Taxes #3.                      Bank Rate, Choosing the Correct Form  <a href="http://www.bankrate.com/brm/itax/Edit/basics/filing_return/basic_4a.asp">http://www.bankrate.com/brm/itax/Edit/basics/filing_return/basic_4a.asp</a>                      Internal Revenue Service, Sample Tax Forms –  <a href="http://www.irs.ustreas.gov/formspubs/index.html">http://www.irs.ustreas.gov/formspubs/index.html</a>                      Understanding Taxes –  <a href="http://www.irs.gov/app/understandingTaxes/index.jsp">http://www.irs.gov/app/understandingTaxes/index.jsp</a></p>

**Legal**

<b>Your Goals</b>	<b>Steps to Get There</b>	<b>Helpful Resources</b>
1. Knows and understands rights and responsibilities of foster care placement.	<ul style="list-style-type: none"> <li>a. Explain the rights of youth in foster care placement.</li> <li>b. Explain how to use legal representation.</li> <li>a. Describe the steps to access help when dealing with problems in placement.</li> </ul>	<p>What Are My Rights, You and Your Family, p. 8-10.                      National Center for Youth Law, My Rights in Foster Care –  <a href="http://www.youthlaw.org/">http://www.youthlaw.org/</a>  <a href="http://www.youthhood.org/index.asp">http://www.youthhood.org/index.asp</a></p>
2. Knows how to view foster care or juvenile justice records.	<ul style="list-style-type: none"> <li>b. Explain who has access to open and closed foster care and juvenile justice records. Describe state/tribal policies regarding closed foster care and juvenile justice records.</li> <li>c. Explain how one goes about viewing his/her own record.</li> </ul>	<p>Contact individual state’s child welfare system for policies and procedures.</p>
3. Knows how to obtain legal documents necessary to go to work.	<ul style="list-style-type: none"> <li>a. Explain the two types of documents that are necessary to obtain employment. (e.g. (1) Driver’s license, or official photo ID card, or Native American tribal document (2) Social Security card, or original birth certificate, or Native American tribal document.)</li> <li>b. Security card, or original birth certificate, or Native American tribal document.)</li> <li>c. Describe how to obtain an official photo ID</li> <li>d. Describe how to obtain an original birth certificate</li> <li>e. Describe how to obtain an original Social Security card.</li> </ul>	<p>Contact individual state’s child welfare system for policies and procedures.</p>

## WORK AND STUDY SKILLS

<p>4. Knows and understands the legal documents needed to apply for a federal higher education grant (Pell Grant).</p>	<p>a. Describe the types of legal documents that will be required when applying for the Pell Grant, (e.g., Official photo ID card, Tax records from the previous year, Social Security number, FASFA form.)</p>	<p><a href="http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf">http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf</a></p>
<p>5. Knows and understands when and how to access legal resources.</p>	<p>a. Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics).                  b. Describe two situations that require legal assistance.                  c. Describe whom to call and what to do if one is a victim of a crime.                  d. Describe the basic workings of the court system.</p>	<p>FUTURE/PATH, p. 94.                  What Are My Rights, You and the Legal System, p. 156-173.                  American Bar Association, Consumer’s Guide to Finding Legal Help on the Internet –  <a href="http://www.abanet.org/legalservices/findlegalhelp/">http://www.abanet.org/legalservices/findlegalhelp/</a>                  Juvenile Offenders, Legal Terms –  <a href="http://www.idjc.idaho.gov/LinkClick.aspx?fileticket=TTu3aXxd4F!%3D&amp;tabid=94">http://www.idjc.idaho.gov/LinkClick.aspx?fileticket=TTu3aXxd4F!%3D&amp;tabid=94</a>                  Law Help.org –  <a href="http://www.lawhelp.org">http://www.lawhelp.org</a></p>
<p>6. Knows and understands the legal consequences of unlawful behaviors.</p>	<p>a. Explain legal terms (e.g., felony, misdemeanor, civil action, bail).                  b. Name at least five unlawful behaviors.                  c. Compare and contrast unlawful behaviors by age, action, and potential consequences.                  d. Describe what to do if ever questioned by the police or arrested.                  e. Tell what age it is legal to drink.                  f. Tell what age one can legally marry.                  g. Describe what forms need to be completed before marrying.                  h. Describe how long one must stay in school.                  i. State at least two reasons why it is important to thoroughly read and understand before signing legal documents.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=77-81">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=77-81</a>                  What are My Rights, You and School, p. 33-53.                  What are My Rights, Growing Up, p. 95-117.                  What are My Rights, Crimes and Punishments, p. 139-153.                  American Bar Association, Consumer’s Guide to Finding Legal Help on the Internet –  <a href="http://www.abanet.org/legalservices/findlegalhelp/">http://www.abanet.org/legalservices/findlegalhelp/</a></p>

## CAREER & EDUCATION PLANNING

Education Planning		
Your Goals	Steps to Get There	Helpful Resources
1. Understands the importance of education and its relationship to employment.	<ol style="list-style-type: none"> <li>Identify personal values related to education.</li> <li>Compare how individual needs and wants relate to education.</li> <li>Explain the level of education/vocational training needed to achieve your employment goals.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=6-10">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=6-10</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=243">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=243</a></p>
2. Knows and understands the educational institutions that can help me achieve my career goal.	<ol style="list-style-type: none"> <li>Identify educational/training programs that focus on my career goal..</li> <li>Describe the programs at select educational/ training institutions that focus on my career goal.</li> </ol>	<p><a href="http://going2college.org/StateResources/">http://going2college.org/StateResources/</a></p>
3. Is able to develop an educational plan.	<ol style="list-style-type: none"> <li>Match knowledge, strengths, and abilities to educational opportunities.</li> <li>Explain the qualifications necessary to achieve your educational goal.</li> <li>Create an educational plan, which includes time frames, goals, and resources needed.</li> </ol>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=23">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=23</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=247-250">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=247-250</a></p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ItsMyLife_PostsecondaryEducation.pdf">http://www.casey.org/Resources/Publications/pdf/ItsMyLife_PostsecondaryEducation.pdf</a></p>
4. Can identify at least one adult to talk to about an education plan.	<ol style="list-style-type: none"> <li>Explain the value of having at least one supportive adult who can provide advice when needed about educational planning.</li> <li>Identify a supportive adult who has knowledge of the youth’s educational interests and with whom the youth is comfortable talking</li> </ol>	<p>Permanency Pact</p> <p><a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>Educational Assistance</li> </ul>
5. Knows how to obtain financial assistance to help pay for education/ training.	<ol style="list-style-type: none"> <li>Identify the general financial assistance that is available (e.g., ETV, Pell Grant, etc.).</li> <li>Identify specific financial assistance that may be available through the school or other groups. (e.g.,</li> </ol>	<p><a href="http://going2college.org/StateResources/">http://going2college.org/StateResources/</a></p> <p><a href="http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf">http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf</a></p>

## CAREER AND EDUCATION PLANNING

	<p>regional scholarships, scholarship for special student populations, etc.)</p> <p>c. Demonstrate steps necessary to apply for financial assistance available.</p>	<p>FundingEducationbeyondHS - <a href="http://www.casey.org/cls/resourceguides/subdocs/FundingEducationBeyondHS.pdf">http://www.casey.org/cls/resourceguides/subdocs/FundingEducationBeyondHS.pdf</a></p>
6. Knows how to apply for educational and training programs.	<p>a. Identify the steps involved in making an application.</p> <p>b. List the documents needed to complete an application.</p> <p>c. Demonstrate the completion of an application for at least one educational or training program.</p>	<p><a href="http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf">http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf</a></p> <p>Tip: Google resources in your area</p>
Career Planning		
Your Goals	Steps to Get There	Helpful Resources
1. Is able to identify careers of interest.	<p>a. Explain what different people in different jobs do.</p> <p>b. Explain the difference between a job and a career.</p> <p>c. Identify personal skills, abilities, likes, and dislikes related to work.</p> <p>d. Find career fields that match skills, abilities, likes, and dislikes.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=11-19">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=11-19</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=54-64">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=54-64</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=245">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=245</a></p> <p>Ready, Set, Fly! Career Planning #4. Mapping Your Future, Skills and Interest – <a href="http://www.mappingyourfuture.org/planyourcareer/careership/index.cfm">http://www.mappingyourfuture.org/planyourcareer/careership/index.cfm</a></p>
2. Knows how to find career related internship, apprenticeship, or volunteer opportunity	<p>a. Describe one or more ways to obtain an internship, apprenticeship, or volunteer opportunity.</p> <p>b. Select a strategy to obtain an internship, apprenticeship, or volunteer opportunity.</p>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=11-19">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=11-19</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=54-64">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=54-64</a></p> <p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=245">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=245</a></p> <p>Mapping Your Future, Skills and Interest – <a href="http://mapping-your-future.org/planning/skillsan.htm">http://mapping-your-future.org/planning/skillsan.htm</a></p>
3. Is able to make an informed career decision.	<p>a. Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required).</p>	<p>I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41.</p> <p>I'm Getting Ready, I Need a Job to Support Myself, M-6.</p>

## CAREER AND EDUCATION PLANNING

	<ul style="list-style-type: none"> <li>b. Describe the benefits of volunteering, job shadowing, and paid internships to gain information about career fields.</li> <li>c. Determine career options.</li> <li>d. Match career interest with personal skills, abilities, and career objective.</li> <li>e. Evaluate each career option and select a realistic career field that best meets one’s career goal.</li> <li>f. Identify resources that facilitate career choice (e.g., Department of Labor programs, job corps, military services).</li> </ul>	<p><a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=48-53">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=48-53</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=245-246">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=245-246</a></p> <p>Ready, Set, Fly! Career Planning #4.                  Ready, Set, Fly! Career Planning #5.                  Mapping Your Future, Skills and Interest –  <a href="http://www.mappingyourfuture.org/planyourcareer/careership/index.cfm">http://www.mappingyourfuture.org/planyourcareer/careership/index.cfm</a>                  Public Broadcasting System, Paying for College –  <a href="http://www.pbs.org/newshour/on2/money/college.html">http://www.pbs.org/newshour/on2/money/college.html</a></p>
<p>4. Is able to develop a career plan.</p>	<ul style="list-style-type: none"> <li>a. Describe the education needed to pursue a chosen career.</li> <li>b. Determine the resources needed to obtain the education, training, and apprenticeship required.</li> <li>c. Develop a written career plan with action steps, resources, and time frames.</li> <li>d. Explain the difference between an educational grant and loan.</li> <li>e. Identify scholarships, grants, and financial aid available.</li> <li>f. Explain how, when, and where to apply for financial aid.</li> <li>g. Apply for financial aid to pay for training, if applicable.</li> </ul>	<p>I Know Where I am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery? p. 26-41.  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=26-41">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=26-41</a>  <a href="http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=247-250">http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf#page=247-250</a></p> <p>Ready, Set, Fly! Career Planning #9.                  Public Broadcasting System, Paying for College –  <a href="http://www.pbs.org/newshour/on2/money/college.html">http://www.pbs.org/newshour/on2/money/college.html</a>  <a href="http://www.youthhood.org/index.asp">http://www.youthhood.org/index.asp</a>  <a href="http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf">http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf</a></p>
<p>5. Can Identify at least one adult that will provide career planning support</p>	<ul style="list-style-type: none"> <li>a. Explain the value of having someone provide career planning support</li> <li>b. Identify the type of support that might be needed (e.g., job shadowing, internships, recommendations, introductions to professional in the youth’s field of interest, provide a reference, etc.)</li> <li>c. Name at least one adult who can provide career planning support.</li> </ul>	<p>Permanency Pact  <a href="http://www.fosterclub.com/files/PermPact_0.pdf">http://www.fosterclub.com/files/PermPact_0.pdf</a></p> <ul style="list-style-type: none"> <li>• Career Counseling</li> <li>• Job Search Assistance</li> <li>• Employment Opportunity</li> </ul>

## FREE OR LOW COST LIFE SKILLS TRAINING RESOURCES TO INSPIRE LEARNING

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

*A Future Near Me* contains questions to guide a young adult towards self-sufficiency. *The Path Before Me* is designed to help American Indian Youth learn tribal ways and skills that will enable them to move into their own place. It contains questions to guide American Indian Youth towards responsible living. Both pocket guide resources, designed by Mark Kroner, can be used by the learner on their own or with an adult. The books can be used with families, schools, youth groups, life skills classes, sharing circles and elders. Self-teaching tool. Available From: National Resource Center for Youth Services 1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/product.php?productid=44> \$6.00 each plus shipping

### **Goodwill Community Foundation**

Offers free training to support skill development in areas of career planning, money management, work and job development and daily living. Offer Spanish language website and lessons with auditory component. <http://www.gcflearnfree.org/>

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

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

To order a hard copy booklet contact the National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/product.php?productid=27>

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

A free two-part workbook for youth ages 12 and older focusing on all aspects of money management. Developed specifically for youth in out-of-home care, it is applicable to all. It includes a section on career development. Self-teaching tool, or use with adult supervision. Available free from: The Annie E. Casey Foundation (AECF) <http://www.aecf.org/resources/i-know-where-im-going-part-one/> (Part One) and <http://www.aecf.org/resources/i-know-where-im-going-part-two/> (Part Two).

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

I'm Getting Ready is designed as an interactive workbook. Its activities are created to motivate learning. The "lessons" encourage involvement of friends, groups, family, community, and individual. It can be used by the learner or with the help of teachers, mentors, friends, parents/grandparents, foster parents and social workers. It covers topics like apartment searches, legal issues, safety, nutrition, consumer issues, money management and goal setting. Free online version: <http://www.casey.org/cls/resourceguides/subdocs/imgettingready.pdf>

### **Kids Health**

One of the most comprehensive websites covering health, fitness, food, drugs, alcohol, disease, infection, safety, sexual health, and mental health for children, teens and young adults. [www.kidshealth.org](http://www.kidshealth.org)

**Money Pals: Being Cool with Cash**

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

Available from: The Annie E. Casey Foundation (AECF): <http://www.aecf.org/resources/money-pals-part-one/> (Part One) and <http://www.aecf.org/resources/money-pals-part-two/> (Part Two).

**The New Making It On Your Own**

This youth workbook contains 92 pages of life skill exercises that will help youth make it on their own. The New Making It On Your Own tests a youth's knowledge and challenges them to seek out new information. The workbook covers employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult. Available From: National Resource Center for Youth Services at 1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/product.php?productid=6>. Cost: \$8.95 plus shipping. Quantity discounts available

**Office of Health/U.S. Department of Health and Human Services**

Up-to-date information on major aspects of adolescent health, including physical and mental health, substance abuse, sexual behavior, pregnancy prevention, and healthy relationships. The website provides both new information and existing federal resources geared to meet the adolescent health information needs of diverse stakeholders. The website address is <http://www.hhs.gov/ash/oah>

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

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

Available free in five modules:

1. Money, Home and Food Management Workbook (143 pgs)  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf>
2. Personal Care, Health, Social Skills and Safety Workbook (190 pgs)  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf>
3. Education, Job Seeking Skills and Job Maintenance Skills Workbook (127 pgs)  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>
4. Housing, Transportation, Community Resources, Understanding the Law and Recreation Workbook (95 pgs)  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>
5. Young Parents Guide (Large module broken down into sections)

- Sexuality, STD and Pregnancy Prevention  
[http://www.casey.org/media/CLS\\_ResourceGuides\\_subdocs\\_PAYAModule5SexualitySTD-PregnancyPreventionpages1\\_27.pdf](http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule5SexualitySTD-PregnancyPreventionpages1_27.pdf)
- Unplanned Pregnancy  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5UnplannedPregnancypages28\\_54.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5UnplannedPregnancypages28_54.pdf)
- Pregnancy and Health Skills  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5PregnancyHealthSkills-55\\_129.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5PregnancyHealthSkills-55_129.pdf)
- Physical Care (Taking Care of Baby)  
[http://www.casey.org/media/CLS\\_ResourceGuides\\_subdocs\\_PAYAModule5HealthCare-140\\_149.pdf](http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule5HealthCare-140_149.pdf)
- Health Care  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5HealthCare-140\\_149.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5HealthCare-140_149.pdf)
- Safety  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Safety150\\_161.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Safety150_161.pdf)
- Infancy  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Infancy-162\\_174.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Infancy-162_174.pdf)
- Older Babies and Toddlers  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Olderbabiestoddlers-175\\_195.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Olderbabiestoddlers-175_195.pdf)
- Children Ages 2-5  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Childrenages\\_2\\_5-196\\_221.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Childrenages_2_5-196_221.pdf)
- Making the World a Better Place/Environment  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5MakingWorldBetterPlace-222\\_239.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5MakingWorldBetterPlace-222_239.pdf)
- Education and Career Planning for Teen Parents  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240\\_250.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf)
- Housing  
[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Housing-251\\_276.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Housing-251_276.pdf)

- Making Ends Meet

[http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5MakingEndsMeet-277\\_279.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5MakingEndsMeet-277_279.pdf)

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Offers comprehensive curriculums in life skills, employment, social skills, online education, pre-GED, pre-vocational, transition to work and applied academics. Includes lesson plans, practitioner's guides and training. Research-based and aligned to state standards. Costs apply. For more information, go to: [www.PhillipRoy.com](http://www.PhillipRoy.com)

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

This resource was developed by foster parents for other parents to use when teaching life skills. It contains a series of activities and suggestions that may be used in one-to-one instruction. For parents use with youth ages 8 and older. For the free online version:

<http://www.casey.org/cls/resourceguides/subdocs/ReadySetFly.pdf>

**Vstreet** <http://www.vstreet.com/learnmore/intro.jsp>

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