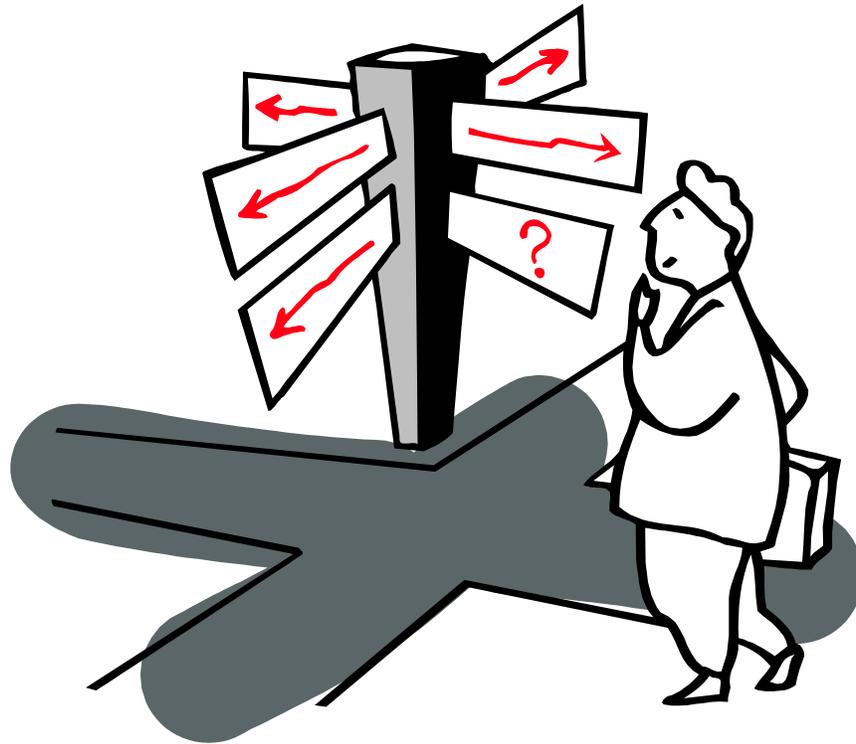


**Virginia's Juvenile Detention Centers
State Operated Programs**

Post Dispositional Transition Curriculum



Pre-Employment, Employment, Independent Living

1. Developing Pre-Employment Skills

1.1 Career Assessment and Exploration

Task Definition

Career Exploration should include:

- Vocational Aptitude Assessment (COPS or another type of assessment tool)
- Occupational Outlook Handbook
- Internet
- VA View

Process/Skill Questions

- What is career clustering?
- What is the Occupational Outlook Handbook

Enabling Objectives	Activities	Resources
1. Understand various types of Vocational Assessments.	Conduct [Vocational] Assessment	COPS: Career Occupational Preference System Bridges: www.cxbridges.com , a career website. <u>Choices</u> : a CD provided by Fairfax County Public Schools, Includes self-assessment, information on every college/university in USA, career planning, financial planning, etc. CAB- Career Assessment Battery Knowledge Battery-Life Centered Career Education KUDER – http://vakuder.com <u>Career Exploration and Planning: What Should I Do with My Life?</u> (video) <u>The Career Path Interest Inventory</u> (video)
2. Develop an awareness of occupational opportunities. (e.g. speakers, and field trips)	Read/research/explore about different career cluster using OOH, VA View, resources books, and the Internet. Include non-traditional careers	<u>Careers</u> <u>Enhanced Occupational Outlook Handbook</u> <u>Being Job Ready</u> <u>Virginia VIEW web site</u> www.vaview.vt.edu Virginal VIEW publications Bridges assessment: www.cxbridges.com Choices CD-ROM Virginia Employment Commission: www.vaworkforce.com <u>Internet Searches</u> <u>Phone Books</u> <u>Men in the Workplace</u> (video) <u>Women in the Workplace</u> (video)
3. Learn about career clustering.	Read About Career Clusters	Careers Free videos in many fields! From Video Placement Worldwide <u>Succeeding in the World of Work</u>
5. Research a variety of career clusters	Read about Career Clusters	Enhanced Occupational Outlook Handbook Virginia VIEW web site and publications Bridges assessment: www.cxbridges.com Choices CD-ROM

1. Developing Pre-Employment Skills

1.2 Set goals.

Task Definition

Setting goals should include

- Goal statements that reflect the steps in the goal-setting process
- An action plan for accomplishing each goal.

Process/Skill Questions

- Why are short-range and long-range goals important for success?
- Where do we acquire our attitudes and beliefs about goal setting?
- What are some motivational techniques we can use to help us set goals and follow through with action?
- What are the characteristics of effective goals?
- Why are some people reluctant to identify goals?

Enabling Objectives	Activities	Resources
1. Make a life plan.	Define who you want to be.	The Double You
	Write a mission statement.	What Color Is Your Parachute? Careers
2. Identify long-term and short-term goals.	List goals for 6 months and 1, 3, 5, 10, 20, 30 years in the future.	Career Pathways Phase 1, Task CCN9070.008
	Perform the steps in the goal-setting process: <ul style="list-style-type: none"> • Make a list of hopes for and expectations of the future. • Derive goal statements from the list of hopes and expectation. • Label each goal as short-term or long-term. • Write a plan of action by listing steps for achieving each goal. Be specific, and include estimated dates of accomplishment. • Review and update goals periodically, adjusting to change as necessary. 	http://www.coun.uvic.ca/ , click on Learning Skills Program Goal and Motivation Setting Worksheet <u>Succeeding in the World of Work</u>
	Identify the characteristics of effective goals: <ul style="list-style-type: none"> • Specific • Measurable • Acceptable • Realistic • Time frame identified 	http://www.coun.uvic.ca/ , click on Smart Goals.
3. Clarify personal values.	Complete a values inventory.	http://sric-bi.com/VALS/presurvey.shtml
	Write a letter to the teacher as if it were 25 years later; tell the teacher where you are in life and how you got there.	<u>Career Choices</u>
4. Develop a logical method for making decisions.	<ul style="list-style-type: none"> • Relate decision making to personal values. • Complete Character Counts 	http://www.charactercounts.org/

1. Developing Pre-Employment Skills

1.3 Job Research

Task Definition

Job Research should include:

- Conducting a informational interview
- Job shadowing
- Mentorship

Process/Skill Questions

- What is an informational interview?
- What is job shadowing?
- What is mentorship?

Enabling Objectives	Activities	Resources
1. Plan and prepare for the informational interview.	Introduce "Career Connect"	http://www.careerconnect.state.va.us/
2. <i>Develop an understanding of job shadowing.</i>	Contact and arrange a time/way to talk to [up to 3] individuals in career areas of their interest	What Color is Your Parachute? <u>Careers</u> , Globe Fern
3. Describe characteristics to be successful in and out of the workplace.	Write to and invite guest speakers to speak to students on particular career topics/areas	Using professional correspondence skills: telephone, letters, etc.
	Spend an entire day with a professional	
	Obtain a part-time job (for pay or not)	
4. Develop a career research project.	Career research project-essay, powerpoint including job duties, salary, education requirements, etc.	Virgina View Bridges Occupational Outlook Handbook

1. Developing Pre-Employment Skills

1.4 Job Seeking

Task Definition

Job Seeking should include:

- Knowledge of Networking
- Reviewing want ads
- Internet search tool for employment
- Job /Placement Agencies
- Knowledge about Job Fairs
- Local job posting

Process/Skill Questions

- How to network?
- How to review want ads?
- Understand how to use the internet
- How to find out about Job Fairs?
- Where do local employers post job opening?

Enabling Objectives	Activities	Resources
1. Understand the importance of networking.	Learn what is Networking is	<u>Job Search Tools</u> <u>Getting the Job You Really Want</u> <u>What Color is Your Parachute?</u> <u>Networking and Interviewing for Jobs</u> <u>The Right Job for You</u> <u>Getting the Job You Want</u> <u>Introduction to Job Applications</u> Paper Job Search Tools (video) The Complete Job Application (video) Bulletin boards at church, college or university (if attending) Local television station's advertising change (if applicable)
	List individuals within students' own network	
2. Identify sources to use for getting information about job leads?	Become familiar with the want ads in the newspaper	Newspaper
	Investigate sites on the internet for seeking jobs	Internet (See Resources List)
	Learn about different kind of job seeking assistance agencies	Phone Books
	Attend job fairs	
	Practice what should be said when doing cold calls or visits	<u>Networking and Interviewing for Jobs</u> Old telephone & tape recorder
	Brainstorm other methods of locating jobs	<u>What Color is Your Parachute?</u> <u>Rewarding Employment (video)</u>
	Visit the VA Employment Office	
	Invite VEC representative to speak	

1. Developing Pre-Employment Skills

1.5 Complete a job application.

Task Definition

Completing a job application includes

- Explaining the importance of a job application
- Gathering information for completing an application accurately
- Filling in the application form completely, accurately, and neatly
- Obtaining references
- Submitting an application.

Process/Skill Questions

- What can employers tell about you from a completed job application?
- Why might a person present false or incomplete information (or omit information) on a job application? What are some possible consequences of these actions?
- Can a job application help you to show an employer your leadership skills or ability to work with others? If so, how? If not, how can you bring these or other positive traits to the attention of an employer?

Enabling Objectives	Activities	Resources
1. Explain why a job application is important.	Fill out a practice job application.	Intro to Job Applications
	Compare complete, correct application with a poorly completed sample.	
	View application video.	The Complete Job Application (video)
2. Gather information.	Gather all necessary addresses, phone numbers, and dates, then review and correct your completed application.	Phone books, Internet
3. Fill out actual application.	Fill out authentic application(s) with pen correctly.	Variety of applications from local businesses, VEC, state, and federal agencies
	Review other job application forms.	
4. Obtain references.	Read and discuss common questions about references.	Intro to Job Applications
	Locate and list references with their permission.	
	Discuss the issue of disclosure on a job application (e.g., disclosing a learning disability).	After School, What Next? http://www.Ldonline.com/ .
5. Submit a job application.	Identify ways to obtain an application from a desired place of employment.	What Color Is Your Parachute?
	Identify options for delivering a completed application: mail, fax, e-mail, in person.	
	<ul style="list-style-type: none"> • Discuss the importance of following up job applications. • Identify ways to follow up: letter, e-mail, telephone call 	Telephone etiquette “Using the Telephone.” Janus Life Skills.

1. Developing Pre-Employment Skills

1.6 Develop a resume.

Task Definition

Developing a resume includes

- Defining terms used in resumes
- Identifying individual skills—hard skills, soft skills, transferable skills
- Creating a resume
- Styling and formatting a resume
- Printing a resume for presentation.

Process/Skill Questions

- What criteria do employers use to evaluate a resume? How do employers use an applicant’s resume to predict success on the job?
- What components of a resume should be emphasized by students? Why? What problems might a student have in developing a resume?
- Why are transferable skills important in today’s workplace?

Enabling Objectives	Activities	Resources
1. List terms used in resumes and their definitions.	Watch video to introduce and review resumes.	Paper Job Search Tools (video) Resume Magic Employability Skills Book: Preparing Resumes and Cover Letter
2. Identify skills.	Search newspaper want ads for words that describe desired skills, and develop categories of skills.	Local newspapers
	Identify hard and soft skills.	Being “Job Ready” Job Search Tools Job Savvy Skills Identification (video) What Color Is Your Parachute?
	Identify at least six major skills you have demonstrated, and cite an individual who witnessed each demonstration or who can vouch for the fact that you have this skill	
	Define transferable skills.	What Color Is Your Parachute?
3. Create a resume.	Compare various styles and formats of sample resumes.	Strategies for Career Success Paper Job Search Tools (video) Blue Collar Resumes

	Develop your own resume.	Choices CD The Resume Kit Quick Resume and Cover Letter Book Creating Your High School Resume Multimedia Right Resume Writer. The School Company http://www.mapping-your-future.org/ http://www.careercity.com/ <u>2500 Keywords to Get You Hired</u> <u>Best Resumes for People without a</u> <u>Four-Year Degree</u> <u>Career Portfolio-At A Glance Guide for</u> <u>Students</u>
	Select a style and format for your resume.	Microsoft Resume Wizard
4. Print a resume.	Print your resume on parchment paper.	Parchment paper

1. Developing Pre-Employment Skills

1.7 Write professional correspondence.

Task Definition

Writing professional correspondence includes creating business letters of various types:

- To request information
- To accompany a resume (cover letter)
- To thank individuals or companies for granting a request.

Process/Skill Questions

- What is the purpose of business correspondence?
- What are the characteristics of effective business correspondence?
- What are the possible effects of effective business correspondence?
- How will business correspondence be used in the future?
- How important in your career of interest is the ability to write well?

Enabling Objectives	Activities	Resources
1. Write a letter to request information.	Write business letters to one or more companies to request career-related information.	Microsoft Office: Letter Wizard, Envelope Wizard Writing in the Real World What Color Is Your Parachute? School to Work Handbook Writing in the Real World Communicating Clearly
	Choose a company/business/professional organization of interest, and locate its full mailing address.	Magazines, newspapers, Internet, flyers, brochures, telephone books Making Career Decisions
2. Write a cover letter.	Draft a sample cover letter to accompany a resume.	Choices CD What Color Is Your Parachute? Effective Strategies for Career Success Quick Resume and Cover Letter Book Writing in the Real World School to Work Handbook Job Search Tools Microsoft Word
3. Write a thank-you letter.	Draft a sample note or letter to a company to thank them for filling a request or as a follow-up to an interview.	What Color Is Your Parachute? Networking and Interviewing for Jobs Writing in the Real World www. writinghelp-central.com

1. Developing Pre-Employment Skills

1.8 Interviewing

Task Definition

Interviewing should include:

- Using body language during the interview
- Interview questions
- DO's and DON'Ts during the interview
- Interview follow-up
- Dressing for success
- Personal Hygiene

Process/Skill Questions

- Why is body language important on an interview?
- What types of questions should be asked during the interview?
- Identify types of social skills needed during the interview.
- What steps should be taken after the job interview?
- Why is appearance important during the interview process?
- Why are first impressions the last impressions?

Enabling Objectives	Activities	Resources
1. Discuss tips that will help you have a good interview?	Discuss preparation/research for the interview	<u>Exceptional Interviewing Tips—The Successful Job Interviewee’s Workbook—Cambridge Educational</u> Take this job and Love It! (Video) Interview Magic <u>Job Power: Ace the Interview</u> Employability Skills Book: <u>Interviewing</u> <u>Goof-Proof Interviews</u> <u>Career Portfolio- At a Glance Guide for Students</u>
2. Identify questions commonly asked during the interview.	“What would you say?” Script answers to common interview questions	What Color is Your Parachute? <u>Exceptional Interviewing Tips—The Successful Job Interviewee’s Workbook—Cambridge Educational</u> <u>Networking & Interviewing</u> Employability Skills Books: Interviewing Microsoft Word Activity CD ROM Career Development Software—The School Company Interview Challenge Game Workplace Essential Skill: Interviewing video Interview Magic <u>Job Power: Ace the Interview</u> Employability Skills Book: <u>Interviewing</u> <u>Goof-Proof Interviews</u>
	Review list of hard and soft skills and specific examples from section of resume’	What Color is Your Parachute? <u>Exceptional Interviewing Tips—The Successful Job Interviewee’s Workbook—Cambridge Educational</u>
3. Identify skills needed	Learn the BIG DON'TS	<u>What Color is Your Parachute?</u>

to succeed in the workplace.	Learning to discuss your “negatives”	Finding a Job When Your Past is Not So Hot (video)
4. Model behavior that contributes to a successful interview.	Practice walk, handshake, sitting, rising, eye contact and non-verbal language appropriate for the interview	
	Understand “Legal and Illegal” questions employers may ask.	http://hr.workplace.aol.monster.com/articles/legal
	Discuss “What ifs” in terms of the physical lay-out and other staff present at the interview site	
5. Demonstrate interview skills	Practice mock interviews in three parts: <ol style="list-style-type: none"> 1. Entrance through small talk 2. Interviewer’s questions and answers. 3. Interviewee’s questions and exit 	http://www.geocities.com/optimalbiz/interv.html Video: Make a First Good Impression (JIST) Interviewing (Steck Vaughn)
	Video Tape mock interview-watch and discuss	Video recorder, tape, quiet room
6. List tasks to be completed following the interview.	Interview Follow-up ·Thank You letters ·Telephone calls	
7. Demonstrate how to dress for success.	Clothing: Choosing correct interview clothing	<u>What Color is Your Parachute?</u>
	Learning to Tie a Necktie	Necktie
8. Discuss the important of personal hygiene.	Observed & Question well dressed female/male in business attire	Collection of suitable business or interview clothes First Impressions (video) Looking Sharp (video)
	Learning about proper hygiene	Visit by school nurse

2. Developing Employment Skills

2.1 Federal Forms

Task Definition

Federal Forms should include:

- Completing a W-4
- Completing an I-9
- Obtaining a Social Security Card

Process/Skill Question

- What is the purpose of a W-4 form?
- What is the purpose of an I-9 form?
- **Why do you need a social security card?**
- How do you get a social security card?

Enabling Objectives	Activities	Materials
1. Complete a W-4 form	Complete W4	Understanding Taxes: From W4 to 1040 Dollars & Sense: Taxes
2. Complete an I-9	Complete I9 Watch The Taxpayer's Rights & Responsibilities video	The Taxpayer's Rights & Responsibilities
3. Understand the purpose of a Social Security card and how to obtain one	Obtain Social Security card or copy of card Obtaining birth certificate	www.vitalchek.com Social Security forms
4. Develop an understanding of the Social Security System	Discussion of Social Security System – What is it and how does it work?	Social Security and You – Teacher's Kit

2. Developing Employment Skills

2.2 Benefits

Task Definition

Benefits should include

- Understanding various employee benefits
- Understanding your pay check and deductions
- Understand health insurance
- Understand payroll deduction options
- Understand leave time – sick, vacation, personal
- Understand employee assistance programs

Process/Skill Question

- List the many employee benefits available.
- How do you read your paycheck?
- What deductions are taken from your paycheck?
- Compare health insurance plans.
- How does leave time work?
- What does it mean to “get paid under the table”?
- What are the pros and cons of getting paid under the table?

Enabling Objectives	Activities	Materials
1. Understand the various employee benefits	Discuss various employee benefits: health, sick, dental, vacation, disability, worker’s comp, life insurance, retirement, investments, Social Security, etc. Discuss employee assistance programs	Worker’s Comp brochure <u>Can They Do That?</u> That’s Life-Insurance Education Foundation, Inc. Choice-Chance-Control (multi-media) <u>Job Savvy</u> <u>Succeeding in the World of Work</u>
2. Understand your pay check and deductions	Pay stub discussion and taxes taken out of your check Learn about payroll deduction options	Sample pay stubs Payroll and Paychecks (C.W. Publishers) <u>Job Savvy</u>
3. Understand and compare health insurance plans	Compare health insurance plans offered by local employers Define HMO, PPO and comprehensive plans	Local school and JDC health plans <u>Job Savvy</u>
4. Understand leave time – sick, vacation, personal	Discussion about how to use leave – vacation & sick Discuss when and how to take Professional/personal leave	<u>Job Savvy</u>
5. Discuss getting “paid under the table”	Discuss pros/cons of getting “paid under the table”	

2. Developing Employment Skills

2.3 Professional Correspondence

Task Definition

Professions correspondence includes

- Filing a complain
- Resigning from a job
- e-mail as a business tool
- letters of reference

Process/Skill Question

- What is the appropriate way to file a complaint?
- How do you resign from a job?
- How is e-mail used in business?
- Why are letters of reference important?

Enabling Objectives	Activities	Materials
1. Demonstrate how to file a complaints	Learn how to file an appropriate complaint	<u>Job Savvy</u>
2. Understand what you need to do to resign from a job	Discuss why it's important to give notice/what is appropriate notice	<u>Job Savvy</u>
3. Understand how e-mail is used as a business tool	Discuss use of electronic mail on the job	<u>Job Savvy</u>
4. Understand the purpose of letters of reference from supervisors	Discuss importance of procuring positive references from each employer. (Don't burn your bridges!!)	<u>Job Savvy</u>
5. Demonstrate how to write a business letter.	Write a letter to a business inquiring about a product or service they provide	<u>Job Savvy</u>

2. Developing Employment Skills

2.4. Starting the job

Task Definition

Starting the job includes

- understanding employee handbooks and resources
- understanding skills employers look for

Process/Skill Question

- What is the purpose of Employee Handbooks?
- How do you make a good first impression?
- What is the hierarchy in the workplace?
- What job skills do employers seek?

Enabling Objectives	Activities	Materials
1. Understanding Employee Handbook/Resources	Discuss starting a new job	<u>Careers</u> Job Savvy
2. Understand skills needed for beginning employment	Learn how to make a good first impression Discuss hierarchy of the workplace	“Social Skills on the Job” <u>Job Savvy</u> Employability Skills Book: <u>First Days on the Job</u>
	Discuss what employers/supervisors are looking for/what do they want from you Discuss and practice verbal communication skills needed in employment Learn how lifestyle can effect your work Learn how to get along with your supervisor Learn how to get along with your co-workers Learn about work place ethics Learn to make ethical decisions Learn about common ethical dilemas	<u>Job Savvy</u> <u>Ethics on the Job</u> <u>Succeeding in the World of Work</u> First Job Survival Skills (video)

2. Developing Employment Skills

2.5. Income/Finances

Task Definition

Income/Finances include

- Understanding your paycheck
- Calculating wages

Process/Skill Question

- How do you know if your paycheck is accurate?
- How do you calculate wages?

ENABLING OBJECTIVE	ACTIVITIES	MATERIALS
1. Understand your paycheck	Understanding pay stub	<u>Survival Skills in the World of Work,</u>
2. Demonstrate how to calculate wages	Calculating wages	<u>Payroll and Paychecks</u> The Paycheck Game (video)

2. DEVELOPING EMPLOYMENT SKILLS

2.6 Technology

Task Definition

Technology includes

- Basic office technology – faxing, copying, computers, phones
- Technology vocabulary

Process/Skill Question

- How do you use basic office equipment; fax machine, copy machine, computer, and phone system?
- Define the vocabulary used in technology.

ENABLING OBJECTIVE	ACTIVITIES	MATERIALS
1. Demonstrate how to use basic office technology	Teach student to use basic office technology	Faxing Copying Computer Phone Scanner Smartboards
2. Define technology vocabulary		
3. Demonstrate the use of Microsoft Office suite	Create spreadsheets, databases, power point presentations, word documents, and brochures	Microsoft Office

2. Developing Employment Skills

2.7. Keeping The Job

Task Definition

Keeping the job should include:

- Job evaluations
- Job expectations
- Social skills needed in the workplace
- Networking skills

Process/Skill Question

- Why are job evaluations important?
- What do employers expect from employees?
- What role does social skills play on the job?
- How is networking a necessary job skill?

ENABLING OBJECTIVES	ACTIVITIES	MATERIALS
1. Understand the purpose of a job evaluation	Discuss job evaluation job forms and why/when you are evaluated.	Sample job evaluation forms <u>Job Keeping Skills</u> <u>Job Savvy</u> <u>Keep Your Job</u> First Job Survival Skills (video)
2. Understand the expectations the employer has of the employee	Learn about Time management, Dependability, Following rules, Ability to be a team player, Workplace ethics, etc.	<i>Take this job and love it</i> (video) <i>Eight Easy Ways to Lose a Job</i> (video) Janus Employability Skills Program <u>Job Savvy</u> <u>Succeeding in the World of Work</u>
3. Demonstrate social skills needed for successful employment	Discuss and role play possible awkward social situations (greeting bosses/customers, gossip, rumors, complaints, parties, asking for help, etc.) Discuss morality in the workplace List possible conflicts one might face Role play work situations	“ <i>Social Skills on the Job</i> ” (video) Paper Plates to Silver Spoons (video) <u>Job Savvy</u>
4. Understand the purpose of networking on the job	Discuss establishing positive working relationships	<i>Top 9 ½ Ways to Resolve Conflicts on the Job</i> (Video)

2. Developing Employment Skills

2.8. Employment Laws

Task Definition

Employment laws should include:

- American's with Disabilities Act
- Workplace rights and responsibilities
- Harassment law
- Labor laws – Federal and State
- Federal employment agencies

Process/Skill Question

- Explain the American's with Disabilities Act.
- What are employee rights and responsibilities?
- How does sexual harassment affect the workplace?
- What are the Child Labor Laws and why are they important?
- What is the purpose of OSHA?
- What is the purpose of EEOC?

ENABLING OBJECTIVE	ACTIVITIES	MATERIALS
1. Understand the laws the govern employment	Discuss American's with Disabilities Act	ADA Handbook
	Discuss workplace rights and responsibilities: sexual harassment, unemployment, unions, federal and state labor laws, etc. Discuss the Privacy Act	<u>Can They Do That?</u> <u>Job Savvy</u> Posters from Department of Labor www.usdol.gov
	Discuss Federal employment agencies: Occupational Safety and Health Administration (OSHA), Equal Employment Opportunity Commission (EEOC)	Phone books <u>Can They Do That?</u> <u>Job Savvy</u> <u>Succeeding in the World of Work</u>

2. Developing Employment Skills

2.9. Career Changing

Task Definition

Career changing should include:

- Job changes due to quitting, lay-offs, being fired
- Career ladders and career progression
- Post secondary training and education
- Retirement and retirement planning

Process/Skill Question

- What are reasons people change careers?
- What is the progression of a career ladder?
- How do you obtain job training beyond high school?
- What is the need for retirement planning?

ENABLING OBJECTIVE	ACTIVITIES	MATERIALS
1. Understand the need to change careers	Discuss changing jobs – quitting, lay-offs, being fired	<u>Careers, 23</u> <u>Job Savvy</u>
2. Understand the progression of a career	Discuss Career ladders and career progression	Choices CDROM College brochures
3. Identify ways to obtain training and/or education beyond high school	Discuss obtaining post secondary education, additional training, continuing Education	Choices CDROM College brochures
4. Discuss retirement and the need for retirement planning	Discuss Retirement and planning for retirement	<u>Personal Finance for Dummies –</u> Eric Tyson (IDG Books)

3. Independent Living Skills

3.1 Inter/Intra-Personal Relationships: Getting to Know Yourself

Task Definition

Inter/Intra-Personal Relationships - Getting to Know Yourself should include:

- Character Education
- Self advocacy
- Problem solving
- Goal setting
- Defining self

Process/Skill Questions

- Define positive character traits.
- Identify your character traits.
- Why is self-advocacy important?
- What are the steps in problem solving?
- Why is it important to set goals?
- Identify the roadblocks to achieving your goals.
- How do people develop good self-esteem?

ENABLING OBJECTIVE	ACTIVITIES	RESOURCES/MATERIALS
1. Identify character traits	Read and discuss text	<u>Skills in Independent Living</u>
	Define and discuss positive selected character traits	<u>Love and Life at the Movies</u> (workbook)
	Read Selection from Auto. Of Ben Franklin, Moral Perfection	“Key Largo” (video) “Character Counts”
	Select 3 character traits to improve upon and make a poster of those to post as a reminder	(www.charactercounts.org) “Valuing Yourself and Others”
	Write a parable/fable illustrating one of the students chosen traits and illustrate. Combine in a book for all.	<u>Elements of Literature</u> . Gr. 11, p. 78-79
	List character traits and personal examples of when demonstrated and witnesses.	
2. Understand self advocacy	Define and discuss Self Advocacy/Self Determination	
3. Understand the problem solving process	Work through several teen dilemmas using problem solving steps	
4. Develop a goals setting action plan	List short and long term goals an steps to achieve each	
	Develop an Action Plan	
	Identify roadblocks to achieving goals	

5. Define self	Complete Self-Esteem Checklist	<u>Self Esteem and Conflict Solving Activities</u> “Big Changes/Big Choices, Handling Emotions, Respecting Others, Enhancing Self Esteem” <u>101 Activities that Build</u>
	Complete an exercise in discovering feelings	
		Project UNITE Action Plan The Caring Circle The Caring Circle (Teacher’s Workbook) “Monopoly” “Game of Life”

3. Independent Living Skills

3.2 Wellness/Health

Task Definition

Wellness-health should include

- Understanding basic and preventable health care
- Understanding health insurance

Process/Skill Questions

- Why is good health important?
- What are communicable diseases?
- How can communicable diseases be prevented?
- What are elements of preventative medicine?
- What is health care and why is it important?

ENABLING OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the elements of good health care	Read and discuss text Participate in a weekly health class	<u>Skills in Independent Living</u>
	Develop an understanding of washing clothes	“Gone with the Wash” video
2. Understand the consequences of sexual activity	Discuss premarital sex	Reasonable Reasons to Wait (workbook)
3. Understand Communicable Diseases (TB, Lice, Hep. B)	Recognize the symptoms, treatments, preventions and consequences involved in STD’s Learn about different kinds of doctors and health professionals and those in individual communities	“Sexual Health Today” (slides) Phone books
4. Understand preventative medicine	Learn about elements of “physicals” first hand through demonstrations and hands-on experience Learn how to take blood pressure Certify in CPR	Visit with nurse in the clinic Center Nurse
4. Understand health insurance	Learn about various medical options in the communities (health departments, clinics with extended hours, emergency rooms, etc.) Compare various health insurance options Discuss consumerism in the medical field	Center Nurse Phone books “Next Generation Insuring the Future” video Local school and center employee forms

3. Independent Living Skills

3.3 Wellness/Family

Task Definition

Family wellness should include

- Developing a good family structure
- Developing good parenting skills

Process/Skill Questions

- What makes a successful family?
- Why is a successful family important?
- What are the responsibilities of parenting?

ENABLING OBJECTIVES	ACTIVITIES	MATERIALS
1. Understand family dynamics	Develop an understanding of how to handle stressful family situations and family harmony Understand the dynamics of a successful family life	“Violence Prevention Skills” Lessons 13-15 “Guide to Surviving in a Troubled Family”, Breakthrough Strategies to Teach and Counsel Troubled Youth (www.youthchg.com) Sounder (video) Love and Life at the Movies Guide
2. Develop an understanding of good parenting skills	Learn about the birth process Discuss responsibilities of teenage parenthood Develop an understanding of parenting	“Preview of a Birth” (video) “Achieve! Success for Young Fathers” (4 videos) “Fatherhood USA” (video) Teen Parenting Series (5 books and guide) Do I Have a Daddy? Too Soon for Jeff Teen Fatherhood Looking for Love: Teenage Parents” (video) “First Comes Love” (video)

3. Independent Living Skills

3.4 Wellness/Personal Management

Task Definition

Personal management skill should include

- Learning to manage your time
- Learning to manage stress
- Learning to manage anger

Process/Skill Questions

- Why is it important to be able to manage your time?
- Why is it important to manage stress?
- Why is it important to manage your anger?
- How does being able to manage yourself help you become successful?

ENABLING OBJECTIVES	ACTIVITIES	RESOURCES
1. Develop time management skills	Read and discuss chapters in text	<u>Skills for Independent Living</u>
2. Understand the changes of adolescence.	Review characteristics of adolescence Brainstorm changes in teenage life and ways of dealing with them	“Breakthrough Strategies to Teach and Counsel Troubled Youth” <u>Stress Management & Self Esteem Activities</u>
3. Develop stress management skills	Understand causes of stress Brainstorm ways to relieve stress in everyday life and while in detention. (e.g. time management, relaxation, goal setting, etc.) Write own version “ How to Relieve Stress at [YOUR COUNTY] Detention Center” Take evaluation to determine individual level of stress Learn about the dangers of stress in lives	The Relaxation and Stress Reduction Workbook Charter Hospital Guide Barksdale Personal Stress Evaluation <u>Violence Prevention Skills</u>

4. Develop anger management skills	Learn about anger styles & identify your own anger style/triggers Keep an anger diary Create an individual anger management project-written or poster Discuss meta-cognition and positive thinking Practice rewording negative thoughts and messages Practice anger management techniques	<i>Life management Skills</i> Beat Stress with Strength <u>Violence Prevention Skills</u> <i>Life management Skills</i> Beat Stress with Strength <u>Violence Prevention Skills</u> <u>Building Personal Power</u> (video) <u>Skills for Managing Anger</u> Strategies for Anger Management
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3. INDEPENDENT LIVING SKILLS

3.5 Wellness/Nutrition

Task Definition

Wellness – Nutrition should include:

- Eating healthy
- Planning and preparing healthy meals

Process/Skill Questions

- Why is healthy eating important?
- What factors do you consider when planning healthy meals?

ENABLING OBJECTIVES	ACTIVITIES	RESOURCES
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<p>1. Develop a healthy eating plan</p>	<p>Learn about the benefits of maintaining a well balanced diet Learn about healthy/economical eating Keep a daily food intake diary for 1 week and evaluate your diet</p>	<p><u>Skills for Independent Living,</u> Life Management Skills Life Management Skills USDA online (Food Pyramid Guide) “A New Look at Pork” (video) “The Great Food Fight” (video)</p>
<p>2. Planning and preparing healthy meals for a family or self</p>	<p>Develop a cookbook of simple, healthy dishes Plan healthy meals for a family Read recipes for nutrition and substitutions Understand food labeling, ingredients, nutrients, servings, and calories Shop grocery ads for a week’s worth of healthy menus. Using \$35 for a family of one adult, an infant and a pre-school age child.</p>	<p>Cookbooks Labels from (real) food products Grocery ads Trip to grocery store</p>

3. INDEPENDENT LIVING SKILLS

3.6 Wellness/Community Resources

Task Definition

Wellness – Community Resources should include:

- Government agencies
- Private community agencies
- Recreation and social groups

Process/Skill Questions

- Identify government agencies at both the State and Federal level.
- What services do government agencies provide?
- Identify private agencies in your community.
- What services do private community agencies provide?
- What recreation and leisure facilities are in your community?

Enabling Objective	<i>ACTIVITIES</i>	<i>MATERIALS</i>
1. Identify Government and Private agencies and the services they provide.	Read and discuss text Learn about government agencies Learn about community resources that help families (e.g. United Way)	<u>Skills in Independent Living</u> Phone Book “The Future is Ours-So What?” (video) BBB Guides Chamber of Commerce Directories United Way brochures and newspaper clipping
2. Identify recreation and individual leisure facilities in your community	Locate help in the phone books Look at membership options in groups, clubs, and centers in individual communities Brainstorm acceptable leisure activities in individual communities	Phone Books Recreation Center/YMCA schedules Brochures on State Parks

3.INDEPENDENT LIVING SKILLS

3.7 Self Sufficiency: Housing

Task Definition

Self Sufficiency – Housing includes:

- Knowing your housing options
- Locating housing
- Completing an apartment application
- Buying a house
- Furnishing your home
- Maintaining your home

Process/Skill Questions

- What housing options are available in your community?
- How do you rent an apartment?
- How do you purchase a home?
- How do you furnish a home?
- What is involved in keeping a home maintained?

ENABLING OBJECTIVE	ACTIVITIES	RESOURCES/MATERIALS
1. List housing options in your community	Review housing options for a young adult	<u>I Need a Place to Life</u> – Activities for real life learning <u>Career Choices</u> – Academic Innovations
2. Demonstrate how to locate appropriate housing.	Practice reading the For Rent ads in a paper	Newspapers <u>Career Choices</u> – Academic Innovations
3. Demonstrate an understanding of how to complete a rental application and understand a rental lease.	Review materials given and required of an applicant from a local apartment complex.	New tenant package <u>Career Choices</u> – Academic Innovations
	Read and define terms of an application and lease.	Sample applications Choices and Decisions, VISA www.consumerjungle.org
4. Understand the process involved in buying a house.	Look at houses for sale in local communities	Newspapers and Brochures
	Learn about buying a house	Real Estate agent (speaker) Practical Money Skills for Life
5. Develop a plan for furnishing a home.	List furnishings for an apartments for themselves and a roommate-“Bare Bones”	
	Price items in an apartment	Catalogs, newspapers, circulars
	Discuss ways of finding free/cheap furnishings	

	Check out yard sales/furniture/appliance sales in the classified sections	Newspapers
	Learn to budget for living on your own	Practical Money Skills for Life <u>Career Choices – Lifestyle Math</u>
	Look at apartment guide for various communities	Apartment guides from supermarkets
6. Understand the elements involved in home maintenance.	Discuss cleaning and maintenance	Various HOW-TO Guides

3. INDEPENDENT LIVING SKILLS

3.8 Self Sufficiency: Transportation

Task Definition

Self Sufficiency – Transportation should include:

- Public and private transportation options
- Reading schedules for public transportation
- Map reading
- Using the internet for travel
- Services provided by DMV

Process/Skill Questions

- How do you buy a car?
- Why is automobile insurance important?
- What are the pros and cons of public transportation?
- Why is it necessary to be able to read a map?
- How can the Internet be a valuable tool in travel?
- What services are provided by DMV?
- How do you access DMV services?

Enabling Objective	ACTIVITIES	RESOURCES/MATERIALS
1. Demonstrate skills needed for private transportation (your own car)	Learning how to buy and care for a car	“Consumer Reports” Blue Book <u>Cars and Drivers</u> workbook <u>Cambridge Car Buying System</u> (video)
	Reviewing DMV manuals and regulations for teen drivers	DMV Manual DMV: 800-367-0046 to request driving books
	Learn about auto insurance Create an Access database representing a new car hunt based on 5 cars using the Kelly Blue Book, bank and insurance company websites	Handouts from State Farm Insurance agent Kelly Blue Book Bank and Insurance websites
2. Demonstrate an understanding of public	Read public transportation schedules	Amtrak, plane and bus schedules

transportation-schedules and options	Discuss public transportation options in individual communities	
3. Demonstrate an ability to read a map.	Learn to read a road map	VA road map
4. Demonstrate how the internet can be used in travel.	Access Internet sites for maps	www.mapquest.com
	Learn to make reservations on-line	Airline and travel consolidator sites
5. Understand services provided by DMV and how to access these services.	Obtaining a picture ID, a permit, a license and Registering to vote	DMV Application DMV: 800-367-0046 to request driving books

3. INDEPENDENT LIVING SKILLS

3.9 Self Sufficiency: Finances

Task Definition

Self Sufficiency – Finances should include:

- **Budgeting**
- **Banking skills**
- **Loans**
- **Credits cards**
- **Taxes**
- **Insurance**

Process/Skill Questions

- **Why do you need to budget your money?**
- **How do you prepare a budget?**
- **What services do banks provide?**
- **How do you maintain various bank accounts?**
- **What are the types of loans and how do they work?**
- **How do you maintain credit cards responsibly?**
- **What taxes do you have to pay?**
- **How do you file Federal and State tax returns?**
- **Why is insurance important?**

Enabling Objectives	ACTIVITIES	RESOURCES/MATERIALS
1. Develop a monthly budget.	Learn how to budget your income	Skills for Independent Living <u>Dollars and Sense</u> – Budgeting CD <u>Career Choices</u> <u>Career Choices – Lifestyle Math</u> <u>Skills for Independent Living</u> Living on a Budget (video)
	Perform a simulated budget activity	<i>Managing Your Money</i>
	Learn various budget keeping forms	EXCEL, Quicken, commercial budget books
2. Demonstrate skills needed to open and maintain bank accounts.	Learn how to open and maintain a checking account	<u>Introduction to Personal Banking</u> ,
	Research and compare current banking programs	Internet banking sites
	Decide and practice on an official signature	Signature card and applications from real bank
	Learn to write checks	<u>Master Your Future</u> , MasterCard Choices and Decisions, VISA Practical Money Skills for Life
	Learn how to balance a checkbook	How to Do Banking <u>Your Checking Account</u>
Learn about on-line banking		

	Learn to use an ATM wisely	
	Learn about saving accounts, CD's	Master Your Future Life Skills Literacy – Things to Know About Spending and Saving Money
3. Understand various types of loans	Learn about different kinds of loans	<u>Consumer Loans and Credit Cards,</u> Be Credit Wise
	Pretend you're a money lender	Check Mates Café & Now You're the Lender (video)
4. Understand the responsibilities of having a credit card.	Learn about credit and credit cards Learn about Federal taxes Learn about State taxes	Master Your Future Choices and Decisions Dollars and Sense – Taxes (CD)
	Compare various credit card applications and terms	Collected junk mail Various Federal Reserve Brochures
5. Understand various Federal, State, and local taxes	Learn about personal property taxes, Federal income tax, and State income tax	State and federal forms <u>Understanding Your Income Taxes</u> <u>Taxes, Taxes, Taxes</u>
	Learn about varied real estate taxes and dog licenses by county	Rates from the Internet (County WEB sites)
	Compute sales and food taxes (and tips)	
6. Develop an understanding of various types of insurance	Learn about Life insurance, health insurance, home insurance, auto insurance	“Insuring Your Future” video, poster, magazine

3. INDEPENDENT LIVING SKILLS

3.10 Self Sufficiency: Consumerism

Task Definition

Self Sufficiency – Consumerism should include:

- Being a smart consumer
- Consumer rights and responsibilities
- Consumer resources

Process/Skill Questions

- How does advertising affect consumer decisions?
- What rights do you have as a consumer?
- What responsibilities do you have as a consumer?
- What resources are available to help consumers?

Enabling Objective	ACTIVITIES	RESOURCES/MATERIALS
1. Understand how to be a smart consumer	Research various products and report to class	"Consumer Reports"
	Become aware of advertising gimmicks/propaganda/consumer awareness	Practical Money Skills for Life
2. Explain consumers' rights and responsibilities	Learn about consumer rights and your privacy	Practical Money Skills for Life
	Preventing Identify theft	
	Learn about the Chamber of Commerce, BBB, Attorney General, and media help desks	<u>The People's Guide to Civil Law</u> Newspapers BBB WEB site Chamber of Commerce Guide

3. INDEPENDENT LIVING SKILLS

3.11 Inter/Intra-Personal Relationships: Communication Skills

Task Definition

Inter/Intra-Personal Relationships - Communication skills should include:

- Type of communication: self-talk, verbal and non-verbal communication
- Choice of words
- Passive aggressive communication
- Communication skills needed in anger and conflict
- Locus of control

Process/Skill Questions

- What is the purpose of positive self-talk?
- Describe verbal and non-verbal communication.
- Why is choice of word important in communication?
- Describe passive aggressive communication.
- Describe communication skills needed in anger and/or conflict management.
- Describe locus of control.

ENABLING OBJECTIVE	ACTIVITIES	RESOURCES/MATERIALS
1. Understand the types of communication	Read and discuss text	<u>Skills in Independent Living</u>
	Discuss and practice “self-talk”	Effective Communication Skills (book & video)
	Discuss verbal and non-verbal communication	
	Practice communicating w/o words	Life Management Skills
	Discuss choice of words in communication-cursing, street slang, etc.	The Art of Effective Communication
	Learn the difference in passive/aggressive communication Develop adequate listening skills	Life Management Skills Basic Listening Skills (workbook)

<p>2. Understand communication skills needed dealing with anger and conflict</p>	<p>View related video Break into small groups and play related games</p>	<p>Expressing Anger: Healthy vs. Unhealthy <u>Resolving Conflict: A Handbook for Students</u> Breaking The Chains of Anger (game)</p>
<p>3. Describe locus of control</p>	<p>Discuss peer pressure and “Who’s in Control”</p>	<p>Breakthrough Strategies to Teach and Counsel Troubled Youth</p>
<p>4. Understand how to communicate Via the computer</p>	<p>Cyber safety</p>	

3. INDEPENDENT LIVING SKILLS

3.12 Inter/Intra-Personal Relationships: Citizenship

Task Definition

Inter/Intra-Personal Relationships – Citizenship should include:

- **The Constitution and Bill of Rights**
- **Voting**
- **Civic Responsibilities**

Process/Skill Questions

- **What are the Constitution and the Bill of Rights?**
- **Why are the Constitution and Bill of Rights important?**
- **Why is it important to vote?**
- **How do you register to vote?**
- **What are your responsibilities as a registered voter?**
- **What are your civic responsibilities as a U.S. citizen?**

ENABLING OBJECTIVE	ACTIVITIES	RESOURCES/MATERIALS
1. Understand the purpose of the Constitution/Bill of Rights	Read and discuss text	<u>Skills in Independent Living</u>
	Review Bill of Rights and their application to our lives	Copy of the Constitution <u>Real Life Citizenship</u> Peoples Guide to Civil law Bill of Rights-worksheet “Democracy, Law and Justice”
2. Understand the importance of voting rights in democracy	Discuss voting regulations and political parties	<u>Lessons in the Law</u> <u>VA School Law, DOE</u> Voter Registration forms Selective Service forms Real Life Citizenship
3. Understand your civic responsibility as a U.S. citizen	Learn about responsibilities of citizenship (responding to jury duty, laws for selective service, paying taxes, obeying civil and criminal laws, etc.)	American Promise (Farmer’s Insurance)- videos and worksheets