

# Life Skills Guidebook Competencies, Performance Indicators, Resource Activities and Resources by Domain

## Resources Referenced in the Life Skills Guidebook

The following abbreviations are used throughout the Guidebook to refer to activity resources.

- MIOYO..... Making It On Your Own- a workbook for youth
- CLSA .....Creative Life Skills Activities and Resources – A collection of 100 group Activities and Resources
- LSASSN .....Life Skill Activities and Resources for Secondary Students with Special Needs – 190 ready-to-use lessons with reproducible worksheets.
- SSASSN.....Social Skills Activities and Resources for Secondary Students with Special Needs – 180 ready-to-use worksheets.
- MP .....Know Where I’m Going (But Will My Cash Keep Up?) & Money Pals (Being Cool with Money)
- MP Guide.....Caregiver’s Handbook for I Know Where I’m Going & But Will My Cash Keep Up?  
Free from : <http://www.aecf.org/publications/data/caregiver2.pdf>
- OP- Our Place .....Video curriculum with 16 units for group Activities and Resources or CD Curriculum
- PTC .....Power Through Choices – A curriculum targeted to youth in foster and group care teaching sexuality education.
- RSF .....Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills—Strategies for foster parents to use to teach life skills as part of daily life.
- STH .....How to Survive Teaching Health – Games, Activities and Resources, and worksheets for grades 4-13.
- TT.....Teacher’s Toolkit – A collection of tax related resources (free)  
<http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html>
- C&D.....Choices & Decision – Software worksheet and quizzes (free)  
<http://www.intramurals.ca/programs/cd/newpage4.html>  
or <http://www.practicalmoneyskills.com/index.php>
- NAT .....Nutritional Analysis Tool 2.0 – Web based calculator. (free) <http://nat.crgq.com>
- BAC .....Teacher’s Fight BAC- Educational kit for grades 4-6. (free) [http://www.fightbac.org/grades\\_4\\_8.cfm](http://www.fightbac.org/grades_4_8.cfm)
- ILRC-MMC .....Independent Living Resource Center the Hunter College School of Social Work- Money Management Curriculum
- NJGH .....New Jersey’s Greatest Hits

### Life Skills Guidebook

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NYSGH.....New York State Greatest Hits (108-143)  
OS .....The OnWard Series; Independent Living Skills, CDHS, Buffalo State College  
REF .....Reference Material Only – Web site containing information about the competency to be used in developing an activity. The web address is listed in the activity column. These references are also included in Appendix A.

# 1. Daily Living Tasks Domain

## Nutrition

Competencies	Performance Indicators	Activities and Resources
1.1 Knows and understands the basic food groups. (2,3,4)	<ul style="list-style-type: none"> <li>a. Define the three main groups (e.g., carbohydrates, proteins, and fats).</li> <li>b. List foods found in each group.</li> <li>c. Identify the recommended number of servings per day from each food group.</li> <li>d. Explain the nutritional benefit of each food group.</li> <li>e. Explain in own words the meaning of “good nutrition.”</li> </ul>	<p>MIOYO, Planning Healthy Meals, p.28.            CLSA, Activity 53, Food Game            RSF, Nutrition #1            OS, Self Care Manual pgs. 25-30</p>
1.2 Knows and understands the relationship between what one eats and nutrition. (2,3,4)	<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. Explain the need for moderation and balance when planning a healthy diet.</li> <li>d. Show respect for others’ opinions and cultural differences when identifying personal food choices.</li> </ul>	<p>NAT  <a href="http://nat.crgq.com/">http://nat.crgq.com/</a>            STH, Unit 4, Activities and Resources 4-11, p.100-103.            RSF, Nutrition #2            OS, Self Care Manual pgs. 25-30</p>
1.3 Knows and understands that nutrition impacts physical and emotional health. (2,3,4)	<ul style="list-style-type: none"> <li>a. Appreciate how one’s daily eating habits impact one’s overall wellness.</li> <li>b. Explain how daily eating habits can lead to serious health problems, e.g., high blood pressure, heart disease, and diabetes.</li> <li>c. Describe how food choices can impact physical conditions (e.g., allergies, migraine headaches, and diabetes, <b>high cholesterol</b>, etc.).</li> </ul>	<p>REF – Life Time of Healthy Eating -  <a href="http://www.oznet.ksu.edu/library/fntr/2/samplers/ncr598h.htm">http://www.oznet.ksu.edu/library/fntr/2/samplers/ncr598h.htm</a></p>

## Nutrition *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.4 Is able to evaluate one's diet for nutritional content. (4)	<ul style="list-style-type: none"> <li>a. Describe how vitamins and minerals relate to nutritional content.</li> <li>b. Explain the daily-recommended vitamin and mineral intake for adults.</li> <li>c. Explain the daily-recommended vitamin and mineral intake for children.</li> <li>d. Appreciate that vitamins and minerals can be gained from both natural foods and from artificial supplements.</li> <li>e. Analyze the pros and cons of using supplements as a vitamin source.</li> <li>f. Describe how different foods impact health.</li> <li>g. Evaluate one's diet for vitamin and mineral intake and nutritional balance <b>(e.g. vegetarian, food allergies, etc.)</b></li> </ul>	REF- Produce Oasis- <a href="http://www.produceoasis.com/">http://www.produceoasis.com/</a> STH, Unit 4, Activity 11, p.102-103. RSF, Nutrition #3 OS, Self Care Manual pgs. 31-40
1.5 Knows and understands the impact of "snacking" on nutrition. (2,3,4)	<ul style="list-style-type: none"> <li>a. Recognize the value of snacks in the lifestyle of most Americans.</li> <li>b. Describe occasions during the day when a snack is appropriate.</li> <li>c. Distinguish between healthy snacks and unhealthy snacks.</li> <li>d. Appreciate the health and nutritional risks involved in snacking.</li> </ul>	MIOYO, Compare These Snacks, p.63. STH, Unit 4, Activity 12, p.105-106. OS, Self Care Manual pgs. 41-54
1.6 Knows how to read food labels for nutritional information. (3,4)	<ul style="list-style-type: none"> <li>a. Explain why it is important to read nutritional information on food packaging.</li> <li>b. Explain which is the largest ingredient in the product.</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>	MIOYO, Use Nutritional Labels, p.62. RSF, Nutrition #4 OS, Self Care Manual pgs. 41-54

## Menu Planning

Competencies	Performance Indicators	Activities and Resources
<p>1.7 Is able to plan a simple nutritious meal with supervision. (2,3,4)</p>	<p>a. Recognize the resources available for meal planning (e.g., cookbooks, and recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/ Internet, <b>local supermarkets, and pre-packaged foods</b>).</p> <p>b. . Appreciate individual dietary needs and cultural preferences when planning meals (<b>e.g., vegetarian, food allergies, vegen, etc.</b>).</p> <p>c. . Use a nutritional guide to plan a meal, e.g. food pyramid.</p> <p>d. d. Develop a nutritious meal plan.</p>	<p>REF- Meal Planning - <a href="http://www.my-meals.com/">http://www.my-meals.com/</a>            NJGH, Food Preparation Hit #23            NJGH-Creative Cooking with Pillsbury Cookies Hit #24            RSF-Meal Planning #2            OS, Self Care Manual 10 pgs. 41-54</p>
<p>1.8 Is able to plan a week of nutritious and economical meals with supervision. (3,4)</p>	<p>a. Respect cultural diversity when planning a menu for one or for others.</p> <p>b. Use a nutritional guide to plan meals for a week (e.g. food pyramid).</p> <p>c. Create a shopping list specifying the items and quantity for the 7-day menu.</p> <p>d. Calculate the cost of the 7-day menu.</p> <p>e. Compare the costs of cooking and eating out.</p> <p>f. Respect the need to plan meals within one’s budget.</p>	<p>MIOYO, Planning a Menu, p.29.            RSF-Meal Planning #2</p>

**Menu Planning** *(continued)*

<b>Competencies</b>	<b>Performance Indicators</b>	<b>Activities and Resources</b>
<p>1.9 Is able to plan a week of nutritious and economical meals without supervision. (4)</p>	<p>a. Use a nutritional guide to plan meals for a week (e.g. food pyramid).            b. Create a shopping list specifying the items and quantity for the 7-day menu.            c. Calculate the cost of the 7 day menu            d. Make modifications to the menu to stay within a budget.            e. Evaluate the menu plan.            f. Describe when and why one would ask for help in making meal plans.</p>	<p>MIOYO, Planning a Menu, p.29.            RSF-Meal Planning #3</p>

## Grocery Shopping

Competencies	Performance Indicators	Activities and Resources
1.10 Knows and understands ways to grocery shop economically. (2,3,4)	<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. Describe the advantages and disadvantages of buying in bulk.</li> <li>d. Explain when and where to shop for bargains (e.g., sales, specials and discounts).</li> <li>e. Explain unit price information for two grocery items.</li> </ul>	MIOYO, Preparing a Shopping List, p.30. NJGH, Supermarket Survey Hit #57 RSF-Grocery Shopping #5 RSF-Grocery Shopping #6 PRSF-Grocery Shopping #7
1.11 Knows how to evaluate grocery items for freshness, nutritional value, and economy. (3,4)	<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 (e.g., fruits, vegetables, seafood, poultry, and meats).</li> <li>c. Use unit pricing and product label information to select the best buy.</li> <li>d. Demonstrate the selection of three grocery items for freshness, nutritional value and economy.</li> <li>e. Appreciate the potential economic and nutritional benefits of purchasing produce at local farmers' markets.</li> <li>f. Compare the freshness, nutritional value, and economy of shopping in large supermarkets, convenience stores, bodegas, cooperatives farmers' markets, <b>home grown fruits or vegetables, and/or superstores – Wal-Mart, k-mart, target, etc.</b></li> </ul>	MIOYO, Unit Pricing, p.31. RSF-Grocery Shopping #8 OS, Self Care Manual 10 pgs. 41-54
1.12 Knows how to grocery shop for a week within a budget. (3,4)	<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, <b>check expiration dates, return spoiled products, etc.</b>).</li> <li>c. Demonstrate grocery shopping.</li> <li>d. Evaluate the grocery shopping experience.</li> </ul>	RSF-Grocery Shopping #3

### Grocery Shopping *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.13 Is able to grocery shop for a week within a budget. (4)	a. Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods). b. Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop, <b>check expiration dates, return spoiled products, etc.</b> ). c. Grocery shop for a week without supervision. d. Evaluate the grocery shopping experience.	RSF-Grocery Shopping #9

### Meal Preparation

Competencies	Performance Indicators	Activities and Resources
1.14 Knows and understands the names and uses of kitchen utensils and equipment. (2,3,4)	a. Describe which utensils, appliances, and equipment are necessities and which are luxuries. b. Describe how to use available appliances <b>in a safe manner</b> (e.g., oven, toaster, microwave, and dishwasher). c. Describe how and when to use kitchen utensils in a safe manner (e.g., knives, grater, peeler). d. Recognize the need to store kitchen utensils in a safe and organized manner so that they can be located and used efficiently and effectively.	REF- The Cook's Thesaurus- <a href="http://www.switcheroo.com/">http://www.switcheroo.com/</a>

**Meal Preparation** *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.15 Knows and understands the importance of maintaining kitchen appliances. (3,4)	<ul style="list-style-type: none"> <li>a. Appreciate the need to keep a file of instruction booklets and warranties for kitchen appliances.</li> <li>b. Describe how to keep kitchen appliances clean.</li> <li>c. Know who to call for appliance repairs and service.</li> </ul>	REF- The Cook’s Thesaurus- <a href="http://www.switcheroo.com/">http://www.switcheroo.com/</a>
1.16 Is able to use the available kitchen equipment to prepare and cook a simple meal or snack. (2,3,4)	<ul style="list-style-type: none"> <li>a. Demonstrate the appropriate use of all available utensils, pots, and pans when preparing a meal or snack with supervision.</li> <li>b. Demonstrate the appropriate use of available kitchen appliances when preparing a meal or snack with supervision.</li> </ul>	REF- The Cook’s Thesaurus- <a href="http://www.switcheroo.com/">http://www.switcheroo.com/</a>
1.17 Knows and understands how to prepare food safely. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe the importance of keeping all surfaces and one’s hands clean through out the cooking process.</li> <li>b. Describe how improper cooking and handling of food can cause physical illness.</li> <li>c. Describe safe ways to defrost, clean, and cook meats and vegetables.</li> <li>d. demonstrate safe ways to prepare meats and vegetables.</li> </ul>	BAC <a href="http://www.fightbac.org/grades_4_8.cfm">http://www.fightbac.org/grades_4_8.cfm</a> REF-Produce Oasis- <a href="http://www.produceoasis.com/">http://www.produceoasis.com/</a>

## Meal Preparation *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.18 Can read and follow a recipe with supervision. (2,3,4)	<ul style="list-style-type: none"> <li>a. Translate abbreviations commonly used in recipes (e.g., tsp.).</li> <li>b. Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon, and quart).</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, <b>bake, broil, roast, mix, stir, beat, etc.</b>).</li> <li>d. Identify and measure the ingredients called for in the recipe.</li> <li>e. Select the utensils and equipment needed to complete a recipe.</li> <li>f. Appreciate the importance of accurate timing in following a recipe.</li> <li>g. Use a clock or timer to correctly follow recipe directions.</li> </ul>	REF- Glossary of Cooking Terms <a href="http://www.goodstuffonline.com/glossary.html">http://www.goodstuffonline.com/glossary.html</a> REF- Measurement Conversion Tables - <a href="http://www.my-meals.com/">http://www.my-meals.com/</a> REF- Recipes <a href="http://homecooking.about.com/cs/recipesitesae/">http://homecooking.about.com/cs/recipesitesae/</a> RSF-Meal Preparation #2
1.19 Can develop and maintain a personal recipe file. (2,3,4)	<ul style="list-style-type: none"> <li>a. Know where to locate reliable recipes (e.g., cookbooks, magazines, television shows, Internet, food packages, newspapers, friends and relatives).</li> <li>b. Create a personal recipe file of favorite recipes.</li> <li>c. Record recipes.</li> </ul>	REF- Recipe Center- <a href="http://www.my-meals.com/">http://www.my-meals.com/</a> RSF-Meal Preparation #3
1.20 Knows how to select and modify recipes with supervision. (3,4)	<ul style="list-style-type: none"> <li>a. Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty).</li> <li>b. Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener).</li> <li>c. Appreciate the various tastes that spices add to recipes.</li> <li>d. Demonstrate how to change a recipe (<b>e.g. increase or decrease serving based on number of people</b>).</li> </ul>	REF- Recipe Center- <a href="http://www.my-meals.com/">http://www.my-meals.com/</a> RSF-Meal Preparation #3

**Meal Preparation** *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.21 Is able to prepare a week of nutritious and economical meals with supervision. (3)	<ul style="list-style-type: none"> <li>a. Select the meals to be prepared each day.</li> <li>b. Identify the ingredients, utensils, and equipment needed for each meal.</li> <li>c. Schedule meal preparation so that all items are ready at the same time.</li> <li>d. Complete the meals using the ingredients, utensils, and equipment.</li> <li>e. <b>Evaluate the weekly menu for modifications.</b></li> </ul>	REF- Recipe Center- <a href="http://www.my-meals.com/">http://www.my-meals.com/</a> RSF-Meal Preparation #5
1.22 Is able to prepare a week of nutritious and economical meals without supervision. (4)	<ul style="list-style-type: none"> <li>a. Select the meals to be prepared each day.</li> <li>b. Identify the ingredients, utensils, and equipment needed for each meal.</li> <li>c. Schedule meal preparation so that all items are ready at the same time.</li> <li>d. Complete the meals using the ingredients, utensils, and equipment.</li> <li>e. Evaluate the weekly menu.</li> </ul>	REF- Recipe Center- <a href="http://www.my-meals.com/">http://www.my-meals.com/</a> RSF-Meal Preparation #5

## Dining

Competencies	Performance Indicators	Activities and Resources
1.23 Can set the table for daily meals. (2,3,4)	a. Recognize the placement of dishes, glasses, utensils, and napkin. b. Appreciate the influence of diverse cultures dining traditions, food selection, preparations and manners. c. Demonstrate setting the table.	RSF-Dining Etiquette #1
1.24 Knows and understands how cultural diversity can affect meal preparation and dining. (2,3,4)	a. Appreciate food and traditions from different cultures. b. Compare the placement of dishes and use of dining utensils for different cultures.	RSF-Dining Etiquette #2 NYSGH #123 Culture Club
1.25 Is able to use good table manners. (2,3,4)	a. Use dishes, glasses, utensils, and napkin appropriately. b. Engage in dinner table conversation. c. Respond appropriately to the compliments of guests. <b>d. Describe proper “food etiquette”.</b>	RSF-Dining Etiquette #5
1.26 Is able to demonstrate appropriate dining behavior in a restaurant setting. (2,3,4)	a. Demonstrate ordering from a menu. b. Exhibit table manners. c. Calculate the tip. <b>d. Describe appropriate dress and conversation for different dining experiences.</b> <b>e. Demonstrate appropriate ways to get attention of wait staff.</b>	MIOYO, Going Out to Eat, p.77. MIOYO, Leaving the Tip, p.77. RSF-Dining Etiquette #5

## Kitchen Clean Up and Food Storage

Competencies	Performance Indicators	Activities and Resources
1.27 Can store leftovers and un-used ingredients to avoid spoilage. (2,3,4)	a. Explain how long stored foods can be kept. b. Explain which foods need to be refrigerated and why. c. Demonstrate how to prepare foods for refrigeration, freezing, and/or storage.	RSF – Kitchen Clean Up and Food Storage #3 OS, Self Care Manual, pgs. 41-54
1.28 Can clean kitchen after meal preparation with supervision. (2,3)	a. Explain why a thorough cleaning of all cooking equipment and surfaces is important. b. Explain how to use the kitchen cleaning materials (e.g., sponges, drying towels, hand towels). c. Demonstrate the proper use of a dishwasher (if available). d. Demonstrate how to wash glasses, dishes, pots, pans <b>and utensils</b> by hand. e. Demonstrate proper use of a garbage disposal (if available). f. Demonstrate proper disposal of food and food packaging, paying attention to current recycling requirements. g. Demonstrate how to clean all kitchen equipment and surfaces used in meal preparation.	RSF – Kitchen Clean Up and Food Storage #2 OS, Self Care Manual pgs. 41-54

## Kitchen Clean Up and Food Storage *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.29 Can clean kitchen after meal preparation without supervision. (3,4)	<ul style="list-style-type: none"> <li>a. Explain why a thorough cleaning of all cooking equipment and surfaces is important.</li> <li>b. Use the kitchen cleaning materials (e.g., sponges, drying towels, hand towels, etc.)</li> <li>c. Use dishwasher (if available).</li> <li>d. Hand wash glasses, dishes, pots, pans <b>and utensils</b>.</li> <li>e. Use garbage disposal (if available).</li> <li>f. Dispose of food and food packaging, paying attention to current recycling requirements.</li> <li>g. Clean all kitchen equipment and surfaces used in meal preparation.</li> </ul>	RSF – Kitchen Clean Up and Food Storage #3
1.30 Knows and understands the importance of household cleanliness. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe at least two qualities of a clean house.</li> <li>b. Explain two benefits of maintaining a clean house.</li> <li>c. Describe the proper use and storage of cleaning products.</li> <li>d. Identify three cleaning techniques and related equipment.</li> </ul>	RSF-Home Cleaning and Clothing Care #1 RSF-Home Cleaning and Clothing Care #3 OS – Home Manual 9 pgs 63-73 OS – Home Manual 9 pgs 74-84
1.31 Can keep room clean. (2,3,4)	<ul style="list-style-type: none"> <li>a. Demonstrate changing sheets and making bed.</li> <li>b. Demonstrate proper use of cleaning equipment and cleaning techniques.</li> <li>c. Demonstrate two ways to store personal items (e.g., ways to store toys, books, and clothes).</li> </ul>	RSF-Home Cleaning and Clothing Care #2 RSF-Housing #10
1.32 Can maintain a clean living space. (3,4)	<ul style="list-style-type: none"> <li>a. Demonstrate proper use and storage of cleaning products.</li> <li>b. Demonstrate proper use of cleaning equipment and cleaning techniques.</li> <li>c. Demonstrate two ways to store personal items.</li> </ul>	MIOYO, Cleaning Materials & Equipment, p.36. RSF-Home Cleaning and Clothing Care #2 OS – Home Manual 9 pgs 63-73 OS – Home Manual 9 pgs 74-84

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## Kitchen Clean Up and Food Storage *(continued)*

Competencies	Performance Indicators	Activities and Resources
1.33 Can develop and maintain household cleaning routine. (4)	<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 <b>daily, monthly and seasonal</b> basis.</li> <li>c. Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, clean toilet).</li> </ul>	<p>MIOYO, Cleaning House, p.35.  MIOYO, Use Cleaning Supplies, p.35.  RSF-Home Cleaning and Clothing Care #2  RSF-Home Cleaning and Clothing Care #5  OS – Home Manual 9 pgs 63-73</p>
1.34 Can care for clothing. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe different methods for cleaning clothes (e.g., dry clean, hand wash and machine-wash).</li> <li>b. Interpret information on clothing care labels.</li> <li>c. Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent <b>quantity</b>, bleach, fabric softener, selection of water temperature and washing cycles).</li> <li>d. Describe steps for ironing clothes.</li> <li>e. Complete two loads of laundry.</li> <li>f. Demonstrate how to fold and put away clean clothing.</li> </ul>	<p>MIOYO, Read the Label, p.37.  MIOYO, Doing the Laundry, p.37.  MIOYO, What Do Your Labels Say? P.38.  LSASSSN, IV-35, Care of Clothing, p.294-296.  NJGH, Laundry Day, Hit #1</p>
1.35 Is able to use washer and dryer at a Laundromat. (2,3,4)	<ul style="list-style-type: none"> <li>a. Explain how coin operated machines work.</li> <li>b. Complete a load of laundry using appropriate detergents, temperatures, and settings with supervision.</li> <li>c. Complete a load of laundry using appropriate detergents, temperatures, and settings without supervision.</li> </ul>	<p>MIOYO, Laundry Expenses, p.38.</p>
1.36 Know and understands the benefits of conserving energy and recycling used materials. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe the benefits of energy conservation and recycling.</li> <li>b. Describe two techniques for recycling and conserving energy.</li> <li>c. Define and explain the benefits of composting.</li> <li>d. <b>Explain the recycling policy of your current community (e.g., community recycling calendar, etc).</b></li> </ul>	<p>REF- Recycling - <a href="http://www.recycleroom.org">http://www.recycleroom.org</a></p>

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## Home Safety

Competencies	Performance Indicators	Activities and Resources
<p>1.37 Knows and understands the importance of home safety. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Describe use and maintenance of a smoke <b>and carbon monoxide</b> detector and fire extinguisher.</li> <li>b. Explain three ways to prevent fires (e.g., avoid overuse of extension cords, don't leave lighted candles unattended, <b>unplugging electrical appliances</b>).</li> <li>c. Describe an emergency evacuation route in case of fire.</li> <li>d. Explain two ways to prevent breaking and entering in one's home.</li> <li>e. Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornadoes, <b>earthquakes, national alerts, snow emergencies</b>).</li> <li>f. Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, and knives).</li> <li>g. Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, and gates on stairways).</li> <li>h. Identify four items in a first aid kit/ household emergency kit (e.g., band-aids, alcohol, disinfectant, flashlight, batteries).</li> <li>i. <b>Describe signs of possible household dangers (e.g. smelling gas, flooding)</b></li> </ul>	<p>FPAB, Daily Living, Home Safety and Repairs.            STH, Unit II, Activity 2, p.266.            STH, Unit II, Activity 3, p.267.            STH, Unit II, Activity 4, p.267-268.            STH, Unit II, Activity 8, p.272-273            OS – Home Manual 9 pgs 41-49            OS – Home Manual 9 pgs 51-61</p>
<p>1.38 Knows how to access community resources in case of emergency. (2,3,4)</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 appropriate community resource.</li> </ul>	<p>CLSA, Activity 35, Who Do I Call?            RSF-Home Safety and Repairs #4            RSF-Community Resources #4</p>

**Home Safety (continued)**

Competencies	Performance Indicators	Activities and Resources
1.39 Is able to administer first aid and CPR. (4)	<ul style="list-style-type: none"> <li>a. Complete first aid training course.</li> <li>b. Complete CPR training course.</li> </ul>	REF: CPR/First Aid Instruction <a href="http://american-cpr-training.com">http://american-cpr-training.com</a> REF: Hands on CPR/First Aid Training <a href="http://depts.washington.edu/learnpr/">http://depts.washington.edu/learnpr/</a>
1.40 Knows how to make simple home repairs. (3,4)	<ul style="list-style-type: none"> <li>a. Explain the type of repairs that the tenant is responsible for.</li> <li>b. Demonstrate how to reset of circuit breakers and/or replace fuses.</li> <li>c. Demonstrate how to use a plunger.</li> <li>d. Demonstrate how to replace filters.</li> <li>e. Demonstrate safe and appropriate use of home tools.</li> <li><b>f. Demonstrate how to winterize apartment /home windows.</b></li> <li><b>g. Demonstrate how to hang objects on walls.</b></li> </ul>	LSASSSN, IV-34, Home Repairs, p.291-294. RSF-Home Safety and Repairs #5
1.41 Knows and understands homeowner/ renter’s insurance. (3,4)	<ul style="list-style-type: none"> <li>a. Explain three benefits of having a homeowner/ renter’s insurance policy.</li> <li>b. Identify how to obtain a policy and the related costs.</li> <li><b>c. Explain how to comparison-shop for services.</b></li> <li><b>d. Explain the different terms in a homeowners/renter’s insurance policy (e.g., rider, deductible, replacement value, waiting period, liability).</b></li> </ul>	REF- Homeowners/ renters Insurance <a href="http://www.insuremarket.com/products/home/index.jsp">http://www.insuremarket.com/products/home/index.jsp</a> RSF-Home Safety and Repairs #6

## 2. Housing and Community Resources Domain

### Housing

Competencies	Performance Indicators	Activities and Resources
2.1 Knows and understands the kinds of housing available in one's community. (3,4)	<ul style="list-style-type: none"> <li>a. Identify two types of housing options (e.g., apartments, and rooms for rent, houses, mobile homes, and public housing).</li> <li>b. Compare each option against one's personal needs and financial resources.</li> </ul>	MIOYO, What's Important to You? p. 18. CLSA, Activity 77, Your Dream House. OP, Unit VI, Types of Buildings. RSF – Housing #8
2.2 Knows how to search for an apartment or other housing option. (3,4)	<ul style="list-style-type: none"> <li>a. Define the terms most commonly used in housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).</li> <li>b. Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet, <b>realtors, etc.</b>).</li> <li>c. Interpret information contained in housing advertisements.</li> <li>d. Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed).</li> <li>e. Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</li> </ul>	MIOYO, What Do These Abbreviations Mean? p. 19. MIOYO, What Does the Advertisement Really Say? P. 19. MIOYO, Find Out More, p.20. OP, Unit VII, Types of Apartments. OP, Unit VIII, Searching for and Apartment. OP, Unit IX, Answering Advertisements. RSF – Housing #8 OS – Home Manual 9 pgs 13-26

## Housing (continued)

Competencies	Performance Indicators	Activities and Resources
2.3 Can search for an apartment or other housing option. (4)	a. Create a list of housing needs. b. Conduct a housing search. c. Evaluate housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.	MIOYO, Find Out More, p.20. OP, Unit VII, Types of Apartments. OP, Unit VIII, Searching for and Apartment. OP, Unit IX, Answering Advertisements.
2.4 Knows how to inspect an apartment or other housing option. (3,4)	a. Develop a checklist for inspection (e.g., cleanliness, smoke detectors, no pests, <b>outlets, locks, railings</b> ). b. Evaluate the working condition of housing fixtures and appliances (e.g., stove, refrigerator, sink, toilet). c. Determine if structural repairs are necessary and who will pay for them.	OP, Unit IX, Inspecting the Apartment. RSF – Housing #9 OS – Home Manual 9, pgs 13-26
2.5 Is able to apply for housing (4)	a. Explain questions and terms on the application form. b. Follow directions on the application. c. <b>Identify two references for housing application.</b> d. Complete one application without supervision. e. Follow-up with landlord on status of application.	OP, Unit XIII, Preparing for the Interview.
2.6 Knows and understands a lease agreement. (3,4)	a. Define terms included in the lease (e.g., tenant, landlord, eviction). b. Interpret a lease agreement. c. Explain the consequences of breaking the terms of the lease. d. Explain the rights and responsibilities of both the landlord and tenant under a lease agreement	MIOYO, The Lease, p.23-24. OP, Unit XIV, Reading & Negotiating a Lease. RSF – Housing #11 RSF – Housing #12 RSF – Housing #13

## Housing (continued)

Competencies	Performance Indicators	Activities and Resources
2.7 Knows and understands the pros and cons of shared living. (3,4)	a. Identify two reasons why people share living arrangements. b. List at least four advantages and disadvantages of sharing. <b>c. Identify two traits of roommate compatibility.</b>	MIOYO, Apartment Sharing, p.25. CLSA, Activity 22, Roommate Mingle. NJGH, Your First Apartment, Hit #27 RSF – Housing #3 OS – Home Manual 9 pgs 13-26
2.8 Knows and understands the legal rights of landlords and tenants. (3,4)	a. Identify the rights and responsibilities of tenants. b. Identify the rights and responsibilities of landlords. c. Explain the laws related to eviction.	OP, Unit XIV, Reading and Negotiating a Lease. OS – Home Manual 9, pgs 13-26
2.9 Knows and understands what community resources are available to help with housing issues. (3,4)	a. Identify two or more organizations that help with housing problems. b. Describe the types of assistance provided by these organizations.	OP, Unit XV, Identifying Supportive Services. OS – Home Manual 9, pgs 13-26
2.10 Can develop a plan to move into one's own living arrangement. (3,4)	a. Identify and calculate all start-up costs (e.g., application fee, security deposit, utility deposits, installation fees, first month's rent, furnishings/ household items). b. Create a list of necessary items (e.g., furniture, kitchen equipment, towels and linens). c. Calculate expected start-up costs including utilities, deposits, and the purchase of essential furnishings. d. Develop a realistic monthly budget for maintaining the living arrangement. e. Identify two personal resources or community agencies to help with the plan. <b>f. Create a list of support services in your home community (e.g., medical, dental, emotional support, etc.)</b> g. Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).	MIOYO, The Cost of Utilities, p.21. MIOYO, Furnishing your First Place, p.22. CLSA, Activity 46, Furnishing Your Apartment. NJGH, Furnishing Your Apartment, Hit #15 NJGH, Shopping for School Supplies, #55 ILRC-MMC, Unit IV, Setting Up Your First Apartment RSF – Housing #14 OS – Home Manual 9, pgs 27-31 OS – Home Manual 9, pgs 85-89
2.11 Can maintain one's own living arrangement. (4)	a. Follow terms of the lease agreement. b. Meet all financial obligations in a timely manner. <b>c. Describe two behaviors of a respectful neighbor.</b>	OP, Unit III, Setting a Budget.

### Life Skills Guidebook

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## Transportation

Competencies	Performance Indicators	Activities and Resources
2.12 Is able to use public transportation where applicable. (2,3,4)	a. Identify the types of public transportation available. b. Describe the costs of different forms of public transportation <b>(e.g., daily, weekly vs. monthly tickets, cabs, bus)</b> . c. Read transportation schedules and maps. d. Uses at least one form of public transportation.	LSASSSN, IV-21, Local Transportation, p. 257-258. MIOYO, Public Transportation, p.57. MIOYO, How Do People Get Where They Are Going? P.50.
2.13 Can travel independently. (2,3,4)	a. Identify the types of transportation available. b. Describe the costs of different forms of transportation. c. Read transportation schedules and maps. d. Select the means of transportation from those available your community. e. Demonstrate using one or more means of transportation to travel <b>either within or out of your community (e.g., Amtrak, bus, airline)</b> .	CLSA, Activity 42, Here Comes the Bus. LSASSSN, IV-25, Using a Timetable, p. 266-267. LSASSSN, IV-26, Reading a Map, p.268-270. MIOYO, Traveling Long Distance, p.58. RSF – Transportation #1 RSF – Transportation #2 NYSGH #114, The Amazing Race

## Transportation *(continued)*

Competencies	Performance Indicators	Activities and Resources
2.14 Knows how to get a driver's license. (3,4)	<ul style="list-style-type: none"> <li>a. Explain the legal requirements for obtaining a driver's license in ones 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 apply for the license.</li> </ul>	MIOYO, Getting a Driver's License, p. 51. MIOYO, Regular Monthly Expenses, p.55. MIOYO, What Does the License Allow, p.51 MIOYO, Operating and Maintaining Your Car, p.55. RSF – Transportation #8
2.15 Knows and understands the costs associated with car ownership. (3,4)	<ul style="list-style-type: none"> <li>a. Identify and calculate the costs of car ownership (e.g., registration, tags, insurance, routine maintenance).</li> <li>b. Recognize the laws associated with car ownership.</li> </ul>	MIOYO, Getting a Vehicle License, p. 54. MIOYO, Car Insurance, p.54. LSASSSN, IV-31, Car Insurance, p.218-284. RSF – Transportation #10 RSF – Transportation #11 RSF – Transportation #12 RSF – Transportation #13
2.16 Knows how to buy a car. (3,4)	<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, and bulletin boards).</li> <li>b. Identify two or more places to get a car loan (e.g., “buy-here, pay-here car lots,” banks, credit unions).</li> <li>c. Evaluate financial budget. and determine amount of money available for car purchase.</li> <li>d. Evaluate the pros and cons of each car available using resources like Kelly Blue Book and Consumer Reports.</li> <li>e. Evaluate the pros and cons of each financing plan.</li> <li><b>f. Identify two ways to comparison shop for car insurance.</b></li> <li><b>g. Identify the pros and cons of leasing vs. buying a new or used car.</b></li> </ul>	MIOYO, Buying Your Own Car, p.52. RSF – Transportation #14 RSF – Transportation #15 RSF – Transportation #16 RSF – Banking #7

## Community Resources

Competencies	Performance Indicators	Activities and Resources
2.17 Is able to use the newspaper and yellow pages to find information. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe sections of the newspaper and yellow pages.</li> <li>b. Use these resources to find information to help with job search, apartment hunting, and locating health care.</li> <li>c. Use these resources to find organizations (e.g., chamber of commerce, legislative offices, recreation and parks department).</li> <li>d. Find information about two or more leisure Activities and Resources available in the community.</li> <li>e. Develop a personal resource directory.</li> </ul>	<p>MIOYO, What’s Going On? p. 78.            CLSA, Phone Book Exercise, p.28.            MIOYO, Reading Job Advertisements, p.7.            MIOYO, Does the Advertisement Really Say? p. 19.            RSF – Community Resources #1            RSF – Community Resources #3            NYSGH #111, Phone Book Exercise            NYSGH #112, Phone Book Scavenger Hunt</p>
2.18 Knows how to use the Internet to locate resources. (3,4)	<ul style="list-style-type: none"> <li>a. Locate resources that provide Internet access (e.g., library, community center, school)</li> <li>b. Describe the functions of a search engine (e.g., Yahoo, Infoseek).</li> <li>c. Use the search engine to find information to help with job search, post secondary education, financial aid, and leisure time.</li> </ul>	<p>REF-Teaching Internet Literacy-  <a href="http://www.yahooligans.com/tg/">http://www.yahooligans.com/tg/</a>            RSF – Community Resources #1</p>
2.19 Knows how to obtain copies of personal documents. (2,3,4)	<ul style="list-style-type: none"> <li>a. Identify where to go to get a birth certificate, social security card, photo ID, educational transcripts, <b>passports, voter registration card, working papers.</b></li> <li>b. Identify the costs associated with obtaining these documents.</li> <li>c. Complete the forms required to obtain copies of these documents.</li> <li>d. Identify where to go to obtain medical history and records.</li> <li>e. Identify where to go to obtain immigration documentation. (if applicable).</li> <li>f. Identify where to go to obtain tribal documentation. (if applicable).</li> <li><b>g. Identify documentation necessary to cross U.S. borders.</b></li> </ul>	<p>CLSA, Activity 54, Project Existence.            MIOYO, Getting the Right Documents, p.6.            NJGH, Project Existence, Hit #25            RSF – Community Resources #6</p>

**Community Resources (continued)**

Competencies	Performance Indicators	Activities and Resources
2.20 Knows and understands civic responsibilities. (3,4)	a. Explain the importance of voting in local, state, federal, and tribal elections. b. Identify places where one can register to vote. c. Describe legal requirements for selective service registration. d. Identify where one registers for selective service. e. Appreciate the value of volunteering in the community. f. Explain how to become a volunteer. <b>g. Identify two organizations that utilize volunteers.</b>	REF- Voting- <a href="http://www.otan.dni.us/cdlp/vip/">http://www.otan.dni.us/cdlp/vip/</a> REF- Selective Services- <a href="http://www.sss.gov/">http://www.sss.gov/</a> RSF – Community Resources #10
2.21 Can select the appropriate resources to use in emergency situations. (2,3,4)	a. Describe two situations when it would be necessary to call 911. b. Match community resources to a variety of emergency situations (e.g., domestic dispute, food poisoning, fire, broken water main).	CLSA, Activity 35, Who Do I Call? p.66. MIOYO, Getting Help, p.66. RSF – Community Resources #4 NYSGH #109, Emergency! Is It Really? NYSGH #140, Needs/Wants Polarity NYSGH #146, Have You Ever
2.22 Knows and understands the services available at a local library. (2,3,4)	a. Identify three resources available at the library (e.g., books, videos, newspapers, Internet access). b. Describe three ways in which one might use the library to locate employment and find educational resources.	REF- Example of Library Services- <a href="http://trfn.clpgh.org/norwinpl/services.html">http://trfn.clpgh.org/norwinpl/services.html</a>

# 3. Money Management Domain

## Beliefs about Money

Competencies	Performance Indicators – Youth should be able to...	Activities and Resources
<p>3.1 Knows and understands how one's values influence money decisions. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Distinguish between personal needs and wants.</li> <li>b. Identify personal values (e.g., it is more important to spend money on clothes than save).</li> <li>c. Recognize the impact personal values have on money decisions.</li> </ul>	<p>LSASSSN, VI – 2 Values Important to Me, p. 372-373            LSASSSN, VII- 6 Needs V. Wants, p. 465-467            MP Part 1, Being Cool with Money Chapter 1, p. 4 - 14, What is Money?            NJGH, Is This a Need, Hit #74            ILRC-MMC, Unit I, The Lottery.            ILRC-MMC, Unit I, The Bidder's Choice.            ILRC-MMC, Unit I, Where Does My Money Go.            REF: Establish a Budget-  <a href="http://mapping-your-future.org/features/dmbudget.htm">http://mapping-your-future.org/features/dmbudget.htm</a>            RSF – Beliefs about Money #1, #3            NYSGH, Needs/Wants Polarity, Hit #140            NYSGH, My Money Collage, Hit #110</p>
<p>3.2 Knows and understands the ways in which money can be used to help oneself. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Recognize the relationship between work, savings, investments and money earned.</li> <li>b. Explain the meaning of the expression “put your money to work for you.”</li> <li>c. Analyze the financial obligations and responsibilities associated with one's current lifestyle.</li> </ul>	<p>MP Part 1, Being Cool with Money Chapter 2, p. 16 - 27, What is Money?            RSF – Beliefs about Money #2</p>

**Beliefs about Money** *(continued)*

<b>Competencies</b>	<b>Performance Indicators – Youth should be able to...</b>	<b>Activities and Resources</b>
<p>3.3. Knows and understands different ways that people use money to help others. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify 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. Appreciate that people give in different ways to causes in which they believe are important.</li> <li>d. Identify one cause to which one would contribute.</li> </ul>	<p>MP Part 2, Being Cool with Money Chapter 3, p26 - 34, Sharing with Others.            NJGH, Adopt-a-Family Christmas Project, Hit #104            REF: Learning to Give-  <a href="http://learningtogive.org/lessons/9-12/Fraser,Serena/Unit1/lesson4.html">http://learningtogive.org/lessons/9-12/Fraser,Serena/Unit1/lesson4.html</a>            RSF – Beliefs about Money #2</p>

## Saving

Competencies	Performance Indicators	Activities and Resources
3.4 Knows and understands ways to save money. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe two places to save money (e.g. piggy bank, give to caregiver, and 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. Recognize the feelings evoked by using different saving strategies.</li> </ul>	MP Part 1, Being Cool with Money, Chapter 3, p. 28 -35, Saving for Later. REF: Savings Calculator- <a href="http://www.themint.org/documents/save_invest_fin_calc.htm">http://www.themint.org/documents/save_invest_fin_calc.htm</a> ILRC-MMC, Unit IV, The Money Squares. RSF-Savings #1 RSF – Savings #2 RSF – Savings #3
3.5 Is able to develop a savings plan. (2,3,4)	<ul style="list-style-type: none"> <li>a. Recognizes the feelings involved in achieving savings goal.</li> <li>b. Establish a saving goal, e.g., long-term and short-term.</li> <li>c. Create a savings plan to achieve a goal (e.g., special savings account).</li> </ul>	MP Part 1, Being Cool with Money, Chapter 3, p. 28 -35, Saving for Later. RSF-Savings #1 RSF – Savings #2 RSF – Savings #3
3.6 Can achieve a short-term savings goal. (2,3,4)	<ul 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.</li> </ul>	MP Part 1, Being Cool with Money, Chapter 3, p. 28 -35, Saving for Later. ILRC-MMC, Unit II, Just My Financial Goal and Me. RSF – Savings #4

**Saving** (continued)

Competencies	Performance Indicators	Activities and Resources
3.7 Can achieve a long-term savings goal to help in the transition to self-sufficiency. (2,3,4)	<ul 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.</li> </ul>	MP Part 1, Being Cool with Money, Chapter 3, p. 28 -35, Saving for Later. REF: Compounding Interest- <a href="http://www.themint.org">http://www.themint.org</a>

**Income Tax**

Competencies	Performance Indicators	Activities and Resources
3.8 Knows and understands ones responsibility for filing income taxes. (3,4)	<ul style="list-style-type: none"> <li>a. Explain that income earned whether paid in cash or by check is taxable and must be reported.</li> <li>b. Identify all types of income tax required in ones locality (e.g. federal, state, city, county).</li> <li>c. Recognize the need to file tax forms and make tax payments in a timely manner.</li> <li>d. Explain the consequences for failing to file timely tax forms and payments.</li> <li>e. <b>Explain why people pay taxes.</b></li> </ul>	TT. <a href="http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html">http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html</a>  REF: A World Without Taxes- <a href="http://www.extension.umn.edu/distribution/resourcesandtourism/components/6080a.html">http://www.extension.umn.edu/distribution/resourcesandtourism/components/6080a.html</a> REF: 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> REF: Tax Interactive- <a href="http://www.irs.ustreas.gov/individuals/display/0,,i1%3D1%26genericId%3D15578.00.html">http://www.irs.ustreas.gov/individuals/display/0,,i1%3D1%26genericId%3D15578.00.html</a> RSF – Taxes #3

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**Income Tax** (continued)

Competencies	Performance Indicators	Activities and Resources
3.9 Know how to file taxes. (3,4)	a. Explain the documents and information required for filing taxes. b. Identify places where tax forms are available. c. Describe where in community one can get help in completing tax returns. d. Compare the fees associated with different methods of tax preparation. e. Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay for the service, and find a free service, <b>electronic filing</b> ). f. <b>Describe the pros and cons of rapid refund.</b>	TT. <a href="http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html">http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html</a>  RSF – Taxes #3
3.10 Can complete the <b>appropriate</b> tax form. (4)	a. Identify the documents necessary for completing the tax form ( <b>local, state and federal</b> ). b. Explain the terms on the tax form. c. Complete the tax form with supervision. d. Complete the tax form without supervision.	TT. <a href="http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html">http://www.irs.ustreas.gov/individuals/page/0%2C%2Cid=15554%2C00.html</a> REF: 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> REF: Sample Tax Forms- <a href="http://www.irs.ustreas.gov/formspubs/index.html">http://www.irs.ustreas.gov/formspubs/index.html</a> RSF – Taxes #3

## Banking and Credit

Competencies	Performance Indicators	Activities and Resources
3.11 Knows and understands the services provided by financial institutions. (2,3,4)	<ul style="list-style-type: none"> <li>a. Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loan).</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>MP Part 1, Being Cool with Money, Chapter 4 .p.36-44, Taking It To the Bank            MP Guide, Chapter 4, p. 28 Taking It To the Bank.            NJGH, Money Management Bingo, Hit #60            RSF – Banking #1</p>
3.12 Knows and understands electronic banking services. (3,4)	<ul style="list-style-type: none"> <li>a. Explain <b>the pros and cons of</b> electronic banking (e.g., ATM, on-line services) and related fees.</li> <li>b. Describe how to make deposits, pay bills, transfer funds, and monitor balance.</li> </ul>	<p>MIOYO, Electronic Banking, p.92            MP Part 1, Being Cool with Money, Chapter 4 .p.36-44, Taking It To the Bank  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_06/6_J.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_06/6_J.pdf</a>            RSF – Banking #2</p>
3.13 Knows and understands other ways for cashing checks and borrowing money. (3,4)	<ul style="list-style-type: none"> <li>a. Identify other places in the community to cash checks (e.g., check cashing store, grocery store).</li> <li>b. Identify other ways to borrow money (e.g., family, friends, pawn shops).</li> <li>c. Explain the pros and cons of using these ways to cash checks and borrow money.</li> </ul>	<p>MP Part 1, Being Cool with Money, Chapter 4 .p.36-44, Taking It To the Bank            RSF – Banking #5            RSF – Banking #6</p>

**Banking and Credit (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>3.14 Knows how to open and maintain a savings account. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Describe the different types of savings accounts.</li> <li>b. Explain the benefits of different types of savings accounts.</li> <li>c. List the types of personal identification needed to open an account.</li> <li>d. Fill out deposit and withdrawal forms.</li> <li>e. Read bank statement.</li> </ul>	<p>MIOYO, Banking, p.83.            LSASSN, IV-19, What is a Savings Account, p.251-253</p> <p><a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_12/12_B.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_12/12_B.pdf</a></p>
<p>3.15 Knows how to open and maintain a checking account. (4)</p>	<ul style="list-style-type: none"> <li>a. Describe the different types of checking accounts.</li> <li>b. Explain the benefits of different types of checking accounts.</li> <li>c. List personal identification needed to open an account.</li> <li>d. Write two checks.</li> <li>e. Maintain a check register, through checkbook and on-line banking.</li> <li>f. Explain the consequences of writing checks with insufficient funds.</li> <li>g. Balance bank statement at end of the month.</li> </ul>	<p>MIOYO, Find Out About Checking Accounts, p.84            MIOYO, Writing a Check, p.84-85            MIOYO, Check Writing Exercise, p.86.            LSASSN, IV-16, Writing a Check, p. 243-245.            LSASSN, IV-17, Maintaining a Checking Account, p.246-248</p> <p><a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_06/6_F.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_06/6_F.pdf</a></p> <p>REF: Balancing Your Checkbook Worksheet- <a href="http://mapping-your-future.org/features/incontrol.htm">http://mapping-your-future.org/features/incontrol.htm</a>            ILRC-MMC, Unit VI, Paying by Check.            RSF – Banking #4</p>

## Banking and Credit *(continued)*

Competencies	Performance Indicators	Activities and Resources
3.16 Knows and understands different investment plans. (4)	<ul style="list-style-type: none"> <li>a. Identify investment options available (e.g., certificate of deposit, employee investment programs, retirement accounts, <b>stocks and bonds, etc.</b>).</li> <li>b. Explain the different types of investment plans.</li> </ul>	MP Guide, Part 2, p.38, Saving and Investing MP Part 2, I Know Where I'm Going, Chapter 1, .p.4 -13, Is there More To Spending and Saving?  <a href="http://www.themint.org/document/s/save_invest_where_1000.htm">http://www.themint.org/document/s/save_invest_where_1000.htm</a> REF: Comparing Savings and Investment Plans Lesson- <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_12/12_P.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_12/12_P.pdf</a> RSF – Banking #5
3.17 Knows how to complete a money order. (3,4)	<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>	MIOYO, Money Orders, p.92 NJGH, Money Order Mania, Hit #89 ILRC-MMC, Unit VI, How a Money Order Works and Check or Money Order. RSF – Banking #3
3.18 Knows and understands when and how to borrow money. (3,4)	<ul style="list-style-type: none"> <li>a. Recognize when it is wise to borrow money.</li> <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>	C&D RSF – Banking #6

**Banking and Credit (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>3.19 Knows and understands the pros and cons of using credit (3,4)</p>	<p>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).</p> <p>b. Identify three disadvantage of using credit (e.g. can lead to debt, high cost of interest payments, can take years to repay, end up paying more than the original price)</p>	<p>C&amp;D            LSASSN, IV-11, Paying Interest, p.228-229.            REF: Lesson: Buy Now, Pay Later-  <a href="http://www.themint.org/documents/parents_teachers_consumer_credit.htm">http://www.themint.org/documents/parents_teachers_consumer_credit.htm</a>            REF: The Cost of Credit-  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=MM175">http://www.econedlink.org/lessons/index.cfm?lesson=MM175</a>            REF: Cash or Credit-  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=MM158">http://www.econedlink.org/lessons/index.cfm?lesson=MM158</a>            REF: Pros and Cons of Credit-  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_07/7_A.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_07/7_A.pdf</a>            RSF – Banking #6</p>

**Banking and Credit (continued)**

Competencies	Performance Indicators – Youth should be able to...	Activities and Resources
<p>3.20 Knows and understands how credit cards work. (3,4)</p>	<p>a. Explain the differences between credit cards, charge cards, and debit cards and the related fees.                      b. Describe the pros and cons of each card.</p>	<p>MIOYO, How a Credit Card Works, p.46.                      MIOYO, Not All Credit Cards Are the Same, p.47.                      MIOYO, Know Credit Card Terms, p.47.                      LSASSSN, IV-18, Credit Cards, p.249-250.                      REF: Comparison Credit Card Shopping Lesson-  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_08/8_1.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_08/8_1.pdf</a>                      RSF – Banking #5</p>
<p>3.21 Knows and understands the importance of developing and maintaining a sound credit history and credit rating. (3,4)</p>	<p>a. Explain what a “credit history” and a “credit rating” are and how they are related and tracked.                      b. Describe how to develop a sound credit rating.                      c. Describe how find out about one’s credit rating.                      d. Recognize how your credit history impacts your ability to make major purchases (e.g., car, house).</p>	<p>C&amp;D                      REF: Your Credit Rating-  <a href="http://moneycentral.msn.com/articles/banking/credit/1341.asp">http://moneycentral.msn.com/articles/banking/credit/1341.asp</a>                      REF: Credit History Lesson-  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_07/7_F.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_07/7_F.pdf</a></p>

### Banking and Credit *(continued)*

Competencies	Performance Indicators	Activities and Resources
3.22 Knows how to apply for a loan. (3,4)	a. Identify two or more situations in which loans may be necessary (e.g., car, house). b. Identify where to apply for a loan. c. Explain what information is necessary to complete a loan application. d. Complete one loan application with supervision.	MIOYO, Getting a Car Loan, p.53. LSASSN, IV-20, Applying for a Loan, p.254-256.
3.23 Know how to read a pay stub. (3,4)	a. Explain the terms on a pay stub, e.g., gross pay, net pay. b. Interpret the information on the pay stub (e.g., withholding tax, gross pay, net pay, <b>FICA, health insurance</b> ).	MIOYO, Your Paycheck, p.80. MP 12-15, Chapter 7, Working for a Living. RSF – Taxes #2

### Budgeting/ Spending Plan

Competencies	Performance Indicators	Activities and Resources
3.24 Is able to keep track of a weekly allowance. (2,3,4)	a. Keep an expense diary for a week to track all expenditures. b. Determine major areas of expenses (e.g., clothing, food, and leisure Activities and Resources). c. Resist temptation to make unnecessary purchases. d. Assess and modify spending habits.	MIOYO, p.81, Where Does Your Money Go? MP 12-15, Chapter 5, Making Money Last. NJGH, Shopping for School Supplies, Hit #55 RSF – Budgeting #8 NYSGH #138 Taking A Vacation,

**Budgeting/ Spending Plan (continued)**

Competencies	Performance Indicators – Youth should be able to...	Activities and Resources
3.25 Can develop a realistic spending plan for one month. (3,4)	<ul style="list-style-type: none"> <li>a. Recognize the importance of planning one’s expenditures.</li> <li>b. Create a list of spending plan categories (e.g., food, clothes, and leisure Activities and Resources).</li> <li>c. Identify whether a category is fixed or flexible.</li> <li>d. Assess current situation and allocate money to each category.</li> </ul>	<p>MP Guide 12-15, Chapter 5, Making Money Last            IOYO, Budgeting p. 82.            CLSA, Activity 25 Living Budget            LSASSSN, IV-9, What is a Budget p. 223-225            RSF – Budgeting #4            NYSGH #138 Taking A Vacation</p>
3.26 Can develop a routine for paying monthly expenses. (4)	<ul style="list-style-type: none"> <li>a. Identify at least two strategies for paying bills, e.g. automatic deductions, envelope method, online payment.</li> <li>b. Describe the pros and cons of each strategy.</li> <li>c. Select a strategy for paying monthly bills.</li> <li>d. Appreciate the importance of maintaining monthly payment records.</li> <li>e. Develop a system for storing receipts and other payment records <b>(e.g., tax returns, warranties)</b>.</li> <li>f. Identify when and where to store receipts and other payment records.</li> <li>g. Recognize the consequences of not paying bills on time.</li> <li>h. <b>Identify time frames for disposing of tax returns, receipts, and warranties.</b></li> </ul>	<p>CLSA, Activity 26, Experimenting with Money Management.            RSF – Budgeting #3            RSF – Budgeting #8</p>

## Budgeting/Spending Plan *(continued)*

Competencies	Performance Indicators – Youth should be able to...	Activities and Resources
<p>3.27 Can maintain a spending plan for one month. (4)</p>	<ul style="list-style-type: none"> <li>a. Develop a monthly spending plan.</li> <li>b. Keep an expense diary for a month to track all expenditures.</li> <li>c. Assess spending plan and making changes as needed.</li> <li>d. Recognize the consequences of over spending.</li> <li>e. Describe when, why and to whom one would turn ask for help with budgeting.</li> <li>f. Recognize the temptations to make unnecessary purchases and how to avoid these temptations (e.g., prepare and use shopping lists).</li> </ul>	<p>CLSA, Activity 26, Experimenting with Money Management            NJGH, “ I Didn’t Know I Had To Pay for That!”, Hit #12            REF: Maintaining a Budget Activity:  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_03/3_5.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_03/3_5.pdf</a>            RSF – Budgeting #4</p>
<p>3.28 Knows and understands where to find help if one experiences financial difficulty. (3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify the community resources that assist people with financial problems.</li> <li>b. Explain the services and fees available from each resource.</li> <li>c. Recognize the signs for needed help with finances <b>replace with Identify two types of financial difficulty (e.g. bankruptcy, credit card debt, falling behind in the rent)</b></li> <li><b>d. Identify emotional responses associated with financial difficulties.</b></li> <li><b>e. Identify the short and long-term consequences associated with financial difficulties.</b></li> </ul>	<p>CLSA, Activity 30, Where in the World Do I Find...?            REF: If You Can’t Pay Your Bills:  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_13/13_C.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_13/13_C.pdf</a></p>

## Consuming

Competencies	Performance Indicators	Activities and Resources
3.29 Knows how to make a purchase using cash. (2,3,4)	a. Describe the monetary value of coins and paper currency. b. Count money correctly for the purchase. c. Count money received in change after purchase.	REF- Making Change- <a href="http://www.headbone.com/fleet/chchanging/">http://www.headbone.com/fleet/chchanging/</a> <a href="http://www.teachnet.com/lesson/math/293changedollar.html">http://www.teachnet.com/lesson/math/293changedollar.html</a> RSF – Budgeting #1 RSF – Budgeting #2
3.30 Knows how to make a purchase using a check. (2,3,4)	a. Correctly record the amount of the purchase on the check and in the check register. b. Demonstrate the writing of two checks in a practice situation. c. <b>Identify the necessary documentation required to make a purchase using a check (e.g., picture identification).</b>	MIOYO, Writing a Check, p.84 NJGH, Writing That Check, Hit #107 REF: Writing a Check- <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_06/6_F.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_06/6_F.pdf</a>
3.31 Knows and understands ways to shop on a budget. (2,3,4)	a. Appreciate how one’s shopping habits impact one’s spending plan. b. Explain when and how to look for sales (e.g., summer items go on sale after the July 4 <sup>th</sup> , white sales offer discounts on sheets and towels). c. Explain where to find and how to use coupons to save money. d. Identify three alternative shopping options (e.g., flea markets, department stores, newspaper ads, second hand shops, garage sales, mail order, Internet, discount outlets, and lay-away). e. Compare different shopping options.	MIOYO, Shopping With Coupons, p.42 MP 12-15, Chapter 6, Smart Shopper. REF: Budget Shopping- <a href="http://oncampus.richmond.edu/academics/as/education/projects/webunits/math/shopping.html">http://oncampus.richmond.edu/academics/as/education/projects/webunits/math/shopping.html</a> . RSF – Budgeting #6 RSF – Budgeting #9

**Consuming (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>3.32 Knows how advertising impacts spending decisions. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify three forms of advertising (e.g. TV, radio, and magazines, Internet, newspaper).</li> <li>b. Recognize that advertising <b>through mail, credit cards, television</b> is a lure and often can be misleading or inaccurate.</li> <li>c. Recognize which products and advertising campaigns are targeting youth.</li> <li>d. Identify advertising language and interpret the “fine print.”</li> <li>e. Analyze two commercials or ads for hidden messages and misleading statements.</li> <li>f. Describe what “bait-and-switch” is.</li> <li>g. <b>Explain telemarketing solicitation.</b></li> <li>h. Explain the benefits of advertising from both the merchant’s and the consumer’s point of view.</li> </ul>	<p>MIOYO, Read the Fine Print, p.43.            CLSA, Activity 47, What Are They Advertising?            MIOYO, Don’t Be Taken In, p.45.            MP 12-15, Chapter 6, Smart Shopper.  <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_10/10_2.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_10/10_2.pdf</a>            REF: Advertising Strategies-  <a href="http://www.media-awareness.ca/eng/med/class/teamedia/adstrat.htm">http://www.media-awareness.ca/eng/med/class/teamedia/adstrat.htm</a>            RSF – Budgeting #11</p>
<p>3.33 Can shop economically for everyday items (e.g. personal care products, food, school supplies). (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Find and use coupons.</li> <li>b. Explain unit pricing.</li> <li>c. Interpret and use unit pricing information to select the best buy for one’s budget.</li> <li>d. Evaluate advertising information.</li> <li>e. Interpret and use product label information to select the best buy.</li> <li>f. Use two alternative shopping options (e.g., flea markets, classified ads, thrift shops, yard sales, catalogs, outlets, and lay-away).</li> </ul>	<p>MIOYO, Unit Pricing, p.31.            MP 12-15, Chapter 6, Smart Shopper            NJGH, The Price is Right, Hit #96            REF: Budget Shopping-  <a href="http://oncampus.richmond.edu/academics/as/education/projects/webunits/math/shopping.html">http://oncampus.richmond.edu/academics/as/education/projects/webunits/math/shopping.html</a>            RSF – Personal Hygiene #4</p>

**Consuming (continued)**

Competencies	Performance Indicators	Activities and Resources
3.34 Knows and understands the benefits of comparison shopping for food and clothing. (2,3,4)	<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>	MIOYO, Compare the Price, p.32 NJGH, The Price Is Right, Hit #96 REF: Practice Comparative Shopping- <a href="http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_11/11_2.pdf">http://www.practicalmoneyskills.com/english/pdf/teachers/lev_3/lesson_11/11_2.pdf</a> RSF – Budgeting #9 RSF – Budgeting #11
3.35 Knows how to comparison-shop for a big purchase (e.g., bicycle, computer, stereo, TV). (2,3,4)	<ul style="list-style-type: none"> <li>a. Identify and prioritize the essential qualities of the item to be purchased. (e.g., bicycle options).</li> <li>b. Collect information about the choices available on the market.</li> <li>c. Evaluate pros and cons of each choice.</li> </ul>	MIOYO, Comparison Shopping, p.41
3.36 Knows and understands the pros and cons of purchasing from “rent-to-own” stores. (3,4)	<ul style="list-style-type: none"> <li>a. Explain the concept of “rent-to-own.”</li> <li>b. Identify two advantages for purchasing from “rent-to-own” stores (e.g., allows one to obtain household items with limited funds, allows one to rent all furnishings for an apartment at one place).</li> <li>c. Identify two disadvantages for purchasing from “rent-to-own” stores. (e.g., more expensive than purchasing must pay on time or will lose all items rented).</li> </ul>	MIOYO, Rent-To-Own Plans, p.48
3.37 Knows how to comparison shop for items to furnish one’s first apartment. (3,4)	<ul style="list-style-type: none"> <li>a. Identify and prioritize the essential qualities of the item to be purchased. (e.g., bed, linens, furniture, microwave).</li> <li>b. Collect information about the choices available on the market (e.g., consumer reports, discount stores, consignment shops).</li> <li>c. Evaluate pros and cons of each choice.</li> </ul>	CLSA, Activity 46, Furnishing Your Apartment Contest

**Consuming (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>3.38 Knows and understands basic consumer rights. (3,4)</p>	<ul style="list-style-type: none"> <li>a. Explain different types of product warranties and how to use them.</li> <li>b. Explain when it is appropriate to exchange or return a product and how it is done (e.g. retain product warranties and receipts).</li> <li>c. Identify who advocates for the rights of consumer in one’s community.</li> <li>d. Describe two methods of exercising personal consumer rights (e.g., complaint letters, ask to speak to store supervisor).</li> <li>e. Recognize when and why one would ask for help from a consumer advocate.</li> </ul>	<p>MIOYO, Check the Warranty Before you Buy, p.44.</p>

# 4. Self Care Domain

## Personal Hygiene

Competencies	Performance Indicators	Activities and Resources
<p>4.1 Knows and understands the importance of good hygiene. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Define the term “hygiene.”</li> <li>b. Describe what “good hygiene” means.</li> <li>c. Explain how “poor hygiene” affects friendships, relationships with others, <b>employment opportunities.</b></li> <li>d. Explain how hygiene affects one’s health.</li> <li>e. <b>Describe the impact of culture on hygiene.</b></li> </ul>	<p>LSASSSN, VI-11, Personal Checkup, p.396-398.            LSASSSN, VI-10, Hygiene, p.393-395.            NYSGH #113, Taking Care of Me The Basics            NYSGH #115, You Look Good For An Alien!            NYSGH #116, What’s Wrong With This Picture.</p>
<p>4.2 Can maintain good hygiene. (2,3,4)</p>	<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. Demonstrate how to clean body and hands after using the toilet.</li> <li>c. Demonstrate appropriate use of hygiene products to keep one’s hair, teeth, nails, and body clean.</li> </ul>	<p>STH, Unit 5, Activity 5, p.112-114.            STH, Unit 5, Activity 13, p.121.            STH, Unit 5, Activity 16, p. 122-124.            RSF – Personal Hygiene #2            RSF – Personal Hygiene #3            OS – Self Care Manual 10, pgs. 13-17</p>

## Health

Competencies	Performance Indicators	Activities and Resources
4.3 Knows and understands ways to stay healthy. (2,3,4)	<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. Explain how regular exercise can make one feel better and look better.</li> </ul>	REF- Ways to Stay Healthy- <a href="http://www.hbci.com/~jackp/survstay.htm">http://www.hbci.com/~jackp/survstay.htm</a> REF- Work Place Health Kit- <a href="http://thriveonline.oxygen.com/health/seasonal/work.index.html">http://thriveonline.oxygen.com/health/seasonal/work.index.html</a> RSF – Health #1 RSF – Health #2
4.4 Knows how to care for minor illness and simple injuries. (3,4)	<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 simple injuries like cuts, burns, bites, stings, and splinters.</li> <li>e. Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters.</li> </ul>	MIOYO, Knowing What to Do, p.61. RSF – Health #3 RSF – Health #6

**Health (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>4.5 Knows when and how to seek medical attention. (4)</p>	<ul style="list-style-type: none"> <li>a. Describe how to know when an illness has not responded to over-the-counter medication or home remedies.</li> <li>b. Explain what to do when an illness has not responded to over-the-counter medication or home remedies.</li> <li>c. Identify when to go to an emergency room and when to go to a doctor or clinic.</li> <li>d. Explain the costs associated with doctors/dentists, clinics, and an emergency room.</li> <li>e. Select appropriate medical/dental resource for the problem needing attention.</li> <li>f. Describe the steps for making and keeping a medical/dental appointment.</li> <li>g. Demonstrate making a medical/dental appointment.</li> </ul>	<p>MIOYO, Knowing What to Do, p.61.</p>

**Health (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>4.6 Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed. (2,3,4)</p>	<ul 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 <b>including dose frequency, contraindications, warnings, and possible side effects.</b></li> <li>c. Describe what happens when medication is used improperly.</li> <li>d. Describe the possible effects taking medications while pregnant.</li> <li>e. <b>Explain the difference between generic and brand name medications.</b></li> </ul>	<p>STH, Unit 8, Activity 4, p.161-162. STH, Unit 8, Activity 5, p.162.</p>
<p>4.7 Knows and understands the medical/ dental resources available. (3,4)</p>	<ul style="list-style-type: none"> <li>a. Describe types of medical insurance/ coverage available (e.g. Medicaid, employer health plans, student health plans, personal health plans).</li> <li>b. Explain where and how to obtain one or more types of medical coverage.</li> <li>c. Identify two ways to find a doctor/dentist in the community, (e.g. check yellow pages, check medical/dental societies, health insurance company, family and friends.)</li> <li><b>d. Identify the common terms used in medical insurance (e.g., HMO, co-pay, deductible, referral, pre-existing condition, in vs. out of network).</b></li> </ul>	<p>STH, Unit 8, Activity 2, p.160. CLSA, Activity 30, Where in the World Do I Find...? RSF – Health #10</p>

**Health (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>4.8 Knows how to maintain good emotional health. (3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify three ways to reduce stress (e.g., exercises, deep breathing, simplify schedule).</li> <li>b. Describe the signs and symptoms of depression and other emotional health problems.</li> <li>c. Describe where to go in the community to obtain help with depression and other emotional health problems.</li> <li>d. Select a strategy to reduce stress and maintain good emotional health (e.g., exercises, deep breathing, simplify schedule).</li> <li>e. Evaluate effectiveness of strategy selected.</li> </ul>	<p>MIOYO, Dealing with Stress, p.66.            LSASSN, VI-21, Stress &amp; Stressors, p. 426-428.            LSASSN, VI-22, Stressful Events &amp; Situations, p.429-431.            LSASSN, VI-23, Coping with Stress, p.432-435.            LSASSN, VI-24, Depression, p.436-438.            LSASSN, VI-25, Suicide, p.439-441.            LSASSN, VI-26, Getting Help, p.442-444.            LSASSN, VI-27, You Have Choices, p. 445-447.            NJGH, Stress Juggle, Hit #44            NJGH, Can We Talk, Hit #59            NJGH, Stress Bingo, Hit #61            RSF – Health #14            RSF – Health #15            NYSGH #108, Stress Management            NYSGH #118, Don’t Sweat It!</p>

## Alcohol, Drugs, and Tobacco

Competencies	Performance Indicators	Activities and Resources
<p>4.9 Knows and understands the medical, social, emotional, and legal risks associated with alcohol, drug, and tobacco use. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Describe how alcohol, drugs, and tobacco affect the body.</li> <li>b. Describe how alcohol, drugs, and tobacco affect the development of the unborn child.</li> <li>c. Explain how using drugs, alcohol, and tobacco affect you and your family.</li> <li>d. Describe how friends and family feel about the use of drugs, alcohol, and tobacco.</li> <li>e. Name two ways families pass on beliefs about drugs, alcohol, and tobacco.</li> </ul>	<p>MIOYO, Drugs and Alcohol, p.64.            STH, Unit 8, Activity 9, p.165.            STH, Unit 8, Activity 10, p.165-167.            STH, Unit 1, Activity 2, p.11-14.            RSF – Alcohol, Drugs, and Tobacco #2            RSF – Alcohol, Drugs, and Tobacco #3            RSF – Alcohol, Drugs, and Tobacco #4</p>
<p>4.10 Knows and understands the impact of peer pressure on decisions to use alcohol, drugs, and tobacco. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Define term “peer pressure.”</li> <li>b. Explain how peers influence decisions regarding the use of alcohol, drugs, and tobacco.</li> <li>c. Identify two ways to resist negative peer pressure.</li> </ul>	<p>SSASSSN, Worksheet 95, Resisting Negative Pressure, p.133.            RSF – Alcohol, Drugs, and Tobacco #5</p>
<p>4.11 Knows and understands the types of help available for alcohol, drug, and tobacco addictions. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify three forms of substance abuse assistance (e.g. NA/ AA, smoke enders, and substance use counselor).</li> <li>b. Identify at least one support group that provides assistance to family members (e.g. ALANON).</li> <li>c. Identify where these services are provided in the community (e.g., telephone phone, school counselor).</li> </ul>	<p>MIOYO, Where Would You Go? P.65.            RSF – Alcohol, Drugs, and Tobacco #6</p>

## Alcohol, Drugs, and Tobacco

Competencies	Performance Indicators	Activities and Resources
4.12 Knows and understands the legal implications of drinking and driving. (3,4)	<ul style="list-style-type: none"> <li>a. Describe the laws regarding alcohol use in one's state (e.g., legal drinking age).</li> <li>b. Describe the legal limits of alcohol consumption defined by one's state.</li> <li>c. Describe two consequences of drinking and driving.</li> <li>d. Describe two strategies for responsible drinking (e.g., limit consumption, have a designated driver).</li> </ul>	LSASSSN, IV-28, Choosing Your Driver, p.273-274. LSASSSN, IV-29, Drinking & Driving, p.275-277. RSF – Alcohol, Drugs, and Tobacco #7

## Sexuality

Competencies	Performance Indicators	Activities and Resources
4.13 Knows and understands how male and female bodies change during puberty. (2,3,4)	<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>	STH, Unit 1, Activity 2, p.11-14. STH, Unit 7, Activity 2, p.142-143. STH, Unit 7, Activity 3, p.143-144. RSF – Relationships and Sexuality #1 OS – Sexuality Manual 7, pgs 7-15
4.14 Knows and understands the difference between gender and sexual orientation. (2,3)	<ul style="list-style-type: none"> <li>a. Define the terms gender and sexual orientation.</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>	REF: Questions About Sexual Orientation- <a href="http://www.apa.org/topics/topic_sbehavior.html">http://www.apa.org/topics/topic_sbehavior.html</a>

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## Sexuality (continued)

Competencies	Performance Indicators	Activities and Resources
<p>4.15 Knows and understands how to prevent pregnancy. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Describe how females become pregnant.</li> <li>b. Identify at least three methods of birth control.</li> <li>c. Explain how these methods of birth control are used.</li> <li>d. Evaluate the effectiveness of each method to prevent both pregnancy and sexual transmitted diseases (STDs).</li> <li>e. Explain why abstinence is the only risk free method.</li> <li>f. Describe who to go to get information about pregnancy, birth control and prevention.</li> </ul>	<p>CLSA, Activity 23, The Birth Control Box.            CLSA, Activity 49 Not a Bag of Tricks.            CLSA, Activity 63, Sexual Jeopardy.            CLSA, Activity 72, Ad Campaign            LSASSN, VI-12, Being Sexually Active, p.399-401.            STH, Unit 7, Activity 7, p.149-151.            STH, Unit 7, Activity 8, p. 152-153.            NJGH, Not a Bag of Tricks, Hit #26            RSF – Relationships and Sexuality #3            OS – Sexuality Manual 7, pgs 45-49            OS – Sexuality Manual 7, pgs 53-65</p>
<p>4.16 Knows and understands how to prevent, detect and treat STDs including AIDS. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Explain how one becomes infected with STDs and AIDS.</li> <li>b. Identify three common STDs.</li> <li>c. Describe how these STDs effect one’s body.</li> <li>d. Explain ways to protect oneself from STDs.</li> <li>e. Describe treatment methods for at least two STDs.</li> <li>f. Identify community agencies that provide free and anonymous testing.</li> </ul>	<p>MIOYO, Preventing HIV &amp; AIDS, p.67.            MIOYO, Other Sexually Transmitted Diseases, p. 68.            LSASSN, VI-16, HIV &amp; AIDS, p.412-414.            CLSA, Activity 33, Cruise to Island Paradise.            PTC, Session IV, Understanding STIs and HIV &amp; How to Reduce Risk.            PTC, Session V, Increasing Your Knowledge About Protection.            NJGH #46 AIDS Spreads            RSF – Relationships and Sexuality #6            NYSGH #145, Color War            OS – Sexuality Manual 7,pgs 67-74</p>

**Sexuality (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>4.17 Knows and understands the symptoms of pregnancy and the resources available. (2,3,4)</p>	<p>a. Identify two signs of pregnancy (e.g., missed period, breast tenderness, morning sickness).                      b. Explain where to get a pregnancy test (<b>e.g., clinic, home test, local community organization, doctor’s office</b>).                      c. Identify two resources in the community that provide counseling and pre-natal care.</p>	<p>MIOYO, Symptoms of Pregnancy, p.10.                      PTC, Session VII, How to Use Resources to Support Your Choices.                      RSF – Relationships and Sexuality #4</p>
<p>4.18 Knows and understands the impact of peer pressure on decisions regarding sexual relationships. (2,3,4)</p>	<p>a. Explain how peers can influence decisions regarding sexual relationships.                      b. Identify two strategies for resisting negative peer pressure.</p>	<p>REF: Peer Pressure-  <a href="http://www.iwannaknow.org/brain2/peer_pressure.html">http://www.iwannaknow.org/brain2/peer_pressure.html</a>                      RSF – Relationships and Sexuality #5                      NYSGH #117 Just Say No!,</p>

# 5. Social Development Domain

## Personal Development

Competencies	Performance Indicators	Activities and Resources
5.1 Knows and understands the concept of self-esteem (2,3,4)	<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 the relationship between self-esteem and emotional well being.</li> </ul>	CLSA, Activity 78, Getting to Know Me. CLSA, Activity 79, “Who Am I” Collage. CLSA, Activity 98, Positive Affirmation. NJGH, Coat of Arms, Hit #4 NJGH, Mood Music, Hit #8 NJGH, The “Who Am I” Collage” and Who Am I Questionnaire Hit #20 NJGH, Life Lines, Hit #21 NJGH, Milestone Chart, Hit #47 RSF – Personal Development #1 RSF – Personal Development IALAC Shield, Hit #120H NYSGH #119, Defining Self-Esteem & IALAC Shield NYSGH #120, Picture Yourself

**Personal Development (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>5.2 Knows and understands one’s personal strengths and needs. (2,3,4)</p>	<p>a. Define strengths and needs. b. Identify three personal strengths and needs. c. Recognize how one’s strengths can be used to meet one’s needs.</p>	<p>CLSA, Activity 9, Toilet Paper. CLSA, Activity 10, Grab Bag. CLSA, Activity 81, Animal Babies. CLSA, Activity 90, Get to Know Your Apple LSASSSN, I-3, Spotlight on Me, p.7-8. NJGH, House of Cards, Hit #9 NJGH, Magic Shop, Hit #17 NJGH, Endings for Groups-II, Hit #38 NJGH, Crossing The River, Hit #70 NJGH, Lone Ranger, Hit #81 RSF, Personal Development #5 NYSGH #121, Write It Down OS-Self Concept Manual 2, pgs. 31-35 OS-Self Concept Manual 7, pgs. 27-33</p>

**Personal Development (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>5.3 Knows and understands the impact of caring, respectful, responsible and honest behavior on relationships. (2,3,4)</p>	<p>a. Define caring, respectful, responsible and honest behavior.                      b. Give examples of situations where caring, respectful, responsible and honest behavior affected a relationship.</p>	<p>LSASSSN, 1-6, Acts of Kindness, p.13-15.                      SSASSSN, Worksheet 46, Respecting Others as Individuals, p.222.                      SSASSSN, Worksheet 47, Recognizing the Value of Friendship, p.222.                      RSF – Relationships and Sexuality #2                      NYSGH #133 What to Look for in a Partner                      NYSGH #135, Eco-Map</p>
<p>5.4 Knows and understand how anger dishonesty and disrespect impact relationships (2,3,4)</p>	<p>a. Define angry, dishonesty, and disrespectful behavior.                      b. Give examples of how they impact relationships.</p>	<p>SSASSSN, Worksheet 61, Having Respect for the Property of Others, p243.                      SSASSSN, Worksheet 63, Respecting Community Authority Figures, p.243.</p>
<p><b>5.5 Knows and understands the influence of spirituality on personal development. (3,4)</b></p>	<p><b>a. Define the term spirituality.</b>  <b>b. Explain how spirituality can play a role in one’s everyday life.</b></p>	<p>NYSGH #123 Culture Club                      NYSGH #125 Peanut Butter &amp; Jelly                      NYSGH #133– What to Look for in a Partner                      NYSGH #141, My Spirit</p>

## Cultural Awareness

Competencies	Performance Indicators	Activities and Resources
5.6 Knows and understands one's own cultural identity. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe the customs associates with one's culture, e.g., family structure, language, food, style of dress, etc.</li> <li>b. Recognize the contributions that one's culture has made to society.</li> <li>c. Appreciate the impact that culture has on one's identity, values, and beliefs.</li> <li><b>d. Define the terms culture, identity, race and ethnicity.</b></li> </ul>	LSASSSN, I-2, My Ethnic Background, p.2-6. RSF – Cultural Awareness #1 RSF – Cultural Awareness #2 RSF – Cultural Awareness #3 RSF – Cultural Awareness #4 RSF – Cultural Awareness #5 RSF – Cultural Awareness #6 RSF – Cultural Awareness #7 RSF – Cultural Awareness #8 OS-Self Concept Manual 2, pgs. 27-33 NYSGH #123, Culture Club
5.7 Knows and understands different cultural groups. (2,3,4)	<ul style="list-style-type: none"> <li>a. Identify and describe the customs of three different cultural groups.</li> <li>b. Describe the contributions that these cultures have made to society.</li> <li>c. Respect the attitudes and beliefs of other cultural groups.</li> </ul>	LSASSSN, I-1, Ethnic Groups, p.2-3. RSF – Cultural Awareness #6 RSF – Cultural Awareness #7 RSF – Cultural Awareness #9 RSF – Cultural Awareness #10 NYSGH#122, Self-Esteem, A Question of Ethnicity

**Cultural Awareness (continued)**

<b>Competencies</b>	<b>Performance Indicators</b>	<b>Activities and Resources</b>
<p>5.8 Knows how to effectively respond to prejudice and discrimination. (2,3,4)</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 in the community.</p>	<p>CLSA, Activity 86, Celebrating Differences, Part I.                      CLSA, Activity 87, Celebrating Differences, Part II.                      CLSA, Activity 88, Celebrating Differences, Part III.                      NJGH, Stereotypes and Prejudices, Hit #39                      NJGH – Overcoming Stereotypes, Hit #6                      RSF – Cultural Awareness #11                      RSF – Cultural Awareness #12                      RSF – Cultural Awareness #13                      RSF – Cultural Awareness #14                      NYSGH#124, Confronting Racism</p>

## Communication

Competencies	Performance Indicators	Activities and Resources
<p>5.9 Knows and understands the elements of communication. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Recognize the influence of diverse cultures on the elements of communication.</li> <li>b. Explain the difference between verbal and non-verbal communication.</li> <li>c. Describe three forms of non-verbal communication (e.g., body postures, gestures, eye contact and facial expressions).</li> <li>d. Explain how to listen effectively to clarify what has been said.</li> <li>e. Explain how to ask effective questions when clarifying or obtaining information (e.g., open-ended v. close ended questions).</li> <li>f. Describe how feedback helps and/or hinders communication.</li> <li>g. Identify two strategies for giving feedback (e.g., using “I” statements, focus on the behavior not the person).</li> <li>h. Identify two strategies for receiving feedback (e.g. eye contact, not interrupting a conversation).</li> </ul>	<p>CLSA, Activity 2, Grandmother’s Truck.            CLSA, Activity 15, Broken Squares.            CLSA, Activity 17, Comfort Zone.            CLSA, Activity 18, Body Language.            CLSA, Activity 19, John &amp; Mary.            CLSA, Activity 43, Peanut Butter &amp; Jelly.            SSASSSN, Skill 3, Being Able to Communicate, p.18-25.            CLSA, Activity 64, Communication Charades.            SSASSSN, Skill 1, Being a Good Listener p. 2-9.            NJGH, John and Mary, Hit #22            NJGH, Communication Through TV Commercials, Hit #54            NJGH, Noodle Talk, Hit #56            NJGH, Feeling Charade, Hit #63            NJGH, Secret Friend, Hit #69            NJGH, Questioning the Facts, Hit #75            NJGH, Bag of Tricks, Hit #53            NJGH, Secret Handshake, Hit #91            OS, Community Manual 4, pgs. 7-14</p>

**Communication (continued)**

Competencies	Performance Indicators	Activities and Resources
		NJGH, Questions and Drawings, Hit #102 RSF – Communication #1 RSF – Communication #2 RSF – Communication #3 RSF – Communication #4 RSF – Communication #5 RSF – Communication #6 RSF – Communication #7 RSF – Communication #8 RSF – Communication #9 RSF – Communication #10 NYSGH#126, Feelings Communication NYSGH#127, Communication Using “I” Statements
5.10 Knows how to communicate with friends and family. (2,3,4)	a. Demonstrate how to introduce oneself and greet others (e.g., handshake, eye contact, standard v. slang language, appropriate touching). b. Conduct a conversation using appropriate verbal and non-verbal language. c. Demonstrate giving and receiving feedback in two situations with family and friends. d. Demonstrate tolerance for the opinions of others.	SSASSSN, Revealing Yourself to Others, p.65-74. SSASSSN, Skill 2, Understanding Another’s Point of View, p.10-17. RSF – Communication #2 NYSGH #128–Communication with “The Teacher, On The Job” OS-Community Manual 4, pgs. 3-6

**Communication (continued)**

Competencies	Performance Indicators	Activities and Resources
5.11 Knows how to communicate in school setting. (2,3,4)	<ul style="list-style-type: none"> <li>a. Demonstrate how to introduce oneself and greet others, e.g., handshake, eye contact, standard v. slang language.</li> <li>b. Use effective listening techniques to clarify instructions.</li> <li>c. Demonstrate the ability to ask effective questions to obtain and/or clarify information.</li> <li>d. Demonstrate giving and receiving feedback in two situations with school personnel.</li> <li>e. Demonstrate tolerance for the opinions of others.</li> </ul>	LSASSSN, III-30, Getting Along with Authority, p.193-195. LSASSSN, III-31, Asking Good Questions, p.196-198. NJGH, Bumper Sticker, Hit #50 NJGH, Ship Wreck, Hit #52 NJGH, Slang Words, Hit #99 RSF – Communication #11 NYSGH #128 Communication With The Teacher, On The Job
5.12 Knows how to communicate in the work place. (3,4)	<ul style="list-style-type: none"> <li>a. Demonstrate how to introduce oneself and greet others (e.g., handshake, eye contact, standard v. slang language).</li> <li>b. Use effective listening techniques to clarify instructions.</li> <li>c. Demonstrate the ability to ask effective questions to obtain and/or clarify information.</li> <li>d. Demonstrate giving and receiving feedback in two work-related situations.</li> <li>e. Demonstrate tolerance for the opinions of others.</li> </ul>	SSASSSN, Skill 7, Making a Good Impression, p.51-57. NJGH, A Slant on Slang, Hit #62 NJGH, Say What?, Hit #72 NJGH, Picture Perfect?, Hit #88 RSF – Communication #12 NYSGH#128, Communication with “The Teacher, On The Job”

**Communication (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>5.13 Knows how to use technology to communicate safely and effectively. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Explain how a telephone and email are used differently at home and at work.</li> <li>b. Demonstrate appropriate telephone etiquette in home and work situations, e.g., how to answer, take messages, and convey information.</li> <li>c. Demonstrate appropriate email etiquette in home and work situations.</li> <li>d. Explain how to communicate safely when using telephone and email (e.g., appropriate voice message on answering machine, appropriate disclosure of personal information on e-mail).</li> </ul>	<p>REF-Business Etiquette – <a href="http://www.b##spage.com/1netiq/Netiq.html">http://www.b##spage.com/1netiq/Netiq.html</a></p> <p>REF-Etiquette for Kids- <a href="http://kidsinternet.about.com/kids/kidsinternet/cs/netiquette1/index.htm?rnk=r2&amp;terms=netiquette">http://kidsinternet.about.com/kids/kidsinternet/cs/netiquette1/index.htm?rnk=r2&amp;terms=netiquette</a></p> <p>RSF – Communication #14</p>
<p>5.14 Knows how and when to be assertive when communicating at home, school, and work. (2,3,4)</p>	<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>	<p>SSASSSN, Skill 4, Negotiating or Compromising, p.26-32.</p> <p>NJGH, Passive, Assertive, Aggressive People, Hit #86</p> <p>NJGH, Assert Yourself, p. 169. Hit #93</p> <p>RSF – Communication #16</p> <p>NYS GH #129, Passive, Aggressive and Assertive Behavior</p> <p>OS, Community Manual 4, pgs. 17-39</p>

**Communication (continued)**

Competencies	Performance Indicators	Activities and Resources
5.15 Knows how to manage conflict. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe the signs of conflict.</li> <li>b. Describe two different ways to manage conflict.</li> <li>c. Demonstrate two conflict management techniques that could be used at home, school, or work.</li> </ul>	<p>LSASSSN, II-12, Identifying a Conflict, p.107-108.            LSASSSN, II-13, Compromising p.109-111.            LSASSSN, II-15, Avoiding Power Struggles, p.114-116.            LSASSSN, II-14, Finding Alternatives, p.112-113.            NJGH, Feedback Circle, Hit #68            RSF – Communication #17            OS, Community Manual 4, pgs. 43-52</p>
5.16 Knows how to use anger management techniques. (2,3,4)	<ul style="list-style-type: none"> <li>a. Identify situations that may produce feelings of anger within oneself and others.</li> <li>b. Describe the signs and feelings of anger within oneself and others.</li> <li>c. Explain one anger management technique, (e.g., walking away).</li> <li>d. Demonstrate two anger management techniques that could be used at home, school, or work.</li> </ul>	<p>SSASSSN, Skill 8, Controlling Your Emotions, p.58-64.            RSF – Communication #17            NYSGH #130, What Is Anger            OS, Feelings Manual 1 pgs. 75-111</p>

## Relationships

Competencies	Performance Indicators	Activities and Resources
<p>5.17 Knows and understands the differences between various types of relationships. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Describe different types of relationships, e.g., family, friends, business, professional, and dating.</li> <li>b. Recognize the value of maintaining more than one type of relationship.</li> <li>c. Explain the rules, boundaries, <b>self-disclosure</b>, <b>privacy</b>, and codes of behavior that relate to each type of relationship.</li> <li>d. Describe the different roles that people play in various relationships.</li> </ul>	<p>CLSA, Activity 29, Finding the Right Relationship.            RSF – Relationships and Sexuality #1            NYSGH #134 Understanding Boundaries, Hit            OS-Peer Manual 5, pgs. 3-15            NYSGH #131, Establishing Trust</p>
<p>5.18 Knows how to develop and maintain healthy relationships. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify three characteristics of healthy and unhealthy relationships.</li> <li>b. Describe two ways to develop <b>and or enhance</b> a new relationship with family, friends, <b>mentors</b>, co-workers, and romantic interests.</li> <li>c. Describe two ways manage an unhealthy relationship, e.g. clarify boundaries, seek counseling, seek legal help, end relationship.</li> <li>d. Analyze the roles and responsibilities that both parties play in maintaining relationships.</li> <li>e. Describe how relationships change over time.</li> <li>f. Identify two ways to maintain relationships over time and distance.</li> </ul>	<p>CLSA, Activity 29, Finding the Right Relationship.            SSASSSN, Problems or Unusual Situations, p.168.            LSASSSN, I-21- I-31, Being Part of a Family, p.51-71.            NJGH, Come With Me, Hit #64            NJGH, Getting to Know You, Hit #84            RSF – Relationships and Sexuality #2            NYSGH #131 Establishing Trust            NYSGH#132 Choosing Good Friends            NYSGH#133 What To Look For In A Partner            OS-Peers Manual 5, pgs. 7-8            OS-Peers Manual 5, pgs. 13-16            OS-Peers Manual 5, pgs. 21-24            OS-Peers Manual 5, pgs. 29-31</p>

## Relationships (*continued*)

Competencies	Performance Indicators	Activities and Resources
5.19 Knows how to talk to others about decisions that affect relationships. (3,4)	<ul style="list-style-type: none"> <li>a. Explain how to talk to a partner about such issues as dating, sexual activity, prevention from STDs and pregnancy, marriage, and parenting.</li> <li>b. Explain how to talk to family and friends such issues as dating, sexual activity, prevention from STDs and pregnancy, marriage, and parenting.</li> <li>c. Practice talking with a partner a mock situation.</li> <li>d. Practice talking with, family and friends in a mock situation.</li> </ul>	PTC, Session III, How to Make Your Choices Stick PTC, Session VII, How to Use Resources to Support Your Choices. RSF – Relationships and Sexuality #3 RSF – Relationships and Sexuality #4
5.20 Knows how to develop and use a personal support system. (3,4)	<ul style="list-style-type: none"> <li>a. Define personal support system.</li> <li>b. Recognize the benefit of having more than one person to help with problems.</li> <li>c. Identify two or more people who can provide support.</li> <li>d. Develop a list of resource people including addresses and phone numbers.</li> <li>e. Assess the strengths and needs of one’s personal support system.</li> <li>f. Identify three strategies to expand one’s support system.</li> <li>g. Analyze two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person.</li> </ul>	MIOYO, Friends, p.75. SSASSN, Making and Keeping Friends, p.89. OP, Unit XV, Identifying Supportive Resources. NJGH, My Support System, Hit #98 RSF – Relationships and Sexuality #11 NYSGH#135, Eco-Map
5.21 Knows and understands the concept of “community”. (3,4)	<ul style="list-style-type: none"> <li>a. Define and give examples of different communities (e.g. faith-based, cultural groups, neighborhoods, school, civic).</li> <li>b. Describe the responsibilities associated with being part of a community.</li> <li>c. Identify three things that make one a part of a community (e.g., age, culture, interest, needs).</li> <li>d. Recognizes the benefits of participating in diverse communities.</li> </ul>	SSASSN, Worksheet 71, Volunteering at Agencies, p.257. RSF – Relationships and Sexuality #12 NYSGH #135 Eco-Map

## Leisure Time

Competency	Performance Indicators	Activities and Resources
5.22 Knows and understands the importance of healthy leisure time Activities and Resources. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe the difference between healthy and unhealthy leisure time Activities and Resources.</li> <li>b. Describe two advantages of healthy leisure time Activities and Resources (e.g., reduce stress and meeting people who have similar interests).</li> <li>c. Identify two resources that can be used to locate healthy leisure time Activities and Resources (e.g., newspaper, Internet, bulletin board, phone book, family and friends).</li> <li>d. Identify two free or low cost leisure time Activities and Resources for further exploration.</li> </ul>	MIOYO, What Do You Do For Fun? p.72. MIOYO, What Does It Mean? p.73. MIOYO, Try Something New, p.73. NJGH, A Night at the Theater, p.6. Hit #2 RSF – Relationships and Sexuality #13 NYSGH#136, Exercise Interest NYSGH#138, Taking a Vacation NYSGH#142, My Vacation NYSGH#137, Leisure Without Loss
5.23 Knows how to plan a leisure trip. (4)	<ul style="list-style-type: none"> <li>a. <b>Identify different leisure trip locations.</b></li> <li>b. <b>Create a trip budget.</b></li> <li>c. <b>Develop a savings plan if necessary.</b></li> <li>d. <b>Explain pre trip preparation (e.g., immunizations, packing appropriate clothes for location, etc.)</b></li> <li>e. <b>Develop a trip activity plan.</b></li> </ul>	NYSGH #138–Taking A Vacation

# 6. Work and Study Skills Domain

## Career Planning

Competencies	Performance Indicators	Activities and Resources
<p><b>6.1. Knows and understands the difference between a job and a career. (2,3,4)</b></p>	<p>a. Identify two types of jobs.            b. Identify two types of careers.            c. Explain the difference between a job and career.</p>	<p>NJGH, Job and Career Charades, Hit #100            REF: Questionnaire-  <a href="http://careerideasforkids.com/getin.htm">http://careerideasforkids.com/getin.htm</a>            REF: Skills and Interest-<a href="http://mapping-your-future.org/planning/skillsan.htm">http://mapping-your-future.org/planning/skillsan.htm</a>            REF: Career Trail Guide-  <a href="http://library.thinkquest.org/11720/">http://library.thinkquest.org/11720/</a>            REF: Kid Career Information-  <a href="http://www.bcit.tec.nj.us/KidCareer/info.html">http://www.bcit.tec.nj.us/KidCareer/info.html</a>            RSF – Career Planning #4            RSF – Career Planning #6            NYSGH#143, Education and Employment: What’s the Connection?</p>

**Career Planning (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>6.2 Is able to make an informed career decision. (3,4)</p>	<ul style="list-style-type: none"> <li>a. Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education and training required).</li> <li>b. Recognize the importance of volunteering, job shadowing, and paid internships to gain information about career fields.</li> <li>c. Determine career goal.</li> <li>d. Match career interest with personal skills, abilities, and career objective.</li> <li>e. Evaluate each career option and select a <b>realistic</b> career field that best meets one’s career goal.</li> <li>f. <b>Identify resources that facilitate career choice (Department of Labor programs, job corps, military services, etc.).</b></li> </ul>	<p>CLSA, Activity 32, A Window to the Future.            CLSA, Activity 40, What is My Career?            CLSA, Activity 58, What’s My Line.            CLSA, Activity 70, Community Interviews.            CLSA, Activity 75, Career Choices.            MP (Care Giver’s Handbook), Part 2 Chapter # 3 - Working for a Living.            NJGH, Career Night, Hit #80            REF: Developing a Career Plan-  <a href="http://mapping-your-future.org/planning/careerpl.htm">http://mapping-your-future.org/planning/careerpl.htm</a>            REF: Career Goal- <a href="http://mapping-your-future.org/planning/careersa.htm">http://mapping-your-future.org/planning/careersa.htm</a>            REF: Paying For College-  <a href="http://www.pbs.org/newshour/on2/money/college.html">http://www.pbs.org/newshour/on2/money/college.html</a>            REF: Financial Aid-  <a href="http://www.mncareers.org/future_planning.asp?pageid=fn01">http://www.mncareers.org/future_planning.asp?pageid=fn01</a>            RSF – Career Planning #5</p>

## Career Planning *(continued)*

Competencies	Performance Indicators	Activities and Resources
6.3 Is able to develop a career plan. (3,4)	<ul style="list-style-type: none"> <li>a. Recognize how one’s current employment, volunteer experiences, education, and job training affect reaching a career goal.</li> <li>b. Determine the resources needed to obtain the education, training, and apprenticeship required.</li> <li>c. Identify scholarships, grants, and financial aid available.</li> <li>d. <b>Explain the difference between an educational grant and loan.</b></li> <li>e. Develop a written career plan with action steps, resources, and time frames.</li> </ul>	MP (Care Giver’s Handbook), Part 2 Chapter # 3 - Working for a Living. NJGH, Jacob’s Ladder Hit #82 RSF – Career Planning #9

## Employment

Competencies	Performance Indicators	Activities and Resources
6.4 Understands the importance of employment. (2,3,4)	<ul style="list-style-type: none"> <li>a. Describe how needs and wants relate to employment.</li> <li>b. Identify two reasons why people work (e.g., stability, independence).</li> <li>c. Explain two ways in which work affects one’s lifestyle.</li> <li>d. <b>Describe different types of work experiences.</b></li> </ul>	CLSA, Activity 34, It’s In the Bag. RSF – Employment #1 RSF – Employment #2 RSF – Employment #3
6.5 Knows how to find part-time temporary jobs in the community. (2,3)	<ul style="list-style-type: none"> <li>a. Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns).</li> <li>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)</li> <li>c. Select a strategy to obtain one’s preferred part-time temporary job.</li> </ul>	MP (Care Giver’s Handbook), Part 2 Chapter # 3 - Working for a Living REF: How to Find a Summer or Part-time Job- <a href="http://www.quintcareers.com/finding_summer_jobs.html">http://www.quintcareers.com/finding_summer_jobs.html</a> RSF – Employment #5

### Life Skills Guidebook

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**Employment** *(continued)*

Competencies	Performance Indicators	Activities and Resources
<p>6.6 Knows how to search for employment (3,4)</p>	<ul style="list-style-type: none"> <li>a. Read and interpret information in newspaper ads and other print material.</li> <li>b. Use the Internet to locate job openings.</li> <li>c. Recognize the importance of personal contacts in the employment search (e.g., the “hidden job market”).</li> <li>d. Explain what public and private job placement agencies do and the costs associated with each.</li> <li>e. Locate job openings using one or more search method.</li> </ul>	<p>MIOYO, How Do I Find A Job? p.3.  MIOYO, Learn More About Finding Jobs, p.3-6.  MIOYO, Reading Job Advertisements, p.7.  LSASSSN, V-12, Searching for a Job, p.338-340.  NJGH, The Winning Line-Up, Hit #66  NJGH, Define Your Work Area Geographically, Hit #92  REF: Conducting a Job Search-  <a href="http://mapping-your-future.org/planning/thejobse.htm">http://mapping-your-future.org/planning/thejobse.htm</a>  REF: Job Hunting on the Internet-  <a href="http://www.quintcareers.com/studentjobseeker_guide/">http://www.quintcareers.com/studentjobseeker_guide/</a>  RSF – Employment #5  RSF – Employment #6</p>

**Employment (continued)**

Competencies	Performance Indicators	Activities and Resources
<p>6.7 Can complete a job application. (3,4)</p>	<ul style="list-style-type: none"> <li>a. Define the terms commonly used on job applications.</li> <li>b. Interpret application questions and provides appropriate responses.</li> <li>c. Develop a personal fact sheet to use when completing job applications.</li> <li>d. Complete two job applications.</li> </ul>	<p>MIOYO, Getting Your Facts Together, p.8.            REF: Guidelines for Completing a Job Application-  <a href="http://hhsd.k12.nj.us/html/job_applications.htm">http://hhsd.k12.nj.us/html/job_applications.htm</a>            CLSA, Activity 73, Assume an Identity. LSASSN, V-22, A Job Application, pgs. 364-367.            RSF – Employment #7</p>
<p>6.8 Can develop a resume and cover letter. (4)</p>	<ul 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> </ul>	<p>MIOYO, The Resume, p.9-10.            MIOYO, Applying by Letter, p.11-12.            LSASSN, V-13, A Resume, p.341-342.            NJGH, Job Truth or Don’t You Dare, p. 183-186 Hit# 97.            REF: Resume Tips- <a href="http://mapping-your-future.org/planning/resume.htm">http://mapping-your-future.org/planning/resume.htm</a>            REF: Sample Resume-<a href="http://mapping-your-future.org/planning/resume2.htm">http://mapping-your-future.org/planning/resume2.htm</a>            REF: Resume do’s and don’ts and resume resources-  <a href="http://www.mncareers.org/future_planning.asp?pageid=jp01">http://www.mncareers.org/future_planning.asp?pageid=jp01</a>            RSF – Employment #8            RSF – Employment #9</p>

## Employment (continued)

Competencies	Performance Indicators	Activities and Resources
6.9 Can interview for a job. (3,4)	<ul 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.</li> <li>c. Model appropriate grooming, attire, and behavior for a job interview.</li> <li>d. Identify possible <b>difficult</b> interview questions and develop responses.</li> <li>e. <b>Identify legal vs. illegal interview questions.</b></li> <li>f. Describe the verbal and non-verbal communication skills used in an interview.</li> <li>g. Practice a job interview with a friend or older adult.</li> <li>h. Conduct a job interview and evaluate personal performance.</li> <li>i. <b>Identify at least three personal strengths related to the employment opportunity.</b></li> </ul>	<p>MIOYO, Getting Ready For the Interview, p.13-14.            CLSA, Activity 31, The Right Look For a Job Interview.            LSASSN, V-14, Interviewing, p.343-345.            NJGH, Role Play Job Interviews, Hit #5            NJGH, How to Tie a Tie, Hit #94            REF: Interviewing Techniques-  <a href="http://mapping-your-future.org/planning/thejobin.htm">http://mapping-your-future.org/planning/thejobin.htm</a>            REF: Job Interviewing Quiz-  <a href="http://www.quintcareers.com/job_interviewing_quiz.html">http://www.quintcareers.com/job_interviewing_quiz.html</a>            RSF – Employment #10            RSF – Employment #11            RSF – Employment #12            NYSGH# 139, Jobs Interview Practice</p>
6.10 Knows and understands the importance of following up after a job interview. (3,4)	<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>	<p>MIOYO, Follow-up, p.15.            RSF – Employment #13</p>
6.11 Knows how to use common workplace technology. (3,4)	<ul style="list-style-type: none"> <li>a. Identify common workplace equipment including computers and other workplace technologies.</li> <li>b. Demonstrate using technology to complete workplace tasks (e.g., fax, computers, copier, printer).</li> </ul>	<p>REF: Impact of Technology on the Work Place –  <a href="http://scholar.lib.vt.edu/ejournals/JITE/v33n3/lewis.html">http://scholar.lib.vt.edu/ejournals/JITE/v33n3/lewis.html</a>            NJGH, Technology Field Trip, Hit #106</p>

**Employment** *(continued)*

Competencies	Performance Indicators	Activities and Resources
<p>6.12 Knows and understands employee wage deductions, benefits, and rights. (3,4)</p>	<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. Describe how to get employee benefits.</li> <li>d. Describe one’s right regarding sexual harassment.</li> <li>e. Explain what a grievance is and how to use the grievance procedures to resolve disputes.</li> <li>f. Identify ways to advance on the job (e.g. employment training programs, higher education).</li> <li>g. Identify company resources that describe employee rights and benefits (e.g., personnel policies, company Intranet site).</li> <li>h. <b>Explain child labor laws (e.g., number of work hours, equipment operation, etc.)</b></li> </ul>	<p>MIOYO, Your Paycheck, p.80.  <b>MP 12-15, Chapter 7, Working for a Living.</b>            ILRC-MMC, Unit III, How Much Money Do I Take Home and Have I Been Shortchanged?            REF: Safety and Health on the Job-  <a href="http://www.cdc.gov/niosh/adoldoc.html">http://www.cdc.gov/niosh/adoldoc.html</a>            REF: Labor Department Youth Guidelines-  <a href="http://youthrules.dol.gov/teens/default.htm">http://youthrules.dol.gov/teens/default.htm</a>            RSF – Employment #14            RSF – Employment #15</p>

**Employment (continued)**

Competencies	Performance Indicators	Activities and Resources
6.13 Knows how to maintain employment. (3,4)	<ul style="list-style-type: none"> <li>a. Identify the behaviors and attitudes (e.g., being on time, following directions, assuming responsibility) that affect job retention and advancement.</li> <li>b. Identify proper workplace attire.</li> <li>c. Explain what the “chain of command” is and how it works.</li> <li>d. Recognize the importance of supervision and accepts supervision.</li> <li>e. Demonstrate the ability to organize and manage time to complete work place tasks.</li> <li>f. Demonstrate two ways for dealing with criticism.</li> <li>g. Demonstrate negotiation skills in resolving workplace differences.</li> <li>h. Demonstrate working cooperatively with others as a member of a team.</li> </ul>	<p>CLSA, Activity 14, Choose to Keep It.            LSASSN, V-15, Having a Good Attitude, p.346-348.            LSASSN, V-16, Being a Good Employee, p.349-350.            LSASSN, V-17, Getting Along with the Boss, p.351-353.            LSASSN, V-18, You Are the Boss, p.354-356.            NJGH, Appropriate and Inappropriate Responses on the Job, Hit #3            RSF – Employment #16            RSF – Employment #17            RSF – Employment #18</p>
6.14 Knows how to change jobs. (3,4)	<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>	<p>LSASSN, V-20, Changing Jobs: Why? p.359-360.            LSASSN, V-21, Changing Jobs: How? p.361-363.            RSF – Employment #19</p>

## Decision Making

Competencies	Performance Indicators	Activities and Resources
<p>6.15 Knows and understands a process for making thoughtful decisions. (2,3,4)</p>	<p>a. g. Recognize the difference between impulsive and thoughtful decisions.</p> <p>b. b. Describe the steps to a thoughtful decision making process (e.g., identify the options, evaluate the pros and cons, select an option)</p>	<p>MIOYO, Making Decisions, p.16.            SSASSSN, Making Good Decisions, p.134.            NJGH, Twinkle, Twinkle, Little Star, Hit #7            NJGH, Sometimes There’s an Easier Way, Hit #73            NJGH, “ I Have a Problem”, Hit #105            REF: Steps to Decision Making-  <a href="http://ohioline.osu.edu/hyg-fact/5000/5301.html">http://ohioline.osu.edu/hyg-fact/5000/5301.html</a>            REF: Easy VS. Difficult Decisions-  <a href="http://www.therapeuticresources.com/2956sample.html">http://www.therapeuticresources.com/2956sample.html</a>            REF: Making Good Choices-  <a href="http://www.decisioneducation.org/">http://www.decisioneducation.org/</a>            ILRC-MMC, Unit II, The Bag Game, Decision-Making.            NJGH, Aging Out Catalog Hit #76            RSF – Decision Making #2            RSF – Decision Making #4            OS-Community Manual, pgs. 55-70</p>

**Decision making** *(continued)*

Competencies	Performance Indicators	Activities and Resources
<p>6.16 Can use a thoughtful decision making process in a life skills situation. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Analyze a life skills situation that requires a decision (e. selecting a career, changing jobs, making a large purchase).</li> <li>b. Apply a thoughtful decision making process to the life skill situation.</li> <li>c. Evaluate the outcome of the decision.</li> </ul>	<p>MIOYO, Making Decisions, p.16.                      NJGH, Dear Abbey, Hit #11                      NJGH, The Lemonade Concept, Hit #43                      NJGH, New Society, Hit #71                      REF: Decision Making Worksheet-  <a href="http://www.jdf.org/kids/go/2001/04/worksheet.html">http://www.jdf.org/kids/go/2001/04/worksheet.html</a>                      REF: Real Decisions Activity-  <a href="http://www.caps.ucsf.edu/curricula/peer5.html">http://www.caps.ucsf.edu/curricula/peer5.html</a>                      ILRC-MMC, Unit II, Decisions, Decisions, Decisions and Money Dilemmas.                      ILRC-MMC, Unit IV, Unexpected Events.                      NJGH-The Emotional Continuum Hit #67                      RSF – Decision Making #3                      RSF – Decision Making #4</p>

## Education and Study Skills

Competencies	Performance Indicators	Activities and Resources
<p>6.17 Knows and understands what influences one’s ability to study. (2,3,4)</p>	<p>a. Identify two things that influence one’s ability to study (e.g., place, space, time, distractions)            b. Determine the conditions under which one studies best.</p>	<p>LSASSSN, III-23, Study Smarter, p.174-175.            LSASSSN, III-21, Getting Organized, p.168-170.            REF- Girl Power Assignment Book – <a href="http://www.health.org/gpower/girlarea/assignment/">http://www.health.org/gpower/girlarea/assignment/</a>            REF: Preparing to Study-<a href="http://www.how-to-study.com">http://www.how-to-study.com</a>            RSF – Study Skills #1            RSF – Study Skills #3            RSF – Study Skills #4</p>

## Education and Study Skills (continued)

Competencies	Performance Indicators	Activities and Resources
<p>6.18 Is able to use one or more study techniques to achieve a study goal. (2,3,4)</p>	<ul style="list-style-type: none"> <li>a. Identify one’s 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. <b>List three time management techniques (e.g., to do lists, prioritizing tasks, use of organizers).</b></li> <li>c. Select a technique and demonstrate using it.</li> </ul>	<p>LSASSSN, III-22, Taking Notes, 171-173.            REF- Learning Styles  <a href="http://www.howtolearn.com">http://www.howtolearn.com</a>            NJGH, Learning Styles Workshop, Hit #19            REF: Learning Style Assessment-  <a href="http://www.ldpride.net/learning_style.html">http://www.ldpride.net/learning_style.html</a>            REF: Learning Styles Explained-  <a href="http://www.ldpride.net/learningstyles.MI.htm">http://www.ldpride.net/learningstyles.MI.htm</a>            REF: Learning Styles Chart-  <a href="http://www.chaminade.org/inspire/learnstl.htm">http://www.chaminade.org/inspire/learnstl.htm</a>            REF: Time Management Techniques-  <a href="http://www.csbsju.edu/academicadvising/help/23tmt.html">http://www.csbsju.edu/academicadvising/help/23tmt.html</a>            RSF – Study Skills #6</p>
<p>6.19 Knows how to access resources to improve educational outcomes. (4)</p>	<ul style="list-style-type: none"> <li>a. Identify resources in the community that provide tutoring, after school programs, test preparation courses and the costs associated with them.</li> <li>b. <b>Identify resources in educational setting (e.g., guidance counselors, advisors, student assistance, mentors, tutors, etc.).</b></li> <li>c. Explain how to access these community resources.</li> </ul>	<p>CLSA, Activity 30, Where In the World Do I Find...?            RSF – Study Skills #8</p>

**Education and Study Skills** *(continued)*

Competencies	Performance Indicators	Activities and Resources
<p><b>6.20 Knows and understands the steps to achievement and advancement in the educational system. (2,3,4)</b></p>	<p><b>a. Define educational options (e.g., GED, diploma, IEP, Vo-Tech, BOCES, Job Corps, alternative programs, etc.).</b>  <b>b. Explain the requirements of each educational option.</b>  <b>c. Compare and contrast each educational option.</b>  <b>d. Identify post-secondary options (e.g., community college, public and private university or college, certificate programs, technical schools, etc.).</b>  <b>e. Explain the requirements of each post-secondary option.</b>  <b>f. Compare and contrast each post-secondary option.</b></p>	<p>REF: Job Corps and Americorps-  <a href="http://www.thehighschoolgraduate.com/editorial/UScorps.htm">http://www.thehighschoolgraduate.com/editorial/UScorps.htm</a>            REF: Education Options-  <a href="http://www.mncareers.org">http://www.mncareers.org</a>            REF: College Option-  <a href="http://www.thehighschoolgraduate.com/editorial/USsearch.htm">http://www.thehighschoolgraduate.com/editorial/USsearch.htm</a>            REF: Types of Schools-<a href="http://mapping-your-future.org/selecting/schools.htm">http://mapping-your-future.org/selecting/schools.htm</a></p>
<p><b>6.21 Understands the importance of education and its relationship to employment. (3,4)</b></p>	<p><b>a. Identify personal values related to education.</b>  <b>b. Compare how individual needs and wants relate to education.</b>  <b>c. Compare the level of education of education/vocational training to achieve employment goals.</b></p>	<p>REF: Career  <a href="http://careerideasforkids.com/ideasto.htm">http://careerideasforkids.com/ideasto.htm</a>            REF: Career Preparation-  <a href="http://www.mncareers.org/investigate_careers">http://www.mncareers.org/investigate_careers</a></p>
<p><b>6.22 Is able to develop an educational plan. (2,3,4)</b></p>	<p><b>a. Match knowledge, strengths and abilities to educational opportunities.</b>  <b>b. Explain the qualifications necessary to achieve educational goal.</b>  <b>c. Create an educational plan, which includes time frames, goals, and resources.</b></p>	<p>NYS GH# 144, Goal Planning: Getting Where You Want To Be</p>

## Legal Issues

Competencies	Performance Indicators	Activities and Resources
<p><b>6.23 Knows and understands rights and responsibilities of foster care placement. (2,3,4)</b></p>	<p><b>a. Explain the rights of youth in foster care placement.</b>  <b>b. Explain how to use legal representation.</b>  <b>c. Describe the steps to access help when dealing with problems in placement.</b></p>	<p>REF: My Rights in Foster Care  <a href="http://www.youthlaw.org/myrights.htm">http://www.youthlaw.org/myrights.htm</a>            REF: My Rights in Foster Care  <a href="http://www.lawyersforchildren.org">http://www.lawyersforchildren.org</a></p>
<p><b>6.24 Knows and understands how to access legal resources. (2,3,4)</b></p>	<p><b>a. Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics, etc.)</b>  <b>b. Describe two situations that require legal assistance.</b></p>	<p>REF: Legal Resources  <a href="http://www.vix.com/men/mitch/crp/ref195.html">http://www.vix.com/men/mitch/crp/ref195.html</a>            REF: NYC Legal Aid  <a href="http://www.legal-aid.org">http://www.legal-aid.org</a>            REF: Legal Services  <a href="http://www.ci.nyc.ny.us/html/acs/html/text/legal.html">http://www.ci.nyc.ny.us/html/acs/html/text/legal.html</a></p>
<p><b>6.25 Knows and understands the legal consequences of behaviors. (3,4)</b></p>	<p><b>a. Identify unlawful behaviors and Activities and Resources.</b>  <b>b. Explain the legal terms (e.g., felony, misdemeanor, civil action, bail, etc.)</b>  <b>c. Compare and contrast unlawful behaviors and Activities and Resources by age, action, and potential consequences.</b></p>	<p>REF: NYC Legal Guide  <a href="http://www.citylegalguide.com">http://www.citylegalguide.com</a>            REF: Glossary of Legal Terms  <a href="http://leo.riohondo.edu/aj/AJ101/aj101term.htm">http://leo.riohondo.edu/aj/AJ101/aj101term.htm</a>            REF: Glossary of Legal Terms  <a href="http://www.jesbeard.com/30a.htm">http://www.jesbeard.com/30a.htm</a>            REF: Juvenile Legal Terms  <a href="http://faculty.ncwc.edu/toconnor/juvjusp.htm">http://faculty.ncwc.edu/toconnor/juvjusp.htm</a></p>