

Your Life, Your Way, Your Time

Independence & Education Guide

Resources to support young adults in career exploration







RESOURCES FOR COLLEGE AND CAREER TRANSITION SUPPORT IN MAINE...

Through a partnership supported by the Annie E. Casey Foundation, the John T. Gorman Foundation, and the Maine DHHS Office of Child and Family Services, several organizations in Maine are implementing Jobs for the Future's (JFF) **Postsecondary Bridging and First Year Support phases of the Back on Track (BOT) model.**

This document outlines how Maine is individualizing the BOT Model and sharing best practices among provider partners in supporting young people transitioning to college and career pathway opportunities.

It is intended to provide partners with ways they might support young adults in their postsecondary and career pathways using the Back on Track model.

Through Maine's implementation of the BOT model, young adults will have individualized supports and opportunities to increase their skills, as well as a network of providers committed to working together in new ways.

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Background

This guide supports youth to build their postsecondary and career readiness by utilizing key elements of the Jobs for the Future, Back on Track (BOT) Model. This guide was developed in partnership with the Cutler Institute's Youth and Community Engagement (YCE) team at the University of Southern Maine (USM), Jobs for Maine's Graduates (JMG), Maine DHHS Office of Child and Family Services (OCFS), Jobs for the Future (JFF), Goodwill Industries of Northern New England, and young adults.

The BOT postsecondary and career support model helps young adults prepare for and transition into degree-granting postsecondary programs of study. The activities and resources during all phases of the BOT Model and activities should be individualized and adjusted depending on the interests, needs, and strengths of the young adult.

This guide is a collection of resources and activities that align with the core features of the BOT model during the **Postsecondary Bridging** and **First Year Supports** phases.¹ The BOT model meets the federal requirements for Child Welfare Services' independent life skills, as outlined in the National Youth Transition Database (NYTD).

- Activities within this guide are not all-inclusive, sequential or mandatory; and should be used as a guide when supporting a young adult to reach their independence, education, and career goals
- Service providers are encouraged to customize their approach by selecting activities and resources that are developmentally appropriate, timely, relevant, and interesting for the young adult

- Providers can use the BOT Model as a framework to identify the needs of young adults by building pathways that substantially improve college completion rates for those who are off track to postsecondary and career credential attainment

Postsecondary Bridging

The Postsecondary Bridging ("Bridging") phase begins when a provider starts working with a transition-aged young adult in planning their future education and career goals. This will last until they begin a postsecondary education or training program. The goal of the Bridging phase is to help young adults prepare for their transition from high school (including attainment of their HiSet/GED) into postsecondary educational opportunities, career-focused training, or credential programs.

The heart of this approach creates a partnership between a young adult and their support team, which leads to transformational relationships. This means that youth and adults work collaboratively and learn from each other.

- The length of time and activities of the Bridging phase depends on the specific needs of the young adult
- Some young adults may be ready to start Bridging activities when they are close to graduating from high school or completing their GED/HiSet. Other young adults may begin Bridging activities when they have attained their high school credential and are looking to begin a postsecondary or career pathway

¹ "Youth Leadership Advisory Team: An Innovative Approach to Systems Improvement," University of Southern Maine, March 2010: https://www.ylat.org/wpcontent/uploads/2013/10/ylat_report.pdf.

POSTSECONDARY BRIDGING ELEMENTS INCLUDE:

- Academic skill-building to prepare the young adult for entry into a postsecondary program of study or career-focused training;
- Development of postsecondary/career success, knowledge, and skills;
- Exposure to postsecondary experiences, expectations, and programming;
- Focused career exploration and planning;
- Guidance in selecting a postsecondary institution, program/course of study, and application process;
- Support in addressing critical barriers to success;
- Regular visits with young people to build relationships, review progress made (or not) toward goals, celebrate achievements, and review actions needed;
- Talk with the young adult's team members as needed to support their needs;
- Connecting to other community resources and advocate with/for young people as needed.
- Assisting the young adult in forming meaningful, healthy, and life-long connections.

First Year Support

The First Year Support phase begins once the young adult transitions to their next steps, such as beginning a postsecondary education program or career-focused training. First Year Support activities are designed to help young people succeed in their postsecondary education or training program for that critical first year and to be on track for completion of the program. During this time, service providers and other supports continue to work with young adults as they progress through their postsecondary or training program with the ultimate goal of attaining a living wage job.

FIRST YEAR SUPPORT ELEMENTS INCLUDE:

- Guidance in developing a career plan that identifies short, intermediate, and long-term goals and successful pathways;
- Job placement services and supports.
- Support navigating college and academic opportunities;
- Ongoing guidance in the selection of postsecondary courses, pathways, and programs of study;
- Guidance in managing postsecondary studies and work;
- Guidance in expanding their social networks to leverage peer support;
- Ongoing support to address critical barriers to success;
- Monitoring academic progress and supporting relationships with professors.

Moving through BOT Phases

The following activities and suggested timeline are provided as a guide for consideration and may vary depending on the young adult's needs and goals. Providers may use different activities or online platforms with young adults that align with the BOT core-elements.

Postsecondary Bridging

PROVIDER PREPARATION

Before meeting with a young adult, the provider should become familiar with the content and activity options included in this guide.

INTRODUCE THE GUIDE AND BOT TO THOSE YOU SUPPORT

This meeting is an opportunity to get to know the young adult, explore their education and career goals, build trust, and provide an overview of the supports available. Activities may include:

- Talk through the responsibilities of your role as a service provider or support person and the expectations of the young adult in this working relationship
- Learn about the young adult's strengths and career goals and identify first steps/actions that they can work toward
- Identify what additional supports are needed for them to be successful and outline their individual responsibilities
- Set up access to the MyBestBets (MBB) platform (see page 13 for more details about MBB). If you're concerned about internet access, print out tools and resources from the MBB platform using your Coach account to work on off-line with the young adult.

NEXT MEETING

- Introduce the [SMART Goals worksheet](#) to identify the young adult's goals and discuss needs or barriers. Discuss activities they have already completed since your previous meeting and discuss outcomes
- Identify new activities from this guide (or other resources) that could be helpful for them based on their individual career or educational goals
- Review the MBB platform together or review the hard copies of the resources that you printed out ahead of time
- Identify areas for individual exploration in the MBB platform (see page 63, [MBB Workplan](#))
- Schedule a follow-up appointment with them

THE FIRST 30 DAYS

Through these initial meetings and interactions, the strengths, goals, and needs of the young adult will likely become more clear. Service providers and supports should continually refer back to the suggested activities outlined in this guide as well as seek out ideas from reliable sources to meet the individual needs of the young adult. Activities may include:

- Identify other adults or support agencies that can help the young adult be successful with their education and career goals
- Discuss the role of each support person and their potential limitations
- Continue to review the SMART goals worksheet and discuss the young adult's goals, progress, strengths, and barriers toward meeting those goals. Work together to adjust goals where necessary.
- Help the young adult explore their interests and understand the importance of completing applications within deadlines to ensure access

to resources, opportunities, and enrollment in their preferred programs.

- Create a crisis plan or self-care plan as needed. This is a good time to identify coping skills for stress, who to call when, etc.

THE FIRST SIX MONTHS

Celebrate successes made by the young adult. Activities may include:

- Celebrate the life and core skills that the young adult may be learning and using in other areas of their life not specific to written goals
- If the young adult does not appear engaged in BOT activities, discuss this with them to identify challenges early, work with them to identify what is and isn't working, and how to overcome barriers
- Discuss what the young adult views as their strengths and other skills they could improve to help them reach their goals
- Review Smart Goals and talk about whether goals are realistic and relevant
- Make necessary adjustments to goals, update support list, and review the young adult's needs
- If the young adult is actively engaged in these activities but still struggling, work with them and their other supports to identify alternative solutions and available resources
- Network with other service providers for peer support and additional opportunities/services

If the young adult is not yet ready to transition from Bridging to First Year Support, review initial goals, activities, accomplishments, barriers, needs, and reflect with them on progress made or not made toward their goals. If needed, work with the young adult to revise their timeline for the next steps.

TRANSITIONING TO FIRST YEAR SUPPORT

Once the young adult starts a training or postsecondary program, the First Year Support phase begins. It is important to help prevent any lapse in enrollment, or derailment from meeting their goals. Even with the best of intentions, it can be tough to focus on the work needed to reach their goals during less structured days, competing social demands, or worries about meeting their basic needs.

First Year Support

This phase should last at a minimum through the young adult's first year of their postsecondary education or training program. This is a time to talk with them about their path to future success by reflecting on their past successes, failures, lessons learned, and ways to stay motivated to handle the challenges ahead.

The First Year Support activities are designed to support the young adult during their critical first year of programming, and in many cases, well beyond the first year. Each young adult should be encouraged to think about their formal and informal supports, and the provider should offer assistance in helping to build their network, including campus-based/vocational program staff and connections to their local community. During this transition period, it may be difficult for the young adult to adapt to new expectations and new environments. Given the multitude of needs during this major transition, the First Year Support phase requires continued involvement of their service provider and other supports.

MyBestBets Overview

Jobs for the Future's MyBestBets is a unique web and mobile application that supports young adults in making informed choices when it comes to postsecondary education and training pathways—choices that will lead to high-demand and high-growth career pathways. As noted previously, service providers across the state are using MyBestBets (MBB) as a tool to enhance career exploration/planning activities for the young people they serve. Within the MBB platform are a variety of tools and resources to support service providers to implement their customized Back on Track (BOT) intervention.

All of the activities and tools included in the following pages are aligned to Bridging and First Year Support elements and cross-cutting 21st Century Skills. A central component of Maine's BOT implementation is the incorporation of MBB, a unique framework with tools and resources, which have been adapted and interwoven into this BOT approach. www.jff.org/what-we-do/impact-stories/best-bet-services

Best Bets Exploration Process

BACK ON TRACK IMPLEMENTATION: POSTSECONDARY BRIDGING

- STEP **1** **Understand** the local labor market
- STEP **2** **Investigate** local education/training programs
- STEP **3** **Connect** with employers to validate labor market data and discuss education/training options
- STEP **4** **Identify** the young adult's best bet pathway

WHAT IS A BEST BET?

An education or job training program that...

- Is compressed and leads to a credential (may be less than a bachelor's degree), which is often stackable
- Is accessible (e.g., in terms of distance, schedule, and application requirements)
- Has strong retention and completion/graduation rates)
- Has evidence of high job placement – program graduates are able to gain jobs in the industry

It prepares the student for an entry-level job that...

- Is interesting to the student and accessible with little or no experience working in the industry
- Requires less than a bachelor's degree
- Is projected to grow and has openings in the region
- Has a median wage that is 60-80% of the region's median wage
- Offers career advancement opportunities

Independent Living Skills

The following sections of this Toolkit align with the Back on Track (BOT) model as adapted in Maine. The competency areas and corresponding resources are included here to assist service providers in engaging young adults in developing essential life skills. The BOT model was originally designed by Jobs for the Future (JFF) to be used with cohorts of young adults. There are advantages to that approach – in building a peer accountability network and efficiencies in the use of resources – the activities in this Toolkit are more focused on providing individual supports.

Maine has adapted the BOT model with an individualized approach. These resources and activities will assist service providers in working with young adults one-on-one to develop the competencies they will need to successfully transition to postsecondary and career pathways and build their independent living skills.

The competency areas are organized under select categories of the **National Youth in Transition Database (NYTD) Independent Living Services**. This Toolkit primarily focuses on those NYTD life skills related to postsecondary education and career pathways, recognizing that many of the competencies and activities are transferable to other areas.

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Communication

RESOURCES

- Sample Resume Template
- Interview Questions for Postsecondary Programs
- Active Listening Activity
- Make Youth Voice Count Activity
- Communication Styles
- Strategic Sharing for Employment and Life
- Strategic Sharing Worksheet
- Living Life Online
https://www.consumer.ftc.gov/articles/pdf-0006-living-life-online_0.pdf

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Communication Important?

Being able to communicate effectively is one of the most important skills to learn and use. In the workplace, communication is a highly sought -after skill among employers.

Communication within the context of the Back on Track model emphasizes skill development in effective communication with peers, supports/providers, teachers and employers, and in successful day-to-day interactions. Activities should offer the young adult contextualized opportunities to **practice 21st century skills, such as communicating clearly, collaborating, and working with others, being responsible, being flexible, and knowing the impact communication has for employment.**

SAMPLE BRIDGING ACTIVITIES:

Work with the young adult to...

- Identify their values, what is important to them, and strategies for communicating their values to others
- Create/update a resume that fits a specific job or program; refer to the resume template listed under Resources
- Discuss habits of checking email, using text messaging, or other tools to maintain weekly communication with contacts of importance
- Research and apply to a college, training, and/or certification program in the field they plan to pursue; refer to the interview questions for postsecondary programs listed under Resources
- Develop a written or verbal agreement with staff about providing updates on their progress in reaching career and education goals
- Request letters of recommendations for college/employment; discuss ways to communicate this “ask” and what each identified reference may provide for feedback in their recommendations.
- Practice active listening using the activity included in the Resources section
- For youth in care, use the Make Youth Voice Count worksheet to identify goals and steps for achieving them

SAMPLE FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adults to...

- Discuss ways in which technology can both support and potentially hinder their academic/career goals
- Practice using student portals and learn how to use technology, including email and registering for classes
- Review syllabus/training materials/employment handbooks for understanding expectations, timeframes, and responsibilities.
- Think about potential barriers or issues and brainstorm ways to prevent or address situations that might come up
- Meet with supports within the first four weeks to review progress and discuss strategies they are using to be successful
- Reflect on positive outcomes as well as challenging situations they have encountered in their program and how to use these experiences to build their skills

First Name Last Name
Street Address, Town, Maine (Zip Code)
Cell: XXX.XXX.XXXX
Email: ilovework@gmail.com

Education

Experience

Title, Company

Day/Month/Year – Day/Month/Year

- Bullet about experience
- Bullet about experience

Achievements

(list with dates)

Volunteer Experience

(list with dates)

Interests / Activities

(list)

Skills

Examples: Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

INTERVIEW QUESTIONS FOR POSTSECONDARY PROGRAMS

Interview Date:

Name of Postsecondary Program:

Name of School/Organization:

Credential You Get When You Complete the Program:

Name of Person Interviewed:

Job Title:

Phone Number:

Email:

PROGRAM BASICS

1. How long does it usually take to complete the program? Is it full-time or part-time? What is the schedule (days and times it meets)?
2. Is there a waiting list for the program or any of its required courses and if so, how long is it?
3. What are the requirements for applying and getting into the program (for example, minimum placement test scores, prerequisite courses, minimum age, valid driver's license, program information session, immunizations, drug test, work experience)? **Is a criminal background check required to participate in the program or any of its activities** (e.g., for a clinical internship)?
4. What is the style of instruction in the program (for example, hands-on, lecture, online, a combination)?
5. How much does the program cost? Ask about *all* costs so you can figure out the total.
 - a) How much is tuition?
 - b) How much are fees?
 - c) How much are books?
 - d) How much are supplies?
 - e) Other costs?

What is the median loan debt* for students who complete the program in the normal length of time?

6. What will students know and be able to do once they complete the program (this includes technical and professional skills that they will use on the job after they finish your program — for example, how to assist a surgeon during surgery, how to repair a faucet, how to help resolve a conflict)?
7. What is the next credential (for example, certificate or degree) that students can pursue after this one at your school/organization or another?

This resource is also available in the MyBestBets platform.

SUCCEEDING IN THE PROGRAM

1. What is the highest level of math used in the program? (If math is not used in the program, make a note of it.)
2. What support services does the program or school/organization offer to help students succeed in the program (for example, tutoring, child care or housing assistance, financial counseling, legal services)?
3. What are the most common reasons why students do not complete the program? What top three things should students do to be successful in the program? (This can include things they should do while in the program or skills they should have when entering the program.)

PROGRAM OUTCOMES

1. What is the program's retention rate?
2. What percentage of students who start the program complete it?
3. What percentage of students who complete the program get jobs in the industry?(If the program *can't* give you a percentage, make a note of it and focus on question 6 below.)
4. What jobs does this program prepare students for, and what is their typical starting pay per hour or per year?
5. At this time, how difficult is it for program graduates/completers to get hired for these jobs in the region – not difficult, somewhat difficult, or very difficult? Please explain.
6. What are the names of employers who have hired program graduates/completers in the last two years? Would you be willing to share their contact information with me so I can learn more about this career and the employer's experience with program graduates/completers? (If yes, write the employer contact information here.)

Communication

Communication is how people interact with one another to exchange information, make requests, convey emotions, or to obtain sufficient information to understand how other people may be thinking and feeling. Communication comes in many different forms, and our form of communication is important in developing and maintaining relationships with others. Someone could give you a nice compliment, or a driver may honk his horn to warn of danger. The following activities will help you examine different forms of communication and the benefits of communicating well with others.

Active Listening

Listening, really listening to others, is a tremendous gift. You do not need to solve their problems or give them advice. Just letting someone know you are really listening and care about what they are saying and how they feel works to create authentic connections.

Active listening is a skill that involves being consciously aware of giving someone else your complete attention. This means you are looking at them face to face or speaking directly with them on the phone without distractions. This means you are not checking your phone, watching TV, searching the internet, talking to someone else, or thinking about something else while you are talking to them.

Developing good listening skills takes practice, and the better you become at listening to others, the stronger your relationships will become. There are many opportunities to practice active listening throughout any given day. Developing good listening skills also helps you to accomplish your goals as well.

It is also important to remember that although technology has made communication easier and quicker with text, email, snap chat, Instagram, Facebook, for example. You are not able to read facial expressions or hear the tone of someone's voice in electronic communications.

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

Active Listening is a skill which involves:

Sincerely wanting to hear what the person has to say.

Being patient when the other person is speaking.

Accepting your own feelings as well as the other person's feelings.

Understanding the other person's perspective.

Asking questions if you don't understand what the other person is saying.

Showing that you care and are concerned for the person.

Nonverbal skills such as good eye contact, nodding, sitting quietly, and facial expressions let a person know you care.

Most importantly, allowing the other person to talk with little or no talking on your part.

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

Make Youth Voice Count

This tool is designed to help you organize and clearly express your goals. It can be used in case planning and family team meetings. By sharing with transition workers, case workers and others on your team, you will be part of decisions affecting your life.

Identify 2 goals that you would like to include in your case plan?

1)

2)

What steps are necessary to achieve these goals?

What supports do you need from your team?

How will you share your goals at your family team meeting?

What activities are you involved in, or would like to be?

What are your strengths?

What worries you?

What are you grateful for?

Family (This may include foster family, adoptive family or biological family)

Who do you want contact with? What would help you connect with the people that are important to you?
My Goals:

Home

Where are you living and do you feel safe living there? Where would you like to be living?
My Goals:

Friends

Who are the friends that you trust and look forward to seeing? Who do you wish was a bigger part of your life?
My Goals:

My Support Team

Who in your life you would like to be part of your support team? Does this person respect your voice and opinions? Would they be able to attend meetings with you?
My Goals:

School

What are your educational goals (college, high school graduation, return to school)? What would help to achieve these goals?
My Goals:

Employment

Would you like to be working? Where would you like to be working in a year? What do you need to do to reach employment goals?
My Goals:

Transportation

How do you get to appointments or activities? Has this been easy or hard? Have you taken drivers education?
My Goals:

Health & Wellness

Do you have questions or concerns about your health? Do you have people in your life that you can ask health related questions? Are you on any medications? Do you find the medication helpful?
My Goals:

“ I want to feel like my voice is heard and important, like someone does care about what I think. Because it is my life. ”

- Maine youth

This tool was made possible through a partnership of Maine's Youth Leadership Advisory Team (YLAT) and Maine's Office of Child and Family Services (OCFS) and can be located at www.ylat.org



You probably use one or two communication styles as your 'go-to' when you have a conflict, but you might show some variation from one relationship to the next. Chances are, the way you react to a conflict with a sibling isn't the same way you respond with a close friend or partner. Here are four main communication styles:



Aggressive

Aggressive communication is often loud. Think of behavior often similar to that of bullying: there's a lot of name-calling, glaring, and demanding involved. People on the receiving end who are dealing with a person who is aggressive in their communication, both verbally and non-verbally, may feel hurt or defensive, or they may even be pushed to also respond aggressively in an attempt to feel heard.

Passive-Aggressive

Passive-aggressive communication is often indirectly aggressive, deceitful, and controlling. If you feel powerless and also angry or resentful, you might respond with sarcastic or sulky ways of speaking. You may also behave in a way that could be described as 'two-faced' — saying that nothing is wrong, but acting with negative intent behind the other person's back whether it be through gossip or other intentionally hurtful behaviors. Someone dealing with your passive aggression will probably feel hurt, confused, and resentful.



Passive

Passive

Passive behavior is submissive. Someone who feels as if they are powerless or can't "win" will behave passively by avoiding conflict altogether. Passive communication correlates with feeling like a victim, being unable to express true feelings or needs, avoiding confrontation, and apologizing without feeling like you are actually in the wrong. In other words, you might not want to bring up why you're upset about something, and if you finally get up the courage to do so, and the other person isn't immediately seeing your side, you give up. Passive communication often seeks to make others happy, less angry, and can leave you feeling even more powerless or guilty — a vicious cycle. People on the receiving end are more likely to take advantage of this kind of behavior and more likely to discount your needs, or they could not trust in your ability to work as a team with others.

Assertive

Assertive communication is the ideal style; it is a balance between passive and aggressive communication. It is the healthiest and most effective way to communicate, and it's also the best way to ensure no one gets hurt — no one is yelling, and you're making an effort to say what you need openly. It is important to communicate assertively, and should include asking directly for what you want or need— take ownership of your feelings, and then tell the other person what they are.

This doesn't guarantee that you'll get what you want, of course, but it will preserve respect for you and the other person. Keep your voice calm and at a normal pitch, your posture open and steady, and make good eye contact. The person on the receiving end will hopefully feel respected and will likely respect you more as well. If you communicate this way, your friend or partner is most likely to understand what you need and more able to consider your side with some clarity.



Strategic Sharing for Employment



A job interview is your opportunity to shine by bringing the information that is not shared on your resume, and what is on the resume and cover letter to life. It's also an opportunity for a potential employer to learn more about you and determine if you are the right fit for the position. However, disclosing too much of your personal information can negatively impact your employment chances, below some things that you should keep in mind when preparing and sharing (or not) during an interview.




Don't share too many personal details- While interviewers will ask questions to learn more about you, keep your answers on a professional level. Personal information may be irrelevant to your ability to perform your job duties. If an interviewer asks if you have reliable transportation, all you have to say is 'yes' and nothing more—*no details about getting your children to school or that you do not have a car and get rides from a friend or family member*. If you share this, the perception can then turn to concern that those supports to get you to and from that you have already secured will become a liability for you to get to the job.



Appear personable without getting too personal! Don't share too many private details, which can be a job interview deal breaker. The company is evaluating you for employment and doesn't need to know your life story. Though these might highlight the skills and leadership opportunities that you have learned, be strategic in how you share this information. You can share that you have facilitated groups, training, or leadership roles, but you may wish to leave out the other details. Remember that your past and personal history is your sacred story.

OTHER DETAILS TO REFRAIN FROM SHARING AT TIME OF AN INTERVIEW

- Your marital, parenting, or other relationship statuses
 - **Don't share details about your medical history:** unless you have a medical condition which your employer should be aware of, for example, diabetes or epilepsy.
 - Your personal views on such subjects such as politics, religion, and the economy.
 - **Negative feelings about current or former employers/co-workers-** Explain why you are no longer working for your previous employer, be honest and respectful. Share with the hiring manager if your last employer is willing to be a reference for you, this should be included as one of the references you have printed out and ready to provide to the hiring manager upon request.
 - **Certain reasons for leaving/searching for a new job-** If you were let go, be honest, but briefly share what you have learned from your time there or from the events that led to you being let go. Be cautious of the choice of words you use when explaining the reasons for wanting or looking for another job because your responses may not be taken the way that you intend or want it to be heard.
- 

 - **Share your strengths and weaknesses** by framing weaknesses as learning opportunities, how you have overcome past challenges, and these have now become areas of strength. Highlight your skills and how this new job and position supports your strengths and goals. Then explain that you are looking for a new opportunity where you can gain whatever it is that you want to gain from a new job, and this position is the right fit for you and your goals. Being thoughtful, caring, and keeping things positive will go a long way for many interactions you may have.

Adapted from: www.investopedia.com 4 Things You Should Never Reveal During an Interview. 2018

What is Communication or 'Strategic Sharing'?

Content adapted from: National Resource Center For Youth Development/New England
Youth Coalition And modified by the Youth and Community Engagement Cutler Institute/University of Southern Maine, 2019

WHAT is Strategic Sharing?

There are several instances you may encounter that require important tools for protecting yourself and your personal story. There are many interpersonal interactions in which you might be asked to share information about yourself. This could be a job interview, interview for college admissions, being asked to be on a panel, talking with a peer, someone sitting next to you on the bus, or lawmakers want to hear from you about what will improve policies and practice. How do you choose what is appropriate to share? When is the right time to share it? Or when is too little or too much to share? How do you honor yourself and your experiences while protecting yourself emotionally? You can do this by practicing **communication** or what is also called '**Strategic Sharing**.' It is about sharing only what you feel comfortable with, by planning and preparing and knowing what you don't want to share, or what should not be shared with the audience. Strategic Sharing helps keep you in control of your story in a way that protects you and your audience.

WHY is it important?

The **PROs**: Being asked to share information about who you are, parts of your story or share details of your past can be flattering, educational for your audience, and an opportunity to influence change. By sharing information about yourself, your skills and talents you could earn you a job, get into a college, receive a college scholarship, an internship, or get into a career training program. Other ways you can positively use your story may gain you opportunities to speak on panels or future youth leadership opportunities to influence lawmakers, programs, and practice. By sharing your story, it can offer you support, empathy, validation for your strengths, skills, your personal lived experiences, and a sense of understanding about what you have experienced in your life.

The **CONs**: There is the potential that sharing your story may also **Backfire**. Without **strategic sharing**, you may overshare, you may not take into consideration who the audience is, the purpose and desired outcomes, and the awareness of what is appropriate to share, what you share could backfire.

Without practice and considering what is appropriate, you could make a mistake and tell the audience things you wanted to keep private, or things that the audience does not need to know. This could impact you in many ways, like loss of the desired job, attaining future goals, and may also awaken painful emotions like sadness, fear, and regret.

Your Story is yours: Emotional Real

Estate = Something you earned /An asset that only you have!

- 1. Honor it*
- 2. Guard it*
- 3. Respect Yourself*

BEFORE Public Speaking:

1. Define your **PURPOSE** for sharing.
2. **THINK** about what you would like to share.
3. **WRITE** it down.
4. **SHARE** it



RED Light

YELLOW Light

GREEN Light

What's your comfort level in sharing your story?

- *UM, Absolutely NOT answering that question!*
- *WELL, I'll say a little bit on this topic (possibly use the detour and/or answer more generally)*
- *I DEFINITELY feel comfortable answering this question, Bring it ON!*

AFTER Public Speaking: Debrief – Reflecting after the experience with a supportive adult. Debriefing with an adult allows you to review your performance, think about the ways you excelled and deal with any issues that arise such as, harsh feedback, stirred up memories and mixed emotions.

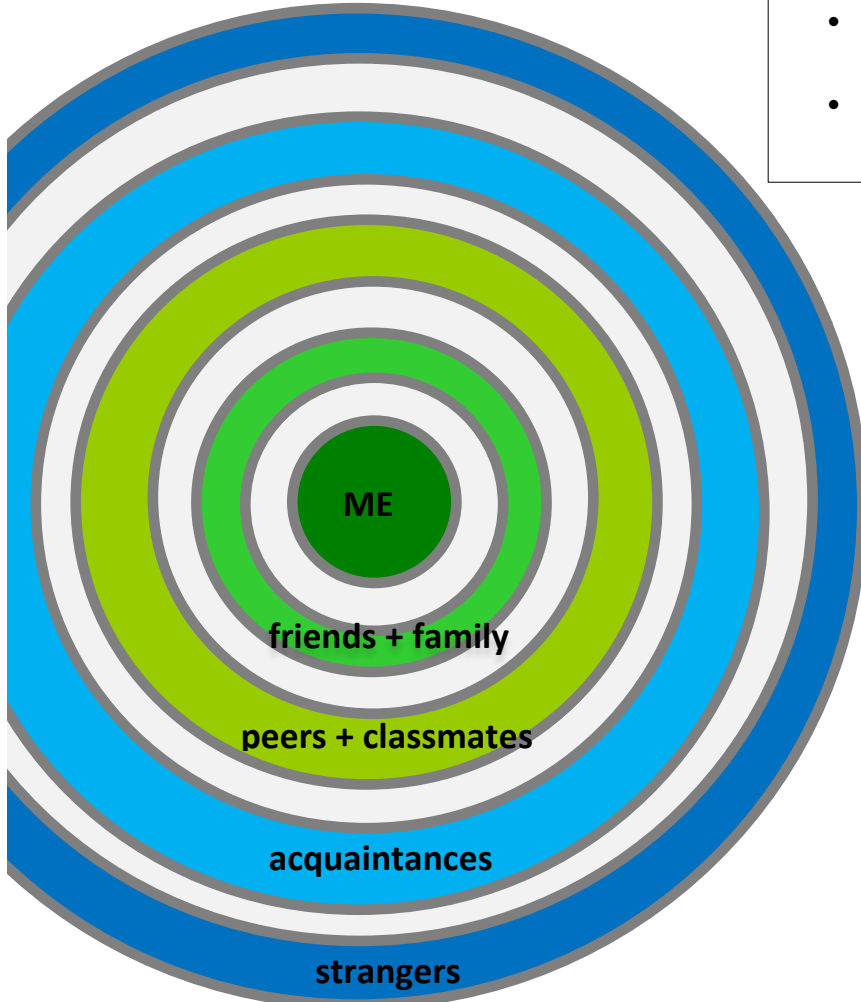


TOOLS for Responding: What's your ESCAPE

Hatch? (Finding a way to step out of this question while educating the person doing the asking)

Detours: Taking the Question asked about your particular experience and redirecting it to address the experience of foster youth in general.

- *"I don't feel comfortable answering that question."*
- *"Not all youth in foster care..."*
- *"Many youth in foster care feel..."*
- *"It is a common stereotype that foster youth...but this is just not true."*



1.) Name 3 places where you might meet strangers who ask questions about you or your story:

2.) An acquaintance is someone you've met (and probably know they're name), but who you do not know very well. Name three:



Decision-Making

RESOURCES

- Decision-Making Thinking Map
- Making Difficult Decisions Activity
- What Motivates You
- Burning Wall Activity
- 7 Steps to Decision-making

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Decision-Making Important?

The ability to make a decision and stick to it is the cornerstone of good leadership skills. Decision-making is an on-going process in every person's life. It is OK to ask for help when making big decisions, but it is also important to come up with a solution that is beneficial and right for you.

Decision-making in the context of the Back on Track model involves the young adult being supported to decide on and pursue a career pathway or postsecondary education program that is aligned with their interests, skills, and the demand of the labor market. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as being able to reason effectively, make judgments and decisions, think creatively, access and evaluate information and use and manage information.**

SAMPLE BRIDGING ACTIVITIES:

Support the young adult to...

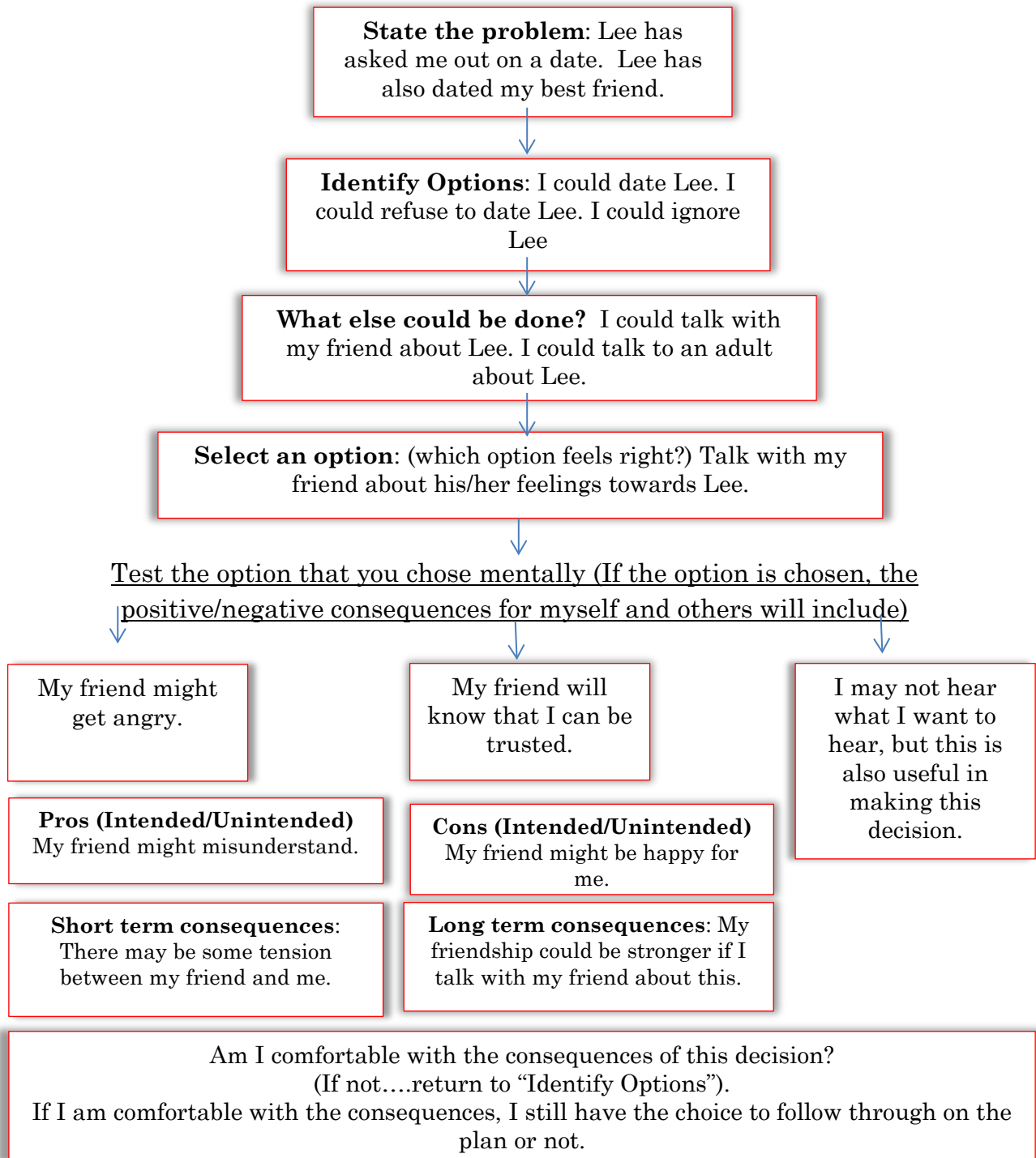
- Practice decision-making processes by using the Decision-Making Thinking Map listed under Resources
- Access the resources and assessment tools in JFF's [MyBestBets](#) (MBB) platform
- Review training materials and resources provided by JFF.
- Discuss training or academic programs of interest, create a list together of ones to explore
- Practice and build decision-making skills using the Making Difficult Decisions Activity listed under Resources
- Identify jobs they are interested in using the MBB platform, discuss the pros and cons to each, and what is needed to apply
- Think about what motivates them; refer to the What Motivates You activity listed under Resources
- Connect with one person who is in a career that they are interested in for an informational interview. Review the interview tips page and generate a list of 10 open-ended questions to ask the person related to their career; refer to the Sample Informational Interview questions listed under Resources for sample questions
- Attend a job fair in their community; in advance of the job fair, help them update their resume and prepare to talk with employers. Give them a goal of getting business cards from at least 3 employers they are interested in.
- Consider challenges and barriers they might experience and how to overcome them using the Burning Wall activity listed under Resources

SAMPLE FIRST YEAR SUPPORT ACTIVITIES:

- Once the young adult has completed the first semester of a postsecondary education course or the first module of a training program, meet with them to discuss what they are learning and how they can apply it to a future career
- Refer back to the activities listed above to reflect on their decision-making skills

Decision-Making Thinking Map

Here is a thinking map to help you make decisions. After you go through the process a few times, it will become natural for you to map out your thinking when you need to make a decision. Eventually, the map will become part of your thinking process. Sometimes mapping out a problem will help you to think more clearly and make decisions with more confidence.



Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

ACTIVITY TITLE: MAKING DIFFICULT DECISIONS

(Excerpt from YLAT curriculum)



Activity Description

1. Handout the decision-making worksheet.
2. Have the young person think of hard decisions that they have had to make in the past or one that they are currently facing.
3. Have the young person silently fill out the worksheet.
4. Once complete, go through each step of the worksheet out loud. Remember parts of this sharing process might take longer or be harder for the young person.

Process Questions & Points to Consider

Questions

- Was it difficult to talk about a hard decision you have had to make or are going to have to make?
- Did you learn anything from this activity and if so what?
- What did you think of the steps outlined in the worksheet? Are some of these steps you take in making decisions already?

Points

- Making hard decisions can be emotional and difficult.
- Breaking down the steps of decision-making can be helpful.
- Difficult decisions involve weighing many factors and thinking about things from many angles.

Goals/Uses

The overall purpose of this activity is to explore tough decisions and dilemmas and to begin to understand the components of those decisions so that the young person may slowly begin to improve on this skill if they desire.

- To provide a step-by-step tool for making hard decisions
- To acknowledge that decision-making can often be tricky and is hard for all of us

Materials Needed

Pen/paper
Decision-making worksheet

Time Frame

30 to 45 minutes

Worksheet reprinted from ReCapp ETR Associates' Resource Center for Adolescent Pregnancy Prevention <http://www.etr.org/recapp/>

**Activity Resource:
Making a Difficult Decision Worksheet**

Goal: Make a difficult decision by considering the alternatives; choose an alternative that is right for you.



1. Describe your problem:

2. Identify your alternatives to address this problem:

Alternative #1:

Alternative #2:

Alternative #3:

Alternative #4:

3. Each alternative has positive and negative consequences. Write down what the pros and cons are that you think are likely.

*Positive Consequences
(short & long-term)*

*Negative Consequences
(short & long-term)*

#1

#2

#3

#4

4. Write down what your values are that are relevant to this decision:

5. Identify who the other people affected by your decision are/may be:

6. Based on all of the above, the best alternative for you would be:

Worksheet reprinted from ReCapp ETR Associates' Resource Center for Adolescent Pregnancy Prevention <http://www.etr.org/recapp/>

Activity

Review the Factors in Making Choices list below and think about which factors you believe influence your decision-making. Many factors which work together to influence our choices in life. We are not always aware of what those factors may be. Review the list of factors below and think about how each could influence how you may choose to behave or act.

<i>Factors</i>	<i>Examples</i>
<i>How I feel about myself</i>	I feel confident, happy, sad, lonely....
<i>Influence from others</i>	My teacher would be proud of me if I did my homework instead of watching TV.
<i>Money</i>	If I take a part-time job, I'll have some cash to spend.
<i>What people important to me think</i>	If I mow the lawn, someone else won't have to do it.
<i>Degree of Risk</i>	I love rock climbing, but I don't have the safety equipment.
<i>The Facts (statistics)</i>	If I don't use condoms, I could get AIDS, STD'S, pregnant, or make someone pregnant.
<i>Past Experiences</i>	The last time I stayed out after my curfew, I got grounded.
<i>My feelings</i>	I will feel great if I help out a friend.
<i>My vision of the future</i>	Doing well in high school will help me get a job or go to college.
<i>Short term decisions/ Long term consequences</i>	If I have sex, I could get myself/someone else pregnant. If I use drugs I could be arrested.
<i>Ethical Beliefs</i>	I believe in being honest.
<i>Desire to be Independent</i>	I can make my own choices, but the choices affect others.
<i>Pressure from friends/classmates</i>	If I don't go to the dance, my friends may/may not approve.

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

BURNING WALL

Skills: Self- reflection, Strategic sharing, Decision-making, Develop higher-order thinking, Develop empathy, understanding of other's experiences.

Goals/Purpose: To begin talking about and identifying issues so that we can start to think about what question (s) or area of focus for needed change to take action on.

Adapted from: YLAT curriculum, adapted from Foster Youth in Action

Materials Needed:

Flipchart
Markers

Post-it's of few colors
Wall space

8x11 paper
Tape

Time Frame: 20-30 minutes

Activity Description:

Facilitators Note: *Before starting, have space on the wall for the young person to put their sticky notes. You may wish to divide the wall into "Things Going Well" and "Challenges/Barriers."*

We are going to consider the challenges, our needs, concerns, and problems that we have faced. We will be able to identify themes and share your experience so that we can learn more about the causes and results of those problems.

1. Provide sticky notes to the young person.
2. Take a few moments by closing your eyes or gaze at the floor to reflect on your life experiences.
3. What did you experience that made life more difficult?
4. Were there any problems or issues that you experienced?
5. After thinking about these questions, take the next few minutes to write down those problems on sticky notes.
6. Put them on the wall or lay them on the table in front of you.
7. Take a minute to read what problems you put on the burning wall.
8. The service provider can categorize the problems by theme or issue.
9. The facilitator can say, "This will inform us on what issues to pick, and help to dive deep into these problems to address them in the best way, and a way for your voice to be heard."

Process Questions to Consider:

- What is it like to identify challenges and to problem-solve in this way?
- Does the young person feel comfortable and confident about the topics and main points identified?
- Does the young person feel overwhelmed, frustrated, or that their challenges and successes that were not mentioned or heard?

Process Points to Consider:

- This is just one way to identify challenges and solutions; it is also important to highlight what is going well, even when focusing on a challenge.

EXERCISE: 7 STEPS TO DECISION-MAKING



Choosing a potential career path can be overwhelming for first-time jobseekers. This exercise shows that a 7-step decision-making process works for an everyday decision, like deciding what to wear, as well as for bigger decisions, like choosing a career.

- 1 Identify the decision to be made** (What shall I wear to work today?)
- 2 Gather the information** (What's the weather going to be like? What's cleaned and pressed?)
- 3 Identify the alternatives** (Either my blue suit, gray pants or blue jeans and a t-shirt.)
- 4 Weigh the evidence** (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, but I must find a matching shirt.)
- 5 Choose among the alternatives** (Gray pants and white shirt.)
- 6 Take action** (Press clothes and get dressed.)
- 7 Review and evaluate the decision** (Look in the mirror, decide it looks good, but might need to change shoes).

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

EXERCISE: APPLYING 7 STEPS TO CAREER DECISION-MAKING



- 1 Identify the decision to be made** (Go to 2- or 4-year college, where, what major; or choose military or work.)
- 2 Gather the Information** (Gather facts about myself — interests, abilities, values; gather facts about career options — salary, work setting, education or training required; sources to get more information?)
- 3 Identify the alternatives** (What career options suit me best?)
- 4 Weigh the evidence** (Consider the pros and cons; what are the short-term and long-term outcomes; recognize obstacles; what resources are available to meet my goals?)
- 5 Choose among the alternatives** (From Step 4, generate a list of possible career or college choices.)
- 6 Take action** (Make a definite plan — visit a work environment, visit schools or talk to college representatives.)
- 7 Review and evaluate the decision** (Did I consider all the important factors? Are there new alternatives I need to consider?)

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition

[State Occupational Information Coordinating Committee]



Navigating Resources

RESOURCES

- 211 Informational Overview
- Identifying My Personal Resources Activity
- Self-Advocacy and Personal Power Activity
- Goodwill Job Readiness Resources goodwill.org/jobs-training

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Navigating Resources Important?

Knowing what resources are available and how to access those resources is a skill that you will need and use your entire life. Who do you turn to for help, who do you call for this or that, where can you get help? These are all questions that you use when navigating supports, services and other resources.

Navigating Resources in the context of the Back on Track model involves an emphasis on identifying and accessing needed formal and informal resources that support the attainment of education and career goals. These may vary depending on the service provider and community where the young adult resides. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as thinking creatively, adapting to change, collaborating with others, and applying technology effectively.**

SAMPLE BRIDGING ACTIVITIES:

Work with the young adult to...

- Develop a list of local resources on campus and in the community to help meet their needs for housing, food, transportation, healthcare, parenting or social connections; refer to 211 Informational Overview included under Resources
 - Discuss and review how to apply for housing waivers, how to furnish an apartment, pay for a security deposit, find roommates if needed, interact with their landlord, and understand renters' rights and responsibilities
- Identify ongoing reliable transportation, including biking, obtaining a bus pass, attending driver's education, and saving to buy a vehicle; this may also include a referral to a transportation company to aid in medical appointments or education
- Make a list of their professional and informal supports; refer to the Identifying My Personal Resources activity listed under Resources
- Think through their personal strengths and resources. Refer to the Self-Advocacy and Personal Power activity listed under Resources.
- If applicable, support the young adult in completing a V9 Agreement and Budget or update the V9 Agreement after 6 months

SAMPLE FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Meet with and enroll in supports offered by the health and counseling center on campus, the disabilities office, [TRIO](#), [JMG College Success Program](#), academic advisor, or professor(s) during their office hours outside of class time
- Identify and meet with someone who will be a good single point of contact for ongoing advising and support
- If applicable, understand how to apply for MaineCare, Social Security, VR, and other federal, state, and private resources.
- Revisit changes in resource needs periodically

Maine 
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 Get Connected. Get Answers.

United Ways of Maine

SOMETIMES YOU NEED MORE THAN AN INTERNET SEARCH.
YOU NEED A CONVERSATION.

Certain issues are hard to navigate. You're not alone. Call 2-1-1 — it's free and confidential. Maine specialists are available 24/7 to provide information and connect you to local programs and services that can help. Friendly, non-judgmental people are waiting to assist you!



DIAL 2-1-1

TEXT YOUR ZIP CODE TO 898-211

VISIT 211MAINE.ORG



Contact Center Partner



Department of Health and Human Services

Maine People Living Safe, Healthy and Productive Lives

Paul R. LaPage, Governor Rickar Hamilton, Acting Commissioner

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FOOD Food Banks EBT/SNAP Meal Programs	HEALTH Health Care Insurance Mental Health	HOUSING Heating & Utilities Shelter Lead Testing
SUBSTANCE ABUSE Opiate Helpline Alcohol & Drugs Counseling		FAMILY Child Care Support Programs Death & Burial
CRISIS Suicide Prevention Disaster Assistance Domestic Violence	EDUCATION Alternative Ed. Testing & Support Certification	BASIC NEEDS Transportation Financial Assistance Household Goods
TRANSITION Veterans Relocation New Mainer Services	AGING + DISABILITY Home Health Care Social Security Respite	JOBS Unemployment Career Counseling Vocational Rehab.

DIAL 2-1-1 TTY accessible. Video relay dial 1-866-811-5695.

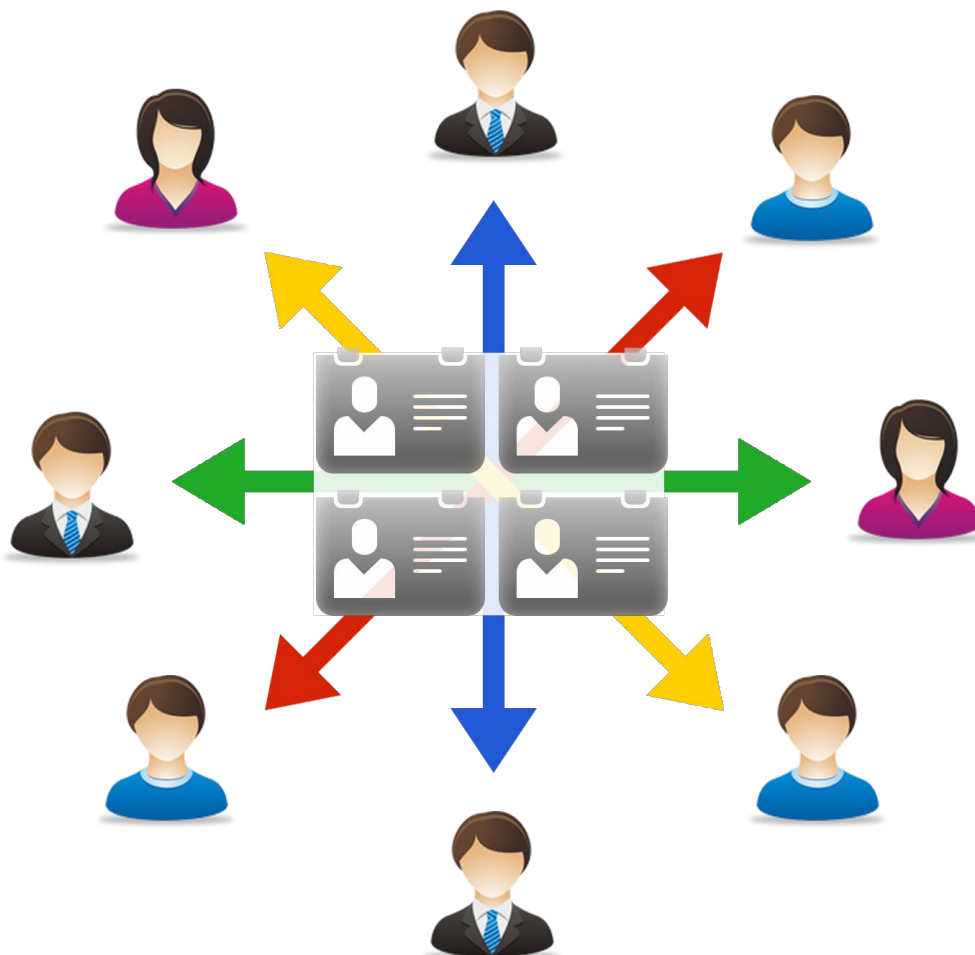
VISIT 211MAINE.ORG Search our full database of programs and services online.

TEXT YOUR ZIP CODE TO 898-211 Standard msg & data rates may apply. Text STOP to opt-out. For end user privacy + terms and conditions of texting with 898211, go to www.preventionpaystext.com/policies/ Powered by PreventionPays Text.

Identifying my personal resources:

Who are the people you have identified as people you can reach out to for help and advice? How do you contact your supports? How do you look for resources available in the community to help meet your needs?

On the [YLAT App](#), [YLAT website](#), and [Facebook page](#) you can find many resources in your area, specific to your needs. You may also search on the internet for resources near you related to your specific needs. Write down the names and contact information of people and resources that you may need to build your Resource Network.



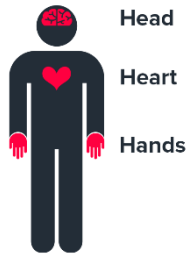
Adapted from: Guiding Teen Through NH TRAILS- Youth Curricula, October 2016



Daily Living Skills:

- Learn the many components of self-care to help you analyze the impact self-care has on your ability to be independent.
- Identify and gain familiarity with the community and other resources available to you.
- Develop skills to manage your money, implement a budget and understand how to read different financial information.
- Demonstrate home care/management skills and identify the means necessary to thrive on your own physically.
- Understand the various means of transportation and formulate the best solution regarding your particular living situation.
- Meet with your supports to help you to plan out the steps for you to take and how to move forward with your plan.
- Reflect on the outcomes, challenges and create a plan to overcome obstacles.

Adapted from: Guiding Teen Through NH TRAILS- Youth Curricula, October 2016



ACTIVITY TITLE: HEAD, HEART, MOUTH & HANDS (& FEET)

Adapted from Innovation Center, National Network for Youth, Youth Leadership Institute, 2003

(Excerpt from YLAT curriculum)

Goals/Uses

The overall purpose of this activity is to offer a chance for youth to look at how they have power and to be able to start to identify their resources.

Materials Needed

Outline of a person on a sheet of paper, markers and pens

Time Frame: 15 to 30 minutes

Activity Description

1. Hand out a sheet of paper.
2. Explain that the activity is about personal power and resources and then review what you would like them to do.
3. The facilitator might start by saying something like, “Starting with the head area of the body – name all of the resources and things about you that are powerful and that you are good at. If you are having a hard time thinking about things that others might have said.” Give examples along the way....“I am smart. I have a good memory. I never miss a beat. I am creative etc.”
4. Next, move down to the mouth area, repeating that they are to write down things about them that are powerful or that are positive qualities –examples might be “I am a good singer. I am good at standing up for people who are being picked on.”
5. Next to the heart area– this is focusing more on the emotional self. Examples that people might say are: “I am a good brother or sister. I am caring. I always notice when someone needs something.”
6. Then to the hands (and feet if you want) and also ask participants to think about things that they are good at or that they feel are positive attributes of themselves. Examples might be: “I am good at video games. I am a good runner. I am a good writer.”
7. Once the young person has filled out at least a few things in each area, go over the fact that it is often hard to think and talk about oneself without feeling a little weird, shy or like we are bragging
8. Now talk about how these powerful resources and attributes might help them be advocates either for themselves, their dreams, or for other youth.

that they have might help them to be a strong person in the world.
10. Debrief the activity.

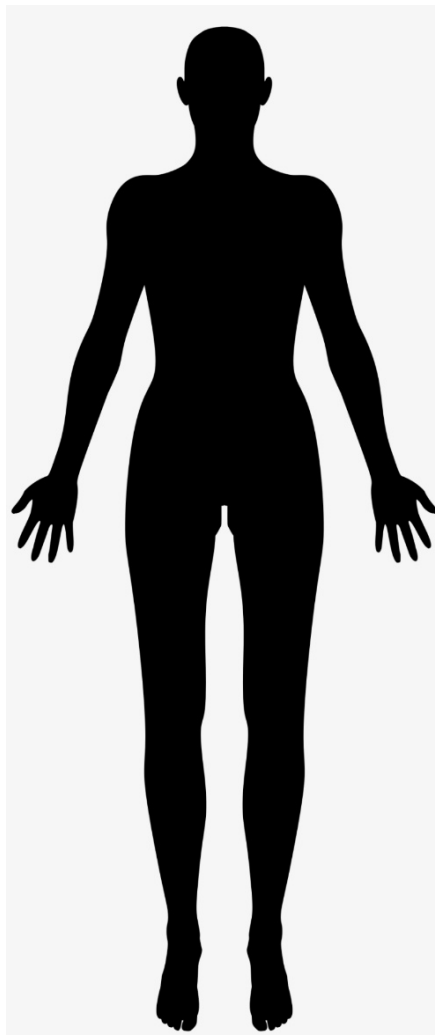
Process Questions & Points to Consider

Questions

- Was there one area of the body that was easier to fill in than others?
- What did you think of this activity?
- Were you surprised at how many strengths you have?
- How would others have filled this out for you?
- Can you think of ways that your positive qualities will help you to be successful in the world?

Points

- Looking at our resources and personal strengths can help youth (and adults) build the capacity to make changes and to do things that we want to do.





Planning

RESOURCES

- Personal Action Planning Activity
- SMART Goals Activity
- What Motivates You Activity
- Interests Assessment
- What Success Looks Like Activity
- Dream Board Activity
- Education, Training, and Work Qualifications Worksheet
- MyBestBets Filtering Results
- MyBestBets Workplan
- Tool to Identify Your Best Bet Program

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Planning Important?

Planning is needed to set and achieve your goals. Without a plan it is hard to know what your next step is or if that step will help you to achieve your goals. It's OK to ask for help and reflect as needed.

Planning in the context of the Back on Track model emphasizes planning around education and career goals. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as managing goals and time, working independently, communicating clearly, and collaborating with others.**

SAMPLE BRIDGING ACTIVITIES:

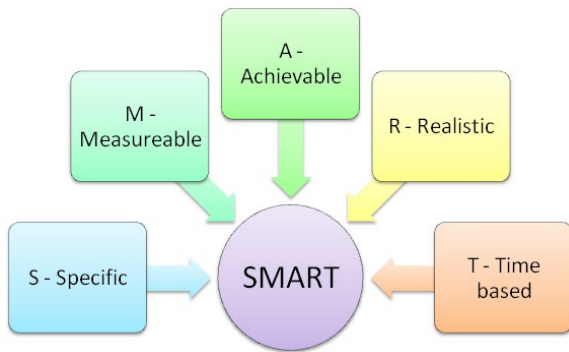
Support the young adult to...

- Identify short and long-term career goals using the SMART Goals listed under Resources (or a similar worksheet to outline strengths and needs)
- Discuss what challenges/barriers may get in the way of reaching their goals and support them to proactively develop a personal action plan to address challenges if they arise; refer to the Personal Action Planning Activity under Resources
- Develop a written plan for the first 6-12 months of post-secondary activities for either education, employment, or both
- Develop a list of materials needed for work and school; create a plan for how everything will be acquired on time, including:
 - Clothes and footwear for the job specific tools/materials not provided by the employer, and transportation
 - Computer, books and supplies, software/programming for class, and assignment completion
- Complete the What Motivates You activity listed under Resources
- Think about what success looks like to them; refer to the What Success Looks Like activity listed under Resources

SAMPLE FIRST YEAR SUPPORT ACTIVITIES:

Support the young adult to...

- Identify important information from the course/program syllabus such as assignments, readings, due dates, attendance, and other class requirements
- Discuss their study habits and develop a plan for how and where studying will occur throughout the academic year
- Review and reflect on their previously developed SMART goals and make changes as needed
- Discuss their reflections on the first few weeks/months of school or work and identify some strategies that they will continue to use, as well as strategies that they may need to modify
- Complete the Dream Board activity listed under Resources to think creatively about their future
- Identify their next step on their career path and what additional education may be required to get there



PERSONAL ACTION PLANNING

(Excerpted from YLAT curriculum)

Activity Description

1. Tell the young person that this activity will be focused on personal action planning and goal setting.
2. Hand out the worksheet below, or if you have a favorite action planning tool other than this, there are many versions available. Have the person begin with a specific goal or activity that they want to focus on and move through the worksheet, answering questions.
3. Have them fill out the action plan on their own.
4. Have them share what they wrote.
5. Debrief the activity.

Process Questions & Points to Consider

Questions

- What is one thing you learned from doing this action planning activity?
- What sort of support do you think you need in order to achieve your goals?
- What is one thing you are willing to do to move your action forward?

Points

- Making a change in life and achieving goals is “90% perspiration and %10 inspiration”, meaning that the doing of things, taking action is an essential part of making our dreams come true. Learning about how to do this is very necessary and helpful.
- Breaking goal setting down into action-oriented, bite-sized steps can make it all seem more manageable and doable.
- For many young adults, dreaming and goal-setting can feel like a set-up or something for someone else. Remember, no matter what the goal or dream, no matter how big or small, helping young people think about what their dreams are, and the actual steps needed to get there is a very helpful gift.

Goals/Uses

To explore personal action planning and goal setting. To work through a set of questions to explore a specific personal goal or dream and the steps of how to make it happen.

Materials Needed

Action planning worksheet
Pen/paper

Time Frame

30 minutes

Activity Worksheet: Goal Success Plan



Goal: _____

Start Date: _____

End Date (if applicable): _____

Why do I want to reach this goal?

What steps are necessary to achieve the goal?

What might stand in the way of accomplishment, and what will I do to overcome these barriers?

How will I enhance my commitment and motivation? For example, who can I be accountable to, and how can I pre-commit myself to action? (like paying for a class, for example)

Who else or what else do I need to be successful?

What are the interim milestones necessary to chart my progress?

Who is part of my accountability team?

How will I celebrate my success?

Excerpted from YLAT Facilitator Training Manual, Page 120



SMART Goals Setting:

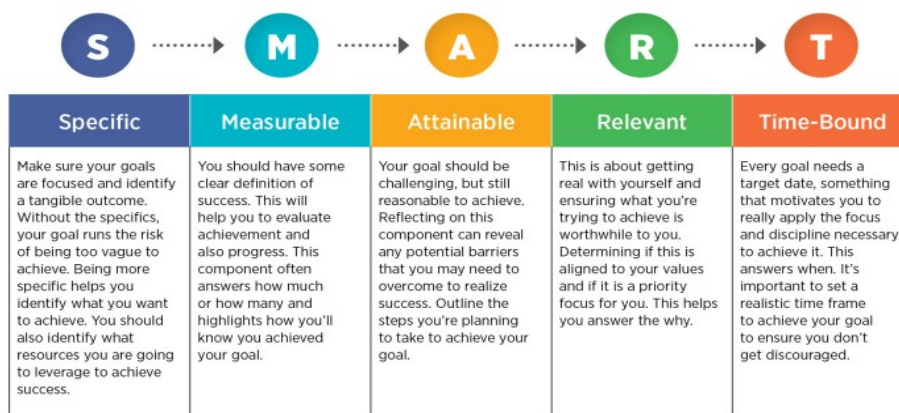
The first step sometimes feels like the hardest. Think about some “firsts” in your life: your first time riding a bike, your first day at school, etc.). First steps take courage and a positive attitude, which leads to accomplishment. Some tasks

may seem too hard to accomplish, but when the task is broken down into smaller steps, each step seems more manageable.

Choosing and working towards your SMART Goals can be exciting and fun, but you will also need to stay focused each day to keep on the right track. Here are some helpful strategies to keep you moving forward in accomplishing your Goal.

- Put your SMART goals in writing.
- Take some action each day or each week toward your SMART goals.
- Share your SMART goals with another person who has success and experience in accomplishing their own goals.
- Read over your SMART Goal (s) each day as you plan your daily activities and before you sleep each night.
- Write down your accomplishments each week and review how the steps you took that week relate to your Goal.
- Review your SMART Goal (s) regularly and revise them when necessary.
- Remember that there are different types of goals.
 - **A short-term goal** is one that can be achieved in the relatively near future, like a day, one or more weeks, or a couple of months.
 - **A long-term goal** is one that you plan and strive to accomplish over an extended period of time, like more than one year, five years or even more. Long-term goals tend to be more meaningful and provide you a greater sense of direction and purpose.

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016



Complete the following Activity for a [Short-Term Goal](#).

Smart Goal Activity	
Select a short term personal goal and complete the following activity. Refer to the image above for clarity on what each part of the goal-setting means.	
S pecific: Clearly state the goal.	I will/want to _____. (What do you want to accomplish? Why is this goal important? Who is involved? What resources are involved?)
M easurable: What is the clear definition of success?	I will know I have reached this goal when/by _____. (Are you able to track your progress? How will you know when it's accomplished?)
A ction-Oriented: Break the Goal down into smaller tasks, so it is A chievable.	The steps I need to take to achieve this Goal are: 1.) _____ 2.) _____ 3.) _____
R ealistic/ R elevant What can you do to this achieve Goal?	(What is the Goal important, is it worthwhile, and is it the right time? Does it match my efforts/needs? What is the benefit or reward?) I want this goal because _____.
T imely: Develop a timeline and deadline for accomplishing your Goal.	(When will you achieve this Goal? What date?) I will achieve this goal by: _____.

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016



Activity Resource: What Motivates You?

Excerpted from Everyday Leadership, M. MacGregor 2007, (p. 124-128)

(Excerpted from YLAT curriculum)

Staying motivated when things don't go the way you want can be difficult. But keeping a positive attitude can help you stay committed, motivated, and inspired. Motivation is important to meet goals and finish projects. To help young people stay motivated and committed, find out what's meaningful to them, and their reasons for doing things or doing them a certain way.

What Motivates You? How often do you think about what motivates you? When you start a new project or set a personal goal?

- Read the following specific sources of motivation, or motivators.
- Then rank the items from **MOST TO LEAST IMPORTANT** (start with 1 being the most important).
- Circle your five strongest motivators and put two circles around your weakest.

_____ Getting good grades

_____ Respecting & valuing the culture and background of others

_____ Having a job that pays well

_____ Being selected for a position, (such as student government, captain of an athletic team, etc.)

_____ Having families' approval

_____ Having friends' approval

_____ Being seen as a good person

_____ Having food

_____ Being able to do things my way

_____ Being respected/having others look up to me/ask for my advice

_____ Being noticed/having others like me

_____ Doing the right thing

_____ Following through on responsibilities and commitments

_____ Learning new things

_____ Getting a compliment

_____ Owning stuff, (such as brand-name clothes and shoes, a car, etc.)

_____ Achieving a goal I set for myself

_____ Being social

_____ Believing in a cause & standing up for what I believe in

_____ Enjoying what I am doing

_____ Having someone to look up to

_____ Getting the part-time job I want

_____ Participating in school/ community activities to help others

Excerpt: YLAT Facilitator Training Manual, Page 120

Motivation: What It Takes

Some people may be very self-driven, and others may need a high level of motivation to finish a task. Because people can be so different, it's important for leaders to understand various approaches to motivation.

Success Achievers and Failure Avoiders

People who tend to focus on succeeding are *success achievers*. The more success they have, the more motivated they become. For example, if you're a success achiever, getting all A's in school may be very important, because you think "nothing else is enough."

On the other hand, people who are *failure avoiders* care more about not failing than they do about succeeding. For example, if you're a failure avoider, getting a low grade in a class is fine, because you may think "at least I didn't fail."

To effectively inspire and motivate others, whether it is a team or a group of friends or family, balance what motivates you with what's meaningful and motivating to those around you.

Sources of Motivation

There are two types of motivators: *internal (inside a person)* or *external (outside a person)*. Most people aren't motivated by only one or the other, but some combination of the two.

As you learn what motivates you or others to act, keep in mind the following internal and external motivators.

- **Internal Motivators:**

- Achievement: The desire to achieve something, to work for the challenge rather than the reward, is the motivation.
- Competence: The desire to master a job or do your best is the motivation.
- Belief in Something: The desire to uphold personal values or morals or fight for an individual belief is the motivation.

- **External Motivations:**

- Power: The desire to seek control or have your opinions drive what others do is the motivation.
- Affiliation: The desire to be with other people while accomplishing specific goals is the motivation.
- Position: The desire to "move up the ladder" in a group to the top position is the motivation.
- Heroism: The desire to do well in the eyes of someone you admire or respect, or to be like that person, is the motivation.

Excerpt: YLAT Facilitator Training Manual, Page 121

INTERESTS ASSESSMENT

Understanding your likes and dislikes will help when planning for a career that best matches your interests. The more interested you are in your work, the happier you will be on the job. The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things or ideas.

Directions: In each section, answer every question by checking the Yes or No box. Total all the Yes checks for each section then, at the bottom of the page, circle the area of interest where you had the most Yes answers.

PEOPLE

Do you like to:	YES	NO
Entertain a child		
Listen to a friend's personal problems		
Teach someone how to do something		
Help someone who is sick		
Lead a group or club activity		
Work with the public		
Run for an office		
Sell a product		
TOTAL		

DATA

Do you like to:	YES	NO
Research a topic of interest to you		
Be a treasurer of a club		
Work scientific experiments		
Work with numbers/statistics		
Figure a car's gas mileage		
Balance a bank statement		
Write a computer program		
TOTAL		

THINGS

Do you like to:	YES	NO
Bake a cake		
Repair car/machinery		
Sew or make crafts		
Build something from wood		
Operate a cash register or calculator		
Do landscaping/lawn care		
Operate camera/video equipment		
TOTAL		

IDEAS

Do you like to:	YES	NO
Decorate a room		
Write a poem or story		
Publish school yearbook or newspaper		
Write lyrics or rap		
Paint, draw, watercolor		
Perform or act in school play		
Play musical instrument		
Invent a new product		
TOTAL		

My highest INTEREST section at this time is: PEOPLE DATA THINGS IDEAS

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition

[State Occupational Information Coordinating Committee]



(Excerpted from YLAT curriculum)

Materials Needed

Looking Forward
Worksheet

Pen/pencil

Time Frame

30 minutes

Goals/Uses

The primary purpose of this activity is:

- To help youth identify what success looks like to them through the development of a 3-year plan which identifies hopes and dreams.
- To learn to articulate wants/desires and dreams and to dare to do so (this can be very scary)
- To encourage and promote self-reflection and practical thinking

Activity Description

1. Hand out the Looking Forward worksheet to participants (see next page).
2. Explain the difference between dreams and intentions (big picture, often longer-term) and goals (often more short term and specific.)
3. Have a young person take 10 minutes to fill this sheet out for themselves.
4. Once finished, discuss/debrief.

Process Questions & Points to Consider

Questions

- What was it like for you to put your thoughts – hopes/dreams and goals down on a piece of paper?
- What did you feel as you wrote both the short and longer-term goals?
- Was there anything unexpected that you discovered while doing this activity?
- Do you think there is any value in doing an activity like this? If yes, what?

Points

- Learning to articulate goals and dreams is hard but worthwhile.
- Understanding short and long term goals, as well as how to take the steps to get there, can empower young people to do just that.

Activity Worksheet: Looking Forward: Life Plans

My life in the next 6 months.....(I will be _____ years old)

What it looks like is.....(my dreams and intentions are).....

My goals and steps for getting there.....

My life in 1 year.....(I will be _____ years old)

What it looks like is.....(my dreams and intentions are...?)

My goals and steps for getting there.....

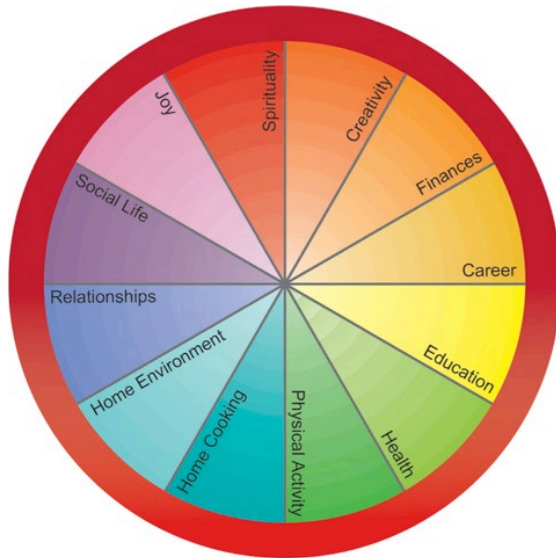
My life in 3 years.....(I will be _____ years old)

What it looks like is.....(my dreams and intentions are).....

My goals and steps for getting there.....

MY DESIRES PIE/DREAM BOARD

(Excerpted from YL^{AT} curriculum)



Goals/Uses

To provide a creative experience to express ones goals and dreams.

- To dream and set goals in a creative way
- To utilize another part of our brains to access thoughts about goals and dreams

Materials Needed

Old magazines, Craft items, Card stock, Pens/markers

Time Frame: 30 minutes

Note: This activity can also be done as a basic “dream board” without the pie slices and without any different categories – just using the space to express hopes/dreams and goals through words and visuals.

Activity Description

1. Pre-make the number of “pies” that you need – drawing a circle in the middle of each piece of paper and drawing 6 or 8 slices in the circle – as if it were a pizza or a pie with this many sections.
2. Decide on ahead of time on topic areas such as:
 - a. Career/work
 - b. Family
 - c. Love
 - d. Location
 - e. State of Mind/well-being
3. Once you have come up with the same number of topics as sections in the pie, then have the young person take a piece of cardstock with the pie image on it and begin to draw, write or cut images out of magazines to reflect what their personal goals and dreams are. Note: Make sure spaces/sections are big enough (pie will take up most of the piece of paper.)
4. After completing their “pie,” discuss images together.

Process Questions & Points to Consider

Questions

- What themes do you see?
- What areas were the easiest to fill in, what were the hardest?

Points

- By creating a dream or vision board, young people can create a visual representation of their long-term goals.
- Encouraging visioning, dreaming, and thinking about different hopes young people have for various aspects of their life is often not something young people are asked. Often adults will ask if they are planning to go to college or what they want to be when they get older but miss the other crucial pieces of their hopes and dreams.

EDUCATION, TRAINING, AND WORK

The job you are qualified for today is different from the job you will be qualified for after you have more education and training. Complete the information below to help you find where you fit.

The jobs I am currently qualified for are:

My dream career(s) are:

My current education plans for the future are:

My current plan for training in a career are:

After I complete my educational and/or career training plans, I should be qualified for the following jobs/careers:

Do your dream careers match the jobs you will be qualified for when you have completed your education and training? If not, what can you do to be able to have your dream career?



FILTERING

How to Get the Results You Want

Showing 1-15 of 155 occupations

keyword

Filters

My Preferences

- My Favorites
- Recommended for Me

Clusters

- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism

Education Requirement

- High School Diploma or Equivalent
- Post-secondary, non-degree
- Associate's Degree
- Bachelor's Degree
- Master's Degree

How much per hour?

\$0 \$100

\$30

Traits

- Artistic
- Enterprising
- Social
- Conventional
- Investigative
- Realistic

Showing 1-12 of 12 occupations

Traits: ✕ 🧑 🧠 🧪

After completing your self-assessment, searching for occupations will return “recommended occupations,” which are assigned at least one of your three Traits. This can be a lot of results! Rather than reading through all of them, you can filter your results using the options on the left side of the page to focus in on the results that matter most to you.

First of all, you can search for specific keywords, such as “Writer” or “Video” or “Scientist” to quickly find results that you already have in mind.

Tools for filtering by different general criteria are all located below the “FILTERS” bar.

“Recommended for Me” is selected by default, but can be unselected to see jobs that are not assigned any of your three Traits. “My Favorites” can be selected to only show those occupations you have previously favorited.

By selecting Occupation Clusters, you will narrow your occupation results to only those occupations that are in one of the selected clusters will appear. Selecting “Finance” and “Education and Training” will return occupations that are in one or the other of those clusters.

By selecting options from Education Requirements, you will filter out occupations that do not require the selected degrees. For example, if you select “High School Diploma” and “Master’s Degree,” you will see occupations that require a High School Diploma or a Master’s Degree, but not occupations that require a Bachelor’s or Associate’s Degree.

Drag the slider to the left or right to filter by an average hourly pay rate. The selected hourly pay rate will be shown in the green box below the slider. The occupations that are returned will have average hourly pay rates that are greater or equal to the selected rate.

The default filter “Recommended for Me” selects any occupation that is assigned at least one of your Traits. If you want to require that all occupations returned in results are assigned two or more of your Traits, simply select those Traits in the Traits section and only those occupations assigned all Traits selected will return in results. If you select a Trait not assigned to you through the self-evaluation, no results will return unless you also deselect “Recommended for Me.”

Once you have selected all of the filters that you want, click “Update Results.” This will reload the Occupations results with only the filtered occupations. If you want to reset the filters to default, simply click “Reset the Filters.”

Once you have applied filters, your narrowed list of suggested occupations should be finely tuned to your preferences.

Note: The tasks in red text are mandatory for students to complete.

“PREPARE” SECTION OF THE MYBESTBETS (MBB) PLATFORM

Task	Subtasks	Integration with Other Activities	Estimated time to complete	Anticipated Challenges	Additional Resources Needed	Staff Lead(s)
Login (introduction to the platform)			•	•	•	•
Welcome & Student Survey			•	•	•	•
Complete “My Personal Page”	Upload your photo		•	•	•	•
	Complete your bio & choose work personality traits		•	•	•	•
	How do you learn?		•	•	•	•
	More about you		•	•	•	•
Upload Your Résumé			•	•	•	•
Who do you know?	Learn about networking		•	•	•	•
	List your connections		•	•	•	•
	Tap into your network		•	•	•	•
Take the Self-assessment			•	•	•	•
Meet with your coach			•	•	•	•

“RESEARCH & VERIFY” SECTION OF THE MYBESTBETS (MBB) PLATFORM -- Please note that the MyBestBets platform creates a customized Best Bet Profile for the student once he/she completes this “Research & Verify” section (tasks are on this and the next page).

Task	Subtasks	Integration with other Activities	Estimated time to complete	Anticipated Challenges	Additional Resources Needed	Staff Lead(s)
Choose an occupation – Must do!	Research & Favorite 3 Occupations		•	•	•	•
	Compare Occupations		•	•	•	•
	Decide	Must do!	•	•	•	•
Choose a postsecondary program	What are you looking for in a program?		•	•	•	•
	Favorite a postsecondary program		•	•	•	•
	Decide		•	•	•	•
Meet with your coach			•	•	•	•
	Identify a Contact	Must do!	•	•	•	•
	Connect		•	•	•	•
Explore and learn more about your postsecondary program – Must do!	Mock Interview: Practicing your questions		•	•	•	•
	Interview your Postsecondary Contact	Must do!	•	•	•	•

	Send a Thank-you Note								
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“RESEARCH & VERIFY” SECTION OF THE MYBESTBETS (MBB) PLATFORM CONTINUED

Task	Subtasks	Integration with other Activities	Estimated time to complete	Anticipated Challenges	Additional Resources Needed	Staff Lead(s)
Information review: Move forward or do over	Meet with your coach					
	Build your course list					
	Plan backwards: Scheduling important dates					
Explore and learn more about employers	Identify your Employer Contact					
	Connect with your Employer Contact					
	Pre-Interview Research					
	Mock Interview: Practicing your questions					
	Interview your Employer Contact					
Is this your Best Bet?	Send a Thank-you Note					
	Information Review: Move forward or Do Over					



	Meet with your coach		•		•		•
What's next?			•		•		•

“NEXT STEPS” SECTION OF THE MYBESTBETS (MBB) PLATFORM

The Next Steps tasks are meant to help keep your student organized as they start putting their Best Bet Profile into action. This is meant to be more of a checklist than “tasks” and is very straightforward. Your responsibilities might include helping students be aware of deadlines.

Task	Subtasks	Estimated time to complete	Anticipated Challenges	Additional Resources Needed	Staff Lead(s)
Complete the application	Pay the application fee				
	Submit other required paperwork and documentation				
Log onto the website of the school/organization that offers the program					
Complete the FAFSA and other financial aid applications					
Explore other financial aid options (e.g., scholarships, AmeriCorps Ed Award, etc.)					
Register for your program's orientation					
Register for classes					
Take placement test(s)	Take placement test(s)				
	Register for a placement test prep class				
Check the status of your financial aid					



What is your tuition balance?					
Check the school's policy on health insurance					
Connect with student support services					



TOOL TO IDENTIFY YOUR BEST BET PROGRAM

INSTRUCTIONS: Use this tool to help figure out whether the college, job training, or apprenticeship program you explored is a best bet for you (or not). Read each statement on pages 1 and 2 and respond with: YES, NO, MAYBE, or N/A. Some sections will ask you a question; please write in your answer after the arrow. The last page asks you to decide on your best bet after you've reviewed *all* your answers. There is no point system here to "weigh" how much each statement is worth in your final decision. However, you should pay special attention to the bold-faced statements. Take some time to think about and discuss this with your postsecondary counselor/career counselor(s)/MyBestBets coach before making a final decision. CONGRATULATIONS on getting this far!

A. POSTSECONDARY PROGRAM INFORMATION – Review the information you gathered about the college, job training, or apprenticeship program you explored to answer the following statements:

YES	NO	MAYBE	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. The program I explored either does not have a waiting list or its waiting list is less than one year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. The length of the program works for me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. The program schedule works for me (i.e., the days and times it meets).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. The total cost of the program (tuition, fees, books, supplies, etc.) is manageable for me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. If applicable: The median loan debt (the middle amount of debt students have when they complete the program) seems manageable to me. I could pay it back in reasonable amounts per month and in a reasonable amount of time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. The knowledge and skills the program teaches are interesting to me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. The program location works for me, including the location of any placements for internships and clinicals (i.e., it's not too far, I can get to it by public transportation or car if I have one).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. I can meet all of the program's entry requirements (e.g., age, background check, prerequisites, immunizations).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. I believe I have the drive to learn and work ethic needed to get through and complete the program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. I believe I have some of the skills needed to succeed in the program – and if I don't yet, I believe that I will put in the hard work to learn them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If applicable (if you will work while in school/training): I believe I'll have the time and energy to work while I'm in the program without hurting my grades/performance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. The program provides strong support services to help students get through and complete the program (e.g., tutoring, transportation, child care assistance, counseling). These can be services through the program provides directly or through referrals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Program's retention rate is at least 75 percent from one semester/cycle to the next. ➤ If not, why not?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Program's completion or graduation rate is solid: ○ At least 65 percent for a certificate program (or a non-college job training program) ○ At least 55 percent for an associate's degree program ➤ If not, why not?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. At least 75 percent of program graduates get jobs in the industry. ➤ If not, why not?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. The program contact (coordinator, director, etc.) can name more than one employer (company or organization) in the region/city that has hired program graduates in the last 1-2 years.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. The program contact can tell you the typical starting wage for program graduates.

B. EMPLOYER AND OCCUPATIONAL INFORMATION – Review the information you gathered from employers and MyBestBets to answer the following statements:

YES	NO	MAYBE	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. I think I would enjoy working in the occupation I explored (think about the main description and daily tasks of the occupation).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. The occupation's typical work schedule, lifestyle, and environment (e.g., office, outdoors) would probably work for me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Employer(s) will hire recent program graduates with little or no work experience in this industry.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. The typical requirements for applying to the job (e.g., background check, drug testing, skills testing, etc.) don't seem like they'll be a problem for me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Employer(s) will hire people with the credential (e.g., certificate, associate's degree) offered by the postsecondary program I researched. ➤ If not, what is the education/training credential they're looking for?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Employer(s) describe(s) a typical entry wage that is enough for me to live comfortably (to pay all my bills on time, including any loans I may have, and have some money left over).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. (Review the occupational research and employer feedback you received about a) the main duties of this job, b) skills and qualities employers seek in job applicants, and c) important things to know about working in this job.) It seems like the postsecondary program I researched will prepare me well for this job.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. The employer(s) I interviewed is/are currently hiring for this work or expect(s) to do so in the next year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Other employers in the region are currently hiring for this work, or they will likely hire the same number of or more people for this work in the next few years.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. The occupation I researched has a well-defined career ladder (opportunities to move up to higher-paying jobs), or it requires skills that can transfer to a different occupation with its own career ladder.

NOTES:

SUMMARY: Is the program you explored *your* “best bet” program?

Please check off and fill in the **one box** below that best describes your decision on the college, job training, or apprenticeship program you explored. **Think of the following questions as you make your decision:**

- 1) Is this program designed to meet the needs of employers (e.g., Do employers know about/mention/like the program? Does the program teach the professional and technical skills employers seek)? Does the program have a track record of placing graduates/completers in jobs in the industry (or a related industry)?
- 2) Is this training program accessible to you in terms of cost, distance, and skill level?
- 3) Are students likely to succeed in this program? Does it have a track record of supporting and graduating students like you?
- 4) Is the occupation the program prepares you to work in a good fit for you? Do employers think there will be jobs available to you when you graduate from the program?

<input type="checkbox"/> This program <u>is</u> my best bet for the following reasons:	<input type="checkbox"/> This program <u>may be</u> my best bet if I do the following (for example, work on improving my math or writing skills, get help with child care, move to a place closer to the program, take advantage of tutoring services, take part in study groups, making sure to ask for help when I need it):	<input type="checkbox"/> This program is <u>not</u> my best bet for the following reasons:
--	--	--





Time Management

RESOURCES

- Procrastination Worksheet
- Weekly To-Do List Template
- Time Log Worksheet
- Priority Planning Worksheet
- Time Management Activity for Students

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Time Management Important?

Good time management allows you to accomplish more in a shorter period of time, which leads to more free time. Managing your time well also lets you take advantage of learning opportunities, lowers your stress, and helps you focus, which leads to more career success.

Time management in the context of the Back on Track model involves an emphasis on prioritizing, organizing, and planning how time will be spent in ways that support progress toward career and education goals. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as being responsible to others, being a self-directed learner, reasoning effectively, managing projects, and producing results.**

SAMPLE BRIDGING AND/OR FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Identify time management habits currently used and reflect on what modifications might be helpful; refer to the Procrastination Worksheet listed under Resources
- Reflect on how often they arrive on time or late to appointments, class, work, and identify strategies for being punctual; discuss challenges and how to identify problem-solving skills to overcome these barriers (see activities on page 25)
- Create a method of tracking important dates, deadlines, assignment due dates for coursework and activities needed to prepare for the next semester; refer to the Weekly To-Do List template listed under Resources
- Create a weekly schedule using a tool that works for them that includes all important dates, social time, extracurricular activities, school/work meetings, appointments, and any other responsibilities; revisit the schedule and the use of time management skills in a subsequent meeting; refer to the Time Log Worksheet listed under Resources
- Gather all documents needed to apply for employment opportunities and how to build this into their weekly schedule
- Discuss how to prioritize responsibilities and tasks and how to maintain a balance between personal and school/professional commitments; revisit this throughout the year and make adjustments as needed. Refer to the Priority Planning Worksheet listed under Resources
- Discuss/review attendance in class, work, and being on time for appointments consistently; discuss how to communicate scheduling conflicts and how to address needs for rescheduling or absences

Where Do You Procrastinate?

It is extremely rare for anyone person to procrastinate in all areas of life. Most people are selective in their procrastination. The following checklist had been adapted from Burka and Yuen (1983). Mark those areas where procrastination seems to affect you most.

Personal	
<input type="checkbox"/> Eating well <input type="checkbox"/> Exercising <input type="checkbox"/> Getting enough sleep <input type="checkbox"/> Bathing and hygiene	<input type="checkbox"/> Health care (doctors' visits, dentist, etc.) <input type="checkbox"/> Balancing bank account <input type="checkbox"/> Relaxation and hobbies <input type="checkbox"/> Other:
School/College	
<input type="checkbox"/> Going to class <input type="checkbox"/> Doing your reading <input type="checkbox"/> Studying for tests <input type="checkbox"/> Doing homework <input type="checkbox"/> Writing papers <input type="checkbox"/> Starting long term projects	<input type="checkbox"/> Finding a study group <input type="checkbox"/> Talking to an instructor <input type="checkbox"/> Making an advising appointment <input type="checkbox"/> Registering for next term <input type="checkbox"/> Going to the library
Shopping, Home & Maintenance	
<input type="checkbox"/> Paying bills <input type="checkbox"/> Finding a new place to live <input type="checkbox"/> Getting financial aid taken care of (FAFSA, forms, etc.) <input type="checkbox"/> Doing laundry	<input type="checkbox"/> Cleaning <input type="checkbox"/> Grocery shopping <input type="checkbox"/> Doing dishes <input type="checkbox"/> Other:
Social/Relationships	
<input type="checkbox"/> Talking with friends <input type="checkbox"/> Writing email responses <input type="checkbox"/> Going out/socializing <input type="checkbox"/> Asking someone out on a date	<input type="checkbox"/> Ending a relationship <input type="checkbox"/> Calling relatives <input type="checkbox"/> Other:
Work	
<input type="checkbox"/> Going to work <input type="checkbox"/> Preparing a resume <input type="checkbox"/> Other:	

What areas in your life tend to be most affected by procrastination? _____

Academic Success Center, Oregon State University, 2010 Adapted from Burka & Yuen (1983)
 Procrastination: Why You Do It, What to Do About It. Boston: Addison-Wesley.

Name _____

Week of _____

Weekly To-Do list

High Priority

Low Priority

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Sunday		

Time Log Worksheet

Use this sheet to arrive at a more accurate accounting of your time than your initial guesses on the Time Budget sheet might have shown. Take time to do this each day – if you try to do it all at once, you'll have difficulty remembering how you spent your time!

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Class hours								
Study hours								
Sleep								
Meals/Eating								
Exercise								
Family								
Facebook or Random Internet								
TV, Movies, Videos								
Miscellaneous Personal								
Miscellaneous Recreation								
Commuting/Travel								
Other:								
Total:	24 Hours	24 Hours	24 Hours	24 Hours	24 Hours	24 Hours	24 Hours	24 Hours

Check your math – each vertical column (i.e. Monday entries) should total 24 hours. Each activity (i.e. sleep) should be added horizontally to get your weekly total. Bring this sheet to class next week.

Get the right things done.

EISENHOWER

More on www.eisenhower.me

Urgent, but less important ③

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Delegate

Urgent and important ①

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do first

Neither urgent nor important ④

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't do

Less urgent, but important ②

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule

TIME MANAGEMENT ACTIVITY FOR STUDENTS*

This activity is intended to help students anticipate the time they will need to remain healthy, happy and engaged learners.

FILL OUT FOR YOUR BUSIEST SEMESTER

School Activities	Avg. Hours/Week
School (5 days X 7 hours)	35
<i>Anticipated Homework for Leveled Courses:</i>	
Advanced Placement: 1+ hour x 5 nights weekly x # of courses	
Accelerated: 1 hour x 4 nights weekly x # of courses	
Honors & Standard: 0.5 hours x 4 nights weekly x # of courses	
Total School Hours:	<input type="text"/>

Extracurricular Activities	Avg. Hours/Week
Paid Job	
Hobbies/Interests/Clubs	
Community Service	
Sports	
Music/Performances	
Total Extracurricular Hours:	<input type="text"/>

Daily Living Activities	Avg. Hours/Week
Sleep (7 days X 9 recommended hours)	
Physical Activity (1 hour recommended – may be sports or PE)	
Necessities (eating, showering, chores, etc.)	
Family Time	
Free Time (friends, TV, phone, Internet, etc.)	
Total Daily Living Hours:	<input type="text"/>

TOTAL HOURS/WEEK	AVAILABLE
School Hours <input type="text"/> +	Maximum hours 168
Extracurricular Hours <input type="text"/> +	
Daily Living Hours <input type="text"/> =	
YOUR TOTAL HOURS <input type="text"/> vs.	

* Created by Needham High School, Needham, MA



Financial Capability

RESOURCES

- How to Clear a Youth in Foster Care's Credit Report
- JMG's Cut Back and Save Overview
- JMG Budget Planning Tool
- FAME Budget Planning Tool
- Personal Finance Websites
- FAME Student Loan Overview
- What's a FICO Score?
- How To Fill Out A Blank Check
- How To Use A Check Register Sheet
- Spender Saver Assessment
- Personal Finance Apps

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why are Financial Capabilities Important?

Financial capability equips us with the knowledge and skills we need to manage money effectively. Without it, our financial decisions and the actions we take—or don't take—lack a solid foundation for success and independence.

Financial capability in the context of the Back on Track model involves an emphasis on supporting career and education success through activities that promote financial knowledge, skills, and behaviors. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as recognizing and interpreting visual information, managing projects, and being a self-directed learner.**

SAMPLE BRIDGING ACTIVITIES:

Work with the young adult to...

- Discuss ways for them to check their credit score with a free, safe online service. Refer to the How to Clear a Youth in Foster Care's Credit Report document listed under Resources
- Create a system of tracking their money and thinking of ways to save. Refer to JMG's Cut Back and Save overview listed under Resources
- Discuss the importance of creating a monthly budget that tracks fixed income and expenses while accounting for flexible spending and unexpected costs. Use JMG's or FAME's budget planning tools, both listed under Resources
- Review ways to access financial supports and tools offered through the Opportunity Passport™ (OP) program, discuss benefits to enrolling, needed documentation, and enrollment criteria (see page 21)
- Set up and maintain a Bank or Credit Union Checking/Savings Account, discuss the pros and cons of each type of financial institution, connect them with supports at this financial institution
- Discuss the benefits of setting up a [529-Next Gen account](#), including eligibility and other details of this program
- Research various ways to pay for college, how to search for and apply for grants and scholarships, and the importance of knowing application deadlines; refer to FAME student loans overview listed under Resources
- Discuss options to utilize a free tax service to complete their taxes
- Discuss whether they are eligible for ETV funds, and what these funds are able to be used for
- Identify options for paying for training or credential programs through their local CareerCenter or WIOA-Youth Provider, including work-based learning, on-the-job training, and [Competitive Skills Scholarship Program \(CSSP\)](#)
- Discuss the benefits of saving for retirement, direct deposit, and completing state and federal taxes

SAMPLE FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Meet with their academic institution's financial aid office about scholarships that they might be eligible for and review application processes, documentation, essay writing, and other qualifications needed in order to apply
- Complete FASFA within the timeframe and deadlines for the upcoming year
- Continue to learn strategies improve lifelong financial security
- Apply for [FAME's Tuition Waiver](#) for youth in foster care
- If eligible, discuss enrolling in Opportunity Passport

OPPORTUNITY PASSPORT RESOURCES

For young people in foster care, the [Opportunity Passport™](#) (OP) program provides financial literacy skills and an opportunity for matched savings designed to help a young adult successfully transition to adulthood. The experienced staff at Jobs for Maine's Graduates (JMG) provide ongoing, consistent support as young adults develop savings goals and plan for asset purchases.

After the determination of eligibility and training, participants open a bank account at a financial institution of their choice. Money saved is matched, dollar for dollar up to \$1,000 per year toward the purchase of specific assets essential to independence, including educational costs, housing, and transportation. More than 500 young people have saved and received matching funds in excess of 1.3 million dollars since the program was launched.

The OP™ program is supported by the Maine Youth Transition Collaborative (MYTC), a partnership of public and private sector partners who work together at the state and local levels to provide more opportunities and improve outcomes for the young adult in transition from foster care – in the areas of employment, education, housing, mental and physical health care, lifelong connections, and personal and community engagement. The Collaborative has been supported by the Jim Casey Youth Opportunities Initiative and the Annie E. Casey Foundation since 2003.

HOW TO CLEAR A YOUTH IN FOSTER CARE'S CREDIT REPORT



How do I clear a foster youth's credit report?

If you discover that a foster youth is a victim of identity theft, take the following steps on the youth's behalf to prevent further harm. Each CRA has varying processes to handle requests for minors when they have been a victim of identity theft but below is a general outline of what to do. Keep a written record with the

details of your efforts and copies of all correspondence.



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Contact the credit reporting companies

Contact the three nationwide credit reporting companies. Explain that the youth is a minor and cannot legally enter into any type of contract. To prove that the youth is a minor, send the credit reporting companies a copy of the youths' birth certificate or other documentation of age, such as a court order, and a letter asking them to remove all accounts, application inquiries, and collection notices from the credit report associated with the youths' name or personal information. Documentation may also be needed to

verify that the youth is in foster care, and the agency is authorized to act on the youth's behalf.



Place an initial fraud alert

If a credit report was created for the youth as a result of identity theft, consider placing an initial fraud alert on the report. An initial fraud alert requires potential creditors to verify a person's identity before extending credit. When a creditor knows that a minor youth is involved, it will not ordinarily extend credit.

To place an initial fraud alert, contact any one of the three credit reporting companies. The company that you call must contact the other two. All three will place the initial fraud alert on the report they have for the youth. After you place the initial fraud alert, the credit reporting company will explain your rights, including your right to get a free credit report from each credit reporting company.

Consider a credit freeze

If there is a credit report for the youth, you can also consider placing a credit freeze. If you place a credit freeze (also known as a security freeze), potential creditors cannot get the youths' credit report, which makes it less likely an identity thief can open new accounts. You must contact each of the three credit reporting companies directly to place a freeze. The credit reporting companies may ask for proof of the youths' Social Security number, proof that you are legally able to represent/are the youth's legal representative, and a copy of the youth's birth certificate. Putting a freeze on a minor's credit report can be a useful deterrent to additional fraud.

You must lift the freeze from the credit report before the minor youth applies for student or auto loans, an apartment, or a job. Once the youth turns age 18, he/she can ask to lift the freeze himself.

Although businesses do not ordinarily extend credit to a minor, you also should consider placing an extended fraud alert - which lasts for seven years - on the credit report. When a business sees an alert on a credit report, it must verify the borrower's identity before issuing credit. Identity theft victims - including children and youth in foster care- can have an extended alert placed on their credit reports if they can provide an Identity Theft Report to the credit reporting company.

What It Is	What It Does	How to Get It	What it Costs	How Long It Lasts
Initial fraud alert	Requires creditors to verify the identity before granting credit and makes it harder for a thief to open fraudulent new accounts.	Contact one credit reporting company. It will share your request with the other two companies.	Free	90 days
Extended fraud alert	It requires creditors to verify the identity before granting credit and makes it harder for a thief to open fraudulent new accounts.	Contact one credit reporting company. It will share your request with the other two companies.	Free	7 years
Credit freeze	Stops creditors from getting your credit report unless you lift the freeze.	Contact each credit reporting company.	Depends on state law	Depends on state law



Call every company where an account was fraudulently opened or misused

If you already know where the youth's information was misused, contact that business and explain to the business that the individual is a minor. Otherwise, when you receive the youth's credit report, review it for any accounts opened in the youth's name. If you see a fraudulent account in the youth's name, contact the company where the account was opened. Ask the company to close the fraudulent account and flag the account to show it is a result of identity theft. Follow up with each business in writing.

Once you have resolved identity theft disputes with the company, ask for a letter stating that the company has closed the disputed accounts and has discharged the fraudulent debts. This letter will enable the youth in foster care to dispute erroneous charges if errors relating to the account reappear on his credit report in the future.

File a report with the Federal Trade Commission (FTC)

Visit www.ftc.gov or call 1-877-IDTHEFT (1-877-438-4338) to file a report about the theft of the youth's identity.

After you file a report with the FTC, print a copy. It will be called an Identity Theft Affidavit. Give a copy of your FTC Identity Theft Affidavit to the police if you file a police report.



File a police report

Usually, adults must file a police report about identity theft before they can use certain legal remedies to clear a credit report. The situation may be different for children, because credit reporting companies may correct

a youth victim's credit report without a police report. Even so, it is important to consider filing a police report, because you may need it to resolve other instances of identity theft.

You will need to send the credit reporting company a letter or other documentation explaining that the youth is a minor who cannot legally enter into a contract. After you provide proof that the victim is a minor, the credit reporting companies and businesses should correct the fraudulent information that the identity thief created.

Get an Identity Theft Report

Ordinarily, providing information that the youth is a minor should be sufficient to correct fraudulent debts on the youth's credit report, but you also might consider taking advantage of rights available to identity theft victims under the Fair Credit Reporting Act (FCRA). The FCRA enables identity theft victims to block erroneous charges from appearing on their credit reports and to get documents like applications and contracts to prove the underlying crime. For more information, see *Remedying the Effects of Identity Theft* at <https://www.ftc.gov/bcp/edu/pubs/consumer/idtheft/idt09.pdf>

To take advantage of these remedies, an identity theft victim must get an Identity Theft Report. Creating an Identity Theft Report involves 3 steps:

1. Submit a complaint about the theft to the FTC. When you finish writing all the details, print a copy of the report. It will print as an Identity Theft Affidavit.
2. File a police report about the identity theft, and get a copy of the police report or the report number. Bring the FTC Identity Theft Affidavit when you file a police report.
3. Attach the FTC Identity Theft Affidavit to your police report to make an Identity Theft Report.

Some companies want more information than the Identity Theft Report includes, or want different information. The information you need to provide depends on the policies of the credit reporting company and the business that sent the information about you to the credit reporting company.



Equifax requests that any State Foster Care Agency seeking to fulfill its obligations to request a credit report under the "Child and Family Services Improvement and Innovation Act" please contact one of the below individuals:

- Gary Poch - 678-795-7787 or gary.poch@equifax.com
- Troy Kubes - 678-795-7777 or troy.kubes@equifax.com

Equifax also provides information on its website to assist with issues of identity theft, fraud alerts, and security freezes. Please visit www.equifax.com for more information.



Foster Youth Process for requesting a copy of the personal credit report:

- State or Tribal Agency will send proof of a court-ordered document for each person they are requesting a credit report indicating that the youth is in foster care and provide documentation of their ability to act in that capacity. Sensitive information can be redacted from the court order as long as the identification of the minor remains intact. We recommend using USPS Priority, UPS, or FedEx because they offer a tracking feature. The address for Experian is

**Experian National Consumer Assistance
Center PO Box 9701
Allen, Texas 75013**

- State or Federal Agency will include a form with all of the youth identification information including, full name, current address, social security number, date of birth, address within the past two years.
- Upon receipt, the NCAC will process the request under the annual free credit report type and send the report to the requestor (agency) through regular mail. The report will either be a "no record" or have information. For security purposes, the envelope will not indicate Experian. If there is a report, the account information will

be truncated, the Social Security Number for the youth will not appear on the report, and any variations of the Social Security Number will be truncated. Please specify in the request the State or Federal agency address to which you want the no record or credit report sent.

- There is no charge for this process.

Foster Youth process for disputing the file through the National Consumer Assistance Center (NCAC):

- If the agency chooses to dispute items on the youth's report, they must submit to us the court-ordered document indicating that the youth is in foster care and documentation for the agency to act in the capacity of the court order.
- The agency shall send all identification information of the youth, including full name, current address, and social security number, date of birth, address within the past two years, or the credit report number from the report that was received.
- Agency shall indicate what accounts do not belong to the youth, indicating that the youth is minor
- A dispute process will be initiated with the designated creditor, and the results will be sent to the designated agency.
- Note: The State or Federal agency may also choose to dispute any information reported directly with the data furnisher.

Contact information for questions:

Cathy Jones

Director of Regulatory Compliance and Risk

Management Phone: 714 830-7218

Email: cathy.jones@experian.com

Alternate Contact:

Jonathan Sepe

Compliance Specialist Lead

Phone: 714 830-7227

Email: jonathan.sepe@experian.com



State Foster Care Agencies seeking information on how to work with the national credit reporting companies to meet their obligations under the "Child and Family Services Improvement and Innovation Act" may contact TransUnion directly:

- Angela Harp at 714-680-7268 or aharp@transunion.com, or
- Eric Rosenberg at 312-466-6323 or erosenb@transunion.org

State Foster Care Agencies may register for secure online access to check for the presence of minor credit file via "TU Direct." A nominal one-time setup charge and annual fee apply.

If a parent or guardian suspects that identity thieves may have already targeted their youth, they may access our free, secure online form at <https://www.transunion.com/fraud-victim-resource/child-identity-theft> to submit details about their concerns and we will investigate the existence of a potential credit file in the youth's name.

For assistance with fraud resolution, call **1-800-372-8391** or write:

**PO Box 6790
Fullerton, CA 92831
Attn: Foster Youth Fraud Investigations**

Cut Back and Save

Financially empowered individuals are both informed and skilled. Use your knowledge to cut back on the things you already spend your money on and put those savings towards your financial goals.

Instead of this...	Consider this...
Buying individual 20 oz. beverages (vitamin water, energy drinks, etc.)	Buying a 12-pack or 24-pack (save at least \$.50 per beverage!)
Cashing your paycheck at a grocery store or department store	Opening a FREE savings account and save \$2-\$4 of each paycheck.
Buying a take-out ice cream cone	Buying a 1.5 quart container of ice cream and a box of cones for about ¼ of the cost per cone.
Buying individual snack bags from a vending machine	Buy a large bag and portion into Ziploc bags. Purchase at a large grocery store like Hannaford or Shaw's, NOT a convenience store like 7-11.
Buying Starbucks or Dunkin Donuts coffee	Make coffee at home: Using a traditional coffee maker costs about <u>75 cents per pot</u> . Using a K-cup brewer costs about <u>60 cents per cup</u> .
Buying a new set of dishes (or new clothes, new home décor items...)	Check out Goodwill, Salvation Army, or consignment shops. You can even purchase a \$10 one-year discount card at Goodwill to save 10% on every purchase! Also check out Uncle Henry's online.
Renting movies on demand	Get a library card and borrow movies for free (not to mention the huge book selection), or consider Netflix or Redbox
Buying bread at full price at the grocery store	Check out the bakery outlets for bread, pastries, etc.
Buying lunch out on work days	Pack your own lunch & save at least \$3 per day.
Buying gas wherever you happen to be	Check gas prices online before your trip
Buying new college textbooks	Check Amazon.com or Half.ebay.com for used textbooks. Rent textbooks at Chegg.com
Ordering pizza	Purchase high quality frozen pizza and cook it at home. Save 50%
Keeping the same insurance you've always had	Check to see if moving all insurance coverage to one company will save you money.
Having a cell phone contract	Use a "pay as you go" phone, such as Straight Talk

America consistently has one of the worst personal savings rates of all the nations in the world.

Build-a-Budget

Name: _____ Month _____ Year _____

Income AFTER taxes (net pay)	Weekly:	Biweekly (every 2 weeks):	Monthly:
Savings (start with 10% of your income)	Weekly:	Biweekly (every 2 weeks):	Monthly:
Yearly			

Expense (Monthly):	Due date:	Amount due:
<i>Home Expenses:</i>		
Rent/Mortgage:		
Renters Insurance:		
Utilities: (electricity, heat, water & sewer)		
Phone:		
Internet/Cable:		
Other:		
<i>Transportation Expenses:</i>		
Car payment (Loan, lease payment):		
Gas:		
Car Insurance (monthly) and car registration (annually):		
Repairs/Maintenance:		
Other transportation expenses: (tolls, taxis, ride share, bus pass)		
<i>Debt Payments and Loans (Monthly minimums):</i>		
Student Loans:		
Credit Card:		
Credit Repair Obligations (outstanding bills):		
Medical Bills:		
Other:		
<i>Food:</i>		
Groceries:		
Meals out:		
Membership fees: (BJ's, Sam's Club etc.):		
Other food expenses:		
<i>Family Expenses:</i>		
Child Care:		
Child support paid out (child support received is income):		
Child Summer Camps:		
Child daily needs (diapers, baby supplies etc.):		
Other:		
<i>Personal Care:</i>		
Medications (prescriptions and over the counter):		
Toiletries/Makeup/Haircuts/nails:		
Clothing:		
Gym Memberships/fee's:		
Other:		
<i>Pets:</i>		



Education:	Career:	Annual Salary:	Monthly Salary:
		\$	\$
MONTHLY LIVING EXPENSES		MONTHLY HOUSING	-
		MONTHLY FOOD	-
		MONTHLY CAR PAYMENT, INSURANCE, GAS	-
		MONTHLY PHONE	-
MONTHLY OPTIONAL EXPENSES		OPTIONAL	-
		OPTIONAL	-
		OPTIONAL	-
		OPTIONAL	-
		OPTIONAL	-
		OPTIONAL	-
		OPTIONAL	-
		OPTIONAL	-
SPENDING MONEY	HOW MUCH SPENDING MONEY DO YOU HAVE?		=

Finance Authority of Maine
 5 Community Drive, PO Box 949
 Augusta, ME 04332-0949
 1-800-228-3734
 EMAIL: education@famemaine.com
www.famemaine.com

HOW MUCH CAN I SAVE??

Name: _____

	Amount	
MONTHLY INCOME		
Take-home pay <i>(from worksheet)</i>		
Other income <i>(lawn mowing, babysitting, SSI, clothing allowance, etc.)</i>		
TOTAL MONTHLY INCOME		
MONTHLY EXPENDITURES		Can a change be made??
Essentials (NEEDS)		
Rent <i>(or college room/board)</i>		
Utilities <i>(cell phone, electricity, etc.)</i>		
Groceries <i>(NOT eating out)</i>		
Personal Care <i>(shampoo, razors, etc.)</i>		
Clothing		
Transportation <i>(shared gas costs, etc)</i>		
School <i>(tuition, supplies, textbooks, athletic fees, club fees, etc)</i>		
Unexpected and important <u>essential</u> expenses <i>(car repair, medical or dental expenses etc.)</i>		
Pet expenses		
Other		
Total Essential Expenditures		
Non-Essentials (WANTS)		
Entertainment <i>(movies at the theater, rented movies, bowling, music, DVDs etc)</i>		
Eating out <i>(including drive-through coffee, vending machines, restaurants etc.)</i>		
Gifts for others <i>(birthdays, holidays)</i>		
Other <i>(church donations, non-essential clothing, etc.)</i>		
Total Non-Essential Expenditures		
TOTAL MONTHLY EXPENDITURES (TOTAL ESSENTIAL + TOTAL NON-ESSENTIAL EXPENSES)		
CURRENT MONTHLY SAVINGS (TOTAL INCOME - TOTAL EXPENDITURES)		Multiply by 12 (months) \$_____ This is my one-year savings goal!

I need to cut back my spending in these areas _____

Calculating your monthly net (after taxes) income:

- What you earn per hour at work: \$_____
- Number above multiplied by the number of hours you usually work per week = \$_____
- Subtract 18% (use a calculator). You are left with \$_____
- Multiply by 4.
- This is approximately how much you "bring home" after taxes in one month \$_____
- Enter this number at the top of the worksheet

Calculating your monthly net (after taxes) income:

- What you earn per hour at work: \$_____
- Number above multiplied by the number of hours you usually work per week = \$_____
- Subtract 18% (use a calculator). You are left with \$_____
- Multiply by 4.
- This is approximately how much you "bring home" after taxes in one month \$_____
- Enter this number at the top of the worksheet

Personal Finance Websites for Young Adults

The Mint: Tools (plus app) on saving, owing, investing, calculating, safeguarding, etc. <http://www.themint.org/>
Overview of The Mint FREE App: <https://youtu.be/rK6WLHNYjwM>

Practical Money Skills: includes interactive bank statements, a glossary, and a guide to debit cards.
<http://www.practicalmoneyskills.com>

Annual Credit Report: One free report per year from each major credit reporting company
<https://www.annualcreditreport.com/cra/index.jsp>

Federal Trade Commission: Template letter and instructions for disputing errors on your credit report
<http://www.consumer.ftc.gov/articles/0384-sample-letter-disputing-errors-your-credit-report>

Credit.org: 15-minute videos on Understanding Your Credit Report, Budgeting, ID Theft & more.
<http://credit.org/courses/>

Game Theory Academy: Information on avoiding predatory scams like rent-to-own and payday lending.
<http://www.gametheoryacademy.org/tag/savvy-consumer-toolkit/>

FICO scores: Calculating and understanding them:
<http://www.myfico.com/CreditEducation/WhatsInYourScore.aspx>

CreditCards.com: Estimate your credit score by answering questions about your money habits.
<https://www.bankrate.com> and calculate the true cost of paying only the minimum on a credit card balance.

The Consumer Jungle, Free registration allows access to interactive and downloadable resources like choosing a cell phone plan, independent living lessons, concept quizzes, etc. <http://www.consumerjungle.org/>

Berkley Bank: Practice online banking and bill paying in a virtual demo.
<http://www.berkleybank.com/home/online-banking-demo#>

Edmunds: calculate the true cost of owning a vehicle <http://www.edmunds.com/tco.html>

MSN Money lots of different financial management resources: <http://moneycentral.msn.com/home.asp>

Internal Revenue Service: provides information about payroll taxes, pay stubs, W-2 and W-4 forms, etc. <http://www.irs.gov/app/understandingTaxes/teacher/index.jsp>

Junior Achievement's entrepreneur center has resources for young people interested in starting a business.
<http://studentcenter.ja.org/>

National Center for Educational Statistics, side-by-side comparison of up to 4 colleges
<http://nces.ed.gov/collegenavigator/>

4.24.2020 -Adapted from and updated : www.jmg.org

FSA (Federal Student Aid): education budget calculator for college students, other resources
www.studentaid.gov/resources/prepare-for-college/students/budgeting/creating-your-budget

Navigating Your Financial Future (NyFF): <http://www.navigatingyourfinancialfuture.org/>

Stash- app and web resource for investing your money for your future.
<https://www.stashinvest.com/>

Turbo Tax: Free for those with 'simple' tax returns
<https://turbotax.intuit.com/>

Tax Preparation Checklist: <https://turbotax.intuit.com/tax-tips/tax-planning-and-checklists/tax-preparation-checklist/L7LHiDqGJ>

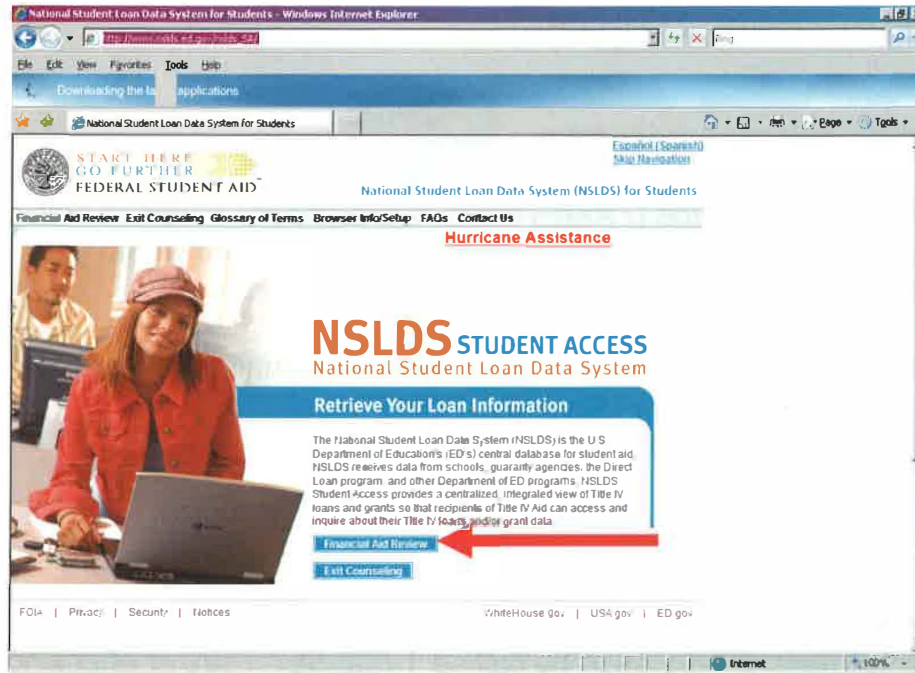
IRS free for those who qualify for their basic software.
<https://apps.irs.gov/app/freeFile/>

Credit Karma Free Tax filing: <https://www.creditkarma.com/tax/>

The Balance: Doing Your Taxes: <https://www.thebalance.com/taxes-for-young-people-4073737>

For Assistance in Consolidating Your Financial Aid Loans

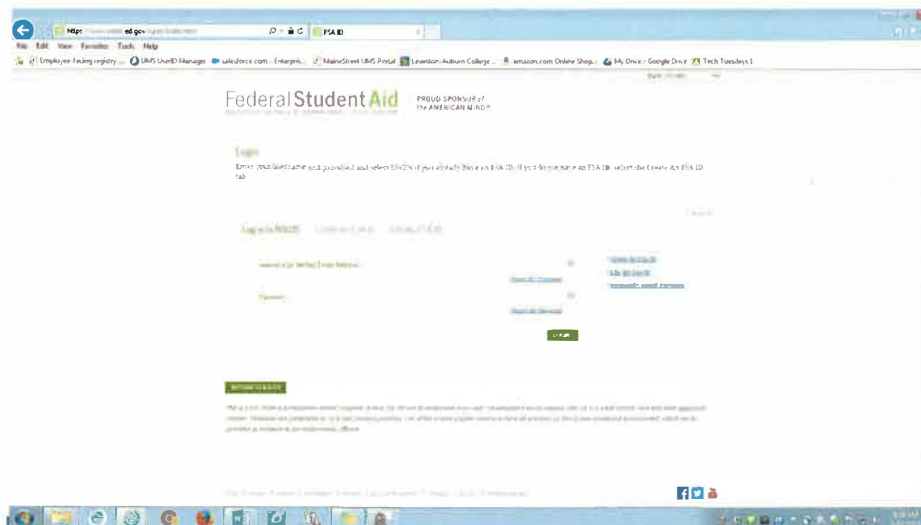
→Log on to https://nsldsfp.ed.gov/nslds_FAP/ and then click on Financial Aid Review.



→Read the Privacy Act information and then click Accept

→Read about 128-bit Encryption and then click Accept

→You will need your FSA ID to complete the login



→Once you are into the National Student Loan Data System (NSLDS) for Students, please be sure to print out your report of the lenders you have borrowed from and how much you have borrowed.

Note that this is a listing of all *federal* educational loans (subsidized and unsubsidized direct loans, Perkins loans, PLUS loans). If you borrowed any private/ALTERNATIVE loans, they will not be included in this listing.

→Consolidating your loans: 2 Options

1. Consolidate with assistance from



The Finance Authority of Maine (FAME) offers assistance to students who wish to consolidate their federal loans. They will need to know from whom you borrowed from and how much.

You can reach them by phone at 1-800-228-3734, by E-mail at Education@FAMEmaine.com, or check our FAME's website: www.fame.maine.com for further information.



2. You can also consolidate your loans directly with The US Department of Education by calling 1-800-557-7392 or checking out their website at <https://StudentLoans.gov>.

What's a FICO score??

The FICO (Fair, Isaac, & Co.,) is a company that predicts the likelihood of an individual paying bills on time. The score is used by many banks and other lenders to determine if a person qualifies for a loan. It's like getting a report card on how well personal finances are managed.

When someone wants to borrow money –for a car loan, to buy a home, or to open a credit card account – lenders want to know what risk they will be taking by loaning the money. Your FICO score impacts both how much money you can borrow and what the repayment terms (interest rate, etc.) will be.

The HIGHER your FICO score, the BETTER (range: 620-850)

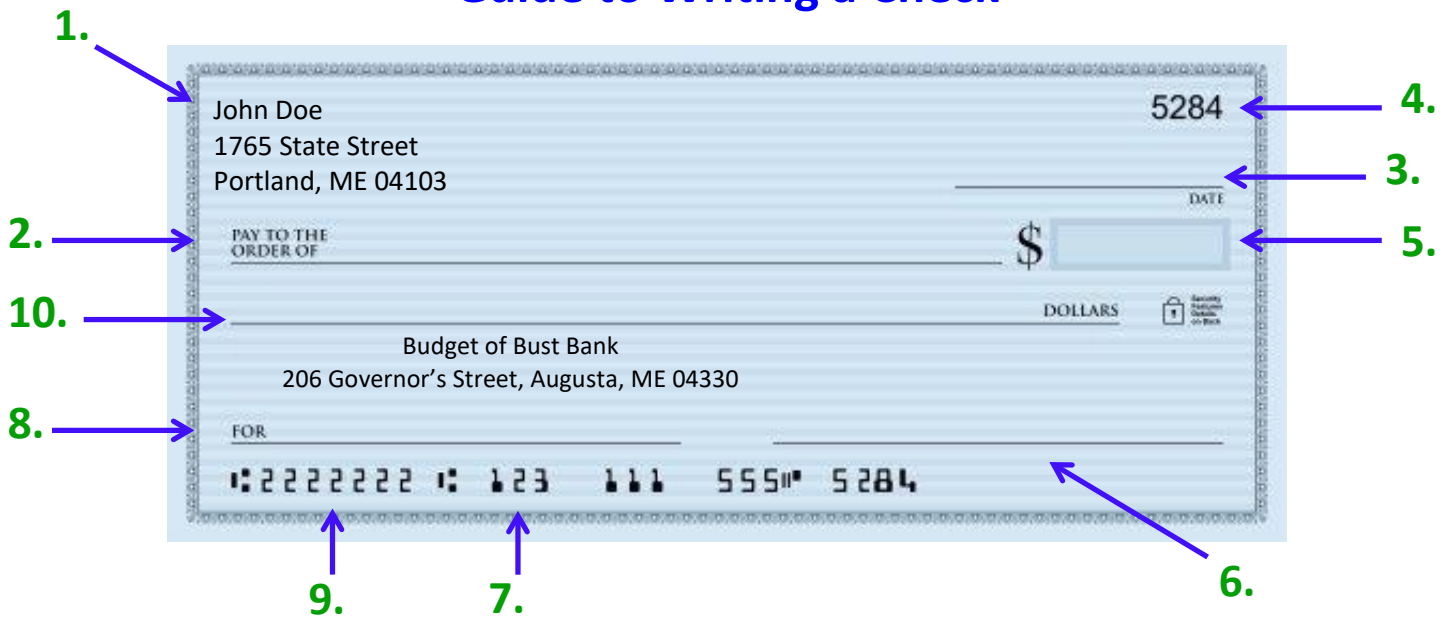
THE ANSWERS TO THESE QUESTIONS RAISE OR LOWER YOUR FICO SCORE:

- How long ago did you get your first credit card?
- How many credit cards do you have?
- How long ago did you get your first loan?
- How many loans or credit cards have you applied for in the last year?
- How recently have you opened a new loan or credit card?
- Besides a mortgage loan, what's your total combined balance on all loans and credit cards?
- When did you last miss a loan or credit card payment?
- What is the most delinquent you have ever been on a loan or credit card payment?
- How many of your loans and/or credit cards are currently past due?
- Have you had any of the following negative financial events in the last 10 years?
 - Bankruptcy, foreclosure, repossession of a vehicle or home.



If you choose to use a credit card, the key to maintaining good credit is to charge only what you can afford and pay off the TOTAL balance each month.

Guide to Writing a Check



Parts of a Check:

1. **Maker:** the person or business who writes the check — your name and address will be printed here
2. **Payee:** the person or business to whom the check is written who may cash the check
3. **Date:** the date the check is written
4. **Check Number:** printed on the check in the upper right
5. **Numerical Amount:** the amount written in numbers
6. **Signature Line:** you must sign the check here
7. **Account Number:** your checking account number printed on the MICR line on the bottom
8. **For/Note:** your customer reference number
9. **Routing Number:** your bank's routing number, printed on the MICR line on the bottom
10. **Written Amount:** the amount written in words, including cents

Example of Completed Check:

Check Writing Tips:

- Ensure all information is clearly written in ink
- Write all information as far to the left on each line as possible
- When writing the written amount, draw a line through any extra space at the end
- Your signature should match the one your bank has on file — never scribble illegibly, as this makes your signature easier to forge
- Make sure the written amount is exactly the same as the numerical amount — if the two differ, the written amount is considered legally binding

Name: _____



What's Your Money Style?

Spender Saver Assessment

Complete one row at a time choosing column "A" or "B" for the statement that is most true for you.
On page 2, tally up your score and learn more about your money style.

Statement 1 (if this is more like you, check mark column A)	Column A	Column B	Statement 2 (if this is more like you, check mark Column B)
I actually enjoy balancing a checkbook.			I'd rather balance a spoon on my nose than balance a checkbook.
I usually pay attention to where and how I spend my money.			I hardly ever worry about money.
I usually check several stores or online for the best price before I buy.			When I'm shopping, if I like something, I buy it.
Saving money is something I have done at least three times in the past year.			Saving money is really hard and not something I've thought much about.
I hardly ever borrow money. In fact, people usually borrow from me.			I borrow money from friends or others at least a few times a month.
It is really easy for me to save money.			I cannot save money. It's so difficult for me.
I have a long-term financial goal such as saving money for a car.			I don't have a long-term financial goal. I want to be able to buy what I want when I want it.
Rules are important and should be followed.			Rules are more like suggestions to be considered.
I am always on time. Always.			I show up "on time." Give or take 15 minutes.
I spend more time planning the weekend than the weekend itself.			Weekends are more fun when the calendar's blank and I just "go".
Instructions should be precisely followed.			Instructions are suggestions.
I organize my clothes by color or type of clothing.			I'm doing well to have my clothes hung up and put away.
I read the introductions of books. They're there for a reason!			I skip introductions. Then you have to read even more!
I can't wait to learn about budgeting.			I'm considering faking an illness to not have to learn about budgeting.
"Living for the moment" or YOLO sounds irresponsible to me.			"Living for the moment" or YOLO sounds like the soundtrack of my life.
Chatter is annoying and frustrates me.			It's not chatter! It's character.
Your Score (Column A)			Your Score (Column B)

Turn the page to see your Money Personality!

Add up your scores in both columns. What your score says about you:

Column A	Column B
Sort of a Saver (5-8): You budget your money regularly, shop only when things go on sale, and don't have any credit cards, or got rid of them a long time ago.	Sort of a Spender (5-8): You've got a budget, but can't remember the last time you actually looked at it.
Saver (9-13): When it comes to budgeting, paying off debt and planning for future purchases, you're awesome! You buy the things you want but only if you've saved for them and it doesn't negatively affect your budget.	Spender (9-13): Budgets are for people who don't live in the now or don't seize the day. You like to buy things when you want them, you never know if you'll have that chance again.
Super Saver (14 or more): You save all your money to the point that you may not spend any money to have fun. You'll have a lot of money for retirement but will have a boring life getting there.	Super Spender (14 or more): You spend all of your money you have, and some money you don't have, using credit cards or borrowing from others. At this rate your credit will be shot and retirement will be living in someone's basement.

What have you learned about your money personality by completing this assessment? Are you surprised by the result?

Why is it important to know your money personality when you are trying to build a budget?

Are there any changes you could make now to be more successful when you are managing your budget (such as planning your spending ahead of time, decreasing impulse shopping, planning an amount to save each week/month)? If so, name one or two changes you are willing to make:

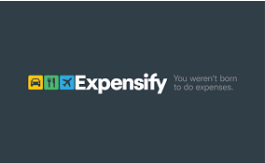




**Anyone can budget and save.
Your "Money Personality" will just influence how you do it!**

\$ Personal Finance Apps \$

App	Price	Description	Notes
	Free	Track bank accounts, loans, credit cards, budget. Expense tracking and 'suspicious activity' alerts	Bank-level security, easy to use, and understand.
Financial Calculators	Free	Many calculators: currency converter, loan payments, credit card payoff, tips, discount and taxes, percentages & more	Calculators are clearly labeled and easy to use. Some seem obsolete for young people. Lacks excitement but is very useful.
Payroll Guru/Paycheck Free 	*Free	Calculates your net pay (paycheck amount after taxes)	Reasonably easy to use but requires internet connection and knowledge of your tax-exempt status. Useful for budgeting. *Some aspects of the app are not free; there are additional options that you can purchase through your iOS or app store.
Car Loan Calculator	Free	Calculates loan payment	Especially useful while shopping for a vehicle. Helps with understanding how much you can afford for a car
BillGuard 	Free	Keeps track of bills with an option to set up payments through phone	Reasonably easy to use. Bill paying features are convenient.
Expense Manager	Free	Track income and expenses (daily, weekly, monthly, yearly)	Some parts can be confusing, not as colorful, fun, or interesting as some others.

Adapted from: JMG www.jmg.org

<p>Expensify</p> 	<p>Free</p>	<p>Tracks work-related expenses like receipts, miles traveled, gas expenses, etc.</p>	<p>Best for people who have many work-related expenses they will get reimbursed for</p>
<p>Stash</p> 	<p>Free</p>	<p>Stash breaks whole investments down into smaller, more affordable pieces called fractional shares. Fractional shares of most investments are available on our platform starting at 1¢, and you can buy a piece of any stock or fund with shares priced at more than \$1,000 per share starting with just 5¢.</p>	<p>Stash (also known as Stash Invest) is an iOS and Android app that allows investors to start investing with as little as \$5. It offers users the ability to buy fractional shares in a curated selection of exchange-traded funds (ETFs).</p>
<p>Goodbudget:</p> 	<p>Free with in-app purchases</p>	<p>Goodbudget (formerly EEBA, the Easy Envelope Budget Aid) is a money manager and expense tracker that's great for home budget planning. This personal finance manager is a virtual update on your grandma's envelope system--a proactive budget planner that helps you stay on top of your bills and finances.</p>	<p>Built for easy, real-time tracking, and sync across Android, iPhone, and the web to share your budget with your budgeting partners. Keep everyone on the same page with household finances!</p>

“Beware of little expenses. A small leak will sink a great ship.” – Benjamin Franklin

Research conducted by a Maine YLAT member for the Opportunity Passport™ program



Health/Mental Health

RESOURCES

- Exercise Tips and Activities
- YLAT Healthy Eating Activities
- NH Trails Healthy Eating Tips and Activities
- Self-Care Quiz
- YLAT Stress, Relaxation, and Self-Care Activity
- Body Oriented Strategies for Healing and Growth
- Safety Plan
- Power Control Wheel
- Relationship Rights
- Setting Boundaries
- Healthy Relationships
- The Maine Coalition to End Domestic Violence Resource
- [Making Healthy Choices](http://www.childwelfare.gov/pubPDFs/makinghealthychoices.pdf)
www.childwelfare.gov/pubPDFs/makinghealthychoices.pdf

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Health/Mental Health Important?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. Our mental health impacts how we handle stress and relate to others.

Supporting self-care in the context of the Back on Track model involves an emphasis on identifying and implementing strategies to ensure physical, emotional, and relational well-being that will promote career and educational success. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills, including adapting to change and accessing and evaluating information.**

SAMPLE BRIDGING AND/OR FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Identify specific stress triggers, and a plan for developing coping skills that can be utilized during significant life transitions like entering adulthood and living on their own, starting a new job or becoming a student
 - Ensure the plan has activities that the young adult can do alone to decrease stress, including exercise and healthy eating; refer to the Exercise Tips and Activities and Healthy Eating Activities listed under Resources
 - Health and Mental Health activities may be discussed in an individual session or group activity; practice these with the young adult as necessary; implement any time the young adult raises an issue they're struggling with
- Review the identified stress triggers in times of crisis and what coping skills they have to decrease stress; refer to the Self-Care Quiz and the YLAT Stress, Relaxation, and Self-Care activities listed under Resources
- Follow some of the exercises and tips outlined in the Body Oriented Strategies for Healing and Growth listed under Resources
- Apply for MaineCare or another health insurance. Staff should support the young adult, if necessary, by researching options for health insurance coverage, connecting them with health insurance companies, and discussing expectations for maintaining enrollment status
- Research and identify primary care, dental, vision, or any other medical professional that may be needed for the young adult
- If the young adult is pregnant or parenting, support them to identify local resources for prenatal or postpartum care, find a pediatric doctor, understand MaineCare coverage for their child, understand childcare subsidies, find childcare, and other needed services, resources and supports

Exercise



- Being active and exercising on a regular basis will benefit your life in many different ways.
- Exercise can improve your mood, boost your energy, and help you sleep better!

Test your knowledge of fitness by answering these **TRUE or FALSE** questions.

1. Exercising gives you more energy.	
TRUE	FALSE
2. Exercising slows down the aging process.	
TRUE	FALSE
3. Exercising regularly can give you more self-confidence.	
TRUE	FALSE
4. Exercising is a very important part of a good weight loss program.	
TRUE	FALSE
5. Walking, even for twenty minutes twice a day, will improve your physical fitness.	
TRUE	FALSE
6. If your height and weight are in the appropriate range, you do not have to exercise.	
TRUE	FALSE

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

Check your answers on the next page.

Fitness Knowledge Answer Key

TRUE - If you exercise on a regular basis, you feel more energetic and will be fit.

1. **TRUE** - Exercising helps strengthen your body – your bones, muscles, ligaments, and tendons. It helps you improve your cardiovascular system so that your body works more efficiently while it strengthens your heart.
2. **TRUE** - Setting a goal for exercising three or four times per week and achieving that goal will give you a real sense of accomplishment as well as renewed confidence in yourself and your abilities. Your exercise schedule doesn't have to be like that of an Olympic star. It just needs to be a realistic and attainable goal that you can set for yourself and stick to your goal.
3. **TRUE** - Exercise will not only help you burn calories, but it will keep your body in great shape as well.
4. **TRUE** - Walking just twice a day for twenty minutes will improve your physical fitness.
5. **FALSE** - Exercise is an important part of maintaining good health, especially as you get older. You should discuss any concerns that you may have with your doctor before starting any new exercise program.

Why Exercise?

- It is important to have a balance between rest, electronics, and physical activity in your life. ***How much time do you spend playing video games, watching TV, or using social media? How much sleep do you get?***
- Exercising is a very important part of helping our minds and bodies to be healthy and productive. Besides that, it is a whole lot of fun!



Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

Your Exercise Mission is to exercise for 30 minutes each day for one week.

1. You can choose the type of exercising (riding a bike, running, pushups/sit-ups/ running in place, lifting weights, basketball, tennis). **Write the activity you chose each day and the time that you exercised in the space below.**
2. At the end of each session of exercise, **write down how you felt emotionally at the Beginning, In the Middle, and at the End** of your exercise activity.
3. At the end of your week, **write in your journal how you feel emotionally after completing your challenge.** Include in your journal entry how exercise impacted your energy level, sleeping pattern, and any other thoughts that you would like to share.

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

Exercising and the Community

There are a wide variety of healthy activities you can enjoy and get your exercise in at the same time. Some you can do alone and others you can enjoy with a friend. Stumped for new ideas? There are many resources and websites to help you generate some new ideas and opportunities for exercise. Below is a short list of exercise ideas. What would you like to try?

- Yoga
- Karate/ Tai- Chi
- Walking
- Biking, Cycling, Mountain Biking
- Community Sports teams (soccer, baseball, lacrosse, basketball)
- Swimming, canoeing, paddleboarding
- Work sponsored softball team or bowling league
- Volunteer work – trail maintenance or dog walking



more

Resources

Here are some great online resources that might make it more interactive and comfortable for you to stick to your program.

<http://www.mapmyfitness.com/training-plans/>

<http://www.myfitnesspal.com/exercise/lookup>

Apps - Firststar, Cody, Fitness Fast

Videos

Fitness Friday - Immediate Benefits of Exercise and a Healthy Diet

<https://www.youtube.com/watch?v=xEjF9VJr2MQ>

Essential Physical Fitness: What Every Teen Needs to Know (1:32mins)

<https://www.youtube.com/watch?v=DwZwe37Pb68>

Exercise and the Brain (4:37mins)

<https://www.youtube.com/watch?v=mJW7dYXPZ2o>

Adapted from: Guiding Teens Through NH TRAILS - Youth Curricula, October 2016

Activity Title: Go, Slow, Whoa

(Excerpted from YLAT curriculum)

Watch the Following Video:

Video clips: www.youtube.com/watch?v=yh8c9OUti4c (Food Inc. documentary clip – can be a bit doomsday for some but good for starting conversations)

Goals/Uses

The primary purpose of this activity is to offer some general information about healthy eating.

- To learn a bit about food systems and to discuss our relationship to the food we eat
- To learn more about the types of food to eat

Materials Needed

Pen and paper

Time Frame

30 minutes

Activity Description



1. Start the activity by asking the young person to write on a piece of paper what a typical breakfast, lunch, and dinner are for them. They can keep this to themselves or share it as they write it out.
2. If there is time, show one of the clips next– leave time to view and discuss.
3. Next, review the healthy eating activities in the Back on Track Toolkit.
4. Be sure to tell the young person that this activity is not about trying to make them feel bad or guilty about their eating habits, just to help inform them.
5. Discuss and debrief.

Process Questions & Points to Consider

Questions

- What did you learn from the videos and this activity?
- What do you think now about healthy eating that you did not before?
- Is there one change that you might make now that you have more information?

Points

- Healthy eating can also be an issue of money and access. Let young adults know that there are ways to eat healthier on a budget. (Note: Many farmers markets are accepting food stamps and EBT cards)– a link to more information on this is: www.mofga.org/Publications/MaineOrganicFarmerGardener/Winter20092010/FoodStamps/tabid/1393/Default.aspx
- Learning to eat healthier can take time and is a slow process- start by changing one small habit at a time is essential to be successful in making these changes. The healthier you eat, the more you exercise, the more energy and all-around well-being.

Healthy Eating

Proper nutrition is essential for your body to function effectively and provide you with enough energy throughout your day. Maintaining a healthy diet requires an understanding of different types of foods, ingredients, reading labels, and learning to plan to prepare your meals.

Food Management

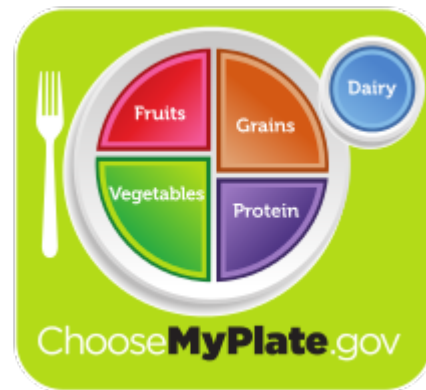
Healthy Eating

Once on your own, you will be responsible for your own meal preparations. It is important that you eat foods that will give you the kind of nutrition you need. Proper nutrition is essential for our bodies to maintain optimal health. Selecting only "junk food," or foods with little to no nutritional value, will not only cost you more money, but this habit will also put you at risk for illness and low energy. You need to give your body the fuel it needs.

Know Your Food Groups

There are six food groups:

- 1) Vegetables (non-starchy)
- 2) Fruits
- 3) Whole grains (carbohydrates)
- 4) Meat/fish/legumes (proteins)
- 5) Dairy
- 6) Healthy Fats



"**My Plate**" is a visual guide, published online by the U.S. Department of Agriculture (USDA). It can be found at <http://www.choosemyplate.gov/>

All of the food groups provide their own wealth of nutrition. The key is to find what balance of these food groups is right for you. Since we are all designed uniquely, what works for one person might not work for another. For example, dairy products might make your stomach feel upset. Learn to pay attention to your body and listen to what it's telling you.

Nutrition in the News!

Nutrition is a science. Nearly every day, research findings related to

nutrition and health make the news. What should you do when today's report seems to contradict what you heard last week? Your best bet is to use caution and common sense.

Videos

Kid's Corner: Teens & Tweens – Why Nutrition is Important

<http://www.obesityaction.org/educational-resources/resource-articles-2/childhood-obesity-resource-articles/kids-corner-teens-tweens-why-nutrition-is-important>

How Fast Food Affects Nutrition in Teens,

<http://healthyeating.sfgate.com/fast-food-affects-nutrition-teens-4167.html>

Advice for today

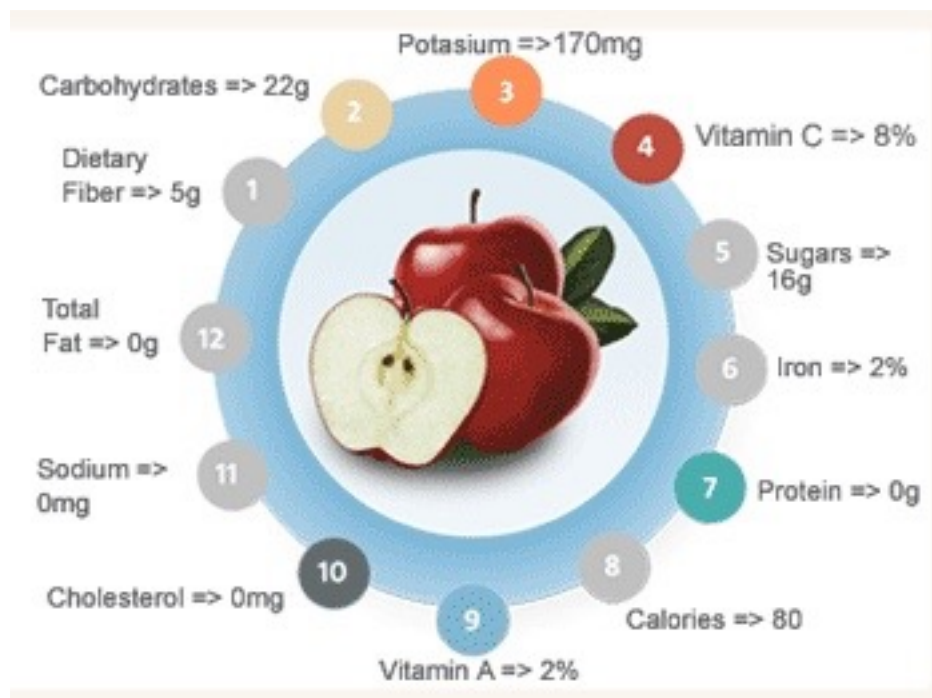
Take the time to be well-informed about nutrition and your health. Use healthy skepticism when evaluating nutrition research findings. Remember to:

1. Be Realistic
 - Set reasonable goals and when making changes over time,
 - Make changes slowly that you can stick with over time.
2. Be Practical - Balance your food choices. For example;
 - Most restaurants serve portions enough for two meals,
3. Be Sensible.
 - Enjoy all foods, just don't overdo it. Balance is the key!
4. Be Adventurous.
 - Start by trying some foods you **have** never tasted. Try these a few times and prepare each in different ways.
5. Be Active.

Facts about Nutrients

Good **nutrition** is an **important** part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health and mental health.

To make sure you get all the nutrients your body needs, it is important to eat a variety of foods from all of the food groups. Check out this apple, for example. If you are looking for a healthy snack on the go, an apple might be a good choice because it is low in calories and provides your body with fiber.



Visit the website below to learn more about nutrients, including; carbohydrates, protein, fat, vitamins, minerals, and WATER! It is recommended that we drink eight 8-ounce glasses per day, which is equal to about 2 liters or half a gallons. This is called the 8x8 rule, which is easy to remember.

Videos

6 Essential Nutrients and Their Functions

<http://healthyeating.sfgate.com/6-essential-nutrients-functions-4877.html>

Guiding Teen Through NH TRAILS- Youth Curricula, October 2016

Guidance on How to Understand and Use the Nutrition Facts Panel on Food Labels

People look at food labels for different reasons. The following guide is intended to make it easier for you to use nutrition labels to make quick, informed food choices that contribute to a healthy diet. The Nutrition Facts panel has two parts:

The main or top section (see #1-5 on the sample nutrition label below), which contains product-specific information (serving size, calories, and nutrient information) varies with each food product; and the bottom part (see #6 on the sample nutrition label below), which contains a footnote. This footnote is only on larger packages and provides general dietary information about important nutrients.

Sample label for
Macaroni & Cheese

① **Start Here** →

②

③ **Limit these Nutrients**

④ **Get Enough of these Nutrients**

⑥ **Footnote**

Nutrition Facts

Serving Size 1 cup (228g)
Serving Per Container 2

Amount Per Serving

Calories 250 Calories from Fat 110

% Daily Value*

Total Fat 12g	18%
Saturated Fat 3g	15%
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

Quick Guide to % DV ⑤

5% or less is Low

20% or more is High

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

The Serving Size

(#1 on sample label)

Serving Size 1 cup (228g)
Serving Per Container 2

The first place to start when you look at the Nutrition Facts panel is the serving size and the number of servings in the package. Serving sizes are provided in familiar units, such as cups or pieces, followed by the metric amount, e.g., the number of grams. Serving sizes are based on the amount of food people typically eat, which makes them realistic and easy to compare to similar foods.

Pay attention to the serving size, including how many servings there are in the food package, and compare it to how much YOU actually eat. The size of the serving on the food package influences all the nutrient amounts listed on the top part of the label. In the sample label above, one serving of macaroni and cheese equals one cup. If you ate the whole package, you would eat two cups. That doubles the calories and other nutrient numbers, including the %Daily Values, as shown below (see Calories and %Daily Value for more information).

Calories and Calories from Fat

Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	

(#2 on sample label)

Calories provide a measure of how much energy you get from a serving of this food. The label also tells you how many of the calories in one serving come from fat. In the example, there are 250 calories in a serving of this macaroni and cheese. How many calories from fat are there in ONE serving? Answer: 110 calories, which means almost half come from fat. What if you ate the whole package content? Then, you would consume two servings or 500 calories, and 220 would come from fat.

The Nutrients

(#3 and 4 on sample label)

Look at the top section in the sample nutrition label. It shows nutrients that are important for your health and separates them into two main groups:

Limit These Nutrients

Total Fat 12g	18%
Saturated Fat 3g	15%
Cholesterol 30mg	10%
Sodium 470mg	20%

(#3 on sample label)

The nutrients listed first are the ones Americans generally eat in adequate amounts, or even too much. They are identified in yellow on the chart as Limit these Nutrients. Eating too much fat or too much sodium may increase your risk of certain chronic diseases, like heart disease, some cancers, or high blood pressure. Eating too many calories is linked to overweight and obesity

Get Enough of These

Dietary Fiber 0g	0%
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

(#4 on sample label)

Americans often don't get enough dietary fiber, vitamin A, vitamin C, calcium, and iron in their diets. They are identified in blue on the chart as "Get Enough of these Nutrients." Eating enough of these nutrients can improve your health and help reduce the risk of some diseases and conditions. For example, getting enough calcium can reduce the risk of osteoporosis, in which bones become brittle and break as one ages (see calcium example below).

Test Yourself

Inspect the Label

Nutrition Facts	Amount / Serving		Amount / Serving	
		%DV*		%DV*
Serv. Size 2 oz drained (56 g - about 1/4 cup) Servings Varies Calories 60 Fat Cal. 5 <small>*Percent Daily Values are based on a 2,000 calorie diet.</small>	Total Fat 0g	0%	Sodium 140mg	6%
	Sat. Fat 0g	0%	Potassium 105mg	3%
	Trans Fat 0g		Total Carb. 0g	0%
	Polyunsat. Fat 0g		Fiber 0g	0%
	Monounsat. Fat 0g		Sugars 0g	
	Cholest. 25mg	8%	Protein 13g	23%
	Vitamin A 0% • Vitamin C 0%		Calcium 0% • Iron 2%	
	Vitamin D 6% • Niacin 25%		Vitamin B6 10% • Vitamin B12 10%	
	Selenium 50%			

Look at the label for a can of albacore tuna above and answer the following questions.

Questions	Answers
1. How many calories would you get from fat if you ate just one serving of tuna?	
2. How many calories would you consume if you ate the entire can of tuna?	
3. If you ate just one serving, how many milligrams (mg) of sodium would you have consumed?	
4. If you consumed the entire can of tuna, how many grams (g) of protein would you get?	

Grocery Shopping & Meal Preparation:

For resources on how to be a savvy grocery shopper for groceries and how to prep your meals- go to the following web links for more information.

<https://tasty-yummies.com/how-to/>

<https://projectmealplan.com/ultimate-list-of-resources-for-meal-planning-and-prep/>

Self Care Quiz

How good are you at taking care of yourself?

5 = More True; 1 = Less True

1. I take time for myself every day.	[5] [4] [3] [2] [1]
2. I make time for spirituality (in any form), mindfulness, or religious discipline.	[5] [4] [3] [2] [1]
3. I limit the amount of television I watch each day.	[5] [4] [3] [2] [1]
4. I limit the amount of Facebook/internet surfing I do each day.	[5] [4] [3] [2] [1]
5. I exercise at least 5 days a week for 30 minutes.	[5] [4] [3] [2] [1]
6. I drink 6-8 glasses of water each day.	[5] [4] [3] [2] [1]
7. I take care of my body:	
a. I get 7-8 hours of sleep every night	[5] [4] [3] [2] [1]
b. I brush and floss my teeth and practice good hygiene	[5] [4] [3] [2] [1]
c. I eat approximately 5 fruits & veggies a day	[5] [4] [3] [2] [1]
d. I limit junk food/fast food consumption.	[5] [4] [3] [2] [1]
8. My hair, nails and appearance are good and I like most things in my wardrobe.	[5] [4] [3] [2] [1]
9. I generally wear clean clothes	[5] [4] [3] [2] [1]
10. I get together with a friend at least once a month and enjoy hobbies regularly.	[5] [4] [3] [2] [1]
11. I have a relaxing routine before bed and a nurturing morning routine.	[5] [4] [3] [2] [1]
12. I usually know what I need and what I am feeling.	[5] [4] [3] [2] [1]
13. My organized environment supports my goals.	[5] [4] [3] [2] [1]
14. I take frequent breaks and have something to look forward to every evening.	[5] [4] [3] [2] [1]
15. I know what I am passionate about.	[5] [4] [3] [2] [1]
Total Your Score:	

Academic Success Center, Oregon State University, Adapted From: <http://www.encouragingcoach.com/projects-selfcare-quiz.htm>, 2011.

Now look at your total score.

72-90: Way to go! You are taking excellent care of yourself. Now you can delve further into things like getting massages, simplifying your life, and getting rid of as many stressors as you can.

54-71: You know how to take care of yourself. Now, do it consistently. Would it help to track your daily self-care? What can you do that would allow for some of these self-care habits to happen regularly?

36-53: You may value yourself, but can you prioritize self care a bit more? Set an evening just for you every week with no outside obligations. Examine your calendar to get rid of unimportant meetings, etc. Turn off the TV/Facebook/the internet after an hour of watching/surfing, etc. Put in a daily half hour for you in your appointment book. Let go of unrealistic standards of how much you can get done in a day. Cut your to do list for the day in half. Now use that time to work on one thing on the checklist above until you form a habit. Then move onto another one.

18-35: You feel guilty every time you take time for yourself. You need to realize that your family, friends, school and work don't want an empty vessel. They want a vibrant, authentic, energetic you. Talk with your family and friends about how you want to start taking better care of yourself. Is there a way you can use your friends and family to build in time for yourself care? If they are supportive, see if they are open to having you be accountable to them. Which thing from the above checklist do you think would have the most impact on your energy and well-being? Work on that action until it becomes a habit.

0-17: Your actions don't seem to reflect that you prioritize taking care of yourself. What are you prioritizing instead? You need to realize that your family, friends, school and work don't want an empty vessel. They want a vibrant, authentic, energetic you. Talk with your family and friends about how you want to start taking better care of yourself. Remember, you are just as important as the other people in your life. Shine for them! Pick an easy, non-threatening action to start caring for yourself. Maybe you can drink one more glass of water or take 5 minutes alone. Start small and work your way up.

Academic Success Center, Oregon State University, Adapted From: <http://www.encouragingcoach.com/projects-selfcare-quiz.htm>, 2011.

Health & Well-being: Stress/Relaxation & Self-care

(Excerpted from YLAT curriculum)

Activity Description

- Introduce the topics of “norms” and ‘habits.’
 - **Norms and habits** are the social practices, and expectations we have ourselves or caregivers, families, and institutions we’re a part of have. Examples of this are what’s offered for meals, what food is available in the refrigerator, how much we eat, how much we sleep, exercise habits, and overall ideas/practices about self-care and wellness.
 - As we grow up, we learn about the basics of self-care from the environments we are in and from our caregivers. As we move towards becoming a young adult and more freedom, we get the opportunity to review what we’ve learned and decide what to change and what to keep.
- **Have the young adults fill out the brief handout on Norms and Habits.**
 - Once they have filled this out, discuss some of the answers.
- In the last section about future goals related to nutrition, physical activity, and sleep have young adults brainstorm strategies for making health-related changes.

Process Questions & Points to Consider

Questions

- Do you think that healthy habits matter to you now, or is that something for when you are older?
- What is one thing you are willing or able to do to take a step toward better health?

Points

- Many young adults do not feel like healthy eating, sleeping, or physical activity habits are something to think about or focus on when you are young – many say, “it is an adult thing.” Helping young adults to think and talk about health (nutrition, physical activity, stress, sleep, mental health, etc.) is extremely important. While many may not feel like the topic is not relevant to them, encourage conversation about what health topics are related to them.
- **Tips from young adults:** Be casual when having discussions of this or any topic with young adults – it does not pay to be at all “preachy.” Instead, explore with young adults, be curious about what their needs or wants are is a much better tactic.
- **Note:** The facilitator/support person can also brainstorm topics related to health and well-being that they would like to explore to offer more targeted activities.

Goals/Uses

The primary purpose of this activity is to explore some of the general habits and beliefs/ideas about health.

- To raise awareness of what young adults learn about health topics, what their habits are now and to identify goals for the future.
- To begin to set health-related goals

Materials Needed

Pen and paper

Norms and Habits handout

Time Frame

Activity Resource: Norms and Habits

Past:

Norms I learned growing up about nutrition, physical activity and sleep:

Habits I learned growing up about nutrition, physical activity and sleep:

Present:

Norms I have now about nutrition, physical activity and sleep:

Habits I have now about nutrition, physical activity and sleep:

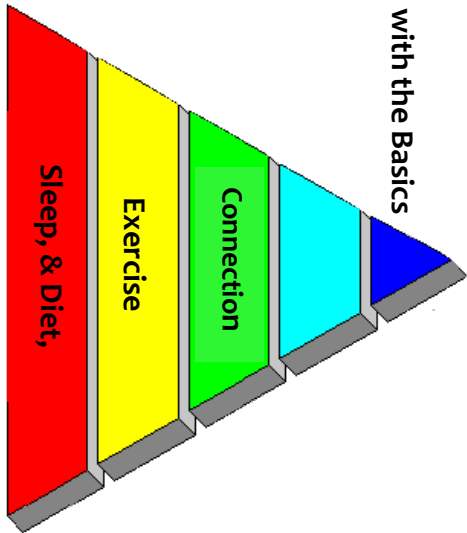
Future:

Norms I would like in my life about nutrition, physical activity and sleep:

Habits I would like in my life about nutrition, physical activity and sleep:

Body Oriented Strategies for Healing & Growth

Start with the Basics



Full Body Squeeze and Release

Tighten every muscle in the body for 30 seconds
 DON'T STOP BREATHING
 Relax every muscle Repeat 3 times



Posture matters!



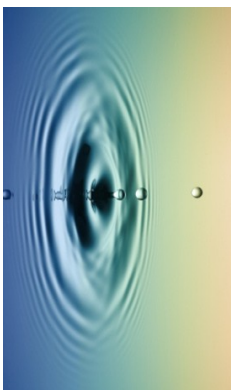
Simply by shifting your stance-
 Shoulders back, long spine, be
 still for 30 seconds-
 Decrease Cortisol Increase
 Testosterone- which helps with
 confidence, decreases fear.



Belly Breathing

At the bottom of the exhale
 Pull your belly button
 toward your spine.
 As you inhale--
 Fill the belly with breath—
 Exhale
 Repeat for 3-5 mins

Present Focus 5-4-3-2-1



- 5 Things I SEE
- 4 Things I HEAR
- 3 Things I FEEL
- 2 Things I SMELL
- 1 Thing I TASTE

's Safety Plan Today's Date: _____

Step 1: Warning Signs of a Crisis

1. _____
2. _____
3. _____

Step 5: Ways That Supportive People Can Help Me Stay Safe

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Step 4: People I Can Call for Help

1. _____
Relationship: _____
Phone #: _____
2. _____
Relationship: _____
Phone #: _____
3. _____
Relationship: _____
Phone #: _____

Step 6: I Can Call These Very Important Phone Numbers

1. _____
2. _____
3. _____

I Have Great Strengths To Help Me Get By

1. _____
2. _____
3. _____

Step 2: Activities I Can Do By Myself to Try to Take my Mind off of Things

1. _____
2. _____
3. _____

Step 3: Taking My Mind off of Things PEOPLE I CAN GO TO:

1. _____
Relationship: _____
Phone #: _____
2. _____
Relationship: _____
Phone #: _____
3. _____
Relationship: _____
Phone #: _____

PLACES I CAN GO TO:

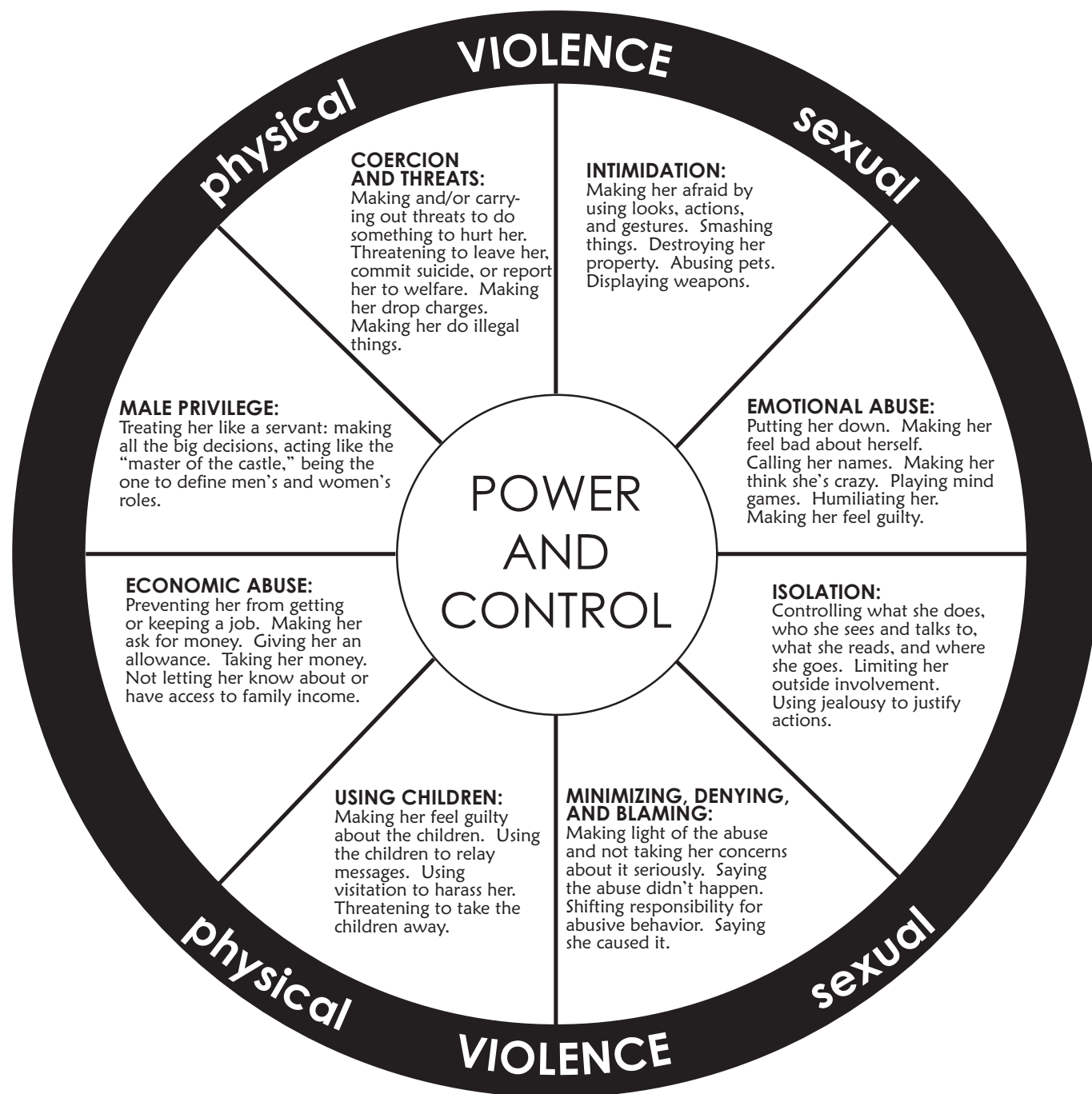
1. _____
2. _____



POWER AND CONTROL WHEEL

Physical and sexual assaults, or threats to commit them, are the most apparent forms of domestic violence and are usually the actions that allow others to become aware of the problem. However, regular use of other abusive behaviors by the batterer, when reinforced by one or more acts of physical violence, make up a larger system of abuse. Although physical assaults may occur only once or occasionally, they instill threat of future violent attacks and allow the abuser to take control of the woman's life and circumstances.

The Power & Control diagram is a particularly helpful tool in understanding the overall pattern of abusive and violent behaviors, which are used by a batterer to establish and maintain control over his partner. Very often, one or more violent incidents are accompanied by an array of these other types of abuse. They are less easily identified, yet firmly establish a pattern of intimidation and control in the relationship.



Developed by:
Domestic Abuse Intervention Project
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Duluth, MN 55802
218.722.4134

Produced and distributed by:



NATIONAL CENTER
on Domestic and Sexual Violence
training • consulting • advocacy
4612 Shoal Creek Blvd. • Austin, Texas 78756
512.407.9020 (phone and fax) • www.ncdsv.org

Know Your Relationship Rights

You have rights in your relationship. Everyone does, and those rights can help you set boundaries that should be respected by both partners in a healthy relationship.

- You have the right to privacy, both online and off
- You have the right to feel safe and respected
- You have the right to decide who you want to date or not date
- You have the right to choose when/if you have sex and who you have sex with
- You have the right to say no at any time (to sex, to drugs or alcohol, to a relationship), even if you've said yes before
- You have the right to hang out with your friends and family and do things you enjoy, without your partner getting jealous or controlling
- You have the right to end a relationship that isn't right or healthy for you
- You have the right to live free from violence and abuse



chat at loveisrespect.org | text loveis to 22522 | call 1.866.331.9474

love is respect **org**



love is respect org

Setting Boundaries

Whether you're casually hooking up or have been going out for a while now, setting boundaries is an important part of any relationship. It's good for both individuals to be on the same page. To have the healthiest relationship, both partners should know each other's wants, goals, fears and limits. You should feel comfortable communicating your honest needs to your partner without being afraid of what he or she might do in response. If your partner tells you that your needs are stupid, gets angry with you or goes against what you're comfortable with, then your partner may not be showing you the respect you deserve.

Talking about your boundaries with your partner is a great way to make sure that both of your needs are being met and you feel safe in your relationship. Here are some things to think about when setting boundaries in your relationship:



Emotional

- **The L Word:** Saying "I love you" happens for different people and different times in a relationship. If your partner says it and you don't feel that way yet, don't feel bad -- you may just not be ready yet. Let your partner know how it made you feel when they said it and tell them your own goals for the relationship.
- **Time Apart:** As great as it is to want to spend a lot of time with your partner, remember that it's important to have some time away from each other too. Both you and your partner should be free to hang out with friends (male or female) or family without having to get permission. It's also healthy to spend time by yourself doing things that you enjoy or that help you relax. You should be able to tell your partner when you need to do things on your own instead of feeling trapped into spending all of your time together.



Physical

- **Take Your Time:** Don't rush it if you're not ready. Getting physical with your partner doesn't have to happen all at once if you're not ready. In a healthy relationship, both partners know how far each other wants to go and they communicate to each other if something changes. There isn't a rule book that says you have to go so far by a certain age or at any given time in a relationship, so take things at your own pace.
- **Sex Isn't Currency:** You don't owe your partner anything. Just because your partner takes you out to dinner, buys you a gift or says "I love you" doesn't mean you owe them anything in response. It isn't fair for your partner to claim that you don't care about them because you won't "go all the way." Even if you've done it before, you are never required to do it just because your partner is pressuring you. Remember, no means no.



Digital

- **Passwords are Private:** Even if you trust your partner, sharing passwords for your phone and website accounts isn't always the best idea. Just like you should be able to spend time by yourself, you are entitled to your own digital privacy. Giving your partner access to your Facebook or Twitter allows them to post anything they want without getting your permission first. They can also see everyone that you talk to, which may cause unwarranted jealousy, especially if there isn't anything going on. Just to be safe, your password should be something that only you know so you know you always have control of your information.
- **Photos and Sexting:** Similarly to your physical boundaries, it's important to have digital boundaries about what you're comfortable sending via text message. Once you've hit send on a photo or text, you lose control over who sees it. If your partner sends you an inappropriate picture and demands that you send one back, you should be able to express to them that you aren't comfortable sharing that over text message without them getting angry or threatening you.

Boundaries are all about respect.

You and your partner **should know what is too far in all aspects of your relationship so that both of you feel safe. Do you have a question about setting boundaries in your own relationship? Call, chat or text us and we'll talk it out with you.**



live
chat

peer advocates are
available to chat at
www.loveisrespect.org

sms

text **loveis** to **22522**



call **1.866.331.9474**
(1.866.331.8453 TTY)

Resources for more Information or Support

Love is Respect

A resource to empower youth to prevent and end dating abuse. It is a project of the National Domestic Violence Hotline.

Visit www.loveisrespect.org for more resources and information.

For immediate support, use the following contacts:

text "loveis" to 22522

chat at loveisrespect.org or

call 1-866-331-9474



The Trevor Project

A national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25.

Visit www.thetrevorproject.org for more resources and information.

For immediate support, use the following contacts:

text "START" to 678678

chat at

thetrevorproject.org/get-help-now/ or



call 1-866-488-3786

RAINN

Rape, Abuse & Incest National Network is the nation's largest anti-sexual violence organization.

Visit www.rainn.org/about-sexual-assault for more resources and information.

For immediate support, use the following contacts:

chat at hotline.rainn.org or

call 1-800-656-4673



Resources for more Information or Support

MECASA

The Maine Coalition Against Sexual Assault is organized to end sexual violence and to support high quality sexual violence prevention and response within Maine communities.

A banner with a teal top section and a dark blue bottom section. The top section contains the text "Help happens here." in white, with a smaller line below it: "We help people who have been sexually harassed or assaulted." The bottom section features three white icons: a rotary phone, a smartphone, and a laptop. The phone icon contains the text "call 1-800-871-7741 24/7". The smartphone icon contains "text 1-800-871-7741 Mon-Fri 8am-5pm". The laptop icon contains "chat at mecasa.org Mon-Fri, 8am-5pm". To the right of these icons is the text "Call, text, or chat us. We will help." in white.

Help happens here.
We help people who have been sexually harassed or assaulted.

call
1-800-871-7741
24/7

text
1-800-871-7741
Mon-Fri
8am-5pm

chat at
mecasa.org
Mon-Fri, 8am-5pm

Call, text, or
chat us. We
will help.

For more information or to chat, visit www.mecasa.org



MCEDV.

The Maine Coalition
to End Domestic Violence

Help is just a call away.

24 Hour • Toll Free • Confidential

1-866-834-HELP (4357)

Maine Telecommunications Relay Service:
1-800-437-1220

MCEDV MEMBERS:

AROOSTOOK

Hope and Justice Project

PENOBSCOT & PISCATAQUIS

Partners for Peace

KENNEBEC & SOMERSET

Family Violence Project

HANCOCK & WASHINGTON

Next Step Domestic Violence Project

ANDROSCOGGIN, FRANKLIN & OXFORD

Safe Voices

KNOX, LINCOLN, SAGADAHOC & WALDO

New Hope for Women

CUMBERLAND

Through These Doors

YORK

Caring Unlimited

CULTURALLY SPECIFIC SERVICES

Immigrant Resource Center of Maine



MCEdV MEMBERS

Aroostook County

Hope and Justice Project

www.hopeandjusticeproject.org

P.O. Box 148, Presque Isle, ME 04769

Admin: 207-764-2977 Helpline: 1-800-439-2323

Penobscot & Piscataquis Counties

Partners for Peace

www.partnersforpeaceme.org

P.O. Box 653, Bangor, ME 04402

Admin: 207-945-5102 Helpline: 1-800-863-9909

Kennebec & Somerset Counties

Family Violence Project

www.familyviolenceproject.org

P.O. Box 304, Augusta, ME 04332

Admin: 207-623-8637 Helpline: 1-877-890-7788

Cumberland County

Through These Doors

www.familycrisis.org

P.O. Box 704, Portland, ME 04104

Admin: 207-767-4952 Helpline: 1-800-537-6066

Hancock & Washington Counties

Next Step Domestic Violence Project

www.nextstepdvproject.org

P.O. Box 1466, Ellsworth, ME 04605

Admin: 207-667-0176 Helpline: 1-800-315-5579

Androscoggin, Franklin & Oxford Counties

Safe Voices

www.safevoices.org

P.O. Box 713, Auburn, ME 04212

Admin: 207-795-6744 Helpline: 1-800-559-2927

Knox, Lincoln, Sagadahoc & Waldo Counties

New Hope for Women

www.newhopeforwomen.org

P.O. Box A, Rockland, ME 04841-0733

Admin: 207-594-2128 Helpline: 1-800-522-3304

York County

Caring Unlimited

www.caring-unlimited.org

P.O. Box 590, Sanford, ME 04073

Admin: 207-490-3227 Helpline: 1-800-239-7298

Serving Refugee and Immigrant Communities
Through Culturally and Linguistically Sensitive Services

Immigrant Resource Center of Maine

www.ircofmaine.org

PO Box 397 Lewiston, ME 04243

207-753-0061



Member Programs of the Wabanaki Women's Coalition

Tribal Domestic & Sexual Violence Coalition

www.wabanakiwomenscoalition.org

Aroostook Band of Micmacs

Domestic & Sexual Violence Advocacy Center

www.micmac-nsn.gov

7 Northern Rd., Presque Isle, ME 04769

Admin: 207-760-0570 Hotline: 207-551-3639

Houlton Band of Maliseets

Domestic & Sexual Violence Advocacy Center

www.maliseets.com

690 Foxcroft Rd., Houlton, ME 04730

Admin: 207-532-3000 Hotline: 207-532-6401

Pleasant Point Passamaquoddy

Peaceful Relations Domestic & Sexual

Violence Advocacy Center

www.wabanaki.com

P.O. Box 343, Perry, ME 04467

Admin: 207-853-0092 Hotline: 1-877-853-2613

Penobscot Indian Nation

Domestic & Sexual Violence Advocacy Center

www.penobscotnation.org

2 Down St., Indian Island ME, 04468

Admin: 207-817-3164 x2 Hotline: 207-631-4886

Indian Township Passamaquoddy

Domestic & Sexual Violence Advocacy Center

P.O. Box 301, Princeton, ME 04668

Admin: 207-796-6106 Hotline: 207-214-1917



MCEdV.

The Maine Coalition
to End Domestic Violence

Connecting people,
creating frameworks for change.

mcedv.org



Interpersonal Skills

RESOURCES

- Interpersonal Skills Activity
- Making Connections Activity
- Values Activities and Surveys
- I-Statements Activity

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why are Interpersonal Skills Important?

Strong interpersonal skills help us to build and maintain relationships with others. Regardless of what career you pursue, these skills are important because they help you develop and foster strong working relationships with colleagues and/or friends.

Interpersonal skills development in the context of the Back on Track model involves an emphasis on interacting with others in ways that promote career and education success. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as working effectively in diverse teams, guiding and leading others, and using systems thinking.**

SAMPLE BRIDGING AND/OR FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Discuss healthy relationships (assess their understanding of what healthy relationships are, how to identify when a relationship is not healthy and how/where to access needed supports).
- Review their values, what is important to them, and strategies for communicating their values to others to promote healthy, relationships with peers and others
- Discuss strategies for making friends in college or training programs. Explore strategies for making friends and feeling “at home” on campus or in a school setting; refer to the Interpersonal Skills activity listed under Resources
- Identify groups or gatherings that exist on campus or in their community, such as teams, theatre groups, the town recreation department, volunteer opportunities, adult education classes aligned with their career goals, or hobbies they want to explore; refer to the Making Connections activity listed under Resources
- Research and explore campus clubs or activities that may be of interest to them; ask the young adult what would help them feel comfortable in checking them out.; consider attending their first meeting, or arrange for other supports, peers, to attend these meetings with them
- Schedule and attend a meeting of other people in their age group that meet regularly in their community, such as YLAT meetings; providers should follow up with the young adult, and reflect on the experience
- Engage in self-advocacy or strategic sharing activities, helping them access training on these topics if needed; refer to the Values Activities and Surveys listed under Resources
- Practice making “I-Statements” using the activity listed under Resources
- Discuss effective and healthy ways to deal with conflict with peers or authority figures in a variety of settings such as at home, at school, or at work

Interpersonal Skills

In your daily routine you will interact, communicate, and be impacted by people who share your home, your school, your work place, your neighborhood, your local park, or grocery store. The people you interact with are all individuals with different personalities, histories, and values. This section, Interpersonal Skills, is designed to help you think about how you, as a unique individual, fit into the big picture of life. This section also focuses on helping you to develop helpful strategies to explore productive ways to support people working with people.



Adapted from: Guiding Teens Through NH TRAILS- Youth Curricula, October 2016

Social Skills

It takes certain skills to work with other people. These skills are called social skills. The better your social skills, the more effective you will be in working with other people. In the worksheet below match the skill with the answer matching the meaning of the word and discuss the results with an adult support.

Questions	Answers	Choose from the following
To work together for a common goal.		A. Giving B. Empathizing C. Listening D. Negotiation E. Cooperation F. Sharing
To give and take, to resolve conflicts.		
To include others in one's experiences and activities.		
To show understanding of other peoples' feelings and needs.		
To understand what and why something is being said from another person's the point of view.		
To volunteer to give something to another person, or complete a task for someone else, without expecting anything in return from the other person.		

Adapted from: Guiding Teens Through NH TRAILS- Youth Curricula, October 2016



Making Connections

Many people do not live in what our culture considers a traditional family to be, a family with two birth parents and children all living together in one home. Families are unique, and the definition of family can mean many things.

Describe each person as though you were talking to someone who knew nothing about them.

How do you define family?

Who are the people in your family?

Who are the most important people in your life?

What makes each of these people special and important to you?

Adapted from: Guiding Teens Through NH TRAILS- Youth Curricula, October 2016

Experiential/Community Activities

You are special and unique. There is no one else like you. Select one of the activities below to describe yourself and who you are to others.

1. Create a scrapbook doing things you enjoy. Use pictures of yourself or pictures from a magazine.



2. Write a song or a poem, or engage in other creative activities to share with family or friends.

3. Begin Creating a Life Book. A Life Book is a detailed outline containing photos and documents from your life.



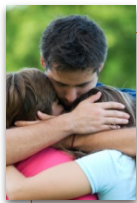


Values

A *value* is a quality or standard of behavior you consider worthwhile, desirable, or important. Living by your *values* has two parts: what you believe, and how your actions and behaviors reflect your *values*.

Value Activities:

- Write or draw a picture of what you value. Keep it simple.
 - For example, if you value nature, you could write about or draw a tree.
 - If friendship is something you value, you could write about or draw a picture of a friend even if your picture is only a stick figure drawing.
- Here is a short list of several values for you to choose as the subject of your writing or drawing example.
 - Choose one or as many as you like and feel free to include additional values you may think of that are not on the list.



Caring

- Placing a high value on helping others



Equality and Social Justice

- Placing a high value on promoting equality; placing a high value on reducing hunger and poverty.



Integrity

- Acting on convictions about what I think is right and wrong and standing up for my beliefs.



Honesty

- Telling the truth even when it is not easy.



Responsibility

- Accepting and taking responsibility for my behavior and choices.



Restraint

- Developing the ability to understand how being sexually active or using alcohol or other drugs may impact other people and myself.

Adapted from: Guiding Teens Through NH TRAILS- Youth Curricula, October 2016

Honesty: the quality of being fair and truthful.



<i>Please answer Yes (Y) or No (N).</i>	Y	N
I have never taken supplies from work or school.		
I have always been honest in evaluating my friends' appearances, even if it hurt them.		
I have owned up to all of my mistakes.		
I have paid for all the music on my computer.		
I have never faked being sick to get out of an obligation.		

Now add up your total Yes responses.

- 1-2 = I am less honest.
- 3 = I am fairly honest.
- 4-5 = I am highly honest.
- My score _____

1. How do you feel about your honesty score and why?

2. What are your expectations about other people and their honesty?

Generosity: the quality of being kind, understanding, and not selfish.



<i>Please answer Yes (Y) or No (N).</i>	Y	N
When I go out with friends, I always chip in more than my fair share.		
I enjoy showering my friends and family with expensive gifts.		
I always tip at least 20%.		
I donate to charity / volunteer regularly.		
If my friend was unemployed, I would consider paying a month or two of his/her rent.		

Now add up your total Yes responses.

- 1-2 = I am less generous.
- 3 = I am fairly generous.
- 4-5 = I am highly generous.
- My score_____

1. How do you feel about your generosity score and why?

2. What expectations do you have for other people and their generosity to you and others?



Humility: the quality or state of not thinking I am better than other people.

<i>Please answer Yes (Y) or No (N).</i>	Y	N
It is very difficult to offend me.		
I have some weak points, and I own up to them.		
I tend to under play my talents and successes.		
I do not think I am more special than anyone else.		
I tend to be more of a listener than a talker.		

Now add up your total Yes responses.

- 1-2 = I am less humble.
- 3 = I am fairly humble.
- 4-5 = I am very humble.
- My score _____

1. How do you feel about your humility score and why?

2. What are your expectations for other people and their level of humility?

Adapted from: Guiding Teens Through NH TRAILS- Youth Curricula, October 2016

Tolerance: willing to accept feelings, habits, or beliefs that are different from my own.



<i>Please answer Yes (Y) or No (N).</i>	Y	N
I like babies, kids, and animals.		
I have friends from all races and religions.		
Some of my friends have extremely strange opinions and habits.		
I have good friends that are both straight and gay.		
I believe that discrimination in any form is wrong.		

Now add up your total Yes responses.

- 1-2 = I am not very tolerant.
- 3 = I am fairly tolerant.
- 4-5 = I am highly tolerant.
- My score_____

1. How do you feel about your tolerance score and why?

2. What are your expectations for other people and their level of tolerance?

“I” Statements

When a person feels that they are being blamed—whether rightly or wrongly—it’s common that they respond with defensiveness. **“I” statements** are a simple way of speaking that will help you avoid this trap by reducing feelings of blame. A good “I” statement takes responsibility for one’s own feelings, while tactfully describing a problem.

“I feel *emotion word* when *explanation*.”

- ✓ “I feel...” must be followed with an emotion word, such as “angry”, “hurt”, or “worried”.
- ✓ Careful wording won’t help if your voice still sounds blaming. Use a soft and even tone.
- ✓ In your explanation, gently describe how the other person’s actions affect you.

Examples

Blaming	“You can’t keep coming home so late! It’s so inconsiderate.”
“I” Statement	“I feel worried when you come home late. I can’t even sleep.”

Blaming	“You never call me. I guess we just won’t talk anymore.”
“I” Statement	“I feel hurt when you go so long without calling. I’m afraid you don’t care.”

Practice

Scenario	A friend always cancels plans at the last minute. Recently, you were waiting for them at a restaurant, when they called to say they couldn’t make it.
“I” Statement	

Scenario	You are working on a group project, and one member is not completing their portion. You have repeatedly had to finish their work.
“I” Statement	

Scenario	Your boss keeps dumping new work on you, with little instruction, and not enough time. Despite working overtime, you’re weeks behind.
“I” Statement	



Problem Solving

RESOURCES

- Problem Solving Worksheet
- Action Plans Worksheet
- SODAS Template
- Win-Win Activity

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Problem Solving Important?

Problem-solving skills are important to individuals and organizations because they enable us to exert control over our environment. Problem-solving gives us the ability to look at a situation, identify the issue, figure out why the situation is not working and determine a course of action.

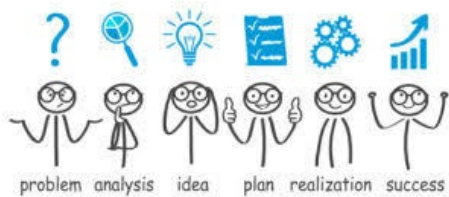
Problem solving in the context of the Back on Track model involves an emphasis on addressing critical barriers to career and education success and ensuring that needed supports are provided in time before the young adult gets off track. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as reasoning effectively, thinking creatively, working collaboratively with others, implementing innovations and adapting to change.**

SAMPLE BRIDGING AND/OR FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Understand the importance of asking for help; discuss the steps the young adult can take as soon as they realize they are struggling and could use support; refer to the Problem Solving worksheet listed under Resources
- Create a plan with the young adult to notify staff or another supportive adult immediately when faced with challenges with childcare, healthcare, housing, transportation, emergency funds, or another item and develop a plan for how to meet that need and review/reflect on outcomes; refer to the Action Plans worksheet listed under Resources
- Discuss, review, or identify new ways for the young adult to follow through with an important action item from the plan during a time of crisis
- Call a team meeting when needed or when a crisis occurs; create a plan on who to contact for support and when this meeting is be needed, i.e, when an event occurs that is taking them off track from their career and education goals
- Develop a personalized plan for identifying and practicing postsecondary success behaviors and skills
- Discuss how to address conflict if it arises by referring to the YLAT Win-Win activity listed under Resources

Please note: Problem Solving activities may be discussed in an individual session or group activity; practice these with the young adult as necessary; implement any time the young adult raises an issue they're struggling with.



Problem Solving

When you take control of making decisions and solving problems in your life, you can gain the self-confidence you will need to reach your goals.

- Start by picking goals you really care about, and that will help improve your life. Then, create a plan to accomplish them by using your strengths and talents.
- The road to success is not a straight and smooth path. Life will present you with many roadblocks, detours, and tough choices. No one can predict what may happen, but this is all part of life--don't panic! Re-evaluate and reset your plans.



One thing to consider is how a person's behavior helps or hurts them to reach their goals. ***Here are some questions to ask yourself. You may also choose to discuss these with your supports.***

1. How will I hold myself accountable for reaching each goal?
 - Who can I trust to share my goals with and ask them to check in with me to see how I am doing?
 - I can journal my progress each day.
2. How will I keep my goals fresh in my mind?
 - Can I place reminders of why I am working towards my goal someplace I will see each morning as a daily reminder?
 - Can I set the alarm on my cell phone to remind me to think of my goals sometime during the day?
3. What is keeping me from being able to accomplish my goal?
 - Are my goals realistic?
 - Are there outside influences or competing events diverting my attention?
 - Identify ways to share your goals with your peers, and those who work with you so that they can also support you and not influence you to sway away from your goals.

4. How can I overcome these barriers?
 - Maybe I need to change my plans.
 - For example, I want to improve my physical shape by jogging getting in the morning, but I have trouble getting up and completing my jog in time before going to school. Instead of jogging in the morning, I will jog after school instead.
 - Identify ways to say “No” to influences that sway you from your goals. For example: “I can’t go out tonight because I am saving money for _____.”
5. How will I continually re-evaluate how I am doing and make changes as I move towards accomplishing my goal?
6. How will I celebrate when I reach a goal?

Practice Problem Solving: Read the following story about Jenny.



Jenny is thrilled to have a summer job at the movie theater. She plans to use her earnings to save money to pay for Drivers’ Education before school starts in September. Her goal is to save \$700, but her friends are constantly inviting her to do things that cost money, like going to the mall. Jenny is worried she will not be able to accomplish her goal of saving the \$700 she needs for Drivers Education in two months because she wants to hang out with her friends and go to the mall with them. **Think about what you might do if you were in Jenny’s shoes to answer the following questions.**

1. What barrier (s) is Jenny facing in accomplishing her goal?

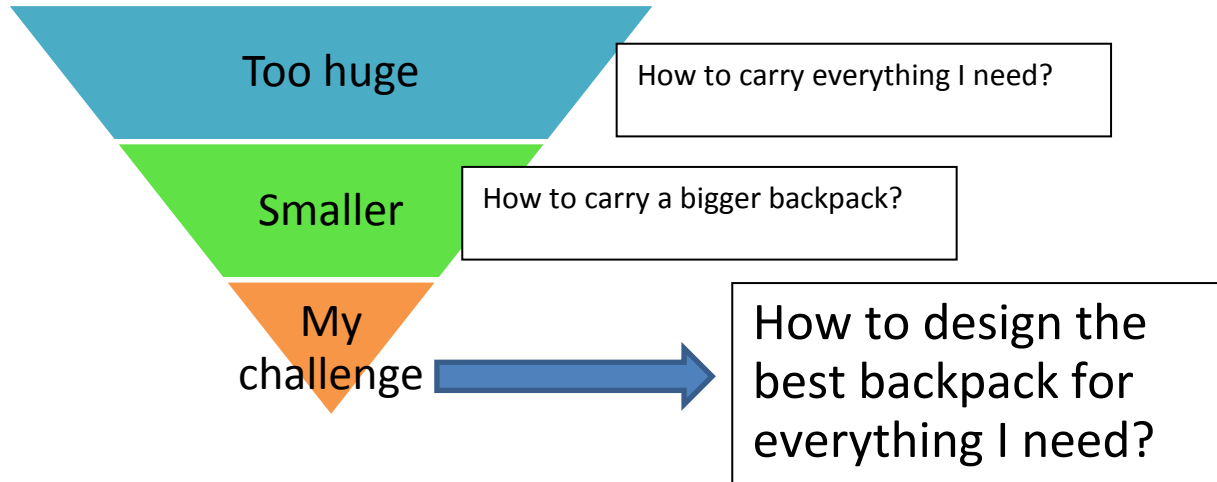
2. How would you advise Jenny?

3. Help Jenny identify two strategies to help her stick to her plan.

Adapted from: Guiding Teen’s Through NH TRAILS- Youth Curricula, October 2016

Problems-Ideas-Plans – Let's do the PIP!

Step 1: What is on your mind? What problem would you like to solve? Think about how to narrow it down into something you can work on.



Step 2: Divergent thinking time!! Come up with as many ideas as you can to solve the problems. Be creative! Have fun! Use your imagination and don't leave anything out! Use others to help and build on ideas.



Step 3: Convergent thinking time!! From the list that you just came up with, choose the idea that you would like to use.

I choose:



Re-printed with permission of the author *Anxiety and Depression in the Classroom*.

Step 4: Action plan! What steps will you take to reach your solution? When will you do this? Who will help? Let's find out!



What to do?	When will I do this?	Do I need some help? Who can help?



Here's a hint! For your first action step, find something that you can do right away, or at some time today. If you do something right away, it helps you stay on track and best of all, it helps you find success!

Step 5: Check it out! How is your action planning going? Do you need to tweak anything? Remember that you can always go back to any step to fix your plan.



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SODAS

Problem-Solving Strategy

For: _____ Date: _____

Step 1: Situation (define in detail what that is):

Step 2: Options (brainstorm yourself and with others you trust):

1.
2.
3.

Steps 3 & 4: Disadvantages & Advantages (+) (list for each option):

<u>D</u> isadvantages (-)	<u>A</u> dvantages (+)
1.	
2.	
3.	

Step 5: Solution (What do you want to try and for how long? How will you know if it worked?)

Adapted from the Transition to Independence (TIP) Model, with permission from developer, Rusty Clark.

ACTIVITY TITLE: I WIN, YOU WIN

(Excerpted from YLAT curriculum)

Activity Description

1. Hand out and introduce the “I Win, You Win” worksheet. (See below). Read off the descriptions of approaches to conflict from the four different quadrants on the sheet: **Aggressive, Passive, Passive-Aggressive, and Assertive**
2. Recommend ideas about how to reach a win-win solution to the conflict:
 - a. Remain calm
 - b. Put yourself in their shoes
 - c. Use I statements (speak about your own experience and don’t make assumptions)
 - d. Focus on shared interests (what we want), not on positions (what we believe)
 - e. Keep in mind what you would be happy with if you can’t get exactly what you want
3. Read through the first scenario on the worksheet and discuss it. The facilitator will write ideas down on a flipchart while asking the group to identify whether each is a win-win solution. Repeat this process for each scenario.
4. **Ask** the young adults to share their scenario where these conflicts came up,
 - How did they respond?
 - Is there a different way they would have responded after the situation?

Goals/Uses:

To help find a creative solution to a conflict where everyone is satisfied with the outcome

Skills:

Communication, listening, empathy, self-awareness, conflict resolution, creative thinking, personal connections

Materials Needed

Activity worksheet, Flipchart of questions and Instructions, Flipchart, Pens, Markers

Time Frame

20 minutes



Process Questions & Points to Consider

Questions

- What is your natural conflict response?
- Are there some common/shared attitudes, ways of speaking to each other, or other forms of interacting that were shared by all of the win-win solutions the group came up identified?
- Which of these attitudes is best for resolving conflicts so that they stay resolved? Why?
- Which of these attitudes is hardest to deal with? Why?
- Which communication or response style is the hardest one to maintain if you in a conflict? Why?

Points

- By creating win-win solutions to conflicts, we can build healthy relationships with others and feel better about ourselves.
- Finding win-win solutions is a good way to advocate for your own needs and create lasting solutions. There are many ways to reach a win/win solution for a single conflict, and in each conflict, there is an opportunity to achieve a win-win outcome. We always have a chance to come up with a creative solution.

ACTIVITY RESOURCE: I WIN, YOU WIN

Everyone gets into conflicts. It often happens when you want something, and another person wants something else. How well can you resolve a dispute/conflict? Your attitude has a lot to do with it.

Here are some common conflicts people have. See if you can find a *win/win solution* for each one. Write your answers on a separate piece of paper or jot down some notes on the page.

<p style="text-align: center;">Aggressive I WIN/YOU LOSE</p> <p>Never give in. It's not enough that you win, the other person has to lose.</p>	<p style="text-align: center;">Passive YOU WIN/I LOSE</p> <p>Always give in. To keep the peace, you ignore your own needs.</p>
<p style="text-align: center;">Passive-Aggressive I LOSE/YOU LOSE</p> <p>Usually, give in, but figure out a way to sabotage the other person. You don't really care if you win, as long as the other person loses too.</p>	<p style="text-align: center;">Assertive I WIN/YOU WIN</p> <p>Compromise in order to get most of what you want. You stand up for yourself, but you want the other person to be satisfied too.</p>

- George has been playing a video game for ten minutes and is in the middle of a challenging level. Ashley comes in and says that she has to leave for the dentist in a half hour. She's nervous and wants to relax by playing a dance game on the game system.

- Kelly is studying for a huge set of tests later in the week. Her little sister has the bedroom next to hers and is listening to annoying music at top volume on her stereo.

- Morgan's daily chore is to do the dishes after dinner each night. She just learned that she has a part in the school play and will have to rehearse at night, right after dinner. Morgan's mother works hard all day and is too tired to do the dishes. Morgan really wants to be in the school play.

- Austin's best friend, Pete, is going through a hard time. His parents have split up, and Pete has been doing poorly in school. He was suspended twice for acting up in class. Austin wants to be there for his friend and asks his parents for permission to have Pete come to their house for a sleepover. Austin's mom is okay with the plan, but his dad refuses, saying that Pete is a bad influence.



Self-Reflection

RESOURCES

- Positive Personal Profile Worksheet
- Self-Awareness Worksheet
- My Future Plans and Strengths Worksheet
- My Pride Worksheet
- Skills and Interests Worksheet
- Work Values
- Self-Appraisal Questionnaire
- Lifestyle Considerations Worksheet
- Skills and Abilities Assessment
- Personality/ Temperament Assessment
- Self-Exploration Worksheet

TIPS FROM YOUNG ADULTS TO YOUNG ADULTS

Why is Self-Reflection Important?

By taking the time to ask yourself the important questions, you gain a better understanding of your emotions, strengths, weaknesses and driving factors as well as a better understanding of others.

Self-reflection in the context of the Back on Track model involves an emphasis on using self-awareness to learn from experiences and using knowledge gained from reflection to support career and educational goal attainment. Activities are encouraged that offer the young adult contextualized opportunities to **practice 21st century skills such as being a self-directed learner, thinking creatively, and accessing and evaluating information.**

SAMPLE BRIDGING AND/OR FIRST YEAR SUPPORT ACTIVITIES:

Work with the young adult to...

- Review their personal goals for education and career. What progress have they made in achieving their goals and what actions did they take if there were roadblocks? How have these goals evolved over time? Refer to the Positive Personal Profile worksheet listed under Resources
 - Have the young adult reflect through discussion, journaling, or other expressive means, ways that being mentally flexible has aided them and how having a fixed mindset has potentially impacted them or made it difficult for them. Refer to the Self Awareness Worksheet listed under Resources
- Reflect on their leadership style. What is it currently and what would they like it to be? Refer to YLAT Leadership Activities under Resources
- Identify ways they may want to celebrate accomplishments or how they might want to make improvements; refer to the My Future Plans and Strengths Worksheet listed under Resources
- Consider what expectations they have for themselves and for others in school, work, or their relationships. Identify which expectations are realistic and which might need to be managed; refer to the My Pride Worksheet listed under Resources.
- Discuss the skills and knowledge they exhibit, identify any gaps and work with them on a plan for developing new skills
- Reflect on what resiliency and perseverance are and how they demonstrate these in the goals they have identified; refer to the Strategic Sharing Worksheet listed under Resources to reflect on how they present their story
- Other reflection ideas include:
 - Ways to make changes, change course, and explore options before declaring a major or changing majors/careers
 - The level of work they have done in the past to be successful; discuss if that level of performance will help them meet the required standards for course completion in college or in meeting work demands they are facing

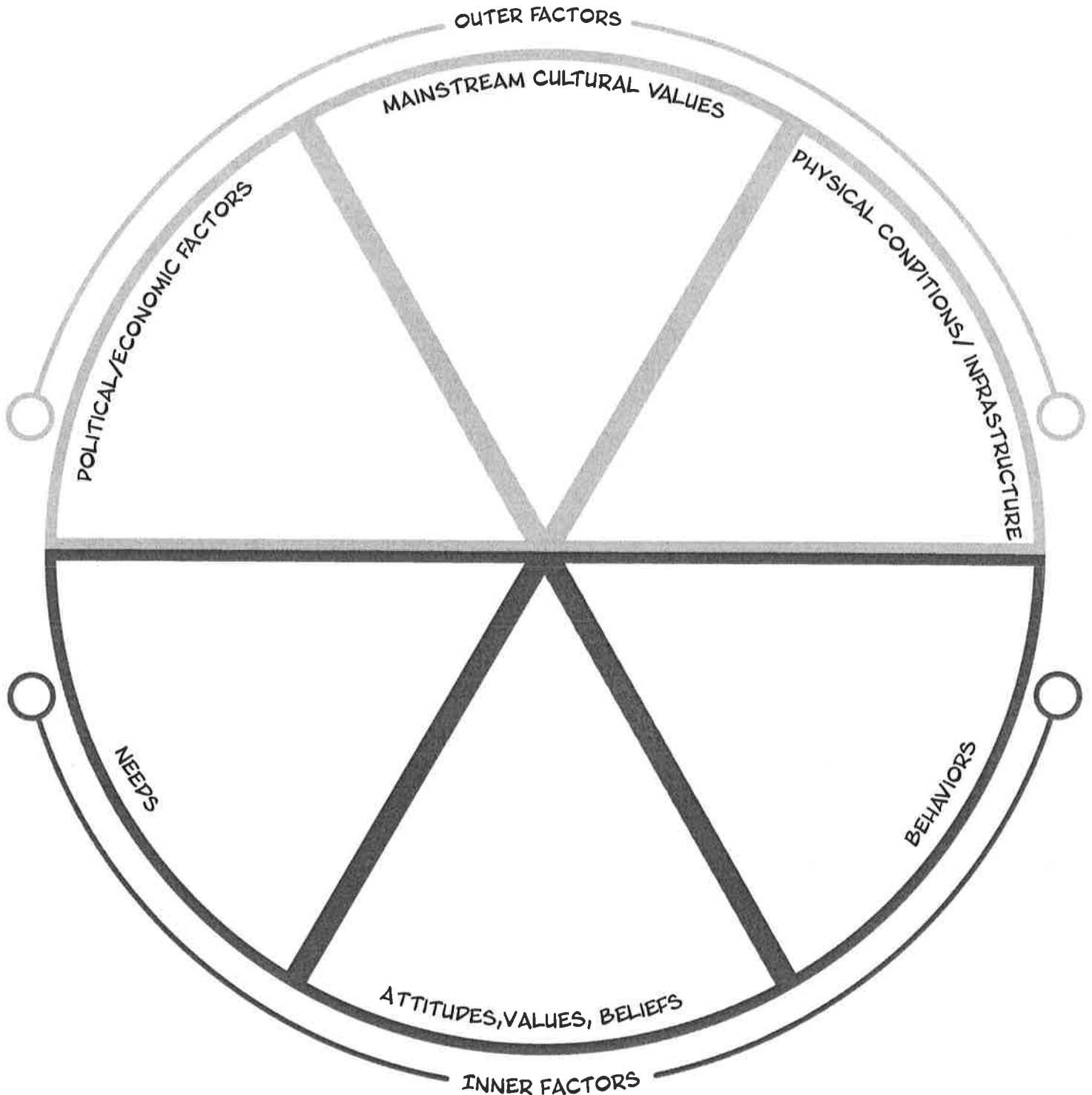
Positive Personal Profile

Name: _____ Date: _____

Career Dreams	Life Dreams
Talents & Skills	Hobbies & Interests
Positive Attributes	Challenges
Ideas to Help with Challenges:	

THE CARBON WHEEL

WHAT ARE THE ROOT FACTORS THAT GIVE RISE TO UNSUSTAINABLE HABITS OR LIFESTYLE?



My Future Plans & My Strength's

_____ Strength Discovery & Futures Planning

(name)

Education

Employment

Financial Planning (Saving for your future goals)

Taking Care of Me (Personal Effectiveness & Wellbeing)

Living Situation

Life Skills

My Pride Sheet

Take a minute to think about times when you went somewhere, did something, or were told something that made you feel really happy.

Answer the questions on this worksheet to help you identify when you were proud of yourself or experienced other people expressing pride in you.

Please fill in the blanks and answer the second part of the question.

<i>I am proud of myself because I am _____</i>	I feel good about this because?
<i>The one thing I am especially proud of is _____</i>	I feel good about this because?
<i>I felt good when I _____</i>	I feel good about this because?
<i>I am pleased to have _____ for a family member or friend.</i>	I feel good about this because?
<i>I am unique because I can or am _____</i>	I feel good about this because?

Activity Questions

1. What ideals and values do my friends have? My family?
2. What makes me see myself as I do? Is it through praise, gifts, and attention, or does it come from within?
3. How do I feel about myself?

Adapted from: Guiding Teens Through NH TRAILS- Youth Curricula, October 2016

WORK VALUES

In addition to tasks performed at work, we also need to think about the many other features the working world has to offer. Some of these features are things we enjoy and want to experience. Others are not.

Below is a list of different characteristics about a job or workplace. These are what are sometimes referred to as “work values.” Circle the characteristics you think you would enjoy about a job. If you feel neutral about a characteristic, go ahead and circle it, too. These are some things you will want to consider when you are job hunting.

Working...

Outdoors

Indoors

With children

With people

Alone

With machinery

With my hands

With numbers

With the public, such as a retail store environment

With plants

With animals

With or have windows in my workspace

While working, I'd like to ...

Travel a lot

Talk on the phone

Help people

Teach people

Learn new things all the time

Perform routine tasks

Have little pressure or stress

Work in a big city

Make a lot of money

Have flexible hours

Meet new people regularly

Work from home

Work evenings

SELF-APPRAISAL QUESTIONNAIRE



7 ? Questionnaire

1. List some school subjects that you've done well in. Did you enjoy these subjects?

_____	enjoyed	didn't enjoy
_____	enjoyed	didn't enjoy
_____	enjoyed	didn't enjoy

2. List any jobs you've held. Which job(s) did you like the best and why?

3. What are you good at? What do you learn easily without much help from others?

4. List 15 words that describe your personality. (examples: quiet, talkative, organized, creative)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. If you could learn any new skill, what would it be? Why?

6. List physical conditions that could help or hurt you on the job (require glasses, overweight, etc.).

7. List 4 jobs that you would like, even if you don't know much about them. What is it about each of these jobs that appeals to you?

Adapted from:
Louisiana Career Gear 2003/2004 Instructor's Guide
 [Louisiana Works, Department of Labor]

LIFESTYLE CONSIDERATIONS

Directions: Answer the following questions in the spaces provided.

1. Describe your present lifestyle. What are your hobbies? What do you do when you are not working or in school?
2. What part of your life do you enjoy the most? Time with family? Learning new things? Socializing with friends? Other?
3. What part of your life do you dislike? Do you expect this to change?
4. Who are the most important people in your life and how do they influence your decisions?
5. If you were previously employed, what are the things about your job that you liked and disliked? List 3 things of these likes and dislikes.

LIKES

1. _____
2. _____
3. _____

DISLIKES

1. _____
2. _____
3. _____

6. List 4 occupations you have thought about doing. Describe why you're interested in each occupation.

1. _____

2. _____

3. _____

4. _____

Adapted from:
Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

SKILLS & ABILITIES ASSESSMENT

Jobs require different skills and abilities. You might not have all the skills or abilities necessary for some occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease with which you can learn something new.

Directions: In each section, place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you might not have yet, but feel you could learn with a little work. Total the checks in each section then, at the bottom of the page, circle the area where you had the most skills and aptitude.

PEOPLE

Do you have the ability for:	<input checked="" type="checkbox"/>
Teaching	
Supervising	
Caring for others	
Host or hosting	
Presiding over meetings	
Leading others	
Listening and counseling	
Selling goods and services	
TOTAL <input checked="" type="checkbox"/> 's	

DATA

Do you have the ability for:	<input checked="" type="checkbox"/>
Accounting or record keeping	
Statistical work	
Research	
Testing products or ideas	
Investigating problems	
Computer programming	
Working scientific experiments	
Collecting information	
TOTAL <input checked="" type="checkbox"/> 's	

THINGS

Do you have the ability for:	<input checked="" type="checkbox"/>
Repairing things or objects	
Operating machinery or equipment	
Assembling parts	
Using tools	
Cooking or baking	
Operating a sewing machine	
Woodworking	
Construction work	
TOTAL <input checked="" type="checkbox"/> 's	

IDEAS

Do you have the ability for:	<input checked="" type="checkbox"/>
Writing stories and poems	
Composing music	
Designing new products	
Drawing	
Inventing new products	
Acting or singing	
Playing a musical instrument	
Organizing new clubs or activities	
TOTAL <input checked="" type="checkbox"/> 's	

My highest SKILLS section at this time is:

PEOPLE DATA THINGS IDEAS

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition

[State Occupational Information Coordinating Committee]

PERSONALITY / TEMPERAMENT ASSESSMENT

Your personality is a combination of emotional and behavioral characteristics that make you different from others. How you think, feel and act with different people and in different situations is influenced by your personality or temperament. Different careers appeal to people, partially based on their personality traits.

Directions: Think about your temperament when you answer the following questions. In which situations would you prefer the major part of your working day to involved?

PEOPLE

Are you / Do you ...?	<input checked="" type="checkbox"/>
Cheerful to those around you	
Helpful to friends and family	
Cooperative when working in a group or on a team	
Responsive to the needs of others	
A leader or organizer of a group	
Outgoing and enjoy meeting new people	
An influencer of people's opinions and attitudes	
Understanding and sympathetic to others	
TOTAL <input checked="" type="checkbox"/> s	

DATA

Are you / Do you ...?	<input checked="" type="checkbox"/>
Keep organized	
Pay close attention to details	
Prefer to work with numbers and statistics	
Prefer to perform repetitive tasks	
Prefer to work on a set schedule	
Think logically	
Prefer practical ways of doing things	
TOTAL <input checked="" type="checkbox"/> s	

THINGS

Are you / Do you ...?	<input checked="" type="checkbox"/>
Like to work with precise rules, limits or standards	
Prefer to work with machines and objects rather than people	
Efficient	
Prefer to work alone	
Prefer to work with your hands	
Mechanical	
Inquisitive about making something work or run	
Resourceful with materials and methods	
TOTAL <input checked="" type="checkbox"/> s	

IDEAS

Are you / Do you ...?	<input checked="" type="checkbox"/>
Curious about how and why things are the way they are	
Prefer to have a variety of duties that change often	
Seek new ways of doing things	
Artistic	
Creative	
Prefer to set your own schedule	
Versatile and flexible in activities and behaviors	
Expressive, eloquent in writing, performing or drawing	
TOTAL <input checked="" type="checkbox"/> s	

My highest PERSONALITY section at this time is: PEOPLE DATA THINGS IDEAS

Adapted from:
Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
 [State Occupational Information Coordinating Committee]

SELF-EXPLORATION

Each one of us has unique interests, skills, abilities and preferences. Self-exploration is about becoming aware of those qualities. This exercise requires you to write down specific aspects regarding your interests, skills and abilities. You'll might to record information in a journal or in your portfolio.

My Interests

List 3 to 5 things you like to do. Examples might include: working with tools, leading a group, making decisions, working with numbers, developing new ideas, selling things, painting pictures, etc.

My Lifestyle or Work Preferences

List 3 to 5 lifestyles or work preferences you might to take into consideration when exploring the world of work. Work preferences might include things like: working alone or with others, a preference for working inside or outside, working at a set location or a job that entails travel, flexible or regular schedules, sitting at a desk or being physically active.

My Skills and Abilities

List 3 to 5 skills you perform particularly well. Examples might include the ability to multi-task, being organized, getting along well with others, managing time efficiently, solving problems, etc.

Preferred Education and Training

Enter the amount and type of education and training you expect to complete after high school. This goal might change as you find out more about the occupations you're interested in.

Other Things I Learned About Myself

Think about other things you've learned about yourself that are important to consider when making a career decision. For example: personal strengths or weaknesses.



Acknowledgments

THANK YOU!

The Youth and Community Engagement (YCE) team at the Cutler Institute would like to express our deep thanks and admiration to the following partners:

Jobs for the Future

.

DHHS Office of Child and Family Services

.

Jobs for Maine's Graduates

.

Goodwill Industries of Northern New England

.

Community Care

YCE

***Curious?
Questions?
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