Daily Living Resource Guide | Casey Life Skills

This guide provides the learner and life skills instructor (practitioner, parent or other caregiver) a place to start when creating a learning plan. It identifies the skill areas and corresponding goals and expectations to help young people and their caregivers build effective plans. **The Daily Living Guide** offers goals, activities and resources to build competency and skills in areas such as meal preparation, home maintenance, and internet safety.

**Quick Tip**: Save the Resource Guide to your computer. You can add your own notes and additional resources.

**About the resources we suggest:**

Many resources in this guide are found on the Internet. They are good examples of what you can find by typing your topic—for example, transitional housing, leases—into a search engine such as [www.google.com](http://www.google.com). We encourage you and the young people you work with to continue to search the Internet for other resources not located in this guide.

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# DAILY LIVING SKILLS

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| Food & Nutrition | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Is able to evaluate one’s diet for nutritional content | 1. Identify three personal food choices and explain their nutritional content. 2. Explain how personal food choices contribute to a healthy diet. 3. Describe the importance of drinking water. 4. Explain the need for moderation and balance when planning a healthy diet. 5. Show respect for others’ opinions and cultural differences when identifying personal food choices. | I Can Do It! Hungry? p. 66-73.  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=19-25>  Ready, Set, Fly! Nutrition #2 - #3.  I’m Getting Ready, How Did I Do? H-2; H-3; H-3.1, H-5.  4Girls, Nutrition –  [www.girlshealth.gov](http://www.4girls.gov)  Kids Health - All about What Vitamins and Minerals Do; Why Drinking Water is the Way to Go; What’s the Big Sweat about Dehydration –  <http://www.kidshealth.org/kid/stay_healthy/index.html>.  <http://www.kidshealth.org/parent/nutrition_fit/index.html>.  <http://www.kidshealth.org/teen/food_fitness/>  Kids Health, Food and Fitness – <http://www.kidshealth.org/teen/food_fitness/> |
| 2. Knows how “snacking” affects nutrition. | 1. Explain the value of snacks. 2. Tell the health and nutritional risks involved in snacking. 3. Give three examples each of healthy and unhealthy snacks. 4. Describe occasions when a snack is appropriate. | Ready, Set, Fly! Nutrition #5.  Kids Health - When Snack Attacks Strike –  <http://www.kidshealth.org/kids/stay_healthy/>  <http://www.kidshealth.org/teen/food_fitness/> |
| 3. Knows how to read food labels for nutritional information. | 1. Explain why it is important to read nutritional information on food packaging. 2. Explain how to tell which ingredient is the largest in a food item. 3. Identify a product’s serving size, calories, and fat grams. 4. Compare the nutritional information posted on four similar food items offered by different brands. | I Can Do It! Hungry? p. 68-69.  I’m Getting Ready, Confused? Labels Help! H-2.  Kids Health, Figuring out Food Labels –  <http://www.kidshealth.org/kids/stay_healthy/> |
| 1. Menu Planning | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Is able to plan a simple nutritious meal with supervision. | * 1. Name resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/Internet, local supermarkets).   2. Tell how individual dietary needs and cultural preferences affect meal planning (e.g., vegetarian, food allergies).   3. Plan a nutritious meal. | Ready, Set, Fly! Menu Planning #2.  Kids Health, Recipes -  <http://www.kidshealth.org/teen/recipes/index.html>.  Tip: Use Google to find easy recipes |
| 2. Is able to plan a week of nutritious and economical meals with supervision. | * 1. Describe how culture affects planning a menu for one or for others.   2. Create a shopping list specifying the items and quantity for a 7 day menu.   3. Calculate the cost of a 7 day menu.   4. Compare the costs of cooking and eating out.   5. Purchase food for the week within one’s budget. | I’m Getting Ready; It’s Your Choice…You’re the Chef! H-16, H-17.  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf>#page=33-40  Ready, Set, Fly! Menu Planning #2.  Kids Health, Recipes -  <http://www.kidshealth.org/teen/recipes/index.html> |
| 2. Grocery Shopping | | |
| 1. Knows and understands ways to grocery shop economically. | 1. Explain the value of a shopping list. 2. Explain the benefits of using coupons and buying store brands. 3. Explain unit price information for two grocery items. 4. Describe the advantages and disadvantages of buying in bulk. 5. Explain when and where to shop for bargains (e.g., sales, specials, and discounts). | I Can Do It! Cooks n’ Shop, p. 78-80.  Ready, Set, Fly! Grocery Shopping Section #5 - #7.  Tip: Use online coupon websites to help save money |
| 2. Knows how to evaluate grocery items for freshness, nutritional value, and economy. | 1. Explain what an expiration date is, where it might be found on a package, and how it can be used when shopping for a week’s meals. 2. Describe the signs of spoilage in two or more foods.   Tell three potential economic and nutritional benefits of purchasing produce at local farmers’ markets. | I Can Do It! Cooks n’ Shop, p. 81-82.  I’m Getting Ready, Judging Fresh Produce, H-13.  I’m Getting Ready, How to Tell What’s Inside, H-14.  I’m Getting Ready, Super Shopper Scavenger, H-15.  Ready, Set, Fly! Grocery Shopping #8.  University of Illinois, Thrifty Living –  <http://www.urbanext.uiuc.edu/thriftyliving/tl-foodfreshness.html> |
| 3. Knows how and is able to grocery shop for a week within a budget. | 1. Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods). 2. Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop). 3. Demonstrate grocery shopping. 4. Evaluate the grocery shopping experience. 5. Grocery shop for a week without supervision. 6. Evaluate the week’s grocery shopping experience for staying in budget and meeting needs. | Ready, Set, Fly! Grocery Shopping #3.  Ready, Set, Fly! Grocery Shopping #9. |

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| 3. Meal Preparation | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows and understands the importance of maintaining kitchen equipment and appliances. | 1. Describe how to store kitchen utensils in a safe and organized manner so they can be located and used efficiently and effectively. 2. Describe how to use available appliances in a safe manner (e.g., oven, toaster, microwave, dishwasher). 3. Describe how to keep kitchen appliances clean. 4. Know who to call for appliance repairs and service. 5. Keep a file of instruction booklets and warrantees for kitchen appliances. | I’m Getting Ready, Kitchen Scavenger Hunt, H-6.  The Cook’s Thesaurus -  <http://www.switcheroo.com/>  Tip: Try Google to find kitchen appliance maintenance |
| 2. Is able to use the available kitchen equipment to prepare and cook a simple meal or snack. | 1. Demonstrate the correct use of all available utensils, pots, and pans when preparing a meal or snack with supervision, if needed. 2. Demonstrate the appropriate and safe use of available kitchen appliances when preparing a meal or snack with supervision, if needed. | Kids Health, Being Safe in the Kitchen –  <http://www.kidshealth.org/kids/stay_healthy/>  The Cook’s Thesaurus-  <http://www.switcheroo.com/> |
| 3. Knows and understands how to prepare food safely. | 1. Describe why keeping all surfaces and one’s hands clean throughout the cooking process are important. 2. Describe how improper cooking and handling of food can cause physical illness. 3. Describe safe ways to defrost and clean meats and vegetables. 4. Demonstrate safe ways to prepare and cook meats and vegetables. | I Can Do It! Hungry? p. 73.  I Can Do It! Cooks n’ Shop, p. 76-78.  Kids Health, Being Safe in the Kitchen; Botulism; E. Coli –  <http://www.kidshealth.org/kids/stay_healthy/>  The Cook’s Thesaurus -  <http://www.switcheroo.com/> |
| 4. Can read and follow a recipe with supervision if younger, without if older. | 1. Translate abbreviations commonly used in recipes (e.g., tsp). 2. Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon). 3. Interpret and demonstrate the meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in, bake, broil, roast). 4. Select the utensils and equipment needed to complete a recipe. 5. Use a clock or timer when baking or cooking. 6. Prepare food according to a recipe. 7. Identify and measure the ingredients called for in a recipe. 8. Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty). 9. Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweeter). 10. Describe at least three tastes that spices add to recipes. 11. Demonstrate how to change a recipe (e.g., increase or decrease servings based on number of people). | I Can Do It! Cooks n’ Shop, p. 74-75.  I’m Getting Ready, Cooking Demonstration by Guest, H-7; H-8.  Ready, Set, Fly! Meal Preparation #2.  Kids Health, Take a Look at Cooking; How to Read a Recipe–  <http://kidshealth.org/kid/stay_healthy/>  Conversion Chart:  <http://www.casey.org/cls/resourceguides/subdocs/HandyConversionChart.pdf>  I’m Getting Ready, Oops! I Need to Change the Recipe, H-9.  I’m Getting Ready, Cooking Demonstration by Guest Chef, H-7; H-8.  Ready, Set, Fly! Meal Preparation #3. |
| 5. Is able to prepare a week of nutritious and economical meals with and without supervision. | 1. Select the meals to be prepared each day. 2. Identify ingredients, utensils, and equipment needed for each meal. 3. Schedule meal prep so all items are ready at the same time. 4. Prepare the meals using the ingredients, utensils, and equipment. | Ready, Set, Fly! Meal Preparation #5.  Tip: Try Google to find weekly menus |

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| 4. Dining | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Is able to demonstrate appropriate dining behavior in a restaurant setting. | 1. Demonstrate ordering from a menu. 2. Exhibit good table manners. 3. Describe appropriate dress and conversation for different dining experiences. 4. Demonstrate appropriate ways to get attention of wait staff. 5. Calculate the tip. | I’m Getting Ready, Eating Out? Try It! H-4.  Ready, Set, Fly! Dining Etiquette Section #3 - #5. |
| 5. Kitchen Clean Up and Food Storage | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Can store leftovers and un-used ingredients to avoid spoilage. | 1. Explain how long stored foods can be kept. 2. Explain which foods need to be refrigerated and why. 3. Demonstrate how to prepare foods for refrigeration, freezing, and/or storage. | I’m Getting Ready, Empty Those Grocery Bags, H-10.  I’m Getting Ready, Wonder if Anyone Got Sick after Thanksgiving, H-11.  I’m Getting Ready, Rx for Ranges, C-2-1.  Ready, Set, Fly! Kitchen Clean Up and Food Storage #1.  Ready, Set, Fly! Kitchen Clean Up and Food Storage #3.  Consumer Advice on Food Safety, Nutrition, and Cosmetics, Food Storage –  <http://www.foodsafety.gov/> |
| 2. Can clean kitchen after meal preparation with supervision if younger and without supervision if older. | 1. Demonstrate the proper use of a dishwasher (if available). 2. Demonstrate how to wash glasses, dishes, pots, pans and utensils by hand. 3. Demonstrate proper use of a garbage disposal (if available). 4. Demonstrate proper disposal of food and food packaging, paying attention to current recycling requirements. 5. Demonstrate how to clean all kitchen equipment and surfaces used in meal preparation. | Ready, Set, Fly! Kitchen Clean Up and Food Storage #2.  Cleaning 101 – <http://www.cleaninginstitute.org/> |

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| Home Cleanliness | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Can maintain a clean living space. | 1. Identify several household chores and the person responsible for completing the task at home. 2. Demonstrate proper storage of cleaning products. 3. Demonstrate proper use of cleaning equipment and cleaning techniques. 4. Demonstrate two ways to store personal items. 5. Explain what causes sinks and toilets to clog and how to unclog them. 6. Describe how to minimize roaches, mice and other pests. 7. Demonstrate two ways to store personal items (toys, books, clothes, etc.) | I Can Do It! Getting Cleaned Up, p. 94-105.  I’m Getting Ready, Teach Someone to Clean, C-2.2.  I’m Getting Ready, Me…a Vacuum Cleaner Salesman? C-2.3.  I’m Getting Ready, I Can Clean it, C-2.4.  I’m Getting Ready, Take Out the Garbage, C-4.  I’m Getting Ready, Getting Rid of Unwanted Guests… Pest Control, C-13  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=121-127>  Ready, Set, Fly! Home Cleaning and Clothing Care #1.  Ready, Set, Fly! Home Cleaning and Clothing Care #3.  Cleaning 101 – <http://www.cleaninginstitute.org/> |
| 2. Can develop and maintain household cleaning routine. | 1. Explain the benefit of cleaning and changing linens regularly. 2. Describe what needs to be cleaned on a daily, monthly and seasonal basis. 3. Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, cleaning toilet). | I Can Do It! Getting Cleaned Up, p. 94-105.  I’m Getting Ready, Setting My Own Cleaning Standard, C-5, C-6.  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf>#page=121-127  Ready, Set, Fly! Home Cleaning and Clothing Care #2.  Ready, Set, Fly! Home Cleaning and Clothing Care #5.  Cleaning 101 –  <http://www.cleaninginstitute.org/> |
| 3. Can care for clothing with supervision if younger and without supervision if older. | 1. Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash). 2. Describe steps for machine washing (e.g., separating colors, pre-treating, application of detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles). 3. Complete two loads of laundry. 4. Demonstrate how to fold and put away clean clothing. | I Can Do It! Wash n’ Wear, p. 83-93.  I’m Getting Ready, I Did the Laundry, LG-3.  Ready, Set, Fly! Home Cleaning #7.  Ready, Set, Fly! Home Cleaning #8.  Ready, Set, Fly! Home Cleaning #9. |

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| Home Safety | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows and understands the importance of home safety. | Fire Safety   1. Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher. 2. Explain three ways to prevent fires (e.g., avoid overuse of extension cords). 3. Describe an emergency evacuation route in case of fire.   Crime Prevention   1. Explain two ways to prevent breaking and entering in one’s home.   Natural Disasters   1. Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornados, earthquakes, national alerts, snow emergencies).   Home Safety   1. Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, knives). 2. Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, gates on stairways). 3. Describe signs of possible household dangers (e.g., smelling gas, flooding).   First Aid   1. Identify four items in a first aid kit/household emergency kit (e.g., band aids, disinfectant, flash light, batteries). 2. Describe how to prevent poisoning. | I Can Do It! Staying Safe, p. 39- 45.  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=75-94>  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Safety150_161.pdf>#page=154-161  Ready, Set, Fly! Home Safety #1.  Ready, Set, Fly! Home Safety #2.  Ready, Set, Fly! Home Safety #4.  The Parent Center/Baby Center <http://www.babycenter.com/baby/babysafety/index>  Kid’s Health  <http://kidshealth.org/parent/positive/family/net_safety.html>  Safety Information, Poison Prevention -  <http://www.aapcc.org/dnn/default.aspx> |
| 2. Knows how to access community resources in case of emergency. | 1. Explain the function of different community resources (e.g., fire, police, ambulance and when they would be used). 2. Evaluate three emergency situations and select the appropriate community resource. | Ready, Set, Fly! Home Safety and Repairs #4.  Ready, Set, Fly! Community Resources #4.  Healthy Children  <http://www.healthychildren.org/english/safety-prevention/at-home/Pages/default.aspx> |
| 3. Is able to administer first aid and CPR. | 1. Complete and pass first aid training course. 2. Complete and pass CPR training course. | Ready, Set, Fly! Home Safety and Repairs #3.  Learn CPR, Hands on CPR/First Aid Training -  <http://depts.washington.edu/learncpr/index.html> |
| Home Repairs | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows how to make simple home repairs. | 1. Demonstrate how to reset circuit breakers and/or replace fuses. 2. Demonstrate how to use a plunger/unclog toilets. 3. Demonstrate how to replace furnace filters. 4. Demonstrate safe and appropriate use of home tools. 5. Demonstrate how to winterize apartment/home windows, where applicable. 6. Explain the type of repairs for which the tenant is responsible. | I’m Getting Ready, Electrical Detective at Work, C-7, C-8.  Ready, Set, Fly! Home Safety and Repairs #5.  State Farm Home Maintenance  <http://www.statefarm.com/learning/be_safe/home/seasonal/seasonal.asp> |
| Computer & Internet Basics | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Can use a computer. | 1. Demonstrate turning a computer on and off. 2. Use the mouse to open an application 3. Can type on a keyboard | Free Typing Tutorial <http://www.wikihow.com/Type>  Free Tutorial on Computer Basics <http://tech.tln.lib.mi.us/tutor/> |
| 2. Can use a computer to complete homework assignment. | 1. Explain when to use word processing, spreadsheet and presentation software 2. List different types of word processing, spreadsheet and presentation software 3. Demonstrate the use of the application 4. Demonstrate creating, saving, opening, retrieving and printing documents | <http://office.microsoft.com/en-us/training/default.aspx>  How to Search the Internet Effectively: <http://www.casey.org/cls/resourceguides/subdocs/SearchInternetEffectively.pdf> |
| 3. Knows how to use the internet to locate resources. | 1. Locate resources that provide internet access (e.g. library, school) 2. Describe the functions of a search engine (e.g.) Yahoo, Google, MSN 3. Use the search engine to find information with job search, postsecondary education, financial aid, and leisure time. | <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>  <http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/tipsheets/search_internet_effectively.cfm>  How to Search the Internet Effectively: <http://www.casey.org/cls/resourceguides/subdocs/SearchInternetEffectively.pdf> |
| 4. Can safely set up a free email account. | 1. Locate three websites that offer free email service (e.g. Gmail, Yahoo, MSN...) 2. Select most appropriate service for age 3. Safely and accurately complete email registration form 4. Select an appropriate email username | Tip: do an Internet search to find these resources |
| 5. Can practice personal safety on the internet. | 1. Explain what safe internet practice is 2. Explain why safety on the internet is important 3. Demonstrate three ways to practice personal safety online (e.g. ) | <http://www.connectsafely.org/PowerPoint-and-PDF-files/> |
| 6. Knows how to address cyber bullying. | 1. Define cyber bullying 2. Describe three ways to deal with cyber bullies | <http://www.stopcyberbullying.org/> |
| 7. Can explain the danger of giving out personal information online. | 1. Describe purpose of popular social networking platforms (e.g. MySpace, Facebook, Bebo) 2. Explain the function of a personal profile. 3. Create a safe personal profile 4. Explain three consequences of giving personal information 5. Explain three potential consequences of posting inappropriate photos/language on your profile | [www.stopcyberbullying.org](http://www.stopcyberbullying.org)  <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>  <http://www.onguardonline.gov/topics/social-networking-sites.aspx> |
| 8.Knows the importance of safe practices in online relationships | 1. Describe the types of online relationships 2. List three consequences of participating in online relationships 3. List three ways to ensure personal safety in online relationships | <http://www.connectsafely.org/PowerPoint-and-PDF-files/> |
| 9.Can use social networking platforms responsibly | 1. Describe purpose of popular social networking platforms (e.g. MySpace, Facebook, Bebo) 2. Explain the function of a personal profile. 3. Create a safe personal profile 4. Explain three consequences of giving personal information 5. Explain three potential consequences of posting inappropriate photos/language on your profile | [www.stopcyberbullying.org](http://www.stopcyberbullying.org)  <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>  http://www.connectsafely.org/PowerPoint-and-PDF-files/<http://www.onguardonline.gov/topics/social-networking-sites.aspx> |

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| Daily Living Permanency | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows at least one adult, other than their caseworker or other professional who would help in case of an emergency. | 1. Can name and identify at least one adult that he/she checks in with on a regular basis. 2. The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth. | Permanency Pact  <http://www.fosterclub.com/files/PermPact_0.pdf>   * Emergency Place to Stay * Mentor * Someone to talk to/Discuss Problems * Help with Reading Forms, Documents, and Complex Mail * A Place to do Laundry * Food/Occasional Meal |
| 2. Has an adult the youth trusts, other than a caseworker or other professional who could help with day-to-day needs. | 1. Can name and identify at least one adult that he/she checks in with on a regular basis. 2. The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth. | Permanency Pact  <http://www.fosterclub.com/files/PermPact_0.pdf>   * Regular Check-in |

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

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

**Casey Family Programs Resources and Guides**

Casey’s Employment, Education, Financial Aid and Housing Guides, as well as other useful publications about transition to adulthood are all available here at no cost. They are designed to be used by practitioners only. <http://www.casey.org/Resources/Publications/#youth>

**Goodwill Community Foundation**

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

**I Can Do It! A Micropedia of Living on Your Own**  
This engaging, easy to use resource can be used by older youth to guide them through most topics pertaining to living on their own, including budgeting, housing, daily living and relationships. For self-teaching or group teaching.

To order a hard copy booklet contact the National Resource Center for Youth Services   
1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/home.php?cat=2>

**I'm Getting Ready. I CAN DO IT!**I'm Getting Ready is designed as an interactive workbook. Its activities are created to motivate learning. The "lessons" encourage involvement of friends, groups, family, community, and/or the individual. It can be used by the learner or with help of teachers, mentors, friends, parents, grandparents, foster parents, social workers etc.. It covers topics like apartment searches, legal issues, safety, nutrition, consuming, home management, money management and goal setting.

For the free online version: <http://www.casey.org/cls/resourceguides/subdocs/imgettingready.pdf>

**I Know Where I'm Going (But Will My Cash Keep Up?)**  
A free two-part workbook for youth ages 12 and older focusing on all aspects of money management. Developed specifically for youth in out-of-home care, it is applicable to all. It includes a section on career development. Self-teaching tool, or use with adult supervision. Available free from: The Annie E. Casey Foundation (AECF) <http://www.aecf.org/knowledgecenter.aspx>

**Kids Health**

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

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

Available from: The Annie E. Casey Foundation (AECF) <http://www.aecf.org/knowledgecenter.aspx>

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

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

Up-to-date information on major aspects of adolescent health, including physical and mental health, substance abuse, sexual behavior, pregnancy prevention, and healthy relationships.  The website provides both new information and existing federal resources geared to meet the adolescent health information needs of diverse stakeholders. The website address is [http://www.hhs.gov/ash/oah](http://r20.rs6.net/tn.jsp?llr=88hdibcab&et=1108082666466&s=30590&e=0011sIDu3TG97xDqy97Xew9i1PCMxFRb098SPfNYlH8m83Yj8oGARI-Ws5m94a720UMypvfjm5r2zAomErVLAN8p4sCSVW7PZc_Ig8tLcuoBjo2EreXSEZFgg==)

**Online Career High School**

Students earn a high school diploma and receive careering training. Offers the ability to earn a high school diploma and a career certification. Will assist youth in creating a career portfolio upon graduation in order to have the tools needed to go out and look for a better job. [www.e-cademyonline.org](http://www.e-cademyonline.org/)

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

Available free in five modules:

* 1. Money, Home and Food Management Workbook (143 pgs)

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf>

* 1. Personal Care, Health, Social Skills and Safety Workbook (190 pgs)

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf>

* 1. Education, Job Seeking Skills and Job Maintenance Skills Workbook (127 pgs)

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>

* 1. Housing, Transportation, Community Resources, Understanding the Law and Recreation Workbook (95 pgs) <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>
  2. Young Parents Guide (Large module broken down into sections)
* Sexuality, STD and Pregnancy Prevention

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5SexualitySTD-PregnancyPreventionpages1_27.pdf>

* + - Unplanned Pregnancy

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5UnplannedPregnancypages28_54.pdf>

* + - Pregnancy and Health Skills

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5PregnancyHealthSkills-55_129.pdf>

* + - Physical Care (Taking Care of Baby)

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5HealthCare-140_149.pdf>

* + - Health Care

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5HealthCare-140_149.pdf>

* + - Safety

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Safety150_161.pdf>

* + - Infancy

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Infancy-162_174.pdf>

* + - Older Babies and Toddlers

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Olderbabiestoddlers-175_195.pdf>

* + - Children Ages 2-5

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Childrenages_2_5-196_221.pdf>

* + - Making the World a Better Place/Environment

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5MakingWorldBetterPlace-222_239.pdf>

* + - Education and Career Planning for Teen Parents

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf>

* + - Housing

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5Housing-251_276.pdf>

* + - Making Ends Meet

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5MakingEndsMeet-277_279.pdf>

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**Ready, Set, Fly! A Parent's Guide to Teaching Life Skills**   
This resource was developed by foster parents for other parents to use when teaching life skills. It contains a series of activities and suggestions that may be used in one-to-one instruction. For parents use with youth ages 8 and older.

For the free online version: <http://www.casey.org/cls/resourceguides/subdocs/ReadySetFly.pdf>

To order a hard copy booklet contact the National Resource Center for Youth Services   
1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/home.php?cat=2>

**Vstreet** - [www.vstreet.com](http://www.vstreet.com/login/index.jsp).

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