Work and Study 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. We suggest you save the Resource Guide to your computer. You can add your own notes and additional resources. **Work and Study Guide** offers goals, activities and resources in job readiness, legal issues, study skills and time management.

**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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# WORK & STUDY SKILLS

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| Study Skills | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows and understands why and how to do homework. | 1. Tell why homework is helpful. 2. Demonstrate how to write down a homework assignment. 3. Outline a plan or list of ideas for accomplishing a given task. 4. Describe the importance of checking work. 5. Explain why it is important to get work done on time. | Kids Health, School –  <http://www.kidshealth.org/kid/feeling/>  <http://www.newsforparents.org/expert_motivate_kids_homework.html>  <http://kidshealth.org/teen/school_jobs/school/homework.html> |
| 2. Is able to use one or more study techniques to prepare for an exam or presentation. | 1. Identify your learning style (e.g., visual, auditory, kinesthetic). 2. Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking). 3. Demonstrate the successful use of a study technique when preparing for a test or presentation. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=5>  Ready, Set, Fly! Study Skills #3.  Ready, Set, Fly! Study Skills #5.  Ready, Set, Fly! Study Skills #6. |
| 3. Knows how to access resources to improve educational outcomes. | a. Name at least two resources in the community that provide tutoring, after school programs and test preparation courses, as well as the costs associated with them.  b. Name at least three resources in educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors).  c. Explain how to access these community resources. | Ready, Set, Fly! Study Skills #8. |
| 4. Knows how to use the Internet to locate resources. | 1. Locate resources that provide Internet access (e.g., library, community center, school). 2. Identify locations that provide free Wi-Fi. 3. Describe the functions of a search engine (e.g., Google, Bing). 4. Use a search engine or cell phone app to find information | Ready, Set, Fly! Community Resources #1  <http://www.education.com/topic/study-skills-using-technology/> |
| 5. Can use a computer to complete homework assignments. | 1. Explain when to use word processing, spreadsheet and presentation software 2. Demonstrate the use of the application 3. Demonstrate creating, saving, opening, retrieving printing and emailing documents | <http://office.microsoft.com/en-us/training/default.aspx>  <http://www.mediaawareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/tipsheets/search_internet_effectively.cfm> |
| Employment | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows how to find part-time temporary jobs in the community. | 1. Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns). 2. Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in community newsletter, create a flyer, and talk to neighbors). 3. Select a strategy to obtain one’s preferred part-time temporary job. (Signing up with a temporary work agency and sometimes lead to full time work.) 4. Identify two jobs for which to apply. 5. Apply for a job, if applicable. 6. Describe different types of work experiences. 7. List three ways an adult can earn money and three ways a youth can earn money. | I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery?  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=41-47  Ready, Set, Fly! Employment #5.  Ready, Set, Fly! Employment #1.  Ready, Set, Fly! Employment #3  <http://www.doleta.gov/jobseekers/> |
| 2. Knows how to search for employment. | 1. Use the Internet to locate job openings. 2. Read and interpret employment information in newspaper ads and other print material. 3. Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”). 4. Locate job openings using one or more search method. 5. Explain what public and private job placement agencies do and the costs associated with each. 6. Describe services offered by and utilize the local department of employment training. 7. Apply to at least one job. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=41-47  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=72-77>  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=79-81  Ready, Set, Fly! Employment #5.  Ready, Set, Fly! Employment #6.  <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf>  <http://www.doleta.gov/jobseekers/> |
| 3. Can complete a job application. | 1. Define the terms commonly used on job applications. 2. Develop a personal fact sheet to use when completing job applications. 3. Interpret application questions and provide appropriate responses. 4. Complete two job applications. 5. Tell the importance of good job references. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=65-70  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=71>  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=83-85  Ready, Set, Fly! Employment #7.  Ready, Set, Fly! Employment #8.  <http://www.worksmart.ca.gov/tips_application.html>  <http://www.gcflearnfree.org/jobapplications/3.1>  <http://www.worksmart.ca.gov/tips_application_fact_sheet.html> |
| 4. Can develop a resume and cover letter. | 1. Define the term “resume.” 2. Describe different resume formats (e.g., functional, chronological). 3. Develop a resume using one of these formats with supervision. 4. Explain what a cover letter is and what it should contain. 5. Develop a cover letter to accompany a resume or application with supervision. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=36-41  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=101-109  Ready, Set, Fly! Employment #8.  Ready, Set, Fly! Employment #9.  <http://www.gcflearnfree.org/coverletters/1>  <http://www.gcflearnfree.org/resumewriting> |
| 5. Can interview for a job. | 1. Describe the role of the interview in the job search process. 2. Research the company in preparation for the interview. (Read their website, etc) 3. Model appropriate grooming, attire, and behavior for a job interview. 4. Identify possible interview questions and develop responses. 5. Identify legal vs. illegal interview questions. 6. Describe the verbal and non-verbal communication skills used in an interview. 7. Identify at least three personal strengths related to the employment opportunity. 8. Practice a job interview with a friend or older adult. 9. Conduct a job interview and evaluate personal performance. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=85-92  Ready, Set, Fly! Employment #10, 11, 12  <http://www.gcflearnfree.org/interviewingskills/1.1>  <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf> |
| 6. Knows and understands the importance of following up after a job interview. | 1. Explain two ways to follow-up, (e.g., phone call, thank-you letter, e-mail). 2. Describe what to say in follow-up contact. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=97-100>  Ready, Set, Fly! Employment #13 |
| 7. Knows and understands employee wage deductions and benefits, | 1. Explain the wage deduction information contained on the pay stub. 2. Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans). 3. Tell where you would find information about employee benefits (e.g., personnel policies, company website). 4. Describe how to get employee benefits. | I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery?  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf>#page=36-41  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=115-121>  Ready, Set, Fly! Employment #14.  Ready, Set, Fly! Employment #15.  <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf> |
| 8. Knows and understands what the employer expects for a good worker. | 1. Describe proper workplace attire. 2. Identify the positive behaviors and attitudes (e.g., being on time, following directions, assuming responsibility, work cooperatively, resolve conflicts, complete tasks, meet deadlines) that affect job retention and advancement. | <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf> |
| 9. Knows and understand employee rights. | 1. Describe one’s rights regarding sexual harassment. 2. Explain what a grievance is and how to use the grievance procedures to resolve disputes. 3. Explain child labor laws (e.g., number of work hours, equipment operation). | Youth Rules, Labor Department Youth Guidelines –  <http://youthrules.dol.gov/teens/default.htm>  <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf> |

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| 10. Knows how to effectively respond to prejudice, and discrimination. | 1. Define racism, stereotyping, prejudice, and discrimination. 2. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community. | Creative Life Skills Activities, Activity 86, Celebrating Differences, Part I.  Ready, Set, Fly! Cultural Awareness #11.  Ready, Set, Fly! Cultural Awareness #12.  Ready, Set, Fly! Cultural Awareness #13.  Ready, Set, Fly! Cultural Awareness #14.  <http://www.tolerance.org/activity/standing-against-discrimination> |
| 11. Knows and understands the role of the supervisor. | * 1. Explain what the “chain of command” is and how it works.  1. Describe the importance of supervision. 2. Describe 2 situations where a worker should go to his/her supervisor for assistance. | Qualities of a Good Supervisor -  <http://www.casey.org/cls/resourceguides/subdocs/QualitiesGoodSupervisor.pdf> |
| 12. Knows and understands how to advance on the job. | 1. Identify additional work skills that would improve your performance on the job. 2. Identify ways to obtain these work skills (e.g. employment training programs, higher education, self -study). | <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf> |
| 13. Knows how to change jobs. | 1. Recognize how job endings can impact future job opportunities. 2. Explain why it is important to give adequate notice to the employer. 3. Demonstrate a positive exit interview with a company. | Ready, Set, Fly! Employment #19.  <http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf> |

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| Time Management | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows and understands the importance of time management. | 1. Explain how the lack of time management affects a person’s work life and school life. 2. Identify two personal situations where time management is necessary. | <http://www.tamingtime.com/life-skills-time-management.html> |
| 2. Knows the tools and techniques associated with time management. | 1. List three time management tools (e.g., calendar, alarm clock, watch, cell phone) 2. List three time management techniques (e.g., make lists, prioritize tasks). | <http://www.tamingtime.com/learning-time-management-skills.html> |
| 3. Knows how to use at least one time management tool to get tasks turned in on time and to be on time. | * 1. Demonstrate how to use one time management tool to get to school or work on time..   2. Demonstrate how to use one time management technique to get tasks turned in on time. | <http://www.tamingtime.com/learning-time-management-skills.html> |

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| Personal Development | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Knows how to ask for help at school or work. | 1. Describe two situations when it may be necessary to ask for help at school or work. 2. Explain how choice of words, tone of voice, and body language can impact a request for help. 3. Using the situation described, demonstrate asking for help using both positive and negative words, tone of voice, and body language. | Ready, Set, Fly! Communication #11.  Ready, Set, Fly! Communication #15  Ready, Set, Fly! Communication #16.  Kids Health, Feelings –  <http://www.kidshealth.org/kid/feeling/> |
| 2. Knows how to use a problem solving process to negotiate problems in a work or school situation. | 1. Identify a problem related to work. (e.g., you don’t have a way to get to work, your work schedule conflicts with your school activities) 2. Identify multiple solutions to the problem. 3. Describe the criteria for selecting the best solution. 4. Select a solution and tell why you selected it. 5. Evaluate the solution after implementation. | <http://ohioline.osu.edu/hyg-fact/5000/pdf/5301.pdf> |
| 3. Knows how to receive criticism at school or work. | 1. Identify at least two benefits of criticism you may have received at work or at school. 2. Identify the feelings that are often associated with criticism. 3. Describe 4 strategies that can be used to accept criticism. (e.g., listen, delay reaction, agree when you can, explain what you have learned.) 4. Demonstrate 4 strategies to accept criticism. | Tip: Google sites such as Mind Tools |
| 4. Knows how and when to be assertive when communicating at, school and work. | 1. Explain the differences between passive, aggressive, and assertive styles of communication. 2. Describe how to communicate assertively. 3. Recognize that people have the right to express different opinions. 4. Demonstrate assertive communication in three situations. | Ready, Set, Fly! Communication #15  Ready, Set, Fly! Communication #16. |
| 5.Knows how to set measurable  and achievable goals for work  or study related goal. | 1. Describe a process for setting thoughtful goals. 2. Follow the process to set two, measurable, time-specific goals. 3. Describe the possible negative side-effects of a specific goal. 4. Describe the positive side-effects of a specific goal. 5. Break down goals one or more down into steps. | Tip: Google sites such as Mind Tools |
| 6.Knows and understands a process for making thoughtful decisions at work and school | 1. Recognize the difference between impulsive and thoughtful decisions. 2. Describe and explain the steps used in a thoughtful decision making process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option). 3. Describe why it is important to gather information when not sure about a decision, | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf>#page=116-123  Ready, Set, Fly! Decision Making #2.  Ready, Set, Fly! Decision Making #4.  Decision Education Foundation, Making Good Choices –  <http://www.decisioneducation.org/> |
| 7. Can use a thoughtful decision making process at work and school. | 1. Describe a work situation that requires a decision (e.g., you are late for work, you see your co-worker make a mistake, you think of a better way to do something, ). 2. Apply a thoughtful decision making process to a work situation Tell why some choices are good and some are bad. 3. Tell what the consequences of the choices might be for yourself and others. 4. Evaluate the outcome of the decision (e.g., how my choices affect others). | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf>#page=123-124  Ready, Set, Fly! Decision Making #3.  Ready, Set, Fly! Decision Making #4.  Decision Education Foundation, Making Good Choices –  <http://www.decisioneducation.org/> |
| 8. Knows how to work cooperatively with others | 1. Explain the benefits of working cooperatively. 2. Identify the skills needed to work cooperatively with others (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas). 3. Demonstrate using cooperative working skills(e.g., listening, giving and receiving feedback, sharing resources, communicating ideas). | Tip: Google sites such as Mind Tools |
| 9. Can identify at least one adult that who cares about how I am doing at school and/or work | 1. Explain the value of having someone provide school or work support 2. Identify the type of support that might be needed (e.g., someone to share school or work successes with and to talk over school or work problems.) 3. Name at least one adult who I can talk to about school or work | Permanency Pact  <http://www.fosterclub.com/files/PermPact_0.pdf>   * Someone to Talk to/Discuss Problems * Mentor * Educational Assistance |

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| Income Tax | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |
| 1. Know how to read a pay stub. | 1. Explain the terms on a pay stub (e.g., gross pay, net pay). 2. Describe the information on the pay stub (e.g., withholding tax, gross pay, net pay, FICA, health insurance). | I Know Where I am Going, Part II, C. 3, Do I Get a Job?  <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=96>  Ready, Set, Fly! Taxes #2. |
| 2. Knows and understands one’s responsibility for filing income taxes. | 1. Explain why people pay taxes. 2. Explain that income earned whether paid in cash or by check is taxable and must be reported. 3. Identify all types of income tax required in ones locality (e.g. federal, state, city, county). 4. Tell when and how often a person needs to file tax forms and make tax payments. 5. Explain the consequences for failing to file timely tax forms and payments. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=98>  Ready, Set, Fly! Taxes #3  Understanding Taxes –  <http://www.irs.gov/app/understandingTaxes/index.jsp>  EconoEdLink, Tax Activities and Resources –  <http://www.econedlink.org/lessons/index.cfm?lesson+EM69>  Internal Revenue Service, Tax Interactive –  <http://www.irs.ustreas.gov/individuals/index.html> |
| 3. Know how to file taxes. | 1. Explain the documents and information required for filing taxes. 2. Identify places where tax forms are available. 3. Describe where in the community one can get help in completing tax returns. 4. Compare the fees associated with different methods of tax preparation (e.g., paper, with software, by an accountant). 5. Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay for the service, find a free service, electronic filing). 6. Describe the pros and cons of rapid refund. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=98>  Ready, Set, Fly! Taxes #3.  Understanding Taxes –  <http://www.irs.gov/app/understandingTaxes/index.jsp> |
| 4. Can complete the appropriate tax form(s). | 1. Identify the documents necessary for completing the tax form (local, state and federal). 2. Explain the terms on the tax form. 3. Complete the tax form with supervision. 4. Complete the tax form without supervision. 5. File the tax form. | Ready, Set, Fly! Taxes #3.  Bank Rate, Choosing the Correct Form  <http://www.bankrate.com/brm/itax/Edit/basics/filing_return/basic_4a.asp>  Internal Revenue Service, Sample Tax Forms –  <http://www.irs.ustreas.gov/formspubs/index.html>  Understanding Taxes –  <http://www.irs.gov/app/understandingTaxes/index.jsp> |

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| Legal | | |
| **Your Goals** | **Steps to Get There** | **Helpful Resources** |

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| 1. Knows and understands rights and responsibilities of foster care placement. | 1. Explain the rights of youth in foster care placement. 2. Explain how to use legal representation. 3. Describe the steps to access help when dealing with problems in placement. | What Are My Rights, You and Your Family, p. 8-10.  National Center for Youth Law, My Rights in Foster Care -  <http://www.youthlaw.org/myrights.htm>  <http://www.youthhood.org/index.asp> |
| 2. Knows how to view foster care or juvenile justice records. | 1. Explain who has access to open and closed foster care and juvenile justice records. Describe state/tribal policies regarding closed foster care and juvenile justice records. 2. Explain how one goes about viewing his/her own record. | Contact individual state’s child welfare system for policies and procedures. |
| 3. Knows how to obtain legal documents necessary to go to work. | 1. Explain the two types of documents that are necessary to obtain employment. (e.g. (1)Driver’s license, or official photo ID card, or Native American tribal document (2) Social 2. Security card, or original birth certificate, or Native American tribal document.) 3. Describe how to obtain an official photo ID 4. Describe how to obtain an original birth certificate 5. Describe how to obtain an original Social Security card. | Contact individual state’s child welfare system for policies and procedures. |
| 4. Knows and understands the legal documents needed to apply for a federal higher education grant (Pell Grant). | 1. Describe the types of legal documents that will be required when applying for the Pell Grant, (e.g., Official photo ID card, Tax records from the previous year, Social Security number, FASFA form.) | <http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf> |
| 5. Knows and understands when and how to access legal resources. | a. Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics).  b. Describe two situations that require legal assistance.  c. Describe whom to call and what to do if one is a victim of a crime.  d. Describe the basic workings of the court system. | FUTURE/PATH, p. 94.  What Are My Rights, You and the Legal System, p. 156-173.  American Bar Association, Consumer’s Guide to Finding Legal Help on the Internet –  <http://www.abanet.org/legalservices/findlegalhelp/>  Juvenile Offenders, Legal Terms –  <http://faculty.ncwc.edu/toconnor/juvjusp.htm>  Law Help.org –  <http://www.lawhelp.org> |
| 6. Knows and understands the legal consequences of unlawful behaviors. | a. Explain legal terms (e.g., felony, misdemeanor, civil action, bail).  b. Name at least five unlawful behaviors.  c. Compare and contrast unlawful behaviors by age, action, and potential consequences.  d. Describe what to do if ever questioned by the police or arrested.  e. Tell what age it is legal to drink.  f. Tell what age one can legally marry.  g. Describe what forms need to be completed before marrying.  h. Describe how long one must stay in school.  i. State at least two reasons why it is important to thoroughly read and understand before signing legal documents. | <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>#page=77-81  What are My Rights, You and School, p. 33-53.  What are My Rights, Growing Up, p. 95-117.  What are My Rights, Crimes and Punishments, p. 139-153.  American Bar Association, Consumer’s Guide to Finding Legal Help on the Internet –  <http://www.abanet.org/legalservices/findlegalhelp/> |

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# 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>

**Phillip Roy, Inc.**

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

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

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

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.