

STEPPING STONES

LIFE SKILLS WORKSHOPS FOR YOUTH LEAVING CARE

A Facilitator's Guide

March 2003

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Printed in Canada

ISBN# 1-55058-279-8

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Acknowledgements

We would like to thank all of the young people who participated in the first two pilots of this project. Their input, insights and reflections have been very helpful in creating this facilitator's guide. This project has been developed with them and for them, and it certainly could not have been done without them.

We would also like to thank the past and present members of our Advisory Committee for their valuable information, insights and ideas; Lise Erikson, Bridgette Webster, Mike Demers, Robin Swets, Annette Harding, Tim Perry, Keith Moen, Jen Poole, Barry Young, Karen Gallagher, Lynn Stretch, David Gibbs, Betty Tate and Chris Goble. Thanks also to Jude Woodland who wrote Weeks 12 & 13 for us.

Furthermore, we would like to acknowledge that we have adapted some of the activities referenced in this facilitator's guide to better suit our purposes.

And finally, we would like to acknowledge and express our appreciation for the funding and support we've received from the BC Health Research Foundation, BC Ministry for Children and Family Development, Vancouver Foundation, Queen Alexander Foundation and the Vancouver Island Health Authority Community Fund. We are also pleased to have had the Greater Victoria Child and Youth Advocacy Society and the University of Victoria's School of Social Work sponsor us throughout this project.

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"I learn so much here. I learn so much from all the different workshops. And I need this information to help me face my future"
- youth participant

SECTION I INTRODUCTION

The purpose of this Guide is to be a resource for those who wish to facilitate workshops for youth, to help them build skills that lead to a successful transition from foster care. This Guide reflects our experiences of facilitating the workshop series on two separate occasions. We encourage you to adapt the information and ideas in this Guide to suit your own needs and interests.

Project Background

In 1997, youth from the Victoria Youth In Care Network (VYICN) met with researchers from the University of Victoria (UVic) to discuss the issues affecting youth leaving government care to live independently on their own. These initial meetings revealed that youth have a lot of concerns about the issues they face, and that these issues needed to be explored in further detail. A formal and structured way of addressing them was also required. There was interest in knowing more about the experiences of young people leaving care and in identifying some potential strategies or actions that might better support them. Thus began the ***Supporting Young People's Transition from Government Care Project***.

The project was developed as an action-based research project. The primary objectives were to give youth in/from care the chance to: voice their experiences of the transition from care process, work collaboratively to identify and implement ways to improve young people's transition from care, and to enhance youth's independent living skills. The project was divided into two phases: Phase 1 was designed to elicit information from youth about their experiences and issues through interviews, while Phase 2 was designed to use this information to identify and pilot one or two strategies of action.

An analysis of the interviews conducted in Phase 1 yielded several possible strategies for Phase 2. A Community Forum was held to help us select one strategy, that was feasible within the context of the existing resources, staffing and locale. Based on the input from this Forum, we decided to develop and deliver a lifeskills workshop series that would be co-facilitated by two young adults with facilitation skills and experience leaving government care. And so in the Fall/Winter of 2000 and then again in the Fall/Winter 2001, we undertook two workshop series with youth in transition from care.

Who We Are

April Barlow is a former youth in care and the founding Coordinator of the Victoria Youth in Care Network. She has a background working with youth and young parents.

Erinn Brown is a former youth in care and has an interest in working with youth and children. She has been a research assistant and a workshop co-facilitator with the project for more than two years.

Carol Hubberstey is a community based researcher and consultant with a particular focus on practices and policies affecting children, youth and families.

Deborah Rutman is a Research Associate with the UVic School of Social Work. Recent projects focus on young people's transitions from care, adults living with Fetal Alcohol Spectrum Disorder, and program evaluation.

Youth Participants

For the two workshop series we recruited a total of 15 youth participants. The first workshop series involved eight youth: six females and two males, ranging in age from 17-20. Of the seven youth participants in the second workshop series, five were female and two were male, ranging in age from 16-18. All were either living in foster care or had just recently left care to live on their own (nine of the fifteen were still living in foster care, and of these nine, three of them made the transition to independent living during the second workshop series).

The youth participants were all unique and their experiences ranged widely. Some were going to school, some were working, and others were attending different programs. Some were in care while others were on the Independent Living Program or income assistance. This variety of experiences had a positive effect on the group dynamics as well as on what the participants learned from each other.

Roadmap to this Resource Guide

In the sections of the Resource Guide to follow, we offer suggestions and helpful hints, drawn from our experience, in relation to:

1. Planning the workshops (including recruiting youth; activities; meals; evaluation; and honoraria), and
2. Facilitating the workshops.

We then provide a week by week overview and agenda for each workshop. Detailed descriptions of all of our workshop activities and games are also provided.

Good Luck and Have Fun!!

SECTION II PLANNING

Recruiting Youth

Develop a recruitment plan early and advertise widely! Since your target population (youth leaving foster care) is rather small, it's worth the extra effort to use every resource available and as much time as possible to recruit youth. You may want to begin this process two or three months before you plan to do your first workshop. This should give you plenty of time to get the word out, respond to calls and meet the youth participants.

Some of the ways you can recruit youth are:

- **Advertise on paper** (i.e., on posters, in youth newsletters, etc.). Make sure these are put in places where youth will see them.
- **Network**; advertise through word of mouth by attending various functions (i.e., community meetings, conferences, etc.) and by setting up times to meet with various people and organizations (i.e., youth workers, social workers, youth centers, youth advisory councils, schools, etc.)
- **Involve your support network** (i.e., Boards of Directors, project advisory committees, etc.) by having them help advertise and also by referring youth to you.
- **Host an Information Session** that youth, and those who support youth, can attend, to meet you and learn more about the workshops.

HELPFUL HINT

Begin recruiting youth as early as possible! One of our biggest challenges was recruiting participants for the workshop series. We believe that this was partly due to the small number of youth who fit the criteria of this program.

A one-page flyer on the workshop series would be a valuable tool to use when recruiting youth because it could serve as both a poster and a hand-out. Make sure that the flyer is both informative and visually intriguing. Some of the information could include: the purpose of the workshop series, the times, the selection criteria for youth participants, if it's going to be led or co-led by a youth in/ from foster care and your contact information.



Planning & Identifying Topics

It's helpful to have a good portion of the workshops planned ahead of time. This saves you work later, yet at the same time allows you to still be flexible to tailor the workshop series to meet the youth's needs. Some of the workshops that you could plan ahead of time include the ones on Group Building and Communication. For other workshops that focus on living independently, you may want to wait until you hear from the youth participants about their particular needs, questions, concerns and ideas before getting too far in the planning.

"I think we all enjoy each other's company, and we like learning different things."
- youth participant

One way to find out what the youth participants need is to meet with each of them individually before the beginning of the workshop series and talk with them about their plan for leaving care and what they're hoping to get out of the workshop series. It would also be helpful to ask them about how they work in groups, how they learn best (i.e. visually, auditorially, by physically doing things, etc.), and what barriers they may have in attending the workshops (i.e. child care, transportation, employment and/or other commitments).

Other things to take care of before the workshop series begins include:

- make sure that the kitchen you'll be using has all the supplies you'll need, and/or shop for any other workshop materials you'll need
- have your guest speakers identified
- have all your 'paper work' ready (i.e. attendance sheets, honorarium forms, game cards, activity sheets, evaluation forms, etc.)

You may also want to use an Application Form (see Appendix B) that includes participants' contact information and gets them to prioritize specific topics related to independent living. Doing this in a structured way is very beneficial because it:

- keeps you organized
- allows you to have both a group profile and a record of individuals' needs
- allows you to go back later and find out if the participants have gotten what they needed.

Meals

Offering a meal is not only a perk, it's also an opportunity to involve youth in putting on the workshops; making a meal also helps youth develop or enhance their skills in grocery shopping on a budget and cooking healthy meals.

In addition, having a meal at the beginning of each workshop sets a positive tone not only because it ensures that one of the participants' basic needs is being met (eating), but also because sitting down to a meal together allows the youth to connect with each other on a social level. It also helps to model healthy living practices such as having a sit-down meal together, having conversation during mealtime, etc. Meals can also help the group focus more throughout the workshop, and may nurture positive dynamics by helping to establish group relationships in a relaxed atmosphere.

Although we believe that the meals are extremely important and have many benefits, planning the meals may be quite challenging! Having enough time and ensuring youth's participation will probably be your biggest challenges. If you're going to involve youth in every step of putting the meal together, you're going to need to meet early enough to do the grocery shopping, prep work and cooking before the workshop begins. Making sure that the meal is ready to eat on time will be important to your agenda because if you run late then you may have to leave something out of the workshop. Another challenge you can anticipate is participation, because some of the youth may have other commitments (i.e., school, employment) that will prevent them from helping out with the meals every week. If this is the case, you may want to set up some kind of schedule that assigns different youth to help out with the meals for each workshop.

Activities

Try to balance learning and fun by incorporating as many activities as possible into the workshops. You could do this by planning a group—

HELPFUL HINT

Be sure to remind the youth at the end of every workshop about who is responsible for helping out with the meal for the next workshop, as well as where and when to meet to do the grocery shopping.



"You learn skills from cooking....and it's good to try a little of what everyone likes to eat. Better than Kraft Dinner every single day."

- youth participant

HELPFUL HINT

If you have the budget, you may want to consider offering individual or team prizes for appropriate games and activities (you could chose prizes that will be helpful for youth when living on their own).



HELPFUL HINT

Holding our workshops in the evenings worked really well for us. Not only did it fit well with everyone's schedule but it also allowed us to have our dinner together.

building activity at the beginning of each workshop, as well as having other activities throughout the course of the workshop that relate to the topic, and then close each workshop with an activity that reconnects the youth with each other and with the topic. In our section 'Topics and Agendas', we have a variety of suggestions for different activities you can plan.

Craft activities, such as making murals about independence, can be a great way for everyone to know each other better and get a better sense of what the youths' ideas are about independence. Field trips offer a more hands-on way for youth to learn a particular life skill or to connect with services and resources in the community.

Dates & Times

It can be hard to find a time for the workshops that will work for everyone. You can either set the dates and times and hope that the youth participants can attend, or you can ask the youth ahead of time about their individual schedules and find common dates and times that will work for everyone.

Things to keep in mind when planning for dates and times include:

- it's probably unrealistic to expect full attendance during summer months
- starting the workshop series in September or October is beneficial for youth attending school because they know their schedules and are beginning to get into a routine

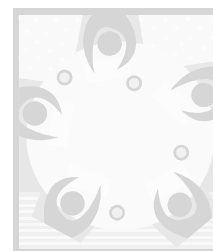
Space

The space chosen for the workshop series is very important. Not only does it need to be central and easy to get to, but it also needs to be safe. This is especially important if the workshops are to be held at night. The youth will be spending a lot of time there, and so it's worth making sure

that the space is going to work for both the youth and the facilitators. As a facilitator, it is important that you are familiar with the other groups or programs that are using the space (if it is shared space such as a community centre) during the workshop times.

Other important factors to consider in choosing a space include:

- cost
- telephone access (can the youth contact you there?)
- transportation (are there bus stops and parking close by?)
- accessibility for youth who have disabilities
- availability of a usable kitchen
- comfort and size of the room(s) for the activities, and
- availability of somewhere to keep everything stored and organized.



Honoraria

If your budget permits, you may want to provide youth with an honorarium for their attendance. This is a major incentive for youth and helps ensure good attendance. You may even choose to offer youth a small amount each workshop and then a larger bonus at the end if their attendance has been consistent throughout the workshop series. An example of an honorarium could be to offer \$10 for each workshop and a \$100 bonus at the end. If, however, you don't have the budget for this, you may want to consider asking for donations from the community to offer in place of an honorarium such as grocery store gift certificates, household items from department stores, recreation passes, etc.

HELPFUL HINT

If you're able to offer money as an honorarium, you may want to consider giving youth the choice of either receiving their money each week or saving it until the end and receiving it with their bonus.

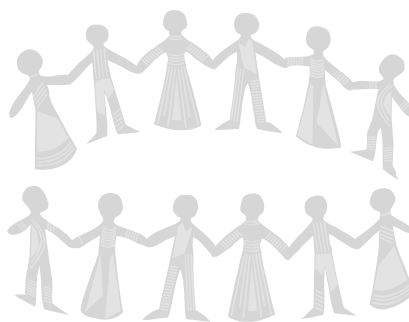
Evaluation

Having youth participants evaluate the workshops not only gives them an opportunity to voice their opinion and experiences, but it also helps with ongoing planning. You may learn things about the group and the workshops that you might not have otherwise learned, such as their comfort level in the group. As well, there may be something that the youth need to let you know, such as a problem or conflict, and they are most comfortable communicating this to you through an evaluation .

HELPFUL HINT

If you are asking youth to fill out an evaluation form at the end of each workshop, you may want to consider holding their honorarium until they've handed the evaluation form in. You will get more completed evaluations that way!

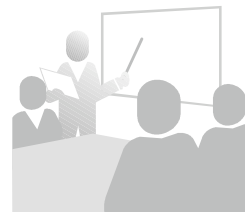
There are different ways that youth can evaluate the workshops. You can have them fill out evaluation forms at the end of every workshop (see Appendix A), you can do a group evaluation in the middle and/or at the end of the workshop series, and you can ask them questions informally outside of the workshops. You may want to do a combination of all of these. Either way it's important to honour what they have to say and to try to incorporate their feedback into future workshops.



SECTION III FACILITATION

Who's Going to Facilitate?

So who is going to facilitate/co-facilitate the workshops? In our experience, it has been important that the facilitators had both experience in facilitating workshops as well as the experience of being a youth in care. You could accomplish this by choosing one or two facilitators who are experienced in both facilitation and being a youth in care, or you may choose one facilitator who is skilled and experienced with facilitation and the other who has experience in care.



There are benefits and challenges to involving youth in/from care as facilitators. The benefits include the ability to relate on a peer level with the youth participants, which is helpful in understanding their experiences in care and their plans for leaving care. This also helps to build trust with the group. Another benefit is that a facilitator with experience being in care and/or leaving care may have some inside knowledge about different resources (ie. people, organizations, literature, etc.) that could benefit both individual participants and the group as a whole. There are challenges, however, and these need to be recognized. For example, it is possible that a youth facilitator may know one of the youth participants and may have a history of conflict, or the group may see the facilitator more as a peer than as an “authority figure” or group leader. Although we believe that there are more benefits than challenges, it’s good to be aware of these possibilities and to know how you’re going to handle them if they arise.

Knowing Yourself as a Facilitator

It’s important to know yourself as a facilitator. For instance, think about what your facilitation skills are and how you interact in groups. The youth participants are going to be looking to you for structure and knowledge. And if you are an experiential youth/young adult, they will likely view you as a role model.

If you’re unsure of your facilitation skills or want to increase your comfort with being a group facilitator, then you might want to

HELPFUL HINT

Take some time to reflect on:

- *what your personal boundaries are*
- *what your expectations of the group may be*
- *what topics you're confident about covering, and*
- *which topics you'll need a guest speaker for.*

Being clear about these things will help you both in the planning and facilitating of the workshops.



HELPFUL HINT

We facilitated these debriefing sessions in a structured way by using a "worksheet" that we filled in on our own after each workshop. We then met a day or two later and compared notes. Some of the headings on our framework included: group dynamics, guest speaker, facilitation, challenges and highlights.

consider taking a brief community course or workshop on group facilitation skills. Alternatively you could find a mentor who can meet with you weekly to debrief your experiences, and/or choose someone experienced to co-facilitate the workshops with you.

Although there are lots of 'do's' and 'don'ts' when it comes to facilitation, there is no 'best' way to do it. Facilitation skills come from practice. Try to learn from doing it - be aware of your facilitation style, how you react in certain situations, what you might do differently next time, etc. And remember that if you're there because you want to be there, the youth will pick up on that and will react well to you.

Some important facilitation skills include:

- good communication and listening skills
- initiating individual and group participation
- teaching/providing information and establishing the connections between the information/activities pieces
- recognizing non-verbal behaviours and body language, and dealing well with silence
- keeping track of the discussion and keeping the discussion on track
- receiving and providing feedback appropriately
- dealing with conflict within the group
- being a good leader and role model

Co- facilitation

If possible, it's best to have two people working together. This is really valuable, especially when dealing with challenging group dynamics and when facilitating the activities. It also is helpful if a youth participant has a specific need that must be dealt with immediately, in that one facilitator can be free to focus on the youth while the other continues the workshop without too much disruption.

Co-facilitation is also valuable because it gives the facilitators the opportunity to debrief with each other and discuss different things you've observed. You may discover that you don't always hear or see the same things, and by debriefing with each other you may be able to offer new information and insights about a particular event, participant or activity.

Finally, co-facilitating really helps ease the workload! Delivering workshops is a lot of work! It is nice to be able to task off and identify who's responsible for what and who's going to take the lead for which activity.

Support Is Essential

It is essential to have ongoing support and backup for planning and delivering the workshops, as well as for yourself as a facilitator. Facilitation support issues that can come up include: solving problems such as potential disclosures of criminal activity, abuse or suicidal ideation, group dynamics, conflict between group members, how to modify facilitation style and so forth. Because of the potential seriousness of any of these issues, it is not advisable to conduct the workshops without the input of a mentor, advisor, or supervisor who is skilled at group facilitation and/or has extensive practice experience.

HELPFUL HINT

One of the most helpful components of this workshop series is the involvement of others in the community.

Being Flexible

One of the biggest challenges in facilitating a workshop is when something happens to throw your agenda off! There are several reasons why this could happen including: a crisis, the meal taking longer to prepare than expected, a guest speaker being late or sick, or the group dynamics not working as you had planned. It's important to be prepared! One way to do this is to prioritize what's on the agenda so you know which items could either be left out or postponed for a future workshop. Another strategy is to always have a 'Plan B' in case the guest speaker or your co-facilitator is late or sick.



Working with Youth

Putting on workshops for youth is both rewarding and challenging. The rewards include knowing that the participants have learned something new, hearing about challenges they've overcome, and watching them connect with other youth in the group. The challenges include holding

HELPFUL HINT

Be prepared to constantly engage youth in whatever activity/discussion is going on. For example, have discussion questions prepared beforehand that you can use to initiate brainstorm activities. You could also ask individual participants for their feedback, ideas, and feelings so that they feel included and encouraged to speak up.



HELPFUL HINT

Be aware that the guest speaker(s) could, for some unforeseen reason, not be able to make it. Therefore it's very important to have a back-up plan.

the youth accountable to the Group Rules (i.e., one person speaks at a time), facilitating when the group's energy is really low, or hearing from a youth that they don't want to participate in a particular activity.

Strategies that have worked for us to make these workshops more youth-friendly include:

- asking for their input (about things like games, meals, topics)
- giving them breaks when they need them
- involving them as much as possible (e.g. by asking one of them to write down the brainstormed ideas on a flipchart, or to hand out worksheets to each participant), and
- honouring their feedback (e.g. if they say they're bored or impatient then ask them what they need to fix that, such as taking a break or doing a short energizing activity).

Involving Guest Speakers

Having guest speakers enables you to deliver workshop topics that the youth participants need, yet you're not able to cover yourself. It will also give you the opportunity to observe the group behaviour and dynamics, more so than if you were leading the workshop yourself.

If possible, involve to plan for guest speakers whom you already know or are familiar with, such as people on your Advisory Committee or Board of Directors, or people who are already working with youth in the community.

It's important to meet the guest speaker(s) ahead of time to share information and ideas. For example, you will likely have information about the participants' specific needs, challenges and questions in relation to a particular topic that you would like the guest speaker to incorporate into his/her agenda. The guest speaker(s) may also have questions for you about your expectations and the group dynamics.

Group Development & Dynamics

Each group of youth has its own unique personality and each individual

in a group adds to its dynamics. It's practically impossible to predict how a group of youth will interact with each other until you see them in action. There are a few things you can do to prepare yourself for working with a group; however, you'll probably be putting in a lot of effort responding to situations you never anticipated.

In preparing to work with a group, you should be aware of the stages of group development. These are normal stages that almost every group goes through over an unspecified time (some groups take longer in certain stages than others).

The Stages of Group Development are:

Stage 1: Forming

- being polite, watchful, guarded
- getting acquainted, exploring expectations
- participants determining their place in the group
- getting to know each other

Stage 2: Storming

- controlling conflicts, confronting people
- challenging each other
- participants asserting their own personalities
- feeling stuck

Stage 3: Norming

- developing skills
- establishing procedures
- giving feedback
- discovering and establishing new ways to work together (setting norms)

Stage 4: Performing

- cooperatively working together to achieve goals
- resolving issues well
- working on tasks effectively
- increasing

Stage 5: Adjourning

- achieving closure and termination

"I think it's hard to meet people outside of, like in the 'real world' that are in, like, this situation. So if I hadn't come to this group I would have known no one else except for my sister. It's weird how that is. You just don't come across people, other than seeing them in your social worker's office, but I've never wanted to strike up a conversation ... but it's just neat to get to know people."

- youth participant

Establishing Ground Rules

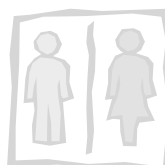
When working with groups it's also important to create a sense of safety and trust. One effective way of doing this is to establish Ground Rules at the beginning of the workshop series, and with the participants' input. One way to facilitate this is to share with the group the kinds of behaviour you expect from them, and then ask them what they expect from both you and each other. Sometimes it's hard for groups to come up with these ideas right away, especially when they're still getting to know each other. So it may be useful to have some ideas for them to think about.

Some common Ground Rules in groups include:

- respect each others' views and opinions
- provide opportunity for equal participation
- be honest
- confidentiality is important - whatever is said here stays here
- no verbal or physical violence
- one person speaks at a time
- show up on time and call if you're going to be late

Refer to the group's Ground Rules as often as necessary. You might even want to remind everyone about the rules at the beginning of each workshop, and then ask them if there's anything else to add. Once the participants see you referring to the Ground Rules on a regular basis, they may start to refer to the rules themselves when they're uncomfortable about something.

The Ground Rules could be used to determine whether or not the group is working well together. Other ways to get a sense of this is by observing the group in action, and by having them evaluate the workshops. It's important to be aware of how the group is interacting with each other and to diffuse conflicts and challenges as quickly as possible.





NOTES

Section IV The Workshops Week by Week

The “Stepping Stones” workshops project is 17 weeks in length; with one workshop per week, and each workshop lasting approximately 3 hours. We realize that others using this Guide will have varying amounts of time available to them. We thus encourage you to be flexible in your choice and use of activities, and to adapt the workshop agendas to suit your timeframe. For example, the workshops could be adapted for delivery on weekend sessions. The time frame for each activity has not been specified since this will vary depending on each group.

The workshop series is comprised of topics that are relevant to youth who are transitioning into independence. The content also reflects input from the two groups of youth who participated in the piloting of this project. You may want to adapt the workshop topics to reflect the specific needs and skill sets of the youth with whom you will be working and the resources available to you.

The 17 workshops presented in this series are divided into three parts: Introductions and Self Exploration; Personal Development Skills; and Independent Living Skills.

Part One: Introduction and Self Exploration

Week 1: Introductions
Week 2: Self Exploration
Week 3: Life Inventory

Part Two: Personal Development Skills

Week 4-6: Communication Skills
Week 7: Conflict Resolution
Week 8: Healthy Relationships
Week 9: Self-esteem

Part Three: Independent Living Skills

Week 10: Transitioning Out of Care
Week 11: Community Resources
Week 12: Education Exploration
Week 13: Work Exploration
Week 14: Goal Setting
 (Individual appointments for next steps planning)
Week 15: Budgeting
Week 16: Housing
Week 17: Closing

The Structure of Each Workshop

Each of the 17 workshops include a variety of curriculum activities. These activities, along with various handouts, are highlighted in ***“bold italics”*** within the workshop descriptions in this section of the Resource Guide, and are listed in alphabetical order in **Section V** of this Guide.

1. Open/Check-In

The open/check-in time is for youth to check in with the group. This can be structured activity or left open so that the group can connect, network or socialize. A structured approach can involve sitting together while each person takes a turn in sharing their recent experience. A “talking feather” and/or similar object can be a useful tool for encouraging youth to listen to whoever is speaking during check-in. The person holding the object has the ‘floor’ and attention of the group. Depending on the size of the group, the check-in generally should take no longer than 30 minutes.

2. Warm-up Activity

The warm-up activity is an energizer or introductory activity that sets the tone for the workshop. Choose an exercise that is related to the main topic. A warm up activity that involves being physically active can be a good way of balancing out a workshop. Warm up activities are usually 20-30 minutes or less.

3. Topic

This is the major part of the workshop and needs to be both balanced and flexible.

If youth appear restless or the attention of the group seems to lag, try an energizer or a short break. Include these breaks in the planning of the workshop. Planning for the unexpected ensures that there is enough time to review all information and complete activities. It can be frustrating for both youth and facilitators if time has run out and there is still material to be covered.

Find out from the youth what they want to get out of the workshops beforehand and try to incorporate that information into the content of the workshop.

4. Reconnection Activity

A reconnection activity is a useful way to summarize the information learned in the workshop. An activity that involves a different way of learning or changes the pace or format is a good way to release tension and revive the group. This kind of activity should send the group off feeling okay. It is also a good way to bring the workshop to a close. Depending on the exercise, the reconnection activity should last between 10-20 minutes. Generally we scheduled about 20 minutes for each reconnection activity.

5. Evaluations

An evaluation is a great tool for facilitators. An evaluation can be done with youth at the end of each workshop or at the beginning of the next workshop. Reviewing the previous workshop at the beginning of the next encourages youth to recall the information and gives you and the youth an opportunity to go over unanswered questions and to find out what they are getting out of the workshop content—i.e., what part is resonating for them (see Appendix A for Sample Evaluation Forms).

PART ONE: Introductions and Self Exploration



Week 1 Introductions
Week 2 Self Exploration
Week 3 Life Inventory

The first three weeks of the workshop series focus on getting to know each other and building the foundation for developing a trusting and respectful tone within the group. Participants will have an opportunity for self exploration in identifying their values and work-related skills. These sessions also provide a framework for further reference when participants begin to explore work and education options. Participants will develop an understanding of different skill sets and the importance of being aware of personal values in making life choices.

Introductions

WEEK # 1

Open and Check-In

Nametags; round of participant introductions; introductions of facilitators; introduction to the project, workshop and schedule overview; objectives of the project; introduction of the “talking feather” check-in activity; other housekeeping

Warm –Up Activity

“Getting to Know U”

This activity is a great icebreaker for the first workshop. Youth will know a little something about everyone at the end of this exercise.

Topic

Information on the Project - project history, times and commitment, honoraria, input into the workshops (what do participants want to learn, how do they want to participate, ideas for space, input into the meals), etc.

WHO are we, the project?

WHAT do we want to learn, eat?

WHEN are the workshops taking place (schedule)?

WHERE will everything be happening?

WHY are we here?

HOW do we want to learn?

“Group Guidelines”

Facilitate a group discussion around group guidelines. Ask youth to brainstorm the kind of environment they want to learn in. This is crucial to maintaining a respectful atmosphere and is a good way to set boundaries for everyone right away.

Reconnection Activity

“Murals”

A creative exercise, this allows youth to explore how they feel and what they know about independent living and express it through pictures, drawings, etc.

Evaluations & Honoraria

Self

WEEK # 2

Open and Check-

Warm –Up Activity

“Spin the Bottle”

A great game to play at the beginning of a workshop. This activity is about having fun and getting to know each other by asking and answering questions in the group.

Topic

Introduction to the Topic:

- Exploring barriers to taking a ‘next step’, or feeling like you’re getting ahead in life
- Identifying strategies for coping with and overcoming these barriers
- Identifying personal values

“The Youth In Care Connection”

This activity focuses on sharing the experience of being in care and discussing some of the challenges and ways of coping. Emphasis will be on encouraging the youth to share information on resources and strategies for coping with some of their common issues.

“Values Survey”

This activity helps youth determine their own values and the importance of considering personal values when making life choices. Discussion should include an inquiry into the origins of the values we currently possess, and how some of our values shift over time and as a result of personal growth.

Reconnection Activity

“Alien Attack”

This is a interesting exercise to promote discussion around personal values that participants may enjoy because of its similarity to the popular “Survivor” show.

Evaluations & Honararia

Life Inventory

WEEK # 3

Open and Check-

Warm –Up Activity

“Spin the Bottle”

This game can be incorporated into any workshop. The focus of the questions this round is **Skills**.

Topic

“Life Inventory”

This is a good way help the youth gain direction and prioritize the skills or resources they will need to live on their own.

Reconnection Activity

Future Workshop Topics

As preparation for this activity, you will need to put together a list and schedule of potential topics generated from information gathered in your personal interview with each youth. Distribute the schedule of upcoming workshops and ask the youth to prioritize the topics and give feedback on the content. Try to also bring information from last week’s **“Values Survey”** and this week’s **“Life Inventory”** into this discussion.

Evaluations & Honararia

PART TWO: Personal Development Skills



Week 4–6 Communication Skills

Week 7 Conflict Resolution

Week 8 Healthy Relationships

During Weeks 4-9, the focus is on continuing to build trust and healthy group dynamics within the context of fostering communication skills and understanding more about making the transition out of care.

The workshops are based on experiential learning and the use of role plays. Youth may feel awkward about participating in role plays, but it is a great hands-on way to deepen one's understanding of ideas, and to develop or enhance skills.

When youth are engaged in role plays, make sure they understand that they are practicing, not working on, real situations. We used a guest speaker with experience in counselling and youth peer counselling training to facilitate these sessions.

Begin each workshop with a review of the past week's workshop. This can be an opportune time to make the link between the content of the workshops and the lived experiences of the youth.

Communication

WEEK # 4

Open and Check-

Warm –Up Activity

“Wacky Words”

This is a great warm up and introduction to communication because it gets youth thinking about words and language in a fun, game-like format. Youth will work individually to try and unscramble word problems.

Topic

Non-Verbal Communication

Introduce the difference between non-verbal and verbal communication:

- A) verbal: content and feelings
- B) non-verbal : body language (posture, eye contact, etc.) and paralinguistic behaviors (voice, tone, sighs, etc.)

Explain that when you are listening or having a conversation with someone both types of communication are important in hearing the person’s message. Ask participants for any questions they might have around verbal and non-verbal communication.

Introduce the concept of Attending:

Attending is the ability to pay attention, focus, or concentrate. It is the basic condition for a person in a helping role or counselling. Attending to the other person demonstrates respect, regard, interest, involvement, caring and also establishes a firm base for a mutual relationship.

Introduce positive & negative non-verbal attending behaviours.

“Attending & Non-Attending”

Following the exercise, facilitate a group discussion by asking the youth how they felt during the exercise. A list of possible discussion questions are:

- ☛ How comfortable did you feel during the exercise?
- ☛ How did you feel about the way in which your partner responded to you?

Communication 1 - Topic continued...

To review the workshop thus far, distribute the ***“F.E.L.O.R. Model Handout”***. Work through the Handout and facilitate discussion on the model.

Roadblocks to Effective Communication

Roadblocks are ineffective ways of communicating or responding to another person. They can block the process of communication rather than facilitate it.

When you respond to someone using a roadblock it can show the other person you neither trust nor respect them. A person may feel judged, unaccepted, blamed and/or rejected and cause the other person to become defensive. Roadblocks to communication can also promote “testing” behaviour or rebelliousness.

“Roadblocks to Communication”

To introduce this activity, read aloud the following examples of roadblocks to communication:

1. Orders or commands (e.g. “you must...” “you will have to...”)
2. Threats or warnings (e.g. “if you don’t then...” “you’d better...”)

Pause after every example and ask the group for other examples: i.e. “Another response that would be threatening would be...?” This discussion should set the stage for the exercise to follow.

“Role Playing Roadblocks”

The purpose of this exercise is to increase the youths’ awareness of ineffective communication styles on an experiential level. Following this exercise, facilitate a discussion by asking participants to share their reactions to the exercise. Questions you may want to ask the group to stimulate discussion are:

- 🗣 Can you guess who played which role?
- 🗣 What did it feel like to be responded to in different styles?
- 🗣 How did you feel role playing the roadblock?

After the discussion try repeating the exercise using different role cards for participants.

Communication 1 - continued...

Reconnection Activity

"True or False"

Youth are randomly paired up and have to guess when their partner is telling something true about themselves. This is a good wrap-up activity that lets youth learn more about each other while at the same time practicing new communication skills.

Evaluations & Honararia

Communication 2

WEEK # 5

Open and Check-

Warm –Up Activity

“Filled with Feelings”

This exercise allows youth to expand their vocabulary of feeling words. After tracing their body on large paper, youth will fill the tracing with feeling words that describe feelings they most often experience or display.

Topic

Empathic Listening

Following the warm up activity, have the group discuss the exercise. Ask youth :

- 🗣 What kinds of feeling words came up?
- 🗣 Were there any surprises for you?
- 🗣 Are there any feelings that you experience more than others? Are these feelings ones that you feel good about?

After wrapping up the warm-up activity, introduce the notion of Empathy:

Empathy is the ability to understand another person’s ideas and feelings. Empathy is about gaining an understanding (through listening) and demonstrating that understanding (by responding).

Present to the group the three core elements of responding empathically:

- 1) Identifying the feelings;
- 2) Identifying the situation or content;
- 3) Responding to the feelings and situation/content, letting the person know you understand.

During this discussion, you may find it useful to bring in an example, such as: Your friend says to you, “Lately my mother and father have been fighting a lot.” An empathic response might be something like this: “Sounds like you’re feeling upset because there has been a lot of tension in your house.”

Communication 2 - Topic continued...

(This may sound stiff or unnatural, but the intent is to let the other person know that you are listening and you understand their feelings.) Discuss and clarify any questions and/or concerns youth might have.

“One Liners”

This activity provides an opportunity for participants to practice reflective listening skills. Youth will pair up and draw from the previous discussion to identify emotions conveyed in the **One Liners Handout**.

“Focusing on Listening”

This activity is another exercise in listening. Youth will stay in their pairs and take turns summarizing the importance of what their partner has discussed with them.

Following this exercise, facilitate a discussion with the youth, using the following questions:

- 🗣 What made you feel listened to?
- 🗣 What was it like to feel listened to or not listened to?
- 🗣 What difference did it make for you?

Reconnection Activity

“Filled with Feelings—Part 2”

This exercise allows youth to complete their drawing by adding more words and/or colours to their body outline. The colours are to add emphasis to the feeling words they have already written.

Evaluations & Honararia

Communication 3

WEEK # 6



Open and Check-

Warm –Up Activity

“Human Knot”

This is a short exercise that involves a lot of physical contact. It is designed to let youth see what roles they take on in a group problem solving situation.

Topic

“I” Messages

This activity uses role-playing so that the group participants can take what they learn and relate it to their own lives.

As an introduction to this activity, explain that the use of “I” Messages opens up honest communication in a relationship. An “I” message is a statement that doesn’t blame or put someone down, but rather describes what is going on for the person who uses the “I” message.

It usually contains three parts:

- 1) A description of behaviour (e.g. “When you don’t call me like we had planned...”)
- 2) Statement of feeling (“I feel angry and hurt...”)
- 3) Statement of the concrete and tangible effect that the behaviour has on you (“...because I think that our friendship must not mean very much to you.”).

Give an example using those three parts such as: “I feel sad when you leave without saying goodbye, because I think I am not very important to you.”

Explain that there are typically three kinds of responses during conversations. They each let the other person know, in a respectful way, what you are feeling and why.

Give everyone the **“I” Messages Handout** and review with the group.

Communication 3 - Topic continued...

The three types of responses are:

A. Expressive responses: These let other people know your likes, dislikes, reactions, ideas and attitudes—through your feelings. For example:

- “I feel pretty angry about not getting that job.”
- “I’m so happy to be away from that group home and living with a decent foster family for a change.”
- “I’m kind of scared to be living on my own.”

B. Reactive responses: These are reactions you have to someone wanting you to do something you may not want to do. For example:

- “No, I don’t want a beer because I promised my girlfriend/boyfriend that I would really deal with my drinking.”
- “No, I am going to go home instead because I cannot go out with you tonight *and* get my stuff done for tomorrow.”

C. Preventive responses: These are statements that help others know what you need or want. These statements can help others to meet your needs if they understand clearly what you want and why. For example:

- “Tell me what you like to eat so that I can plan some meals for us.”
- “I’d like to know when this assignment is due so that I can leave enough time to work on it.”

Clarify any questions that the group may have. Again, reinforce the message that “I” statements are important to communication because they encourage honesty and ‘ownership’ of feelings.

Following the “I” Messages activity, distribute the “**Guidelines for Giving/Receiving Feedback Handout**” to everyone and discuss as a group.

Feedback is a way of telling another person how his/her actions affect you. Feedback is an honest reaction, and, when given properly, it offers people an opportunity to better understand themselves and how they come across to others.

Communication 3 - continued...

Reconnection Activity

“Inner Circle/ Outer Circle”

This activity is useful in reviewing the workshop information as a group. Youth form two circles and are asked to share what they have learned in the workshop with the person sitting opposite them.

Evaluations & Honararia

Conflict

WEEK # 7



Open and Check-

Warm –Up Activity

“Peace Bingo”

Just like bingo, only this game uses words to stimulate thoughts around conflict and peaceful problem solving.

Topic

“Anger Mountain”

Discuss with the group the action-reaction loop or cycle that typically happens with anger. Let them know that when we are in conflict we get very anxious. To deal with our feelings of anxiety, we over-focus on the other person and under-focus on ourselves. We focus most of our energy on them and what they are doing “wrong” and forget to look at our own energy and how we may be contributing to the situation. What we need to do is to lower our reactions and take time to get a little distance and choose to respond instead of react.

Some ways of handling anger constructively - One way of handling anger is to take some time to get in touch with what is happening inside. For example, what is your heart beat doing, are you shaking, or anxious, angry, nervous, or afraid? Take time alone and breathe. More air helps us up think instead of just reacting. Sometimes writing things down or talking to a friend who helps us get calm can help us get the distance we need. This distance can help us figure out what is really going on. Remember - anger is not a bad thing. It is what we do with it that can cause problems.

“Conflict Resolution”

A brief questionnaire that allows participants to identify their feelings and values about conflict.

“What Kind of Animal are You?”

This activity develops group members’ sense of the way they deal with situations of conflict. It asks youth to choose an animal with behaviors that could be similar to their own.

Conflict Resolution - continued...

Reconnection Activity

“Dilemma Cards”

An opportunity for youth to develop and practice skills by discussing different and new approaches to conflict situations in their lives. (The areas of conflict may be quite varied, including interpersonal relationships between friends or roommates, disagreements with a sibling or foster parent, tension with a workmate, and so forth).

Evaluations & Honararia

Healthy

WEEK # 8

Open and Check-

Warm –Up Activity

“Fruit Basket”

A fun physical activity. Youth sit in a circle and have to race for a seat when their fruit name is called.

Topic

Ask each participant to identify one healthy relationship they have with someone, what they value about that relationship and what makes it a healthy one.

Facilitate a group discussion about healthy relationships.

You may want to have flipchart paper with the heading “What is a healthy relationship?” or “What makes a relationship ‘healthy’”? You may ask participants to think about their personal relationships, and reflect on why a particular relationship feels healthy or not healthy. What are healthy boundaries in relationships? The definition of a boundary from the dictionary is: *Something that indicates a border or limit.*

Boundaries are important in relationships because they determine where you start and end and where the other person starts. If we do not know what boundaries are then we can’t respect others’ boundaries or enforce our own. Following the discussion on healthy relationships, distribute the **“Boundaries Checklist Handout”** to everyone and discuss as a group.

“Exploring Different Opinions”

This exercise uncovers the myths and popular beliefs about relationships within the group.

Reconnection Activity

Create a Card: Have participants create a card, for someone they have a healthy relationship with, that says something like “I value our relationship because....”. Emphasize that all relationships need positive feedback to grow, and that this is one way of doing that!

Evaluations & Honararia

Self Esteem

WEEK # 9

Open and Check-

Warm –Up Activity

“How Well Do I Know Me?”

This is a good self-exploration activity that asks youth to focus on positive aspects of who they are by creating a picture of themselves and listing qualities they are proud of.

Topic

Review with the participants, what **self-esteem** means, using the handout, **“How You Can Build Your Self Esteem Handout”**. You may want to start with a flip chart discussion about what self esteem means to the group members.

“Making Masks”

This is a commonly used exercise with which the youth may be familiar. Making masks is a creative way to discover who we are and our own values.

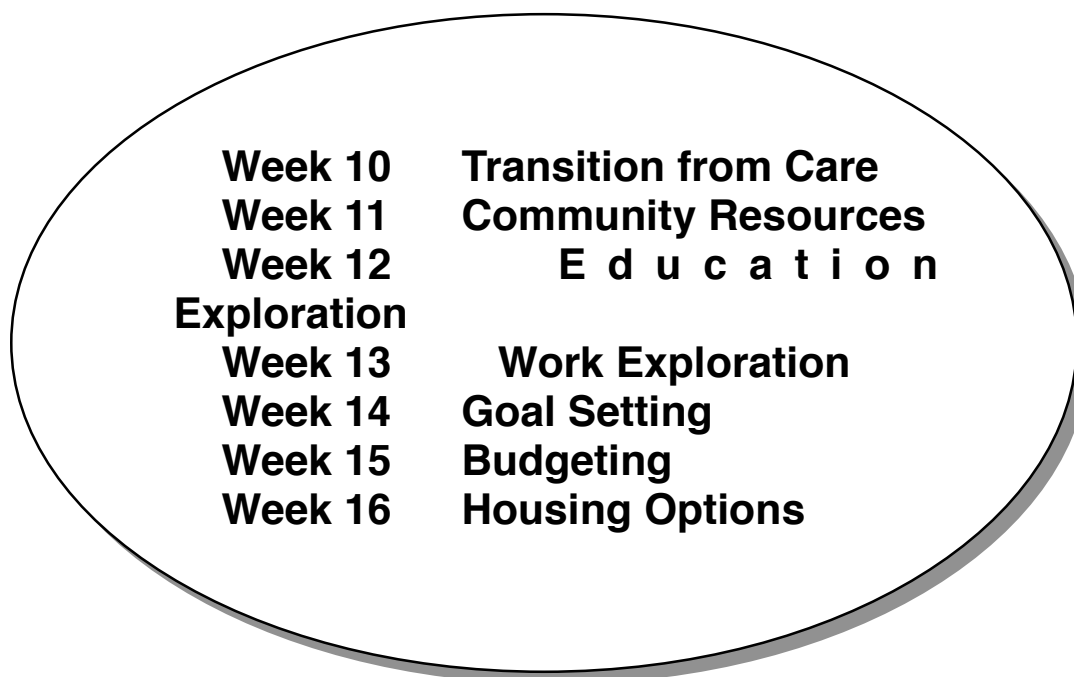
Reconnection Activity

“Making Masks—Part 2”

As the masks are drying, continue the discussion by helping participants make the connection between self-esteem, healthy relationships, conflict, anger, how well they know themselves and what they want to portray on their masks.

Evaluations & Honararia

PART THREE: Independent Living Skills



During Weeks 10-16, the focus is on helping the youth acquire practical skills that will be useful to them as they transition from living in care, to living on their own. The participants will become familiar with the resources in their community and will learn about education options and work programs that may assist them with further planning towards self-sufficiency. The goal-setting workshop will help them with next step planning, and the budgeting and housing information sessions further assist in the preparation for living on their own.

Transition from

WEEK #

Open and Check-

Warm –Up Activity

“Guess Who”

This activity is a fun way to start a workshop and can be a surprising challenge. Youth will write a little something surprising about themselves and the group will guess who it

Topic

Brainstorm and Discussion – “Successful” vs. “Non-successful” transitions from care.

Group discussion questions :

☛ *What is a successful transition?*

Use symbols and ideas from participants’ own lives and from people they know to describe what a successful/ healthy transition is.

☛ *How do you achieve successful independence?*

As a group, brainstorm what “independence” means.

☛ *What does an unsuccessful transition look like?*

Have youth describe worst case scenarios and describe what it looks like to be living on your own and not “making it”. Have youth personalize these ideas and come up with their own idea of living on their own unsuccessfully.

Connect the ideas in the “unsuccessful transition” brainstorm and come up with a set of personal warning signs for each youth that could let the youth know they were not on the right track. Connect the ideas in the youth’s successful transition brainstorm to some positive behaviours and ideas :

- * self esteem
- * healthy decision making
- * learning new skills
- * having clear goals
- * developing personal values

Transition from Care - Topic continued...

Other group discussion questions:

- Coping with loneliness: How can you deal with loneliness? What kind of changes might leave a person feeling lonely? How can we develop a good attitude about loneliness? What can you do to avoid feeling lonely?
- Leaving care: What kind of care agreement with the Ministry do you have, and what will this mean when you leave care? What are your rights and opportunities? How can the government best help you before you leave?
- How will you support yourself? How will you continue your education?

“Five Finger Exercise”

This exercise helps youth summarize their ideas and information gathered during the workshop, as well as categorize it into a simple easy to use format.

Reconnection Activity

“Balloon Activity”

This helps youth identify a person in their life they can access as a resource to help them live on their own successfully.

“Community Resources Assignment”

This assignment encourages connection with the community. The sharing of the researched resources informs youth of the support that is available for them in their community. Participants are expected to complete this assignment during the week and be prepared to share their information and pamphlets with the group during the next workshop. (Workshop facilitators will be calling participants through the week to ensure that they will be completing the exercise and have the help they need to do so.)

Evaluations & Honararia

Community

WEEK #

Open and Check-

Warm –Up Activity

“Dear Abby”

This allows youth to anonymously ask the group for input into a situation they are dealing with.

Topic

“Community Resources Assignment” (continued from previous week)

Participants should have their researched information ready to present to the group. This is an informal presentation and the main emphasis of this activity is the actual connection in the community. This information gathering and interviewing helps to develop the confidence that is essential for employment or education interviews.

“Community Resources”

This activity has youth working together to research different resources in their community.

‡ **Guest Speaker** from the Ministry or local child protection agency to answer questions and provide information on how the government supports youth in their transition out of care.

Reconnection Activity

Discussion Time

It would be useful to have informal discussion about this workshop topic, enabling youth to network with each other and share information they have about community resources.

Evaluations & Honararia

Education

WEEK #



Open and Check-

Warm –Up Activity

“Career Brainstorming”

This activity promotes discussion and brainstorming that gets the group thinking about different types of work and the types of skills related to specific occupations.

Topic

“Education Information”

This activity introduces the group to resources that assist them in understanding how to access information regarding educational programs, options, and funding. Upgrading options, post secondary education, and private training information is presented by guest speakers from various facilities in their community. The speaker(s) often need to be booked well in advance. It will be necessary to research current materials to use for reference in preparation for this session. Displaying these materials for the participants to review will help them to become familiar with current resources on this subject. Some ideas for resource materials are: college and university calendars, student loan and bursary packages, information on Adult Basic Education, private schools, and pamphlets on career training programs offered at the college level. (A tour to the community college during the week is highly recommended.)

Reconnection Activity

In view of the very full nature of this workshop, no reconnection activity is scheduled, although an activity such as ***“Family Feud”***, geared to the topic of **Education**, may be a good activity to do.

Evaluations & Honararia

Work Exploration

WEEK #



Open and Check-

Warm –Up Activity

In view of the very full nature of this workshop, no warm-up activity is scheduled, although an activity such as “**Family Feud**”, geared to the topic of **Work**, may be a good energizer.

Topic

“**Looking For Work**”

There is a lot to cover in the area of “work search strategies” and this activity is a brief introduction to the main components in looking for work. The areas discussed include:

- *work research*
- *resume and cover letters*
- *employment interview*
- *information interview.*

The group will be introduced to the resources in their community that provide the support and training to assist youth in obtaining work. This session will include a guest speaker from a youth employment training program in the community who will outline the various program opportunities and methods of access.

Reconnection Activity

In view of the very full nature of this workshop, no reconnection activity is scheduled.

Evaluations & Honararia

Goal Setting

WEEK #



Open and Check-

Warm –Up Activity

“Spin the Bottle”

The focus of the questions this round is **Goals**.

Topic

Discussion; Ask each youth to identify one goal that they’ve accomplished in the past and how they achieved that goal. Clarify and write down on a flip chart what they key elements of success were.

“Goal Setting”

This is a good way help the youth gain direction and clarify the next step planning and resources they will need to live on their own.

Reconnection Activity

Ask participants to write down what they spend their money on for the coming week and to bring that information to next week’s workshop. (TIP; Ask them to keep receipts for *everything* they buy. They may have to ask for receipts in certain places e.g. coffee shops.)

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Individual Appointments for Next Steps Planning:

Before the end of this workshop, discuss with the participants that you want to meet with them individually to provide one-on-one support and to talk with them about how things are going in the workshops. Next Steps Planning is an important step to take because it will provide you with an opportunity to assess past workshops and receive input into the workshops to come. This will also provide youth with the opportunity to revisit their goals and evaluate where they’re at with one-on-one support.

Budgeting

WEEK #

Open and Check-

Warm –Up Activity

“The Price is Right”

Facilitated similar to the game show, this activity will identify realistic costs of things that are needed when living on your own.

Topic

SURVIVAL, STANDARD, and SATISFACTION

Make a large chart visible to the whole group with three categories: SURVIVAL, STANDARD, and SATISFACTION. Have each youth copy this chart on a separate piece of paper. Youth will be contributing to the group discussion as well as making their own personalized chart during the exercise.

As a group identify things that cost money that are absolutely necessary to survival and write these under the heading “SURVIVAL” (e.g. rent, food, school supplies, transportation costs). Under the heading “STANDARD” write things that are not necessary, but that the group feels they need (i.e. sundries, clothing). Under the heading “SATISFACTION” write things that the group has identified as items they purchase for comfort reasons (e.g. leisure activities, styling products or miscellaneous).

Have participants list the approximate cost beside each item. Ask the group to be realistic in determining their needs. Youth will be using this information later to create a more formal budget.

“Cash Flow”

This activity will help youth identify what they spend their money on, and what a realistic budget for them would look like.

“The Living Budget”

A great activity focusing on money management.

Budgeting - Topic continued...



You may also want to provide information on bank accounts, income tax, pay cheque deductions and tax brackets may be some things to present to the group. As facilitator you may want to arrange a consumer awareness field trip. In many communities there are agencies that guide grocery store tours that educate consumers on how to shop smarter.

Reconnection Activity

Sharing Tips; Have the group go around in a circle and share tips about money that they've learned e.g. from parents, friends, on their own, etc..

Some tips you may want to share are:

- For some of us, reserving money to buy groceries at the end of the month is a difficult task. Often that money gets spent on other things throughout the month and money for much needed groceries at the end of the month is not there. One suggestion to help with this: Buy a gift certificate at the grocery store at the beginning of the month. A gift certificate can only be redeemable at the grocery store and ensures that you have groceries when you need them.
- Try to cut down on debit card use. The service charges at most cards is a \$ 1.00 per transaction.
- Sometimes we tend to go through items that we have bought in large quantities quickly because we believe we have a lot of them. For example, if you are buying a large container of dish detergent, try pouring it into a smaller container to use. When we think we have less of something, we likely will try to conserve it, making it last longer.
- A helpful way to curb miscellaneous spending is by trying to write down everything you spend as you spend it. This brings awareness to unnecessary purchases.

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Housing Options

WEEK #

Open and Check-

Warm –Up Activity

“Wacky Words - Housing Edition”

This activity was easily converted into a housing game by using the “For Rent” section of the classifieds.

Topic

Brainstorm; Facilitate a brainstorm and group discussion about housing options for youth. (You’ll have to do your research first to find out what is available in your community.) You may want to have flipchart paper with the heading “What are some housing options in the community?” Other questions to facilitate the discussion include:

- 💡 What should you look for in a apartment/house/shared living situation? What should you avoid?
- 💡 What are your rights as a tenant?
- 💡 What resources exist in the community to help youth find safe/good housing? Who can you go to for tenancy rights support?

“Housing Hunt”

This exercise explores housing options and decision making about housing.



If possible, you may also want to go on a field trip to some sort of appropriate housing site in your community, e.g. one that is youth-only, co-operative or affordable. This may have to be done outside of workshop time.

Reconnection Activity

“Furnishing Your Apartment Contest”

Explore the differences between needs and wants in this realistic and educational activity.

Evaluations & Honararia

Closing

WEEK #

Open and Check-

Warm –Up Activity

“Go Home”

A fun and humourous version of “Go Fish” played with all the elements of living on your own.

Topic

Celebration !

The last workshop can be a fun time with cake, games, food, music etc.

Certificates are a great way to acknowledge group members participation through out the workshops.

Design a “Warm Fuzzie Wall” where every one can write down a memorable moment, a nice thought about someone in the program or something they have learned being a part of the group.

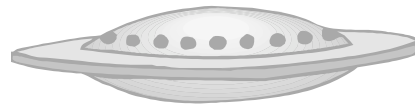
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Section V Workshop Activities &

"Alien Attack"

The Focus

The focus of this exercise is to promote reflection of participants' personal values, and to promote discussion about how people's personal values may differ.



Preparation

Make enough photocopies of the **Alien Attack Handout** (next page) for everyone in the group.

The Plan

Distribute the **Alien Attack Handout** to everyone in the group. Give participants about 15 minutes to read the sheet over on their own and to write down who they would select to survive in the shelter. Then facilitate a 15-20 minute discussion about the choices people made, drawing out the values that underlie each choice. Remind people that there are no right or wrong answers in this exercise; it's all about seeing how different values are important to different people.

Alien Attack Handout

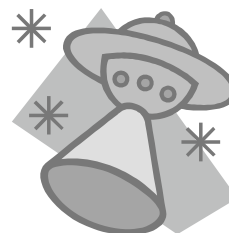
An evil alien force has developed a new biological weapon so powerful that it can wipe out the entire world population within hours once it is released. Discussions with the aliens have broken down and there is a real possibility that the weapon will be released within the next 15 minutes.

Scientists have examined a sample of the material and have not been able to develop a vaccine or an antidote. They have been able to construct one shelter with a special air filtration system and protective walls which will accommodate 8 people. They estimate that these people will need to remain in the shelter for 3 months after which time the earth will again be safe to inhabit. A UN Task Force to determine who will be allowed in the shelter has decided on 12 people, whom they believe have useful skills and qualities to preserve and pass on if they are the only ones left on earth. They now turn the final decision over to this group as a representative group of citizens.

Your job is to decide which 8 of these 12 people will survive in the shelter. Remember that each of these people has qualities which have been considered important by a panel of experts. Remember also that you have 15 minutes to make your decision. If you do not make a decision in this time, the entire human race may well perish from the earth.

Because of the urgency of the situation, there is only time to give you a brief description of each person. Here is what you know about the 12 people:

- Olympic athlete
- Computer programmer
- Young aspiring actress
- Statistician, 32 years old
- Statistician's wife, 6 months pregnant
- Male college student
- Counsellor with experience in conflict resolution
- Policeman with a gun
- Successful artist, 54 years old
- Famous historian
- Medical student
- The scientist who designed the shelter



Following the activity, discuss how different values are important to different people.

Source: Youthwork Links and Ideas: Introduction to Counselling Skills
www.youthwork.com/couns/famval.html

"Anger Mountain"

The Focus

The focus of this exercise is to help participants understand the anger cycle and how they respond when they are in a situation of conflict.

Preparation

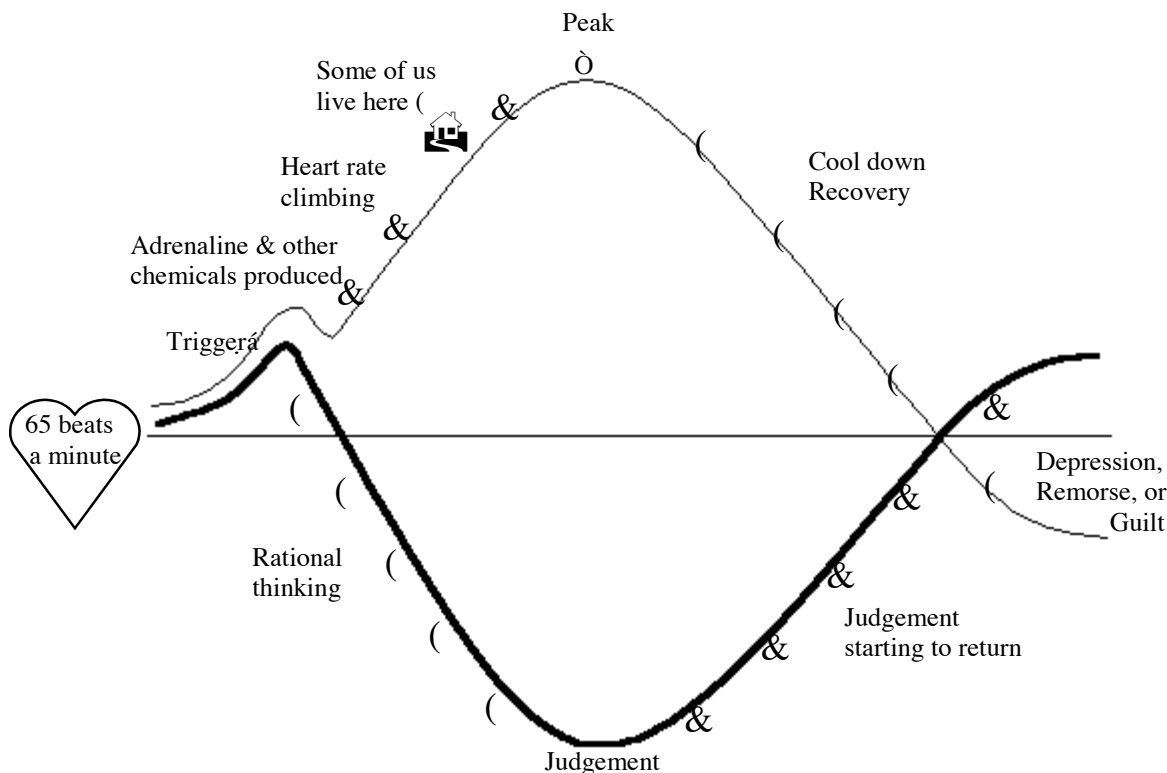
Make enough photocopies of the **Anger Mountain Handout** (next page) for everyone in the group.



The Plan

Distribute the **Anger Mountain Handout** to everyone in the group. Go over the main points about the handout (found in Section 4 - "Conflict Resolution, Week 7").

Anger Mountain Handout



Trigger Phase:

An event usually triggers the start of the arousal cycle that leads to Anger Mountain. This event could be an argument, a physical attack, a loss, some information that is unexpected or shocking in some way, etc.. In this phase you feel threatened.

Escalation Phase:

During this phase the body's arousal system begins to anticipate and prepare for confrontation. Some signs of this stage include:

- Rapid breathing
- Voice changes—usually the volume gets louder, more aggressive
- Eyes change shape, pupils get larger
- Increase in heart rate and blood pressure
- Muscles tense for action (I.e. jaw, neck, hands)

Crisis or Blow—Up Phase

The emotions spill over during this phase, usually loss of control occurs and someone often gets hurt. Rational thinking and judgement are also victims—that is, they are not evident.

Recovery Phase

Usually there are lots of apologies and promises not to hit/get angry again during this phase.

Depression Phase

The arousal state is diminished, the person starts to feel guilty about getting angry.

"Attending & Non-Attending"

The Focus

The focus of this exercise to raise awareness of nonverbal attending and non-attending behaviors. Through this activity participants should be able to define or demonstrate the following behaviors:

- Distancing
- Facing the other person
- Making eye contact
- Leaning toward the other person
- Having an open posture
- Having a relaxed posture



Preparation

Create 3x5 cards with a Non-attending or an Attending behavior written on them, enough for everyone in the group. Examples of **Attending Behaviours** that could be printed on the cards are:

- face the person
- maintain eye contact
- lean towards the person
- have an open posture
- have a relaxed receptive posture

Examples of **Non-Attending Behaviors** are:

- turn away, avoid eye contact
- fiddle with your watch, yawn , adjust your clothing, etc.
- look bored
- be so relaxed that you look like you are falling asleep

The Plan

Pair youth up with a partner they have never worked with before. After the youth are in pairs, give each pair two cards. One of the cards will have a non-attending behavior written on it, and the other an attending behavior. Choose one youth to speak and one to listen. Youth will then begin a 2 - 4 minute conversation where one of the youth will act out the behavior on their card. Have the youth switch roles using the behavior card that has not been used.

Following this activity, facilitate a group discussion by asking the youth how they felt during the exercise. (Consider using the questions provided in the Communication #1 workshop in Section 4.)

Following the group discussion, read aloud the ***"F.E.L.O.R. Model Handout"*** (in this section) as a guideline for attending non-verbal communication. You may want to use the F.E.L.O.R. Model as a handout with the group.

"Balloon Activity"

The Focus

The purpose of this activity is to identify who are support people in participants' lives.



Preparation

You will need enough balloons for all participants, small strips of paper to slip inside balloons, and writing utensils.

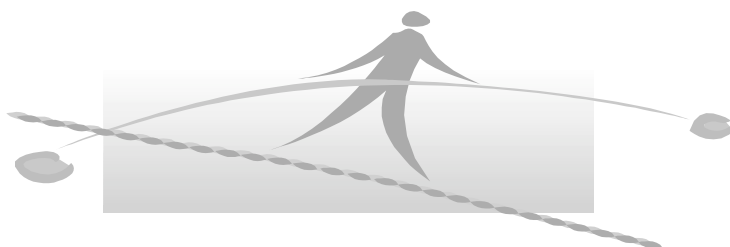
The Plan

Have participants write down on the piece of paper someone that can be a support person for them in their transition out of care. Place the slip of paper inside the balloon and have participants blow up the balloons. When all the balloons are blown up and tied, have everyone throw their balloon up in the air and catch a different balloon. Pop one balloon at a time and read the paper inside. Have the person whose balloon popped identify her/himself, read aloud what was written on the paper slip, and explain who their person is and why they are a support person. After everyone has had a turn talking about their support person, facilitate a discussion around healthy characteristics of support people, and what makes their relationship with their support people healthy, helpful or positive.

"Boundaries Checklist Handout"

This checklist describes situations in which boundaries are **not** in place.

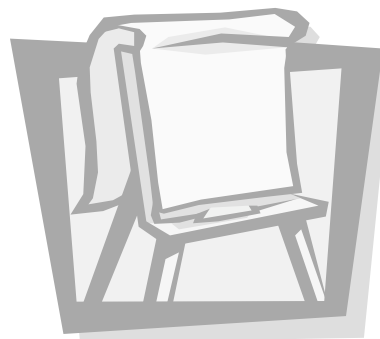
- ☐ You are unclear about your preferences.
- ☐ You alter your behaviour, drop plans with friends, and change your style of dress to suit the taste of a friend or boyfriend/girlfriend.
- ☐ You take the most recent opinion you have heard as truth.
- ☐ You do not notice when you are unhappy.
- ☐ You make exceptions for a person whose behavior you would not accept from anyone else in your life.
- ☐ You are easily influenced by someone's flattery or compliments, so that you end up doing things or are in situations with which you are not comfortable.
- ☐ You are unable to say no when someone asks you to do something that you inwardly know that you don't want to do.
- ☐ You rely on your partner for all the excitement and joy in your life.



"Career Brainstorming"

The Focus

This group activity inspires awareness and discussion around different work titles and career options. It also helps the participant to connect skill sets with specific occupations. A great activity in working together to explore occupations of interest.



Preparation

Divide participants into groups of four and distribute large flip chart paper, one for each group. Each person in the group will use their own colour to record the occupations of interest.

The Plan

On the flip chart paper, have one member of each group put the headings: People, Data, Things. Have participants use this as a guide in the career brainstorming activity. Each member of the group will have a different colour pen to record only the careers or work that interests them. Have participants go through the categories and brainstorm occupations that require the skills indicated. They should not record all the ideas they come up with, only the ones that spark an interest. Once they have finished their list ask them to prioritize the top three that generate the most interest by marking 1, 2, and 3, beside the occupations. Each group will present their list.

"Cash Flow"

The Focus

This activity will help youth identify what they spend their money on.

Preparation

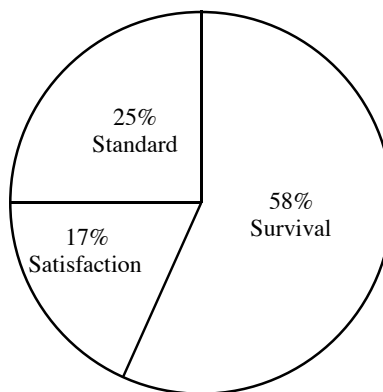
Youth will need to keep a record of what they spend their money on in a week, or even better a month. The facilitator will need to make enough copies of the **What Do I Spend It On? Handout** (next page).



The Plan

Have each participant record, on the **What Do I Spend It On? Handout**, what their income is and what they have been spending their money on over the last week or even month. Then have them write down each item under the most appropriate of the following categories: Survival (e.g. food, rent), Standard (e.g. clothing, hygiene products), and Satisfaction (e.g. music, leisure activities). Next, have them total up their spending under each category, and then divide it by their total income to find out what percentage their spending is under each category. Then transfer that information to the 'pie' to gain a more visual image of their spending.

For example, Mary has a total monthly income of \$600 and has spent \$350 on Survival, \$150 on Standard, and \$100 on Satisfaction. Her 'pie' would look like this:



Then ask each of them to discuss their results with the rest of the group.

What Do I Spend It On? Handout

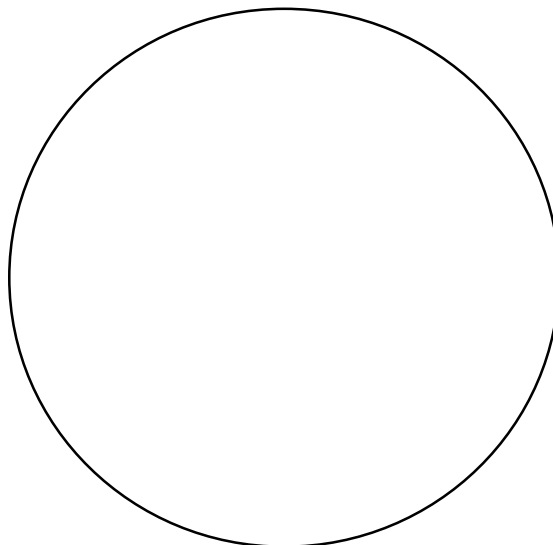
1)

Income	Spending

2)

SURVIVAL	STANDARD	SATISFACTION

3)



"Community Resources Assignment"

The Focus

The purpose of this exercise is to assist participants in becoming knowledgeable about available resources and to help them make contacts and network in the community. This exercise also enhances presentation skills and builds confidence.

Preparation

Provide participants with community directories, phone books, and other resource materials. Ask them to consider researching a resource that may be relevant to the group. Be sure to have a map handy for them to plan their route. Bus information may be helpful as well.



The Plan

This is an assignment for participants to do on their own sometime during the week. They should have their research assignment completed for the next workshop. Participants will be asked to choose a resource in the community that they would like to research. They need to record the phone number and address, as they will be telephoning the resource to arrange a time to drop in. Participants' task is to collect information to share with the group at the next session. This will include pamphlets, note taking, schedule sheets, and whatever else is helpful to the group. Remind them about communication skills, and to be sure to thank the person that they interview. You may want to role play interview openers and closures with them.

During the next session, each person will summarize their notes to the group and share the resource materials they collected. Once they have finished all the presentations, spend some time discussing the challenges and the benefits associated with networking in the community. Acknowledge their courage in doing this assignment.



Be sure to call and check in with each youth during the week to make sure they have what they need to get the assignment done, and to ensure that they will complete the assignment.

"Community Resources"

The Focus

The purpose of this exercise is for participants to gain an awareness of the resources available to them in their community.

Preparation

You will need to research a variety of local resources that would be appropriate for your group. Gather pamphlets and information on the resources as well as phone books and resource guides where the participants can find out more about the resources.



Create a large street map of your community and get a sticker or pushpin for each resource that will be placed on the map to visually locate the resource.

The Plan

Group participants in pairs or teams and assign each group one or more community resources, and then give them the corresponding sticker/pushpin. Ask participants to find out information on the resource(s) using the guides, phonebooks, pamphlets available to them at the workshop. Participants must find out the following information on each resource:

- Location and Contact information - i.e. phone number, street address etc.
- What services they provide and who can access the service
- How the resource can help youth in transition specifically

When participants have finished researching the resources, ask youth to present in turn their resource(s) to the rest of the group and place the sticker on the map at the location of the resource.

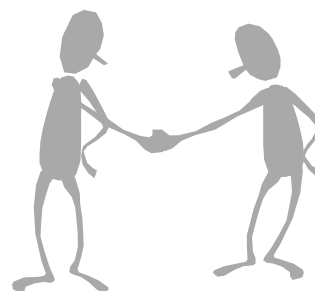
Resources you may want to include are:

- Food banks
- YW-YMCA
- Native friendship centre
- Youth employment agency
- Residential tenancy office
- Community counselling service
- Youth Centres
- Youth housing

"Conflict Resolution"

The Focus

The purpose of this exercise is for participants to identify their feelings and values about conflict and to recognize what anger does and does not do for them.



Preparation

Make enough copies of the **Conflict Resolution Questionnaire** (next page) for everyone in the group.

The Plan

Following the discussion about anger and conflict (from the **Anger Mountain Handout** in this section), divide the group into pairs and hand out the **Conflict Resolution Questionnaire**. Ask the participants to first complete the questionnaire on their own and then to discuss their answers with their partner. Encourage them to have a conversation and to ask each other questions about their answers. Once they are done, have the group come back together and have a brief discussion using the following questions as guides:

- 🗣 Were there any surprises for you?
- 🗣 How well do you think you handle conflict?
- 🗣 What could you do better?

Conflict Resolution Questionnaire

1. What kinds of conflict do you experience the most? What is most troubling to you?
2. What are your beliefs or values about conflict?
3. Do any of your beliefs or values prevent you from resolving conflict?
4. What happens when conflict is not dealt with or is ignored?
5. How do you feel about how you handle conflict? Is it useful? How do you usually feel afterwards?
6. What are the benefits of addressing conflict?
7. I know I have been triggered when:

Physical indicators

A)

B)

C)

Thoughts/Self Talk

A)

B)

C)

Emotional

A)

B)

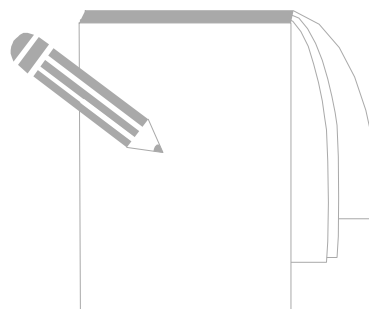
C)



"Dear Abby"

The Focus

This activity is a great way to gain an idea of the group members' knowledge of the resources and services available to them in their community. The focus is to have youth brainstorm different agencies and services that could help them with problem-solving.



Preparation

Have pens and paper ready for participants to write down a situation they are dealing with. You might also want to think of examples of appropriate “Dear Abby” situations that the group could use in this activity.

The Plan

Ask group members to write down a situation that describes something they are struggling with, or could imagine struggling with while living on their own. The situation does not have to be of a personal nature; the situation can also be (framed as) a problem that a friend is having. The situations will be used to trigger the group's brainstorming of a resource or service in their community that could be helpful to the situation. After participants have written out situations on a piece of paper, have someone read them aloud, one at a time. Ask participants to think of possible ways to respond to the situation by determining what kind of assistance is required and what are some options. As the facilitator, it may be helpful to be aware of the various types of services that exist in the community; for example, if the situation is about running out of money for food, ask youth where there are places they could go to get free or cheap food. Ask youth if they know of any food banks or services that could help in their community. Continue to read aloud all of the situations and encourage everyone to participate by sharing their ideas, experiences and suggestions.

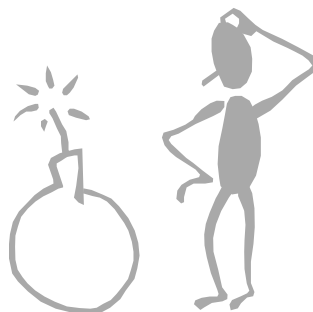
"Dilemma Cards"

The Focus

This exercise explores different ways of resolving conflict using the group's ideas and experiences.

Preparation

Prepare cards with situations of realistic conflict that the members might encounter (examples are written below). Draft half as many cards as are members in the group. You may also want to prepare questions about the situations to encourage discussion in the group.



The Plan

Have a group member read aloud a dilemma card without any interruptions from the group. This person should also have a chance to respond to the situation after reading it. Have members discuss how they would respond to the 'dilemma' described in the card. Examples of discussion-prompting questions to explore in the group include:

- How have you dealt with similar situations in the past?
- What are useful and not so useful approaches?
- What are the common ways that we deal with conflict?

Dilemma Situations Examples:

1. A roommate uses your favorite piece of clothing and does not ask you first. You are going out and want to wear this item and find it lying on his/her bedroom floor, dirty, wrinkled and smelly. This has happened before.
2. Your boss at work yells at you because you are late arriving. He/she does not give you a chance to explain why you were late and what you are prepared to do to make sure it does not happen again.
3. A former friend at school accuses you of trying to steal her boyfriend. She confronts you a couple of times in the hallway.
4. You have a job that you quite like but your friend, who is working at the same place, is not carrying her/his weight, leaving you to do most of the work. Your boss does not seem to be aware of the situation.
5. Your foster parent has a rule that everyone needs to be home by 10 pm and you have been late a few times. You want to go out tonight with friends but your foster parent is saying no.

"Education Information"

The Focus

This session provides information on education opportunities and connects youth to the education resources in their community. The participants will become familiar with upgrading and post secondary programs, education advising, where to get information on student loans, and the orientation sessions offered at their local college or university.



Preparation

Arrange for a guest speaker from the college in your community. This could be a liaison person from the Access Division of the community college. Ask them to bring information regarding Adult Basic Education (ABE) classes, career programs, and university transfer options. It would also be helpful to discuss funding support for ABE, and student loan packages for post secondary education. Individuals on income assistance are often able to upgrade to grade 12 while receiving their assistance. Check with the Family Assistance Worker working with the youth. Many Ministry funded employment programs also offer career and education research components. Be sure to check in your community for all the options available to share with the youth. If there are participants that are interested, you could arrange a tour of the college and establish contact personnel for further follow up.

The Plan

Before you introduce the guest speaker, have participants assist you to identify the education facilities in your community. Explain the meaning of Adult Basic Education and the term "upgrading" (most colleges provide an academic assessment in English and math to determine placement for the ABE programs). Review the types of programs at a college and how this differs from the university system. You may want to have a few college/university calendars for them to review. Briefly explain that you can enroll in a university transfer program at a college to do the first two academic years and then transfer into the university for year three and four.

There is often confusion about the meaning of *certificate*, *diploma*, *bachelor degree*, *masters degree*, and *Ph. D.* Write these up on a flip chart and ask for participants' help in defining the meaning of these achievement awards and the years of study often associated with each term.

"Exploring Different Opinions"

The Focus

This exercise focuses on uncovering the myths and popular beliefs about relationships and where these opinions come from. (Relationships include those between family members, romantic partners, friends, and so forth.)

Preparation

Write down a series of stereotypes and myths about relationships on a flip chart. Examples of stereotypes and myths might include:

- Love means never having to say your sorry.
- Men should make the first moves in relationships with women.
- Being single is easier than having a boyfriend/girlfriend.



Stereotypes and myths can be included to solicit response from the group around the implied values.

The Plan

Have participants add to the 'stereotype list', then respond to each one of the stereotypes with "True", "Not True" or "It depends", and then tally the responses to see what is the most popular response for each question. After all answers have been tallied, facilitate a discussion around participants' responses.

Explore:

- 🔊 How did you come to your opinion?
- 🔊 What influences popular opinions about relationships?
- 🔊 How have values changed over time?
- 🔊 Do you think that changing values in society have affected your opinions?

"Family Feud"


The Focus

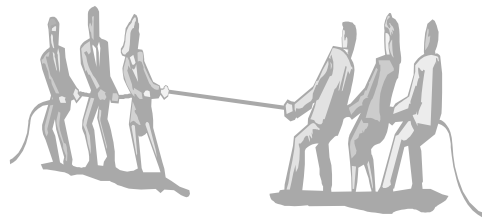
This activity is a fun way for youth to learn about important issues that affect them. It is based on the television game show Family Feud.

Preparation

Choose an issue that relates to the workshop topic. (In our workshop series, *"Family Feud"* was used in the workshop on Housing. Questions used for this workshop were based on statistics for housing, vacancy rates, average costs of housing in the area, and tenancy rights.)

You will need to find out information about an issue in order to make up about 12 questions. You may want to write the questions on a flip chart so that they are visible to the entire group, and also have a timer in order to monitor the answer period.

 **Helpful Hint:** Statistical-type questions worked best for this activity.



The Plan

Create two teams and explain that the teams will be competing to answer questions correctly. The facilitator will ask both groups the same question. The groups then have 1-3 minutes to agree on an answer to the question. Scoring for each question is as follows:

- 20 points - correct answer
- 10 points - 'closest to correct' answer

Choose a team to answer the first question and then take turns between teams, giving each team the opportunity to answer first. (It may be possible that both teams provide correct answers for a question. If this happens, both can receive 20 points. If no team gets the correct answer, then the team with the closest answer gets 10 points.) At the end of the questions, tally the total points earned by each team. The team with the highest number of points wins. After the activity, discuss the correct answers with the group.

"F.E.L.O.R. Model Handout"

Face the person you are listening to. This says “I am willing to be with you”.

Eye contact. This says “I care about what you are experiencing and I am paying close attention”. This is neither staring nor avoiding.

Lean slightly towards the person you are listening to. This says “I am involved and interested in you”.

Open rather than closed posture. This shows a receptiveness in you rather than a defensiveness.

Relaxed rather than a rigid posture. This says “I have energy for our work together”. This is not slouched, which shows indifference, nor is it inflexible, which shows rigidity.

"Filled with Feelings"

The Focus

The purpose of this exercise is to encourage youth to expand their vocabulary around feelings and enable them to better identify their own feelings and those of others.

Preparation

Have ready sheets of newsprint paper that are large enough to trace each group members' body. You will also need enough large felt markers for each youth in the group.



The Plan

Pair the youth up and have each take turns volunteering to have his/her body traced onto a piece of paper. Pin the body outline on the wall and have each youth fill in the body with the feeling words that they most often experience or display. Encourage the youth to draw from a range of emotions. After the youth have filled in their feeling words, you may want to facilitate a group discussion, having participants reflect upon the words that are both similar and different in participants' tracings.

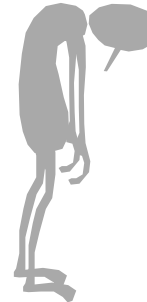
"Filled with Feelings - Part 2"

The Focus

The purpose of this exercise is for youth to complete their drawings by adding colour to the feelings that they have written on their body outlines.

Preparation

Have the body drawings that the youth did previously ready, along with a variety of colouring items such as crayons, felt pens, paints, pencil crayons.



The Plan

Ask the youth to add more feeling words to their body outlines (if they have thought of more during the previous activity). Then have them add colour to their body outlines. Have the youth try to match the colour with the feelings; for example if they have written down happy, they may decide to colour it in yellow, or if they have written down angry, they may choose red to highlight the feeling.

"Five Finger Exercise"

The Focus

This exercise helps youth summarize information from the topic and categorize their own thoughts and feelings.

Preparation

You will need two pieces of paper and pens for each group member.



The Plan

Have each youth trace their hands on separate pieces of paper. On one piece of paper write “Goals” and on the other, write “Fears”. On the “Goals” hand, have the youth write down five goals they have around living on their own, one goal for each finger. On the “Fears” hand, have youth write down five things they know they will find challenging. Encourage youth to draw from the brainstorm and discussion in the workshop “Transitioning from Care”. Encourage youth to be positive by asking them to include their strengths, personal skills and abilities in their goals. Being realistic in choosing goals that are attainable helps youth build a sense of accomplishment and strength. Also try to facilitate youth’s understanding of their challenges not as fears but as soon-to-be goals. Having youth identify their challenges will help them become aware of things they will face and will also keep youth focused on what they will need to work on as they prepare to exit foster care.

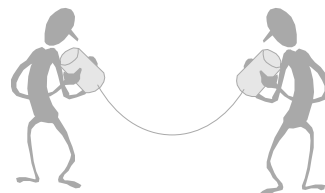
"Focusing on Listening"

The Focus

This is an introductory exercise in listening skills. Its purpose is to enable youth to begin to develop helpful listening skills.

Preparation

No preparation is needed for this activity.



The Plan

Have the group stay in the same pairs that they were in for the ***“One Liners”*** activity. Ask the youth to decide who will speak first within their pair. One of the youth will begin speaking about something that is important to them while their partner only listens. After 5 minutes ask the youth to wrap up. Ask the “listeners” to finish this sentence: “The one thing I heard you say that seemed most important to you was...”. Repeat the activity with the pairs in opposite roles.



Helpful Hint:

If youth are finding it difficult to come up with a topic, try suggesting any of the following:

- What is one decision you are trying to make right now?
- What is one a positive aspect of your life right now?
- Discuss something in your life that you are not happy with and would like to change, or are in the process of changing.

"Fruit Basket"

The Focus

The purpose of this activity is to create energy with in the group.

Preparation

You will need a space where the entire group can sit in chairs in a circle.



The Plan

Have the group place their chairs and sit in a chair in a circle facing each other. Give each person in the room the name of a fruit, with more than one person having the same name; for example, in a group of eight you could name participants “apple”, “orange”, “pear”, “bananas”. Then call out the name of a fruit. Every person who has been given the name of the fruit that has been called stands up and trades places in the circle. Meanwhile, the facilitator will try to sit down in a vacant chair before it is taken. If the facilitator is successful, s/he will then take the name of the fruit that had been called. The person left standing is the next leader and calls the next fruit. If they call “fruit basket” everyone must change places.

"Furnishing Your Apartment Contest"

The Focus

The purpose of this activity is to have youth learn more about realistic home furnishing shopping. The activity helps youth explore the differences between needs and wants and teaches the benefits of comparison shopping.

Preparation

You will need flipchart paper, pens and paper, and since this is a contest, you may want to have prizes.

Gather flyers and advertisements from local furniture stores as well as stores that sell household items, and have multiple copies. It is helpful for participants if there are a variety of materials such as newspapers, catalogs, discount/thrift stores that have advertisements to look through and compare prices and value.



The Plan

Explain to the group that they are going to participate in a contest to inexpensively furnish a room in an apartment. Have youth decide as a group which room they will be furnishing for the contest. After a room is selected have youth list the items needed to furnish that room. It is important to decide in advance what items are *not* included in the search. Be specific with the shopping list so participants know exactly what they are looking for. Shopping items can be listed on flip chart paper. If there is a discussion between needs and wants, list these items separately. Have the group look through flyers and other materials to find prices and sale prices for the items on the shopping list. When the group has searched through their resources, list the prices of items found and total the cost of furnishing the room. Facilitate a short group discussion around participants' reaction to the activity and cost of the room.

Questions to stimulate discussion could include :

- Where were the inexpensive items found ?
- How else could you furnish your home free or inexpensively?
- How will this exercise effect your shopping habits?

"Getting to Know U"

The Focus

The purpose of this exercise is to enable group members to get to know one another, and to encourage participants to feel comfortable in the group.



Preparation

Type questions on paper to be handed out to the pairs, and have one copy for each participant.

The Plan

Pair youth up with a partner and give them questions to use to interview each other. Youth will take turns interviewing each other and come back and sit with the group. The answers from the interviews are what each person will use to introduce their partner to the group.

Sample questions:

1. Tell me something I wouldn't know by looking at you?
2. What is your favourite hobby or thing to do?
3. What is something you're proud of?
4. What does "independence" mean to you?
5. Make up your own question.

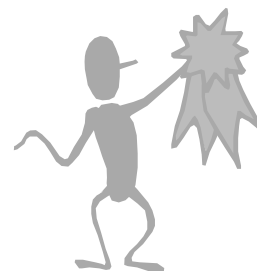
"Goal Setting"

The Focus

This focus of this activity is on having the participants identify their own goals.

Preparation

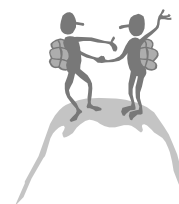
Have enough **Goal Booklets** ready for each participant. The booklet is on the following pages.



The Plan

Introduce the idea of setting goals as a way to gain direction. As a group, brainstorm different kinds of goals. Have each youth fill out the goal booklet. Then ask the youth to share an idea or goal from the goal booklet with the group. You may also choose to ask each youth to anonymously write down one of their future goals on a piece of paper to go in a 'hat', and then participants can take turns pulling out a goal and describing how they would plan to achieve that goal if it were theirs.

Name _____



GOAL BOOKLET

VALUES

Name 3 things that you value and that are a top priority in your life.

(Hint: What did you find were your values when you did the Values Survey?)

1. _____
2. _____
3. _____

INTERESTS/HOBBIES

What are some of your favourite things to do?

1. _____
2. _____
3. _____

DREAMS

If you had all the resources and opportunities you needed to fulfill all your dreams, what would the top 3 be?

1. _____
2. _____
3. _____

GOAL AREAS TO EXPLORE

Identify at least 1 goal per category:

Personal: _____

Physical: _____

Spiritual/Cultural: _____

Well-being/Health: _____

Relationships: _____

Financial: _____

Family: _____

Fun: _____

Other or Outrageous: _____

CHALLENGES

1. Name a goal from the past that you have already achieved:

2. What helped you achieve that goal?

3. Name a goal from the past that you haven't yet achieved:

4. What's stopping you from achieving that goal?

5. Is there anything you can learn from this?

SETTING GOALS

Using your knowledge of your values, list 3 goals in detail by answering the following questions for each goal. These could be goals related to school, employment, friends, family, a physical challenge such as hiking the West Coast Trail, and so forth.

GOAL #1

My goal is :

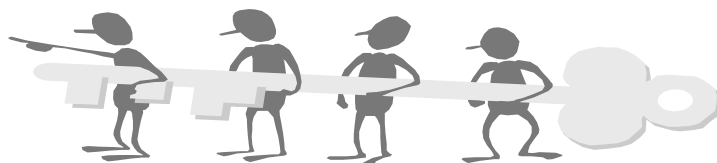
What is your timeline for this goal?

What are you doing now to help you achieve this goal?

What new things can you try?

What places can you go to for help?

Who would be able to help you (friends, family, others)?



Goal #2

My goal is :

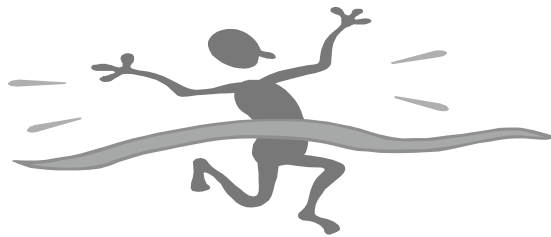
What is your timeline for this goal?

What are you doing now to help you achieve this goal?

What new things can you try?

What places can you go to for help?

Who would be able to help you (friends, family, others)?



Goal #3

My goal is :

What is your timeline for this goal?

What are you doing now to help you achieve this goal?

What new things can you try?

What places can you go to for help?

Who would be able to help you (friends, family, others)?

SUPPORTS

What new things can you try?

What places can you go to for help?

Who would be able to help you (friends, family, others)?

PERSONAL MISSION STATEMENT

Try taking what you just wrote down about your values, interests & dreams and create your own personal Mission Statement.

For example,

It could be as simple as:

“My mission in life is to move out on my own and go to college.”

Or as ambitious as:

“My mission in life is to climb Mt. Everest.”

My Mission in life is to:



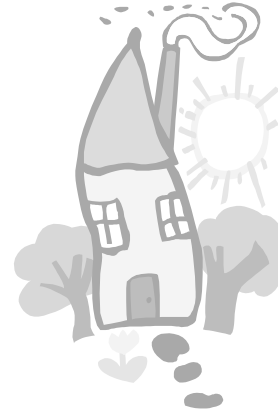
"Go Home"

The Focus

This activity is based on the game 'Go Fish', but adapted to suit the topic of living on your own.

Preparation

You will need to make 2 copies of each of the game cards on the following pages. There is also a 'back-side' page for the game cards that you can use as well. Doing double-sided photocopying, with the game cards on one side and the 'back-side' page on the other, then cutting along the lines, is the easiest way to create these cards. You should have 72 game cards in the end.

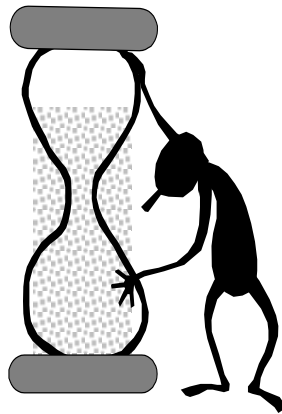


The Plan

You may need to adapt these directions, depending on the size of your group. However, for example, if you have 10 youth in your group, you'll need to shuffle the cards and hand out 5 cards to each participant, and put the remaining 22 cards up-side down in a pile in the middle of the group. Tell the participants not to show their cards to the other players, and that the goal of the game is to get as many pairs of cards as they can (the winner will have the most pairs). Then, determine who is to go first, and that person will ask whomever they please if they have a specific card. For example, Mary may ask, "Carl, do you have a Bus Pass?". If Carl does have that card he will give it to Mary, and she will get another turn. However, if Carl doesn't have that card, he will say "Go Home!", and Mary will pick up one card from the pile. Then the next person will take a turn, and so forth, until all the cards from the pile are gone and a winner is declared.



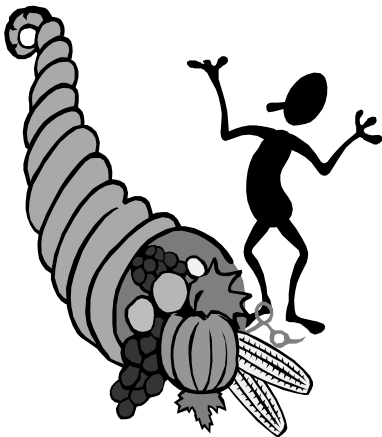
GOOD COMMUNICATION



ENOUGH TIME TO DO EVERYTHING



A HEALTHY WAY TO MANAGE STRESS



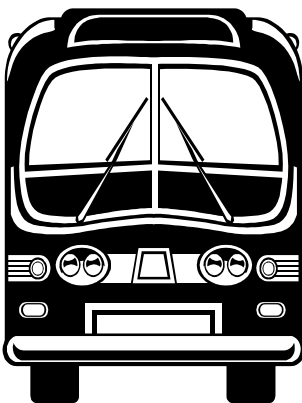
A HEALTHY DIET



A GRADE 12 DIPLOMA



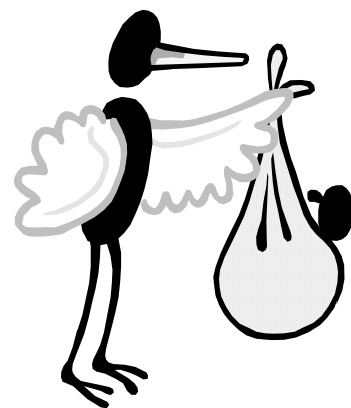
SOMEONE TO HELP YOU



A BUS PASS



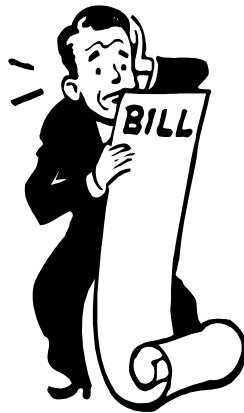
MEDICAL COVERAGE



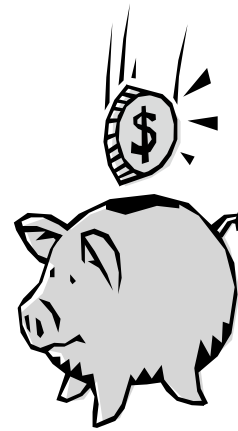
BIRTH CONTROL



A SAFE PLACE TO LIVE



**ENOUGH MONEY TO PAY
YOUR ELECTRICITY BILL**



**SOME MONEY SAVED UP
JUST IN CASE**



A BED TO SLEEP IN



**A WAY TO KEEP
EVERYTHING ORGANIZED**



A DOCTOR YOU TRUST



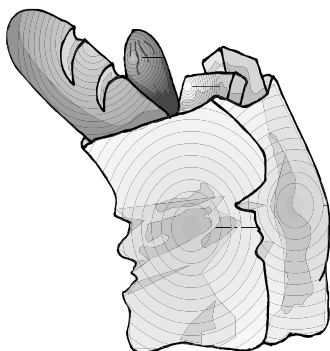
I.D.



RENT MONEY



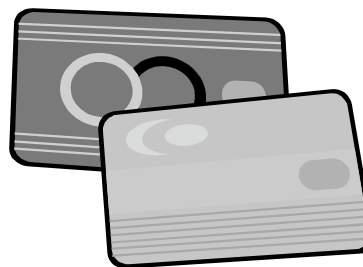
**ENOUGH MONEY TO PAY
YOUR PHONE BILL**



A BAG OF GROCERIES



A GOOD IDEA



A \$0 BALANCE ON YOUR CREDIT CARD



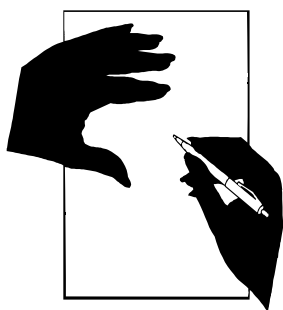
FUN WITH YOUR FRIENDS



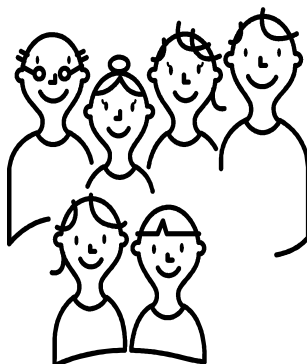
A DIRECTION IN LIFE



FURNITURE



A RESUME



A SUPPORT NETWORK



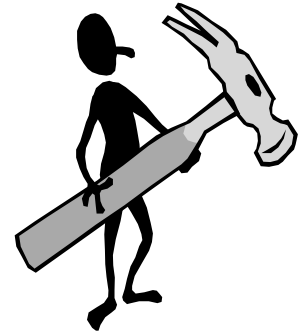
PETS



GOOD CLEANING SKILLS



A BANK ACCOUNT



**THE TOOLS YOU NEED TO
LIVE ON YOUR OWN
SUCCESSFULLY**



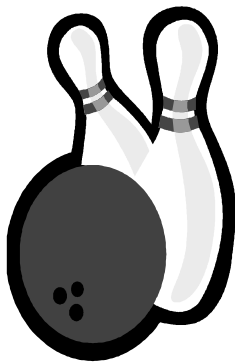
COOKING SKILLS



A DAY PLANNER



A JOB



A HOBBY



A HEALTHY LIFESTYLE



A ROOMATE

HOME  GO HOME  GO HOME  GO HOME  GO
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"Group Guidelines - Sample"

This is an example of specific guidelines that are based on maintaining respect and appropriate behaviour within the group.

1. Be open to new ideas.
2. Hands up to talk. Try not to interrupt other group members.
3. Respect that others may have different opinions, choices, feelings and experiences than you.
4. Try to contribute in some way to activities and group discussion.
5. No insulting or put downs.
6. Come to every workshop or call facilitators if you can not make it.
7. Be on time.
8. Help with clean up.
9. Be respectful and give your full attention to guest speakers, facilitators and other group members when they are speaking or presenting.
10. No drugs or alcohol can be brought to or consumed while at the workshops.

"Group Interviews"

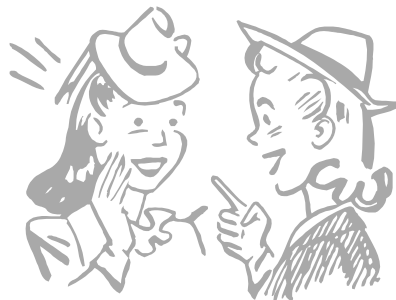
The Focus

This exercise focuses on using attentive listening.

Preparation

Choose a topic that youth can use as a starting point for their interviews with one another.

Topic ideas include: their favorite hobby, a concert they enjoyed, their favorite movie or actor, someone they admire, etc.



The Plan

Tell the group the chosen topic and let them know they will interview each other using attentive listening skills. Divide the group up into groups of four and allocate each person a letter: A, B, C, D. A interviews B, and C interviews D for five minutes. After five minutes reverse the situation so that B is interviewing A and D is interviewing C. After the pairs have interviewed each other the groups come together and A presents to C the information from B, and B presents to D the information from A. The roles are reversed again so that those who were presenting are now listening to their partner present.

"Guess Who"

The Focus

This exercise focuses on group members getting to know new things about each other.

Preparation

You will need pens or pencils and paper.



The Plan

Have each youth write down on a piece of paper an interesting thing about themselves that the group doesn't know. Once youth are finished, collect and shuffle the papers so that they are not in the same order as before. Read one of the papers aloud and have the group guess to whom the paper refers. Then, have the person reveal him/herself and continue this process until all the papers have been read.

"Guidelines for Giving and Receiving Feedback Handout"

- 👂 Ask for it
- 👂 Receive it openly
- 👂 Do not make excuses
- 👂 Acknowledge its value
- 👂 Don't just sit there with a blank stare
- 👂 Express appreciation that they cared enough to give you feedback
- 👂 Discuss it. Don't just say "Thank You", and let it drop
- 👂 View feedback as a continuing exploration
- 👂 Indicate what you intend to do with it
- 👂 Watch out for becoming defensive
- 👂 Try to avoid getting mad, seeking revenge, ignoring what's said or the person saying it
- 👂 Don't look for motives or hidden meanings
- 👂 Seek clarification
- 👂 Think about it and try to build upon it

"Housing Hunt"

The Focus

This exercise informs participants about housing options and how to look for housing.

Preparation

You will need to photocopy enough **Housing Hunt Checklist** and **When You Look For a Place, A-Z Things to Look For** handouts (next pages) for each participant. You will also need information on housing resources as well as local newspaper classified housing ads.



The Plan

Divide the participants into pairs or small groups, depending on the number of participants, and make sure that they have all of the handouts and information they will need. Next, have them use the information they have to find the best housing option(s) for youth in the following situations:

1. A single person making \$800/month who has one cat and works full-time downtown with no means of transportation.
2. Two roommates who can afford \$300/month each and who don't want to live in an apartment building.
3. A single mom on welfare who needs as many utilities included with the rent as possible (can afford \$650/month for both rent and utilities).
4. A student on student loans who can afford \$350/month rent, who can't find a roommate, and has no furniture.

You may also want to make up some other situations that may be more specific to the participants in the group. Then have the pairs/groups compare the resources that they found.

Housing Hunt Checklist

HOW DO YOU WANT TO LIVE?

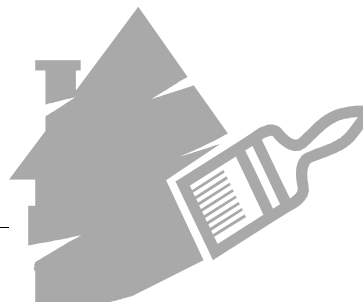
- ☐ Room and Board; which meals are included, sheets/towels, laundry facilities, overnight guests, smoking, security
- ☐ Renting a Room; as above but with cooking facilities, noise restrictions, what other rooms are available?
- ☐ Student Housing; share a room or single, bathroom facilities, quiet hours for study, cleaning room s, curfew
- ☐ Bachelor or One Bedroom; see A-Z list (next page)
- ☐ Services in Exchange for Rent; childcare, disabled or elderly person, housework or personal care, hours and days off
- ☐ Low-cost Housing; co-op housing, low income housing, youth housing

WHERE DO YOU WANT TO LIVE?

- ☐ Close to work, shopping, your friends, school, daycare
- ☐ Near a bus route with good service, bike paths
- ☐ Downtown, suburbs, or in the country
- ☐ Type of building; old/new, high rise, house

HOW TO FIND ACCOMMODATION

- ☐ Housing Registry
- ☐ 'Apartments' in the Yellow Pages
- ☐ Property Management Companies
- ☐ Co-operative housing projects
- ☐ Low-income/subsidized housing
- ☐ Newspaper classified ads
- ☐ Student housing boards or offices
- ☐ Laundromats, libraries, youth centres
- ☐ Friends, family, work contacts
- ☐ Crisis situations; hostel, Salvation Army, transition houses
- ☐ Internet



WHEN YOU LOOK FOR A PLACE, A-Z THINGS TO LOOK FOR:

- A. Turn on taps, flush toilet, run hot water, check drips.
- B. Do plugs work, two or three pronged outlets, all lights turn on?
- C. Is fridge cold, freezer compartment, stove and elements hot?
- D. Open and close all windows and doors.
- E. Locks work on bathroom and entrance doors.
- F. Clean carpet, torn linoleum, sanded floors.
- G. Does shower work, good seal around tub, drain plugs?
- H. Smoke detectors, fire extinguisher, apt/building exits.
- I. Laundry facilities, cleanliness and rules.
- J. Security of building in general, lighting in and out.
- K. Resident Manager, who is owner?
- L. Pets, children, noise rules.
- M. Yearly lease or month-to-month?
- N. What utilities, if heat included, who controls?
- O. Can you redecorate (who pays), hang pictures?
- P. Parking, bicycle rack, storage areas.
- Q. Policies around roommates, overnight guests.
- R. Who does repairs, how long does it take?
- S. Where is the fuse box, main water/gas valve?
- T. Who has keys to the apartment, can you add extra locks?
- U. Is the building insured for liability, fire, etc.?
- V. What notice must be given before moving?
- W. What is required to return damage deposit?
- X. Where is garbage container, are there recycle facilities?
- Y. Are there elevators, hallways large enough for moving?
- Z. Is the building inspection certification current?

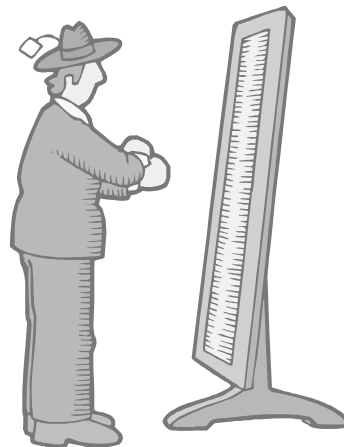
"How Well Do I Know Me?"

The Focus

The focus of this activity is to help participants gain self-confidence as they become more aware of themselves and of their strengths and weaknesses.

Preparation

You will need to have large pieces of paper and enough markers for the group.



The Plan

Give the group the following instructions:

In the top half of your paper draw a picture of yourself. Label it 'ME'. On the bottom half of the page write the words 'AS A PERSON'. Under this heading :

- Write 5 words that best describe you.
- Draw something you like
- Draw something you enjoy doing
- List 5 things that you can do well

Display the pictures around the room and ask participants to walk around the room and look at each others' pictures without talking and try to identify the owner of each picture.

Discuss the pictures. How easy was it for you to do this? Ask what each person learned about themselves and about others.

"How You Can Build Your Self Esteem Handout"

Accept yourself. You don't have to be like any one else. Because people are so different, you will never be able to please everyone. Be yourself and don't pay attention to what others say or think.

Forgive yourself. Everyone makes mistakes. Everyone has to learn to take criticism. If you make a mistake, use that mistake and learn from it.

Learn a new skill. Find something you are interested in and do it. Share it with others if you want to. Choose something that is realistic for you. If you're good at auto mechanics, needle point, baking, go for it.

Reach out to others. When you do, others will respond. Look especially for those with a need. Try volunteer work or help someone in your family or neighbourhood. If you reach out, your efforts will be appreciated, and you will have focused on other people as well as yourself.

Be positive. Practice making positive choices. Decide to trust rather than to worry. Choose liking over disliking. Compliment rather than give criticism. When things are tough, try once more rather than giving up. Give more than you take. Participate rather than watching. Be a plus, not a minus. Smile too.

Be assertive. Assertiveness means speaking up for yourself without offending others. Be comfortable with saying what you think in an honest and considerate manner. Respect comes to those who do.



"Human Knot"

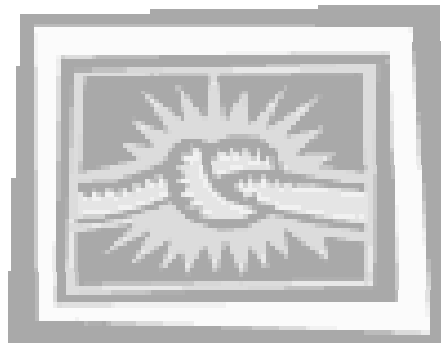
The Focus

The focus of this exercise is group problem solving. Participants will have an opportunity to examine how their roles changed during the activity.

Preparation

This activity involves physical contact, so make sure the group is comfortable with this.

No preparation is really necessary for this activity, although you will need a space large enough for group members to move around freely.



The Plan

If there are more than 12 people in your group, divide them into two groups. Each group must form the smallest circle possible. Instruct each person to take hold of one hand of two different people, neither of whom is next to him/her. They must only hold an opposite hand, (i.e. left hand holds a right hand). Next, tell the group that their task is to untangle themselves to form a circle again without letting go of a hand.

When the circle becomes broken or untangled, discuss with participants:

- What roles did people play in solving the problem of untangling the group (ie. was there a leader)?

" 'I' Messages"

The Focus

The purpose of this activity is to give group members a chance to practice using "I" messages in response to everyday situations.



Preparation

Have enough copies of the **'I' Messages Situations Handout** (next page) for everyone in the group. Also have pencils for all group members. Remind everyone that this is role play- it is not to be taken personally.

The Plan

Have youth work in pairs. Each person then writes down 'I' and 'You' messages for the situations provided on the handout (next page).

Ask the pairs to agree on three of the situations to role play and decide who in the pair is going first. Then ask them to begin the role play. (Ask the groups to really get into the role). The person who has begun will send the other person 'You' messages. The listener responds to the messages in a way that is consistent with how she/he normally responds. Then have the pairs repeat the scenario, only this times have the listener use 'I' messages. Discuss the difference in response/feelings etc.

'I' Messages Situations Handout

- ☐ Your girlfriend doesn't call you for several days – even though you had plans together - because she has a new boyfriend and has been spending all her time with him.
- ☐ Your foster mother is 20 minutes late to pick you up and take you to your doctor's appointment. This has happened before.
- ☐ Your roommate leaves dirty dishes in the sink and on the counter all the time and you are the one who cleans them up most of the time.
- ☐ A friend is always making sarcastic comments towards you. The comments feel like putdowns but your friend always quickly laughs after these comments and says he/she is joking.
- ☐ You receive a letter from your social worker saying that a change in rules means that you will not be able to get money (funding) to take a special training program you were hoping to take. You go in to see her to talk about this.

'YOU' message	'I' message

'I' Messages Ways of Responding Handout

'I' Messages opens up honest communication in a relationship. An 'I' message is a statement that doesn't blame or put someone down and describes more accurately what is going on for the person using the 'I' message. It usually contains three parts:

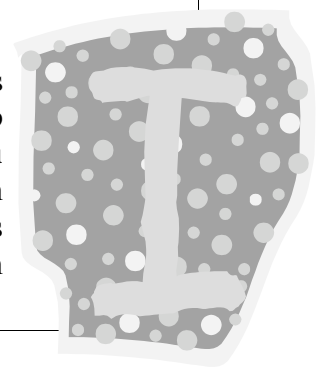
1. *A description of behaviour* (i.e. When you don't call me like we had planned...)
2. *Statement of feeling* (...I feel angry and hurt...)
3. *Statement of the concrete and tangible effect that behaviour has on you* (...because I think that our friendship must not mean very much to you).

Different kinds of responses using 'I' messages:

Expressive responses: These let other people know your likes, dislikes, reactions, ideas and attitudes—through your feelings. E.g.: "I feel pretty angry about not getting that job." "I'm so happy to be away from that group home and living with a decent foster family for a change." "I'm kind of scared to be living on my own."

Reactive responses: These are reactions you have to someone wanting you to do something you may not want to do. E.g.: "No, I don't want a beer because I promised my girlfriend/boyfriend that I would really deal with my drinking." "No, I am going to go home instead because I cannot go out with you tonight *and* get my stuff done for tomorrow."

Preventive responses: These are statements that help others know what you need or want. These statements can help others to meet your needs if they understand clearly what you want and why. E.g.: "Tell me what you like to eat so that I can plan some meals for us." "I'd like to know when this assignment is due so that I can leave enough time to work on it."



"Inner Circle / Outer Circle"

The Focus

This activity focuses on reviewing the information of a workshop.

Preparation

Choose four to five questions that ask participants to review the information they have learned about a workshop's topic.



The Plan

Divide the group up into two circles. One of these circles will be on the inside and the members in that circle should turn and face the members of the outer circle. The facilitator will then call out a question about the workshop topic such as 'what was one thing that really stood out for you about the workshop topic?' The participants will then answer the question to the facing member of the opposite circle. The inner circle then moves so that each member is facing someone different and the next question is asked. If the group is not large enough to form a circle, you do the same exercise with everyone working in pairs or threes.

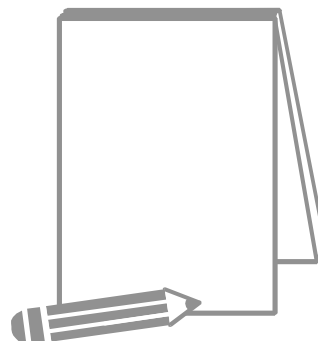
" *Life Inventory* "

The Focus

This exercise provokes self-inquiry in identifying skills related to past history, interests, hobbies, and accomplishments. This process assists the individual in clearly defining work-related and transferable skills, and in matching up the skills with specific occupations.

Preparation

Have ready flip chart paper and a selection of coloured felt pens.



The Plan

Give participants at least an hour to create their Life Inventory. The other time spent in this activity will involve the presentation of each Inventory and the building of a skill list that reflects the individual's life experience and interests.

Hand out large flip chart paper and coloured felt pens. Encourage the participants to be creative with this exercise, using symbols, colour, and graphics in presenting their life. It is important to honour those individuals who are not comfortable with being flamboyant and prefer their self expression to be more conventional. Have individuals write out the below titles on their paper, leaving space underneath to make a list.

Interests (These can include youth's burning interests and things they would really like to do but haven't had a chance.)

Hobbies (Even childhood ones if they were significant.)

Accomplishments (This can be anything. As a facilitator, be careful not to judge or to minimize these.)

What Others Tell Me I Do Well (What are the messages others give us?)

Paid or Volunteer Work (Only those youth liked or did well.)

Favorite School Subjects

After the participants have completed the list under each title, have them write down their **Skills** in the center of the sheet. Arrange for them to work in pairs for further feedback to build on the list of skills. Each participant is then encouraged to present their inventory and asks the entire group to contribute in suggesting relevant skills that they do not yet have in their skill list. Then ask for the group's feedback about how these skills could be useful? On the job? At school? At home? Are there any major skills missing on the list that would be useful in living independently? Be sure to set time limits for each presentation so that everyone will get an opportunity to receive feedback from the group.

" The Living Budget"

The Focus

To learn more about the expense of apartment living, and the importance of budgeting.

Preparation

You will need a large chalkboard or several sheets of flip chart paper taped together on a wall, and a category card for each person.



The Plan

In this exercise, each young person ‘becomes’ a category in a budget. It is their task to make sure their category gets represented fairly on the budget. Money is tight, however. So, as in real life, each category has to do some give and take.

The budget is based on one month, sharing an apartment with a roommate. Begin by drawing a budget on the board or paper (see the **Sample Monthly Budget** on the next page). Try to have one budget category per person. A chalkboard works best since you can erase as you negotiate amounts.

Each person is given a category card with a description of need on it. Have each person read his/hers out loud and get group discussion on it. Some cards give actual amounts, some require input and negotiation. Begin with income and rent and work from there. Talk about bank accounts and putting aside money from each paycheck. Try to end up with expenses totaling monthly income.

Sample Monthly Budget

In / Out	Payday \$550	Payday \$550	Total for Month \$1100	Figuring Column
Rent & Utilities	\$195	\$195	\$390	\$710 left
Food				
Transportation				
Medical				
Education				
Savings				
Recreation				
Clothing				
Phone				
Miscellaneous				
Total				

Living Budget Category Cards

Income: You work 40 hours a week at \$8.00 an hour. That means you gross \$320/week, but your take home pay is only \$275/week. You get a paycheck every other Friday for \$550. What are you going to do with it?

Rent: You and a roommate share a 2 bedroom apartment at \$700/month, not including utilities. Utilities (electric) cost about \$80/month. You and your roommate are splitting everything, so you will pay \$390/month.

Phone: Neither of you has had phone service in your name before. Therefore you must pay a deposit of \$90, also a connection charge of \$42 (can be spread over 3 months). The basic monthly charge is \$20, other options are voice mail \$5 and call waiting \$3. Decide whether or not you and your roommate can afford a phone

Food: This category includes personal items and household goods. For example: toilet paper, soap, shampoo, razors, tampons, toothpaste, birth control, aspirin, cold medicine, tissues, paper towels, laundry detergent, dish washing liquid, etc.

Food you might need to buy often: milk, juice, fresh fruits and vegetables, cereal, meat, cheese, bread, eggs, bacon, butter, jam, peanut butter, slices sandwich meats, rice, beans, potatoes, pasta, etc.

How much should you budget here each week if you and your roommate are sharing grocery bills?

Transportation: You buy a bus pass each month costing \$55. You want to buy a car someday so you want to start saving money in this category each month. Hope you don't lose your bus pass!

Clothing: You are a cashier at a place where uniforms are provided. Fortunately you don't need to spend money for nice work clothes. But, you do need a new pair of shoes and a winter coat. How much should you budget here?

Medical: You have no health insurance through your job. And you're no longer eligible for Medicare since you turned 18. Three months ago you had a bill for \$90 and you are still paying it off. How much should you budget here?

Education: You are working during the day and taking 2 night courses at a community college. Your quarterly tuition payment is \$120. How much should you budget each month for education? Earning a degree is important so you can get a higher paying job!

Savings: If you want to get ahead, you'll need to save money out of every paycheck, even if it's only \$10.

Recreation: Life cannot be all work and no play. List some things you enjoy doing that doesn't cost much. How much can you afford to spend in this category?

" Looking For Work"

The Focus

This session gives the participants information regarding the important components of work search and introduces them to employment programs and resources in the community.

Preparation

Contact the Youth Employment programs in the community and arrange to have a couple of guest speakers introduce the programs' options for youth. This contact should be done well in advance. Suggest that the speakers bring pamphlets and other relevant information. Have examples of resumes, cover letters, and even a videotaped employment interview session for review. Be sure to organize your time throughout the session to allow for the review of the components and guest speaker presentations.



The Plan

Begin the session by asking the participants how they usually look for work or how they would go about finding work. Write their comments on a flip chart. Explain the importance of work preparedness and some of the key components in the work search process. Some of these may already be on the flip chart.

Distribute and review the components of the **Looking for Work Handout**. Take as much time as is needed to work through the handout.

After you have reviewed the Handout, introduce guest speakers to the group.

Looking For Work Handout

Work Research

How do you find out about where there may be work?

- Networking—asking others if they know of any openings
- Keep your ears and eyes alert—postings, newspapers, word of mouth, a new business opening up, employment centers, the internet
- Check out the career research libraries at the local college (it is open for public use). Find out about the labour market and what type of work is likely to be expanding. Find out about the trends, work prospects, salary, work conditions.

Resume and Cover Letters

1) Resumes

What is a resume?

It is an inventory of experience and skills. Explain that the purpose is to organize and complied your abilities to be successful in obtaining an interview for the work you are applying.

IMPORTANT TIPS:

- neatness and layout is important
- be sure not to have any spelling errors or smudges
- use good quality paper
- be honest, but express yourself strongly— in other words, blow your own whistle!
- keep your resume to two pages
- do not include any personal information such as sex or age
- include both hard and soft skills—hard skills are task oriented, like computer, gardening, cooking, mechanical skills—soft skills include qualities like outgoing, hard working, reliable ~ Remember to highlight the skills that are most relevant to the position that you are applying for—be brave and bold!
- have your format consistent ~ year, work position, place of work, town
- look at a lot of examples to find a sample that suits you best and get ideas of working from the many books and resources that are available—you do not need to re-invent the wheel—just change the wording to personalize your resume
- have a friend or two check it over for you before sending it off.

2) Cover Letters

A cover letter always accompanies a resume. This needs to be brief, business letter style (again, check out books on cover letters at the public library), and should include the following:

•The *first* paragraph explains the position you are applying for and where you found out about the position ~ “ It is with great pleasure that I apply for the position of *assistant gardener* as advertised in the Times Colonist, Friday June 14, 2002.” Then you want to explain what interests you about the position, but be sure to continue to tie it into what you have to offer, rather than what you hope to get out of working there.

Looking For Work Handout (con't)

- The *second* paragraph needs to highlight your relevant skills in relation to the position. Do not repeat your resume directly, just emphasis the skills that specifically address the skills that they have stated to be important for the position. If they have not stated any skills directly, do research to find out what is important. This is the paragraph that you also discuss your relevant experience.
- The *third* paragraph includes your keen interest to discuss your skills and abilities in person and to ask for an interview. Be sure to thank them for considering you and formally end the letter with Sincerely, _____ (your full name).

The Employment Interview

This is your opportunity to fully present yourself to an employer. Be sure to do your homework before the interview. This includes finding as much as you can about the position and the company, reviewing your resume, practice talking about your skills and consider some of the questions that they are likely to ask.

IMPORTANT TIPS:

- dress for the interview, unless it is a real hip place, be conservative—be sure your clothes are clean.
- do not wear too much perfume, after shave, make up, or jewelry
- be sure to get there early, find out where it is, and how long it will take to get, there before the day of the interview
- be polite and professional with the receptionist and while waiting

DURING THE INTERVIEW:

- be sure to have eye contact
- be aware of your posture and gestures
- pay attention to any distracting habits you may have when you are nervous
- communicate clearly—notice if your voice is too soft or too loud
- try not to ramble—answer the questions asked and when it is appropriate elaborate a bit on your skills
- be sure you are prepared for some of the questions they ask
- try to relax —and remember—this is also a learning opportunity
- think of some questions at the end of the interview that you could ask them—be sure it is not about the salary, benefits, or holidays
- end the interview with a hand shake and a thank you for the opportunity of the interview.

Information Interview

This is when you go out into the community and interview an employer about a specific position. The purpose of this is to get some information about an occupation, but it is also great for networking and getting some connections. You need to call and make an appointment ahead; most people are familiar with information interviews, but you may need to explain it to them just to clarify that you are not seeking employment, you are seeking information about a career. You will have to prepare a list of questions before you meet with the employer. In doing this, think about the questions that are important to you. Keep the appointment brief, professional, and organized. Follow up with a thank you note. You never know, they may be keeping an eye out for a position for you!

"Making Masks"

The Focus

This activity explores the qualities we have within us and the qualities we project out to the world.



Preparation

Have on hand paper maché - enough for each member of the group - as well as cotton balls, scissors, hair bands or elastics, and Vaseline.

The Plan

Have participants get into pairs. Each group selects one person to go first. That person needs to pull his/her hair away from the forehead. Dab some Vaseline around the hair line with the cotton ball and lightly over the face. Place a cotton ball with Vaseline on it on the eyes and then lay the prepared paper maché strips over the person's face. Ensure that the person can breath comfortably. Once the face is covered, allow the paper maché to dry (or mostly dry) and then carefully lift it off the person's face. Switch off and let the next person make his/her mask. If the masks are dry enough, have the participants paint or collage (or both) the inside of the mask to depict how others see them and the outside to depict how they see themselves.

While creating the masks, ask the participants:

- What qualities do you feel you can show and what qualities do you hide?
- What is helpful and what is harmful about wearing 'masks'?

"Making Masks - Part 2"

The Focus

This exercise gives participants an opportunity to have a discussion while working on their masks.



Preparation

Put some discussion questions up on a flip chart - if appropriate - otherwise, just facilitate a discussion.

The Plan

While the group participants are working on their masks, have a discussion about self-esteem using some of the following questions:

- How does what you show on the outside of your mask, reflect who you are and what you show to the world?
- Is this the same as, or different, from how you have decorated the outside of your mask?

"Murals"

The Focus

This exercise is about participants exploring how they feel about independent living in a creative way.

Preparation

Have enough sheets of poster board for each participant to create their own mural. Gather art supplies such as felt pens, crayons, paint, old magazines for clipping out images, glue and scissors. Another idea is to ask participants to bring images they have from home that represent some aspect of living on their own.



The Plan

Introduce the activity and give everyone a piece of poster board. Have all the art supplies handy and direct the youth to fill their poster board with images relating to living on their own. Then go for it! When everyone seems nearing the end of their murals, have each participant present his/her mural and share with the group what it describes and/or means to them.

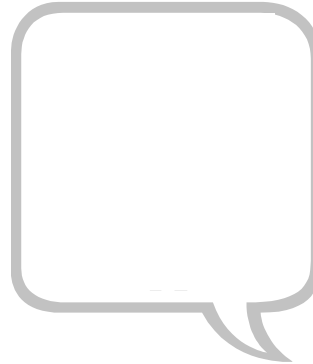
"One Liners"

The Focus

This exercise gives participants practice in identifying their feelings in response to a variety of situations.

Preparation

Have enough copies of the **One Liners Handout** ready to distribute to everyone. Divide the group into pairs. If you don't have an even number of participants, one group can have three participants.



The Plan

Give everyone the **One Liners Handout** and a pencil. Ask each participant to choose 13 statements (i.e. half) from the list and to write a feeling response for each statement.

For example:

“School really is a drag.”

Response: “Sounds like going to school is getting you down right now.”

The pairs can decide to choose to do the same 13 statements, or they can do different ones. After the youth have completed writing their responses, ask them to take turns sharing what they wrote with their partner.

Ask the youth to answer the following questions:

- 🗣 Were you able to identify the feelings behind the statement?
- 🗣 What was it like to focus on the feelings? Comfortable/uncomfortable?

One Liners Handout

1. Lately my mother and father have been really fighting a lot.
2. I didn't know you were going away this weekend.
3. I wish my foster dad would get off my back.
4. My mother has to go into the hospital.
5. I think my mom and her boyfriend are going to break up.
6. Boy, did I get a lot done today.
7. I've never seen her so angry before.
8. I don't know if we can trust him.
9. What's the use of studying for this exam anyway.
10. What can I do, he is on my back about every thing I do.
11. The program I'm in is a real drag - sometimes.
12. I don't think this is fair.
13. I have so much to do right now I don't know where to start.
14. I am really worried about a friend of mine right now, she seems down all the time.
15. They expect me to be so different then I am.
16. I don't know if I can handle downtown right now, there is too much dope around.
17. I could sure use a break.
18. If everything goes well, I might have a job for the summer.
19. I can't believe he hasn't called.
20. Well, it happened again they didn't show up.
21. Man, why do have to go through this every time?
22. Hey, I can't think with all that noise.
23. If know we will have a chance if we just try.
24. I have to go to that party on Friday.
25. School is a drag.
26. My math teacher is being a jerk—he keeps loading on the homework.

"Peace Bingo"

The Focus

The purpose of this game is to introduce peaceful ways of resolving conflict and different ideas of alternatives to fighting.

Preparation

You will need the Bingo Caller's Master Cards, and enough PEACE bingo playing cards for everyone to play. (See following page for example game card and master callers card.) Colour code each section: P-red, E-orange, A-purple, C-green, E-yellow (note that there are two "E"s and that it's important to distinguish them by colour when playing the game).



Create players cards using the Master Card, each bingo card should be different. You will also need playing chips or pennies to use as markers and keep the cards reusable.

The Plan

Distribute cards and play this game as you would regular bingo. The first person to mark off a row in any direction calls out 'PEACE'. Prizes for winners can be added for further winning incentive.

Peace Bingo Card Examples

Example of Game Card

P	E(1)	A	C	E(2)
talk with an adult	help	honesty	listen	assert
think	explain	laugh	share	ignore
slow down	reach out	question	run	refuse
share	respect	get help	stop	assist
talk with minister	befriend	think	care	reach out

Example of Master Caller Card

P <i>Red</i>	talk with adult	talk with friend	talk w/ counselor	talk w/ teacher	talk w/ minister
	walk	think	listen	share	run
	stop	care	slow down	look	study
E(1) <i>Orange</i>	help	support	respect	befriend	love
	understand	explain	assert	ignore	refuse
	assist	reach out	encourage	reason	follow through
A <i>Purple</i>	honesty	get help	question	cooperate	giving
	sensitivity	laugh	smile	talk with adult	talk w/ friend
	talk w/ counselor	talk w/ teacher	talk w/ minister	walk	think
C <i>Green</i>	listen	share	run	stop	care
	slow down	look	study	help	support
	respect	befriend	love	understand	explain
E(2) <i>Yellow</i>	assert	ignore	refuse	assist	reach out
	encourage	reason	follow through	honesty	get help
	question	cooperate	giving	sensitivity	laugh

"Pictionary"

The Focus

The focus of this activity is to have fun and to try and guess what object, associated with independent living, is being drawn.

Preparation

Choose three things related to independent living/living on one's own for each team. Write these down on separate pieces of paper. You will need markers and flip chart paper for the illustrations.



The Plan

Divide the group into two teams (of ideally, 3-5 people each). Explain that each team will choose a different person to be the “illustrator” for each of the three rounds. The illustrators are not allowed to speak, use written words or numbers to aid their team in guessing what they are trying to draw. Begin each round by showing the illustrators the new word. When the teams have guessed all the words correctly, have the group try and guess the theme (independent living) of all the words.

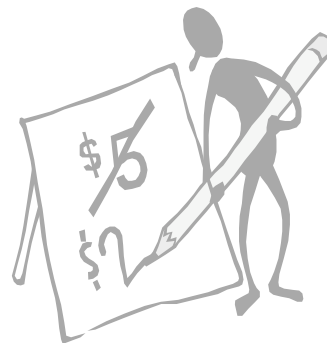
"The Price is Right"

The Focus

The focus of this activity is to learn about how much things really cost.

Preparation

You will need to prepare for enough 'items' that you'll need, depending on the number of participants. Use catalogues and flyers to create a card for each item that includes on the front information such as item description (try to choose items that are relevant to independent living), picture, etc., and on the back discloses the price (try to use regular retail prices instead of sale prices).



The Plan

Just like the game show, have all the participants in *Contestants Row* guess on a large/expensive item. Whomever guesses the closest to the price, without going over, goes on to the next round, which could be one of the following:

- 1) *Matching*; participant matches 3 small/inexpensive items with 3 prices. If they get 2 out of 3 right they can participate in the Final Round.
- 2) *The Price is Wrong*: participants look at 3 small/inexpensive items with prices and know that the price is wrong, but have to guess whether the real price is higher or lower. If they get 2 out of 3 right they can participate in the Final Round.

Once everyone has had a chance to come this far, those who have made it to the Final Round can start the *Final Round*, which involves one large/expensive item (something like a car that has at least 4 numbers in the price). Then each participant is given a chance, simultaneously, to unscramble the numbers to create the right price. The winner is whoever guesses the right combination of numbers to create the right price (there's a chance that there may be no winner, or there may be more than one winner).

"Response Formula"

The Focus

The focus of this activity is on being able to recognize others' feelings and the content of what they are saying. Through this activity youth should be able to:

- a) Define empathic listening
- b) Identify feelings in written or spoken statements
- c) Respond to another's feelings using the response formula



Preparation

Have the sheet of **One Liners Handout** ready to use. You will also need pens and paper for everyone in the group.

The Plan

Read aloud a statement from the **One Liners Handout**. Ask youth to write down a word or phrase which best describes what you think that person is feeling and a word or phrase that describes the content or situation. After the youth have finished writing, ask them to share their responses with the group, in order to see how many different ways there are to express and interpret similar feelings.

Next, introduce the concept of responding to these feelings *empathically*:

- a) identifying feelings
- b) identifying the situation or content
- c) responding to the feeling or situation and letting the person know you understand

Formula: "You feel (feeling) because (content) "

Revisit the **One Liners Handout** and ask youth to create empathic response statements out of each sentence. This can be done with youth working on their own or as a group. Clarify any questions or concerns.

"Roadblocks to Communication Handout"

1) Ordering, Commanding (e.g. "You must..." "You have to..." "You will...")

- can produce fear or active resistance
- invites "testing"
- promotes rebellious behavior

2) Warning, Threatening (e.g. "If you don't, then ..." "You'd better, or...")

- can produce fear, submissiveness
- invites 'testing' of threatened consequences
- can cause anger, resentment, rebellion

3) Moralizing, Preaching (e.g. "You should..." "You ought to..." "It's your responsibility...")

- creates 'obligation' or guilt feelings
- can cause a person to 'dig in' and defend his/her position even more
- communicates lack of trust in a person's sense of responsibility

4) Advising, Giving Solutions (e.g. "What I would do is..." "Why don't you..." "Let me suggest...")

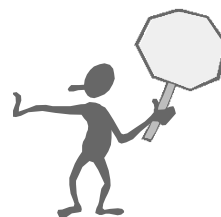
- can imply that the person is not able to solve his/her own problems
- prevents a person from thinking through a problem, considering alternatives, solutions, and trying them out for reality
- can cause dependency, or resistance

5) Persuading with Logic, Arguing (e.g. "Here is why you are wrong..." "The facts are..." "Yes, but...")

- provokes defensive position and counter arguments
- often causes a person to 'turn off' speaker, to quit listening
- can cause the person to feel inferior, inadequate

6) Judging, Criticizing, Blaming (e.g. "You are not thinking maturely..." "You are lazy...")

- implies incompetency, stupidity, poor judgment
- cuts off communication from person over fear of negative judgment
- person often accepts judgment as truth ("I am bad") or retaliates ("You're not so great yourself")



Roadblocks to Communication Handout con't

7) Praising, agreeing (e.g. “Well I think you’re doing a great job!” “You’re right, that teacher sounds awful!”)

- implies high speaker expectations as well as surveillance of persons ‘toeing the mark’
- can be seen as patronizing or as manipulative effort to encourage desired behaviour
- can cause anxiety when person’s perception of self doesn’t match speakers approval

8) Name calling, Ridiculing (e.g. “Cry baby” “Okay Mr. Smarty pants...”)

- can cause person to feel unworthy, unloved
- can have devastating effect on self image of person
- often provokes verbal or physical retaliation

9) Analyzing, Diagnosing (e.g. “What’s wrong with you is...” “You’re just tired,..” “You don’t really mean that...”)

- can be threatening and frustrating
- person can feel either trapped, exposed , or not believed
- stops person from communicating for fear of distortion or exposure

10) Reassuring, Sympathizing (e.g. “Don’t worry” “You’ll feel better” “Oh cheer up”)

- causes the person to feel misunderstood
- evokes strong feelings of hostility (“that’s easy for you to say”)
- person often picks up speakers message as : It’s not all right for you to feel that bad”

11) Probing, and Questioning (e.g. “Why...” “Who....” “What did you..” “How...”)

- since the answering questions often results in getting subsequent criticisms or solutions, people often learn to reply with non-answers, avoidance, half truths, or lies
- since questions often keep the person in the dark as to what the speaker is driving at, the person may become anxious and fearful
- person can lose sight of his/her problem while answering questions spawned by the speaker’s concern

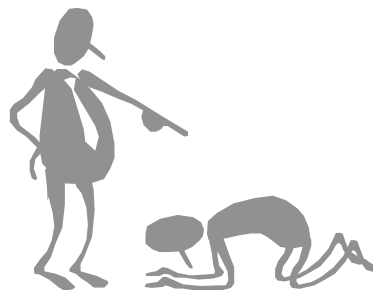
12) Diverting, Sarcasm, Withdrawal (e.g. “Let’s talk about pleasant things..” Remaining silent or turning away)

- implies that difficulties are to be avoided rather than dealt with
- stops openness from person when he or she is experiencing a difficulty
- can infer that persons problems are unimportant, petty or invalid

"Role Playing Roadblocks"

The Focus

This purpose of this exercise is to increase the youths' awareness of ineffective communication styles on an experiential level. Through discussion and role playing youth should be able to identify the different styles of negative communication.



Preparation

Create cards with roadblocks from the ***"Roadblocks to Communication Handout"*** written on them.

The Plan

Have the group sit in a circle or around a table. Introduce a topic that the whole group can discuss i.e. a current world issue or local community problem. Give each youth one of the role cards. Ask the youth to review their cards, keeping them hidden from the rest of the group. Start the discussion and ask each of the youth to communicate in the style of their role card. After 5-10 minutes stop the group and discuss how people felt in their roles, and how they felt about the other roles and roadblocks. If you have time, you may want to give each participant a new role to try and start again with a new discussion topic.

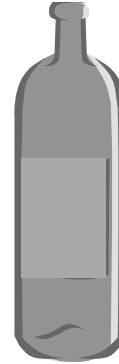
"Spin the Bottle"

The Focus

This activity is about having fun and group members getting to know each other.

Preparation

Cut a 'c' shaped hole along the side of a 2L pop bottle. Cut up small slips of paper for participants to write questions on and place inside the hole in the pop bottle. Also prepare your own questions (prepare as many questions as there are participants) and place them inside the pop bottle.



The Plan

Ask the group to write on the slips of paper a question they would like other group members to answer. Have the group sit in a circle and place the pop bottle in middle of the circle. The first person spins the bottle and whoever it points to pulls a question out of the bottle and answers it aloud to the group.

Example questions include:

- What's your favourite recreational activity?
- What advice would you give to another youth who wants to move on their own?
- If you could travel anywhere in the world, where would you go and why?
- What's your biggest fear about living on your own?
- What's the best thing you can do for yourself when you've had a stressful day?
- Why did you choose to join this group?
- Where do you see yourself in one year?

"True or False"

The Focus

This activity focuses on building more connections between group members.

Preparation

Decide on how you will pair people up for the three rounds of this exercise.



The Plan

Randomly pair up group members by asking them to choose a partner that has the same colour t-shirt as they do, or who has the same color eyes, or who was not born in this country, or any variation of that.

Once group members are in pairs, each partner must tell two true things about themselves and one false thing. The partners then try to guess which statement is false. Repeat this activity three times or until each participant has had at least three different partners.

"Values Survey"

The Focus

This activity focuses on building greater awareness of personal values and the importance of considering these values when making work and life decisions. Discussions will include how we can honor our values in making life choices.



Preparation

Copy the **Values Survey** on the following pages. Prepare to explain the self marking process to the group.

The Plan

Open the session by asking the group to define what *values* are. Write some of their ideas on a flip chart. Then ask participants how they have acquired their values. Again, record this so all the group can reflect on the responses. Some of the responses to this second question could include: culture, family, school, peers, and the media. Explore why considering values is important in the process of youth stepping out on their own, at a time when they are making education and work choices.

Values Survey:

Review the procedures and scoring of this handout. Also inform participants that this is just one of many tools to help people think about their values. It may not make sense to some people, and that's okay; just look at this survey as further exploration and accept only what you feel comfortable accepting. It is also important to point out that one value is *not* any better than another, and to be careful not to judge these values.

Once everyone is finished filling out the survey, ask permission to list their top three values on large flip paper. Use different colour felts for each different value. Be sure to include their score under each value. Have individuals read out the value definition in which they scored high, or just ask for volunteers. As they read out each value section, discuss the importance and relevancy in considering these values in making important choices in their life.

VALUES SURVEY

Check the column that most closely matches your feelings.

	Very True	Someti mes True	Not Sure	Not True
1. I would rather have a large expensive house than own a work of art.				
2. I like to go places with my friends.				
3. I'd really like to travel to far away places.				
4. I think music and art should be required in our schools.				
5. It is important that my family does things together.				
6. I like to make things.				
7. I would rather be president of a club than just a member.				
8. I'd like people to know that I've done something well.				
9. I like to read books that help me understand people.				
10. If I had talent, I'd like to be on TV.				
11. Having an expensive car is something I'd really like.				
12. If I could, I'd like to make a movie that would make people aware of injustice, and would improve the conditions it described.				
13. I'd rather be rich than married.				
14. I like writing stories, plays, or poetry.				
15. I like to try things I've never done before.				
16. I enjoy doing different things.				
17. It is important to be proud of what I do.				
18. If my friends want to do something that I think is wrong, I will not do it.				
19. I'd like to accomplish something in life that will be well known.				
20. A strong family unit is essential to me.				
21. I would disobey a boss who asked me to do something against my principles, even if it meant being fired.				
22. It is important for me to have a good understanding of history.				
23. If I could, I'd like to be president.				
24. It would be fun to climb mountains.				
25. It is very important for me to live in beautiful surroundings.				
26. I like to go to parties.				
27. It is important to have very good friends.				
28. I would rather make gifts than buy them.				
29. I am very close to my parents.				
30. I like to attend lectures from which I can learn something.				
31. It is more important to stick to my beliefs than to make money.				
32. I would rather make less money at a job I know will last than take a chance at a job that might not last but pays more.				
33. I would like a lot of expensive possessions.				
34. I would rather be free to move around than be tied down by a family.				

	Very True	Someti mes True	Not Sure	Not True
35. I like to feel that I am in charge in a group.				
36. It is important to have an appreciation of art or music.				
37. I like to write.				
38. I'd look forward to taking a job in a city I had never visited before.				
39. Having children is important to me.				
40. I'd like to understand the way a TV works.				
41. I'd like to be able to decide what and how much work I will do during a day.				
42. I'd like to do something that helps people.				
43. I'd like to be famous.				
44. I'd rather be a judge than a lawyer.				
45. I do not think I'd like adventurous vacations.				
46. I would like to have works of art in my home.				
47. I would like a job that gives me plenty of free time to spend with my family.				
48. I could not be happy with a job in which I did not feel good about myself.				
49. I get very nervous when I'm forced to take chances.				
50. I would rather be a boss than a worker.				
51. It is important to share activities with my friends.				
52. If I knew how, I would make my own clothes.				
53. I would rather not have to answer to a boss.				
54. Gaining knowledge is important to me.				
55. I'd rather work for a well-established company than a new company.				
56. Money can't buy happiness, but it helps.				
57. Being rich would be the best thing about being a movie star.				
58. Being famous would be the best thing about being a movie star.				
59. The best thing about being a movie star doing something creative.				
60. I'd like to be able to make my own decisions.				
61. Getting to travel would be the best thing about being a movie star.				
62. I'd like to nurse people back to health.				
63. I would like helping tutor people having trouble at school.				
64. I feel more comfortable in places I've seen before than in new places.				
65. I'd like to work at a job in which I help people.				
66. I enjoy spending an evening with my family.				
67. I'd rather work at a job that is not very interesting but pays a lot, than one that is interesting but pays little.				
68. I would like to write a book that would help people.				
69. I want to be able to travel if the opportunity arises.				
70. If I had the talent, I'd like to be a famous rock star.				
71. I like reading to gain insight into human behaviour.				
72. It is important to share your like with someone.				

	Very True	Someti mes True	Not Sure	Not True
73. If you don't take chances you'll never get anywhere, and I like to take chances.				
74. If I could, I would like to make a movie that people would think is beautiful.				
75. I'd rather be a leader than a follower.				
76. The world would be a terrible place without beautiful things.				
77. It is important to try to learn something new everyday.				
78. I would feel I was doing something worthwhile if I helped a friend with her problems.				
79. I especially like things I make myself.				
80. A close family is important to me.				
81. I think it is important to donate to the needy.				
82. I enjoy looking a beautiful scenery.				
83. The best thing about winning a gold medal at the Olympics would be the recognition.				
84. I like to go on hikes or bike rides with my friends.				
85. I have strong beliefs about what is right and wrong.				
86. It is important to have a family with whom to discuss problems.				
87. I'd like an exciting life.				
88. I prefer working by myself rather than as part of a team.				
89. I'd like to know all that I can about the workings of nature.				
90. I think it's wrong to help a friend cheat on an exam, even if I know he will fail if I don't help.				
91. Having a job I know I can keep is important to me.				
92. I'd like to have enough money to invest for the future.				
93. I don't like someone assigning me tasks to do.				
94. I do not like being alone very much.				
95. I like to take charge of organizing activities.				
96. I think that saving money for the future is very important.				
97. When I've done something I'm proud of, it's important that other people know.				
98. I would rather make less money at a job in which I choose my own work, than make more money at a job in which someone tells me what to do.				
99. People should contribute a small amount of money to be used to decorate public buildings.				
100. I don't like to take risks with money.				
101. I like thinking of something that's never been done before.				
102. I would not like a job in which I traveled a lot and could not have lasting relationships.				
103. If a teacher accidentally left test answers where I could see them, I would not look.				
104. I like people to ask me for my opinion when trying to decide the best way to handle a situation.				

Turn back to the first page of this exercise. Above the words “Very True”, write a 9. Above the words “Sometimes True”, write a 6. Above the words “Not Sure”, write a 3. Above the words “Not True”, write a 0. Do the same for each page of the exercise.

Now, for each number listed below, write a numerical value of the response you selected. For example, if on number 1 you selected “Sometimes True”, put a 6 on the line next to the number 1. When all the lines have been completed, total the numerical responses under each heading.

Family

5 _____
 20 _____
 29 _____
 39 _____
 47 _____
 66 _____
 79 _____
 85 _____
Total _____

<p style="text-align: center;">Adventure</p> <p>3 _____ 15 _____ 16 _____ 24 _____ 38 _____ 61 _____ 73 _____ 86 _____ Total _____</p>	<p style="text-align: center;">Knowledge</p> <p>9 _____ 22 _____ 30 _____ 40 _____ 54 _____ 71 _____ 76 _____ 88 _____ Total _____</p>	<p style="text-align: center;">Power</p> <p>7 _____ 23 _____ 35 _____ 44 _____ 50 _____ 74 _____ 94 _____ 103 _____ Total _____</p>	<p style="text-align: center;">Moral Judgement & Personal Consistency</p> <p>17 _____ 18 _____ 21 _____ 31 _____ 48 _____ 84 _____ 89 _____ 102 _____ Total _____</p>
--	--	---	---

<p style="text-align: center;">Money or Wealth</p> <p>1 _____ 11 _____ 13 _____ 33 _____ 56 _____ 57 _____ 67 _____ 91 _____ Total _____</p>	<p style="text-align: center;">Friendship & Companionship</p> <p>2 _____ 26 _____ 27 _____ 51 _____ 72 _____ 83 _____ 93 _____ 101 _____ Total _____</p>	<p style="text-align: center;">Recognition</p> <p>8 _____ 10 _____ 19 _____ 43 _____ 58 _____ 70 _____ 82 _____ 96 _____ Total _____</p>	<p style="text-align: center;">Independence & Freedom</p> <p>34 _____ 41 _____ 53 _____ 60 _____ 69 _____ 87 _____ 92 _____ 97 _____ Total _____</p>
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<p style="text-align: center;">Security</p> <p>32 _____ 45 _____ 49 _____ 55 _____ 64 _____ 90 _____ 95 _____ 99 _____ Total _____</p>	<p style="text-align: center;">Beauty or Aesthetics</p> <p>4 _____ 25 _____ 36 _____ 46 _____ 75 _____ 81 _____ 98 _____ 104 _____ Total _____</p>	<p style="text-align: center;">Creativity</p> <p>6 _____ 14 _____ 28 _____ 37 _____ 52 _____ 59 _____ 78 _____ 100 _____ Total _____</p>	<p style="text-align: center;">Helping Others</p> <p>12 _____ 42 _____ 62 _____ 63 _____ 65 _____ 68 _____ 77 _____ 80 _____ Total _____</p>
--	--	--	--

For which category is your total the highest? That's the value most important to you at present. However, values can change, and in fact, usually do. For this reason, you may wish to take the Values Survey again in a year or two.

What do the categories mean? Description of each categories follow.

FAMILY

Someone with a very high score in this category values the closeness of a family. Parents and children feel close to each other and spend much time together. "Family" can also mean other persons or friends who are close to you, if you choose not to join a traditional family. Your inner circle of acquaintances is important. You are a people person. If you score high in this area you will want a job that allows you plenty of time at home where you can enjoy family and friends. Your work hours should be consistent and stable. You probably would not be happy as a traveling sales representative, a forest ranger, or a nun.

ADVENTURE

In contrast to the preceding, a career that calls for a lot of travel may be just right if you value adventure. You certainly would not be satisfied with a job in which the routine is the same day after day. Your score shows that you would like to have varied job duties and that you are comfortable taking risks.

See how easy this is? But, oops! What if you have high scores in two categories? Could you have a happy family life and lots of adventure, too? It's possible. Here is where you have to make some choices and spend time comparing careers. Which do you value more? If you're an adventure-loving family woman, you may have to settle for hang gliding on weekends, or making an expedition through the wilderness each summer, rather than being a foreign correspondent or an international jewel trader.

KNOWLEDGE

If you value knowledge, you will want a career that lets you keep on learning. Teaching is an obvious choice, but you might also consider doing research—scientific, historical, political, or whatever. Being a journalist who covers different stories every day and spends time reading reports and interviewing people might also be a good choice.

POWER

It's hard to find an entry-level job with a lot of power, but if that's what you value, you'll want to make sure that there's plenty of room for advancement in your chosen field. You should prepare yourself to take a leadership role by pursuing advanced education or by learning more skills in your field. Or, you might want to start your own business. That way you can be president immediately—even if you're the only employee!

CREATIVITY

Writers and artists are often thought of as creative, but creativity is an important asset in other fields as well. If you value creativity, you will want a career that gives you room to make choices and decisions to put your ideas into effect, and to evaluate the results of your efforts. You probably wouldn't be happy in a job that is rigid or inflexible. You might find a use for your creativity by working as a program director for a senior citizens' group, as an engineer in a large research firm, or as a landscape architect.

HELPING OTHERS

People who value helping others traditionally become teachers and nurses. But, there are many other options. Doctors, social workers, psychologists, counselors, writers, politicians, lawyers, dieticians, speech pathologists, and physical therapists are just a few of the career possibilities for those scoring high in this area.

INDEPENDENCE

If you value independence and freedom, you should beware of careers which are rigidly supervised or scheduled. Some sales representative positions allow you a great deal of freedom. People who work on a free-lance basis, or as consultants, may be able to decide where, when, and how much work they will do.

SECURITY

Careers with well-established companies, or those in areas that are basic to human needs and not likely to become obsolete, are good choices for someone who values security. Such a person is usually happier with clearly defined work.

.....
Re-examine your values throughout your life to make sure you aren't working hard and giving up things that are important to you for the sake of something you no longer value!
.....



"Wacky Words"

The Focus

The focus of this exercise is to unscramble the words on the game sheets to reveal a hidden phrase or meaning.

Preparation

Photocopy enough game cards for everyone in the group. Game sheet and answers are on the following pages.



The Plan

Pass out game sheets, pens and extra paper to participants. When all group members have tried unscrambling the word puzzle, read aloud the answers.

Wacky Words

1. SAND	2. <u>MAN</u> BOARD	3. <u>STAND</u> I	4. R/E/A/D/I/N/G	5. <u>WEAR</u> LONG
6. R ROADS A D S	7. <u>IIII</u> OOOO	8. CHAIR	9. DICE DICE	10. T O U C H
11. KNEE LIGHTS	12. T O W N	13. CYCLE CYCLE CYCLE	14. LE VEL	15. <u>0</u> B.S. B.A. M.A.
16. <u>GROUND</u> FEET FEET FEET FEET FEET FEET	17. <u>MIND</u> MATTER	18. HE'S/HIMSELF	19. ECNALG	20. DEATH/LIFE
21. <u>GI</u> CCC CC C	22. ____PROGRAM	23. SPEED SPEED SPEED SPEED SPEED SPEED SPEED SPEED SPEED SPEED	24. J U YOU S ME T	25. GEG

Answers to Wacky Words

1. Sand Box
2. Man Overboard
3. I Understand
4. Reading Between the Lines
5. Long Underwear
6. Crossroads
7. Circles Under the Eyes
8. High Chair
9. Paradise
10. Touchdown
11. Neon Lights
12. Downtown
13. Tricycle
14. Split Level
15. Three Degrees Below Zero
16. Six Feet Under Ground
17. Mind Over Matter
18. He's Beside Himself
19. Glance Backwards
20. Life After Death
21. G.I. Overseas
22. Space Program
23. Ten Speed
24. Just between You and Me
25. Scrambled Egg

"Wacky Words - Housing Edition"

The Focus

The focus of this exercise is to unscramble the abbreviations on the game sheets to reveal a hidden phrase or meaning. The abbreviations are taken from every day housing classified advertisements. This exercise will help participants become more familiar with the



Preparation

Photocopy enough game cards for everyone in the group. Game sheet and answers are on the following pages.

The Plan

Pass out game sheets, pens and extra paper to participants. When all group members have tried unscrambling the word puzzle, read aloud the answers.

Wacky Words - Housing Edition

hw	prkg	Avail	W/W	FP
DD	Res.Mgr.	appl.	bach.	F/S
Ste	Sep.Ent.	np	furn	laund
lge	BR	ns	LR	Char.
Util inc.	W/D	GrdFlr	ht	Bsmt ste.

Answers to Wacky Words - Housing Edition

1. Hot Water
2. Parking
3. Available
4. Wall to Wall Carpeting
5. Fire Place
6. Damage Deposit
7. Resident Manager
8. Appliances
9. Bachelor
10. Fridge & Stove
11. Suite
12. Separate Entrance
13. No Pets
14. Furnished
15. Laundry
16. Large
17. Bedroom
18. Non Smoking
19. Living Room
20. Character
21. Utilities Included
22. Washer & Dryer
23. Ground Floor
24. Heat
25. Basement Suite

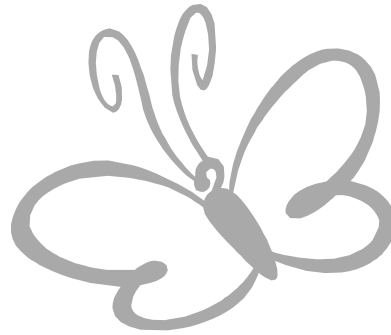
" What Kind of Animal are You?"

The Focus

This activity develops group members' sense of the way they deal with situations of conflict. It asks youth to choose an animal with similar behaviors to their own.

Preparation

Each youth will need a piece of paper and pens, markers, etc.



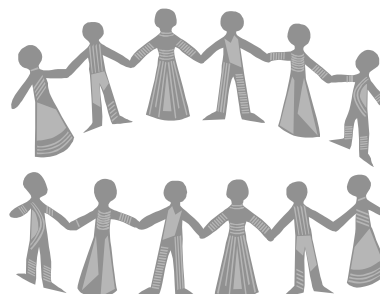
The Plan

Ask each youth to write down on their piece of paper what kind of animal would best describe who they are when in conflict, naming 3 characteristics of this animal that they also have. Youth can either draw or act out this animal for the rest of the group to guess. Then ask them what kind of animal they would want to be and why.

" The Youth In Care Connection"

The Focus

This activity allows participants to identify and share some of the difficult issues associated with living in care. In identifying strategies of coping with the challenges in their lives, they share the resources that have been helpful to them. This activity acknowledges youth for their resourcefulness and survival abilities.



Preparation

You will need a large flip chart paper, coloured pens, and resource directories for reference.

The Plan

Divide the participants into groups of four. Ask each group to assign a recorder and a speaker. Have them consider all the things in their lives that make it difficult for them to take the next step or to feel like they are getting ahead (i. e., in relation to school, work opportunities). Ask them to title their page “Challenges and Barriers”. Remind them that they are working as a team and thus to include everyone in their group in doing this exercise. Let them vent together and write down all the things that are presented as barriers.

Once they have finished, have one group present their list to the large group. After each group as presented have a brief discussion on similar issues they may share. Next, have each group exchange their sheet of barriers and brainstorm strategies to challenge these barriers or cope with some of the issues. Remind them how resourceful they are and suggest they work as a team to write their strategies on the sheet, each person with a different coloured pen. When they are through with writing up their strategies under the presented barriers have them again present their brainstorming to the group.



Have resource directories available to make suggestions as they share their work. It is important to be vigilant to issues and follow up with individuals who may need further professional assistance.

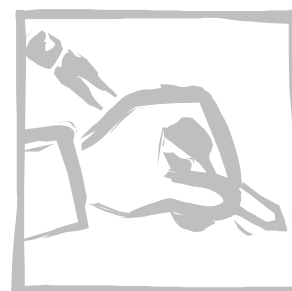
" Youth In Care Game"

The Focus

This game focuses on youth sharing their experience of being in care and making connections in the group.

Preparation

You will need enough game cards (see sample on the next page) and pens for everyone in the group.



The Plan

A person is chosen to be the leader for the first round, and then participants take turns being leaders for the following rounds. The leader will choose a letter and call out that letter to the rest of the group. Everyone then tries to write down a word starting with that letter in each category. The word must be related to the category it is written down under.

Once the leader has finished writing their words down they will call 'stop'. Once they have called 'stop' everyone stops writing on their cards and each participant will read aloud their word under the first category until all the categories have been read.

Scoring is as follows:

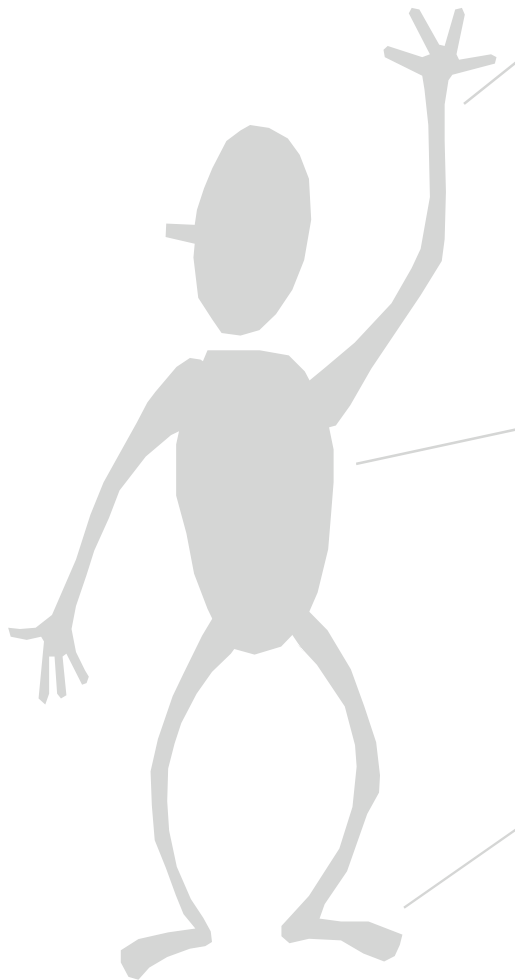
- If only one person has written a particular word in a column, that person counts 20 points
- If two people have written the same word, each receives 10 points
- If three or more people choose the same word each gets 5 points
- The group decides if the word is not associated with the category heading, in which case the player gets no points for that column
- The rounds continue until all players have had a turn being the leader and calling out a letter
- The winner has the highest total score of all rounds

Youth In Care Game Sample Card

[illegible]

Appendix A Sample Workshop Evaluation

Head, Heart & Feet Evaluation



Head: Today I learned...

Heart: I felt that this workshop was...

Feet: I can take and use what I got out of this workshop when I ...

Additional Comments:

Checklist Evaluation

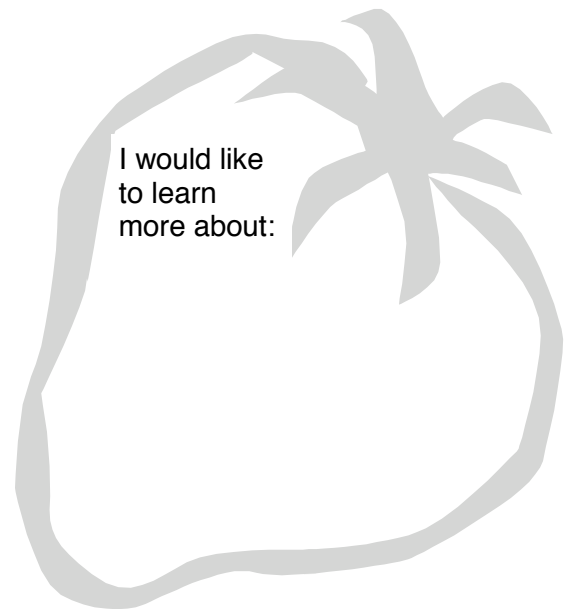
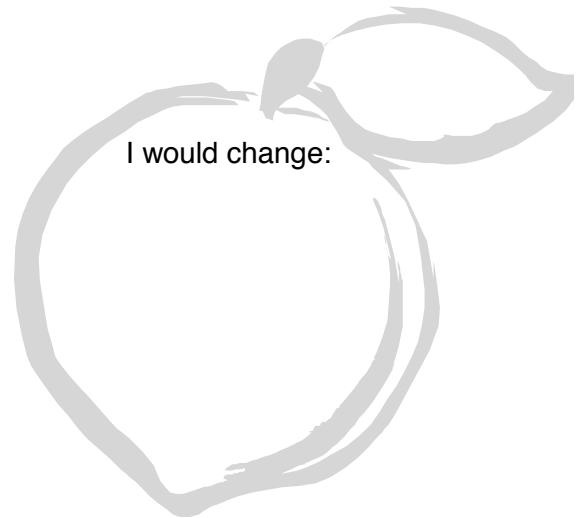


Please rate the following:

1. The welcoming
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____
2. Ice Breakers
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____
3. The Topic
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____
4. The Guest Speaker
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____
5. The Wrap-up Activity
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____
6. The Food
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____
7. The Location
Loved it ____ Liked it ____ It was okay ____ Didn't like it ____ It sucked ____

Additional Comments:

Bites of Feedback Evaluation



Appendix B Sample Participant Application

YOUTH LEAVING CARE PROJECT APPLICATION FORM

Please fill this out as best as you can. If you have a question, please don't hesitate to ask for assistance. *This information will be kept confidential.*

IDENTIFYING INFORMATION

Name: _____
Birthdate: _____ Age: _____
Address: _____

Phone #'s: Home: _____
Work: _____
Other: _____
Emergency Contact: _____
Name: _____
Phone #'s: _____

PRESENT SITUATION

1. What is your relationship with the Ministry?
☐ In Care - Temporary Wardship
☐ In Care - Permanent Wardship
☐ Was In Care
☐ Other: _____
2. What is your current living situation?
☐ In a Receiving Home
☐ In a Foster Home
☐ In a Semi-Independent Living Home
☐ Living with your Parents
☐ Living on your own
☐ Other: _____
3. How long.....
until you move out on your own? _____
have you been living on your own? _____
4. Are you receiving support from either of the following programs?
Independent Living Yes () No ()
Youth Agreements Yes () No ()
Youth Works (welfare) Yes () No ()
5. Are you:
In School Yes () No ()
Working Yes () No ()
In another Program Yes () No ()
6. IS THERE ANYTHING ELSE YOU'D LIKE US TO KNOW ABOUT YOU? For example, is there any specific health concerns or special needs you may have?

YOUTH LEAVING CARE PROJECT
APPLICATION FORM
Con't

Please rate the importance of the topics listed below and comment about your specific *needs, goals, skills and/or challenges* for each one as this will help us get to know you better. This will also help us plan workshops that will be more relevant and interesting to you.

Rating Scale:

1 Not Important

2 Somewhat Important

3 Very Important

TOPIC	RATING OF IMPORTANCE			COMMENTS
School/Training	1	2	3	
Employment	1	2	3	
Housing	1	2	3	
Health/Medical Issues	1	2	3	
Coping with Emotions	1	2	3	
Anger Management	1	2	3	
Communication	1	2	3	
Household Maintenance	1	2	3	
Budgeting	1	2	3	
Food; nutrition, cooking, etc.	1	2	3	
Healthy Relationships	1	2	3	
Rights/Advocacy	1	2	3	
Stress Management	1	2	3	
Drug & Alcohol Issues	1	2	3	
Other:	1	2	3	

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A project sponsored by:
Greater Victoria Child and Youth Advocacy Society &
Research Initiatives for Social Change, School of Social Work, University of Victoria

Funding provided by:
B.C. Ministry for Children and Family Development
Vancouver Foundation
Queen Alexandra Foundation
Vancouver Island Health Authority Community Fund