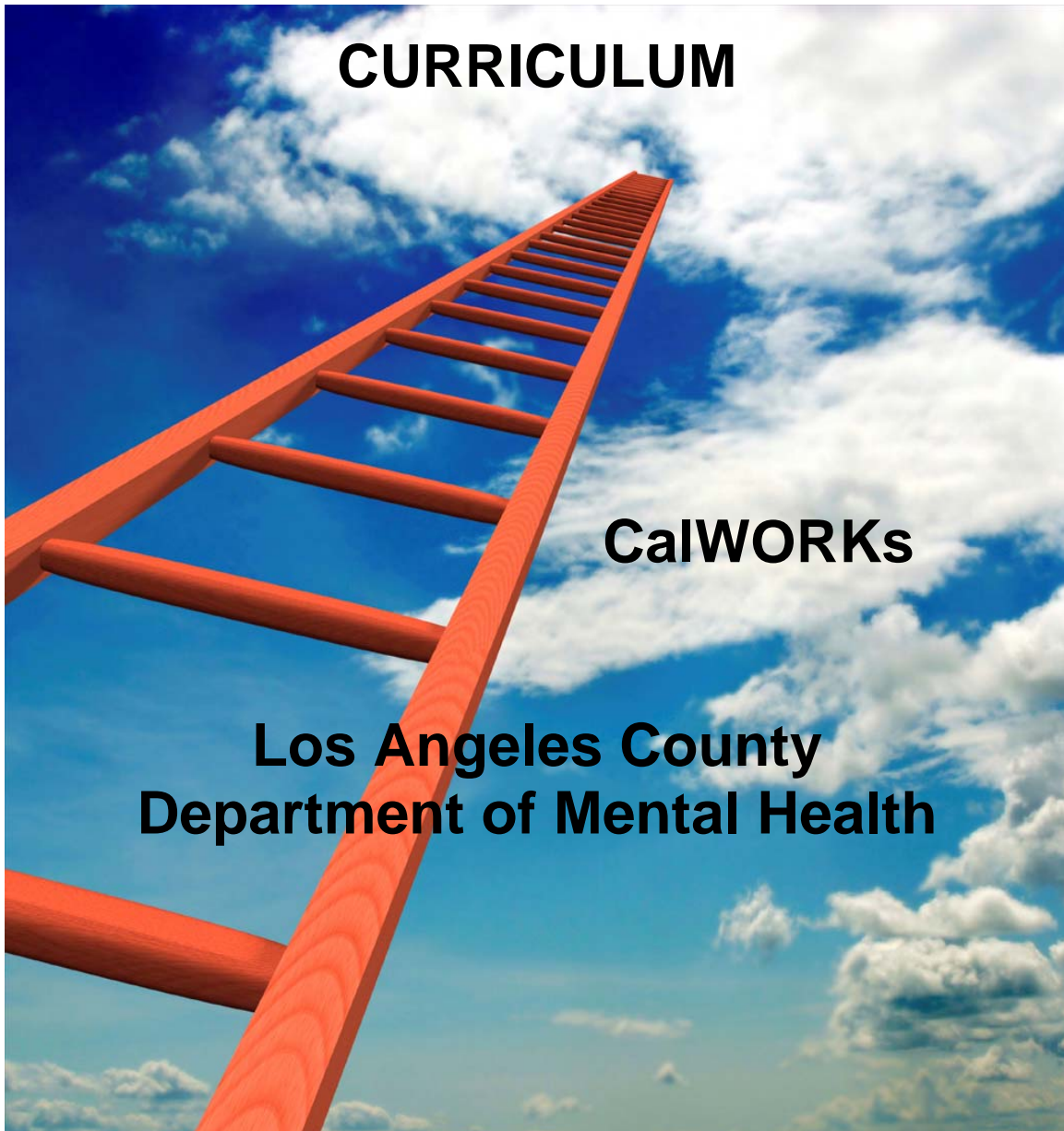


LIFE SKILLS SUPPORT GROUP



CURRICULUM

CaIWORKs

**Los Angeles County
Department of Mental Health**

CaIWORKs Supportive Services

SUCCESS LADDER

CAREER



EDUCATION

← Entry Level Job

LIFE SKILLS SUPPORT GROUP
CURRICULUM

Developed by

CalWORKs Program Administration

County of Los Angeles Department of Mental Health

**LIFE SKILLS SUPPORT GROUP
CURRICULUM**

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LIFE SKILLS SUPPORT GROUP

CURRICULUM

PURPOSE:

CalWORKs Life Skills Support Groups combine the objectives of removing mental health barriers to employment with exercises that promote practical outcomes. Participants will learn coping strategies to deal with their emotional concerns, and gain knowledge about the culture of the work environment. Personal strengths will be identified in dealing with stress-related issues. Participants can expect to become empowered to pursue educational/employment goals while improving in the area of general life skills.

This will be an open-entry and open-exit group, which will meet two hours every week for six weeks.

The target population is CalWORKs participants who are identified by their treatment provider as not being fully ready for the mainstream WtW program activities, but are ready to work on life skills that may better prepare them for employment.

The Right Frame of Mind

MODULE 1A

LIFE SKILLS SUPPORT GROUP

THE RIGHT FRAME OF MIND

ATTITUDE

GOAL: This module is designed to help participants overcome barriers in thinking that prevent them from moving forward. Participants will learn to identify and correct negative views that lead to unproductive behavior.

OBJECTIVES: Participants will be able to:

- recognize negative thinking patterns
- understand how thinking is related to behavior
- have more control over negative behavior

MATERIALS: Handouts: Attitude is Key, Examples of Negative Thoughts

*This module selection (attitude) requires an LMHA Staff to conduct group

**ATTITUDE IS KEY!
AS A MAN THINKETH SO IS HE**

In order to gain more control over our emotions and behavior, we can become more aware of the negative destructive thoughts that enter our minds almost habitually. These negative thoughts have the power to control how we feel and how we process information in deciding how to behave.

The good news is that while we typically cannot control the way we feel about a person or a matter, we can control our thoughts! This becomes significant when we need to change the way we respond to certain situations.

The behaviors and feelings that we most often want to change are the ones that have negative consequences tied to them. High intensity feelings like rage, envy, sadness, and guilt can be debilitating, particularly if experienced often.

Let's look at an example where our feelings can change in response to a change in our thinking pattern.

EXAMPLE: A neighborhood fire breaks out and three family homes are burned down. There was no loss of life, but one woman who lost her home grieved so much she ended up in the hospital for stress-related illness.

What happened to the other homeowners? How did they manage to survive the fire without needing medical care?

In this narration, the other fire victims were relieved that there was no loss of life and that everyone in their family was safe. While they had normal feelings of grief and loss they managed to look toward building their lives again.

EXAMPLES OF NEGATIVE THOUGHTS AND HOW THEY MAKE YOU FEEL AND ACT

Please add examples of negative thoughts and their consequences:

Negative thoughts/attitude	Feelings	Behavior
1. I am stupid	Sadness	Avoid learning
2. I can't do anything right	Overwhelmed	Won't try
3. I must be perfect	Tense/No Joy	Limiting
4. I can't trust people	Suspicious	Avoid others
5. I am afraid	Fear	Won't live life
6.		
7.		
8.		
9.		
10.		

MODULE 1B

LIFE SKILLS SUPPORT GROUP

THE RIGHT FRAME OF MIND

MOTIVATION

GOALS: This module helps participants get started toward taking positive actions in their life. They will be able to set career related goals and reward themselves for making small steps.

OBJECTIVES: Participants will be able to:

- identify barriers and concerns that prevent taking action
- discover meaning in their life—what drives them to want to improve
- set self-reward system for each accomplishment

MATERIALS: Handouts: Motivation, Things That Interfere, My Life Has Meaning, Things I Really Enjoy

MOTIVATION

There are just some things that are hard to get motivated for, things like house cleaning, shopping, paying bills etc. Yet motivation is the wood that sets our lives aflame with meaning and focus. It keeps us going when the going gets tough. It “turns us on!” Have you thought about the things, people, places, situations that motivate you? Motivation is best when it comes from inside you, and you don’t have to have someone else motivating you. You do it because you want to. There may be only a few things that motivate you, but what ever they are they are powerful igniters. If you can find out what motivates a child for example, you can get that child to perform duties that otherwise would be difficult. If you are no longer motivated to act or accomplish something in your life, you may be discouraged, tired, or depressed. Be encouraged, it only takes a small fire to kindle a dream or pursuit! Once you tap into that thing that stirs your interests, and desires, you will find that it stayed there waiting on you. Just pick it up and start off where you left off.

THINGS THAT INTERFERE WITH MY GOALS

1. I have trouble taking the first step.
2. I need childcare.
3. I did not finish high school.
4. I am too old to go back to school.
5. I don't know where to start.
6. I don't have support.
7. I need clothes.
8. I don't know salary to ask for.
9. I don't have transportation.
10. I lack basic work skills.
11. I had a bad experience with my last job.
12. I am not physically able to work.
13. I want to wait until my kids are in school.
14. Other.....

MODULE 1B

MY LIFE HAS MEANING WHEN

I CAN.....

- 1.
- 2.
- 3.
- 4.
- 5.

I HAVE.....

- 1.
- 2.
- 3.
- 4.
- 5.

I WOULD BE MORE SATISFIED WITH MY LIFE IF

I COULD.....

- 1.
- 2.
- 3.
- 4.
- 5.

THINGS I REALLY ENJOY DOING

1.

2.

3.

4.

5.

IF I HAD TO REWARD MYSELF FOR DOING SOMETHING WELL

I WOULD.....

1.

2.

3.

4.

5.

MODULE 1C

LIFE SKILLS SUPPORT GROUP

THE RIGHT FRAME OF MIND

RESPONSIBILITY

GOALS: This module helps participants gain a sense of control over life outcomes by making informed choices. They will learn the value of admitting past mistakes. The consequences of decision-making will be highlighted.

OBJECTIVES: Participants will be able to:

- identify barriers to achieving past goals and come up with new remedies
- become more comfortable in making decisions
- accept credit and rewards for what is done well while admitting mistakes

MATERIALS: Handouts: Responsibility, Barriers in My Past/Present, Making Better Choices

RESPONSIBILITY

Have you noticed that few people want to take responsibility these days? There is trash on the front side walk. Who picks it up? You often hear, it's not my job! No, it's not your job, but you live there and it may reflect poorly on you. Not taking responsibility for what goes undone is one thing, but if you don't take responsibility for your life decisions you will pay. Just the thought of taking on one more responsibility is perhaps tiring to most people who are already over stressed with family and work duties. But, there is one positive way to think about it: being more responsible can also mean taking more control over what happens to you. The more you can determine the positive things in your life the more you will have them. If you leave control in the hands of someone else, or in the hands of the "system," you will no doubt find the outcome may not be what you want. So one way of getting more of what you want from life is to make sure that the outcome turns out in your favor. Take the responsibility!

BARRIERS IN MY PAST

List some of the things, situations, or people that have hindered you in the past from achieving your goals.

1.

2.

3.

4.

BARRIERS IN MY PRESENT

There are things, situations or people that are currently interfering with you reaching your goals.

1.

2.

3.

4.

MAKING BETTER CHOICES

Most mistakes in the past can be attributed to making poor choices. The good thing about past failures is the opportunity to learn from them. We learn what not to do, who to trust and why. We also learn that more help or information may be needed next time.

SOME THINGS I HAVE LEARNED FROM PAST MISTAKES

- 1.
- 2.
- 3.
- 4.
- 5.

WHEN I SUCCEED AT A GOAL I PLAN TO REWARD MYSELF BY

- 1.
- 2.
- 3.

ADDRESSING SUBSTANCE USE/ABUSE ISSUES

The art of making good choices and informed decisions is not an easy task. It takes time and thought. One has to consider how our actions affect others. Substance use alters one's ability to process information and make responsible action plans. Often things done under the influence of drugs or alcohol can have long term effects.

THINGS THAT I REGRET DONE UNDER THE INFLUENCE OF DRUGS OR ALCOHOL

- 1.
- 2.
- 3.

THINGS I CAN DO OR SAY TO TAKE RESPONSIBILITY FOR MY ACTIONS UNDER THE INFLUENCE

- 1.
- 2.
- 3.

How to Handle the Tough Stuff

MODULE 2A

LIFESKILLS SUPPORT GROUP

HOW TO HANDLE THE TOUGH STUFF

CONFLICT RESOLUTION

GOAL: This module is designed to help participants reduce conflict in relationships. They will learn techniques to help negotiate what they want.

OBJECTIVES: Participants will be able to:

- recognize how words and behavior can impact others
- learn at least one effective technique for managing negative behaviors
- develop strategies for dealing with difficult people and situations

MATERIALS: Handouts: Techniques For Managing Negative Behavior, Making “I” statements,” My Personal Strategy for Dealing With Difficult...”

TECHNIQUES FOR MANAGING NEGATIVE BEHAVIOR

We can best manage our behavior in conflicts by exercising some of the following techniques:

1. Try to focus on the facts and figure out what the other person actually said or did.
2. Don't talk before you are prepared to respond in a reasonable way.
3. Demonstrate continued good will by saying that you want to work things out.
4. Make sure that you have given your side and opinion accurately.
5. If necessary ask a mutually respected person to mediate.
6. Stay flexible; be open to change your mind after you hear more from the other side.
7. Don't fight the small stuff; figure out if the issue is important enough to pursue resolution.
8. Set another time to continue the talks if you feel you are not being understood.
9. Don't involve others who have nothing to do with the conflict.
10. Try not to over rehearse your anger before addressing the issue.

MAKING “I” STATEMENTS

The use of “I” statements (owning your own thoughts) helps to avoid criticizing or placing blame on others. Taking responsibility for what we understand, even if we are wrong, reduces defensiveness in those we are interacting with. Below are examples of “I” statements. The first statement is less inflammatory than the second statement. Practice making more “I” statements in your interactions.

Examples:

1. I would like to talk more.
You don't let me talk!
2. I am bothered by your being late.
You come in here late all of the time!
3. I am concerned about your drinking habits.
You drink too much!
4. I worry that something may happen to you when you stay out late.
You could care less how I feel when you stay out late!
5. I am angry when I feel that you don't care.
You don't care about me!
6. I am disappointed over not receiving that last promotion.
You did not give me the promotion I wanted!
7. I am afraid that I won't be able to please you.
No one will ever be able to please you!

MY PERSONAL STRATEGY FOR DEALING WITH DIFFICULT PEOPLE AND DIFFICULT SITUATIONS

Think of a situation or person that you are dealing with or have dealt with that has been problematic. How would you deal with the issue based upon what you have learned from this module?

The problem	What not to do	Ways to resolve

MODULE 2B

LIFESKILLS SUPPORT GROUP

HOW TO HANDLE THE TOUGH STUFF

DEALING WITH ANGER

GOAL: This module is designed to deal with anger before it gets out of control. Participants should be prepared to identify areas of sensitivity that tend to trigger an angry response.

OBJECTIVES: Participants will be able to:

- identify the physical effects of anger on the body
- see things from the view of others
- know when to remove oneself from the scene
- reframe from over-personalizing

MATERIALS: Handouts: Anger, Make a list of Times When Anger Got You in Trouble, What Makes You Angry, Things I Can Do to Cope Better

You can't tell the truth!



You can't talk to me like that!



ANGER

Anger is an emotion that helps to preserve the species. In years past, when humans had to live beside wild animals and learn to survive in a more hostile physical environment, the arousal of certain emotions like anger and fear was critical to survival. When strong emotions are aroused, the sympathetic nervous system is activated. It is also known as the “fight or flight” response. In the case of fear, our human biology was programmed to run from harm, and in the case of anger, we were programmed to fight.

Although we no longer have to exist in hostile physical environments, these intense arousal signals may still dominate our being. The problem is, a response of “fight or flight,” may not be the appropriate one in the civilized world, and indeed, in the case of “fight,” may get you in big trouble! So how do we manage these intense emotional responses that our old biology is programmed for?

Managing anger is an important and necessary skill in coping with life events. We can no longer just run away or fight our way through a threatening situation. For some, anger is a learned response in dealing with stress. When anger becomes a habitual response, it is very difficult to change this pattern of behavior. Some times it requires outside help from professionals in the mental health field. The good news is that this behavior pattern can change by learning better coping skills. Below are some tips and general guidelines for dealing with anger:

- Deliberately choose to remain calm by thinking rather than responding.
- Don't hold in frustrations until they build up. Speak up in an assertive manner to get your point across.
- If you feel overwhelmed, remove yourself from the scene and return to the matter when you feel more in control.
- Try to build up reserves by sleeping and eating well and doing things that you enjoy.

Module 2B

MAKE A LIST OF TIMES WHEN ANGER GOT YOU
IN TROUBLE

WHEN YOU SAID OR DID THINGS
THAT YOU NOW REGRET

In pairs discuss the situation:

Include who the person was. Describe the situation and what you said or did. What was the reaction or consequence from your anger? Why do you regret what happened

PERSON	SITUATION	OUTCOME	REGRET
--------	-----------	---------	--------

1.

2

3.

4.

WHAT MAKES YOU ANGRY?

List Your Triggers:

1.

2.

3.

4.

5.

6.

7.

8.

THINGS I CAN DO OR CHANGE TO COPE BETTER WITH MY ANGER

1.

2.

3.

4.

5.

6.

MODULE 2C

LIFESKILLS SUPPORT GROUP

HOW TO HANDLE THE TOUGH STUFF

STRESS REDUCTION

GOAL: This module is designed to help participants deal with stress in their daily living. They will learn stress reduction techniques that meet their personal style and comfort.

OBJECTIVES: Participants will be able to:

- list potential areas of stress in their lives
- learn how to use relaxation techniques
- develop a healthy eating and exercise plan
- identify possible supports in their environment

MATERIAL: Handouts: Stress Reduction, Relaxation, Exercise, Eating Right, Eating Right Reduces Stress, Things To Put In My Stress-Quake Bag

STRESS REDUCTION

In today's world who has been able to escape the effects of stress? Perhaps there are some good things to say about stress, but one has to really think hard to come up with it. One thing we know that when we are under stress, it sure feels good when the stress is relieved! The problem is, it goes away to return again another day. Life on the planet inevitably means we have to deal with stress. What matters then, is how we chose to deal with it. Yes, we have some choice. We can let it grow bigger, by not attending to it, and end up with more stress, or we can tackle it before it escalates.

There are a number of things we can do to prepare for stress and navigate through it once it is upon us. Preparing for stressful times may be as simple as having an earthquake bag prepared. Instead of an earthquake, we are preparing for a stress quake. What do we put in the bag? Perhaps we should start with things that have a calming effect upon you. How about a nice luxury bath with everything arranged and ready to be pulled out when needed? You could have your favorite magazines ready for that time when you don't want to think about the problems anymore and you just want to fade into a good book or magazine. Put that in the bag. Another suggestion would be to find your favorite photos and have them ready to pull out and enjoy in the quiet of an evening. These can bring fond memories of a time perhaps less stressful. There may be friends that are soothing and able to offer a good word, or sound advice; put a reminder of that person's telephone number in your bag. There must be more things you can think of that helps to settle your nerves, during stressful times. Jot it down and place in your stress-quake bag for times of emergencies. Mark "open with care."

Traditionally, we know that there are relaxation and breathing exercises that also help with stress reduction. Don't forget the part that exercise plays in the form of a walk. Lastly, eating right can us build reserves when our bodies are tired or weary. There are things to do to combat stress, and just knowing that somehow feels good. To not do anything, is a poor choice.

RELAXATION

We know that it is good for us to take time to relax, but we often don't know how to go about it if we have only a few precious minutes during the day. When we feel stressed, it is good to know some ways of relaxing. A good relaxation exercise is designed to help our bodies relax and reduce stress. Below, is an exercise of relaxation that can be done at work or when you can catch a few minutes in your day.

Breathing: It is important to breathe fully, from your stomach and not from your chest. In order to make sure you are breathing from your stomach, place one hand on your stomach and the other on your chest. Notice where your breathing originates; begin deep breathing exercises from the stomach.

Loosen Muscles: We may not be aware of muscle tightness in various parts of our bodies. In order to increase awareness and to know how to loosen tight muscles, it is recommended that we first tighten each muscle and then release the muscle.

Relax The Mind: It is helpful to take your mind off the stressors that you may be facing by relaxing your thoughts. It is typically recommended that you concentrate on a pleasant scene, one that is soothing and relaxing. Take a few minutes to concentrate on this positive image.

EXERCISE

Questions to answer before you begin:

(1): Think of different ways you would like to exercise if you could find the time; would it be biking, walking, jogging, swimming, or athletic games?

(A): Would you prefer to have a partner or go solo?

(B): What time of the day fits best with your schedule?

(C): Do you have any medical considerations?

(D): How long would you exercise (minutes/hours)?

Where would you exercise?

Lastly, in viewing your calendar and considering your health when do you think you could begin?

Remember, walking has been generally a safe way to begin an exercise program, if you have not had an established routine.

(2): Exercise not only helps our bodies to be stronger and function better, it is also a good stress reducer. Science has pointed out that we have opiate receptors in the brain that when released by exercise, makes us feel good; these hormones are called endorphins. These natural opiates are released in response to pain and vigorous exercise. They are jokingly called a “natural high.” Some people keep exercising in order to feel good from this endorphin release. This explains the “runners high,” and the indifference to pain some injured athlete’s have.

EATING RIGHT

Like relaxation and exercise, eating right is important for overall health and stress reduction. Our bodies are energized by the right kind of food, and we can often ward off some ailments with good eating choices. There are some differences in food preference that may be determined by ethnicity and culture. It is therefore important to design a good nutritional plan around foods that are not only healthy but also tailored to individual taste buds.

Food has many meanings that we learn as early as childhood, and some of these traditions have not served us well in our adulthood. For example, we are told “Eat everything on your plate, kids are starving in other countries.” While this advice meant well, it very well could contribute to overeating.

As a nation, Americans are experiencing a rise in the rate of obesity, and related health concerns such as type 2 diabetes. Conversely, we are a culture that promotes standards of beauty based upon youthfulness and slim figures. More pressure is placed on females to conform to this standard at younger ages. At the same time we have exploded in our offerings of junk food. Fast food eating establishments can be found on almost every corner of some neighborhoods. We are indeed in a conflict with our messages and reality when it comes to food.

In relation to stress levels, a proper diet can be an important key to feeling better. Sleeping better and eating properly will help our bodies to function better.

ADDRESSING SUBSTANCE USE/ABUSE ISSUES

Stress is an unpleasant experience and it requires that we do something to relieve it. Sometimes we try to ignore problems and at other times we may prematurely jump in and try to fix it. When drugs or alcohol enter the picture, the results are often more problematic. Escaping from our problems through altering our state of consciousness is a way of not dealing with the issues of life directly. When we are under the influence of drugs or alcohol we may feel better temporarily, but soon when the effects wear off, we find that the problem is still there. Perhaps under the influence we have said or done something that makes it worse; affecting our relationships, employment, our health, and finances. We may even incur legal problems that carry long term implications.

TIMES WHEN I HAVE USED ALCOHOL OR DRUGS TO DEAL WITH STRESS

- 1.
- 2.
- 3.
- 4.

THINGS TO PUT INTO MY STRESS-QUAKE BAG

1.

2.

3.

4.

5.

6.

7.

8.

How to Put Your Best Foot Forward

MODULE 3A

LIFESKILLS SUPPORT GROUP

HOW TO PUT YOUR BEST FOOT FOWARD

COMMUNICATION NON-VERBAL

GOAL: This module teaches how to make good impressions; a valuable skill in the workplace. Participants will discover the impact of first impressions and how not to stumble into giving false impressions.

OBJECTIVES: Participants will be able to:

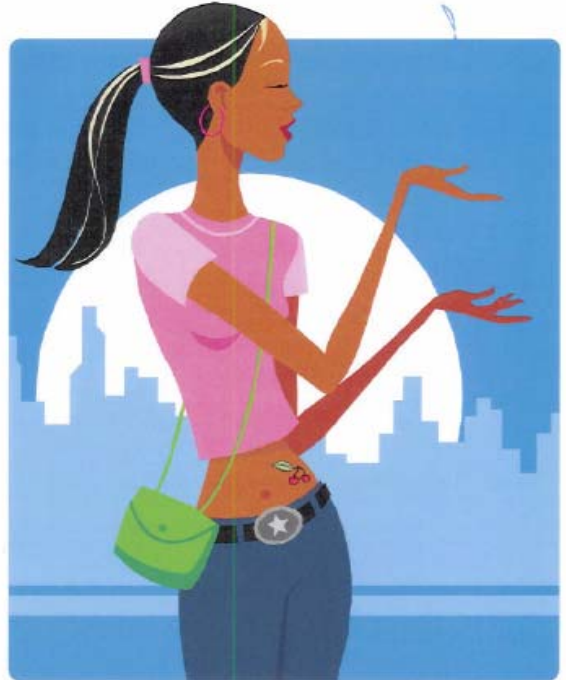
- understand the power of image
- learn to read body language
- identify the impression they would like to make

MATERIALS: Handouts: Non-verbal's: You Are Seen Before Heard, A Non-Verbal Sizing Up! Role Play Exercises with Body Language Speaks

Interview Room



Yes



No

NON-VERBALS YOU ARE SEEN BEFORE HEARD

Some people do not stop to think how they appear to others. They sort of go along their merry way and handle different social situations the same, without much thought. However, there are times when we need to be more thoughtful in how we are projecting ourselves. Often people make snap judgments about others and their first impressions are not easily changed. There are circumstances when it is to our advantage to make the best impression that we possibly can. In instances where we are competing for a special outcome, like employment; we need to be cognizant of how we want others to view us. Your success may make the difference between obtaining housing or paying some important debt. In such instances, it is important for you to put your best foot forward.

First of all, you want to project a good overall appearance, which includes your dress, your walk, your manner of greeting, your make-up, your accessories and your hair. Remember, before you are heard you are seen. Impressions are quickly formed. If you need to work on any of these visuals, try them out with a trusted friend who will give you honest feedback. Your mirror can also help here if you have an objective eye.

Secondly, become aware of your “typical” facial expression. This is the expression you carry when you are not thinking about it. Does it convey boredom? Do you look distracted? Is your expression angry, sullen or confused? See yourself as others see you. Once you know your typical style, you decide if you need to change. It may determine whether you are successful or not. Remember, during an interview you don’t want to overdo facial expressions by smiling too much, or looking too stern.

Thirdly, look at any mannerisms that you may have. Many are bad habits and are practiced without your awareness. Distracting mannerisms may be things like too many hand gestures, licking your lips, sucking your teeth, or gum chewing, head scratching, toe tapping, and leg shaking.

Establishing eye contact is also important and you may want to practice making good eye contact. It is usually a good idea to maintain eye contact without staring at the person you are talking to. A lack of eye contact may convey timidity or lack of interest.

Lastly, check out the personal space that is usually put between you and the person you are talking to. Different cultures may have different spatial distances where they are comfortable communicating. Most typical Americans stand between 30 and 36 inches apart. Remember not to invade someone's personal space. If you do, they will tend to step back. If they step back, don't close in further, or you may find yourselves waltzing around the room! In summary, keep your eyes open for the non-verbals!

A NON-VERBAL SIZING UP!

(1): Think of times when you correctly sized someone up without them talking to you directly.

SITUATION

PERSON OBSERVED

(2): Think of times when you incorrectly sized someone up, and had to change your mind.

SITUATION

PERSON OBSERVED

CHANGED

BODY LANGUAGE SPEAKS

Have participants role play pre-selected scenarios (such as role playing a bored person, an angry person, a lazy person etc.), without informing the group, and the group will guess what the non-verbal message conveyed.

Suggestions:

Role-plays a scared communicator

Role-play a bored communicator

Role-plays an angry communicator

Role-plays a naïve communicator

Role-plays a suspicious communicator

Role-plays a nervous communicator

MODULE 3B

LIFESKILLS SUPPORT GROUP

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION **VERBAL**

GOAL: This module emphasizes the value of good verbal communication. Participants will sharpen their listening skills and learn to make appropriate “I” statements. As a result of this training, there should be an increase in understanding in normal dialogs.

OBJECTIVES: Participants will be able to:

- practice skills that increase their ability to be understood and to understand what others are saying
- take responsibility for conveying messages more accurately
- ask for clarification when needed

MATERIALS: Handouts: Verbal Communication, Making “I” statements, Communication Skills

VERBAL COMMUNICATION

Basic Rules of Engagement:

- Good speakers do not have to be great orators. They do need to listen. They do not cut others off. They answer questions appropriately.
- Good verbal skills begin with good manners: We say excuse me, thank you, good morning, I'm sorry, see you later, may I, please and thank you.
- Having eye contact, showing interest in what the other person is saying, asking for clarification, and speaking honestly, enhances good verbal skills.
- Good verbal skills are nice to listen to. The voice is not too loud or too low. The words are not spoken too fast. There is no bad attitude in the speech of the speaker.
- Good verbal skills do not require a big vocabulary. Simply getting one's point across in a manner that is easily understood is all it takes.

MAKING “I” STATEMENTS

The use of “I” statements (owning your own thoughts) helps to avoid criticizing or placing blame on others. Taking responsibility for what we understand, even if we are wrong, reduces defensiveness in those we are interacting with. Below are examples of “I” statements. The first statement is less inflammatory than the second statement. Practice making more “I” statements.

Examples:

1. I would like to talk more.
You don't let me talk!
8. I am bothered by your frequent lateness.
You come in here late all of the time!
9. I am concerned about your drinking habits.
You drink too much!
10. I worry that something may happen to you when you stay out late.
You could care less how I feel when you stay out late!
11. I am angry when I feel that you don't care.
You don't care about me!
12. I am disappointed over not receiving that last promotion.
You did not give me the promotion I wanted!
13. I am afraid that I won't be able to please you.
No one will ever be able to please you!

COMMUNICATION SKILLS

Possible Topics for Discussion

- Conversation starters
- How to listen attentively
- How to let someone know in a nice way that you're not interested in talking to them.
- How to speak in a calm tone of voice
- How to initiate a conversation with a stranger
- How to ask for help/directions/assistance
- How to keep the conversation going
- How to end a conversation
- How to give constructive criticism or feedback
- How to respond to criticism or negative feedback
- How to disagree respectfully
- How to assert your point of view
- How to voice dissatisfaction
- How to ask the boss for a raise
- How to ask your supervisor for help
- How to discuss dissatisfaction with the job
- How to ask for a change of assignment
- How to politely state that you don't discuss your personal life at work
- How to ask the boss for a vacation
- How to give and receive praise/compliments
- How to invite someone out for coffee, lunch, etc.
- How to say "no"
- How to talk to doctors and other authority figures
- How to talk with your kids
- How to tell someone "thanks," but I am not interested.
- How to ask someone to stop yelling at you
- How to ask for clarification
- How to decline an unwanted offer
- How to discuss uncomfortable topics with others.

MODULE 3C

LIFESKILLS SUPPORT GROUP

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION INTERVIEWING

GOAL: This module allows each participant to role play an employer or potential employee who is being interviewed for a job. The wrong and right way to appear will be reviewed.

OBJECTIVES: Participants will be able to:

- identify appropriate interviewing skills
- express themselves with greater clarity
- prepare a list of questions for an interview
- be prepared to answer stock employer questions

MATERIALS: Handouts: The Job Interview, Interview Tips, The Mock Interview



THE JOB INTERVIEW

Few things are as frightening as public speaking and rock climbing, but going to a job interview has to rank pretty high. There is no escaping some anxiety around these activities. In fact some anxiety is good in that we are energized and ready for the challenge while experiencing some discomfort.

In terms of job interviewing, there is one main thing that we can do to help minimize the pressure of performance anxiety. Nothing is more reassuring than knowing something about the job or position that one is applying to. It is even better, if we know the duties and salary range for the position. It is therefore important to do some background checking and perhaps speak to others who may know something about the position. Being forearmed with as much information as possible will help in the competitive job market.

INTERVIEW TIPS

Things to do and not to do:

- Know something about the company
- Know exactly how to get there
- Be prepared to ask some questions
- Be prepared to answer tough questions
- Arrive at the interview on time
- Give a good handshake and smile
- Listen to the question and answer it only
- Do not answer in monosyllables
- If you can't answer a question be truthful
- Don't talk negative about your last employer
- Don't ask about money, vacation, benefits etc

THE MOCK INTERVIEW

Select pairs of one interviewer and one interviewee and role play an actual job interview. Some pairs should display inappropriate attire and behavior with poor responses.

1. Have the group select the types of jobs they would most likely be interviewing for.
2. Have them volunteer for each role.
3. Give them time to come up with questions that pertain to the job duties, and some answers to typical questions.

Interviewer Suggestions:

1. "Tell me about your work background?"
2. "I see a big gap between your employment periods, can you explain?"
3. "What interests you about this position?"
4. "What would you say are your strengths and weaknesses?"
5. "How well do you get along with others like supervisors, and peers?"
6. "Why should I consider you for this position?"
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

The Nuts and Bolts

MODULE 4A

LIFE SKILLS SUPPORT GROUP

THE NUTS AND BOLTS

MONEY MANAGEMENT

GOAL: This module is designed to deal with developing a financial budget. Participants can expect to gain a good perspective of their financial needs and resources. They will be able to determine if changes in spending patterns may help them.

OBJECTIVES: Participants will be able to:

- outline a monthly cash flow of income and expenses
- look at frequent/necessary expenses
- make decisions regarding savings/ purchases etc.
- develop a budget plan on a time frame
-

MATERIALS: Handouts: Money Management, Cash Flow, Savings, Creative Ways To Increase Income

MONEY MANAGEMENT

There are certain topics that tend to make us feel uncomfortable and money management is such a topic. The subject of money; how we use it, and abuse it, is closely related to our style of functioning and has many ramifications.

There are those who look at money as a tool for enjoyment and pleasure and therefore spend little time planning for the future. There are others who fear running out of money to the extent that they become penny pinchers and don't allow any expenses for self enjoyment without feeling guilty.

Most of us however, can relate to the anxiety around how we are managing our money. No matter how small our income may be, the ability to know what our expenditures are and how much can be saved or trimmed is important to know. We need to take a serious look at our income and determine our spending habits. We will then be able to decide where we can cut back, save, or expand. In other words, we can learn to take better control of the way we manage money.

CASH FLOW

At times it seems that money just slips through your hands and you don't know where it went. If this happens regularly, it indicates that you are not keeping track of expenditures. This leads to overspending and missing important payments. The suggestions below will help to lower frustration around money management and increase the sense of control in this area:

- Know your monthly income
- Write a list of your regular monthly expenses including food, gas, and clothing
- Know when you have special bills for insurance and taxes
- Are you spending less than you bring in?
- Work out a plan of savings

Income

Expenses

Savings

SAVINGS

If you completed your cash flow chart and there is no money left for a savings, use this sheet to look at your expenditures to see what can be cut or reduced until the desired amount is obtained.

THINGS THAT CAN BE CUT

Please list the item(s) that can be cut for the purpose of saving the desired or needed amount:

Categories:	Amount of Cost	Amount Saved
1. Junk food		
2. Clothing		
3. Entertainment		
4. Eating Out		
5. Hair Appointments		
6. Nail Appointments		
7. Other		
8.		
9.		
10.		Total Saved _____

CREATIVE WAYS TO STRETCH INCOME

Examples:

- Barter (exchange) for services with your neighbors or at your child's school
- Child care or drop off children at school
- Tutoring parents and children in your area of strength
- House cleaning, grocery shopping or running errands
- Hair cuts, manicures / pedicures
- Collect and exchange manufacturer's coupons with friends and acquaintances
- Shop at supermarkets that offer double coupons
- Shop at stores that offer good discounts
- Purchase clothes at thrift shops/ exchange with a friend
- Save aluminum cans and glass bottles
- Plant flowers in a neighbor's yard
- Paint house numbers on curbs using stencils for a price
- Save pennies in a piggy bank
- Wash cars for your neighbors and friends
- Seamstress services like hemming, mending and buttons
- Plan your daily driving route before you leave your home to accomplish more than one thing to save gas
- Advertise the above services by giving out flyers in your neighborhood and at school. Make your own business cards and pass them out to anyone who may need your service.

MODULE 4B

LIFE SKILLS SUPPORT GROUP

THE NUTS AND BOLTS

TIME MANAGEMENT

GOALS: This module is designed to help participants design a plan for the daily use of their time taking into account the schedules of their families. Participants will be able to have a realistic view of what their parameters are and how they can reasonably achieve their goals within a given time frame.

OBJECTIVES: Participants will be able to:

- outline their daily schedule
- determine how much time is needed for educational/vocational goals
- plan ahead for future needs

MATERIALS: Handouts: Your Time Is Important, Daily Planner, Tools To Start, Time Management

YOUR TIME IS IMPORTANT!

Time management is a carefully thought out plan of action aimed at engaging you in activities that are focused upon goal attainment. There are only so many hours in a day. But have you ever thought to consider that the same hours you are given in a day to accomplish things are the same hours it takes to be a doctor, writer, producer, or the president of a company? We are all CEO's over our lives. What are you doing with your given hours in a day? Do you find that time slips away from you? Are you wasting time with excessive TV viewing? Sleeping? Procrastinating? What are you accomplishing in your 24 hours? Are you following through on major projects? Are you satisfied with your leisure time? If you are like a lot of people, you can make improvements in the area of time management.

One of the problems in this area may be a lack of knowledge about the tools of management and how to use them. If you compare yourself to people that seem to get an enormous amount of things done in a short amount of time, you will find that their activities are typically focused and goal centered. They typically have a plan that is flexible and workable. In short, they pursue goals until the job is completed or the situation is resolved.

DAILY PLANNER (A)

Use this calendar to record your regular activities for each day of the week. To simplify your calendar use 1 or 2 word descriptions. Use down-point arrows to illustrate the same action for extended periods of time.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 AM							
6:30 AM							
7:00 AM							
7:30 AM							
8:00 AM							
8:30 AM							
9:00 AM							
9:30 AM							
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM							
12:00 PM							
12:30 PM							
1:00 PM							
1:30 PM							
2:00 PM							
2:30 PM							
3:00 PM							
3:30 PM							
4:00 PM							
4:30 PM							
5:00 PM							

TOOLS TO START

- Evaluate your use of time.
- Focus on your goal, what you want to accomplish.
- Write down your steps and realistic deadline dates.
- Put away distractions and focus upon the task.
- Build in rewards for yourself when you complete aspects of the project.
- Consult if necessary and seek advice.
- The more planning you put into it the better the outcome.
- Create more time for yourself and your project when possible.

TIME MANAGEMENT

Please discuss the following questions:

- Why is it important to manage time?
- How do you go about establishing goals?
- Why is it important to plan ahead? What can go wrong if you don't? Share a real life example.
- Why is it so important to write down what you need to do?
- Name three things that are your biggest “time wasters.”
- Describe the last time you successfully organized something?
- What are the ingredients to a successful outcome?
- Why is it important to set a time frame and stick to it?
- Describe how you managed a baby, housework, if relevant—school and or work.

MODULE 4C:

LIFE SKILLS SUPPORT GROUP

THE NUTS AND BOLTS

DECISION MAKING

GOALS: This module is designed to make participants aware of the process of decision making, which takes place from moment to moment each day. They will learn helpful strategies in improving their ability to make better decisions. Participants will gain knowledge about how to prevent repeating past mistakes.

OBJECTIVES: Participants will be able to:

- increase decision-making awareness
- learn to use decision-making strategies
- evaluate decisions and examine outcomes
- reward themselves and learn from mistakes

MATERIALS: Handouts: Preparing for a Decision, After the Decision Has Been Made, and Decision Making Strategies, and Decision Exercise

PREPARING FOR A DECISION

The difference between you and someone who seems to succeed most of the time may just have a lot to do with preparation. People who habitually make bad decisions usually lack sufficient information, and make decisions based upon emotions or they may not be thinking clearly as a result of drug/alcohol use/abuse. Other causes may have to do with making spur of the moment decisions. Lastly, some people feel by not making a decision, they are prolonging the inevitable, not knowing that things not addressed can often get worse.

THINGS TO DO

1. Obtain as much information about the issue as you can.
2. Analyze the available information—learn as much as you can
3. Decide if the risk is too high
4. Determine what the opportunities would be and their value
5. Seek counsel if needed. Discuss your ideas with someone who can be objective.

AFTER THE DECISION HAS BEEN MADE

Once you have followed the steps of preparation and you have made a carefully thought out decision, you must learn to live with the consequences of that decision. If there are things you can do to change it and you so desire, follow the steps of decision-making and decide how to proceed. Making good decisions up front brings good outcomes and the good outcomes are experienced as rewarding. The more you make sound decisions the more pleased you will be with the outcomes.

When we make hasty and bad decisions the outcome tends to be less than desirable. However, when life throws us a curve ball and we make a bad decision, we may have to live with it. It is to our advantage, if we learn to accept the things that we cannot change. While we try to learn from our poor decisions, sometimes it takes us longer to change. We must be patient and remember, we are after all, only human!

DECISION MAKING STRATEGIES

Things to consider when making that next big decision:

1. Decide whether or not you need to make a decision at this time.
2. Rule out illegal, dangerous, or unethical options that can lead to trouble.
3. Consider the advantages and the disadvantages of your decision.
4. Determine how your decision will affect others
5. Consider the advantages and the disadvantages of your decision.
6. View more than one solution to the dilemma, you may have overlooked some things.
7. Compare the costs and potential gains as a result of your decision.
8. Know that once a decision has been made there is often little that can be done to change it.
9. Remember, no decision is a decision!
10. Try to make decisions you can live with based upon your views and values.
11. Learn from your decisions: Know what went right and what went wrong, for the next time around.

DECISION EXERCISE

Using the directives for “Decision Making Strategies” and “Things to Do,” partner in small groups to discuss important decisions that you have made in the past. Think about those decisions that had good outcomes and compare with those that had poor outcomes. Discuss in terms of the differences between the two.

The Balancing Act

MODULE 5A

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

SETTING PRIORITIES

GOAL: This module will focus upon the daily tasks and activities that need to be completed in order to achieve life goals. Participants will develop an activity list of goals and objectives to be done on a daily basis. They will learn to plan each day in advance.

OBJECTIVES: Participants will be able to:

- create a simple set of priorities each day
- develop three goals each day
- set priorities about what they want to complete
- focus upon keeping the “big picture in mind”

MATERIALS: Handouts: Setting Priorities, My Daily Schedule, Thing That Must Be Done

SETTING PRIORITIES

Gone are the days when we could take out time and make a few important decisions and feel confident that things are being taken care of. In today's world, we not only drive faster, eat our food by drive-by, and obtain vast amounts of information via the internet; we have many more options to consider. Our minds can quickly become overloaded with things to do, places to go, and issues to be addressed.

The stress level of today's society can be overwhelming. Worse yet, is to forget something very important like paying taxes, or paying a traffic ticket before it goes into a warrant, or getting that water bill in before the water is shut off. There are doctor visits and school appointments for our children, and countless other obligations that sweep quickly by. We are amazed that things get done at all! What's more curious is that we get to do many of these things over and over again; bills are to be paid every month and shopping has to be done on a regular basis etc.

In this morass of confusion, one might ask, "How Do I Balance All of This Stuff?" One way to get started is to organize, organize, and organize! The best way to organize is to set priorities. While there may be three big things competing for your attention, there is usually one of the three that has an early deadline. That's the one that gets the attention first. It is as simple as that. As you sit down and list the obligations that you have, we make priorities based upon (1) importance, (2) consequences, (3) resources and (4) self and family needs.

What is important to each person may differ because of our uniqueness, but we can all agree that monthly responsibilities such as bills, grocery shopping and making important appointments are a must. Indeed, if these things go unmet we suffer consequences, some of which are very devastating, such as a loss of housing and care of our children. Resources can determine our ability to meet many of our obligations. For example, if we don't pay our car registration when due, we very well may pay more when we are ticketed. If the citation is not taken care of in a timely manner, it goes into a warrant and oh my! How the trouble has escalated! We need to take the time to think about what is important to us, list the duties that we have, and prioritize.

MY DAILY SCHEDULE

Write in your daily schedule

6AM

8AM

10AM

12AM

2PM

3PM

4PM

6PM

8PM

10PM

THINGS THAT MUST BE DONE

(A): From **My Daily Schedule** check off the most important things that must be done.

(B): **List 3 things that are a priority.** There may be special bills to be paid, there may be important doctor's appointments, school visits, employment interviews, upcoming exams, help for a relative etc.

1.

2.

3.

(C): List 3 things that you could put off for another day if necessary.

1.

2.

3.

MODULE 5B

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

HOME/WORK/SCHOOL

GOAL: This module is designed to help participants sort out the often times overwhelming task of balancing the needs of the family with employment or educational commitments.

OBJECTIVES: Participants will be able to:

- discuss concerns around the topic of employment or school
- label barriers such as time, childcare, and support
- list responsibilities such as cooking, cleaning, childcare, transportation, and coordinating family schedules
- learn to delegate, organize and learn the value of staying flexible

MATERIALS: Handouts: Balancing Home, Work, and School, Organization and School, Organization and work, Helpful Tips For Home, Work and School



What do I cook tonight?

When is there time for

We don't want to go to school!

BALANCING HOME WORK AND SCHOOL

Mary is divorced with an eighteen-month-old toddler and two grade school children. She was excited to find a part time job at the college that she attended. She wants to get a certificate in medical billing. She has a very hectic schedule but manages to get by with the help of a sitter who takes care of the toddler. The most stressful time for Mary is her mornings. She feeds and prepares the children for school, and herself for work, and school. Her evenings are a close second, because she has to prepare meals, help with homework, and get them all bathed down and ready for the bed. Even though Mary feels exhausted from her busy day, she takes the quiet time in the evening to pay bills and study for her school assignment. She hopes to get enough sleep so that she won't be too tired to get up and get everyone off and on time.

If this sounds like Mary could use some help. You are right! Will she get it? That's another story. She feels fortunate to have a reliable baby sitter and she lives close to her children's school. They have to ride the bus. She has also applied for housing assistance and is looking forward to a bigger place.

Mary copes with her hectic schedule, but feels overwhelmed when the unexpected hits her tight schedule. For example, she receives a call from her fourth grader's teacher, saying her son is being disruptive in class and there needs to be a teacher-parent meeting. In that same week she has two exams that she cannot afford to miss, and her toddler has not been sleeping well. She has been fighting off a sore throat. Balancing the needs of home, work, school, and self can certainly be challenging! It is an on-going process, and without help and support, it may mean that something will go undone. In Mary's case, she rescheduled her meeting with the school, after her mother agreed to go see the teacher in her place. She took her exams because she was near the end of the semester, and she made a doctor's appointment to find out why she was feeling sick. She needed some help with chores and the children in the evening, and she was able to get a friend to come over twice a week to help her. It is not easy balancing such competing demands, the miracle is that so many parents continue to do it, and many are successful.

ORGANIZATION AND SCHOOL

Answering these questions will help you decide if you have developed good habits:

1. Do you have a set time for daily study?
2. Do you have a set place where you study?
3. Do you make regular deadlines?
4. Do you plan ahead without procrastination?
5. Do you write a daily list of things to do?
6. Do you record when assignments are due?
7. Does your work interfere with your study?
8. Are you easily distracted?
9. Do you let others know that you need quiet time?
10. Do you reward/praise yourself for completing your assignments?

ORGANIZATION AND WORK

- Write it down—make a list—don't rely upon memory
- Remember that not all listed tasks have to be done at the same time
- Look at your To Do List and prioritize the task that are high priority. Tasks that don't have to be completed immediately, remove from your list
- Decide what day you want to complete the tasks that are important but are not urgent
- Divide up your tasks into segments and work on each piece of the larger tasks until completed
- Make sure that your focused upon completing tasks that are necessary and that lead directly to your goal completion

HELPFUL TIPS FOR HOME WORK AND SCHOOL

Below are some helpful suggestions in efforts to balance needs of home, work, or school:

- Obtain trustworthy childcare
- Have a can-do spirit to look for creative solutions
- Seek help
- Delegate responsibilities
- Have a good emergency system in place where you can be reached
- Develop a good work relationship with at least one other person whom you trust
- Be open with bosses or teachers when your are getting overwhelmed. They may be able to make helpful suggestions
- Stay flexible. You may have to wait to finish a class, or you may have to take time off to see to the needs of children
- Things you cannot change, you have to let go. There is always tomorrow

MODULE 5C

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

FAMILY/FRIENDS/MYSELF

GOAL: This module is designed to assist participants in making time for the important people in their lives, including themselves.

OBJECTIVES: Participants will be able to:

- discuss the importance of having some family time together in making good memories
- learn to put time on the schedule to be with adult company for entertainment and enjoyment
- build in self- pleasures by making a list of things enjoyed, like reading, sewing, taking a luxury bath etc.

MATERIALS: Handouts: Family, Self And Friends, Things I Like To Do With My Family, With My Friends, Things I Like To Do By Myself

FAMILY SELF AND FRIENDS

When we stop to think about the balance we would like to create between our families, and friends, we can get discouraged and take the easy road of just dealing with our children and spouses. This kind of isolation from others may be at times comforting, but on a regular basis may not be best for our children or us. There are times when family demands are there and must be attended to because they are high on our priority list. Yet, there are times when we need adult company and intellectual stimulation. Since we only have a certain amount of time in a day, we have to be careful to plan both quality time and quantity time with those we care about, including ourselves. A useful concept that could help organize for quality and quantity is the idea of making good memories.

If you stop to think about it, we seldom do things with our family and loved ones in order to make good memories. We interact and travel together, and do many things without stopping to think about the memories that we are creating. To deliberately set out to plan something significant and fun for our families takes some forethought and imagination. There are some suggestions for building good family relations such as having family conferences, eating dinner together, sharing the trials and triumphs of the day, and asking for help and changes to be made. Projects can be planned together. Even small children can participate in things like putting a picture book together of old family photos. The key to the planning is making it memorable.

Last but not least is oneself. We have to learn to put self first in terms of our mental, physical, and spiritual health. We don't think about self until there is a breakdown in our system and we become debilitated in our ability to function and do the things that we typically take for granted. When for example, our health becomes affected we immediately notice that we can't do things the way we have always done them. We may experience depression. It is only when there is an interruption in the things that we take for granted, do we stop and think about self. Putting oneself on a schedule may be a smart way to ensure that personal needs are taken care of.

THINGS I LIKE TO DO WITH MY FAMILY

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS I LIKE TO DO WITH MY FRIENDS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS I LIKE TO DO

BY MYSELF

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Addressing Substance Use/Abuse Issues

Relationships are difficult! The balance between taking care of self and others can also be difficult at times. Yet it is important to work toward addressing our needs in light of the needs of others. We can't achieve our life goals when we become too consumed with ourselves as seen in alcohol and drug use. Likewise, if we ignore our needs for the needs of others on a consistent basis, we will find ourselves in a no-win situation, feeling angry and unappreciated.

TIMES WHEN MY FAMILY HAS BEEN AFFECTED BY DRUGS OR ALCOHOL USE

- 1.
- 2.
- 3.

HOW DRUGS OR ALCOHOL HAVE AFFECTED MY FRIENDSHIPS

- 1.
- 2.
- 3.

Time to Act/Stop Procrastinating

MODULE 6A

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

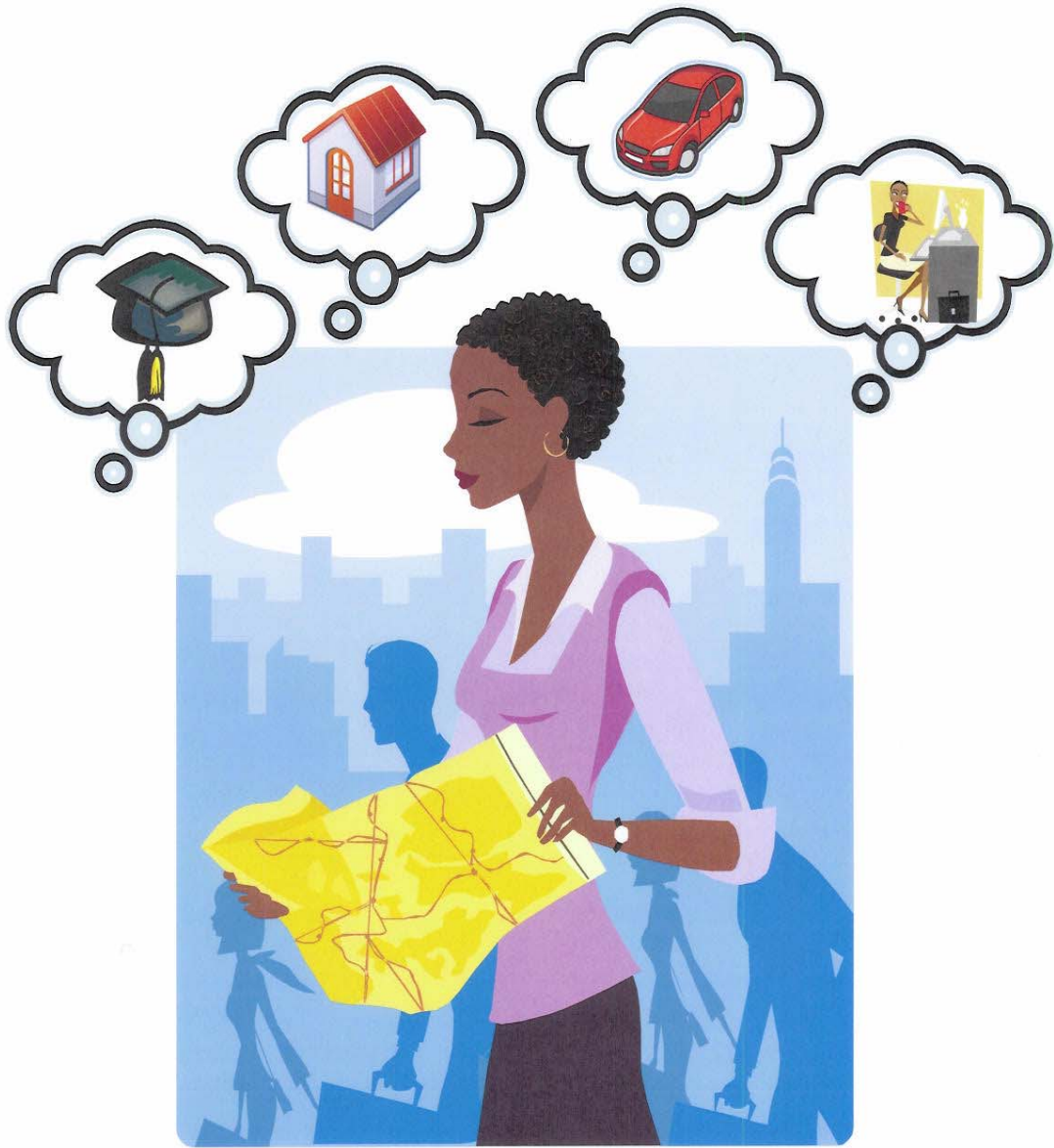
MY PERSONAL PLAN

GOAL: This module is designed to help participants design their own plan of action. They will prioritize their life goals and objectives. The plan of action will include educational and vocational goals along with needed social/emotional support systems

OBJECTIVES: Participants will be able to:

- write down their educational goals
- write down their occupational goals
- identify plan of action, including which site they will visit for additional information

MATERIALS: Handouts: Plan of Action, Plan of Action Resources, Employment Resources, Where Am I Going To Network, Employment, Search Log



Boy! Is It Nice To Have a Plan!

PLAN OF ACTION

Goals and dreams are one thing, but to see them come to fruition, we need a well thought out practical plan of action. This is especially true in the area of employment where there are so many options and requirements. In order to achieve your plan, begin to think of the steps involved. Ask a lot of questions of yourself and others. Is this plan practical? Will you be able to finance it? How long will it take to prepare for the job or the career? Will it involve returning to school for a certificate, or a degree? Do you have help or support to make this goal a reality, or are you basically on your own? What are some of the things that will hinder you and possibly interfere with your success? Is there a shorter way to get what you want? How much are you willing to compromise? What are the advantages and disadvantages to your family? Can you live with the consequence of your decision if it does not work out?

People that go from day dreams to actually accomplishing their desires are able to answer these questions. The first step is to ask the right questions, seek information and advice, and listen to your own sense of reason in how much you will be able to do. Perhaps your dream can be captured in a longer period of time than you initially thought. With additional information, you may even find that there is an even better idea than the one you had.

If you have to scrap the dream once you have investigated it, don't feel that all is lost. You have saved you and your family a lot of hard work, money and precious time on an endeavor that could not be completed at this time. Remember, the future holds a lot of surprises and only informed risk takers reach out to grab a hold of their dreams. Make sure you step out loaded with questions and answers. Good luck!

PLAN OF ACTION RESOURCES

Places I need to go for additional information:

For Example:

- Speak to coordinator of CalWORKs program at a local community college
- Stop by the One-Stop Center for employment information
- Interview a friend's contact to ask questions about the requirements of a particular job
-
-
-
-

EMPLOYMENT RESOURCES

To increase the likelihood of finding employment, pursue all employment sources. Below are some of those sources along with some helpful hints.

PERSONNEL AGENCIES

- Call in advance to schedule an appointment.
- Take photo identification, Social Security card, resume, and application.
- Plan to be there two to three hours in order to complete an application and other forms. You may have to take a spelling, math, typing or other specialized test, as well as watch a video on company rules and safety procedures.
- Most agencies will require you to take a physical examination, especially if you are applying for occupations requiring heavy lifting, repetitive bending and stooping.
- Some agencies will require you to take a drug test.
- Once registered, call agencies two to three times per week.

EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

- It is best to call in advance for an appointment.
- Take photo identification, Social Security card and resume.
- You will complete an EDD application and possibly enter your data into a computer.
- Call EDD representative every day for job leads until you have a job.

CLASSIFIED ADS

- Thoroughly review the Sunday and midweek classifieds from A-Z to identify jobs which interest you.
- Circle or highlight the leads you plan to call, then cut out the ads before you get ready to call them or fax them your resume.
- Have pencil/pen and paper available to write notes.
- Prepare questions to ask about the advertised job and ask for an interview.

COLD CALLING USING THE TELEPHONE DIRECTORY

- The night before you do your cold calling, identify and make a list of the employers you plan to call. Set a goal of calling five employers within 15 minutes without interruptions.
- Before making your calls, have pens/pencils and "Job Lead" forms handy.
- Place a mirror in front of you and be sure to maintain a smile while you speak.
- Be courteous, friendly and professional.
- When calling large companies ask for their personnel department. When calling smaller companies ask to speak to the office manager.
- Have your script ready to share with the employer (see Telemarketing/Cold Calling Script).

NETWORKING

Networking is a way in which an individual reaches out to friends, resources, family, etc., for job leads and referrals. The more people and resources that are pulled in, the greater the number of job leads, interviews, and offers of employment.

- On your networking worksheet, write down the names and telephone numbers of friends, family, neighbors, etc., you plan to call.
- Set a goal of calling at least five of these personal contacts each day until you have reached everyone.
- Set a goal of approaching at least two non-personal contacts, i.e. check cashing center, beauty salon/barber, etc.

OTHER SOURCES

Nonprofit Organizations like the Salvation Army, Goodwill Industries, Veterans Administration, etc. provide placement services. Contact as many as possible to learn about the services they provide.

The Library can be a great source for job leads. Obtain a library card and ask the librarian to help you locate information on employment sources including the local Chamber of Commerce, Fortune magazine's list of the country's top 500 companies, etc. Take a note pad and pencil to write down the telephone numbers which you can include in your list of daily cold calls.

Colleges, Vocational Schools, Occupational and Skills Centers have placement departments and they are particularly helpful if you have taken classes at their school. They also have job bulletin boards with current job postings.

Job Fairs are a great way to meet employers who are recruiting personnel. Even though it is a fair, it is important to dress professionally, introduce yourself to each employer you would be interested in working for and ask questions about the company and the positions they have available. Take as many copies of your resume as possible and two black pens, as you may have to complete employment applications. Obtain the employer's business card and follow up on your application.

The Internet, if you have access to it, is a great source of job leads from job banks and even the Employment Development Department.

Trade Publications can also be a source of job leads for a specific field (i.e., Popular Mechanics, Trucker, Variety, etc.)

Bulletin Boards announcing job openings can be found in government agencies including City Halls, federal, county and city buildings.

	Name	Phone Number
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____
21.	_____	_____
22.	_____	_____
23.	_____	_____

Networking

EMPLOYMENT

Company	Position Applied for	Contact Person	Application and Resume mailed or submitted in person
Name <i>Mom's Pies</i> Address <i>5151 Glenhurst Av.</i> <i>Los Angeles, CA 90039</i>	<i>Baker</i>	Name <i>Maria Galvan</i> Phone # <i>(213) 555-0101</i>	Date <i>5/6/___</i> <i>submitted</i> <i>resume</i>
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date
Name Address		Name Phone #	Date

Employment Search

SEARCH LOG

Job Interview	Planned Follow-up	Parking Info / Comments
Date 5/15/___ Time 9:00 AM Name Maria Galvan	Date 5/15/___ Send thank you note Date 5/18/___ Call Ms. Galvan	Parking is available in rear Bring resume and letter of recommendation
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	
Date Time Name	Date Date	

Employment Search

MODULE 6B:

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

DESIGN A RESUME

GOAL: This module helps the participant design his or her own personal resume. The participant will be assisted in designing their own unique script even if they have no employment history. They will learn how to use creative and alternative ways to share information about their skills and interest.

OBJECTIVES: Participants will be able to:

- be creative in describing experiences and interests
- include coursework and certificates
- identify skills gained during volunteer work
- list positive personal characteristics
- include both paid and unpaid experience

MATERIALS: Handouts: Writing Your First Resume, A Fresh Review of Your Talents, Action Verbs, Chronological Worksheet, Chronological Resume, Functional Resume Worksheet, Functional Resume, Hybrid Resume Worksheet, Hybrid Resume, Cover Letter

WRITING YOUR FIRST RESUME JITTERS!

There are those of us who would hear about a good job prospect but immediately get cold feet when we learn that a resume is required. After all, a resume is a listing of all of our jobs, right? Well, yes and no! Of course if you have jobs and some of respectful duration, by all means include them in your resume. But, what about the person who does not have work experience and or may have only a short amount of time on several jobs? How about the person with big gaps in employment, where they have not worked at all? One can certainly get cold feet, when you think about exposing what seems to be glaring weaknesses to a prospective employer.

Given the anxious task of putting a resume together that displays our strengths and not our weaknesses can be a challenging and exciting task. Yes, with the proper tools and knowledge about what you want to display and how you want to highlight your talents and interests, you too can be competitive when it comes to designing your personal resume.

One way to view this process is to think about your own work history in a different light. Perhaps you have been a volunteer at your child's school. You did not think about this activity as work because it did not pay a salary. But, this experience can be emphasized to show your experience and talents in a creative way. Let's dissect all of the skills required for this position: one has to be prompt, dependable, cooperative, knowledgeable of school rules and discipline procedures. You would also be required to be patient, yet able to set limits and create activities that can be engaged in with a particular goal in mind. You are required to work well with supervisors, peers and parents. And oh yes! You should be able to relate well with young, energetic children. I think you get the picture!

Designing a resume may be surprisingly revealing of your life experiences. When you view it from this perspective, you may be a bit more excited about exploring this venture.

A FRESH REVIEW OF YOUR TALENTS

We learn skills in everything we do in life. Whether legal, illegal, or low paying, we gain talents and experiences that can be applied later in life. Sometimes we don't realize just how many skills we have and so we often speak from a point of 'less than'. Refer to your Data Base Worksheets. *List at least 10 duties or responsibilities for each job and other life experience that you listed.*

Title or Life Experience: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now you have a list of your skills and talents. Refer to your 'Career Interest Survey'. *Write below, the three duties from above that are most likely to be of interest to someone looking to hire someone in your career choice. Use words from your 'Action Verbs' handout.*

1. _____
2. _____
3. _____

ACTION VERBS

Short, direct statements are used to emphasize the skills that you used in your work experience. Also, each statement begins with an action verb. An action verb is a part of speech that states that some type of action is taking place. Use this list to relate your life experiences to work-related experiences and later to describe your work experiences on your resume.

accomplished	demonstrated	inspected	provided
achieved	designed	instructed	purchased
administered	determined	lead	ran
adjusted	developed	located	reduced
advised	diagnosed	maintained	reported
allocated	directed	managed	researched
analyzed	established	measured	responded
arranged	evaluated	mediated	reviewed
assigned	examined	modified	saved
attended	expanded	monitored	searched
bought	explained	moved	scheduled
budgeted	finalized	negotiated	sent
built	found	obtained	solved
changed	gathered	operated	supervised
circulated	generated	organized	supported
collected	guided	originated	supplied
communicated	handled	performed	trained
compared	helped	planned	transferred
completed	hired	prepared	updated
conducted	implemented	presented	used
constructed	improved	processed	utilized
controlled	increased	produced	validated
coordinated	initiated	programmed	worked
created	innovated	promoted	wrote

CHRONOLOGICAL WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number,

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

SKILLS AND ABILITIES

List all the skills you have acquired in your lifetime through training, experience, volunteer work, or vocational education.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WORK EXPERIENCE

List your permanent employment or volunteer experience for the past ten years, including your job title.

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

ACCOMPLISHMENTS

List any accomplishments, such as awards for good attendance, recognition, community work, etc.

- _____
- _____
- _____

EDUCATION

High School, City, Year Graduated, Vocational Schools or College Courses you have completed.

- _____
- _____

CHRONOLOGICAL RESUME

ANITA DAVIS
11651 Highwood Drive
San Diego, CA 90021
(619) 555-5617

JOB OBJECTIVE

Seeking a position as a salesperson. Excellent skills in counting cash, operating cash register and customer relations. Dedicated and hardworking.

SKILLS & ABILITIES

- operate cash register
- handle cash
- translate for customers
- balance cash drawer
- open and close out register
- price merchandise
- stock shelves
- follow instructions
- work well alone and with others
- fluent in Cambodian

WORK EXPERIENCE

Self-employed,
June 2005 - present

San Diego, CA
In-Home Provider

Accounting, budgeting, child care, cleaning, marketing and nursing, planning and other responsibilities associated with family.

Big Lots
May 2001 - May 2004

San Diego, CA
Salesperson/Cashier

Cashiering, customer service, merchandising and problem solving.

A & A Lamps,
July 1999 - January 2001

West Covina, CA
Packer

Packing merchandise, loading and unloading, lifting inventory, inspecting products for quality control, and stocking shelves.

ACCOMPLISHMENTS

Los Angeles County Office of Education, Certificate of Completion,
March 2006

EDUCATION

Patrick Javier High School, San Diego, CA

FUNCTIONAL RESUME WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

WORK EXPERIENCE (Skills and Abilities, refer to skill assessment page 26)

Section Heading _____

- _____
- _____
- _____

Section Heading _____

- _____
- _____

Section Heading _____

- _____
- _____
- _____

EMPLOYMENT HISTORY

_____/M/Yr to ____/M/Yr _____ Job Title, Company Name, City and State

_____/M/Yr to ____/M/Yr _____ Job Title, Company Name, City and State

_____/M/Yr to ____/M/Yr _____ Job Title, Company Name, City and State

EDUCATION AND/OR TRAINING

Name of School, Subject Studied/Degree or Certificate Received, Date

Name of School, Subject Studied/Degree or Certificate Received, Date

Resume

FUNCTIONAL RESUME

M. Alexander Uribe
1202 Wilson Avenue
Lancaster, CA 91754
(805) 555-5768

JOB OBJECTIVE

Offering excellent numerical, clerical, and courteous public contact skills. Seek to apply these skills as a bank teller.

WORK EXPERIENCE

Business

- Knowledge of general office systems, filing, and 10-key
- Ability to quickly assist customers with transactions such as deposits, check cashing, and loan payments
- Development of part-time typing business; accurately type 50 wpm, 30 letters/day

Planning and Organizing

- Assisted in developing program to train part-time clerks in food service
- Restocked merchandise, handled customer inquiries and transactions, operate cash register, and cleaned up work area
- Gained valuable experience working unsupervised and delegating responsibilities

Communication

- Greeted over 200 customers on a typical day
- Practiced effective listening skills
- Fluent in Spanish

EDUCATION AND TRAINING

San Gabriel High School - Diploma
Sun Valley Adult School - Data Entry, Word Processing, 2004

WORK EXPERIENCE

State Credit Union - Assistant Bank Teller, September 2004 to February 2006
San Gabriel High School - Clerk, May 1998 to September 2004
McDonald's Restaurant - Counter Clerk, June 1997 to May 1998

REFERENCES - Available upon request

HYBRID RESUME WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number,

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

QUALIFICATIONS

- _____
- _____
- _____
- _____

STRENGTHS and/or SKILLS AND ABILITIES

- _____
- _____
- _____
- _____

WORK EXPERIENCE

- _____
- _____
- _____
- _____
- _____

EMPLOYMENT HISTORY

M/Yr to M/Yr

Job Title, Company Name, City, State

M/Yr to M/Yr

Job Title, Company Name, City, State

EDUCATION and/or TRAINING

Name of School,

Subject Studied/Degree or Certificate Received,

Date

HYBRID RESUME

GRANT MCCULLEN SCHUMAKER

263 West Domingo
Long Beach, CA 90876
(562) 555-0932

Offering excellent skills in tending to the needs of children. Seeking a head teacher position.

SKILLS AND ABILITIES

- Excellent management/organizational skills
- Enthusiastic, self-motivated, and patient
- Specializing in creative activity planning
- Excellent conflict resolution manager
- Flexible in a variety of teaching situations

WORK EXPERIENCE

Day Care Management

- Assistant director of a family day care center
- Responsible for the daily supervision of 10 children
- Responsible for bookkeeping, hiring, training, coordinating, and scheduling
- Maintained formal and informal communications with parents
- Assisted in the management of a Little League program for 200 children and 15 staff

Teaching

- Developed daily social activities such as reading, music instruction, and arts and crafts
- Planned age-appropriate curriculum
- Researched range of subjects to teach students
- Coordinated scheduling and transportation/distribution of materials

EMPLOYMENT

Director, Suzie's Day Care, Long Beach, CA	June 2005 to present
Teacher, Kiddie World, Carson, CA	March 2003 to May 2005
Teacher, Community Day Care, Long Beach, CA	April 2002 to February 2003

EDUCATION

Long Beach Community College, Child Development-12 units, January 2002

COVER LETTER

When sending your resume to an employer through the mail, always include a cover letter. Your cover letter should be written to express interest in working with a specific employer.

- Target your letter to a specific employer and address a specific person by name (if possible).

Paragraph One

- Explain why you are contacting the employer, including the position for which you are applying.

Paragraph Two

- Express interest in the job as well as the company. You may mention how you learned about the position.
- Mention skills or qualifications that you possess that would be of particular interest to the company.

Paragraph Three

- Explain what you want to have happen.
- Ask for a response or mention how you will follow up.

Additional

- Your letter should be typed, well-organized, and grammatically correct. Have someone proofread it.
- Use the same color paper that you used for your resume.

Sample Cover Letter

August 18, 20____

Mrs. Frances Miller, Owner
Royal Industries
1345 Princess Ann Drive
Vallejo, CA 95064

Dear Mrs. Miller:

It is with interest and enthusiasm that I am applying for a position as an assistant sales representative.

I have acquired excellent retail and merchandising skills in a class I recently completed offered by the Los Angeles County Regional Occupational Program (ROP). I believe the hands-on experience I received will be of particular interest to you. I have enclosed my resume and a copy of my ROP certificate for your review.

I am impressed with the Royal Industries fashion line and hope that you can use someone with my particular background, skills, and abilities. I will telephone your secretary next week and, if possible, arrange a personal interview.

Thank you for your consideration.

Sincerely,

Amy Marcella

Amy Marcella
16436 Queenway
Monrovia, CA 91939
(818) 555-9291

Enclosure: Resume
 ROP Certificate

MODULE 6C

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

BRING IN THE GUEST SPEAKERS

GOALS: This module will be informative in that various guest speakers will be present to talk about what their agency offers and answer questions from participants.

OBJECTIVES: Participants will be able to:

- hear guest speakers from different sites:
- talk to community college representatives
- get information on obtaining a GED
- attend a one-source center for orientation

MATERIALS: Handouts: City of L.A. WorkSource Centers by Region, City of L.A. WorkSource Centers, L.A. County One-Stop Delivery Career Centers, One-Stop Locations & General Information

City of LA WorkSource Centers by Region



WorkSource
CALIFORNIA
Building Business and Careers

SAN FERNANDO VALLEY & NORTH LOS ANGELES

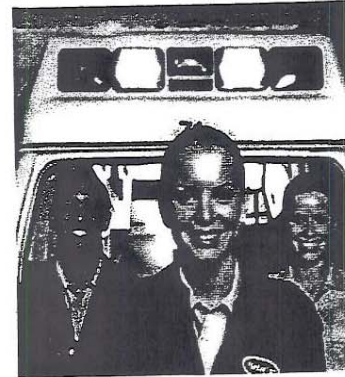
Canoga Park-West Hills WorkSource Center
Arbor Education & Training
21010 Vanowen Street
Canoga Park, CA 91303
Web Address: www.arboret.com

Chatsworth-Northridge WorkSource Center
Build Rehabilitation Industries
20500 Nordhoff Street
Chatsworth, CA 91311
Web Address: www.buildonestop.com

Metro North WorkSource Center
Goodwill Industries of Southern California
342 San Fernando Road
Los Angeles, CA 90031
Web Address: www.goodwillsocial.org

Van Nuys-North Sherman Oaks WorkSource
Arbor Education & Training
15400 Sherman Way, #140
Van Nuys, CA 91406
Web Address: www.worksourcecalifornia.com

Sun Valley WorkSource Center
El Proyecto Del Barrio
9024 Laurel Canyon Boulevard
Sun Valley, CA 91352
Web Address: www.wscainetwork.org



CENTRAL & EAST LOS ANGELES



Downtown WorkSource Center
Chicana Service Action Center
315 West 9th Street, #101
Los Angeles, CA 90014
Web Address: www.worksourcecalifornia.com

Hollywood North WorkSource Center
Managed Career Solutions, Inc.
PATHMALL
340 North Madison Ave.
Los Angeles, CA 90038

Additional Services available at:
MCS Corporate Office
3333 Wilshire Blvd., Suite 209
Los Angeles, CA 90010
Web Address: www.hollywoodworksource.com

Northeast LA WorkSource Center
Arbor Educ. & Trng.
3825 N Mission Rd
Los Angeles, CA 90031
Web Address: www.arboret.com

Westlake WorkSource Center
Pacific Asian Consortium in Employment
1055 Wilshire Boulevard, #900-A
Los Angeles, CA 90017
Web Address: www.westlake-worksource.org

Wilshire Metro WorkSource Center
Community Career Development
3550 Wilshire Blvd., #500
Los Angeles, CA 90010
Web Address: www.communitycareer.org

Chinatown WorkSource Center
Chinatown Services Center
767 N. Hill Street, #400
Los Angeles, CA 90012
Web Address: www.cscla.org

Housing Authority WorkSource Portals
Jordan Downs WorkSource Portal
2101 E. 101st Street
Los Angeles, CA 90002

Nickerson Gardens WorkSource Portal
1495 E. 114th Street, Unit #1106
Los Angeles, CA 90059

Imperial Courts WorkSource Portal
11534-36 Croesus Avenue #413
Los Angeles, CA 90059

WEST, SOUTH LOS ANGELES & HARBOR

Harbor WorkSource Center
Carson, Lomita, Torrance WIN
1851 N. Gaffey Street, #F
San Pedro, CA 90731
Web Address: www.careerzonetomel.com

Marina Del Rey-Mar Vista WorkSource Center
Career Planning Center
12160 Mindanao Way, #240
Marina Del Rey, CA 90292
Web Address: www.careerplanningcenter.com

South LA WorkSource Center
Community Centers, Inc.
7522 S. Vermont Avenue
Los Angeles, CA 90044
Web Address: www.cciworksource.org

Southeast LA-Crenshaw WorkSource Center
UAW-Labor Employment & Training Corp.
3965 S. Vermont Ave.
Los Angeles, CA 90037
Web Address: www.letc.com

Southeast LA-Watts WorkSource Center
Watts Labor Community Action Committee
10950 S. Central Avenue
Los Angeles, CA 90059
Web Address: www.wicac.org

West Adams-Baldwin Hills WorkSource Center
Los Angeles Urban League
2900 S. Crenshaw Blvd.
Los Angeles, CA 90008



City Of L.A. WorkSource Centers
<http://www.worksourcecalifornia.com/locations.html>

	WORKSOURCE CENTERS	DISABILITY COORDINATOR	PHONE NUMBER	FAX NUMBER	EMAIL
1	Canoga Park West Hills WSC 21010 Vanowen Street Canoga Park, CA 91303	Manuel Delgado	(818) 596-4115	(818) 596-4140	mmandelgado@arboret.com
2	Downtown WSC 315 W. 9 th Street Suite 101 Los Angeles, CA 90015	Erle Spencer	(213) 629-5800	(213) 430-0658	Erle.spencer@lacsac.com
3	Chatsworth/Northridge WSC 20500 L. orthonoff Street Chatsworth, CA 91311	Jorge Mier	(818) 701-9800 x122	(818) 701-9801	jmier@builddonestop.com
4	Chinatown Service Center WSC 767 North Hill Street, Suite 400 Los Angeles, CA 90012	Mayra Ornelas	(213) 808-1756	(213) 680-0787	mornelas@cscia.org
5	Harbor WSC 1851 N. Gaffey Street Suite F San Pedro, CA 90731		(310) 518-8242	(310) 518-8213	
6	Hollywood WSC 340 N. Madison Ave. Los Angeles, CA 90004	Margo Scoble	(323) 960-1300 x234	(323) 960-1388	mscoble@mcsrehab.com
7	Jordan Downs WSC Satellite 2101 E. 101st Street Los Angeles, CA 90002	Melanie Larbie	(323) 249-7751	(323) 249-7751	mlarbie@hacla.org
8	Marina del Rey WSC 13160 Mindanao Way, Suite 240 Marina Del Rey, CA 90292	Lisa Aradeon	(310) 309-6000 x218	(310) 309-6032	laradeon@cpcla.com
9	Metro North WSC 342 North San Fernando Rd. Los Angeles, CA 90031	Cesar Perez	(323) 539-2089	(323) 539-2022	cperez@goodwillsocial.org

**City of Los Angeles
OneSource Centers**

	Name	Agency	Phone	Fax	Email
1		Boyle Heights-YOM Center 1505 E. 1 st Street Los Angeles, CA 90033	(323) 971-7648	(323) 569-5404	
2	Garner, Monisha	YOM: Watts- Center 1501 103 rd Street Los Angeles, CA 90002	(323) 971-7648	(323) 569-5404	Monisha.garner@lacity.org
3	Fekadu, Tirsit	Marriott Foundation Bridges 3200 Wilshire Blvd-S. Tower, Suite 1207 Los Angeles, CA 90010	(213) 381-1220 x22	(213) 381-3907	tirsit.fekadu@marriott.com
4	Kazaryan, Gayane	El Proyecto del Barrio-North Valley 9030 Laurel Canyon Blvd. Sun Valley, CA 91352	(818) 771-0184 x509	(818) 504-0357	qkazaryan@wscalnetwork.org
5	Miller, Mona	Archdiocesan Youth Employment Services 3250 Wilshire Blvd., Suite 1010 Los Angeles, CA 90010	(213) 736-5456 x229	(213) 736-5654	moha@ave-la.org
6	Morehead, Cloria	WLCAC Youth Program 958 E. 108 th Street Los Angeles, CA 90059	(323) 357-0804	(323) 566-7211	cmorehead@wlcac.org
7	Brown-Schock, Brandi	Para Los Niños 845 East 6 th Street Los Angeles, CA 90021	(213) 623-8446 x574	(213) 572-0627	bbrown@paralosninos.org
8	Penniman, Kimberly	AYE South - Youth Center 3965 S. Vermont Avenue Los Angeles, CA 90037	(323) 731-8596	(323) 731-2905	kimberly@ave-la.org alt. jose@ave-la.org or Mona Miller
9	Rodriguez, Laura	UCLA Comm. Base Learning Program 405 Hilgard Ave., 70 Powell-Box 951635 Los Angeles, CA 90095-1635	(213) 202-5308	(310) 206-1455	lrodriguez@oid.ucla.edu
10	Shishmanyan, Sima	El Proyecto del Barrio-South Valley 20800 Sherman Way Winnetka, CA 91306	(818) 710-5239	(818) 587-4806	simashishmanyan@yahoo.com
11	Sommers, Adriane	Harbor OneSource (LAUSD) 1921 N. Gaffey Street, Suite J San Pedro, CA 90731	310-519-0801		agsommers@luno.com Joel.okada@lausd.net alt. site contact

LOS ANGELES COUNTY ONE-STOP DELIVERY CAREER CENTERS

<http://wib.co.la.ca.us>

Antelope Valley One Stop Center
1420 West Avenue I
Lancaster, CA 93534
Phone: (661) 726-4128 Fax: (661) 945-5767
Pete Eskis

Career Partners
One-Stop Career Center
3505 North Hart Avenue
Rosemead, CA 91770
Phone: (626) 572-7272 Fax: (626) 572-9100
Raymond L. Gibbs

CARSON-LOMITA TORRANCE
WORKFORCE DEVELOPMENT BOARD
One-Stop Career Center
Serving the Residents of Palos Verdes & South Bay Area
One Civic Plaza, Suite 500
Carson, CA 90745
Phone: (310) 518-8200 FAX (310) 518-8215
Jim Olds

CHICANA SERVICES ACTION LEAGUE
One-Stop Career Center
315 West 9th Street
Los Angeles, CA 90015
Phone: (213) 629-5800 Fax: (213) 430-0658
Sophia Esparza

CITY OF POMONA- LA URBAN LEAGUE
One-Stop Career Center
264 East Monterey Avenue
Pomona, CA 91767
Phone: (909) 623-9741 Fax: (909) 622-4125
Babara Dent-Jiles

COMPTON CAREERLINK
One-Stop Career Center
700 North Bullis Road
Compton, CA 90221
Phone: (310) 605-3050 Fax: (310) 605-3067
Arlene Williams

EAST LOS ANGELES ONE-STOP CENTER
One-Stop Career Center
15 West Pomona Blvd., Suite 300
Monterey Park, CA 91754
Phone: (323) 887-7122 FAX (323) 887-8236
Manny Cons

EL PROYECTO DEL BARRIO/SFV ONE ★
STOP CENTER
One-Stop Career Center
Sun Valley One-Stop Workforce Industry Center
9024 Laurel Canyon Blvd
San Valley, CA 91352
Phone: (818) 540-0334 Fax (818) 504-2625
Magdalena Duran

FOOTHILL
One-Stop Career Center
Serving the Residents of Altadena
1207 East Green Street
Pasadena, CA 91106
Phone: (626) 796-5627 FAX (626) 304-7902
Dianne Russell

HUB CITIES
One-Stop Career
2677 Zoe Avenue, 2nd Floor
Huntington Park, CA 90255
Phone: (323) 586-4700 FAX (323) 588-4702

JVS/WEST HOLLYWOOD
One-Stop Career Center
8300 Santa Monica Blvd., 2nd Floor
Hollywood, CA 90069
Phone: (323) 761-8888 ext.8772 Fax: (323) 761-8575
Angie Cooper

L.A. WORKS
One-Stop Career Center
5200 Irwindale Avenue
Irwindale, CA 91706
Phone: (626) 960-3964 FAX (626) 960-6777
Sal Velasquez

MID-SAN GABRIEL VALLEY

One-Stop Career Center
10503 East Valley Boulevard
El Monte, CA 91731
Phone: (626) 258-0365 FAX (626) 258-0429

NORTHEAST SAN FERNANDO VALLEY

One-Stop Career Center
11623 Glenoaks Blvd
Pacoima, Ca 91331
Phone: (818) 899-2281; FAX (818) 899-5829
Gayle Brosseau

SASSFA

One-Stop Career Center
9825 Painter Avenue
Whittier, CA 90605
Phone: (562) 946-2237 Fax: (562)
Kirk Kain

**SOUTH BAY WORKFORCE
DEVELOPMENT BOARD**

One-Stop Career Center
Serving the Residents of Lennox
11539 Hawthorne Blvd., Suite 500
Hawthorne, CA 90250
Phone: (310) 970-7700 FAX (310) 970-7711
Jan Vogel

SOUTH CENTRAL-LA URBAN LEAGUE

One-Stop Career Center
2930 West Imperial Hwy., Suite 515
Inglewood, CA 90303
Phone: (323) 779-2199 FAX (323) 779-2856
Munzel Johnson

SANTA CLARITA

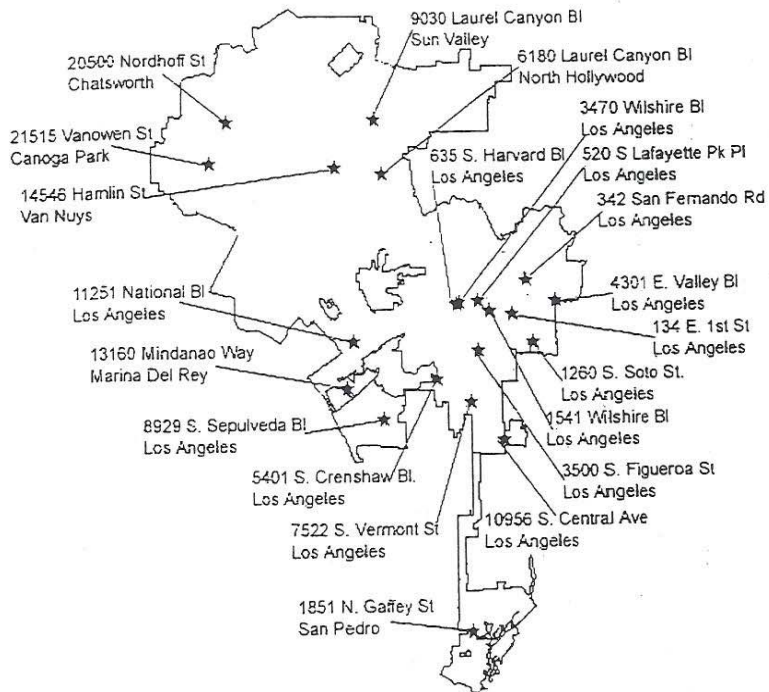
One-Stop Career Center
21515 Soledad Canyon Road, #121
~~Santa Clarita, CA 91350~~
Phone: (661) 255-1031 FAX (661) 255-9142
Erin Moore-Lay

WEST LOS ANGELES

One-Stop Career Center
13160 Mindanao Way, Suite 240
Marina Del Rey, CA 90292
Phone: (310) 309-6000 FAX (310) 309-6032
Eleanor Hoskins

Locations & General Information

To Locate the ONE-STOP Center nearest you
 Click on the map or the table below.
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S.F. Valley	West L.A.	Los Angeles	East L.A.	South L.A.	Harbor
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Appendix

LIFE SKILLS SUPPORT GROUP CURRICULUM

INSTRUCTOR'S GUIDE

Modules 1A
Modules 1B
Modules 1C

Modules 2A
Modules 2B
Modules 2C

Modules 3A
Modules 3B
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Modules 4A
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Modules 5A
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Modules 5C

Modules 6A
Modules 6B
Modules 6C

Module 1A

INSTRUCTORS GUIDE

MODULE

THE RIGHT FRAME OF MIND

ATTITUDE

TOOLS: Copy handouts for the group: Attitude Is Key, Examples of Negative Thoughts...

ACTION PLAN: The first hour read and discusses the ideas and issue in the article entitled, Attitude Is Key. Talk about how negative thinking can affect the way we feel and determine behavior. Give examples of how different people can have the same experience but experience different feelings and engage in different behaviors. This is evidence that people process things in ways that are helpful or destructive.

HOMEWORK: Write down negative thoughts and come up with an alternative view that will be more helpful for you.

This module selection (attitude) requires an LPHA provider

Module 1B

INSTRUCTOR'S GUIDE

MODULE

THE RIGHT FRAME OF MIND

MOTIVATION

TOOLS: Copy handouts for the group: Things That Interfere with My Goals, My Life Has Meaning When..., Things I Really Enjoy Doing

ACTION PLAN: Read and discuss the article, "Motivation." Ask them if they know what or who makes them want to improve, and strive for goals. Have them read over The Things That Interfere With My goals. Ask them if they can identify with any items, and discuss. Have them complete the worksheets on My Life Has Meaning When, and Things I really Enjoy Doing. They can share in teams or with the group at large.

HOMWORK: Encourage participants to engage in motivating behavior and practice self rewards.

Module 1C

INSTRUCTOR'S GUIDE

MODULE

THE RIGHT FRAME OF MIND

RESPONSIBILITY

TOOLS: Copy handouts for the group: Barriers In My Past, Making Better Choices, and Addressing Substance Use/Abuse Issues

ACTION PLAN: In the first hour read and discuss the article, "Responsibility." Talk about how we at times try to avoid it and how we at times feel overwhelmed with it. Emphasize the payoffs involved in taking more responsibility for our lives.

Have participants complete each exercise and discuss in pairs, or small groups.

HOMEWORK: Pay attention to tendency to avoid talking responsibility. Put the ideas in this module into practice.

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

CONFLICT RESOLUTION

TOOLS: Copy handouts for the group: Techniques For Managing Negative Behavior, Making “I” Statements, My Personal Strategy For Dealing With Difficult People.

ACTION PLAN: Spend the first hour reading and discussing the handouts. The second hour involves getting the group to pair up to practice making “I” statements. On an individual basis they can complete the Personal Strategy for Dealing with Difficult People. If some have trouble with reading and writing, the group leader should help them through.

HOMEWORK: Practice making “I” statements when working to resolve conflicts

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

DEALING WITH ANGER

- TOOLS:** Copies of handouts for the group: Article on Anger, and Make A List Of Times When Anger. . ., What Makes You angry, Things I Can Do Or Change. . .
- ACTION PLAN:** The first 15 or 20 minutes read and discuss the article entitled Anger. Give enough time for participants to complete the three exercises and discuss in large or small groups.
- HOMEWORK:** Encourage participants to practice what they have learned in today's module.

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

STRESS REDUCTION

TOOLS: Copy handouts: Stress Reduction, Relaxation, Exercise, Eating Right, Addressing Substance Use/Abuse Issues, and Things to Put in My Stress-Quake Bag

ACTION PLAN: Read article on Stress Reduction and discuss. Make a decision about what material to share and have the group complete the form entitled, "Things That I Put in My Stress-Quake Bag." If you select the relaxation exercise, you may want to play soft music.

HOMEWORK: Participants should be encouraged to make changes in the way they respond to stress by using the knowledge gained in this module. They should prepare their stress-quake bag at home and have ready for use.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION NON-VERBAL

TOOLS: Copy handouts for the group: The interview cartoon, Non-Verbal's—You Are Seen Before Heard, A Non-Verbal Sizing Up, and Role Play Exercise, "Body Language Speaks."

ACTION PLAN: Group leader reads article, "You Are Seen Before Heard, and discuss issues with the group for the first half hour. The remainder of time should be used completing selected exercises. A Non-Verbal Sizing Up can be done individually and discussed in small groups. Body Language Speaks is a fun exercise for participants to do in front of the group.

HOMEWORK: Pay attention to the body language of those you communicate with. Turn the volume down on the TV set and read the non-verbal's.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION VERBAL

TOOLS: Copy handouts for the group: Verbal Communication, Making “I” Statements, Communication Skills

ACTON PLAN: Spend the first hour discussing the handouts. The second hour will be a group exercise using the handout entitled, “Communication Skills-Possible Topics For Discussion.” Have two people role play selected portions on the list.

HOMEWORK: Practice conversation starters in their circle of friends; let the participant decide what they would like to do on the list for homework.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION INTERVIEWING

TOOLS: Copy handouts for the group: The interview cartoon, The Job Interview, Interview Tips, and The Mock Interview

ACTION PLAN: Use the first 15 minutes of group to go over the article entitled, The Job Interview. Read and discuss the article, Interview Tips. Use the rest of the group time to select pairs of interviewers and interviewee's to role play an actual job interview. Listen to participants' experience in the role plays, and discuss the experience.

HOMEWORK: Participants can go over list of stock interview questions and answers in preparation of a job interview.

INSTRUCTOR'S GUIDE

MODULE

THE NUTS AND BOLTS

MONEY MANAGEMENT

TOOLS: Copy handouts for the group: Cartoon, Money Management, Cash Flow, Savings, Creative Ways to Stretch Income

ACTION PLAN: Read and discuss the article entitled, Money Management. Give participants enough time to complete the cash flow, and savings exercises. End by sharing the list of Creative Ways To Increase Income.

HOMEWORK: Put what they learned today in action by developing a budget and looking for additional money sources.

INSTRUCTOR'S GUIDE

MODULE

THE NUTS AND BOLTS

TIME MANAGEMENT

TOOLS: Copy handouts for the group: Your Time Is Important, Daily Planner, Tools to Start, Time Management.

ACTION PLAN: Read and discuss the article entitled, "Your Time is Important. Have participants complete the "Daily Planner" and discuss "Tools to Start," in pairs. Save time to read and discuss the article, "Time Management," and discuss in the big group.

HOMEWORK: Put at least two things learned today into practice.

INSTRUCTORS GUIDE

MODULE

THE NUTS AND BOLTS

DECISION MAKING

TOOLS: Copy handouts: Preparing for a Decision, After the Decision Has Been Made, Decision Making Strategies, and Decision Exercise

ACTION PLAN: Read and discuss the articles, Preparing for a Decision, After the Decision Has Been Made, and Decision Making Strategies. The last half hour put participants in pairs or small groups to discuss their own experiences around these issues.

HOMEWORK: Put into practice something learned from this exercise for their next big decision.

INSTRUCTOR'S GUIDE

MODULE

THE BALANCING ACT

SETTING PRIORITIES

TOOLS: Copy handouts for the group on Setting Priorities, My Daily Schedule, and Things That Must Be Done

ACTION PLAN: Read and discuss the article on Setting Priorities with group. Have them write out their daily schedule. They are to note the busiest times of the day, and the times when things are not so hectic. Next, participants should begin the process of prioritizing their time by completing the worksheet, Things That Must Be Done.

HOMEWORK Participants should begin to make plans around their daily time schedule, keeping in mind what can and cannot be changed.

INSTRUCTOR'S GUIDE

MODULE

THE BALANCING ACT

HOME/WORK/SCHOOL

TOOLS: Copy handouts for the group: Cartoon, Balancing Home, Work and School, Organization and School, Organization and Work, Helpful Tips For Home, Work and School.

ACTION PLAN: Spend the first hour reading the material and discussing it. Last hour, participants should answer the questions on the article entitled, School and Homework Organization. Even if they are not in school they can answer most of the questions. Discuss answers in the group.

HOMEWORK: Participants should use the suggestions in the Helpful Tips For Home, Work and School

INSTRUCTOR'S GUIDE

MODULE

FAMILY FRIENDS AND SELF

TOOLS: Copy handouts for the group: Family, Self And Friends, Things I Like To Do With My Family, With My Friends, and Things I Like To Do By Myself

ACTION PLAN: Spend the first hour reading and discussing the issues in the article. Have them complete the exercises on family, friends and self. Discuss the results in large group.

HOMEWORK: Encourage participants to put into practice the things they would like to do in each category.

IINSTRUCTOR’S GUIDE

MODULE

TIME TO ACT STOP PROCRASTINATING

MY PERSONAL PLAN

- TOOLS:** Copy handouts for the group: Cartoon, Plan of Action, Plan Of Action Resources, Employment Resources, Where Am I Going To Network? Employment, Search Log. If the material is too much to copy, make one copy for the group in a notebook that can be shared.
- ACTION PLAN:** Group leader reads the article on Plan Of Action to the group and discuss the issues in the topic. Leave time for participants to complete the Plan Of Action Form, and complete the exercise entitled, Plan Of Action Resources.
- HOMEWORK:** Visit some of the sites, begin to network, collect information.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP THE PROCRASTINATION

DESIGN A RESUME

TOOLS: Copy handouts for participants: Writing Your First Resume, A Fresh Review of Your Talents, Action Verbs, Chronological Worksheet, Chronological Resume, Functional Worksheet, Functional Resume, Hybrid Resume Worksheet, Hybrid Resume, Cover Letter

ACTION PLAN: Group leader reads article, "Writing Your First Resume Jitters!" Discuss with the group briefly the typical experience of anxiety around resume preparation. Spend most of the time letting the participants complete the worksheets dealing with the type of resume they want to write. They should come up with a rough outline of how their resume should look. The group leader should help each participant.

HOMEWORK: Complete, or polish up the design of their resume and try it out by sending it or leaving it with prospective employers.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP PROCRASTINATING

BRING N THE SPEAKERS

TOOLS: Provide information regarding the various vendors in the field of employment. Make a booklet containing the handouts entitled, "City of L.A. WorkSource Centers, L.A. County One-Stop Delivery Career Centers, and One-Stop Locations & General Information. Be creative, you may have a local community college representative for CalWORKs attend. Make sure that your guest speakers will show up! A two hour group can have more than one speaker. Make sure it is a person or organization that your participants are interested in.

ACTION PLAN: If the worse happens, and your guest speakers don't show up. Go over each vendor in your packet. Some of your participants have visited these places and can add to the discussion. They could also go and visit the vendors.

HOMEWORK: Encourage participants to visit vendors and other sites on their own to find out more information.

REFERENCES

SUGGESTED READINGS

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Los Angeles County Office of Education. Job Preparation Guide. Downey, California: L.A. County Office of Education, 1997.

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