



## Project LIFE

A partnership of UMFS with and funded by VDSS

# Youth Skills for LIFE

### Independent Living Skills Curriculum

#### Introduction

Research shows that there is a growing number of youth who are aging out of foster care without the needed independent living skill to survive as prosperous and productive citizens. These older youth are more likely to drop out of high school, have unplanned pregnancies, experience homelessness and a variety of other ailments of life due to the lack of skills needed to transition into adulthood.

With this understanding, **Project LIFE (Living Independently, Focusing on Empowerment)** in partnership with the Virginia Department of Social Services (VDSS) and United Methodist Family Services (UMFS) has taken on as one of its goals to promote and provide life skills development for older youth in and transitioning out of foster care. They recognize the importance of foster youth attaining the necessary skills to become self-sufficient to handle the challenges of adulthood.

Project LIFE has produced **Youth Skills for LIFE** as the recommended independent living skills curriculum to use with young people who are in need of learning, enhancing, or supporting life skills to effectively transition into adulthood and self-sufficiency. Through **Youth Skills for LIFE**, it is our intent to provide an easy to use curriculum that will support the development and focus for young people moving into adulthood. We want to assist youth and adult supporters in building a learning agenda that will speak to the knowledge, skills, and abilities young people need to successfully move on their own and interdependently during their adult experience. Thus, empowerment, engagement, and motivation become underlining themes for youth to activate in order to achieve life skills.

#### Focus of Youth Skills for LIFE

**Youth Skills for LIFE** is referenced from the Ansell Casey Life Skills Assessment Domains and the Circle of Courage ©. The Ansell Casey Life Skills Assessment is an evaluative tool used with foster youth to benchmark their skill level and readiness for living on their own and interdependently as adults. Through this competency-based assessment, nine domains (skills) are addressed – *Career Planning, Communication, Daily Living, Home Life, Housing & Money Management, Self Care, Social Relationships, Work & Study Skills and Work Life.*

Once youth have completed the assessment they have the opportunity, along with an adult supporter, to customize a learning plan to learn and to grow their life skills. Within each domain there are identified goals, expectations and activities listed to support the achievement of the life skills.

With the assessment, checking readiness level for independence, the Circle of Courage provides a universal model of developmental growth needs for successful youth development. In 1990, Larry Brendtro, Martin Brokenleg and Steve Van Bockern identified four growth needs – *Belonging, Mastery, Independence, and Generosity* – as a catalyst for positive youth development. These terms are described as:

- **Belonging** - building trust and safety;
- **Mastery** - recognizing talents and skills;
- **Independence** - promoting empowerment; and
- **Generosity** - instilling purpose and greater connection to humanity

These needs are drawn from Native tribal wisdom about child rearing practices and the work of early youth-work pioneers. Based on research, when these growth needs are met then youth have a higher degree of leading a self-secure, pro-social approach to life. Contrary, when these growth needs are not met or lack balance then emotional and behavioral difficulties can ensue. Thus, meeting universal growth needs and enhancing life skills achievement becomes essential components for youth to transition into adulthood.

Additionally, Erik K. Laursen (2010) offers suggested ways on how to support older youth in meeting their developmental needs

<p><b>Belonging:</b></p> <ul style="list-style-type: none"> <li>• Provide an abundance of opportunities to connect with peers through use of structure and unstructured activities</li> <li>• Provide opportunities for youth and adults to be together in meaningful situations (mentoring)</li> <li>• Facilitate the development of life-long connections with family, friends and significant adults/youths for all youth</li> <li>• Practice valuing diversity (including culture, generational difference, sexual orientation, political views, religious views, opinions/views about policies, procedures, and program rules, educational goals, etc.)</li> </ul>	<p><b>Independence:</b></p> <ul style="list-style-type: none"> <li>• Expect youth to make decisions (give responsibility to teach responsibility)</li> <li>• Ensure youth are actively involved in planning not only their “case plan,” but also program design, evaluation and implementation</li> <li>• Give youth “real work” with real responsibilities and opportunity to grow</li> <li>• Ensure youth know it is OK to seek guidance and advice – Independence does not translate isolated or abandoned</li> <li>• Provide youth the tools and skills they needed to make decisions and make mistakes opportunities for learning</li> </ul>
<p><b>Mastery:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for hands-on activities and experiential learning</li> <li>• Incorporate competitive and cooperative games/sports</li> <li>• Lifelong learning – MODEL that all people have opportunities to learn and, at times, failures are part of learning and growing</li> <li>• Provide practice opportunities to develop life skills instead of limiting it to classroom</li> </ul>	<p><b>Generosity:</b></p> <ul style="list-style-type: none"> <li>• Provide service learning and volunteer opportunities based on individual youth’s interest and goals rather than having all participants “Volunteer” at a pre-arranged facility/opportunity</li> <li>• Discuss the impact of youth’s actions and in-actions on themselves, their peers, their community and the world</li> <li>• Recognize youth when they select and complete a service learning project</li> </ul>

<p>or group meetings.</p>	<ul style="list-style-type: none"> <li>• Provide youth with the tools they need to be successful at the service learning opportunity (do they need tools, books, a class on a specific topic, a supportive adult to talk to, transportation arrangements, etc.)</li> </ul>
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### **About the Youth Skills for LIFE**

Developing a youth-centered learning plan for life skills development becomes essential for youth to proactively transition into adulthood. We have designed a quick search guide of activities to support the building of a life skills lesson plan. The guide is based on the Casey Life Skills Domains activities and other activities for supports. Based on youth focus groups and other youth input, we established a list of suggested activities for each of the nine domains and sub-domains. The domains are divided into two age groups (14-16 years old and 16-21 years) which each have two activities listed. As you move through the guide you will also see a brief description about the life skills domain and its connection to the Circle of Courage.

### **Additional Points to Consider When Building an Independent Living Plan**

***Authentic Learning*** – establishing learning environments where young people have the opportunity to connect learning through “real-world” application is critical for retention and transference. Authentic learning opens the doors for the learner to become actively involved in the learning process, motivated to explore, discuss and construct meaningful concepts and establish relationships with current knowledge and reality-based teachings. Learners who have the opportunity to engage in authentic learning have a higher tendency to learn, retain and transfer new knowledge into their realities.

When constructing authentic learning environments, it is recommended to include the following:

- Learning centered on authentic tasks that are of interest to the learner(s).
- Learners are engaged in exploration and inquiry.
- Learning, most often, is interdisciplinary.
- Learning is closely connected to the world beyond the walls of the classroom.
- Learners become engaged in complex tasks and higher-order thinking skills, such as analyzing, synthesizing, designing, manipulating and evaluating information.
- Learning is student driven with teachers, parents, and outside experts all assisting/coaching in the learning process.
- Learners employ scaffolding techniques.
- Learners have opportunities for social discourse.
- Learners produce a product that can be shared with an audience outside the classroom.
- Ample resources are available

***Levels of Learning*** – when thinking about which domain and activities to select, keep in mind that learning takes place at different stages:

- Level One – Awareness
- Level Two – Knowledge and Understanding
- Level Three – Knows how
- Level Four – Can or is able to

At *levels one and two*, the learner is acquiring information. At this level in the learning process, the learner should be able to identify, describe or explain information about the subject matter being taught.

At *level three*, the learner is beginning to apply the knowledge learned through instruction. At this level, the learner should be able to demonstrate some ability with the skill in an instructional setting through simulation, learning laboratory, or real life experiences.

At *level four*, the learner is using the knowledge learned outside of the learning environment. At this level, the learner is able to demonstrate the skill on a regular basis and reports on his/her progress.

**Learning Styles** - learning is different for all people and for youth we must use a tailored instruction that supports the best type of learning for the youth. There are three different learning styles:

- Visual – learner uses his/her senses to process information
- Auditory – learner likes to use hearing and talking to connect with information
- Kinesthetic – learner uses an “hands-on” approach for learning

**Youth-Centered Approach** – allows the youth to lead you in making decisions and determine the type of activities in which he/she would like to engage. When young people are actively involved in making plans for their future, there is a higher degree of transferring the new skill(s) into their daily routine of life. Through this approach, youth can become empowered and motivated to take on the necessary learning to propel them into adulthood.

**Youth Developmental Point** – as youth move through this life skills experience it becomes imperative to evaluate youth’s growth needs based on the circle of courage and their readiness to various learning activities. Through continuous open dialogue, assess the developmental position of the youth to ensure that activities and experiences support and elevate life skills learning.

**Documentation of Plan** - building a life skills plan is something that takes careful planning and dialogue which can lead to transitional success. Thus, documenting the plan can serve as an accountability tool for the youth and adult supporter. When documenting, whether electronically or on paper, include the state activity, responsible person and due date.

## References

Laursen, E.K., (2010) Focusing Energy in Schools and Youth Organizations: Attending to Universal Developmental Needs. Sandy, UT: Aardvard Global Publishing.

<http://www.caseylifeskills.org/>

[www.caseylifeskills.org/pages/lp/LSG%20Version%2012-28-04.pdf](http://www.caseylifeskills.org/pages/lp/LSG%20Version%2012-28-04.pdf)

<http://net.educause.edu/ir/library/pdf/ELI3009.pdf>

[http://www.ncsu.edu/meridian/win2003/authentic\\_learning/](http://www.ncsu.edu/meridian/win2003/authentic_learning/)



## Youth Skills for LIFE

### Independent Living Skills Curriculum



#### Career Planning

Being able to plan for a career can add insight and direction for a young person. Within this domain, youth have the opportunity to learn skills of work goals, employment and work place communication. Overall, career planning can support the Circle of Courage development areas in *Belonging, Mastery, and Independence*.

- [Work Goals](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 3)
- [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#)

16-21 years old

- [Developing Your Vision](#) (Book One)
- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>

- [Employment](#)

Suggested Activities

14-16 years old

- [Developing Your Vision](#) (Book Four)
- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>

16-21 years old

- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 8)

- [Work Place Communication](#)

Suggested Activities

14-16 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 8)

16-21 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)
- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 3)

## Communication

Communicating effectively with others is a critical aspect in every part of our life. Learning the skills areas of personal development, interpersonal communication and relationship building can serve as viable means to enhance the well being of youth. Overall, communication can support the Circle of Courage developmental needs of *Belonging, Mastery, Independence, and Generosity*.

- [Personal Development](#)

Suggested Activities

14-16 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 3)
- [Life Skills Activities for Children](#) (For purchase)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)

- [Interpersonal Communication](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)

- [Relationships](#)

Suggested Activities

14-16 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)
- [I Can Do It](#) (Building a Support Network)

16-21 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)
- [I Can Do It](#) (Building a Support Network)

## Daily Living

Each day young people move through a variety of routines and schedules with success and and/or failure. Daily Living provides skill areas to enhance their abilities in nutrition, grocery shopping, meal preparation, dining, home management, home safety, savings, banking & credit, and budgeting/spending plan. For the Circle of Courage, this domain connects to *Mastery and Independence*.

- [Nutrition](#)

Suggested Activities

14-16 years old

- [I'm Getting Ready](#) (Section 5 – Hungry? Eat Healthy)
- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)

16-21 years old

- [Making It on Your Own](#) (For Purchase)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 3)

- [Grocery Shopping](#)

Suggested Activities

14-16 years old

- [I'm Getting Ready](#) (Section 5 – Hungry? Eat Healthy)
- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)

16-21 years old

- [I'm Getting Ready](#) (Section 5 – Hungry? Eat Healthy)
- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)

- [Meal Preparation](#)

Suggested Activities

14-16 years old

- <http://www.coolfoodplanet.org/gb/adoz/index.htm> ( Eating and health)
- <http://familyfun.go.com/recipes/> (Meal planning)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 3)

- [Dining](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 3)
- 

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 3)
- [http://www.kidshealth.org/parent/nutrition\\_fit/index.html](http://www.kidshealth.org/parent/nutrition_fit/index.html) (Nutrition & fitness)
- [Home Management](#)  
Suggested Activities  
14-16 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 3)
 16-21 years old
  - [I'm Getting Ready](#) (Section 3 –Cleaning My Place)
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 5b)
- [Home Safety](#)  
Suggested Activities  
14-16 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2, 5)
  - [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 4)
 16-21 years old
  - [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 4)
- [Saving](#)  
Suggested Activities  
14-16 years old
  - [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#) ( Chapter 4)
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 5)
 16-21 years old
  - [Money Pals](#) (Part 1, Chapter 3)
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 5)
- [Banking & Credit](#)  
Suggested Activities  
14-16 years old
  - [Money Pals](#) (Part 1, Chapter 4)
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Banking #4)
 16-21 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)
  - <http://www.irs.gov/app/understandingTaxes/index.jsp> (Understanding Taxes)
- [Budgeting/Spending Plan](#)  
Suggested Activities  
14-16 years old
  - [Money Pals](#) (Part II, Chapter 1)

- [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#) (Part 1, Chapter 4)

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 5)
- [http://www.youngmoney.com/money\\_management/budgeting](http://www.youngmoney.com/money_management/budgeting) (Budgeting)

## Home Life

Finding comfort and satisfaction in your home life can yield success in other areas for a young person's life. Thus, this domain connects to *Mastery and Independence* of the Circle of Courage.

- [Home Life](#)

Suggested Activities

14-16 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 4)
- [Cleaning My Place](#)

16-21 years old

- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 4)
- [Cleaning My Place](#)

## Housing and Money Management

Making a positive transition into the community is the focus for housing and money management. Through this domain youth learn skills in the areas of housing, transportation, community resources, savings, income tax, banking & credit, budget/spending plan, and work goals. For the Circle of Courage it allows for development in the areas of *Mastery and Independence*.

- [Housing](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 4, 5b)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 4)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 4)

- [Transportation](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 4 )
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 4)

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Transportation #'s 1,2)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 4)
- [Community Resources](#)  
Suggested Activities  
14-16 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 4 )
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 4)  
16-21 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 4 )
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 4)
- [Saving](#)  
Suggested Activities  
14-16 years old
  - [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#) ( Chapter 4)
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 5)
- 16-21 years old
  - [Money Pals](#) (Part 1, Chapter 1)
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 5)
- [Income Tax](#)  
Suggested Activities  
14-16 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1 )
  - [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Taxes #3)  
16-21 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1 )
  - <http://www.irs.gov/app/understandingTaxes/index.jsp>
- [Banking & Credit](#)  
Suggested Activities  
14-16 years old
  - [Money Pals](#) (Part 1, Chapter 4)
  - [I Know Where I'm Going](#) (Chapter 5)  
16-21 years old
  - [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 1)
  - [I Know Where I'm Going](#) (Chapter 5)
- [Budgeting/Spending Plan](#)  
Suggested Activities  
14-16 years old
  - [Money Pals](#) (Part 2, Chapter 1)

- [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#) (Part 1, Chapter 4)

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 5)
- [http://www.youngmoney.com/money\\_management/budgeting](http://www.youngmoney.com/money_management/budgeting) (Budgeting)

- [Work Goals](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood) – Module 3
- [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#)

16-21 years old

- [Developing Your Vision](#) (Book One)
- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>

## Self Care

Before we can truly attend to other issues in our life we have to come into focus with our own physical and emotional development. Through self care young people receive education in healthy personal, health, alcohol, drugs & tobacco, sexuality and relationships. This connects with the Circle of Courage through development of *Master, Independence, and Generosity*.

- [Personal Hygiene](#)

Suggested Activities

14 – 16 years old

- [http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/) (Your Mind)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2 )
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 6)

- [Health](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2 )
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 6)

16-21 years old

- [http://www.kidshealth.org/kid/feel\\_better/](http://www.kidshealth.org/kid/feel_better/) (feel better)
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 6)

- [Alcohol, Drugs & Tobacco](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2, 4, 5b)
- [Mind Over Matter Series](#)

16-21 years old

- [Prevention Toolkit](#)
- [Mind Over Matter Series](#)

- [Sexuality](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 51)
- <http://www.caps.ucsf.edu/projects/HOT/index.php#curriculum> (Adult Curriculum link)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 51)
- <http://www.caps.ucsf.edu/projects/HOT/index.php#curriculum> (Adult Curriculum link)

- [Relationships](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2, 5a )
- <http://www.girlshealth.gov/relationships/healthy/index.cfm> (Relationships)

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Relationships 6)
- <http://www.girlshealth.gov/relationships/healthy/index.cfm> (Relationships)

## Social Relationships

For young people, learning how to build social connections now and in the future supports interdependency skills for moving into adulthood. These skills include personal development, cultural awareness, interpersonal communication, and relationships. This allows for growth in the Circle of Courage areas of *Belonging, Mastery, Independence, and Generosity*.

- [Personal Development](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2 )
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 6)

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 6)
- <http://www.girlshealth.gov/feelings/> (Your feelings)

- [Cultural Awareness](#)

## Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2 )
- [Cultural Awareness Activities](#)

16-21 years old

- [Cultural Awareness Activities](#)

- [Interpersonal Communication](#)

### Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 7)

- [Relationships](#)

### Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2, 5a )
- <http://www.girlshealth.gov/relationships/healthy/index.cfm> (Relationships)

16-21 years old

- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Relationships 6)
- <http://www.girlshealth.gov/relationships/healthy/index.cfm> (Relationships)

## Work Life

Working for the first time can bring on many different thoughts and experiences. This domain focuses on acquiring, maintaining, and growing in or changing jobs. The growth areas supported in the Circle of Courage include *Mastery and Independence*.

- [Work Life](#)

### Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 3 )
- [Ready, Set, Fly! A Parent's Guide to Teaching Life Skills](#) (Chapter 8)

16-21 years old

- <http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm> (Employment Guide)
- <http://www.bspage.com/1netiq/Netiq.html> (Business Netiquette)

## Work and Study Skills

Learning how to develop and maintain a work-life balance can bring about higher levels of achievement and enjoyment of every day. These skills will teach youth how to pursue work goals, employment, decision-making, and study skills; and will offer tips for completing educational programs. The Circle of Courage connects *Mastery and Independence*.

- [Work Goals](#)

Suggested Activities

14-16 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 3)
- [I Know Where I'm Going \(But Will My Cash Keep Up?\)](#)

16-21 years old

- [Developing Your Vision](#) (Book One)
- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>

- [Employment](#)

Suggested Activities

14-16 years old

- [Developing Your Vision](#) (Book Four)
- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>

16-21 years old

- It's My Life: Employment Guide  
<http://www.casey.org/Resources/Publications/ItsMyLife/Employment.htm>
- [Ready, Set, Fly! A Parents Guide to Teaching Life Skills](#) (Chapter 8)

- [Decision Making](#)

Suggested Activities

14-16 years old

- <http://www.decisioneducation.org>
- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 2)

16-21 years old

- [Decision Making](#)  
[Decision Making Skills](#)

- [Study Skills](#)

Suggested Activities

14-16 years old

- <http://www.how-to-study.com/preparing-to-study.htm>
- [Study Skills for Youth](#)
- 

16-21 years old

- [PAYA](#) (Preparing Adolescents for Young Adulthood – Module 3,5)

- [Study Skills for Youth](#)