The University of Nevada, Reno is an Equal Employment Opportunity/Affirmative Action employer and does not discriminate on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, or sexual orientation in any program or activity it operates. The University of Nevada employs only United States citizens and aliens lawfully authorized to work in the United States. Women and under-represented groups are encouraged to apply.
OVERVIEW
During 2011, the Bootstraps Crews thinned or removed pinyon and juniper trees from more than 1,000 acres of important wildlife habitat in Lander and Eureka Counties, Nevada. Four hundred acres of habitat in the Sulphur Springs Range (approximately 30 miles north of Eureka), along with 600 acres of habitat on Bald Mountain (20 miles south of the town of Crescent Valley) were rescued from pinyon-juniper encroachment by chain saw-packing young adults.

Though the problem is little known to the general public, encroachment of wildlife habitat by pinyon pine and juniper is a huge problem for wildlife throughout much of the West. Since European settlement, changes in land use have led to widespread increases in pinyon and juniper at the expense of wildlife. In the Great Basin, for example, the area covered by pinyon-juniper woodlands has increased 10-fold since the late 1800’s.
Not that pinyon and juniper trees are undesirable; in moderation, the trees provide both food and cover for many wildlife species, but as they become increasingly widespread, habitat has been degraded. Conversion back to more diverse and valuable plant communities is extremely difficult and expensive. As the Nevada Department of Wildlife’s Mule Deer Management Plan warns:

“...dense stands reduce understory plant productivity and diversity, increase site aridity, and accelerate soil erosion. Pinyon-juniper conditions through much of Nevada are having negative impacts on mule deer and other wildlife.”

Dense pinyon-juniper woodlands are also highly susceptible to intense wildfires, after which introduced annual weeks such as cheat grass, frequently dominate the landscape, preventing or greatly impeding re-establishment of desirable plant species.

Crews from the Bootstraps program have been removing encroaching pinyon and juniper trees from some of central Nevada’s most valuable wildlife habitats since 2005. In that year, the Battle Mountain District of the Bureau of Land Management (BLM) in partnership with University of Nevada Cooperative Extension (UNCE), launched the experimental program, which was designed to put out-of-school young adults to work, teach them useful life and employment skills, while at the same time accomplishing much-needed wildlife habitat improvement projects. Crew members are paid for the 40-hour work week, which includes education as well as work.
Although the program began very modestly, Bootstraps crews have grown steadily over the years (crews are now comprised of 15–20 young adults) and have completed an impressive list of wildlife habitat enhancement projects in the Fish Creek, Simpson Park, Roberts, Sulphur Springs, and Toiyabe Mountain and Desatoya Mountain Ranges of central Nevada.

A detailed spreadsheet of program costs is presented later in this publication. In general, it is reasonable to assume that a crew could treat 1,000 ares of juniper/pinyon within the 24-week program. The Natural Resources Conservation Service (NRCS) currently pays landowners $200.12/acre for removing encroaching pinyon and juniper trees on targeted rangelands. This total of $200,120 through Farm Bill dollars allocated for Wildlife Habitat Enhancement Programs would be enough to pay the annual costs for this program. There are many avenues to funding for a project like Bootstraps, but it is the responsibility of the replicating agency to seek out the funding.
Bootstraps crews camp at the job site, greatly reducing expenses and travel time to remote project locations. Initially funded primarily by the BLM and UNCE, the Bootstraps program has also been generously supported by grants from Nevada Bighorns Unlimited, the Nevada Department of Wildlife, the Mule Deer Foundation, and the Natural Resource Conservation Service as well as from Lander and Eureka counties.

Although the Bootstraps program won’t, by itself, solve the pinyon-juniper problem, it is perhaps a model that could be widely duplicated across the West. The Bootstraps program represents a successful partnership between local communities, government agencies and sportsman’s groups that produces real, on-the-ground results. The program provides young adults with their first real-life work experience and an introduction to natural resource issues and problems. The educational program provided by Cooperative Extension teaches the life skills to help participants learn how to successfully work and live on their own. Because the program targets young adults who are out of school and out of work, training includes a combination of life skills and work skills to prepare them for the workforce after this seasonal program is over.
In addition to pinyon-juniper removal, crews map and control noxious weeds on public lands. They build and repair fences to protect springs and threatened aspen stands. These crews of young adults are hired and paid to work on these environmental projects, but understand that Bootstraps is not just a job, it is also a program. Most are successful in graduating from the program and moving on into permanent jobs and/or education that will help them obtain a good-paying job. Their legacy of hard work dedicated to improving wildlife habitat is as important as the life/job skills they learn.

This curriculum describes the educational program component of Bootstraps. A description of the hiring and training process are included later in this publication.
Before the global economic recession, Nevada had the highest rate in the nation of young adults not working and not in school. Those statistics have not improved. The Bootstraps program attracts these high-risk, young adults, ages 18-25, to work on environmental projects identified by the BLM wildlife biologists. The program is more than a job for these participants, who have left school and typically have no positive leadership or role models. This seasonal program includes job training and life skills classroom instruction. Participants develop skills and experiences that enable them to find meaningful work or return to school. Evaluation data have documented positive youth development and public land restoration outcomes. A qualitative study found that collaborating agencies view these young adults as critical partners in addressing sage grouse habitat restoration.

Bootstrap targets youth ages 18-25 who typically have limited leadership or civic engagement experience, and lack positive role models. They are disengaged from the social and economic structure for many reasons, some of which are discussed below (Brennan, M. A., Barnett, R. V., & Baugh, E. 2007). They do not work, are not in school, and frequently abuse drugs or alcohol. When entering the program, Bootstraps participants have few options to improve their lives. These vulnerable youth, for the most part, have no high school diploma, are un- or under-employed, and do not have educational or vocational goals. They are ‘adrift,’ with little opportunity for future success, particularly in this recession. Applicants apply for a Bootstraps job and then receive training and support to complete work on habitat restoration on public lands. This work provides an opportunity for these young adults to make a difference by completing wildlife rehabilitation projects. Most leave the program with the skills and support to continue their interests in improving their lives so that they can be contributing citizens of their communities.

By the very nature of the job the young people are hired to do, youth governance is a necessity. Because the participants are camping in remote locations, even the time to get up in the morning to start work is a decision that the group has to make. Building those self governance and leadership skills is probably the most important aspect of this program – and the most challenging. The group has important work to do in completing the wildlife habitat restoration project. Each day, participants need to use planning, problem-solving, teamwork, and goal-setting skills to complete each restoration project. Cold mornings may translate into a group decision to linger over the campfire and breakfast and to work later in the day when chain saws will run better. Their governance skills are supported by an adult job coach whose responsibility is to guide the young people and provide opportunities to support participant skill building in a climate of self governance.

A number of stakeholders support the program. In addition to BLM and UNCE support, the program has attracted funding from various groups that support wildlife and natural resources, including NDOW, the National Fish and Wildlife Foundation, Nevada Bighorns Unlimited, and the National Mule Deer Foundation. To date, the program has attracted $2 million in grants, including a $492,000 federal American Recovery and Reinvestment Act (ARRA) grant. National 4-H Headquarters awarded the program the designation of a national Program of Distinction through a peer reviewed process. It was nominated for a National Institute of Food and Agriculture (NIFA) Partnership Award and won the 2010 MetLife Foundation Award of Excellence from National 4-H Council.
This Cooperative Extension outreach education program draws from the research base on transition into adulthood for its conceptual framework and program model (Piha & Hall, 2006). According to Piha & Hall (2006), the traditional path to adulthood follows a school or career approach. This approach is marked by graduation from high school and then either to higher education or vocational training. Some youth chose to move directly into the labor market or military. Whichever approach is used, the goal of economic self-sufficiency is common. There is increasing concern, however, that for a large number of older youth, such traditional pathways to adulthood are becoming difficult to achieve. Kuehn et al (2009) suggests that vulnerable youth follow very different, and often less successful, schooling and employment pathways. They describe the youth currently not in school and not working as the “later-connected youth.” This is the target population for the Bootstraps program. These later-connected youth start out with modest school/employment rates of about 40 percent at age 18. Bootstraps targets this “later connected group” with an alternative to the traditional school or employed pathway. The Kuehn et al (2009) data indicate that this “later connected group” can increase their rate of connectedness to community, jobs and school to as high as 90 percent when alternative programs such as Bootstraps are available.

Additional critical outcomes of this program are habitat improvements on public lands and the key program collaborations that have developed to help support this unique program. Our program collaborators view the link between this employment skill-building program and public lands restoration projects as an important component for rural communities seeking innovative ways to promote economic sustainability.

The greatest strengths of this program are the multidisciplinary nature of the program and the strong financial and technical support from collaborators. Collaborators like to think of this program as one that employs troubled youth to help a bird that is in trouble in reference to the sage grouse who remain on the list for potential listing as endangered. Many of the habitat restoration projects conducted by the Bootstraps participants are targeted to improve conditions for the sage grouse. Extension educators from the local, area and state level participate in the program from both the 4-H/youth development framework and the agriculture and natural resources disciplines. A variety of public land users, including local ranchers who graze cattle on the public rangelands and gold mining companies exploring on public lands, collaborate on the project. Wildlife agencies, public land agencies, recreational users are all included in the list of collaborators.

This program is modeled after the 1930s Civilian Conservation Corps (CCC) and the modern day California CCC (2009). The original CCC programs came at a time of high unemployment rates and many of their projects are visible to this day. Bootstraps is currently specific to habitat improvement but also is designed to address the all-time-high unemployment rates currently plaguing Nevada. This innovative approach provides the guidance and support to put young people back in school or a trajectory of a long-term job. Program graduates tell us that both the location and environment of the hard work in remote mountainous terrain is part of what has helped them make changes in their lifestyles and goals about future work. This millennial generation values work that is meaningful. “Flipping burgers” is an option, but the motivation provided by “making a difference” on an important environmental issue is turning lives around as described in the short–and long-term impacts the program has achieved to date.
Impacts Achieved

Short-term impacts: To gauge program effectiveness, a pre/post survey design was used along with observation data by staff. The number of participants who agreed to participate in this program evaluation total 72. Following are knowledge, attitude and behavior changes revealed by the program evaluation.

- Participants were significantly more likely to report having greater efficacy in completing tasks related to job safety from pre-to-post, \( t(72) = -9.04, p < .001 \). The average score on the pre-test was 3.13 (SD = .13) and the average score on the post-test was 4.45 (SD = .06). (Note: these safety skills are particularly important since these youth drive in mountainous terrain, use chain saws, mix and spray chemicals to kill weeds, and work and camp in very remote locations that are hundreds of miles to the nearest hospital.)

- Participants showed a significant improvement in life skill scores from pre-to-post \( t(19) = -2.85, p < .05 \). The average score on the pre-test was 3.80 (SD = .41) and the average score on the post-test was 4.35 (SD = .46), suggesting an improving trend in life skill scores from pre-to-post.

- Participants also showed a significant improvement in knowing at least two ways to save money \( t(26) = -2.21, p < .05 \). Participants also showed positive trends in interpersonal skills such as being friendly, being respectful to others, working well in a team, and having a positive attitude from pretest to post test. Participants showed a statistically significant increase in understanding how to get the job they want \( t(29) = -1.95, p < .05 \). Participants showed a positive increase in knowing where to find information about jobs, confidence in finding jobs, and confidence about living on their own.

- Participants were significantly more likely from pre-to-post to prepare for work properly, complete their jobs properly, have a positive attitude and clean appearance, and demonstrate better team work skills as rated by their job coaches, \( t(65) = -7.80, p < .001 \). The mean score on the pre-test was 3.17 (SD = .08) and the mean score on the post-test was 4.09 (SD = .08).

- Participants were significantly more likely to report having good problem solving and decision-making abilities, better communication skills, leadership skills, or health habits from pre-to-post as rated by their job coaches from pre-to-post \( t(65) = -8.80, p < .001 \). The mean score on the pre-test was 3.04 (SD = .08) and the mean score on the post-test was 4.06 (SD = .08).

- There were increases in every category of the Portfolio Rubric. The tasks that were measured were identifying strength and weaknesses, problem solving, communication, behavior, leadership, responsibility, setting goals and reaching goals. The mean of the average pre-test scores was \( M = 21.76 \). The mean of the average post-test scores was \( M = 49.65 \). The means of the average pre-test and post-test scores increased a total of 112 percent.

Long-term impacts: Participant interview data (Meier, Smith, & Usinger, J. 2010) revealed important changes from the beginning to the end of the program. Specifically, participants expressed changes in acceptance of responsibility for their current situation and future direction, a recognition and willingness to use community resources for help, and ability to take pride in their work. Follow-up phone calls to past program participants were completed to track their progress in their school and work pursuits after Bootstraps. Local Extension office staff were able to talk with 90 percent of the 72 program graduates. With a few exceptions, participants are in school or working. These graduates continue to use their local extension staff as job references and to discuss issues in their lives. Collaborators continue to work with program developers to provide funding for projects that improve wildlife habitat using Bootstraps crews.
OVERVIEW
(CONTINUED)

Scholarly Products Developed


Smith, M., Davis, R., and Meier, A. (2010) 4-H Bootstraps - Program of Distinction. Presentation at NAE4-HA Annual Conference. Phoenix. (also received the 2010 MetLife Foundation Award of Excellence at the NAE4-HA meeting – one of three in the Nation.)


Brief Bibliography of References Used


This curriculum accompanies the Bootstraps Student Workbook, CM-08-09. The curriculum provides the guidance for teaching the activities in the workbook and includes program objectives and evaluation components. The Bootstraps Student Workbook follows each section of this curriculum. The curriculum and workbook were developed to provide a comprehensive collection of materials needed to replicate the Bootstraps program. Faculty developed this program, obtained funding, and manage the program in Nevada.

In addition to the 10-session curriculum, the following pages provide additional information about the hiring of staff and participants, cost for the program, policies and procedures, and program evaluation. The safety training is scheduled for the first two weeks of the program, and an outline of the safety training is provided in this curriculum. For more details on safety training, contact the authors.

The life skills training meetings are described in this curriculum in 10 sessions. Each of the 10 sessions contains four lesson plans. Each of the lesson plans is approximately one-hour in length. This creates the 10 session curriculum with each of the sessions four hours in length. These four-hour training sessions are usually scheduled on Monday mornings. During the piloting of this program, each participant was involved in the program for 12 weeks. Thus, the total of the two weeks of safety training and the 10 session curriculum. However, over the course of the program, a variety of different schedules were piloted.

Initially, one job coach and five participants worked on a 12-week program. As the program became more popular with land management agencies and we obtained additional money for the program, more participants were hired. With this increase in total crew size, the crew leader model was initiated. In this scenario, each of two crew leaders supervised 5 participants with the assistance from the job coach. The length of the program was expanded from 12 weeks to 24 weeks.

Rather than revamping the curriculum to adjust to the changing needs for work crews, the UNCE Extension Educators managed the curriculum so that the four-hour session was taught every other week instead of weekly. Program evaluations indicated that this change did not affect program fidelity and that the 24-week program was efficient in terms of getting wildlife habitat work completed.

These life skills lessons are taught at the beginning of the work week to set the tone for the rest of the week or in the alternate model, every two weeks. Included in the curriculum are instruments designed to evaluate program effectiveness. These include both quantitative and qualitative evaluation forms.

After the Monday morning sessions described in this curriculum, participants pack their tools, camping gear and food before heading for the job site for the remainder of the week where they complete important environmental work. Most locations are remote, so the work week is designed as four work days at 10 hours each day.
# Table of Contents

**Session 1: Program Introduction** ................................................................. 1.1

- Lesson 1: Get Acquainted ................................................................. 1.5
- Lesson 2: Work Abilities and Values .................................................. 1.6
- Lesson 3: Personality Profile ............................................................. 1.7
- Lesson 4: Why Is It Important To Do A Good Job ............................... 1.8

**Session 2: Transition into Adulthood** ...................................................... 2.1

- Lesson 5: Work Observations ............................................................ 2.5
- Lesson 6: Positive Identification ........................................................ 2.6
- Lesson 7: Country Boys ................................................................. 2.7
- Lesson 8: Country Boys Discussion ..................................................... 2.6

**Session 3: Resume' Writing / Values & Perceptions** .................................... 3.1

- Lesson 9: Work Observations ............................................................ 3.5
- Lesson 10: Draft a Resume' ................................................................. 3.6
- Lesson 11: Resume' writing ............................................................... 3.7
- Lesson 12: Values and Perceptions .................................................... 3.8

**Session 4: Communication** ................................................................. 4.1

- Lesson 13: Work Observations ............................................................ 4.5
- Lesson 14: What is Communication? .................................................. 4.6
- Lesson 15: Communication Blockers ................................................ 4.7
- Lesson 16: Effective Communication ................................................ 4.8

**Session 5: Conflict, Responsibility & Decision-Making** ............................ 5.1

- Lesson 17: Work Observations ............................................................ 5.5
- Lesson 18: Conflict ......................................................................... 5.6
- Lesson 19: Responsibility ................................................................. 5.7
- Lesson 20: Decision-Making ............................................................. 5.8
## Table of Contents (continued)

### Session 6: Goals

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Work Observations</td>
<td>6.9</td>
</tr>
<tr>
<td>22</td>
<td>Goals I</td>
<td>6.16</td>
</tr>
<tr>
<td></td>
<td>Identifying Strengths and Weaknesses Post-Tasks</td>
<td>6.26</td>
</tr>
<tr>
<td>23</td>
<td>Goals II</td>
<td>6.30</td>
</tr>
<tr>
<td>24</td>
<td>Goals III</td>
<td>6.48</td>
</tr>
</tbody>
</table>

### Session 7: Financial Goals

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Work Observations</td>
<td>7.5</td>
</tr>
<tr>
<td>26</td>
<td>Financial Goals I</td>
<td>7.6</td>
</tr>
<tr>
<td>27</td>
<td>Financial Goals II</td>
<td>7.7</td>
</tr>
<tr>
<td>28</td>
<td>Financial Goals III</td>
<td>7.8</td>
</tr>
</tbody>
</table>

### Session 8: Refine Resume

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Work Observations</td>
<td>8.5</td>
</tr>
<tr>
<td>30</td>
<td>Select a Job and Resume'</td>
<td>8.6</td>
</tr>
<tr>
<td>31</td>
<td>Write Cover letter</td>
<td>8.7</td>
</tr>
<tr>
<td>32</td>
<td>Practice Interview Skills</td>
<td>3.8</td>
</tr>
</tbody>
</table>

### Session 9: Job Seeking Strategies

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Work Observations</td>
<td>9.5</td>
</tr>
<tr>
<td></td>
<td>Field Work Post - Completed by Job Coach</td>
<td>9.5</td>
</tr>
<tr>
<td>34</td>
<td>My Future</td>
<td>9.6</td>
</tr>
<tr>
<td></td>
<td>What I Will Do When This Job Is Finished Post-Task</td>
<td>9.6</td>
</tr>
<tr>
<td>35</td>
<td>College Financial Application</td>
<td>9.7</td>
</tr>
<tr>
<td>36</td>
<td>Prepare for Community College Visit</td>
<td>9.8</td>
</tr>
</tbody>
</table>

### Session 10: Bootstrap Graduation & Wrap-up

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson</strong></td>
<td><strong>Title</strong></td>
<td><strong>Page</strong></td>
</tr>
<tr>
<td>37</td>
<td>Work Observations</td>
<td>10.1</td>
</tr>
</tbody>
</table>
REPLICATION
OF THE PROGRAM
RePlicaTion
of the Program

As indicated in the overview for Bootstraps, this program is a unique partnership that started as a need identified and supported by the Bureau of Land Management (BLM) and expanded to other land management agencies and organizations. The BLM remains the largest supporter of the project, although additional sources of funding continue to be developed. The costs for a seasonal program are shown on the next page. Start-up costs also include the equipment that will be needed for the program. Without sufficient funding, it is not possible to replicate the project. As shown on the next page, the cost for a crew of 10 young adults and their support staff is approximately $170,000. This cost includes wages, food and fuel. Equipment and maintenance costs are approximately $30,000 per year for a total annual cost of approximately $200,000.

Most of the funding for the 24-week program shown on the next page came as grants. The biggest cost for the program is for wages for the participants, who are hired for the program. While the majority of costs are in wages and personnel, the manual labor completed by the crews have been very cost effective for our collaborating agencies in terms of productivity of the environmental work accomplished. The success and efficiency of Bootstraps crews at accomplishing environmental projects has attracted additional funding from a variety of funding sources.

Meeting and establishing a working relationship with potential program collaborators at BLM and other agencies is one of the most important parts of the job. Identifying public land needs and sources of funding is the starting point for replicating a Bootstraps program. While the funding has to be in place, the partnership has to go beyond the money in terms of establishing working relationships to clear projects for implementation. EIS (Environmental Impact) statements must be completed by the land management agency. Relationships with ranchers who have permits for public land use must be developed so that livestock grazing is not impacted. The Extension Educator must be very skilled in collaboration building including negotiation skills to make this program work.

At this point in the program, before the crew of participants is hired, the Extension Educator must become familiar with the work to be accomplished and the locations of the remote work sites. He/she needs to estimate the amount of work that can be accomplished in a typical season so that crews are not left idle as more projects are cleared. Program start-up is a hectic time of putting all the resources and people together to get the work done while educating a crew regarding work skills and behaviors. The resulting impacts in relation to habitat restoration completed and the lives of young people impacted were discussed earlier in this curriculum.

Following is the estimated cost of running this program the way it is designed in this curriculum for a rural audience. Could an urban community replicate the program? The answer is dependent upon the needs of youth in those urban communities. Similar programs involving urban participants in parks reclamation and river cleanup programs are well documented. In the West, public lands surround both urban and rural communities and replication would be dependent upon development of partnerships with the land management agencies. With proper staffing, transportation, and funding a project like this could be replicated for urban participants. As indicated earlier in this curriculum, the CCC model included urban participants and helped get people back to work. However, changes would need to be made to make this curriculum suitable for urban settings.

Customizing this program in other states is encouraged with credit given to the authors of this curriculum. Those interested in replicating the program are encouraged to contact the authors regarding specifics in customizing the logo, name, evaluation and data analysis.
Crew leaders and the Job Coach work one-week before the arrival of participants and one week after the end of the program. The two crew leaders work alongside the participants but receive a higher hourly wage.

**Labor Costs**

<table>
<thead>
<tr>
<th># of Workers</th>
<th>Hours/Week</th>
<th>Hourly Wage</th>
<th># of Weeks</th>
<th>Total Salary</th>
<th>Fringe @ 3.35%</th>
<th>Total Salary &amp; Fringe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>10</td>
<td>40</td>
<td>$10.31</td>
<td>22</td>
<td>$90,728.00</td>
<td>$3,039.39</td>
</tr>
<tr>
<td>Crew Leaders</td>
<td>2</td>
<td>40</td>
<td>$13.16</td>
<td>24</td>
<td>$25,267.20</td>
<td>$846.45</td>
</tr>
<tr>
<td>Job Coach</td>
<td>1</td>
<td>40</td>
<td>$22.32</td>
<td>24</td>
<td>$21,427.20</td>
<td>$5,785.34*</td>
</tr>
</tbody>
</table>

Job Coach fringe is 27%

**Costs of Meals While Camping**

<table>
<thead>
<tr>
<th># of Workers</th>
<th>$ per week</th>
<th># of Weeks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$40.00</td>
<td>22</td>
<td>$8,800.00</td>
</tr>
<tr>
<td>3</td>
<td>$40.00</td>
<td>24</td>
<td>$2,880.00</td>
</tr>
</tbody>
</table>

**Total Meals**

$11,680.00

**Fuel to Work site**

<table>
<thead>
<tr>
<th>Round trip miles</th>
<th># vehicles</th>
<th>M.P.G.</th>
<th>Cost Per Gallon</th>
<th>Fuel Cost Per Week</th>
<th>Number of Weeks</th>
<th>Total Fuel Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>4</td>
<td>10</td>
<td>$4.00</td>
<td>$480.00</td>
<td>24</td>
<td>$11,520.00</td>
</tr>
</tbody>
</table>

**Total Fuel Costs**

$11,520.00

Total labor, meals and fuel:

$170,293.58

**Equipment:** Start-Up costs will be higher during the first year of the project. Some items can be purchased through donations or grants.

- Used 4-wheel drive vehicles (including tires, repairs, and maintenance)
- Equipment trailer
- Chain saws (including maintenance and repairs)
- Backpack sprayers
- Tents, sleeping pads, sleeping bags
- Eye and ear protection, Kevlar chaps, hard hats, gloves
- Cooking stoves, kitchen pots, pans and utensils, coolers
- First aid kits and fire extinguishers
- Cell phone or satellite phone
THE JOB COACH
The Job Coach

The job coach is the day-to-day supervisor of the program participants and accompanies these crews to the work site. The job coach is typically a seasonal employee who likes to camp and is an enthusiastic yet firm supporter of the young people that he/she supervises. The ability to guide the young adults in the program to complete work while teaching them skills that are important for future jobs is the balance that the job coach has to make. This supervisor is expected to use his/her own life experience in helping young adults learn about the workplace both from productivity but also socially in working with other crew members and living in camp.

Organizational Structure

The following is a typical Bootstraps site organizational structure of a 10-member work crew. If a crew is smaller, the crew leader position may not be a necessary component of the program. However, becoming crew leader has become a coveted position among the program participants as this crew leader has typically distinguished him/herself. As a result of those identified leadership skills and skills mastery a participant is invited to take this leadership position at an increase in pay over the other participants to become a crew leader.

A detailed description of the Job Coach position is included in the hiring section. In the organizational structure shown above, the crew leaders can be an important asset in managing more than five participants. Crew leaders are typically program graduates who excelled in the program and showed leadership qualities but were not otherwise employed after graduation as a program participant.

Not shown in the diagram are the UNCE Specialists who provide technical assistance, consultation, and curricular and evaluation program support for Extension Educators, Job Coaches and Crew Leaders. Specialists also develop curriculum and do direct teaching with participants as needed.
Hiring The Job Coach

A newspaper advertisement can help in finding a qualified application for the job coach position. Following is a newspaper advertisement that resulted in recruitment of several applicants for the position. Because this is a unique, seasonal job opportunity, a variety of venues have typically been used to recruit the job coach. Those include posting the position description on bulletin boards in the community. Telephone calls to cooperating agencies and organizations indicating the need for an experienced adult for the position have also helped in recruitment.

Newspaper Advertisement for Job Coach:

The University of Nevada seeks a Job Coach to supervise a crew of 18–to 25-year-olds working on wildlife habitat improvement projects and career/life skills program. Responsibilities: supervise crew, acquire maintain equipment, camping (approximately days/week), ensure crew safety, and reinforce career and life skills taught in classroom, some administrative duties. Qualifications: leadership, patience, motivate, problem-solve, driver’s license, background check. Experience in fence building, chain saw work, rugged camping. Full time May through October. $3,500/month, benefits. Based in Battle Mountain. Contact Mr. Extension Educator. 775-635-XXXX. educator@xxx.unr.edu. UNR is an EEO/AA institution.

Training the Job Coach

The Extension Educator typically hires the Job Coach one week prior to starting the crews. This gives the Extension Educator an opportunity to spend one-to-one time in training and mentoring the new employee. An inventory of proficiency of skills and orientation regarding administrative duties are conducted with the new employee by the Extension Educator and administrative staff. If the individual that is hired to do the job needs further experience in a particular skill, the one-week training period gives the Extension Educator an opportunity to schedule that training before the participants start work. In the history of the program at both the Battle Mountain and Tonopah sites, Extension Educators have been fortunate to maintain job coaches over several years. In one instance, a job coach who was not planning to return during the next season was able to mentor a program participant who successfully transitioned into the job.
Hiring Participants
RECRUITING AND HIRING PARTICIPANTS

Recruitment of young adults who are not working and not in school is not easy. A variety of approaches are described below that have been successful. Extension Educators and Job Coaches who have experience in the recruiting and hiring process indicate that the careful selection of the crew is the most important factor in completing a successful program. Each of the individuals who apply for a job has special circumstances that have placed him/her in their current situation. However, crew sizes are limited and the selection of an individual who will not work or is consistently absent creates hardships for other crew members who must work as a team to carry out the scope of work expected by the granting agency. With limited slots for participants, a mix of individual personalities, gender, ethnicity and experience must be carefully considered. These participants and the job coach will be living and working together 24/7 and the tolerance for differences among individuals must be high to effectively do the job.

One of the most successful recruitment tools for program participants has been word of mouth. In some cases, past program participants have encouraged friends and acquaintances to apply. In other cases, parents or other adults have encouraged an individual to apply for a Bootstraps job. On one Indian reservation, the local Work office (TANIF) seeks out potential applicants. The program is also advertised through local probation offices, churches, civic organizations, and collaborating agencies asking for assistance in recruiting applicants. A newspaper advertisement that has been used is shown below.

Newspaper Advertisement for Program Participants: Want a good job? The University of Nevada, Reno is hiring a crew of young adults (18-25) to perform rangeland improvement projects in North/Central Nevada. Mostly manual labor, some chain saw work. Training provided. Full time (4 ten hr. days). The program includes free career counseling. Primitive camping. $10/hour. No experience necessary. Call 775-XXX-XXXX for details. Must be able to lift 50# and be in good physical condition. EEO/AA Institution.

Participant Selection: Screening of applicants is a critical component in the selection process. Contacting former employers, relatives, probation or other members of the community who might have knowledge of the applicant is encouraged in addition to the references the applicant includes. Typically, applicants with a history of violence or recent methamphetamine use are not selected for a crew position.

After this initial screening, an interview with the applicant is scheduled. The same questions are asked each applicant. They are allowed to elaborate on their answers in a friendly atmosphere with the Job Coach and the Extension Educator. After selections are made, applicants are contacted and those who were not selected may also be notified that they were selected as an alternate in case one of the successful candidates chose not to accept the job. Many times, a crew of six will be hired with the expectation that one or more of the new participants will drop out when they experience the hard manual labor and camping situation that is required for the job. A crew leader may be also be hired. This individual is typically someone who exhibited outstanding leadership and job skills during the previous year, but has not yet found a permanent job.

Since this is a program as well as a job, individuals are given every opportunity to be successful. Job coaches have even gone to a participant’s homes to wake him/her up to come to work if necessary. This action is not without consequences on the participant, but this example is provided to indicate the level of commitment to teaching participants what they need to know to be successful in the workplace.

Creating a safe work environment and teaching safety skills to the participants is a priority and is conducted during the first two weeks the participants are on the job. A description of that safety training follows.
Two Week Safety Training

Safety and safety training are the top priorities for this program. The young adult program participants (18-25 years old) use chain saws and spray chemicals as part of their jobs in habitat restoration. They use a variety of other equipment when building exclosures or changing a flat tire on a work truck. They drive in hazardous mountain terrain where skill in using a 4-wheel drive vehicle is needed. Use of the parking brake and chocking wheels is a habit that has to be learned and reinforced. Participants encounter poisonous snakes, and other outdoor hazards including potential heat related illness. The very nature of this program makes safety and safety training an important part of the work. While the safety training curriculum is not provided here, a schedule for training is provided. This schedule provides topics taught and time frames for a rotation of classes.

During the piloting of the project, participants from Tonopah and Battle Mountain traveled to a training site for one week of joint, intensive training. They then returned to their home community for another week of site specific training. The Battle Mountain site needed additional training and certification in chain saw safety. The Tonopah crews studied and took the Pesticide Applicator’s Certification test. Currently, the two week safety training is completed at their respective sites rather than trying to schedule together. One reason for this is that the Tonopah site can start their work season earlier in the year as opposed to the later start date of the higher elevation Battle Mountain community that is farther north.

The following is not intended to be a comprehensive schedule of the safety training completed by the participants. It is provided to give others who may want to replicate this program some ideas about the safety training topics they will need to schedule prior to beginning any work. The remainder of this curriculum provides the lesson plans that are used in combination with the student workbook.
<table>
<thead>
<tr>
<th><strong>Monday</strong></th>
<th><strong>Activity-BM</strong></th>
<th><strong>Activity-Tonopah</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon - Arrive at Ranch HDQ</td>
<td>Lunch - BBQ at the Bunkhouse</td>
<td>Lunch - BBQ at the Bunkhouse</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Welcome, Introductions, Overviews Ice-breakers Expectations Pre-Survey Ground rules</td>
<td>Welcome, Introductions, Overviews Ice-breakers Expectations Pre-Survey Ground rules</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>2:15-3:30</td>
<td>Divide into three groups and rotate every 25 minutes: Job Coaches-Who They Are &amp; What They Do Drug and Alcohol Policy Alumni Perspective</td>
<td>Divide into three groups and rotate every 25 minutes: Job Coaches-Who They Are &amp; What They Do Drug and Alcohol Policy Alumni Perspective</td>
</tr>
<tr>
<td>3:30-???</td>
<td>Camping- “The Good, Bad and the Ugly”</td>
<td>Camping- “The Good, Bad and the Ugly”</td>
</tr>
<tr>
<td>Adjourn to Campsites</td>
<td>Set up Camp, Cook Dinner</td>
<td>Set up Camp, Cook Dinner</td>
</tr>
<tr>
<td>Evening</td>
<td>Evening</td>
<td>Evening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tuesday</strong></th>
<th><strong>Activity-BM</strong></th>
<th><strong>Activity-Tonopah</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare Breakfast, clean-up etc. and be ready for work prior to 8 a.m. arrival at Ranch HDQ</td>
<td>Review Daily Schedule</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td>8:00-Arrive at Ranch HDQ</td>
<td>Review Daily Schedule</td>
<td>GPS, Maps, Orienteering</td>
</tr>
<tr>
<td>8:30-Noon</td>
<td>Off Road Driving</td>
<td>Lunch on Site - Return to Hdqts.</td>
</tr>
<tr>
<td>Noon-1:00</td>
<td>Lunch on Site - Return to Hdqts.</td>
<td>Off Road Driving</td>
</tr>
<tr>
<td>1:00-4:30</td>
<td>GPS, Maps, Orienteering</td>
<td>Return to Camp - Dinner</td>
</tr>
<tr>
<td>4:30-</td>
<td>Return to Camp - Dinner</td>
<td>Return to Camp - Dinner</td>
</tr>
<tr>
<td>Evening</td>
<td>Fence Building</td>
<td>Hot Springs Break</td>
</tr>
<tr>
<td>Day</td>
<td>Activity-BM</td>
<td>Activity-Tonopah</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Prepare Breakfast, clean-up etc.</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td></td>
<td>and be ready for work prior to 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.m. arrival at Ranch HDQ</td>
<td></td>
</tr>
<tr>
<td>8:00-</td>
<td>Arrive at Ranch HDQ</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td>Noon-</td>
<td>Defensive Driving</td>
<td>Defensive Driving</td>
</tr>
<tr>
<td>Noon-1:00</td>
<td>Lunch on Site</td>
<td>Lunch on Site</td>
</tr>
<tr>
<td>1:00-5:00</td>
<td>Defensive Driving</td>
<td>Defensive Driving</td>
</tr>
<tr>
<td>5:00-</td>
<td>Return to Camp - Dinner</td>
<td>Return to Camp - Dinner</td>
</tr>
<tr>
<td>Evening</td>
<td>Hot Springs Break</td>
<td>Pesticide Safety</td>
</tr>
<tr>
<td>Thursday</td>
<td>Prepare Breakfast, clean-up etc.</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td></td>
<td>and be ready for work prior to 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.m. arrival at Ranch HDQ</td>
<td></td>
</tr>
<tr>
<td>8:00-</td>
<td>Arrive at Ranch HDQ</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td>Noon-</td>
<td>Emergency 1st Aid/CPR</td>
<td>Emergency 1st Aid/CPR</td>
</tr>
<tr>
<td>Noon-1:00</td>
<td>Lunch on Site</td>
<td>Lunch on Site</td>
</tr>
<tr>
<td>1:00-5:00</td>
<td>Emergency 1st Aid/CPR</td>
<td>Emergency 1st Aid/CPR</td>
</tr>
<tr>
<td>5:00-</td>
<td>Return to Camp - Dinner</td>
<td>Return to Camp - Dinner</td>
</tr>
<tr>
<td>Evening</td>
<td>Fence Building</td>
<td>Pesticide Safety</td>
</tr>
<tr>
<td>Friday</td>
<td>Prepare Breakfast, clean-up etc.</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td></td>
<td>and be ready for work prior to 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.m. arrival at Ranch HDQ</td>
<td></td>
</tr>
<tr>
<td>8:00-</td>
<td>Arrive at Ranch HDQ</td>
<td>Review Daily Schedule</td>
</tr>
<tr>
<td>Noon-</td>
<td>Child Abuse, Sexual Harassment/</td>
<td>Child Abuse, Sexual Harassment/</td>
</tr>
<tr>
<td></td>
<td>Snakes-Post-Survey</td>
<td>Snakes-Post-Survey</td>
</tr>
<tr>
<td></td>
<td>Job Coaches &amp; Crew Review &amp;</td>
<td>Job Coaches &amp; Crew Review &amp;</td>
</tr>
<tr>
<td></td>
<td>Discuss Field Observations</td>
<td>Discuss Field Observations</td>
</tr>
<tr>
<td></td>
<td>Pack-up and clean-up camp and</td>
<td>Pack-up and clean-up camp and</td>
</tr>
<tr>
<td></td>
<td>prepare to leave</td>
<td>prepare to leave</td>
</tr>
<tr>
<td>Noon-1:00</td>
<td>Lunch on Site</td>
<td>Lunch on Site</td>
</tr>
<tr>
<td>1:00-</td>
<td>Depart</td>
<td></td>
</tr>
</tbody>
</table>
POLICIES & PROCEDURES
While the emphasis of the first two weeks on the job is safety training there are some policies and procedures that must be implemented. Sites have completed this important step in a variety of ways. One way to introduce the policy and procedures of the program to the participants is during the hiring process prior to the program start-up. During the hiring process, the policy and procedures section of the program can be reviewed one-to-one with the applicants during the final meeting to offer the job. In other cases, that review is postponed for discussion during the initial two-week training period that emphasizes safety instruction. Some participants receive the policy and procedures as a hiring packet to be reviewed and signed on their own time with discussion about the components of the policies and procedures done in group session. Whatever approach is chosen by the program coordinators, this important paperwork needs to be kept on file for each participant. The following items are contained in the student workbook and need to be in that personnel file:

1. **Consent to participate in a research study:** a sample is provided in the participant workbook starting on page 11. This signed consent form is required prior to asking participants to complete any of the pre-post program evaluation surveys and interviews.

2. **Conditions and Agreements:** Explains the expectations regarding passing grades and/or certifications for aspects of safety training and program participation. See page 16 of the student workbook.

3. **Code of Conduct:** Add other site specific items to this list as needed. See page 18 of the student workbook.

4. **Work Schedule:** Please also provide participants a phone number to call if they are sick or otherwise unable to come to work on time. Stress the importance of calling the designated person. See page 20 of the student workbook.

5. **Camping and Work Conditions:** During the orientation and safety training and/or during the initial job interview, participants need to be aware of the primitive camping conditions. See page 22 of the student workbook.

6. **Bootstraps Provisions:** This is a list of what is provided by the program and what the participant needs to provide during the camping week. It can be modified to fit specific program needs. See page 23 of the student workbook.

7. **Transportation and Attendance:** This discussion about transportation, attendance, and expectations is provided to help establish expectations and participant responsibilities. See page 24 of the student workbook.

8. **Publicity and Photo/Video Release:** Because of the importance of the work the participants are doing, newspapers are interested in writing stories about the program. This release allows photos of participants to be used in these newspaper articles and also in any brochures or other publications the University may develop. See page 26 of the student workbook.

9. **Pre-Program Training:** The two-week training period is described in the previous section of this curriculum. Additional topics include: Drug and Alcohol Policies, Sexual Harassment Policy, and Child Abuse & Neglect Reporting Requirements. These policies are included in the student workbook starting on page 27.
Program Evaluation

Bootstraps is a program as well as a job for young adults who are not working and not in school. To help evaluate the effectiveness of the program and the progress of individuals, surveys and portfolio tasks were developed and piloted. Following is a list of those evaluation instruments.

The instruments are included on the following pages. These evaluation instruments are also included in the student workbook. The instruments that follow are in a scannable format so that Nevada Extension Educators can forward to the Specialist to scan and compile a cumulative data file for long-term impact studies. To manage the data that is being sent to the Specialist and to communicate what has been sent and on what dates, the results report form is also included. Replication sites who would like to take advantage of this evaluation approach may contact the authors for assistance. That assistance would need to include consent forms and protocol for application to the appropriate Institutional Review Board who has authority for research with human subjects.

There are five components to the impact evaluation for Bootstraps. The following is a list of instruments that are included in this curriculum to use in the five evaluation components. For detailed information about the use of these instruments, please contact the authors.

1. Safety Training Survey to be completed by the participant before and after the two-week training.

2. Participant Pre-Post Survey to be completed at the beginning and end of the program.

3. Field Work Survey completed by the job coach at the beginning and end of the program.

4. Interview questions to be used with participants in guided conversations at the beginning and end of the program.

5. Portfolio Scoring Rubric using worksheets from the student workbook.
<table>
<thead>
<tr>
<th>ID#</th>
<th>Teens Name</th>
<th>Age</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Portfolio (see scoring rubric)</th>
<th>Pre</th>
<th>Post 1</th>
<th>Post 2</th>
<th>Post 3</th>
<th>Post 4</th>
<th>Post 5</th>
<th>Pre (2nd week)</th>
<th>Post (2nd week)</th>
<th>Interviews (conducted by Marilyn)</th>
<th>Training Survey</th>
<th>Other Pre &amp; Post (student workbook)</th>
<th>Other Other Pre &amp; Post (student workbook)</th>
</tr>
</thead>
</table>

**Community:**

**Name of Job Coach:**

**Date Group Began:**

**Date Group Completed:**

Below, please enter the names, ID and demographic data with the date the data was forwarded to Marilyn.
1. **SAFETY TRAINING SURVEY**
<table>
<thead>
<tr>
<th>How much do I know about ..........</th>
<th>1=Not very much</th>
<th>5=Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to protect myself from rattlesnake bite.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What to do if someone gets bitten by a rattlesnake.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How to treat someone with a deep cut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How to recognize the symptoms of heat exhaustion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How to use the GPS to find my location.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How to make a call using the satellite phone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How to use the BLM Radio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How to drive a loaded 4-wheel drive truck on rugged terrain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How to safely park a truck on a hill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What I need to bring for the camping week for Bootstraps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. How to build and safely put out a campfire.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. How to safely approach an oncoming vehicle that has its bright lights on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. How to work as a team with others on my crew.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The role of the Bootstraps Job Coach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. About the University of Nevada drug and alcohol policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. About the consequences of using drugs/alcohol.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. About the University of Nevada sexual harassment policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. About the consequences of sexual harassment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The proper procedure for reporting sexual harassment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. How to recognize the signs of child abuse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The proper procedure for reporting child abuse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Preparing myself to do this job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. How to improve my self-confidence to do this job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. How to sharpen a chainsaw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. How to clean a chainsaw.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. When to use the chain break.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. How to avoid kick-back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. How to start a chainsaw.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All information provided is confidential. No individual results are shared. Only group reports are prepared. The information is used for research purposes only to improve the program.
2. PARTICIPANT PRE-POST SURVEY
Participant Survey Answer Sheet

<table>
<thead>
<tr>
<th>Community Code</th>
<th>ID Number</th>
<th>Date of Survey</th>
<th>Age</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Eida</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Battle Mountain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Vernon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Duck Valley</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5=Tongan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6=Round Mtn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7=Hawthorn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8=Other Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pre or Post?</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participants use same ID number for all surveys.

1. Which answer best describes your current living situation:
   - On my own
   - With my parent(s)
   - With relatives
   - With a friend's family
   - Other

2. How long have you been in this living situation?
   - Less than 1 month
   - 1 to 3 mo.
   - 3 to 6 mo.
   - 6 mo. to 1 year
   - More than 1 year

Please select the number (1, 2, 3, 4 or 5) that describes you best. Bubble in the circle completely.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. I am friendly and easy to approach</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>4. I use respectful and appropriate language</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>5. I listen carefully to instructions</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>6. I ask for advice on how to improve my work</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>7. I share my thoughts and feelings</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>8. I disagree with others without getting angry</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>9. I work out problems with others by talking with them</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>10. I participate in group discussions/decisions</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>11. I help others make good decisions</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>12. I follow through on group decisions</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>13. I make good personal decisions</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>14. I think about consequences before acting</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>15. I accept leadership opportunities</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>16. I tell others when they have done a good job</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>17. I work well in a team situation</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>18. I have a positive attitude most of the time</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>19. I know the education required for the work I am interested in doing</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>20. I understand what I need to do to get the job I want</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>21. I know where to find information about the job I want</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>22. I am confident that I can get the job I want</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>23. I can add together all the costs for moving into an apartment (security deposit, etc)</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>24. I plan for expenses that I must pay each month</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>25. I know how to enroll in a college or university</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
<tr>
<td>26. I am confident that I can live on my own without help from others</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Neutral</td>
<td>Like me</td>
</tr>
</tbody>
</table>

All information provided is confidential. No individual results are shared. Only group reports are prepared. The information is used for research purposes only to improve the program.
3. **FIELD WORK SURVEY**

**COMPLETED BY THE JOB COACH**
Job Coach Rating of Team Member

Date of Survey
Month Day Year

Age

Gender
Male
Female

Ethnicity
White
Black
Native American
Hispanic
Asian/Pacific Islander
Other/Mixed

Before or After Program Survey
Pre
Post

Indicate the rating that describes the frequency you observed individual's behaviors and skills.

A. Preparation for work....

1. got up in time to get ready for work
2. got to work on time
3. came to work alert and ready to do the job
4. came to work tired or sick
5. partied too much the night before coming to work

1=Very Seldom
5=Very Often

B. On the job each day...

6. understood the work that needed to be done
7. knew how to do the assigned work
8. finished assigned work
9. kept a good steady pace that included rest breaks
10. followed the safety rules taught

C. Attitude and appearance

11. respected the role of the Job Coach
12. contributed to workplace spirit and enjoyment
13. showed commitment and interest in work
14. showed pride in the quality of work
15. showed confidence on the job
16. kept camp clean
17. kept self clean

D. In the team

18. encouraged everyone to participate
19. showed respect for all team members
20. recognized own personal strengths
21. recognized strengths of others
22. had trust and confidence in the team
23. worked independently or with others as needed

All information provided is confidential. No individual results are shared. Only group reports are prepared. The information is used for research purposes only to improve the program.

continue to page 2
**Job Coach Rating of Team Member**

**Date of Survey**

<table>
<thead>
<tr>
<th>Community Code</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Before or After Program Survey**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th></th>
<th>1=Very Seldom</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5=Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. was friendly and easy to approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. use respectful and appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. listened carefully to instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. asked for advice on how to improve work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. shared thoughts and feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Solving & Decision Making**

<table>
<thead>
<tr>
<th></th>
<th>1=Very Seldom</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5=Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. disagreed with others without getting angry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. worked out problems with others by talking with them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. participated in team discussions/decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. helped the team make good decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. followed through on team decisions/agreements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. made good personal choices &amp; decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. thought about consequences before acting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leadership**

<table>
<thead>
<tr>
<th></th>
<th>1=Very Seldom</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5=Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. accepted leadership responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. responded quickly to changing priorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. showed genuine concern for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. told others when they had done a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. helped the team pull together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. contributed to high team morale and enjoyment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Healthy Lifestyles**

<table>
<thead>
<tr>
<th></th>
<th>1=Very Seldom</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5=Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. demonstrated a positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. stretched and exercised</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. ate the right amount of food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. ate a variety of foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. got enough sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. drank plenty of water to keep hydrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. followed established &quot;toilet&quot; use rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

All information provided is confidential. No individual results are shared. Only group reports are prepared. The information is used for research purposes only to improve the program.
3. INTERVIEW QUESTIONS
INTERVIEW QUESTIONS

1. When I say Bootstraps, what immediately comes to your mind?

2. What were you doing prior to Bootstraps? Describe a typical day prior to coming to work at Bootstraps.

3. Why did you apply for Bootstraps?

4. After you became employed by Bootstraps, was the job what you thought it would be?

5. Describe a typical day working at Bootstraps. What was important about this job?

6. We like to think that Bootstraps makes a difference in the lives of people. Think for a minute about a situation when you either experienced it or saw it in other? Please describe how you think Bootstraps helps people.

7. Decision making and the responsibility/consequences of those decisions was a theme of Bootstraps. Describe a situation where you made a decision and accepted the consequences of that decision. Did your Bootstraps experience affect your process for making that decision?

8. Did Bootstraps make a difference in your life? Yes ________ No __________ (see below for follow-up questions).

   If yes, What were some of the things that you think might have helped create that change (activities, people)?

   If no, What could have been done to help you?

9. What changes would you make to the Bootstraps program—things that would have helped you as an individual?

10. Assume you are talking with a new friend about Bootstraps. What would you tell them? Would you encourage your friend to apply for Bootstraps? Why or why not?

11. In your opinion as a Bootstraps graduate, what contributes most to a successful Bootstraps Program? (Possible examples to prompt thinking: camping experience, job coach, Monday morning class time, field work.)

12. How would you grade (A + to F) Bootstraps in helping you either get back in school or gain meaningful employment. Why?

13. Describe your typical day now that you have graduated from Bootstraps. Is it different than before you participated in the program? How?

14. Think of the future in terms of what you need to be a success in relationships, education, or a job. How has Bootstraps helped you with any of these items? For example, (a) What skills and support (from family friends, or other relationships) did you lack before Bootstraps to help you get what you wanted out of life? (b) What skills and support do you have now after Bootstraps participation.
3. Portfolio Scoring Rubric
<table>
<thead>
<tr>
<th>Name of Participants:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Developing</th>
<th>Cooperating and reconnecting</th>
<th>Identity and recognizing own goals and progress in accomplishing a larger goal with the team</th>
<th>Leadership and cooperation</th>
<th>Problem solving</th>
<th>Resiliency and interpersonal strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making proper choices and success feel good through rewards and recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy in interactions and communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing future behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of strengths and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus on helping others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Portfolio Scoring:**

<table>
<thead>
<tr>
<th>Portfolio Pre Score</th>
<th>Portfolio Post Score</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10</td>
<td>00</td>
</tr>
</tbody>
</table>

**SCORING RUBRIC:**

- Accurately and effectively accomplishes goals and skills needed to reach goals.
- Identifies some skills and education needed to reach goals and successfully identifies weaknesses.
- Demonstrates limited awareness of steps involved in reaching goals.
- Identifies steps to reach goals with the emphasis on steps involved and makes changes that are 20 percent or more.
- Identifies characteristics that are positive for self and others.
- Identifies characteristics that are not positive for self and others.
- Demonstrates maturity and realistic, future goals and may have started preparing for those goals.
- Unrealistic and/or immature education and work goals are identified.
- Identifies steps to reach goals with the emphasis on steps involved and makes changes that are 20 percent or more.
- Accurately and effectively accomplishes goals and skills needed to reach goals.
- Identifies some skills and education needed to reach goals and successfully identifies weaknesses.
- Demonstrates limited awareness of steps involved in reaching goals.
- Identifies steps to reach goals with the emphasis on steps involved and makes changes that are 20 percent or more.
- Identifies characteristics that are positive for self and others.
- Identifies characteristics that are not positive for self and others.
- Identifies maturity and realistic, future goals and may have started preparing for those goals.
- Identifies maturity and realistic, future goals and may have started preparing for those goals.
- Identifies maturity and realistic, future goals and may have started preparing for those goals.
- Identifies maturity and realistic, future goals and may have started preparing for those goals.
- Identifies maturity and realistic, future goals and may have started preparing for those goals.

**Final Portfolio Rating:**
This curriculum was written to make the job of teaching the Monday morning sessions as easy as possible by providing all materials in one place and providing a structure for the program. Various UNCE faculty and staff have assisted with this teaching over the years. All those selected for teaching had one thing in common; they had excellent facilitation skills.

This one important key, facilitation skills, must be stressed in using this guide. The role of the teacher in these lessons is as a facilitator for learning. The facilitator is charged with building rapport with the group and helping to bond these group members into a team. Teamwork is essential for the group to complete the important environmental projects in the field. These Monday morning sessions are important in building teamwork and other skills that the participants need to be successful on this job and in future jobs.

These Monday morning sessions described in this curriculum build on the work of the job coach. Typically, the job coach does not facilitate these Monday morning sessions, but he/she is involved. The Extension Educator has taken on the role of teaching this curriculum in several communities with help from the job coach.

A skilled facilitator relates curriculum activities back to what has happened during the work week. Since the program facilitator is not usually in the field with the job coach and participants, good communication between the facilitator and the job coach are critical. That the two spend time strategizing how to address issues in the field and/or obvious gaps in participant knowledge are critical in making the program a success.

Each session starts with the job coach in attendance as the group talks about how things went during the past work week. While the facilitator can handle some surprises, it makes the job easier when the two have talked before a session begins. For example, there can sometimes be some carry-over disagreements that were not completely resolved from the previous week that the facilitator could help negotiate. Typical things that happen include one of the crew members not taking their turn at cooking or washing dishes. A crew member that others feel is not pulling their weight in the field might be another example. Disagreements over when to start work in the morning and when to take breaks can become big issues if not discussed. Even if there are no major issues, this curriculum works best when the job coach and the facilitator are communicating and tuned in to the life lessons that are being learned. Bringing discussion about issues back to the skills being learned in this curriculum make the learning happen.

It is not necessary to include every activity in this curriculum. The old saying, “teach the concepts, not the book” applies here. The activities are provided to make understanding the skills that participants need to be successful on a job a fun process. Yet, most of our participants did not do well in a formal classroom setting and they come with the attitude that these Monday sessions are too much like school. Ground rules like putting away cell phones and participating in the sessions will need to be enforced. Participants may need to be reminded that this is a program as well as a job and they are being paid to participate in this program activity. The young people in this program are not an easy audience, even for a skilled facilitator.

Good luck!
STUDENT WORKBOOK
INTRODUCTION
The materials contained in this student workbook accompany the Bootstraps Curriculum Teaching Guide. For more information about this program or to obtain a copy of the teaching curriculum, please contact one of the following authors.

Marilyn Smith, Youth Development Specialist  
University of Nevada Cooperative Extension  
701 Walnut Street  
Elko, Nevada 89801-5032  
(775) 738-1990  
smithm@unce.unr.edu

Amy Meier, Extension Educator  
Northern Nye County Cooperative Extension  
P.O. Box 231  
Tonopah, Nevada 89049-0231  
(775) 482-5001  
meiera@unce.unr.edu

Rodney Davis, Extension Educator  
Lander County Cooperative Extension  
815 N. Second Street  
Battle Mountain, Nevada 89820-2326  
(775) 775-635-5565  
davisr@unce.unr.edu

Bill Evans, State Extension Specialist  
University of Nevada, Reno  
Mail Stop 140  
Reno, Nevada 89557  
(775) 784-7013  
evans@unr.edu
Persons in need of special accommodations or assistance must call or notify their local University of Nevada Cooperative Extension office at least three days prior to the scheduled class, event, or meeting.
Your Name: __________________________

Today’s Date: ______________________

Name of Community: __________________

Job Coach Name: _____________________

Job Coach Phone: _____________________

Phone number to call if I will be late or cannot come to work: _____________________
## TABLE OF CONTENTS

**ABOUT BOOSTRAPS**

**BOOTSTRAPS POLICIES & PROCEDURES**

**PRE-PROGRAM TRAINING**

- Bootstraps Training Pre-Survey .......................................................... 31
- Bootstraps Training Post-Survey .......................................................... 33

**SESSION 1: PROGRAM INTRODUCTION**

- Lesson 1: Get Acquainted
  - Identifying Strengths & Weaknesses Pre-Task .......................... 58-62
- Lesson 2: Work Abilities & Values
  - Participant Pre-Survey ........................................................... 63-70
- Lesson 3: Personality Profile
- Lesson 4: Why Is It Important To Do A Good Job
  - What I Will Do When This Job is Finished Pre-Task ............. 88

**SESSION 2: TRANSITION INTO ADULTHOOD**

- Lesson 5: Work Observations
  - Field Work Pre - Completed by Job Coach ............................. 92-93
- Lesson 6: Positive Identification
- Lesson 7: Country Boys
- Lesson 8: Country Boys Discussion

**SESSION 3: RESUME’ WRITING / VALUES & PERCEPTIONS**

- Lesson 9: Work Observations
- Lesson 10: Draft a Resume’
- Lesson 11: Resume’ writing
  - Resume’ Pre ................................................................. 117
  - www.10minute resume.com (post) ......................................... 118
- Lesson 12: Values & Perceptions

**SESSION 4: COMMUNICATION**

- Lesson 13: Work Observations
- Lesson 14: What is Communication?
  - Effective Communication Pre-Task ..................................... 135
  - Doodle Art Pre-Task ......................................................... 136
  - Doodle Art Post-Task ....................................................... 137
- Lesson 15: Communication Blockers
- Lesson 16: Effective Communication
  - Effective Communication Post-Task .................................. 149
<table>
<thead>
<tr>
<th>Session 5: Conflict, Responsibility &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 17: Work Observations</td>
</tr>
<tr>
<td>Lesson 18: Conflict</td>
</tr>
<tr>
<td>Lesson 19: Responsibility</td>
</tr>
<tr>
<td>Lesson 20: Decision-Making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6: Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 21: Work Observations</td>
</tr>
<tr>
<td>Lesson 22: Goals I</td>
</tr>
<tr>
<td>Lesson 23: Goals II</td>
</tr>
<tr>
<td>Lesson 24: Goals III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 7: Financial Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 25: Work Observations</td>
</tr>
<tr>
<td>Lesson 26: Financial Goals I</td>
</tr>
<tr>
<td>Lesson 27: Financial Goals II</td>
</tr>
<tr>
<td>Lesson 28: Financial Goals III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 8: Refine Resume’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 29: Work Observations</td>
</tr>
<tr>
<td>Lesson 30: Select a Job and Refine Resume’</td>
</tr>
<tr>
<td>Lesson 31: Write Cover Letter</td>
</tr>
<tr>
<td>Lesson 32: Practice Interview Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 9: Job Seeking Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 33: Work Observations</td>
</tr>
<tr>
<td>Lesson 34: My Future</td>
</tr>
<tr>
<td>Lesson 35: College Financial Application</td>
</tr>
<tr>
<td>Lesson 36: Prepare for Community College Visit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 10: Bootstraps Graduation &amp; Wrap-Up</th>
</tr>
</thead>
</table>

Transforming Lives & Public Lands

Bootstraps participants are hired as temporary University of Nevada Cooperative Extension employees to work on environmental projects on public lands. Bootstraps is more than a job, it is also a program. By accepting this job, you are also in the program that teaches the work skills outlined in the table of contents. This program is designed to help you decide your future career, get prepared for it, and take the necessary steps toward achieving your career goals. This plan for success will focus on specific steps you will take for a long-term commitment to the world of work and responsibility. This workbook becomes that written plan. Therefore, it is important to complete all sections of this workbook before graduating from Bootstraps.
BOOTSTRAPS ENROLLMENT FORM

Your Name ________________________________               Gender ___________

Permanent Mailing Address _______________________________________________________
(P.O. Box or Street Address)

Physical Address Where You Are Living _____________________________________________

City, State, Zip __________________________________________________________________

Ethnic Origin _______________________     Age  ________

Date of Birth ________________________ ID Number ________________________
(month     date     year)     (given to you by the job coach)

Your Phone Number ________________  E-mail address ___________________

In case of emergency contact information:

Name _______________________________ Relationship to you _____________

Phone number of emergency contact _____________________

Parent or guardian information

Name(s) _______________________________________________________________________

Address _________________________________________________________________
P.O. or Street      City      State      Zip

Parent or Guardian Phone Number ____________________________
POLICIES & PROCEDURES
Crews are expected to be at work on time and prepared for the day. Safety is the top priority.
Gain valuable real world work experience under the direction of a job coach.

- Work on important invasive weed control and/or wildlife habitat protection.

- Practice important intrinsic skills necessary for work (responsibility, communication, work ethics and values, etc.).

- Recognize your power in creating necessary changes to be successful in the workplace and/or school.

- Define self-empowerment and apply it to your personal needs and choices.

- Understand existing relationships with parents, siblings, peers, and other persons and how these change over time.

- Recognize your ability to shape/change the nature of relationships with parents, siblings, peers and other persons.

- Face fears, stressful and crisis situations, and risk different ways of being in the world.

- Identify and appreciate your gifts and talents and build on those strengths for a successful work and life experience.

- Identify a “fuel for living” and enjoy life while taking risks in safe (non-destructive) ways.

- Recognize the emotional highs and lows as a source for getting off track toward school and employment goals.

- Explore educational opportunities that may be necessary to fulfill future work-related goals.
Each year, the consent form is reviewed and updated. Following is a consent form that was approved in prior years. Obtain the latest approved consent form from one of the investigators.
TITLE OF STUDY: Bootstraps Impact Evaluation – Young Adult Participant

INVESTIGATOR(S):
Marilyn Smith
(775) 738-1990
Rod Davis
(775)-635-5565
Amy Meier
(775) 482-5001
Bill Evans
(775) 784-7013

PROTOCOL #: SB06/07-108
SPONSOR: CSREES/USDA CYFAR

PURPOSE

You are being asked to participate in a research study. The purpose of this study is to learn more about what works and what could be improved to help young adults transition into adulthood. Specifically, this is an evaluation of the Bootstraps program.

PARTICIPANTS

You are being asked to participate because you are participating in the Bootstraps program conducted by the University of Nevada Cooperative Extension. We expect that approximately 20 young adults will enroll in the Bootstraps program annually.

PROCEDURES

If you agree (or consent) to participate in this research study, you will participate in five portions of the study as described below. The majority of the study is conducted during work/class time. You will be asked to return once per year after you have graduated from Bootstraps. Participating in the study takes about four hours total.

1. Bootstraps safety training survey. Before this training starts, you will be asked to complete a pre-survey to help us understand how much you already know about the safety and knowledge topics that will be taught. At the end of your two-week Bootstraps training, you will be asked these same questions as a post survey. This survey takes about 10 minutes to complete and is completed before the end of the Bootstraps training program.

2. Pre-post survey. You will be asked age-appropriate questions about attitudes and behaviors that have been shown to impact implementation of future life, school and career goals of young adults. This survey takes about 15 minutes to complete and is completed on the first session of the program and again at the end of the program. It takes a total of 30 minutes to participate in this portion of the study.
3. Portfolio. A portfolio is the written work you complete throughout the program. During the Monday class time, we will give you worksheets to complete about the topics we are teaching for the day. The worksheets include topics such as self-responsibility, goal-setting, decision-making, and other skills we teach. There are 12 worksheets for a total of about two hours to participate in this portion of the study.

4. Field work observations. One role of the job coach is to help improve your job skills, job behavior and abilities so that you can get a good job in the future. He/she does this by observing your work and making mental notes about things to discuss with you and the work team. Each week, you will have an opportunity to discuss your thoughts about your progress doing the environmental field work.

After the second week in the field, the job coach will complete a pre-survey rating of your observed work behavior skills. The job coach will complete a post-survey rating of these same skills at the end of the program. You will not have an opportunity to review these ratings and the ratings will not be used for any purposes other than to see if the teams work behaviors and skills improved during the program.

5. Tape-recorded interviews. If you choose to participate, you will be asked about your experiences while in the Bootstraps program as well as your thoughts about what helped you and what was not helpful about the program. A copy of the questions we will ask may be reviewed by contacting one of the people listed above. This will be an interview and will take approximately 15 minutes to complete. If you have a lot to say, it may take longer. We will interview you at the beginning of the program and again at the end of the program. After you graduate from Bootstraps, we will interview you one time each year over a five-year period. The total amount of time you will spend on all the interviews is almost two hours.

DISCOMFORTS, INCONVENIENCES, AND/OR RISKS

There are few possible risks for participating in the study. The amount of time to participate in this program evaluation is an inconvenience; however, we have integrated the evaluation into the program so that this time commitment is minimized as much as possible. Since we ensure that you do not write your name on the surveys or identify yourself during the interview, possible risks are minimized. You may experience some discomfort if issues sensitive to you arise during one of the program evaluation components. To minimize this potential discomfort, you may choose not to answer a question. There may be unknown or unforeseen risks associated with study participation.

BENEFITS

There may be no direct benefits to you as a participant in this study. You may participate in the Bootstraps program without participating in the study. However, the results of this program evaluation study may help improve the program for other young adults that participate in the future.
CONFIDENTIALITY

Your identity will be protected to the extent allowed by law. You will not be personally identified in any reports or publications that may result from this study.

The Department of Health and Human Service (HHS), other federal agencies as necessary, and the University of Nevada, Reno Social Behavioral Institutional Review Board may inspect your study records.

You will be assigned an evaluation participation ID number by your Extension Educator. Individual results of this program evaluation will not be released, however, you may obtain a summary of the evaluation results by contacting one of the investigators listed above. Your identity will not be revealed and will be protected to the extent allowed by law. The information collected during the program impact evaluation will be stored in a locked cabinet and will be kept for five years before they are destroyed. The ID number that you were given for this study is kept in a different locked file cabinet so that investigators can match you pre-post surveys and other program evaluation instruments. Once they are matched, we will tear up the sheets that tell us which ID number goes with which name, and there will be no way for even us, the researchers, to know who said what. Any further use of the audiotapes will not occur unless written permission is obtained.

COSTS/COMPENSATION

There will be no cost to you nor will you be compensated for participating in this research study.

DISCLOSURE OF FINANCIAL INTERESTS

The investigators have no financial interests (nor those of his/her spouse and dependent children) that might be affected by this proposed funded research.

RIGHT TO REFUSE OR WITHDRAW

You may refuse to participate or withdraw from the study at any time and still participate in the Bootstraps program as if you were not in the study. If the study design or use of the data is to be changed, you will be so informed and your consent re-obtained. You will be told of any significant new findings developed during the course of this study, which may relate to your willingness to continue participation.
QUESTIONS

If you have questions about this study or wish to report a research-related injury, please contact any of the following Cooperative Extension faculty at any time.

Marilyn Smith  
(775) 738-1990

Rod Davis  
(775) 635-5565

Amy Meier  
(775) 482-5001

Bill Evans  
(775) 784-7013

You may ask about your rights as a research subject or you may report (anonymously if you so choose) any comments, concerns, or complaints to the University of Nevada, Reno Social Behavioral Institutional Review Board, telephone number (775) 327-2368, or by addressing a letter to the Chair of the Board, c/o UNR Office of Human Research Protection, 205 Ross Hall / 331, University of Nevada, Reno, Reno, Nevada, 89557.

CLOSING STATEMENT

I have read (    ) this consent form or have had it read to me (   ). [Check one.]

_________has explained the study to me and all of my questions have been answered. I have been told of the risks or discomforts and possible benefits of the study.

If I do not take part in this study, my refusal to participate will involve no penalty or loss of rights to which I am entitled. I may withdraw from this study at any time without penalty.

I have been told my rights as a research subject, and I voluntarily consent to participate in this study. I have been told what the study is about and how and why it is being done. All my questions have been answered.

I will receive a signed and dated copy of this consent form.

________________________________________  __________
Signature of Participant  Date

________________________________________  __________
Signature of Person Obtaining Consent  Date

________________________________________  __________
Signature of Investigator  Date

Do Not Use This Form
Obtain the Official Form From One of the Investigators

Participant’s Initials _______  Page 4 of 4
CONDITIONS AND AGREEMENTS

All potential Bootstraps participants are first required to participate in safety training and orientation to learn the important skills listed below. Participation in this training and orientation phase of Bootstraps does not guarantee your acceptance into the Bootstraps Program. The following conditions and agreements must be met prior to your full-time employment and participation in Bootstraps:

- Pass the Emergency First Aid and CPR examination.
- Receive certification of completion in all phases of the training program.
- Receive a positive recommendation from your job coach based upon your performance during training and orientation. Your attitude and active participation in all activities and programs will be considered.
- Complete the Weed Identification and Pesticide Applicators classes. (Tonopah only).
- Complete the Wildland Chain Saw Safety course (Battle Mountain only).
- Understand that Bootstraps is a seasonal program to help you determine your future career and educational goals while earning money and learning skills. It is not a permanent job.

- I have read and understand the conditions and agreements listed above for acceptance into the Bootstraps Program.

Print Name: ____________________________________________

Signed ____________________________________________

Today’s Date ____________________________________________
Spraying herbicides to kill noxious weeds is important work. Without this effort, tamarisk plant invasion would eventually use all the water coming out of the canyon leaving no water for wildlife habitat.
As a University of Nevada Cooperative Extension employee I will:

1. Represent Cooperative Extension with professionalism, dignity and pride, and be responsible for conducting myself with courtesy and appropriate behavior.

2. Follow through and complete assigned tasks.

3. Conduct myself in a respectful and appropriate manner both individually and as a team.

4. Display respect and courtesy for other Extension employees, volunteers, program participants, visitors, clients and property.

5. Provide a safe environment by not harming youth or adults in any way, whether through discrimination, sexual harassment, physical force, verbal or mental abuse, neglect or other harmful actions.

6. Respect the privacy of persons served by the organization and hold in confidence sensitive, private and personal information. (Reports of child abuse or neglect will be handled as per Nevada State law and Cooperative Extension policy).

7. Keep Extension staff informed of progress, concerns and problems.

8. Work cooperatively as a team member with other Extension employees and Extension volunteers.

9. Respect and follow Extension policies, along with specific county policies and program expectations.

10. Keep personal opinions and actions separate from those made as a representative of this organization.

11. Avoid conduct both on and off duty that would jeopardize program effectiveness.

12. Promote and support Cooperative Extension in developing effective local, county, state and national programs.

Print name: _______________________________________

Signature _______________________________________

Today’s Date ________________________________
Camping during the work week is one of the favorite parts of the program for most participants. After an exhausting day of physical labor on Nevada’s public lands, relaxing around the campfire with co-workers is part of a routine work day.
Dear Participant

On a regular basis, you will meet for workshops that focus on skills to help you be successful in the workplace (including: team building, self-esteem, communication, self-responsibility, decision-making, peer relations, conflict management and goal setting). Participation in the workplace skill building workshops is mandatory in addition to the regularly scheduled work.

The job begins (date): ____________________________ and the job is over (date): _____________________. When you accept this job, you are expected to work until the end date shown above.

You are required to be at work/meetings on time, alert and prepared for the job.

Your work hours are from: __________ (AM) to ______________ (PM)

Meet for work at: ______________________________ (place).

I will notify you if there are any schedule changes.

While you are working, you will not be available to take phone calls or have visitors.

I will give you an emergency phone number where you can be contacted.

Please contact me at ________________ (phone) if you have any questions.

Thank you for your time and cooperation.

Sincerely

___________________________________
Job Coach
The work is done in very remote locations. The camping is primitive. Be prepared for these extreme camping and working conditions during the work week.
CAMPING AND WORK CONDITIONS

Working and camping in Nevada's back country can be fun and rewarding. As a member of a Bootstraps Crew it can also be a real challenge. Be aware that any or all of the following conditions may exist during your Bootstraps camping and work experience:

- No fresh or running water other than what you and your crew bring with you.
- No toilet facilities (other than a primitive toilet your crew can make).
- No artificial shade.
- Living and working under extreme heat and/or cold conditions.
- Sharing your campsite with a variety of Nevada's other residents including ants, ticks, coyotes and snakes.
- Limited ability to communicate regularly with the rest of the world. Most of the remote locations you will be working in do not have cell phone coverage. Each crew will be outfitted with a satellite phone for emergency communications.
- Sleeping on the ground in tents.
- Meals while camping will be primarily military MRE's (Meals Ready to Eat) unless you bring your own food at your own expense.
- Physically demanding work that includes but is not limited to pounding posts, using a chain saw, using other equipment, carrying heavy equipment to remote job sites, walking in mountainous terrain, carrying chemical sprayers, walking long distances to map weeds.

You will need to wear work clothes that safely accommodate the work. Baggy pants, sweatpants, sandals, open-toed shoes and tank tops are examples of unsafe clothing.

During Bootstraps, you will receive training and guidance regarding primitive camping. You will be provided a tent and instructions regarding setting up camp and keeping conditions comfortable and hygienic. These camping and working conditions in remote locations are part of the job and can be enjoyable. The skills you learn can benefit you long into the future. It can also be an enjoyable experience.

I have read and understand the camping and work conditions listed above.

Print Name ______________________________

Signed ______________________________ Date:________________
The Bootstraps Program will provide:

- MRE's (Military Rations or other dehydrated foods) while you are camping. In some situations other food may be available. You may bring your own food at your expense.
- Fresh water.
- Equipment/clothing needed to safely perform your assigned jobs. This includes but is not limited to eye and ear protection, Kevlar chaps and hard hats (for chain saw work), and gloves. Use of safety gear and appropriate clothing is required. All personal protection equipment/clothing required according to pesticide label will be provided.
- A tent for your use during your participation in Bootstraps.
- A sleeping pad.
- Stoves, kitchen utensils.
- First Aid kit including over-the-counter drugs such as aspirin and Tylenol.
- Sun showers.
- Coolers and ice for perishable foods you may bring.
- Satellite phone for emergency communications.

The Bootstraps Program will not provide:

- A sleeping bag or bedroll.
- Footwear or personal clothing including socks, jeans, shirts.
- Soft drinks.
- Sunscreen.
- Personal items such as towels, toiletries.
- Food beyond MRE’s (in most cases). You may bring bottled water, soft drinks or additional food/snack items at your own expense. We will provide the coolers and ice for perishable foods.
To ensure the success of this program, it is important that you know and accept certain responsibilities.

**Transportation:** You are responsible for getting to and from the local program site, usually the Extension office. From the local program site the group will travel to the work site in agency vehicles.

**Attendance:** Come to work on time. Disciplinary action defined by the University System code may be taken if you are habitually late or don’t come to work. Call your job coach if you are ill and not able to come to work.

**Expectations:** You are expected to uphold the *Code of Conduct* that your group will establish during beginning sessions of the program. Safety is the priority and is your responsibility.

If at any time during the program the job coach feels that these established responsibilities are not being met, he/she will discuss the situation with the Project Directors regarding your continued participation in the program or other disciplinary action.

I have read and understand these responsibilities.

Print your name ____________________________

Your signature ____________________________ Date: ____________________

Job Coach signature ____________________________ Date: ____________________
I give permission, without restriction, to photograph me and/or make recordings of my voice. I grant the right to use these photographs (still/film/video) and/or recordings for educational and publicity use as directed by the University of Nevada Cooperative Extension. I am also willing to be interviewed by the media in regards to my participation in Bootstraps.

Print Name ____________________________

Signature ____________________________ Date:____________________
The following training must be completed before you can participate in any work in the field. The emphasis of this training is on safety and emergency preparedness.
Written work including surveys of what you have learned is an important part of this program. Peer evaluation is offered to help you work toward individual and group work goals.
Some of the lessons in this workbook contain surveys and portfolio tasks. These workbook pages are listed in the table of contents. While all workbook pages are important, it is especially important that you complete the portfolio pages and surveys. These instruments were designed to help us evaluate the effectiveness of the program in teaching the topics outlined in the table of contents.

It may seem strange to you that in some instances we ask you the same questions at the beginning of the program and again at the end. The purpose of this repetition of questions is to see what you learned and how you have changed as a result of the program. We compare your answers before you began the program to your answers at the end of the program. Your documented improvement in knowledge, skills, and behaviors are important to the program funders and provide us with guidance on how to improve our teaching.

In other situations, you will be asked to write about a topic, for example, to write a resume’. The first time you write your resume’, we do not provide any instruction. This is called the pre-task. Then, we teach you more about resume’ writing and save those writing examples. This is the post-portfolio tasks. Our purpose with this process is to see how much you already knew about writing a resume’ on the pre and then compare it to the final post-resume’. We look to see if there are improvements in your ability to write a resume’. We use these pre- and post-portfolio tasks to see how much you learned and changed over the course of the program. As shown in the table of contents, there are several pre-post portfolio tasks and surveys.

We do not release any scoring or results of surveys or portfolio tasks related to individuals. We will share the results for your team as a group in a way that no one will ever know how you answered any of the items. We are simply interested in knowing if this program is making a difference in work skills and habits, knowledge and behaviors of its program graduates.

All information you write in this workbook is confidential as outlined in the Consent Form.
Emergency First Aid and CPR classes are a part of the training program prior to the work on public lands. These and other safety classes must be completed by each program participant. Topics taught during the safety training program are shown in the surveys that follow. Please complete the pre-survey before the safety training program begins. Complete the post-survey after you have completed the safety training.
Please tell us how much you know about the following topics. Please CIRCLE THE NUMBER that best tells us how much you know about the following items with **1 being Not Much** and **5 being Very Much**.

**How much do I know about …**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Much</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to protect myself from rattlesnake bite</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. What to do if someone gets bitten by a rattlesnake</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. How to treat someone with a deep cut</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. How to recognize the symptoms of heat exhaustion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. How to use the GPS to find my location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. How to make a call using the satellite phone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. How to use the BLM radio</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. How to drive a loaded 4-wheel drive truck on rugged terrain</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. How to safely park a truck on a hill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. What I need to bring for the camping week for Bootstraps</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. How to build and safely put out a campfire</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. How to safely approach an oncoming vehicle that has its bright lights on</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. How to work as a team with others on my crew</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. The role of the Bootstraps Job Coach</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. About the University of Nevada drug and alcohol policy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. About the consequences of using drugs/alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. About the University of Nevada sexual harassment policy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. About the consequences of sexual harassment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. The proper procedure for reporting sexual harassment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. How to recognize the signs of child abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. The proper procedure for reporting child abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Preparing myself to do this job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. How to improve my self-confidence to do this job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Safety on the job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Battle Mountain Crews only**

| BM 25. How to sharpen a chain saw                                   | 1        | 2 | 3 | 4 | 5 |
| BM 26. How to clean a chain saw                                     | 1        | 2 | 3 | 4 | 5 |
| BM 27. When to use the chain break                                  | 1        | 2 | 3 | 4 | 5 |
| BM 28. How to avoid kick-back                                       | 1        | 2 | 3 | 4 | 5 |
| BM 29. How to start a chain saw                                     | 1        | 2 | 3 | 4 | 5 |

**Tonopah Crews only**

| T 25. How to read a pesticide label to understand the required PPE | 1        | 2 | 3 | 4 | 5 |
| T 26. How to safely use a backpack sprayer                         | 1        | 2 | 3 | 4 | 5 |
| T 27. How to properly clean PPE                                    | 1        | 2 | 3 | 4 | 5 |
| T 28. The impact invasive weeds have on Nevada’s rangelands         | 1        | 2 | 3 | 4 | 5 |
| T 29. Identification of common weeds                              | 1        | 2 | 3 | 4 | 5 |

(Examples: Tall & Short Whitetop, Russian Knapweed and Tamarisk)
Written work including surveys of what you have learned is an important part of this program. Peer evaluation is offered to help you work toward individual and group work goals.
Please help us decide how much Bootstraps training helped prepare you for the job. Please CIRCLE THE NUMBER that best tells us how much you know about the following items with 1 being Not Much and 5 being Very Much.

**How much do I know about …**

1. How to protect myself from rattlesnake bite  
   Not Much: 1  2  3  4  5  
2. What to do if someone gets bitten by a rattlesnake  
   Not Much: 1  2  3  4  5  
3. How to treat someone with a deep cut  
   Not Much: 1  2  3  4  5  
4. How to recognize the symptoms of heat exhaustion  
   Not Much: 1  2  3  4  5  
5. How to use the GPS to find my location  
   Not Much: 1  2  3  4  5  
6. How to make a call using the satellite phone  
   Not Much: 1  2  3  4  5  
7. How to use the BLM radio  
   Not Much: 1  2  3  4  5  
8. How to drive a loaded 4-wheel drive truck on rugged terrain  
   Not Much: 1  2  3  4  5  
9. How to safely park a truck on a hill  
   Not Much: 1  2  3  4  5  
10. What I need to bring for the camping week for Bootstraps  
    Not Much: 1  2  3  4  5  
11. How to build and safely put out a campfire  
    Not Much: 1  2  3  4  5  
12. How to safely approach an oncoming vehicle that has its bright lights on  
    Not Much: 1  2  3  4  5  
13. How to work as a team with others on my crew  
    Not Much: 1  2  3  4  5  
14. The role of the Bootstraps Job Coach  
    Not Much: 1  2  3  4  5  
15. About the University of Nevada drug and alcohol policy  
    Not Much: 1  2  3  4  5  
16. About the consequences of using drugs/alcohol  
    Not Much: 1  2  3  4  5  
17. About the University of Nevada sexual harassment policy  
    Not Much: 1  2  3  4  5  
18. About the consequences of sexual harassment  
    Not Much: 1  2  3  4  5  
19. The proper procedure for reporting sexual harassment  
    Not Much: 1  2  3  4  5  
20. How to recognize the signs of child abuse  
    Not Much: 1  2  3  4  5  
21. The proper procedure for reporting child abuse  
    Not Much: 1  2  3  4  5  
22. Preparing myself to do this job  
    Not Much: 1  2  3  4  5  
23. How to improve my self-confidence to do this job  
    Not Much: 1  2  3  4  5  
24. Safety on the job  
    Not Much: 1  2  3  4  5  

**Battle Mountain Crews only**

BM 25. How to sharpen a chain saw  
    Not Much: 1  2  3  4  5  
BM 26. How to clean a chain saw  
    Not Much: 1  2  3  4  5  
BM 27. When to use the chain break  
    Not Much: 1  2  3  4  5  
BM 28. How to avoid kick-back  
    Not Much: 1  2  3  4  5  
BM 29. How to start a chain saw  
    Not Much: 1  2  3  4  5  

**Tonopah Crews only**

T 25. How to read a pesticide label to understand the required PPE  
    Not Much: 1  2  3  4  5  
T 26. How to safely use a backpack sprayer  
    Not Much: 1  2  3  4  5  
T 27. How to properly clean PPE  
    Not Much: 1  2  3  4  5  
T 28. The impact invasive weeds have on Nevada’s rangelands  
    Not Much: 1  2  3  4  5  
T 29. Identification of common weeds  
    Not Much: 1  2  3  4  5  
(Examples: Tall & Short Whitetop, Russian Knapweed and Tamarisk)
Crews must be fully aware of their surroundings for their own safety and the safety of their team members. Drugs and alcohol are not allowed.
All drug and alcohol policies enforced by the Bootstraps program will be in compliance with the University of Nevada, Reno's policies on drug and alcohol use by employees.

Bootstrap’s job sites are considered a University workplace even during non-working hours. As such, Bootstrap’s crew members are expected to be drug and alcohol free at all times during their work week.

If the Bootstraps Job Coach, Extension Educator or other Extension professional has cause to suspect alcohol or drug use by a Bootstrap’s crew member(s) all of the crew members on the job site will be tested. Random testing will also be utilized to help insure an alcohol- and drug-free workplace.

Testing in the field will be conducted by the Job Coach or other trained professional.

A positive test will result in immediate suspension from work, removal from the job site and/or dismissal of the crew member(s).

See consent form on page 37
Crew members need to be alert for this sometimes dangerous work. Bootstraps crews must be alcohol and drug free for their own safety and the safety of the team.

The following consent form requires your signature on the applicant/employee signature line at the bottom of the page. Your job coach or Extension Educator will complete the remainder of the form as the "employer".
ALCOHOL/DRUG TEST CONSENT FORM

EMPLOYER: If applicable, state objective facts giving rise to the belief that the employee is under the influence of alcohol or a controlled substance. _____________________________________________________________
____________________________________________________________________________________________

I, ______________________________ (name) pursuant to a request by my appointing authority or as a condition of employment with the State of Nevada Department of University of Nevada Cooperative Extension hereby give my consent to and authorize the State and the testing laboratory designated by the State to perform analytical tests deemed necessary to determine the absence or the presence of alcohol and/or drugs in my urine, blood, or breath as specified by statute and regulation.

I give my consent to release the results of the test(s) and other related medical information from the laboratory to individuals within the State who, pursuant to statute or regulation, have a need to know of the alcohol and drug testing results and to the use of all such reports or other medical information by the State in its assessment of my employment application and/or employment status. I understand the results of the test may not be used in any criminal proceeding.

I understand that:
The appointing authority may request proof that I am taking a controlled substance as directed pursuant to a lawful prescription issued in my name. If requested, I must provide such proof within 72 hours.

I have the right to request a re-test of the initial specimen at a licensed laboratory of my choice when I have a positive test for drugs. All requests for a re-test of the sample must be made within ten (10) working days of the receipt of the original positive test result. The results of the sample must be forwarded to me by the appointing authority of the agency.

A positive test for illegal drugs, or my refusal to authorize the test(s) by signing this form, take the specified test(s), or produce a specimen, may result in the following action:

Applicants - rejection of my employment application for public-safety related positions for one year or until I demonstrate I have successfully completed a substance-abuse treatment program.

Employees - referral to an Employee Assistance Program and/or disciplinary action up to and including termination in accordance with statute and regulation.

Applicant/Employee Signature ________________________________ Date ______________

Supervisor’s Signature if employee refuses to sign ____________________________ Date ______________

Witness Signature if employee refuses to sign ____________________________ Date ______________

Agency Copy   TS-76
Employee/Applicant Copy       Rev. 4/03
POLICY STATEMENT

ALCOHOL/DRUG FREE WORKPLACE

Alcohol and drug abuse and the use of alcohol and drugs in the workplace are issues of concern to the State of Nevada. It is the policy of this State to ensure that its employees do not: report for work in an impaired condition resulting from the use of alcohol or drugs; consume alcohol while on duty; or unlawfully possess or consume any drugs while on duty, at a work site or on State property. Any employee who violates this policy is subject to disciplinary action. The specifics of the policy follow:

1. As provided by statute, any State employee who is under the influence of alcohol or drugs while on duty or who applies for a position approved by the Personnel Commission as affecting public safety is subject to a screening test for alcohol, drugs, or both.

2. Emphasis will be on rehabilitation and referral to an employee assistance program when an employee is under the influence of alcohol or drugs while on duty. The appointing authority shall, however, take into consideration the circumstances and actions of the employee in determining appropriate disciplinary action.

3. Any State employee who is convicted of violating a federal or state law prohibiting the sale of a controlled substance must be terminated as required by NRS 193.105, regardless of where the incident occurred.

4. Any State employee who is convicted of driving under the influence in violation of NRS 484.379 or of any other offense for which driving under the influence is an element of the offense is subject to discipline up to and including termination if the offense occurred while he was driving a State vehicle or a privately owned vehicle on State business.

5. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in the workplace is prohibited. Any State employee who is convicted of unlawfully giving or transferring a controlled substance to another person or who is convicted of unlawfully manufacturing or using a controlled substance while on duty or on the premises of a State agency will be subject to discipline up to and including termination.

6. The term, “controlled substance” means any drug defined as such under the regulations adopted pursuant to NRS 453.146. Many of these drugs have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP and “crack.” They also include “legal drugs” which are not prescribed by a licensed physician.

7. Each State employee is required to inform his or her employer in writing within five days after he or she is convicted for violation of any federal or state criminal drug statute when such violation occurred while on duty.

8. Any agency receiving a federal contract or grant must notify the federal agency which authorized the contract or grant within ten days after receiving notice that an employee of the agency was convicted within the meaning used in paragraph 7, above.

This policy is applicable to all classified and unclassified employees of agencies in State government. Specific federal guidelines, statutory provisions and regulations applicable to this policy are set down in the Drug Free Workplace Act and Chapter 284 of the Nevada Revised Statutes and Nevada Administrative Code. The policy does not restrict agencies from augmenting the provisions of this policy with additional policies and procedures which are necessary to carry out the regulatory requirements of the Drug Free Workplace Act. In accordance with the Governor’s Alcohol and Drug-Free Workplace Policy, all new employees must receive a copy of this policy. They are required to sign a form acknowledging receipt of the policy for inclusion in their personnel file. A copy of the Governor’s Alcohol and Drug-Free Workplace Policy should be posted at the employee’s work site.
I, __________________________ hereby certify that I have received a copy of the State’s policy regarding the maintenance of a alcohol/drug free workplace and I acknowledge this policy as a condition of employment with the State of Nevada.

NE/Central Area Department

Name (Print)

Signature

Witness’ Signature (Required if employee refuses to sign) Acknowledging the employee received the alcohol/drug-free workplace policy and employee refuses to sign.

Title of Witness

TS-58
7/98

N:\WPDOCS\FRM\TSfrms\TS-58-Aloc-DrugStmt.doc
Sexual harassment is not tolerated. The Bootstraps program has a strict policy against sexual harassment. Complaints of sexual harassment are taken seriously and dealt with promptly. Disciplinary action will be taken against violators as described in the policy that follows. That disciplinary action may include dismissal from the program.
POLICY AND COMPLAINT PROCEDURE

It is the policy of the University and Community College System of Nevada that all employees receive a copy of the UCCSN Sexual Harassment Policy and Complaint Procedure. Please complete this form upon your receipt of the Policy and sign indicating you understand the commitment to maintain a university environment free from sexual harassment. Your signature indicates that you will not participate in sexual harassment nor will you tolerate sexual harassment. Further, you understand the process for filing a complaint.

Please sign below and leave in your workbook. Please be aware that the project director may add this signed copy to your personnel file to document that you received and indicated you understood the policy.

I hereby acknowledge receipt of the UCCSN Sexual Harassment Policy and Complaint Procedure prohibiting sexual harassment. I understand I can contact the Human Resources Office if I have any questions about the policy.

Name (print clearly): ___________________________ Date: ________________

Signature: __________________________________________

Department where employed: University of Nevada Cooperative Extension

Unit: Bootstraps

Employee type: State Classified
A. Sexual Harassment is Illegal Under Federal and State Law.

The University and Community College System of Nevada (UCCSN) is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the UCCSN will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the UCCSN Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect.

B. Policy Applicability and Sanctions.

All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the UCCSN Code or, in the case of classified employees, the Nevada Administrative Code. Other, lesser sanctions may be imposed, depending on the circumstances.

This policy is not intended to and does not infringe upon academic freedom in teaching or research as established in the UCCSN Code, Ch. 2.

C. Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy. Each institution shall include this policy and complaint procedure in its general catalog. Each institution shall have an on-going sexual harassment training program for employees.

D. Sexual Harassment Defined.

Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:
2. submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or

3. the conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

· It may occur between individuals of the opposite sex or of the same sex.
· It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship.
· It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
· It may consist of repeated actions or may even arise from a single incident if sufficiently severe.
· It may also rise to the level of a criminal offense, such as battery or sexual assault.

Determining what constitutes sexual harassment under this policy will be accomplished on a case by case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary processes as stated above.

Examples of unwelcome conduct of a sexual nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

· physical assault;
· sexually explicit statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;
· unnecessary touching, patting, hugging, or brushing against a person’s body or other inappropriate touching of an individual’s body;
· remarks of a sexual nature about a person’s clothing or body;
· use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
· sexual advances, whether or not they involve physical touching;
· requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;
UCCSN POLICY AGAINST SEXUAL HARASSMENT......

Continued

- displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;
- inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.

Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not usually constitute sexual harassment.

E. Procedure.

The Chancellor and each president shall designate no fewer than two administrators to receive complaints of alleged sexual harassment. The administrators designated to receive the complaints may include the following: (1) the Human Resources Officer at the institution; (2) the Affirmative Action Program Officer; or (3) any other officer designated by the president. If the Human Resources Officer or the Affirmative Action Program Officer or another officer designated by the president, is not the individual who initially receives the complaint of alleged sexual harassment, then the individual receiving the complaint must immediately forward the complaint to either the Human Resources Officer or the Affirmative Action Program Officer.

An individual filing a complaint of alleged sexual harassment shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Human Resources Officer or the Affirmative Action Program Officer, or by their designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

Supervisors’ Responsibilities: Every supervisor has responsibility to take reasonable steps intended to prevent acts of sexual harassment, which include, but are not limited to:

- Monitoring the work and school environment for signs that harassment may be occurring;
- Refraining from participation in, or encouragement of actions that could be perceived as harassment (verbal or otherwise);
- Stopping any observed acts that may be considered harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and
- Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of harassment, pending investigation.
If a supervisor receives a complaint of alleged sexual harassment, or observes or becomes aware of conduct that may constitute sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken.

Failure to take the above action to prevent the occurrence of or stop known harassment may be grounds for disciplinary action.

Complaints of sexual harassment must be filed within one hundred eighty (180) calendar days after the discovery of the alleged act of sexual harassment with the supervisor, department chair, dean, or one of the administrators listed above and/or designated by the president to receive complaints of alleged sexual harassment. Complaints of prohibited conduct, including sexual harassment, filed with an institution's administrative officer pursuant to UCCSN Code Chapter 6, Section 6.8.1, are not subject to this 180 day filing requirement.

1. Employees.

A. An employee who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the employee for rejecting the conduct.
B. The employee may also choose to file a complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
C. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
D. After receiving any employee's complaint of an incident of alleged sexual harassment, whether or not the complaint is in writing, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved are not supervised by that supervisor.

2. Students.

A. A student who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the student for rejecting the conduct.
B. The student may also choose to file a complaint with his or her major department chair, who will in turn immediately contact one of the officials listed above.
C. If the student feels uncomfortable about discussing the incident with the department chair, the student should feel free to bypass the chair and file a complaint with one of the above officials or to any chair or dean, who will in turn immediately contact one of the officials listed above to forward the complaint, whether or not the complaint is in writing, to discuss it and/or to report the action taken. The chair or dean has a responsibility to act even if the individuals are not supervised by that chair or dean.

3. Non-Employees and Non-Students.

Individuals who are neither UCCSN employees nor UCCSN students and who believe they have been subjected to sexual harassment by a UCCSN employee during the employee’s work hours or by a UCCSN student on campus or at a UCCSN-sponsored event may utilize any of the complaint processes set forth above in this section.

4. Investigation and Resolution.

A. After receiving a complaint of the incident or behavior, an investigation by one of the above listed officials will be initiated to gather information about the incident. Each institution may set guidelines for the manner in which an investigation shall be conducted.

B. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.

C. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken in accordance with UCCSN Code Chapter 6, or, in the case of classified employees, NAC Chapter 284. Other appropriate actions will be taken to correct problems, if any, caused by or contributing to the conduct. If proceedings are initiated under Chapter 6, the investigation conducted pursuant to this policy may be used as the Chapter 6 investigation. The administrative officer, in his or her discretion, may also supplement the sexual harassment investigation with additional investigation.

D. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed of the resolution. Certain actions made confidential under UCCSN Code Chapters 5 and 6 or NAC Chapter 284 shall remain confidential.
F. Prompt Attention.

Complaints of sexual harassment are taken seriously and will be dealt with promptly. Where sexual harassment is found to have occurred, the UCCSN institution or unit where it occurred will act to stop the harassment, to prevent its recurrence, and to discipline those responsible.

G. Confidentiality.

The UCCSN recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of sexual harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the UCCSN is required by law to disclose information (such as in response to legal process), or when an individual is in harm’s way.

H. Retaliation

Retaliation against an individual who in good faith complains of alleged sexual harassment or provides information in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline.

“Retaliation” may include, but is not limited to, such conduct as:

- the denial of adequate personnel to perform duties;
- frequent replacement of members of the staff;
- frequent and undesirable changes in the location of an office;
- the refusal to assign meaningful work;
- unwarranted disciplinary action;
- unfair work performance evaluations;
- a reduction in pay;
- the denial of a promotion;
UCCSN POLICY AGAINST SEXUAL HARASSMENT......

Continued

· a dismissal;
· a transfer;
· frequent changes in working hours or workdays;
· an unfair grade;
· an unfavorable reference letter.

I. Relationship to Freedom of Expression.

The UCCSN is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members.

(B/R 05/03 – Entire Section)
PRE-SURVEY JOB COACH RATING OF YOUR WORK

The job coach has the responsibility to rate your work and report it to his/her supervisor. The following instrument will be used to rate you after you complete two-weeks on the job and will be used by the supervisor to guide changes in the program.

You will have an opportunity to understand your strengths and see where you might need to improve by discussing your progress with your team each week. Each session starts with a weekly review that is designed to help you and your team work better and earn incentives.

Bootstraps is not just a paycheck. It is a program to help you gain important job skills. These weekly discussions are a part of the Bootstraps program.
The job coach is responsible for getting the job done through the work of his/her crew. He/she directs and guides the team, supervises the work completion and the quality of the work. During the process of getting the work done, there are a variety of details that are important both to the development of individual crew members and the team. The following checklist is designed to help the job coach think about the work of each person on the crew for the purposes of helping that individual improve work performance and skills.
FIELD WORK

Pre-Survey Job Coach Rating of Team Members

Please CIRCLE THE NUMBER that describes the individual’s behaviors and skills you observed at the beginning of the program with 1 being Very Seldom and 5 being Very Often.

<table>
<thead>
<tr>
<th>A. Preparation for work</th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Got up in time to get ready for work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Got to work on time</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Came to work feeling alert and ready to do job</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Came to work tired or sick</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Partied too much the night before</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. On the job each day</th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Understood the work that needed to be done</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Knew how to do the assigned work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Finished assigned work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Kept a good steady pace that included rest breaks</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Followed the safety rules taught</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Attitude and appearance</th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Respected the role of the Job Coach</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>12. Contributed to workplace spirit and enjoyment</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>13. Committed and showed interest in the work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>14. Showed pride in the quality of work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>15. Showed confidence on the job</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>16. Kept camp clean</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>17. Kept self clean</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. In the team</th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Encouraged everyone to participate</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>19. Showed respect for all team members</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>20. Recognized own personal strengths</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>21. Recognized strengths of others</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>22. Had trust and confidence in the team</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>23. Worked independently or with others as needed</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page...
### E. Communication

<table>
<thead>
<tr>
<th></th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>25. Used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>26. Listened carefully to instructions</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>27. Asked for advice on how to improve work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>28. Shared thoughts and feelings</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### F. Problem solving & decision making

<table>
<thead>
<tr>
<th></th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>30. Worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>31. Participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>32. Helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>33. Followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>34. Made good personal decisions</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>35. Thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### G. Leadership

<table>
<thead>
<tr>
<th></th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>37. Responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>38. Showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>39. Told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>40. Helped the team pull together</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>41. Contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th></th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>43. Stretched and exercised</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>44. Ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>45. Ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>46. Got enough sleep</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>47. Drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>48. Followed established “toilet” use rules</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
Weekly Review of Your Work

You have an opportunity to improve your work and the work of your team in weekly discussions about what went well and what could be improved. The following instrument will be used each week to help you as an individual and as a part of a team set goals regarding your work.
Bootstraps is not just a job, it is also a program. The program is designed to help you gain skills that can be used in future jobs. This weekly review can help you think about your skills, strengths, and areas that need to be improved. This is an opportunity to set some work goals.
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

### A. Preparation for work

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I got up in time to get ready for work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I got to work on time</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I came to work feeling alert and ready to do my job</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I came to work tired or sick</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I partied too much the night before</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### B. On the job each day

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I understood the work that needed to be done</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I knew how to do the work assigned to me</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I finished my assigned work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I kept a good steady pace that included rest breaks</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I followed the safety rules we were taught</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### C. My attitude and appearance

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I respected the role of the Job Coach</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I contributed to workplace spirit &amp; enjoyment</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I was committed to work and showed my interest</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I was proud of the quality of my work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I felt confident on the job</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I kept camp clean</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I kept myself clean</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### D. In the team

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I encouraged everyone to participate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I showed respect for all team members</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I recognized the strengths I bring to this team</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I recognized strengths of others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I had trust and confidence in the team</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I worked independently or with others as needed</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### E. Communication

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I was friendly and easy to approach</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I used respectful and appropriate language</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I listened carefully to instructions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I asked for advice on how to improve my work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I shared my thoughts and feelings</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Continued on next page...
What will you improve next week?

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

Stop here for now. We will come back to this at the end of the work week.

Did you accomplish the goals you described in the box above?
LESSON PLANS
SESSION ONE
PROGRAM INTRODUCTION

“EDUCATION IS NOT THE FILLING OF A PAIL, BUT THE LIGHTING OF A FIRE.”

-- WILLIAM BUTLER YEATS
SESSION ONE
PROGRAM INTRODUCTION

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: index cards, pens, sticky notes, markers, masking tape, flip chart paper and stand
- Get equipment: one computer for each participant (or print copies of online activities), Internet connection for each computer, surge protectors, extension cords, LCD projector, printer
- A workbook for each participant
- Create a blank, poster-size Code of Conduct (see student workbook)
- Create an attendance sheet for use throughout the program
- Review closure suggestions and choose one to conclude the session

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.
SESSION ONE
PROGRAM INTRODUCTION

1. Lesson Plan 1: Introductions ............................................. 50 min.
   Break ........................................................................... 10 min.
2. Lesson Plan 2: On-Line Activities ...................................... 50 min.
   Break ........................................................................... 10 min.
3. Lesson Plan 3: Personality Profile ...................................... 60 min.
   Break ........................................................................... 10 min.
4. Lesson Plan 4: Wrap-up ..................................................... 50 min.
SESSION ONE
PROGRAM INTRODUCTION

LESSON PLAN 1

Get Acquainted - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, rest rooms) 5 min

2. Set: Introductions
   A. Who Are You?
   B. Name Cards

3. About Bootstraps
   A. Why are we here?
   B. Expectations

4. Activities
   A. Team Building Team Tower 10 min.
   B. Code of Conduct (Use Brain Drain/Futures Wheel) 5 min.
   ** C. Identifying Strengths & Weaknesses (workbook) 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SET UP COMPUTERS
On-Line Activities - 50 minutes

1. Review use of Internet if necessary: 5 min.
   Add items to Code of Conduct regarding Internet use.
   For example: no food or drinks at computers, no porn sites, stay on task, do not download.

2. Pre survey: 10 min.
   **Complete Pre Survey**

3. Learn about work (online activities):
   A. Abilities Quiz 10 min.
   B. Work Values Quiz 20 min.
   C. If time allows, complete other quizzes extra

4. Discussion/closure 5 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SET UP LCD PROJECTOR
<table>
<thead>
<tr>
<th>Session One</th>
<th>Program Introduction</th>
</tr>
</thead>
</table>

**LESSON PLAN 3**

1. Set: Personality profile  ➤  5 min.
2. Complete Kiersey Temperament Sorter  ➤  15 min.
3. Score yourself  ➤  15 min.
4. What does it mean? (slide show)  ➤  20 min.
5. Closure – Why is it important to know about yourself...  ➤  5 min. to know about others.

(Starred ** Portfolio tasks must be completed)

**BREAK** (10 MIN.)
Lesson Plan 4

Wrap-Up the Day - 50 minutes

1. What will it take to be successful in this job? 10 min.
   A. Review Behavior Observation Sheet
   B. Review & Sign University Drug & Alcohol Policy

2. What help will you need to be successful? 10 min.
   A. Wake up, get to work, be prepared, problems
   B. Program objectives

3. Why is it important to do a good job? 10 min.
   A. Building an employment portfolio
   B. References

**4. What will I do when this job is finished? 10 min.

5. Wrap-up & Closure 10 min.

(Starred ** Portfolio tasks must be completed)
LESSON PLAN 1
Session One
Program Introduction

Get Acquainted - 50 minutes

Lesson Plan 1

1. Take attendance, housekeeping (review meeting times, breaks, rest rooms) 5 min
2. Set: Introductions 10 min.
   A. Who Are You?
   B. Name Cards
3. About Bootstraps 10 min.
   A. Why are we here?
   B. Expectations
4. Activities 10 min.
   A. Team Building Team Tower
   B. Code of Conduct (Use Brain Drain/Futures Wheel)
   ** C. Identifying Strengths & Weaknesses (workbook)

(Starred ** Portfolio tasks must be completed)

Break (10 Min.)
Set up Computers
SESSION ONE
PROGRAM INTRODUCTION

INTRODUCTION:

In this session, participants introduce themselves and agree upon a Code of Conduct that will guide them throughout the program. Participants will complete a pre-survey and their first portfolio task (Identifying Strengths and Weaknesses). It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

HOW IS YOUR WORK WEEK GOING?

Each week, participants will have an opportunity to rate their work behaviors from the previous week. At each Monday session, the facilitator will have the opportunity to discuss individual’s ratings and reasons for ratings. First, the participants will rate themselves using the How is Your Work Week Going form. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the other team members discuss their observations of strengths and areas to work on. The group then has the opportunity to discuss the final, agreed-upon rating and may brainstorm ways the individual could improve on the job for next week. During this first week in the field, the facilitator should review the form with the team and ask participants to familiarize themselves with the items in the survey. Depending on the size of the group, the group facilitator may choose to break out the participants into small groups for this rating and discussion activity.

OBJECTIVES:

To introduce participants to each other and build group cohesiveness
To create and agree upon a Code of Conduct
To prepare participants for the transition to a successful adulthood through job skills activities
To introduce the How Is Your Work Week Going process as an activity to encourage growth on the job

WHO ATTENDS:

The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:

Because this is the first meeting, it is important to ensure that all participants understand what is expected. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility. Explain where the nearest restrooms are located, whether snacks will be provided or if nearby snack machines are available.
SESSION ONE

PROGRAM INTRODUCTION (CONTINUED)

SET:

Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. The facilitator is encouraged to prepare a personal story about their own struggles in transitioning into adulthood.

Example: “I can remember the conflicting feelings I had during my senior year in high school. While I felt ecstatic about graduation and the future, I also felt really scared. I lived on a farm, nobody in our family had any other job and nobody had gone to college. I did not know how to apply for a job or even what kind of job I could get. I did not know what it took to get into a university or college. My family did not have the money to help me, but they encouraged me and let me know they expected me to do well. I learned how to ask for help and learned that I had to make a lot of sacrifices to achieve my long-term goals. I decided to become a person who could help other rural young people find their way to become the best they can be.”

Use “Who Are You?” from the participant workbook OR one of the following activities (or one of your own) as a way for group members to introduce themselves to each other. See directions for “Who Are You?” in the workbook.

Since these participants have been together for two weeks, they know each other’s names and have started creating bonds. Use the following get acquainted activities to encourage group bonding and inclusion of all in the group.

ACTIVITIES:

During this session the participating youth will get to know each other better and set guidelines for future group conduct. The process of working toward future employment and career goals begins with this session.

CLOSURE:

See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should conduct a closure activity.
**WHO ARE YOU**

**OBJECTIVES:**
- To provide a way for group members to get to know one another

**MATERIALS:**
- Workbooks, pens

**ESTIMATED TIME:**
- 10 minutes

**PROCEDURE:**

Have participants go to the workbook and follow the directions for “Who Are You?”

(**Facilitator**: Participants can do this activity individually or can be paired with another team member. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:

- What is your name?
- How old are you?
- Why are you in the program and how do you feel about it?
- What is your goal for the program?
- What is something interesting about yourself?
- What do you plan to do after you graduate from Bootstraps?
- What has been your proudest moment?
- What do you like most about yourself?
- If you could change one thing about yourself, what would it be?
- Who is your favorite person in the world? Why?

**DISCUSSION:**

Go around room and have participants read their answers. Discuss answers in as much detail as seems appropriate. Or if paired, have participants introduce their team member by providing the answers to the above questions.
ABOUT BOOTSTRAPS & EXPECTATIONS

OBJECTIVES:
- To clarify the purpose of the Bootstraps program and expectations of participants

MATERIALS:                     ESTIMATED TIME:
- Workbooks, pens                10 minutes

PROCEDURE:
Have participants go to the workbook and review the objectives for the program on page 10.

(Facilitator: Participants can do this activity individually or can be paired with another team member. If participants are paired, they can each be assigned to several of the objectives. Each pair can then tell the entire group what objectives they reviewed and possible expectations for each objective.)

DISCUSSION:
Go around the room and ask if there are any other expectations for the program. Discuss in as much detail as seems appropriate.
TEAM TOWER

OBJECTIVES:
- To encourage teamwork and examine group dynamics

MATERIALS:                             ESTIMATED TIME:
- 1 roll masking tape per team          15 minutes
- 20 pieces of colored paper per team   OR:
- 40 gumdrops, jelly beans or marshmallows per 3-4 person team
- 1 box of toothpicks per team

PROCEDURE:
Divide the group into teams of 3 to 4 people. Give each team 20 pieces of paper and a roll of masking tape. Each team should have a different color of paper, but all teams should have equal amounts of paper.

(Jelly beans/gumdrops/marshmallows and toothpicks can be substituted for the paper and tape.)

Tell teams they have 10 minutes to build a free standing tower. The tower CANNOT be taped to the floor, table or ceiling. The team with the tallest tower wins.

DISCUSSION:
Ask and discuss:
- Who was the leader during tower construction? Why?
- How did others contribute to making the tower? Was there a plan?
- What happened when there was a disagreement?
- What team created the tallest tower? How? Why?
- What has to happen to work together effectively as a team?
- How does this activity relate to teamwork or working on a team?
**Code of Conduct**

**Objectives:**
- To let participants develop and agree to follow the group’s guiding principals

**Materials:**
- Index cards
- Pens
- Flip chart paper
- Markers
- Workbooks

**Estimated Time:**
20 minutes

**Procedure:**

Explain to participants that being members of a group or team involves certain responsibilities. No group or team can operate effectively without all members agreeing to work together in a certain way. Participants will develop and agree to principles that will guide the group for the remainder of the program.

**Brain Drain** — Give each participant an index card and pen. Tell them they have two minutes to write down everything they can think of that would make the group work effectively. Give examples (everyone has to come on time, no put downs, everyone participates, all ideas count, etc.) The facilitator also makes suggestions. At the end of two minutes have participants look at their lists and prioritize their suggestions (#1 is the most important, #2 next in importance, etc.)

**Futures Wheel** — On flip chart paper or a blackboard, draw a six inch circle with “Bootstraps Code of Conduct” in the center. Around the outside of the circle, write down each person’s #1, #2 and #3 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary. (Be sure that “Confidentiality” is listed — what is shared in the group, stays in the group.) There should be a discussion about consequences for breaking the Code (if you are late, you might get the worst jobs; put downs are not funny and result in bad feelings; if the group is goofing off track, it takes longer to get things done, etc.)

**Workbook Code of Conduct** — Have participants go to their workbooks. As a group, take each suggestion off the Futures Wheel and decide which category it fits into on the workbook Code. (For example, if “No put downs” was a suggestion, it would fall under the category of “Be respectful!”) Participants write the suggestion in their workbook.

**Discussion:**

Ask participants if they agree to follow the Code of Conduct. Discuss and resolve any conflicts. Each team member then signs and dates their workbook copy. The facilitator will transfer agreed-upon suggestions to the poster-size Code of Conduct which will be posted at all future meetings.
IDENTIFYING STRENGTHS & WEAKNESSES
(WORKBOOK - PORTFOLIO TASK)

OBJECTIVES:
- This is a portfolio task that will be used in program evaluation

MATERIALS:  
- Pens
- Workbook page 61-62

ESTIMATED TIME:  
10 minutes

PROCEDURE:
This is a pre-portfolio activity, and participants will be asked to complete the task again later in the program. The purpose of the pre and post is to see if participants have learned any skills or changed behaviors after participating in group activities and discussions. No instruction regarding “Identifying Strengths & Weaknesses” should take place prior to completion of this task.

Ask participants to read the workbook instructions and complete the worksheet on pages 61-62.

DISCUSSION:
Tell participants that identifying strengths and weaknesses will be discussed in the next activities. The purpose of completing this worksheet is to see how much they already know about this topic before the lesson is taught. The facilitator should review each student’s work to ensure he or she completes the two-page worksheet. No discussion about this activity is necessary at this time.
LESSON PLAN 2
SESSION ONE
PROGRAM INTRODUCTION

On-Line Activities - 50 minutes

LESSON PLAN 2

1. Review use of Internet if necessary: 5 min.
   Add items to Code of Conduct regarding Internet use.
   For example: no food or drinks at computers,
   no porn sites, stay on task, do not download.

2. Pre survey: 10 min.
   **Complete Pre-Survey

3. It’s My Life: Employment
   A. Abilities Quiz (online activity) 10 min.
   B. Values Quiz (online activity) 20 min.
   C. If time allows, complete other quizzes extra

4. Discussion/closure 5 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SET UP LCD PROJECTOR

Note: More activities are planned than most participants can complete in the 50 minutes allocated for these online activities. Keep the group moving with reminders that as soon as they are finished with one survey or quiz, to move on to the next. This session is tightly structured so that participants do not have extra time to go to chat lines or other sites that are not on task.
REVIEW USE OF COMPUTERS/INTERNET

OBJECTIVES:
- To clarify the expectations regarding computer and Internet use

MATERIALS:  
- One computer per participant AND
  Internet connection
- Code of Conduct

ESTIMATED TIME:
5 minutes

PROCEDURE:
Review the use of the computers and the Internet for this activity. Agree upon items that can be added to the Code of Conduct regarding computer and Internet use.

DISCUSSION:
Examples of items to add to the Code of Conduct include: no food or drinks at the computers, no porn site visits, stay on task, do not download any information.
PRE SURVEY ASSESSMENT

OBJECTIVES:

- To provide baseline information about participant skills

MATERIALS:  ESTIMATED TIME:

- Workbook

10 minutes

PROCEDURE:

Complete the Pre-Survey contained in the workbook

DISCUSSION:

While this activity does not require discussion at this time, please indicate to participants that they will complete this survey again at the end of the program.
**It’s My Life: Employment**

**Objectives:**
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help participants explore careers
- Build job-readiness skills

**Materials:**
- Pens or pencils
- Workbook page 67 and 69

**Estimated Time:**
10-20 minutes

**Procedure:**
Ask participants to complete the two assessment tools in the workbook. The Skills Quiz is located on page 67 and the Work Values Quiz is located on pages 69 of the workbook. By completing this paper copy of the quizzes, a record of participants answers is preserved. Additionally, the written answers can be used for input into the computer as described in the next activity.

**Discussion:**
There are many free informal assessments that participants can take and score on their own. The workbook pages contain exercises to help them think about who they are now and who they would like to become in the future. The assessments are designed to explore interests and aptitudes. Past participants have found this to be a fun way to learn about themselves. Participants may also enjoy comparing and discussing their individual results. The validity of results from informal assessments varies, but they can be a springboard for lively discussions.
ABILITIES QUIZ

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:
- One computer per participant AND Internet connection
- See workbook page 66 for instructions

ESTIMATED TIME:
10 minutes

PROCEDURE:
Ask participants to go to the following web site: www.jobsetc.ca
This web page contains several assessment resources. Instructions for navigation to the Abilities Quiz are contained in the workbook on page 66. Ask all participants to complete the Abilities Quiz online using answers recorded on workbook page 67, “Skills Quiz.” Ask participants to sit quietly until everyone has finished so that the group can discuss this activity. The online quiz provides feedback to the participant by counting the number of items that were very easy and/or the number of items that were very difficult.

DISCUSSION:
When everyone is finished, ask participants to share their results with a partner sitting next to them.
WORK VALUES QUIZ

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:
- One computer per participant AND Internet connection
- See workbook for instructions

ESTIMATED TIME:
- 20 minutes

PROCEDURE:
Ask participants to go to the following web site: www.jobsetc.ca
This page contains several assessment resources. Instructions for navigation to the Values Quiz are contained in the workbook on page 68. Ask all participants to complete the Values Quiz on-line or in the workbook on page 69. Ask participants to sit quietly until everyone has finished so that the group can discuss this activity. This on-line quiz provides feedback to the participant to review.

DISCUSSION:
When everyone is finished, ask participants to share their results with a partner sitting next to them.
OTHER QUIZZES

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:
- One computer per participant AND
- Internet connection
- See workbook for instructions

ESTIMATED TIME:
20 minutes

PROCEDURE:
Ask participants to go to the following web site: www.jobsetc.ca
This page contains several assessment resources. Participants have completed the Abilities Quiz and the Work Values Quiz. If time allows, participants may complete any of the other quizzes on this website.

DISCUSSION:
When everyone is finished, ask participants to share results with a partner sitting next to them. Ask participants to write a few sentences on workbook page 70 regarding what jobs/education they might be interested in investigating.
SESSION ONE (CONTINUED)
PROGRAM INTRODUCTION

LESSON PLAN 3

Personality Profile - 60 minutes

1. Set: Personality profile? ........................................ 5 min.
2. Complete Kiersey Temperament Sorter .................. 15 min.
3. Score yourself ...................................................... 15 min.
4. What does it mean? (slide show) ......................... 20 min.
5. Closure – Why is it important to know about yourself… 5 min.
   to know about others.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
Set: Personality Profile?

Objectives:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

Materials:  
Personality Profile: Workbook page 73

Estimated Time:  
5 minutes

Procedure:
In the last two activities, participants learned about work values and abilities. These values and abilities are important in identifying future careers and preparation for those careers. A personality profile is another important piece in guiding a young person toward future work.

There are no right or wrong answers to a Personality Profile.

Discussion:
Ask participants to think about friends and family they know really well. What are some of the personality characteristics of these people? Are some more likely to strike up a conversation with just about anybody? Are some more likely to be more quiet or reserved? These are personality characteristics labeled as extrovert vs. introvert. There are other parts of the personality as well.

Personality characteristics are important in deciding on future careers. For example, would it be easier for an extrovert or an introvert to be a car salesperson who has to talk to a lot of people to sell cars? Would it be easier for an extrovert or an introvert to be the person who is alone in an office responsible for preparing the paperwork for the car sale? While either person could do the job, their happiness in that job may be related to their personality.
COMPLETE PERSONALITY PROFILE

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:  ESTIMATED TIME:
- Personality Profile Worksheet 15 minutes
  from workbook page 73

PROCEDURE:
Review the instructions located in the workbook for the Keirsey Temperament Sorter on page 72. Indicate that there are no right or wrong answers to this survey. Ask participants to complete the survey starting on page 73.

DISCUSSION:
No discussion is required at this time.
**Score Yourself**

**Objectives:**
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

**Materials:**
- Scoring Sheet from Workbook
- 5 x 8 index card

**Estimated Time:**
15 minutes

**Procedure:**
Review the instructions located in the workbook for scoring the Keirsey Temperament Sorter, page 76. Ask participants to use the score sheet in the workbook to score their results when finished with the survey. Ask participants to write the results of their scoring on a 5 X 8 index card and place in front of them so everyone can see their personality type.

**Discussion:**
While the extrovert vs. introvert designations are fairly easy to understand, other parts of the personality are a little more confusing. Briefly review the poster in the workbook (after page 77) regarding the four parts of the personality and the four basic combinations. Participants may want to review the lists at the bottom of the poster indicating famous people that have similar personalities as their own.

During the next activity, the slide presentation will provide additional information about personalities.
WHAT DOES IT MEAN? (SLIDE SHOW)

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:  
- LCD projector & laptop
- Personality Power Point CD

ESTIMATED TIME:
20 minutes

PROCEDURE:
Use the CD to lead a discussion about personality profiles.

DISCUSSION:
Ask participants if any have completed a personality profile in the past. Indicate that most companies have their employees participate in such a training. The results are beneficial in helping employees understand their own strengths and weaknesses. The results are also beneficial in understanding the strengths of team members.
CLOSURE

IMPORTANT TO KNOW YOURSELF...

IMPORTANT TO KNOW OTHERS

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS: None

ESTIMATED TIME: 5 minutes

PROCEDURE:
While most participants will gain a good understanding of their own personality from these activities, a long-term goal would be to understand others as well. It takes a lot of practice, but some people become good at evaluating the personality of another person by simply talking with them or observing their reactions and behaviors.

For example: After working as a team member all day, introverts need some time alone. They may want to go to their tent after dinner while others, especially extroverts, will want to continue to talk around the campfire. Could understanding the personality of a co-workers be beneficial in this situation? What might co-workers think about the person who does not join the group around the campfire if they did not understand this persons personality?

DISCUSSION:
Ask participants to think about other examples of behaviors of co-workers that could be misunderstood (people who talk a lot, people who do not say much, people who are bossy, people who wait for directions). This unique and valuable ability of understanding the personalities of other people is important in the workplace, but it can be equally important in dealing with spouses, friends and family members.
LESSON PLAN 4
SESSION ONE
PROGRAM INTRODUCTION

Wrap-Up the Day - 50 minutes

LESSON PLAN 4

1. What will it take to be successful in this job? 15 min.
   A. Review workbook page 80: How is Your Work Week Going?
   B. Review & Sign University Drug & Alcohol Policy starting on page 35
   C. Review & Sign University Sexual Harassment Policy starting on page 41

2. What help will you need to be successful? 10 min.
   A. Wake up, get to work, be prepared, problems...
   B. Program objectives

3. Why is it important to do a good job? 10 min.
   A. Building an employment portfolio
   B. References

**4. What will I do when this Bootstraps job is finished? 10 min.

5. Wrap-up & Closure 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK

1.34
**REVIEW “HOW IS YOUR Work Week Going?”**

**OBJECTIVES:**
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

**MATERIALS:**
- How is Your Work Week Going? workbook page 80.

**ESTIMATED TIME:**
- 5 minutes

**PROCEDURE:**
Indicate to participants that during the next 50 minutes, they will learn more about how to be successful on this job. Ask participants to turn to the How Is Your Work Week Going? on page 80 in their workbook.

**DISCUSSION:**
Review each of the items on the observation worksheet on page 80 and discuss the levels for each item. Discuss how the observation sheet will be used by the job coach. Involve the job coach in this discussion if he/she is in attendance at this time.

Explain that the job coach is responsible for observing these behaviors during the work week while participants are in the field. Most often, the job coach likes to catch employees doing the right thing and makes note of that for each person. However, sometimes they cannot ignore behaviors that are not desirable and must make note of those as well. During each Monday morning session, participants will have an opportunity to indicate how they think they did on the job during the past week. The job coach will use his/her notes to either agree or to modify the individual’s self-rating and with the help of the team decide on a final rating for the past week’s work. Recommendations on areas that need improvement may also be discussed at this time. This is an important activity that will be repeated each week of the program.

While it is not expected that individuals start the program with high ratings on all measures, it is expected that steady improvement be observed over time.
REVIEW & SIGN EMPLOYEE
DRUG & ALCOHOL POLICY

OBJECTIVES:
- To complete and sign all required paperwork
- To discuss how policy paperwork relates to safety

MATERIALS:  
- Drug and alcohol policy workbook page 35

ESTIMATED TIME:  
- 5 minutes

PROCEDURE:
Ask participants to turn to the drug and alcohol policy on page 35. If they have not signed indicating they receive a copy of the University policy regarding “A University Environment Free of Alcohol and Other Drug Abuse,” ask participants to do so now.

DISCUSSION:
In addition to the University policy, a discussion about possible safety issues of using alcohol and/or other drugs on the job may be appropriate at this time. These safety issues may include operation of hazardous equipment, driving in remote locations, or other issues related to the job. The increased risk of injury to self and/or others when under the influence may include real life examples. The increased risks of making poor judgements that could lead to serious consequences may also be a part of the discussion.
Review & Sign Employee
Sexual Harassment Policy

Objectives:
- To complete and sign all required paperwork
- To discuss how policy paperwork relates to the job

Materials:  
- Workbook starting on page 41

Estimated Time:  
5 minutes

Procedure:
Ask participants to turn to the front of the workbook and review the collection of forms. If these forms are not already completed and signed, they will do this now.

Discussion:
While the sexual harassment policy and complaint procedure document is very long it is important that participants understand the commitment to maintain a university environment free from sexual harassment. The policy is kept in the workbook for participants to refer to throughout the program. Their signature indicates they received a copy of the policy.
To Be Successful...

Wake Up, Get to Work, Be Prepared, Problems...

Objectives:

- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

Materials:

- Observation Worksheet page 83

Estimated Time:

5 minutes

Procedure:

Ask each participant to complete the worksheet located in the workbook on page 83.

Discussion:

This may seem like a “no brainer” to participants, but our experiences with past work crews have shown that most employees have difficulty getting to work on time and being ready to do the job. Spend enough time on this topic that everyone knows their responsibility regarding this issue. Indicate that the job coaches take this issue seriously and that disciplinary action can be started for individuals who violate these seemingly obvious workplace responsibilities.

A more detailed discussion may also be included here. Staying out all night and coming to work sleep deprived or coming to work with a hangover are additional examples of violations of workplace responsibilities.
PROGRAM OBJECTIVES

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:  
- Program Objectives Workbook page 10

ESTIMATED TIME:
- 5 minutes

PROCEDURE:
Ask participants to turn to the Objectives Worksheet located on page 10 of the workbook.

DISCUSSION:
While reviewing these objectives, make the point that Bootstraps is not a long-term job. Indicate that while they are completing important work and getting a paycheck, this program was designed as an opportunity to help individuals who are not in school and not working gain valuable skills to help them toward a long-term, successful commitment to the world of work.
DO A GOOD JOB...
BUILDING AN EMPLOYMENT PORTFOLIO

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:  E STIMATED TIME:
- Workbook page 86  5 minutes

PROCEDURE:
Review the examples of personal benefits and future benefits for doing a good job on page 86 of the workbook. Divide the group into two teams. Give each team a piece of flip chart paper. In the center of the paper, draw a circle and write the following in the center of the circle:

**Group one:** Personal benefits for doing a good job
**Group two:** Future benefits of doing a good job

Ask each group to brainstorm additional examples for the topic they were assigned. Give each team a large piece of poster paper. Ask one person to be the recorder and one person to report back to the total group at the end of this exercise. Examples from the workbook can be included. When both reports have been given, ask the group if there are any other examples to add to the posters. Post these benefits for doing a good job in the classroom for future reference.

DISCUSSION:
A portfolio is a collection of completed work or examples of work. Some schools ask students to complete portfolios of excellent work. Art portfolios or music portfolios are other examples of collections of works compiled for potential employers to review. Bootstraps participants will have an opportunity to compile a folder of certificates earned and other examples of their skills and abilities.

Ask participants if any have had experience compiling a portfolio. Ask participants what might be included in a job or work portfolio. Discuss the certificates they have already received such as chain saw or pesticide applicator certificates. Besides certificates and references, what other things would be included in a job portfolio?
Do a Good Job...
Building a Reference List & Reputation

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:  
- Workbook page 87.

ESTIMATED TIME:  
- 5 minutes

PROCEDURE:  
Ask participants to turn to workbook page 87, “Do A Good Job...Building a Reference List.”
Ask participants to complete the worksheet. When everyone is finished, ask questions to see how much understanding they have regarding how to build a reference list for future employment and/or school.

DISCUSSION:
In a job or industry, building a good reputation is an important goal. How does reputation apply to getting a job? How does someone build a reputation? Why is it a good idea to build a good reputation as a Bootstraps employee.

Some participants may have people they can use for references for future jobs or school. Continue the discussion regarding who should be considered for a reference and how their reputation will affect the quality of the reference they get. Ask participants who they would not add to a reference list. Is it a good idea to ask the person before you add them to a reference list?
WHAT WILL I DO  
WHEN THIS JOB IS FINISHED?  
(PORTFOLIO ACTIVITY)

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:  
Workbook page 88.

ESTIMATED TIME:  
10 minutes

PROCEDURE:  
Ask participants to complete the workbook activity, “What Will I Do When This Job is Finished?” (On page 88).

DISCUSSION:  
No explanation or discussion is needed at this time. This is a portfolio activity and participants will be asked to complete this exercise again toward the end of the program.
WRAP-UP & CLOSURE

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:
- None

ESTIMATED TIME:
- 5 minutes

PROCEDURE:
Review the ideas that were discussed and how they relate to future work.
Ask participants to consider if additional education will be required to pursue a
career choice.

DISCUSSION:
Use one of the closure activities that follow. One way to close this session is to ask each
participant to indicate one thing they found helpful today.
Use the remainder of this time to review the rest of the day. The job coach typically
has instructions for the work crew at this time and either allows a lunch break and/or
provides other instructions.
SESSION ONE
PROGRAM INTRODUCTION
CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout the Bootstraps program.

- Ask for volunteers to answer and discuss the following three questions: What did you learn today? Why is it important to your life? How do you feel?

- Hand out a 3x5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another participant. Encourage participants to take their cards home as reminders.

- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which is which. Correct any misconceptions.

- Send a Puzzle -- Create two- or three-word puzzles or picture puzzles that relate to the session’s concepts. Hand out puzzle pieces to participants and have them find the other pieces. Once puzzles are complete, have participants tell about their puzzle.

- Go around the room and ask participants to say one positive thing about today’s session. Provide a reward to each person (optional).

- Hand out 3 X 5 index cards. Ask participants to tell, write or draw about their favorite part of today’s session. Encourage participants to take the card home as a reminder.

- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching this Bootstraps program and it SHOULD:

- reinforce concepts presented during the session
- illustrate how concepts can be applied to one’s life
- help participants summarize the main points of the lesson
- make connections between previous and future learning
- transition to start a new topic
LESSON 1: GET ACQUAINTED

LESSON 2: WORK ABILITIES & VALUES

LESSON 3: PERSONALITY PROFILE

LESSON 4: WHY IS IT IMPORTANT TO DO A GOOD JOB
WORKBOOK LESSON 1:

GET ACQUAINTED
WHO ARE YOU

Workbook Session One

Directions:

Write answers to the following questions. You will be asked to share your answers with the group as a means of everyone getting acquainted.

- What is your name?
- How old are you?
- Why are you in the program and how do you feel about it?
- What is your goal for the program?
- What is something interesting about yourself?
- What do you plan to do after you finish this program?
- What has been your proudest moment?
- What do you like most about yourself?
- If you could change one thing about yourself, what would it be?
- Who is your favorite person in the world? Why?
CONFIDENTIALITY

What is shared in the group, stays in the group.

I agree to follow this Code of Conduct while participating in Bootstraps.

__________________________________________       ________________________
Signature                                      Date
SESSION ONE

Complete the following:

I believe I am good at...
1. 
2. 
3. 
4. 
5. 
6. 
7. 

People like me because...
1. 
2. 
3. 
4. 
5. 

I believe I could improve on...
1. 
2. 
3. 
4. 
5. 
6. 
7.
**IDENTIFYING STRENGTHS & WEAKNESSES** (P. 2)

**WORKBOOK SESSION ONE**

**RATE YOUR FEELINGS**

On a scale from 1 (Bad) to 5 (Good), circle how you feel **NOW** about the following:

- School: 1 2 3 4 5
- Parents: 1 2 3 4 5
- Friends: 1 2 3 4 5
- Yourself: 1 2 3 4 5
- Your Community: 1 2 3 4 5

On a scale from 1 (Bad) to 5 (Good), circle how you **WOULD LIKE TO FEEL** about the following:

- School: 1 2 3 4 5
- Parents: 1 2 3 4 5
- Friends: 1 2 3 4 5
- Yourself: 1 2 3 4 5
- Your Community: 1 2 3 4 5

**Compare your answers in the chart above. Answer the following questions:**

Which categories (school, parents, etc.) are different?

What can you do to get to where you would like to feel?

**Think back to a time in your life when you felt good or better about school, parents, friends, yourself and your community.**

What were you doing differently at that time?

How has your behavior changed? (Be specific)
WORKBOOK LESSON 2:

WORK ABILITIES & VALUES
1. Which answer best describes your current living situation:
   - On my own
   - With my parent(s)
   - With relatives
   - With a friend's family
   - Other ______________________

2. How long have you been in this living situation?
   - Less than 1 month
   - 1 to 3 mo.
   - 3 to 6 mo.
   - 6 mo. to 1 year
   - More than 1 year

Please select the number (1, 2, 3, 4 or 5) that describes you best. Bubble in the circle completely.

3. I am friendly and easy to approach

4. I use respectful and appropriate language

5. I listen carefully to instructions

6. I ask for advice on how to improve my work

7. I share my thoughts and feelings

8. I disagree with others without getting angry

9. I work out problems with others by talking with them

10. I participate in group discussions/decisions

11. I help others make good decisions

12. I follow through on group decisions

13. I make good personal decisions

14. I think about consequences before acting

15. I accept leadership opportunities

16. I tell others when they have done a good job

17. I work well in a team situation

18. I have a positive attitude most of the time

19. I know the education required for the work I am interested in doing

20. I understand what I need to do to get the job I want

21. I know where to find information about the job I want

22. I am confident that I can get the job I want

23. I can add together all the costs for moving into an apartment (security deposit, etc)

24. I plan for expenses that I must pay each month

25. I know how to enroll in a college or university

26. I am confident that I can live on my own without help from others

All information provided is confidential. No individual results are shared. Only group reports are prepared. The information is used for research purposes only to improve the program.
Following are several activities to help you explore future careers and/or school options. The Skills Quiz will help you understand the kind of jobs that match your skills. The Work Values will help you understand the kind of jobs that match your values. As you complete these activities, keep in mind any of the suggested jobs and/or educational opportunities that sound interesting to you. You will be asked to write down one or two jobs that you want to explore.
DISCOVER YOUR ABILITIES

Go on-line to www.jobsetc.ca

1. On the first screen, click “Career Exploration.”
2. On the next screen, click “Identify Your Career Options.”
3. On the next screen, click “Career Navigator and Quizzes.”
4. Then, choose the “Abilities Quiz.”

*If you do not have access to a computer with the Internet, use the following paper copy.*
*If you use the computer, please print your results and insert into this workbook.*

SKILLS QUIZ

There are no right or wrong answers to the following questions. The purpose of this quiz is to help you understand, through a series of questions, the kind of jobs that match your skills. It is easy to use the Web site: www.jobsetc.ca so that your answers are computed right away. However, if you do not have access to a computer and the Internet, use the following paper copy and ask someone to enter this information on line using the directions provided above.

Answer the questions by deciding how easy or difficult it is for you to do the activities in this list. Everyone has activities that they find easier to perform than others. Occupations have different sets of activities that use various levels and combinations of aptitudes or abilities.

A hint to achieving your job goals in this activity is that the amount of education you are willing to get will define higher paying jobs. For example, if you like to “use hand tools,” depending on your educational level, you could either be laborer or a surgeon.

Identify on the scale of “very easy” to “very difficult” the level of your skills for each category. When you enter this information on-line at the above Web site, you will get a list of occupations to explore that matches your skills profile. Try changing the educational level if you do not see jobs that you had in mind. Then, decide if you are willing to get that much education.
SKILLS QUIZ

Circle the number that matches your skills. For each question, is it very easy, very difficult or somewhere in between. 1=very easy and 5=very difficult. Either use this paper copy or go on-line to the Web site described on the opposite page.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn and understand things quickly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. See fine details in objects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Draw things accurately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Use equipment such as a computer keyboard or a cash register</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Read and understand written material</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Hit a moving object, such as a baseball with a bat</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Sort things quickly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Check for mistakes in adding or subtracting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Make change when working with money</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Write and correct text</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Move your hands to manipulate things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Imagine what a box would look like if unfolded</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Thread a needle</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Catch on quickly and reason things out</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Solve arithmetic problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Proofread printed pages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Inspect things for details such as coloring, scratches, dust and flaws</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Sort small objects into trays</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Pick up tiny objects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Make accurate measurements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Pick out differences in two similar pictures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Figure out and solve problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. Use a coding system to classify or find information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. Move and turn objects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. Understand and use new words easily</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. Repair small objects using your fingers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. Do well at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. Imagine what something would look like from seeing a diagram of it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. Understand abstract mathematical concepts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. To take things apart and put them back together properly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31. Make small finger movements like playing a violin</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32. Collect data and analyze statistics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33. Use hand tools to adjust machines and repair things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34. Understand and apply principles of geometry</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. Understand instructions or ideas that are explained to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. Transfer numbers or other information from one place to another without errors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. Use hand tools</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. Express information and ideas easily and clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. Recognize small parts of machinery, equipment, or products</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

How much education are you willing to get? (Check one)

☐ GED  ☐ High School  ☐ Tech School  ☐ Some college  ☐ Any level necessary
DISCOVER YOUR VALUES

Go on-line to www.jobsetc.ca

1. On the first screen, click “Career Exploration.”
2. On the next screen, click “Identify Your Career Options.”
3. On the next screen, click “Career Navigator and Quizzes.”
4. Then, choose the “Values Quiz.”

*If you do not have access to a computer with the Internet, use the following paper copy.*
*If you use the computer, please print your results and insert into this workbook.*

SKILLS QUIZ

There are no right or wrong answers to the following questions. The purpose of this quiz is to help you understand, through a series of questions, the kind of jobs that match your values. It is easy to use the Web site: www.jobsetc.ca so that your answers are computed right away. However, if you do not have access to a computer and the Internet, use the following paper copy and ask someone to enter this information on-line using the directions provided above.

Answer the questions by deciding how important certain issues are for you. These issues include things that motivate you, your preferred work setting, how you like to interact with other people and your work style. These conditions and motivations help you to determine the best kind of work for you.

For each of the survey items, identify your choice on a scale of “important” to “not important”. When you enter this information on-line at the above Web site, you will get results to explore that matches your values.
## WORK VALUES QUIZ

Circle the number that matches the level of importance for each statement. For each statement, is it important to you, not important or somewhere in between. 1 = important and 3 = not important. Either use this paper copy or go on-line to the web site described on the opposite page.

### My Work Motivations

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 = Important</th>
<th>2 = Not Important</th>
<th>3 = Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The idea of making money motivates me a great deal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I’m motivated by work that allows me to help people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I’m not interested in managing other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Money is not as important to me as a personal sense of satisfaction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I want work that absorbs me, even if it takes up my leisure time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. I’m motivated by work that will improve the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. It’s important to me to get public recognition for the work that I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I’m motivated by work that will lead to a management position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. I want work that leaves me leisure time for my family and friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### My Preferred Work Setting

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 = Important</th>
<th>2 = Not Important</th>
<th>3 = Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I would like to travel and experience different cultures and places.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. I want a calm, peaceful work setting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. I would like to work outside all or some of the time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. I like work that is physically challenging.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. I prefer indoor work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. I want work that challenges my intellectual capacities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. I want work that doesn’t involve travel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. I enjoy a workplace with lots of fast-paced activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### How I Like to Interact With Others

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 = Important</th>
<th>2 = Not Important</th>
<th>3 = Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. I like to work independently with little or no supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. I like work that lets me persuade or negotiate with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. I like to compete and put my skills and abilities against others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. I would like to work with the public.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. I want work where I set and meet my own personal goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. I want work where I get to interact with a team of other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. I prefer to work away from the public.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. I want work where I can influence the attitudes or opinions of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### My Work Style

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 = Important</th>
<th>2 = Not Important</th>
<th>3 = Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. I like work where I can solve problems and decide how things should be done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. I enjoy work that has fixed hours and a set schedule.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. I want work with responsibilities that change frequently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. I want work that lets me use my creativity to think up new ways to do things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. I want the freedom to work on my own schedule.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31. I enjoy work that requires attention to detail and accuracy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. I prefer a work situation where my responsibilities are the same every day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. I want a work situation that’s exciting and high-pressured.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Based upon the recommendations suggested by the “Skills Quiz” and the “Work Values Quiz,” what future jobs and/or additional education might interest you? Write a few sentences about what jobs/education you might be interested in investigating.....
WORKBOOK LESSON 3:

PERSONALITY PROFILE
YOUR PERSONALITY

Workbook Session One

The Temperament Sorter

Check either (a) or (b) answers to the following items. The items generally portray the opposites of each other. Do not spend a lot of time on each item. Read the item and immediately indicate either (a) or (b). Take no more than 15 minutes to complete this survey.

When finished, transfer check marks to scoring form that follows this survey.
1. When the phone rings do you
   ______(a) hurry to get to it first  
   ______(b) hope someone else will answer
2. Are you more
   ______(a) observant than deep in thought  
   ______(b) deep in thought than observant
3. Is it worse to
   ______(a) have your head in the clouds  
   ______(b) be in a rut
4. With people are you usually more
   ______(a) firm than gentle  
   ______(b) gentle than firm
5. Are you more comfortable in making
   ______(a) serious decisions  
   ______(b) moral judgments
6. Is clutter in the workplace something you
   ______(a) take time to straighten up  
   ______(b) tolerate pretty well
7. Is it your way to
   ______(a) make up your mind quickly  
   ______(b) pick and choose at some length
8. Waiting in line, do you often
   ______(a) chat with others  
   ______(b) stick to business
9. Are you more
   ______(a) sensible than ideational  
   ______(b) ideational than sensible
10. Are you more interested in
    ______(a) what is actual  
    ______(b) what is possible
11. In making decisions do you go more by
    ______(a) data  
    ______(b) desires
12. In sizing up others do you tend to be
    ______(a) objective and impersonal  
    ______(b) friendly and personal
13. Do you prefer contracts to be
    ______(a) signed, sealed and delivered  
    ______(b) settled on a handshake
14. Are you more satisfied having
    ______(a) a finished product  
    ______(b) work in progress
15. At a party, do you
    ______(a) interact with many, even strangers  
    ______(b) interact with a few friends
16. Do you tend to be more
    ______(a) factual than speculative  
    ______(b) speculative than factual
17. Do you like writers who
    ______(a) say what they mean  
    ______(b) use stories and symbolism
18. Which appeals to you more
    ______(a) consistency of thought  
    ______(b) harmonious relationships
19. In disappointing someone are you
    ______(a) frank and straightforward  
    ______(b) warm and considerate
20. On the job do you want your activities
    ______(a) scheduled  
    ______(b) unscheduled
21. Do you more often prefer
    ______(a) final, unalterable statement  
    ______(b) tentative, preliminary statement
22. Does interacting with strangers
    ______(a) energize you  
    ______(b) tax your reserves
23. Facts are more likely to
    ______(a) speak for themselves  
    ______(b) illustrate principles
24. Do you find visionaries and theorists
    ______(a) somewhat annoying  
    ______(b) rather fascinating
25. In a heated discussion, do you
   _____(a) stick to your guns
   _____(b) look for a common ground

26. Is it better to be
   _____(a) just
   _____(b) merciful

27. At work, is it more natural for you to
   _____(a) point out mistakes
   _____(b) try to please

28. Are you more comfortable
   _____(a) after a decision
   _____(b) before a decision

29. Do you tend to
   _____(a) say right out what’s on your mind
   _____(b) keep your ears open

30. Common sense is
   _____(a) usually reliable
   _____(b) frequently questionable

31. Children often do not
   _____(a) make themselves useful enough
   _____(b) exercise their fantasy enough

32. When in charge of others are you
   _____(a) firm and unbending
   _____(b) a warm-hearted person

33. Are you more often
   _____(a) a cool-headed person
   _____(b) a warm-hearted person

34. Are you prone to
   _____(a) nailing things down
   _____(b) exploring the possibilities

35. In most situations are you more
   _____(a) deliberate, firm and unbending
   _____(b) forgiving and lenient

36. Do you think of yourself as
   _____(a) outgoing
   _____(b) private

37. Are you more frequently
   _____(a) a practical sort of person
   _____(b) a fanciful sort of person

38. Do you speak more in
   _____(a) particulars than generalities
   _____(b) generalities than particulars

39. Which is more of a compliment
   _____(a) “There’s a logical person”
   _____(b) “There’s a sentimental person”

40. Which rules you more
   _____(a) your thoughts
   _____(b) your feelings

41. When finishing a job, do you like to
   _____(a) tie up all the loose ends
   _____(b) move on to something else

42. Do you prefer to work
   _____(a) to deadline
   _____(b) just whenever

43. Are you the kind of person who
   _____(a) is rather talkative
   _____(b) doesn’t miss much

44. Are you inclined to take what is said
   _____(a) more literally
   _____(b) more figuratively

45. Do you more often see
   _____(a) what’s right in front of you
   _____(b) what can only be imagined

46. Is it worse to be
   _____(a) a softy
   _____(b) hard-nosed

47. In hard circumstances are you sometimes
   _____(a) too unsympathetic
   _____(b) too sympathetic

48. Do you tend to choose
   _____(a) rather carefully
   _____(b) somewhat impulsively
49. Are you inclined to be more
   ______(a) hurried than leisurely
   ______(b) leisurely than hurried

50. At work do you tend to
   ______(a) be sociable with your colleagues
   ______(b) keep to yourself

51. Are you more likely to trust
   ______(a) your experiences
   ______(b) your conceptions

52. Are you more inclined to feel
   ______(a) down to earth
   ______(b) somewhat removed

53. Do you think of yourself as a
   ______(a) tough-minded person
   ______(b) tender-hearted person

54. Do you value more in yourself being
   ______(a) reasonable
   ______(b) devoted

55. Do you usually want things
   ______(a) settled and decided
   ______(b) just penciled in

56. Would you say you are more
   ______(a) serious and determined
   ______(b) easy going

57. Do you consider yourself
   ______(a) a good conversationalist
   ______(b) a good listener

58. Do you prize in yourself
   ______(a) a strong hold on reality
   ______(b) a vivid imagination

59. Are you drawn more to
   ______(a) fundamentals
   ______(b) overtones

60. Which seems the greater fault
   ______(a) to be too compassionate
   ______(b) to be too dispassionate

61. Are you swayed more by
   ______(a) convincing evidence
   ______(b) a touching appeal

62. Do you feel better about
   ______(a) coming to closure
   ______(b) keeping your options open

63. Is it preferable mostly to
   ______(a) make sure things are arranged
   ______(b) just let things happen naturally

64. Are you inclined to be
   ______(a) easy to approach
   ______(b) reserved

65. In stories do you prefer
   ______(a) action and adventure
   ______(b) fantasy and heroism

66. Is it easier for you to
   ______(a) put others to good use
   ______(b) identify with others

67. Which do you wish more for yourself
   ______(a) strength of will
   ______(b) strength of emotion

68. Do you see yourself as basically
   ______(a) thick-skinned
   ______(b) thin-skinned

69. Do you tend to notice
   ______(a) disorderliness
   ______(b) opportunities for change

70. Are you more
   ______(a) routinized than whimsical
   ______(b) whimsical than routinized
Directions for Using The Scoring Form

Workbook Session One

You may wish to tear out the following page so that you can more easily mark how you answered each question on the previous pages. For each question, transfer your checked answers to the scoring form. Please note that questions are color coded to help you with the next steps.

Table 1:
Look at the color-coded answers on your scoring form. Start with yellow and then follow the same process for each of the other colors.

When you finish transferring your answers to the scoring form, count the number of times you answered each of the color-coded pairs. For example, there are 10 yellow questions. Count how many times you answered “E” and how many times you answered “I” in the yellow boxes. Enter these numbers in the “totals” column. Check to see if you have counted correctly. Since there are a total of 10 yellow questions, your “totals” column should equal 10 in the yellow column.

Repeat this process for each of the other colors.

Table 2:
Look at the results for the color-coded answer pairs in Table 1. Typically, one of the letters will have more answers than the other. Select the letter that has the highest number for each color. In Table 2, circle the letter that has the highest total. For example, circle either “E” or “I” to indicate which has the highest total.

Finally, record your high score results for each color coded pair in the last box. Using the letters in this last box, we will discuss the meaning of your scoring results. If you get finished before the rest of the group, take a look at the Temperament Sorter that follows to get some ideas about what your answers mean.

From the Scoring Form

For example:

```
E S T J
```

w-76
1. Add the total number for each of the color coded items.

<table>
<thead>
<tr>
<th>Total (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>J</td>
</tr>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

CHECK to see if you have the correct totals (For example there were a total of 10 Yellow Questions)

<table>
<thead>
<tr>
<th>Your Totals (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E + I = 10</td>
</tr>
<tr>
<td>2 + 8 = 10</td>
</tr>
<tr>
<td>S + N = 20</td>
</tr>
<tr>
<td>T + F = 20</td>
</tr>
<tr>
<td>J + P = 20</td>
</tr>
</tbody>
</table>

2. High Scores for each pair (From step 1)

Circle One

<table>
<thead>
<tr>
<th>E or I</th>
<th>S or N</th>
<th>T or F</th>
<th>J or P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your high score results for each pair.

(Enter only one letter in each box above)

For example:
WORKBOOK LESSON 4:

WHY IS IT IMPORTANT TO DO A GOOD JOB?
WHAT WILL YOU NEED TO DO TO BE SUCCESSFUL IN THIS JOB?

Workbook Session One

Take a few minutes to review the following rating form. Circle any items you think will be difficult to accomplish. Discuss strategies for success with your team and with your job coach. Discuss how this rating form will be used each week.
**HOW IS YOUR WORK WEEK GOING?**

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

### A. Preparation for work

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I got up in time to get ready for work
2. I got to work on time
3. I came to work feeling alert and ready to do my job
4. I came to work tired or sick
5. I partied too much the night before

### B. On the job each day

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I understood the work that needed to be done
2. I knew how to do the work assigned to me
3. I finished my assigned work
4. I kept a good steady pace that included rest breaks
5. I followed the safety rules we were taught

### C. My attitude and appearance

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I respected the role of the Job Coach
2. I contributed to workplace spirit & enjoyment
3. I was committed to work and showed my interest
4. I was proud of the quality of my work
5. I felt confident on the job
6. I kept camp clean
7. I kept myself clean

### D. In the team

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I encouraged everyone to participate
2. I showed respect for all team members
3. I recognized the strengths I bring to this team
4. I recognized strengths of others
5. I had trust and confidence in the team
6. I worked independently or with others as needed

### E. Communication

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I was friendly and easy to approach
2. I used respectful and appropriate language
3. I listened carefully to instructions
4. I asked for advice on how to improve my work
5. I shared my thoughts and feelings

Continued on next page...
### F. Problem solving & decision making

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### G. Leadership

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**What will you improve next week?**

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

**Did you accomplish the goals you described in the box above?**

**If yes, give some examples of things you did to improve....**

**If you did not accomplish your goals, what happened and what could you have done differently?**
T1. Review the University Sexual Harassment Policy at the front of this workbook. Sign the policy if you have not already done so. Please ask the instructor to explain any of the policy that you do not understand.

2. Review the University Drug & Alcohol Policy at the front of this workbook. Sign the policy if you have not already done so. Please ask the instructor to explain any of the policy that you do not understand.

3. Safety is stressed as the top priority for your work. How will you make sure you are always using safe work habits? Write a few sentences about the importance of safety.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
What Help Will You Need to Be Successful?

Workbook Session One

Directions: Think through your morning routine. Make notes for each question and be prepared to discuss.

Wake-up:
- What time do you need to be at work? ________________________________
- How much time do you need to get ready? ________________________________
- What time do you need to wake-up? ________________________________
- How will you wake-up on time? ________________________________
- What will you do if you are sick? ________________________________

Get Ready:
- What do you need to do in the morning? Shower, groom & dress...
- What else? __________________________________________________________
- What should you wear to work? _________________________________________
- Do you have morning chores at home? ____________________________________
- What will you eat? _____________________________________________________
- Do you need to make lunch? ____________________________________________
- How long does it take for your mind to wake up? __________________________
- Is your attitude ready for work? _________________________________________

Get to work:
- How will you get to work? _____________________________________________
- What if your car breaks down or your ride does not come? ________________
- What will you do? _____________________________________________________
- What number do you call if you will be late? ______________________________

At Work:
- What if you have a problem at work? Who do you talk to? ________________
- What if you do not know what to do? Who do you talk to? ________________
PROGRAM OBJECTIVES:

Workbook Session One

What is expected of you in this program? Write key points that are discussed.

Objectives for my local program:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
WHY IS IT IMPORTANT TO DO A GOOD JOB?

Workbook Session One

On the following pages you will explore some of the reasons it is important to do the best that you can do with every job you accept. There are many reasons to do a good job. We will discuss the following:

1. Building a positive employment portfolio of your experience and qualifications.

2. Building a reference list of past employers that will give you excellent recommendations based upon the work you did for them.
When you do a good job for an employer, you start building your credibility as a good employee. One of the benefits of being a good Bootstraps employee means that you will get a good reference from your job coach for your employment portfolio.

What other benefits are there for doing a good job? Other Bootstraps graduates have said the following. Add to the list below.

**Personal benefits:**

- Pride of doing a good job.
- The team effort of everyone doing their job and pulling their weight.
- Add some other thoughts here: ______________________________
  ______________________________

**Future benefits:**

- Recommendation for school or work.
- Learning to be a good employee.
- Learning skills that will help me get a good job or decide what additional education I will need to get the job I want.
- Add some other thoughts here: ______________________________
  ______________________________
DOING A GOOD JOB...
BUILDING A REFERENCE LIST

Workbook Session One

What is a reference? ____________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Why do you need references? _______________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

How do you get a good reference? _________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
WHAT I WILL DO WHEN THIS JOB IS FINISHED

Workbook Session One

Portfolio Pre-

Please write down your dreams about your future school, career, family ....

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

How will you make these dreams become reality?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

How can Bootstraps help you achieve the goals you have discussed above?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
“Destiny is not a matter of chance,  
it is a matter of choice.  
It is not a thing to be waited for,  
it is a thing to be achieved.”

-- William Jennings Bryant
SESSION TWO
TRANSITION INTO ADULTHOOD

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: index cards, pens, sticky notes, markers, flip chart stand
- Get a copy of Country Boys DVD ($26), DVD Player, or watch free online:
  http://www.pbs.org/wgbh/pages/frontline/countryboys/
- Screen, surge protectors, extension cords, LCD projector, printer
- Attendance sheet
- Review closure suggestions and choose one to conclude the session

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.
<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Work Observations</td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>6: Positive Identification</td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>7: Country Boys Video</td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>8: Country Boys Discussion &amp; Closure</td>
<td>60 min.</td>
</tr>
</tbody>
</table>
SESSION TWO
TRANSITION INTO ADULTHOOD

LESSON PLAN 5

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 10 min.
   A. What was hardest?
   B. What was easiest?
   A. Worker 1
   B. Worker 2
   C. Worker 3
   D. Worker 4
   E. Worker 5
4. What do we need to do differently next week? 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SET UP LCD PROJECTOR
SESSION TWO
TRANSITION INTO ADULTHOOD

LESSON PLAN 6

1. Positive Identification ........................................... 30 min.
   A. Positive ID Worksheet
   B. Positive ID Activity
2. Transition into Adulthood ....................................... 10 min.
   A. What is it and who can help?
   B. What are some steps in growing up?
3. Introduce Country Boys DVD & Workbook Questions .... 10 min.
   A. Review definition of a mentor
   B. Ask participants to note examples of mentoring
   C. Ask participants to note steps in growing up

BREAK (10 MIN.)
## Session Two
Transition into Adulthood

### Lesson Plan 7

**Country Boys DVD - 60 minutes**

1. Start Country Boys DVD - stop after 15 minutes  
   Briefly discuss the role of the family  
   15 min.

2. Continue the movie and stop at 32 minutes  
   Briefly discuss the role of school personnel  
   20 min.

3. Continue the movie and stop at 43 minutes  
   Briefly discuss the decisions about school & money  
   15 min.

4. Finish the movie  
   10 min.

Order Country Boys DVD for $26 or watch online:
http://www.pbs.org/wgbh/pages/frontline/countryboys/

**Break (10 min.)**
**SESSION TWO**  
**TRANSITION INTO ADULTHOOD**

**Country Boys DVD - 50 minutes**

<table>
<thead>
<tr>
<th>Lesson Plan 8</th>
<th>Country Boys Discussion - I</th>
<th>10 min.</th>
<th>Discuss the impact of parent’s substance abuse on the family</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>Country Boys Discussion - II</strong></td>
<td>10 min.</td>
<td>Discuss life changes and strengths to face challenges</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Country Boys Discussion III</strong></td>
<td>15 min.</td>
<td>What behaviors enhance their chances of success?</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Mentors for Bootstraps participants</strong></td>
<td>5 min.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Order Country Boys DVD for $26 or watch online:  

**PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK**
LESSON PLAN 5
Get Acquainted - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 10 min.
   A. What was hardest?
   B. What was easiest?
   A. Worker 1
   B. Worker 2
   C. Worker 3
   D. Worker 4
   E. Worker 5
4. What do we need to do differently next week? 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION TWO
TRANSITION INTO ADULTHOOD

INTRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. They discuss the meaning of the term “transition into adulthood” and watch a DVD of two participants struggling through this transition. The group discussion focuses on how mentors helped the two participants in the movie and how a mentor could help the individuals in the Bootstraps program.

OBSERVATIONS:
This week, the job coach will observe work behaviors for each participant while on the job using the Field Work survey located on page 92 of the workbook. At the end of the program, the job coach will use the same survey form to rate each participant (post). The purpose of this exercise is to have a process to compare work skills and behavior of each participant from the beginning of the program to the end of the program.

OBJECTIVES:
To introduce the job coach rating of field work as an opportunity to encourage growth on the job
To introduce the concept of “transition into adulthood”
To introduce the concept of mentors and how they can help participants

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
Because this is the second meeting, it is important to ensure that all participants understand what is expected. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
SESSION TWO

TRANSITION INTO ADULTHOOD (CONTINUED)

SET:
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. The facilitator may ask participants to think back to the past work week. What went well? What could have been improved? Additionally, the facilitator will want to create a set for the session topic “transition into adulthood.” A bit of information about the historical changes for this age group might be helpful. In a nutshell, the linear process of graduation from high school, followed by decisions to pursue higher education, vocational training, moving directly into the labor market or military with the goal of becoming economically self-sufficient is not the norm for large numbers of young adults ages 18 to 25. Reading some of the research about this topic will help the facilitator gain background information for this session. Refer to the “for further information” shown below for an online publication about this topic.

ACTIVITIES:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will learn about the transition to adulthood and about mentors who can help them. They will watch a DVD of two boys struggling through late adolescence and the people who helped them. The DVD used with this lesson plan is a 56-minute educational version of Country Boys, a film by David Sutherland (Independent Television Service, 501 York Street, San Francisco, CA, 94110. Phone 415-356-8383). This educational version is part of a 355-minute series that aired on PBS, January 2006. The educational version is used here with permission. Order Country Boys DVD for $26 or watch online: http://www.pbs.org/wgbh/pages/frontline/countryboys/

CLOSURE:
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.

For Further Information
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:  
- Workbooks, page 95, pens

ESTIMATED TIME:  
- 10 minutes

PROCEDURE:
Ask participants to turn to the workbook page “How is Your Work Week Going” and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:
- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
FIELD WORK

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:
- Field Work Worksheet, page 92

ESTIMATED TIME:
25 minutes

PROCEDURE:
Indicate to participants that during the next 25 minutes, they will learn more about how to be successful on this job. Ask participants to turn to the Behavior Observation Sheet in their workbook.

DISCUSSION:
Review each of the items on the Field Work worksheet on page 92. Discuss the levels for each item. Discuss how the worksheet will be used by the job coach. Involve the job coach in this discussion if he/she is in attendance at this time.

Explain that the job coach is responsible for observing these behaviors during the work week while participants are in the field. Most often, the job coach likes to catch employees doing the right thing and makes note of that on this sheet for each person. However, sometimes they cannot ignore behaviors that are not desirable and must make note of those as well. While it is not expected that individuals start the program with high ratings on all measures, it is expected that steady improvement be seen over time.
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:  
- Workbook page 97  

ESTIMATED TIME:  
- 10 minutes

PROCEDURE:
Ask participants to consider their notes from “How Was the Past Work Week?” activities. Ask participants to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on, including strategies regarding how to accomplish these priorities.

DISCUSSION:
Futures Wheel -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
LESSON PLAN 6
SESSION TWO
TRANSITION INTO ADULTHOOD

LESSON PLAN 6

1. Positive Identification
   A. Positive ID Worksheet
   B. Positive ID Activity

2. Transition into Adulthood
   A. What is it and who can help?
   B. What are some steps in growing up?

3. Introduce Country Boys DVD & Workbook Questions
   A. Review definition of a mentor
   B. Ask participants to note examples of mentoring
   C. Ask participants to note steps in growing up

On-Line Activities - 50 minutes

BREAK (10 MIN.)
**Positive Identification**

**Objectives:**
- To encourage positive self-identity
- To help team members get better acquainted

**Materials:**
- Workbook page 99
- Tape
- Pens
- Post-it notes

**Estimated Time:**
30 minutes

**Procedure:**
Ask participants to turn to the Positive Identification poster in the workbook page 99. Indicate that this activity is to be completed privately and therefore, do not let anyone see your work. Participants do not write their name on the poster at this time. The point of this activity is to truly describe yourself on the poster so that others will be able to guess your identity. Tell participants they can use the handout from the last session, their Personality Profile, to get some ideas to write on their poster.

In this activity participants will describe themselves on their poster and other participants will have an opportunity to guess who wrote each poster. After posters are complete, the facilitator will gather all posters and put them on the walls around the room (making sure to randomize the order). Ask participants to walk about the room to read the posters. Give each participant a Post-it note paper with the name of a team member on it. Ask each participant to, without discussion, put the name on what they believe is the correct poster.

**Discussion:**
After all Post-it notes are placed on the posters, review each poster and the Post-it name on the poster. Ask the individual who placed the Post-it what clues they had that helped them decide the author. Ask the group if they agree regarding the author of the poster. After reviewing all posters, ask participants to go back to their poster and write their name on their poster. Were the guesses right? If so, what were the clues? If not, why was it difficult to guess correctly? Do we need to get better acquainted? Why is it important to know our team members?
TRANSITION INTO ADULTHOOD

OBJECTIVES:
■ To discuss the process of “growing up”
■ To examine the rolls of parents, teachers and mentors

MATERIALS:
■ None

ESTIMATED TIME:
10 minutes

PROCEDURE:
Provide the group with some information about the transition into adulthood. See page 2.12 for some examples and further reading. Discuss past generations and how young adults decided upon their work/careers. What is the same and what is different about how young adults prepare for their future work/careers. Allow participants an opportunity to describe their difficulties and any plans they have to move forward. Encourage the group to think beyond “moving out of this town.”

A bit of information about the historical changes in “growing up” for this age group might be helpful. In a nutshell, the linear process of graduation from high school, followed by decisions to pursue higher education or vocational training or moving directly into the labor market or military with the goal of becoming economically self-sufficient is not the norm for large numbers of young adults. Especially for low-income and rural youth, this process is becoming increasingly difficult to achieve making the years between ages eighteen and twenty-five more transitional than in recent past. This period of late adolescence is becoming a period of concern among researchers and youth advocates. Bootstraps was created to help participants move forward in the process of “growing up” and becoming financially self-sufficient.

DISCUSSION:
Why is this period of late adolescence for those not in school and not working a concern?
When a young adult is not yet economically self-sufficient, how does that affect their family?

What can a young person do to help themselves “grow-up?”
How can parents, teachers, and mentors (other adults) help?
INTRODUCE COUNTRY BOYS DVD and WORKBOOK QUESTIONS

OBJECTIVES:
- To explore the process for “growing up”
- View the process and choices made by two country boys
- Discuss how decisions affect the future

MATERIALS:                             ESTIMATED TIME:
- Country Boys DVD                      10 minutes
- DVD player or laptop computer
- Screen
- Workbook starting on page 100
- Order Country Boys DVD for $26 or watch online:
  http://www.pbs.org/wgbh/pages/frontline/countryboys/

PROCEDURE:
Play the seven-minute trailer to the DVD. Review the workbook questions (pages 101 - 102) related to this snapshot of the country boys’ lives. Review workbook definition of mentor on page 105.

DISCUSSION:
Process one or two of the workbook questions to make sure participants understand the assignment of viewing the movie and relating the ideas to the workbook questions.
## Session Two
**Transition into Adulthood**

### Lesson Plan 7

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Start Country Boys DVD - stop after 15 minutes</td>
<td>15 min.</td>
</tr>
<tr>
<td></td>
<td>Note the role of the family</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Continue the movie and stop at 32 minutes</td>
<td>20 min.</td>
</tr>
<tr>
<td></td>
<td>Note the role of school personnel</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Continue the movie and stop at 43 minutes</td>
<td>15 min.</td>
</tr>
<tr>
<td></td>
<td>Note decisions about school and money</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Finish the movie</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

Order DVD for $26 or watch online:
http://www.pbs.org/wgbh/pages/frontline/countryboys/

**Break (10 min.)**
COUNTRY BOYS DVD

OBJECTIVES:
- To explore the process for “growing up”
- View the process and choices made by two country boys
- Discuss how decisions affect the future

MATERIALS:    ESTIMATED TIME:
- Workbook 60 minutes
- Order Country Boys DVD for $26 or watch online:
  http://www.pbs.org/wgbh/pages/frontline/countryboys/

PROCEDURE:
Play the Country Boys DVD pausing at designated minute intervals to briefly clarify or discuss incidents in the lives of the characters in the movie. While the movie is playing the facilitator should watch to see that participants are taking notes related to the workbook questions. The purpose of stopping the movie is to give participants an opportunity to write notes on specific incidents such as the role of the family, role of the school, and decisions about school and money.

DISCUSSION:
1. Start the Country Boys DVD. Stop after 15 minutes. Ask participants to write a few examples about the role of the family in helping the boys grow up.
2. Continue the movie and stop at 32 minutes. Ask participants to write a few examples about the role of school personnel in helping the boys grow up.
3. Continue the movie and stop at 43 minutes. Ask participants to write a few examples about the decisions about school and money in determining the boys future.
4. Finish the movie
LESSON PLAN 8
SESSION TWO
TRANSITION INTO ADULTHOOD

1. Country Boys Discussion - 1
   Discuss the impact of parent’s substance abuse on the family
   10 min.

2. Country Boys Discussion - II
   Discuss life challenges and strengths to face challenges
   10 min.

3. Country Boys Discussion III
   What would a happy ending to this story include?
   10 min.

4. Mentors for Bootstraps participants - IV
   15 min.

Wrap-up & Closure
5 min.

Prepare to Pack-up and Leave for the Week of Work
OBJECTIVES:
- To explore the impacts of substance abuse on individuals and families

MATERIALS:        ESTIMATED TIME:
- Workbook page 101  10 minutes

PROCEDURE:
Ask participants to take a moment and review their notes from on page 101: What is the impact of the parent's substance abuse on the family. Ask teams of 2 or 3 to review the answers to their assigned question for completeness. Assign each person in the group the responsibility for one item from the question. When group discussion is finished, ask each participant to report back to the larger group. After the reports for each question are completed, ask the group if there are other things they can add. Participants should answer the following questions:

DISCUSSION:
1. Identify the emotions of each person in the family dealing with the challenges of living with a substance abuser (examples: denial, anger, hurt, resentment).
2. Name some of the negative impacts that substance abuse has had on the family (examples: poverty, lack of respect, hopelessness, illness).
3. What are some of the impacts of substance abuse on the abuser (loss of dignity, illness, broken relationships, death)?
4. Do you think either of the boys in the movie will become addicted? Why or why not.
5. What is available in our community for people who need help with a substance abuse issue?
OBJECTIVES:

- Identify strengths that help overcome obstacles in life

MATERIALS:  
- Workbook page 102

ESTIMATED TIME:  
- 10 minutes

PROCEDURE:

Ask participants to take a moment and review their notes from Question II: What strengths does each young man possess that helps him cope, persist and envision a better future in the face of life’s challenges. Assign each person in the group the responsibility for one item from the question. Ask teams of 2 or 3 to review the answers to their assigned question for completeness. When group discussion is finished, ask each participant to report back to the larger group. After the reports for each question are completed, ask the group if there are other things they can add.

DISCUSSION:

1. What are some of the obstacles (problems) the boys must overcome (examples: family in poverty, family violence, loss of family, school failure, being different)?

2. Name some of the strengths of each of the young men in the movie (examples: intelligence, belief in God, communication skills, willingness to ask for help).

3. What are other people doing to help them nurture these strengths?

4. Why does Chris tell his teacher he is tired of hearing that “he can do it if he applies himself?”

5. Who has a better chance of becoming a successful adult capable of financial independence? Why?
OBJECTIVES:
- Envision a positive future

MATERIALS:  ESTIMATED TIME:
- Workbook page 103  10 minutes

PROCEDURE:
What would a happy ending to this story include? Ask teams of 2 or 3 to work together to come up with an ending for this story. When group discussion is finished, ask each participant to report back to the larger group. List the items on flip chart paper.

DISCUSSION:
What would a happy ending to this story include (examples: graduation from high school, additional education in preparation for a job or career, a good paying job that is rewarding, marriage, kids, a happy family, cars, money, a house, pet, etc.)?

Ask the participants to review the list of items generated from the happy ending. Do some of these things need to happen first before the others can be accomplished? Which of these items are personally important to the participants?
MENTORS FOR BOOTSTRAPS

OBJECTIVES:

- Introduce the concept of mentors

MATERIALS:  

- Workbook page 105

ESTIMATED TIME:

- 15 minutes

PROCEDURE:

Review the role of a mentor as stated in the workbook. Discuss examples of mentoring from Country Boys. Discuss the idea of a mentor for Bootstraps participants after the work season is complete.

Ask participants to take a moment and write a few notes about the examples of mentoring they saw in Country Boys. Ask teams of 2 or 3 to work together to come up with examples of mentoring. When group discussion is finished, ask each participant to report back to the larger group. List the examples on flip chart paper.

DISCUSSION:

1. Describe examples of mentoring that you saw in Country Boys.
2. Describe an instance where a mentor might have been helpful but none was present. What might a mentor have done?
3. As a group, brainstorm the kinds of things you would have done and/or said if you were a mentor for Cody or for Chris.
4. How does a young person get a mentor?
5. How could a mentor help a Bootstraps graduate?
SESSION TWO
TRANSITION INTO ADULTHOOD
CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout Bootstraps.

- Ask for volunteers to answer and discuss the following three questions:
  What did you learn today? Why is it important in your life? How do you feel?

- Hand out a 3x5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another participant. Encourage participants to take their cards home as reminders.

- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which is which. Correct any misconceptions.

- Go around the room and ask participants to say one positive thing about today’s session.
  Pass around a reward bowl with small pieces of candy for participants to choose from as they indicate a positive comment about the session (optional).

- Hand out index cards. Ask participants to tell, write or draw about their favorite part of today’s session. Encourage participants to take the card home as a reminder.

- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching. It SHOULD:

- Reinforce concepts presented during the session
- Illustrate how concepts can be applied to one’s life
- Help participants summarize the main points of the lesson
- Make connections between previous and future learning
- Clear the air to start a new topic
WORKBOOK SESSION 2/ TRANSITION INTO ADULTHOOD

LESSON 5: WORK OBSERVATIONS

LESSON 6: POSITIVE IDENTIFICATION

LESSON 7: COUNTRY BOYS

LESSON 8: COUNTRY BOYS DISCUSSION
WORKBOOK LESSON 5:

WORK OBSERVATIONS
Write your ID number and today’s date on the following page. Then, tear out the following page and give it to your job coach. He/she is responsible for completing this survey and giving it to the program supervisor.
FIELD WORK

Pre-Survey Job Coach Rating of Team Members

Please CIRCLE THE NUMBER that describes the individual’s behaviors and skills you observed at the beginning of the program with 1 being Very Seldom and 5 being Very Often.

<table>
<thead>
<tr>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

A. Preparation for work

1. Got up in time to get ready for work
2. Got to work on time
3. Came to work feeling alert and ready to do job
4. Came to work tired or sick
5. Partied too much the night before

B. On the job each day

6. Understood the work that needed to be done
7. Knew how to do the assigned work
8. Finished assigned work
9. Kept a good steady pace that included rest breaks
10. Followed the safety rules taught

C. Attitude and appearance

11. Respected the role of the Job Coach
12. Contributed to workplace spirit and enjoyment
13. Committed and showed interest in the work
14. Showed pride in the quality of work
15. Showed confidence on the job
16. Kept camp clean
17. Kept self clean

D. In the team

18. Encouraged everyone to participate
19. Showed respect for all team members
20. Recognized own personal strengths
21. Recognized strengths of others
22. Had trust and confidence in the team
23. Worked independently or with others as needed

Continued on next page...
<table>
<thead>
<tr>
<th></th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### E. Communication

24. Was friendly and easy to approach
25. Used respectful and appropriate language
26. Listened carefully to instructions
27. Asked for advice on how to improve work
28. Shared thoughts and feelings

### F. Problem solving & decision making

29. Disagreed with others without getting angry
30. Worked out problems with others by talking with them
31. Participated in team discussions/decisions
32. Helped the team make good decisions
33. Followed through on team decisions/agreements
34. Made good personal decisions
35. Thought about consequences before acting

### G. Leadership

36. Accepted leadership responsibilities
37. Responded quickly to changing priorities
38. Showed genuine concern for others
39. Told others when they had done a good job
40. Helped the team pull together
41. Contributed to high team morale and enjoyment

### H. Healthy lifestyles

42. Demonstrated a positive attitude
43. Stretched and exercised
44. Ate the right amount of food
45. Ate a variety of foods
46. Got enough sleep
47. Drank plenty of water to keep hydrated
48. Followed established “toilet” use rules
IMPORTANT POLICIES THAT GUIDE OUR WORK

Workbook Session One

■ What was hardest about the past work week?

■ What was easiest?

■ What did you like about the work?

■ What did you dislike about the work?

■ If you could go back and change something about last week, what would it be?

■ Is the work what you thought it would be? Why or why not?

■ What was your proudest moment?

■ What did you like most about yourself?

■ If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th></th>
<th>Very Seldom</th>
<th></th>
<th></th>
<th></th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Preparation for work</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I got up in time to get ready for work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I got to work on time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I came to work feeling alert and ready to do my job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I came to work tired or sick</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I partied too much the night before</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. On the job each day</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I understood the work that needed to be done</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I knew how to do the work assigned to me</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I finished my assigned work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I kept a good steady pace that included rest breaks</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I followed the safety rules we were taught</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. My attitude and appearance</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I respected the role of the Job Coach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I contributed to workplace spirit &amp; enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I was committed to work and showed my interest</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I was proud of the quality of my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I felt confident on the job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I kept camp clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I kept myself clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. In the team</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I encouraged everyone to participate</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I showed respect for all team members</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I recognized the strengths I bring to this team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I recognized strengths of others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I had trust and confidence in the team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I worked independently or with others as needed</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Communication</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I listened carefully to instructions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I asked for advice on how to improve my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I shared my thoughts and feelings</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page...
**F. Problem solving & decision making**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**G. Leadership**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**H. Healthy lifestyles**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**What will you improve next week?**

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

---

Stop here for now. We will come back to this at the end of the work week.

**Did you accomplish the goals you described in the box above?**

If yes, give some examples of things you did to improve….

If you did not accomplish your goals, what happened and what could you have done differently?
What do We Need to Do Differently this Week?

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.
WORKBOOK LESSON 6:

POSITIVE IDENTIFICATION
Complete the poster on the following page. Provide enough information to make yourself distinctive, yet still mysterious. Do not let anyone see your answers and do not write your name on the poster at this time. When everyone is finished, the poster will be taped to the wall and the other participants will try to guess who you are from your poster.

When you are finished, give your poster to the facilitator.
WORKBOOK LESSON 7:

COUNTRY BOYS
I. COUNTRY BOYS MOVIE DISCUSSION

Workbook Session One

Directions: As you watch the movie, take notes about the following issue:

I. The impact of the parent’s substance abuse on the family.

1. Identify the emotions of each person in the family dealing with the challenges of living with a substance abuser.

2. Name some of the negative impacts that substance abuse has had on the family.

3. What are some of the impacts of substance abuse on the abuser?

4. Do you think either of the boys in the movie will become addicted?

5. What is available in our community for people who need help with a substance abuse issue?
II. COUNTRY BOYS MOVIE DISCUSSION

Workbook Session One

Directions: As you watch the movie, take notes about the following issue:

II. Examples of life challenges the boys faced and strengths that helped them deal with those challenges.

1. What are some of the obstacles (problems) the boys must overcome?

2. Name some of the strengths of each of the young men in the movie.

3. What are other people doing to help them nurture these strengths?

4. Why does Chris tell his teacher he is tired of hearing that “he can do it if he applies himself?”

5. Who has a better chance of becoming a successful adult capable of financial independence? Why?
III. **COUNTRY BOYS MOVIE DISCUSSION**

**Workbook Session One**

**Directions:** As you watch the movie, take notes about the following issue:

**III. Describe a happy ending to the story. This may be a list of things the boys would accomplish** (for example, graduate from high school, ....)

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
WORKBOOK LESSON 8:

COUNTY BOYS DISCUSSION
MENTORS FOR BOOTSTRAPS

Workbook Session One

Definition of a mentor: According to MENTOR/National Mentoring Partnership, mentoring is a structured and caring relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. By sharing fun activities and exposing a youth to new experiences, a mentor encourages positive choices, promotes high self-esteem, supports academic achievement and introduces the young person to new ideas.

Mentors are not meant to replace a parent, guardian or teacher. They don't discipline or make decisions. Instead, as part of a team of caring adults, a mentor echoes the positive values and cultural heritage parents and guardians are teaching.

Discussion Questions

1. Describe examples of mentoring that you saw in Country Boys.

2. Describe an instance where a mentor might have been helpful but none was present. What might a mentor have done?

3. As a group, brainstorm what you would have done and/or said if you were a mentor for Cody or for Chris.

4. How does a young person get a mentor?

5. How could a mentor help a Bootstraps graduate?
SESSION 3

3.1
“Character cannot be developed in peace and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.”

— Helen Keller
This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.

SESSION THREE
RESUME WRITING & VALUES

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: index cards, pens, sticky notes, markers, flip chart
- Get equipment: laptop, internet connection, screen, surge protectors, extension cords, LCD projector, printer
- Attendance sheet
- Review closure suggestions and choose one to conclude the session
1. Lesson Plan 9: Work Observations & Time Line Activity... 50 min.
   Break... 10 min.
2. Lesson Plan 10: Draft a resume... 50 min.
   Break... 10 min.
3. Lesson Plan 11: Input resume: pongoresume.com ... 50 min.
   Break... 10 min.
4. Lesson Plan 12: Values & Closure ... 60 min.
Session Three
Resume Writing & Values

LESSON PLAN 9

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? A. What was hardest? B. What was easiest?
   3. What do we need to do differently this week? 15 min.

Break (10 min.)

Set up LCD Projector & Internet Connection
SESSION THREE
RESUME WRITING & VALUES

LESSON PLAN 10

Draft a Resume - 50 minutes

** 1. Write a resume (pre-resume) - portfolio pre
   5 min

   2. Resume writing instructions using pongoresume.com
   10 min.
      A. Review resume of past Bootstraps participants
      B. Discuss elements of a resume

   3. Review, discuss resumes
   35 min.
      A. Review each pre-resume as a team
      B. Discuss additions/revisions for each resume

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SET UP LAPTOPS & PRINTER
SESSION THREE
RESUME WRITING & VALUES

LESSON PLAN 11

On-line Resume - 50 minutes

1. Start computers and www.ponceresume.com .............................................. 5 min.
   Briefly discuss the process for inputting revised resume
2. Participants input revised resume on-line .................................................... 30 min.
   As participants complete the on-line task, print & proofread the resumes
3. Make final revisions ....................................................................................... 5 min.
   **Print & proofread the final draft of resumes
4. Discuss future items to be added to resume after graduation ....................... 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION THREE
RESUME WRITING & RESPONSIBILITY

LESSON PLAN 12

1. Set: Values (Pick one: Values Roundtable, Mystery Cards, Values Arm I, Values Arm II) 5 min.
2. Activities:
   A. Values Check 20 min.
   B. Values Differences 25 min.
   C. Perceptions 5 min.
3. Closure: Session Review 5 min.

VALUES - 60 minutes

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
LESSON PLAN 9

1. Take attendance, review housekeeping items (meeting times, breaks) 5 min
2. Set: How was your past work week? 30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently next week? 15 min.

Work Observations - 50 minutes

BREAK (10 MIN.)
INRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. They discuss the importance of “building” a resume and the meaning of values. It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

OBSERVATIONS:
During the work week, the job coach observes work behaviors for each participant while on the job. At each Monday session, the job coach will have the opportunity to discuss any unresolved issues from the previous week. First, the participants will rate themselves using the How is your Work Week Going sheet on page 109. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the job coach indicates areas he/she agrees with and any differences between ratings. The group then has the opportunity to discuss the final agreed upon rating and may brainstorm ways the individual could improve on the job for next week.

OBJECTIVES:
To continue the observation process as an activity to encourage growth on the job
To provide an opportunity and guidance to write a resume
To discuss the concept of values

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. Because this is the third meeting, it is important to ensure that all participants understand what is expected. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
SET:
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. The facilitator may ask participants to think back to the past work week. What went well? What could have been improved?

Additionally, the facilitator will want to create a set for the session topic “values” as discussed in lesson 12.

ACTIVITIES:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will learn about values and how work and personal values are interrelated. They will complete an activity designed to help them think about values in a real-life context.

CLOSURE:
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve the work

MATERIALS:  ESTIMATED TIME:
- Workbooks page 109  30 minutes
- Pens

PROCEDURE:
Ask participants to turn to the workbook page “How Is Your Work Week Going” and make some notes for each question.

Note to Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.

Participants should answer the following questions:
- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate. During some weeks, there will be little to discuss if the work week went well. If there are no major issues to discuss and the job coach is satisfied with progress, move on with the reminder of the activities planned for the day. If the session ends early, crews are appreciative of the time to get their gear together and pack the trucks for the trip to the job site.
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:  E  ESTIMATED TIME:  
- Workbook page 111  15 minutes

PROCEDURE:
Ask participants to consider any remarks for improvement from the job coach and “How Is Your Work Week Going?” workbook results. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

DISCUSSION:

Futures Wheel On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
LESSON PLAN 10
**Lesson Plan 10**

**1.** Write a resume (pre-resume) - portfolio pre - 5 min

2. Resume writing instructions using 10-minuteresume.com - 10 min.
   - A. Review resume of past Bootstraps participants
   - B. Discuss elements of a resume

3. Review, discuss resumes - 35 min.
   - A. Review each pre-resume as a team
   - B. Discuss additions/revisions for each resume

(Starred ** Portfolio tasks must be completed)

**Break (10 min.)**
WRITE A RESUME

OBJECTIVES:
- To measure each individual’s resume writing proficiency

MATERIALS:  ESTIMATED TIME:
- Workbook page 114  5 minutes
- Pens

PROCEDURE:
Ask participants to turn to the Resume page 114 in the workbook. Indicate that this activity is to be completed without any instruction.

DISCUSSION:
Many students have participated in resume writing classes in the past, others have an intuitive ability to write a resume. A resume is required for most jobs, so this exercise is to see how well you can write a resume. We will ask you to revise the resume after this initial draft. We will also ask you to post a final draft of your resume on-line so that it will be readily available for updating when you apply for a specific job.

Ask participants to keep this first resume in their workbook as a benchmark of their current skills and abilities.
Review www.10minuteresume.com

Objectives:
- To provide instruction to encourage completion of an improved resume
- To review graduate Bootstraps resumes for examples of future additions of skills and references based upon employment excellence

Materials:
- Laptop, Internet Connection
- LCD projector

Estimated Time:
10 minutes

Procedure:
The instructor will go to www.10minuteresume.com and click on user login in the upper right corner of the screen. The Nevada Bootstraps program pays an annual fee to keep completed participant resumes stored. To login to the account to see examples of past Bootstraps participants completed resumes, use the e-mail login: smithm@unce.unr.edu The password is: bootstraps

Prior to the class, review the completed resumes and choose several that are examples that could help participants improve their own work. During the class, provide the group with some information about resume writing and posting completed resumes on-line using the 10minuteresume on-line service. Allow participants an opportunity to improve their resume writing ability and plan for future additions to this resume that will improve their chances of getting a good job.

Discussion:
- What does a good resume look like?
- What should be included in the resume?
- Would you hire the people in the on-line examples? Why or why not?
**REVIEW AND DISCUSS RESUMES**

**OBJECTIVES:**
- To review each participants paper resume completed earlier in this session
- Make revisions based upon discussions in previous activity
- Discuss future additional resume entries of skills and experience that will be learned in Bootstraps

**MATERIALS:**
- Workbook page 115
- Copies of past participants’ resumes
- Pens

**ESTIMATED TIME:**
- 35 minutes

**PROCEDURE:**
Ask the group to divide into teams of two or three people. Ask the group members to review the pre-resume that participants wrote at the beginning of this session. Ask team members to review each participant’s resume for completeness and spelling. Provide copies of past participants’ resumes on page 116 of the workbook to discuss the layout and topic headings. Ask the participants to make pencil notes on a separate sheet of paper about changes they want to make in the final draft of the resume. Do not make changes on the pre-resume page as this will be used to compare with the post resume.

**DISCUSSION:**
When the reviews have been completed, ask each team to report back to the larger group. What are the major changes and/or additions that will be made? Was it helpful looking at someone else’s completed resume?
LESSON PLAN 11
LESSON PLAN 11

   Briefly discuss the process for inputting revised resume
2. Participants input revised resume on-line ................................. 30 min.
   As participants complete the on-line task, print & proofread
3. Make final revisions ................................................................. 5 min.
   **Print & proofread the final draft
4. Discuss future items to be added to resume after graduation ............ 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
DISCUSS 10MINUTERESUME.COM

OBJECTIVES:
- To show how to use this on-line tool
- To review the process of inputting the revised resume

MATERIALS:
- Workbook page 118 & notes

ESTIMATED TIME:
- 5 minutes

PROCEDURE:
Go to www.pongoresume.com and show participants the steps in entering their resume on-line.

DISCUSSION:
Discuss the tools in the program to help participants with a finished resume including styles, spell check and other features of the program.
**Input Revised Resume**

**Objectives:**
- To provide participants with an opportunity to post revised resumes on-line
- To store the resumes for future use and/or revision

**Materials:**
- Workbook notes

**Estimated Time:**
- 30 minutes

**Procedure:**
Provide each participant with a laptop and internet connection. Ask them to input their revised resume into www.10minuteresume.com.

**Discussion:**
Ask participants to let the instructor know when they are finished inputting their resume on-line. Print the resume and review with each individual. Make suggestions for revisions.
MAKE FINAL REVISIONS

OBJECTIVES:
- To provide participants with an opportunity to post revised resumes on-line
- To store the resumes for future use and/or revision

MATERIALS:
- Printed resume

ESTIMATED TIME:
5 minutes

PROCEDURE:
As participants finish with posting their resume on-line, print them and discuss with each individual. If no computers are available, make final revisions to resumes with pen and paper.

If at all possible, find a computer lab at a school or other location to provide this opportunity for participants to put their resumes on-line.

DISCUSSION:
Print a final resume for each participant. The purpose of putting the resumes in the on-line application is that they be readily available to update. Additionally, program instructors have found that participants will return after the program is over and ask for a copy of their resume. This process of putting the resumes on-line makes helping program graduates easier. Participants can also access their resume from any computer at any time.
FUTURE ADDITIONS

OBJECTIVES:
■ To encourage participants to think about possible future jobs
■ To encourage participants to think about additions to the resume they will need to get the future job they want to pursue

MATERIALS:          ESTIMATED TIME:
■ Completed resume  5 minutes
■ Workbook page 119

PROCEDURE:
As participants finish with inputting their resume on-line, print them and discuss with each individual.

DISCUSSION:
Print a final resume for each participant. If time allows, ask participants to complete a job search at www.usa.com. Under the search tab, enter the key word “BLM” and scroll to the bottom to hit enter. Ask each participant to find one job and review the information to see if their resume is complete enough to qualify for the job. If no, what additional work or school experience do they need? What else will they need to do to apply for this job? What do they want to be able to add to their resume to improve their chances of getting this job?
.lesson plan 12

1. Set: Values (Pick one: Values Roundtable, Mystery Cards, Values Arm I, Values Arm II) 5 min.

2. Activities:
   A. Values Check 20 min.
   B. Values Differences 25 min.
   C. Perceptions 5 min.

3. Closure: Session Review 5 min.

Values - 60 minutes

Prepare to Pack-up and Leave for the Week of Work
**SESSION THREE**

**VALUES**

**INTRODUCTION:**
In this lesson participants will identify values that are important to their life. Our individual values are based on our beliefs -- what we believe to be morally right, what we believe to be important and what we believe to be true. Values are those beliefs that we hold most dear -- whether religious, social or cultural. They define who we are and they influence every decision we make.

Perceptions are also a big part of our decision-making process. Perceptions are not always factual and can lead to inaccurate judgements. Values and perceptions greatly impact relationships and communication. Participants should recognize that different people have different values. When we recognize that people hold different values we can be more accepting of others.

**OBSERVATIONS:**
- To encourage participants to identify and prioritize their individual values
- To show that values and perceptions have a significant impact on relationships
- To increase acceptance and tolerance of others' values

**WHO ATTENDS:**
The facilitator, participants and any adult volunteers

**SET:**
Set is an important part of learning. A set will help focus participants on the concepts being presented in the session. Pick one of the following as a set for this session:

**Values Round Table:** Write the word “Values” on a paper. Give the paper to one participant, have them write down one word that relates to “Values” and pass the paper to the next person. The paper quickly travels around the room. Discuss answers.

**Mystery Cards:** Give each person an index card and pen. Tell them to write down their three favorite things to do and draw a picture depicting these things. They have one minute. Collect and shuffle the cards. Redistribute a card to each person and have participants search for the author of the card by asking questions. Share as a group. Ask: Were the perceptions you had about people actually true? Did you stereotype others based on their looks? What have you learned about perceptions?
**Values Arm I:** Ask for a volunteer to come forward and lift their arm parallel to the floor and keep it there. Ask the volunteer to respond to your questions. The facilitator asks loudly, “Who are you?” As the volunteer answers the question, the facilitator pulls down on the volunteer’s arm. (The volunteer will be VERY strong) The procedure is then repeated, but the volunteer is asked to lie about their name. Tell the volunteer to say they are Tom Cruise or someone else. Ask the volunteer, “Who are you?” while pulling down on their arm (the volunteer will not be as strong because they are lying). Discuss what happens when you are not true to your values (you are not as strong).

**Values Arm II:** Ask the volunteer to shut their eyes and think of a very negative argument and nod when they are mentally in the middle of the argument. Pull down on their arm (it will lower). Now have the volunteer think of their loved ones being trapped under a car and they must keep their arm up to save them. Discuss how thoughts can effect personal strength. When we are in tune with our values we are much stronger.

**Activities:**
Participants will complete the Values Checklist, Values Differences and Perceptions. There are no portfolio tasks in this session.

**Closure:**
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step and facilitators should make every effort to conduct a closure activity.
VALUE CHECK

OBJECTIVES:

- To help participants identify and prioritize their Values

MATERIALS:

- 1 set of value cards per participant
- Index cards
- Pens
- Scissors for each participant

ESTIMATED TIME:

20 minutes

PROCEDURE:

Value cards follow this page and are also located on page 122-123 of the workbook. Ask participants to cut to separate the listed values into cards.

Tell participants they are to review the cards and pick the ten they believe are the most important in their life. The remaining ten cards should be set aside in a discard pile. Participants should then prioritize the ten cards they chose. Tell participants to put another five cards into the discard pile. They should leave their top five values on the table.

Hand out an index card to each participant and ask them to write down their top five values.

Begin discussion using the discussion questions below. After discussion, encourage participants to put their index cards into their wallets/purses and keep them for future reference.

DISCUSSION:

Ask for volunteers to share their top two values and explain why they chose those values. Then, ask the group:

- Are there any right or wrong values?

- How do your values influence your relationships with family and friends? (For example, if you value honesty, what happens when your friend lies to you?)

- How do values influence the decisions you make?
VALUE CHECK CARDS

HEALTH  FAMILY
WEALTH  FRIENDS
SAFETY  KNOWLEDGE
FREEDOM  IMAGINATION
FAITH  ADVENTURE
VALUE CHECK CARDS

HELPING OTHERS
INNER PEACE

WORLD PEACE
PHYSICAL STRENGTH

EQUALITY
RECOGNITION

SELF-RESPECT
CONFIDENCE

HONESTY
HAPPINESS
VALUE DIFFERENCES

OBJECTIVES:
- To help participants identify and vocalize their values
- To teach tolerance of opinions that are different from their own.

MATERIALS:  ESTIMATED TIME:
- 5 signs (next pages) 25 minutes
  (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
- Prepared list of value statements

PROCEDURE:
Post signs around room. Tell participants that as you read statements they are to go to the sign that represents how they feel about the statement. Emphasize that there are no right or wrong answers. Tell participants they can move at any time.

Create your own statements about values or use any of the following suggestions:
- Marijuana and beer should be allowed in camp.
- Trust is more important than truth.
- If I work harder than the rest of the team, I should get more money.
- Safety on the job is more important than any amount of money.
- Being late to work is not a big deal.
- Being prepared and ready to work is important
- The job coach should not rate our work performance.
- It is more important to know things than to experience things.
- Friends are the most important people in life.

DISCUSSION:
Ask participants to tell why they chose to stand where they did. Let them vocalize choices. Then ask:
- Can values be wrong?
- What happens to relationships when people share values?
  Don’t share values?
STRONGLY AGREE
AGREE
DISAGREE
STRONGLY DISAGREE
PERCEPTIONS

OBJECTIVES:

- To promote awareness of how perception affects communication
- To build an awareness in participants that people perceive things in different ways

MATERIALS:  
- Workbook page 124  
- Pens

ESTIMATED TIME:  
- 5 minutes

PROCEDURE:

Introduce the concept of perceptions. Discuss the following information:

Even when we speak the same language, we can misunderstand each other because we cannot see into another person's mind or heart. Never assume you totally understand the other person, and never assume that he/she understands you completely. People are individuals — unique and different from each other.

Although we know in our head that we are not the same, we talk and listen to each other as if we were all the same. We sometimes think "he or she is just like me." However, we come from different families, we have different ethnic backgrounds and cultures and we have different personal experiences. We want different things from life and from each other. We have different dreams, wishes and expectations. We respond differently to the same situation.

Have participants turn to their workbook page 124. Have them look at the picture of: (1) the Young Girl/Old Woman, (2) the duck/bunny, (3) the vase/profiles.

DISCUSSION:

Ask the group what they see in the pictures. Emphasize the idea that people perceive things differently. Assist group members who have difficulty identifying both aspects of the drawings.

Ask the group if they can think of any situations where they had one perception and another person had a different perception about something. Ask how the situation was resolved.

Ask if they can think of a current instance with an adult or friend where different perceptions might be causing a problem.
SESSION THREE
VALUES CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout Bootstraps.

- Round Table -- write “Values” in the middle of a paper. Tell students to think of one thing they learned about values. Give the paper to the first participant who writes and passes to the next participant. When the paper has gone around the room, review answers. Another paper with the word “Perceptions” can be circulating in the opposite direction.

- Ask for volunteers to answer and discuss the following three questions: What did you learn today? Why is it important in your life? How do you feel?

- Hand out a 3 x 5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another participant. Encourage participants to take their cards home as reminders.

- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which statements are true and which is false. Correct any misconceptions.

- Send a Puzzle -- Create two- or three-word puzzles or picture puzzles that relate to the session’s concepts. Hand out puzzle pieces to participants and have them find the other pieces. Once puzzles are complete, participants tell about their puzzle.

- Go around the room and ask participants to say one positive thing about today’s session. Provide a candy reward to each person (optional).

- Hand out index cards. Ask participants to tell or write or draw about their favorite part of today’s session. Encourage participants to take the card home as a reminder.

- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching. It SHOULD:

- reinforce concepts presented during the session
- illustrate how concepts can be applied to one’s life
- help participants summarize the main points of the lesson
- make connections between previous and future learning
- clear the air to start a new topic
WORKBOOK SESSION 3/ RESUME’ WRITING
VALUES & PERCEPTIONS

 Lesson 9: Work Observations

 Lesson 10: Draft a Resume’

 Lesson 11: Resume’ Writing

 Lesson 12: Values & Perceptions
WORKBOOK LESSON 9:

WORK OBSERVATIONS
HOW WAS THE PAST WORK WEEK?

Workbook Session Three

- What did you like about the work?

- What did you dislike about the work?

- What was hardest about the past work week?

- What was easiest?

- If you could go back and change something about last week, what would it be?

- Is the work what you thought it would be? Why or why not?

- What was your proudest moment?

- What did you like most about yourself?

- If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Preparation for work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I got up in time to get ready for work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I got to work on time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I came to work feeling alert and ready to do my job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I came to work tired or sick</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I partied too much the night before</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>B. On the job each day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I understood the work that needed to be done</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I knew how to do the work assigned to me</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I finished my assigned work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I kept a good steady pace that included rest breaks</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed the safety rules we were taught</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>C. My attitude and appearance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I respected the role of the Job Coach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I contributed to workplace spirit &amp; enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I was committed to work and showed my interest</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I was proud of the quality of my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I felt confident on the job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I kept camp clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I kept myself clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>D. In the team</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I encouraged everyone to participate</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I showed respect for all team members</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I recognized the strengths I bring to this team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I recognized strengths of others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I had trust and confidence in the team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I worked independently or with others as needed</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>E. Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I listened carefully to instructions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I asked for advice on how to improve my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I shared my thoughts and feelings</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Continued on next page...
### F. Problem solving & decision making

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Seldom</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Very Often</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I disagreed with others without getting angry  
2. I worked out problems with others by talking with them  
3. I participated in team discussions/decisions  
4. I helped the team make good decisions  
5. I followed through on team decisions/agreements  
6. I made good personal decisions  
7. I thought about consequences before acting

### G. Leadership

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Seldom</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Very Often</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I accepted leadership responsibilities  
2. I responded quickly to changing priorities  
3. I showed genuine concern for others  
4. I told others when they had done a good job  
5. I helped the team pull together  
6. I contributed to high team morale and enjoyment

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Seldom</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Very Often</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I demonstrated a positive attitude  
2. I stretched and exercised  
3. I ate the right amount of food  
4. I ate a variety of foods  
5. I got enough sleep  
6. I drank plenty of water to keep hydrated

**What will you improve next week?**

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Seldom</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Very Often</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Did you accomplish the goals you described in the box above?

If yes, give some examples of things you did to improve....

If you did not accomplish your goals, what happened and what could you have done differently?

Stop here for now. We will come back to this at the end of the work week.
**WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?**

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>WHAT THE TEAM CAN DO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT I WILL DO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

w-111
WORKBOOK LESSON 10:

**DRAFT A RESUME’**
Please consider the kind of job you might apply for after you complete this program. Write a resume' for that job on the next page.

Because many young adults have written a resume' in the past or taken a class to learn how to write a resume', we will not provide you with specific instructions or a sample until later. First we want to see how much you already know about writing a resume'. Write your resume' on the next page. Following are some basic instructions to get you started.

A resume' is usually a one- or two-page document that represents your qualifications for a job. It usually contains information about your education, skills and past job experience. A resume' is important because most job announcements have more applicants than jobs. A good resume' can help you get a job.

On the next page, write your resume'. This will be the first draft. After you have written this first draft, your instructor will help you improve it so that you can start planning for the job you will have after this program is over.
RESUME’ PRE-
Workbook Session Three

Write your resume' here.
NOTES TO IMPROVE MY RESUME’
Workbook Session Three

Use a computer with an Internet connection.
Go to www.10minuteresume.com.
In the upper right corner of this Web site click on user login.
Use the e-mail login: smithm@unce.unr.edu
The password is: bootstraps

Look at the models and sample resume’s provided on the Web site and take some notes to improve the Resume’ Pre- that you wrote on the previous page. If you do not have access to a computer, review the work of a former Bootstraps participant shown on the next page.

■ What do you like about this resume’?

■ What do you dislike about this resume’?

■ Notes to improve my resume’:
SAMPLE RESUME'

Lee E. Olesen
PO BOX 1527, Tonopah, NV 89049
(T) 775-482-4158 (Alt) 775-482-8804
olesen0627@hotmail.com

OBJECTIVE:
To obtain a job in invasive weed control, and/or receive training in a new field.

ACCOMPLISHMENTS:
Certified pesticide applicator
CPR/AED-Adult Standard First Aid

EMPLOYMENT HISTORY:

April 2008 to Present
UNR
Pesticide Applicator
Surveying, Inventory, Treatment of noxious weed
Tonopah, NV

July 2006 to October 2006
Banc Club
Cook, Waiter, Bus boy
Tonopah, NV

1997 to 2000
OD Distributing
Warehousemen
Loaded and unloaded freight from trailers. Forklift Operator.
Tonopah, NV

EDUCATION:

2008
Nevada Adult Education
High school diploma GPA: 3.5
Tonopah, NV

UNR
Training
Invasive Weed Identification
Pesticide Equipment and Safety
Radio and Emergency Communications
Defensive Driving and Off Road Driving
Fire Extinguisher
GPS and Mapping
Forklift and pallet jack operation
Operation of straight truck (under 26,000 GVW) with tailgate lift.
Tonopah, NV

INTERESTS:
My interests are electronics, and operating equipment
Next, you will type your improved resume. Go to www.10minuteresume.com. In the upper right corner of this Web site click on user login. Use the e-mail login: smithm@unce.unr.edu The password is: bootstraps

Follow the directions for creating a new resume. After you have finished typing your resume, make sure you spell check it. When you are finished, ask your instructor to print the resume and include it with this workbook. Review and make any final changes. This resume will be also be saved on-line for your future use in getting the job you want.

After you have finished creating this on-line resume, ask someone you trust to review and make suggestions for improvement. Be specific that you are not just looking for help with spelling and format suggestions (although this is important). You are also looking for guidance about the skills and qualifications you have listed and what more you might need to achieve your work goals.

If the suggestions from the reviewer include additional experience or training, discuss with the reviewer what you need to do to fill those gaps. Brainstorm training or experiences you may have forgotten to add that would improve the resume. Look at the job site that follows to help you see if there are any additional gaps in your resume that you need to correct before applying for the job you want. Try to match your experience and training to the qualifications for a job that sounds interesting.
Future Additions to Resume’
Workbook Session Three

Go to www.usajobs.com. Under the search tab, enter the key word “BLM” and scroll to the bottom to hit enter. Find a job that sounds interesting and look at the qualifications for the job and the salary.

- If you sent in your resume, do you think you would get this job? Why or why not?

- What do you need to do to make yourself more likely to get the job?

  - Do you need more education? If so, what?

  - Do you need more experience? If so, how much?

  - Do you need more specialized skills? If so, what are the skills and how do you learn those skills?

- What can you do to get the education, experience and skills you need to get the job you want?
VALUE CHECK

Workbook Session Three

Cut to separate the following "Value Check Cards." Review the cards and pick the 10 you believe are the most important in your life. Set aside the remaining 10 cards in a discard pile. Continue to sort the most important 10 cards in order of priority.

Put another five cards into the discard pile. What remains are your top five values. After the group discussion is completed, put your top five values in your wallets/purses and keep them for future reference.

Discussion:

■ Are there any right or wrong values?

■ How do your values influence your relationships with co-workers, family and friends?
  For example, if you value honesty, what happens when your co-worker lies to you?

■ How do values influence the decisions you make?
<table>
<thead>
<tr>
<th>Value Check Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH</td>
</tr>
<tr>
<td>FAMILY</td>
</tr>
<tr>
<td>WEALTH</td>
</tr>
<tr>
<td>FRIENDS</td>
</tr>
<tr>
<td>SAFETY</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
</tr>
<tr>
<td>FREEDOM</td>
</tr>
<tr>
<td>IMAGINATION</td>
</tr>
<tr>
<td>FAITH</td>
</tr>
<tr>
<td>ADVENTURE</td>
</tr>
</tbody>
</table>
VALUE CHECK CARDS

HELPING OTHERS

INNER PEACE

WORLD PEACE

PHYSICAL STRENGTH

EQUALITY

RECOGNITION

SELF-RESPECT

CONFIDENCE

HONESTY

HAPPINESS
Directions:

Look at all of the images on the page.

- What do you see?

- Do other people see something different?

- How can perceptions affect relationships?
What is a Perception?

Workbook Session Three

Even when we speak the same language, we can misunderstand each other because we cannot see into another person’s mind or heart. Never assume you totally understand the other person, and never assume that he/she understands you completely. People are individuals — unique and different from each other.

Although we know in our head that we are not the same, we talk and listen to each other as if we are all the same. We sometimes think “he or she is just like me.” However, we come from different families, we have different ethnic backgrounds and cultures, and we have different personal experiences. We want different things from life and from each other. We have different dreams, wishes, and expectations. We respond differently to the same situation.

Follow the directions on the previous page. As a group, discuss each question. After the discussion is complete, write a brief answer for each of the following situations.

How Do Perceptions & Values Affect Relationships?

- Think of any situations where you had one perception and another person (co-worker, friend, parent, sibling, etc) had a different perception about something. Describe the situation and how you handled it.

- Think of a current instance with an adult or friend where different perceptions might be causing a problem.

- How do values & perceptions affect relationships with your co-workers?
Lesson Plans
Session Four
Communication

“When all other means of communication fail, try words.”

-- Author Unknown
SESSION FOUR
COMMUNICATION

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: index cards, pens, sticky notes, markers flip chart stand
- Copy Communication “Blocks” -- save for future use (laminate)
- Copy and cut Conversation strips
- A workbook for each participant
- Small ball
- Attendance sheet
- Review closure suggestions and choose one to conclude the session

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.
1. Lesson Plan 13: Work Observations ........................................ 50 min.
   Break .............................................................................. 10 min.
2. Lesson Plan 14: Communication ......................................... 50 min.
   Break .............................................................................. 10 min.
3. Lesson Plan 15: Communication Blockers ............................. 50 min.
   Break .............................................................................. 10 min.
SESSION FOUR
COMMUNICATION

LESSON PLAN 13

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? A. What was hardest? B. What was easiest?
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FOUR
COMMUNICATION

What is Communication - 50 minutes

LESSON PLAN 14

1. Set: Communication
   What’s Important to Me (workbook) ........................................... 5 min.

2. Activities
   **A. Define “Effective Communication” ........................................ 5 min.
   **B. Doodle Art Pretest ............................................................. 5 min.
   C. What is Communication? ....................................................... 20 min.
   D. One-Way/Two-Way Communication .................................... 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FOUR
COMMUNICATION

LESSON PLAN 15

Communication Blockers - 50 minutes

1. Set: Communication Blockers - Birthday Wall .......................... 5 min.
2. Activities:
   A. Communication Blockers Definitions .................................. 15 min.
   B. Name that Blocker role play .............................................. 15 min.
   C. Active Listening ............................................................... 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
### SESSION FOUR
**COMMUNICATION**

#### LESSON PLAN 16

<table>
<thead>
<tr>
<th><strong>Effective Communication - 60 minutes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set: Communication .......................... 5 min.</td>
</tr>
<tr>
<td>2. Activities</td>
</tr>
<tr>
<td>A. “I” Messages (definitions and role play) 15 min.</td>
</tr>
<tr>
<td>B. Factors that Open or Close Communication 15 min.</td>
</tr>
<tr>
<td><strong>C.</strong> Define “Effective Communication” post test 10 min.</td>
</tr>
<tr>
<td><strong>D.</strong> Doodle Art post test                  10 min.</td>
</tr>
<tr>
<td>3. Wrap-up &amp; Closure                          5 min.</td>
</tr>
</tbody>
</table>

(Starred ** Portfolio tasks must be completed)

---

**PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK**
LESSON PLAN 13
1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? A. What was hardest? B. What was easiest? 30 min.
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

**BREAK (10 MIN.)**
INTRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. Starting with Lesson Plan 14, the first of three communication sessions is presented during Bootstraps. Emphasis is placed on teaching communication skills because so often poor communication leads to conflict. Participants will learn skills that lead to effective communication and/or block effective communication. It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

OBSERVATIONS:
Each week, the job coach observes work behaviors for each participant while on the job. At each Monday session, the job coach will have the opportunity to discuss individual's ratings and reasons for ratings. First, the participants will rate themselves using the How Is Your Work Week Going survey form. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the job coach indicates areas he/she agrees with and any differences between ratings. The group then has the opportunity to discuss the final agreed upon rating and may brainstorm ways the group could improve on the job for next week.

OBJECTIVES:
- To continue the work reflection process as an activity to encourage growth on the job
- To provide an opportunity and guidance to enhance communication skills
- To discuss the communication blockers, active listening and other effective communication techniques

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. Because this is the fourth meeting, it is important to ensure that all participants understand what is expected. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
Set:
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. The facilitator may ask participants to think back to the past work week. What went well? What could have been improved?

Communication -- What's Important to Me. Have participants turn to their workbook and fill out the “Communication: What’s Important” worksheet. The activity will help participants think about communication and how it is important to them as individuals. This activity also sets the stage for learning about communication in general.

After participants complete the worksheet, briefly discuss situations that make them angry and the person they say they don’t communicate with very well.

Activities:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. Participants will complete the “Define Effective Communication” pretest and the “Doodle Art” pretest, both of which are portfolio entries. Participants will also investigate their personal communication likes and dislikes; explore the definition of communication; and complete two activities that show the importance of two-way communication (One-way/Two-way)

Closure:
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.

Objectives:
- To determine what the participant currently defines as effective communication
- To determine if the participant sees a link between communication and problem solving.

Materials:
- Workbooks
- Pens

Estimated Time:
5 minutes
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:    ESTIMATED TIME:
- Workbook pages 129-130    30 minutes
- Pens

PROCEDURE:
Ask participants to turn to the workbook page “How Is Your Work Week Going?” (pages 129-130) and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:

- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
WHAT **DO WE NEED TO DO DIFFERENTLY THIS WEEK?**

**OBJECTIVES:**
- To encourage teamwork

**MATERIALS:**
- Workbook

**ESTIMATED TIME:**
- 15 minutes

**PROCEDURE:**
Ask participants to consider their notes from the “How Is Your Work Week Going?” activity. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

**DISCUSSION:**

**Futures Wheel** -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
LESSON PLAN 14
SESSION FOUR
COMMUNICATION

LESSON PLAN 14

What is Communication - 50 minutes

1. Set: Communication
   What’s Important to Me (workbook pages 133-134) 5 min.

2. Activities
   **A. Define “Effective Communication” 5 min.
   **B. Doodle Art Pretest 5 min.
   C. What is Communication? 20 min.
   D. One-Way/Two-Way Communication 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
DEFINE EFFECTIVE COMMUNICATION PRETEST

OBJECTIVES:
- To determine what the participant defines as effective communication prior to the session

MATERIALS: |
- Workbook page 135
- Pens

ESTIMATED TIME: 5 minutes

PROCEDURE:
Ask participants to open their workbook to page 135. This is a portfolio pre-task, so everyone should make an attempt to define effective communication before learning more about the topic. Some participants will have a great deal of knowledge about the topic and others will have not been introduced to this information. This pre-task allows the facilitator to see how much participants knew before the lesson so that the comparison can be made on the post-task assessment.

DISCUSSION:
Ask for one or two volunteers to share their definitions. Tell participants that today they will be discussing effective communication.
**DOODLE ART - PRETEST**

**OBJECTIVES:**
- To determine what the participant currently defines as effective communication
- To determine if the participant sees a link between communication and problem solving

**MATERIALS:**
- Workbooks page 136
- Pens

**ESTIMATED TIME:**
5 minutes

**PROCEDURE:**
Ask participants to open their workbook to page 136.

Tell participants that they have five minutes to complete the first two boxes on the page. Explain that they will return to Box #3 later in the program.

**DISCUSSION:**
- Ask for volunteers to share their cartoons.
- Tell participants that communication is a big part of solving problems.
- Explain that today they will be discussing effective communication.
WHAT IS COMMUNICATION?

OBJECTIVES:
- To provide participants with information about the communication process in order to understand communication skills

MATERIALS:  
- Small ball  
- Posters  
- Flip chart

ESTIMATED TIME:  
20 minutes

PROCEDURE:

Prior to class, create four posters or flip chart papers that depict these parts of communication: Sender, Message, Channel and Receiver.

Factors that Impact Communication

Create a fifth poster with the heading “Factors that Impact Communication.” You will use this poster throughout this activity. Add comments to the poster as you and participants discuss “What is communication.” Your final poster should include the following factors plus those the participants suggest.

- Values  
- Clarity  
- Perceptions  
- Communication Styles  
- Stereotypes  
- Body Language

FACILITATOR NOTE: If you laminate these posters and use erasable markers while writing on the “Factors...” poster, you will be able to use them again in future sessions.

Tell participants good communication is an essential ingredient in resolving conflicts. You can’t resolve a conflict you don’t understand and you can’t understand until you have complete and accurate information. You must be able to talk about concerns, feelings and what you would like to change in order to solve problems.
WHAT IS COMMUNICATION?

PROCEDURE (CONTINUED):

Introduce communication by explaining that it can be defined as the “exchange of information or opinions.” Tell participants that this process is not as easy as it seems.

Place the posters (see next pages) where everyone can see them. Tell participants there are four essential parts to effective communication: the sender, the message, the channels and the receiver. Review the following with participants:

THE SENDER:
The sender is the person who creates the message and decides who will receive it. If the sender isn’t clear, the receiver may not understand.

THE MESSAGE:
The message is the information or opinion that is being sent. The message can be sent verbally or through body language. Ask participants to brainstorm examples of messages that are sent through body language.

THE CHANNEL:
The channel is the way that the message gets to a person. The channels for communication are most often one or more of the five physical senses; seeing, hearing, touching, smelling or tasting. Communication is most effective when more than one channel is utilized to convey the message.

THE RECEIVER:
The receiver is the person who receives the message. Often the receiver will respond to the sender.

Ask for a volunteer to help you demonstrate the communication parts. The facilitator should get a small ball. Explain to the participants that you (the facilitator) are the sender, your volunteer is the receiver and the ball is the message.

Shout, “Hey!” loudly and toss the ball to the volunteer.
Ask, “What did the receiver use to “get” the message?” (The receiver had to use sight, touch and hearing. These are the channels) Ask the participants to list some other ways that people receive messages. (Television, newspaper, movies, etc.) Have the volunteer toss the ball back to you.
WHAT IS COMMUNICATION?

PROCEDURE (CONTINUED):

Send the volunteer out of the room. Hide the ball. Tell the group that when the volunteer returns, no one is to speak to the volunteer for 15 seconds. Then, everyone should give false clues about the ball all at the same time. Bring the volunteer back in the room. Tell the volunteer the ball has been hidden, and he/she has to find it. The volunteer can ask questions. No one answers questions at first, then everyone talks all at once. Ask the group what happens to communication if questions are faced with silence or if a person is bombarded with inaccurate information all at once.

Bring the volunteer to the front of the room again. Shout, “I’m going to throw it in the corner.” (Toss the ball to a corner behind you.) Ask, “Why didn’t the volunteer catch the ball? (The message was inaccurate and not specific. The sender did not define what corner.) Have participants suggest ways that you could have improved the communication. Get the ball again from the volunteer.

Shout, “I’m going to throw the ball NOW” then make a motion of throwing the ball, pause and then throw the ball. Ask, “What was wrong with our communication? (Sender’s perception of NOW was not the same as the receivers. Perceptions can effect communication. Relate this to last week’s lesson.)

Shout, “Here comes the ball!” then roll the ball to the volunteer. Ask, “What was wrong with our communication? (The message wasn’t clear. The volunteer’s expectations were that you would throw the ball, not roll. This ties back to perceptions from the last lesson -- the volunteer had a different perception than you did.)

Shout, “I’m going to throw the ball.” Don’t throw it, but put the ball behind your back. Say that you threw the ball and accuse the receiver of losing the ball. Ask, “What was wrong with our communication? (The sender lied. The receiver and sender had different values. Remind participants of last week’s lesson on values and how values can effect communication.)

Toss the ball back and forth with the volunteer a few times, then, in the middle of a toss, turn and walk away. Ask, “If one person leaves, what happens to communication?” Explain that effective communication involves two people and includes feedback from both people.

DISCUSSION:

Remind participants that poor communication is one reason why conflicts turn into fights. Good communication can turn conflicts into learning experiences. With poor communication, anger increases. With good communication, anger decreases.

Ask participants to summarize the lesson. Each person should state one thing he/she learned about effective communication. Write answers on the poster. Remind participants:

Communication is effective when:

- It is clear, detailed and specific
- When both the sender and receiver participate
- When both the sender and receiver recognize that perceptions may be different
The Message
Channels
Receiver
Factors That Impact Communication:

One-Way, Two-Way Communication
ONE-WAY, TWO-WAY COMMUNICATION

OBJECTIVES:
- To compare communication that is unclear and limited (one-way) with communication where both the sender and receiver ask and answer questions (two-way).

MATERIALS:
- A one-way diagram
- A two-way diagram
- Workbooks
- Pens

ESTIMATED TIME: 15 minutes

PROCEDURE:
Ask for a volunteer. Have the remaining group members open their workbook to page 138. Explain that the volunteer is going to describe something and the group is going to draw what the volunteer is describing. (The volunteer cannot let anyone else see the diagram. The volunteer cannot use hand gestures.) Give the volunteer the one-way diagram and let him/her describe the diagram while others write. Once the group is done, have the volunteer show the diagram and ask everyone how their picture compares.

Ask participants if they feel successful. Tell the group that no one's diagram was wrong and that one-way communication is often not clear, concise or conducive to accuracy.

Give the volunteer the two-way diagram. Repeat the description process, however, this time the group can ask questions during the explanation. Participants use page 139 of the workbook to draw the diagram of boxes. Have the volunteer compare the diagram with the participants' drawings.

DISCUSSION:
- Did drawings resemble the original more with two-way? Why?
- How did participants feel with the two-way communication? Which did they prefer, one-way or two-way?
- How can one-way communication cause conflict at home?
- How can two-way communication help increase good communication at home?
ONE-WAY, TWO-WAY COMMUNICATION

DIAGRAM 1
ONE-WAY, TWO-WAY COMMUNICATION

DIAGRAM 2
LESSON PLAN 15
### LESSON PLAN 15

#### Communication Blockers - 50 minutes

1. **Set:** Communication Blockers - Birthday Wall  
   - Duration: 5 min.

2. **Activities:**
   - A. Communication Blockers Definitions  
     - Duration: 15 min.
   - B. Name that Blocker role play  
     - Duration: 15 min.
   - C. Active Listening  
     - Duration: 15 min.

(Starred ** Portfolio tasks must be completed)

---

**BREAK (10 MIN.)**
SESSION FOUR LESSON PLAN 15
COMMUNICATION BLOCKERS

INTRODUCTION:
This is the second of three communication sessions presented during Bootstraps. Emphasis is placed on teaching youth communication skills because so often poor communication skills lead to conflict. In the last session participants talked about elements that lead to effective communication and/or block effective communication. They also discussed one-way and two-way communication. In this session, participants will discuss communication blockers and active listening techniques.

OBJECTIVES:
- To enhance positive communication skills
- To provide participants with verbal, written and nonverbal communication techniques

WHO ATTENDS:
The facilitator, participants and any adult volunteers

SET:
Set is an important part of learning. A set will help focus participants on the concepts being presented in the session.

Birthday Wall -- Have everyone stand up. Tell participants they are to line up along the wall according to their birthdays. There can be NO TALKING. Give participants two minutes. At the end of two minutes, ask: “How did you communicate? How does this apply to real life?” Remind participants that no one is born being a great communicator -- it takes practice. Explain that today you will be talking more about communication.

ACTIVITIES:
Participants will complete the “Communication Blockers, Name that Blocker, and Active Listening” activities. There are no portfolio entries in this lesson.
COMMUNICATION BLOCKERS

OBJECTIVES:
- To provide participants with knowledge of the communication process in order to enhance their communication skills
- To help students identify communication blockers that prevent effective communication

MATERIALS:  
- Communication “Blocks”  
- Posters  
- Wipe-off markers

ESTIMATED TIME:  
15 minutes

PROCEDURE:
Prior to the beginning of class, copy the 10 Communication “Blocks” found on the following pages. Laminating these blocks will preserve them for use in future Bootstraps groups. Create the following two posters on flip chart or poster paper. These two posters are part of a series of posters that began in Session Four and will continue in this session and Session Six. Laminating these posters will preserve them for future use and will allow for the use of wipe-off markers.

Divide the group into pairs. Hand out all 10 Communication “Blocks” so that each pair has one or more blocks. Tell everyone they will have five minutes to review their blocks and come up with a way to teach the other participants about the blocks. TEACHING IDEAS: Participants can come up with their own definition of the blocker, write it in a blank block and give examples of situations when the blocker might occur. They can describe a situation when the blocker happened to them and tell others how they felt. (For example, if they have the “Interrupting” block they will tell their teammate about a time they were interrupted and how it made them feel.) Or, they can create a short role play and act out the blocker.

FACILITATORS: Make some copies of the blank block for participant use if they decide to create their own definitions.

DISCUSSION:
Have each pair teach their block to the rest of the group. (Participants can use their workbooks, page 141, to follow along.) Afterwards, participants should tape their blocks to the Communication Blocker poster. As a group, discuss how blockers make people feel and how they can contribute to a conflict.
 judgment

puts one person on a higher level than another person
ACCUSING-BLAMING

Implies that you think the person is guilty without hearing his/her side.
Diagnosing

Presumes that you understand the situation better than the other person.
Globalizing

Always/never these accusations draw attention away from the problem.
These attempts to overpower the other person instead of understanding.
COMMUNICATION BLOCKER

INSULTING

DEMONSTRATES ANGER AND DISRESPECT; PROVIDES NO INFORMATION
SARCASM

SHOWS A LACK OF RESPECT.

SUGGESTS YOU DON’T BELIEVE THE OTHER PERSON.
Interrupting shows you aren’t interested in what someone is saying.
Pat Reassurances

Makes the other person feel that you don’t take what he/she says seriously.
CHANGING THE SUBJECT

Makes others feel like you aren’t interested or paying attention.
NAME THAT BLOCKER

OBJECTIVES:
- To help students identify communication blockers that prevent effective communication
- To allow students to develop skills that replace blockers

MATERIALS:  
- Conversation strips

ESTIMATED TIME:  
15 minutes

PROCEDURE:
Before this session, copy and cut out the conversation strips on the following pages.

Divide participants into two-person teams. Hand out all 12 strips so that each team has one or more strips. Tell each participant they will be reading their “lines” in front of the large group. The group will then try and guess which Communication Blocker is being portrayed.

Give each team five minutes to read their strip(s) and rehearse. Encourage teams to use a lot of vocal inflection to give clues. After five minutes have each team present their role play and let the others guess which blocker is being portrayed.

DISCUSSION:
As a large group, have participants discuss how communication could be improved in each situation.
INSULTING

1. Speaker A: “I think we should go to both movies.”
   Speaker B: “That’s a totally ridiculous idea.”

ACCUSING-BLAMING

2. Speaker A: “Here’s your sweater.”
   Speaker B: “I can’t believe this...I loaned you my sweater and you stained it!”

ACCUSING-BLAMING

3. Speaker A: “I think we’re late.”
   Speaker B: “I knew we should have left before 3:00, but you said 3:30 was early enough.”

SARCASM

4. Speaker A: “I thought you wanted to go to the matinee.”
   Speaker B: “Right, with all the little kids and their mommies.”

THREATS OR ORDERS

5. Speaker A: “We’re just friends.”
   Speaker B: “Look, either you stop seeing him or I stop seeing you.”

JUDGING

6. Speaker A: “So I told my grandma to make like a banana and split.”
   Speaker B: “I think anyone who talks to his grandmother like that doesn’t deserve to have one.”
GLOBALIZING

7. Speaker A: “No, I’m busy tomorrow.”
   Speaker B: “EVERY time I ask you to do a favor you say no.”

INTERRUPTING

8. Speaker A: “I would have asked you if you wanted to go to the game, but whenever I ask you to go places…”
   Speaker B: “What are you talking about? You haven’t asked me to go anywhere in months.”

PAT REASSURANCES

9. Speaker A: “I’m really worried about you driving for 10 hours straight.”
   Speaker B: “Hey, it’s no problem. I’m telling you, nothing’s going to happen.”

DIAGNOSING

10. Speaker A: “Shut up!”
    Speaker B: “The only reason you think you can talk to me that way is because that’s how your father talks to your mother.”

THREATS OR ORDERS

11. Speaker A: “And you better be there on time.”
    Speaker B: “If you don’t stop nagging me, I’m not going to show up at all.”

THREATS OR ORDERS

12. Speaker A: “I’ll do it later.”
    Speaker B: “Go in and clean your room immediately!”
ACTIVE LISTENING TECHNIQUES

OBJECTIVES:
- To allow students to develop skills that replace blockers

MATERIALS:
- Workbook page 142-143
- Active listening posters
- Index cards
- Pens

ESTIMATED TIME:
- 15 minutes

PROCEDURE:
Have students turn to the Active Listening pages 142-143 in their workbooks. The Active Listening techniques are also listed on page 4.58 of this curriculum.

Place the Active Listening posters that start on page 4.52 in the front of the room.

Review the techniques as a group. (The facilitator can explain each technique to the class or can assign individual participants to read/explain the techniques.) Participants should be encouraged to ask questions to ensure they understand each technique.

Divide the group into teams made up of two to three people. Ask participants to think of a common communication problem that occurs in their lives. Give participants five minutes to talk about their communication problems. (The Active Listening Conversation Slips on the next page may be used as an alternative to the participant’s own communication problem.)

Tell teams they are to create a role play using one of the communication problems they just discussed. They are to use one of the active listening methods described on the worksheet to show they can solve the communication problem. They will present their role play to the group.

Give participants five minutes to create and rehearse their role play.

DISCUSSION:
Have each team perform their problem and solution for the whole group. Have the group guess which technique is being demonstrated. Discuss whether the active listening methods were successful in creating positive communication.

Hand out an index card to each participant. Have them write down a personal communication problem. Give participants three minutes to write down a solution based on the active listening methods. Encourage participants to take the index card home.
ACTIVE LISTENING
CONVERSATION SLIPS

PAY ATTENTION, ENCOURAGE

Speaker A: Tell Speaker B about a recent event.

Speaker B: Demonstrate “Paying Attention, and Encouraging.”

ASK QUESTIONS, CLARIFY

Speaker A: “I’m really worried about you driving for 10 hours straight.

Speaker B: Demonstrate “Ask Questions, Clarify.”

RESTATING

Speaker A: “I want you to have your room cleaned and the dishes done before you go out tonight. And be home by 10:30.”

Speaker B: Demonstrate “Restating.”

REFLECTING, LISTENING FOR FEELINGS

Speaker A: (Crying, or very distraught) “Don’t worry about me, I’m fine.”

Speaker B: Demonstrate “Reflecting, Listening for Feelings.”
SUMMARIZING

Speaker A: “I am so mad at her! I lent her my best sweater and I have to ask for it back about a hundred times, and then when she does give it back to me, it has this big stain all over the front.

Speaker B: Demonstrate “Summarizing.”

VALIDATING

Speaker A: “I am so mad at my math teacher. My homework was only one day late, and she gave me a zero!”

Speaker B: Demonstrate “Validating.”
Pay Attention, Encourage

Active Listening
Ask Questions, Clarify

Active Listening
RESTATING

ACTIVE LISTENING
Reflecting Listening for Feelings

Active Listening
Summarizing

Active Listening

4.55
VALIDATING

ACTIVE LISTENING
**Active Listening Techniques**

**SESSION FOUR WORKSHEET ACTIVITY**

**Directions:** Ask participants to turn to “Active Listening Techniques” in the workbook. Review the following techniques and discuss how they can be used.

**PAY ATTENTION. ENCOURAGE**

When you pay attention, you look at the person who is talking. You use body language that encourages the person to keep talking. (Nod your head, maintain eye contact, use a facial expression that conveys interest. Say things like, “Um-hm,” “Right,” or “Tell me more.”)

**ASK QUESTIONS. CLARIFY**

When you clarify, you ask questions to keep the speaker talking or to get more information. Express your impression of the situation with phrases like, “It seems as though...” “When did this happen?” or “How do you feel about it?”

You can also give a wrong interpretation to help the speaker rethink what he/she just said.

**RESTATING**

When you restate, you repeat exactly what you heard back to the speaker. This allows the speaker to check your interpretation of what they said. When you restate a message, say “So you are saying...” “You just said...” or “I heard you say this...”

Restating lets the speaker know you have been a good listener.

**REFLECTING. LISTENING FOR FEELINGS**

Try to hear the feelings behind what is being said. Many times a person will say one thing, but you can tell that they are feeling differently. (For example, a person may be crying, but when you ask what is wrong, they say, “nothing”). As a listener, you can check your interpretation by saying things like, “You seem to be feeling ______.” “It looks to me like you are feeling ______.”

**SUMMARIZING**

It is important when summarizing to pick out the speaker’s main points and restate them in your own words. It is also important to identify the feeling the speaker is displaying. When you summarize, you say things like, “So you are angry because of ____ and _____” “So your main point is...” and “It sounds to me like you said...”

**VALIDATING**

Validating is important because it acknowledges the value of what the speaker is saying and feeling. This technique helps the speaker feel like someone cares about what they are saying. When you validate you say things like, “I can appreciate that,” and “I see what you are saying.”
LESSON PLAN 16

Effective Communication - 60 minutes

1. Set: Communication ........................................... 5 min.
2. Activities
   A. “I” Messages (definitions and role play) .............. 15 min.
   B. Factors that Open or Close Communication .......... 15 min.
   **C. Define “Effective Communication” Post test ........ 10 min.
   **D. Doodle Art Post test ................................... 10 min.
3. Wrap-up & Closure ........................................... 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
INTRODUCTION:
This is the final session focused on communication skills. In the last session, participants talked about communication blockers and active listening methods and techniques. Recognizing blockers and avoiding them can lead to more effective communication. Using active listening techniques can also improve communication. However, listening is only one part of effective communication. Being able to send accurate information is just as important as listening. The speaker sets the tone for the conversation and that tone can either prevent or promote a conflict.

This lesson focuses on “I” Messages and other factors that open or close communication. An “I” message focuses on the speaker’s wants, needs or concerns. “I” Messages describe the speaker’s feelings about another’s behavior and tell how this behavior has affected the speaker. The important thing to remember about an “I” message is that it should always focus on the speaker, rather than the listener. It should state the speaker’s feelings rather than place blame on the listener. The listener doesn’t feel judged and spends more time listening to what the speaker is saying if this technique is properly used.

“You” messages place blame on another person. They are rarely effective in solving a problem. “You” messages make listeners feel judged or blamed. Listeners get so busy defending themselves from the attack that they never hear the speaker’s side of the story.

Although “I” messages are simple in form, they are often hard for participants (or anyone else) to master. Facilitators should recognize this fact and try to model “I” messages when possible. Remind participants to use “I” messages throughout the program.

OBJECTIVES:
- To enhance positive communication skills
- To provide participants with appropriate verbal, written and nonverbal communication techniques

WHO ATTENDS:
The Bootstraps facilitator, participants and any adult volunteers
**SET:**

Set is an important part of learning. A set will help focus participants on the concepts being presented in the session. As a set for this session, use a brainstorm to review lessons 14 and 15. Facilitators should review the posters/flip charts from the previous lesson and ask for questions.

**ACTIVITIES:**

In this session, participants will complete the Active Listening, and “I” messages. Participants will also complete two portfolio tasks -- the “Define Effective Communication” and “Doodle Art” post tests.

Facilitators will need to create three posters/flip charts with the following information:

- **“I” Messages**
  - I feel...
  - When you...
  - I want...

- **Open Communication**

- **Open Communication**

**CLOSURE:**

Although there are still two portfolio tasks to complete in this session, facilitators may conduct the closure activity (a review of all posters from Session 4) prior to the tasks.

The facilitator should provide each participant with a 5 x 7 index card. Ask participants to think about the most challenging communication problem they face regularly in their lives. Have each participant write one or two sentences on the index card that describes the situation.

Then, give participants five minutes to look at the posters used in today’s lessons and:

- Write down a communication blocker that occurs during the situation they wrote on their card.
- Write down one or more active listening techniques that might improve the situation.
- Write down an “I” Message relevant to the situation.

Encourage participants to put the index cards in their pockets/purses/wallets so they will have the card available when the situation next arises. Encourage participants to report back to the group if they have an opportunity to use what they have learned. Have them share their successes and failures as Bootstraps progresses.
“I” MESSAGES

OBJECTIVES:
- To provide participants with a specific technique that will help them avoid conflict

MATERIALS:
- Workbook, pages 145-147

ESTIMATED TIME:
- 15 minutes

PROCEDURE:
Prior to class, hang the posters/flip charts on the wall.

Use a brainstorm to open this activity. Ask participants what they know about “I” Messages. Record their answers on a blackboard or flip chart. Explain that “I” Messages have nothing to do with your eyes. (Participants sometimes confuse “I” Messages with the nonverbal communication activity completed prior to this session.) “I” messages don’t accuse or blame (like a “You” message), but will help them avoid conflict.

Have participants turn to the “I” Messages pages in their workbook. Have students read the section on “I” Messages. The facilitator should answer any questions. (Participants can read silently alone or read a paragraph each out loud. Be sensitive to participants who are poor readers.)

Divide students into two- or three-person teams. Assign one of the “I” Message role plays to each team. Give teams a few minutes to create an “I” Message specific to their role play. Have teams read their “I” Messages to the large group. Discuss if they believe the “I” Message will be effective.

If time permits, have each team create their own “I” Message based on a situation they feel is relevant to their personal life. Share “I” Messages and situations with the large group.

DISCUSSION:
- Why would you want to use an “I” Message?
- When could you use an “I” Message?
- How do “I” Messages make you feel?
“I” MESSAGES

OBJECTIVES:
- To expose participants to behaviors that can open or shut down communication
- To help participants recognize these behaviors in themselves

MATERIALS:  
- Word strips
- Poster/flip chart
- Tape

ESTIMATED TIME:  
15 minutes

PROCEDURE:
Prior to the session, cut out the word strips and shuffle. The following list of word strips (provided on the next page), are ready to cut into strips for this activity.

OPEN UP COMMUNICATION
- Eye contact
- Asking clarifying questions
- Facial expressions
- Empathy
- Reflecting feelings
- Asking open-ended questions
- Positive attitude
- Silence
- Focusing on the speaker
- Nodding your head
- Tone of voice
- Focusing on solutions

CLOSE/SHUT DOWN COMMUNICATION
- Focusing on the problem
- Interrupting
- Prying/asking too many questions
- Using “Why” questions
- Changing the subject
- Giving unwanted advice
- Over expressing personal opinions/values
- Not paying attention
- Asking only “yes” or “no” questions
- Judging
- Confronting
- Dominating the conversation

Hand out one or more word strips to each participant until all strips are distributed. Give participants a few minutes to decide if their word strip belongs on the “Open Communication” poster or the “Close Communication” poster. Some strips may belong on both posters. For example, “silence” may close down communication if a person is not willing to discuss the problem. It may encourage communication if you are silent because you are listening.

DISCUSSION:
Ask volunteers:
- Does your word strip belong under “Open” or “Close” communication? Why?
- Can some of the strips belong on both posters? Why or why not?
- What communication “openers” do you use?
- What “closers” do you use?
Making eye contact
Asking clarifying questions
Facial expressions
Empathy
Reflecting feelings
Asking open-ended questions
Silence
Focusing on the speaker
Nodding your head
Tone of voice
Focusing on solutions
Positive attitude
Factors that Open/Close Communication

Word Strips

Focusing on the problem
Interrupting
Prying/asking too many questions
Using “Why” questions
Changing the subject
Giving unwanted advice
Not paying attention
Asking only “yes” or “no” questions
Judging
Confronting
Dominating the conversation
Over expressing personal opinions

4.65
**DEFINE EFFECTIVE COMMUNICATION**  
*(POST TEST)*

**OBJECTIVES:**
- To determine what the participants view as effective communication

**MATERIALS:**
- Workbook page 149
- Pens

**ESTIMATED TIME:**
- 10 minutes

**PROCEDURE:**
Have participants turn to the Define Effective Communication page in their workbook page 149 and read the directions.

Give participants 10 minutes to reflect on what they have learned about communication and write a new definition of effective communication. Their descriptions should be more detailed than their first description posted on page 135.

**DISCUSSION:**
Ask for one or two volunteers to share their definitions with the group. Emphasize the elements of effective communication discussed during this session.
OBJECTIVES:
- To determine what the participants view as effective communication
- To determine if participants see a link between communication and problem solving

MATERIALS:
- Workbook, page 137
- Pens

ESTIMATED TIME:
10 minutes

PROCEDURE:
Have participants turn to the Doodle Art page in their workbook page 137.

Ask participants to think about what they have learned about communication and how it can help solve problems. They are to look at the situation they described in Box #1 (A friend tells them about a problem they are having). They are now going to use what they have learned to respond to their friend's problem in Box #3.

DISCUSSION:
Ask participants to share the problem and their advise to their friend using effective communication techniques to help solve the problem.
SESSION FOUR
COMMUNICATION CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout Bootstraps.

- Round Table -- Write a short concept from the lesson in the middle of a large sheet of paper. Tell students to think of one thing they learned about the concept. Give the paper to a participant and have them quickly write down their answer and pass it to the next person. When the paper has gone around the room, review answers. This can also be done verbally.

- Ask for volunteers to answer and discuss the following three questions:
  What did you learn today?  Why is it important in your life?  How do you feel?

- Hand out a 3 x 5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another person. Encourage participants to take their cards home as reminders.

- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which statements are true and which is false. Correct any misconceptions.

- Send a Puzzle -- Create two- or three-word puzzles or picture puzzles that relate to the session’s concepts. Hand out puzzle pieces to participants and have them find the other pieces. Once puzzles are complete, participants tell about their puzzle.

- Go around the room and ask participants to say one positive thing about today’s session. Provide a candy reward to each person (optional).

- Hand out index cards. Ask participants to tell or write or draw about their favorite part of today’s session. Encourage participants to take the card home as a reminder.

- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching. It SHOULD:

- Reinforce concepts presented during the session
- Illustrate how concepts can be applied to one’s life
- Help participants summarize the main points of the lesson
- Make connections between previous and future learning
- Clear the air to start a new topic
Lesson 13: Work Observations

Lesson 14: What is Communication?

Lesson 15: Communication Blockers

Lesson 16: Effective Communication
WORKBOOK LESSON 13:

WORK OBSERVATIONS
HOW WAS THE PAST WORK WEEK?
Workbook Session Four

- What was hardest about the past work week?

- What was easiest?

- What did you like about the work?

- What did you dislike about the work?

- If you could go back and change something about last week, what would it be?

- Is the work what you thought it would be? Why or why not?

- What was your proudest moment?

- What did you like most about yourself?

- If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th>Very Seldom</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Preparation for work</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I got up in time to get ready for work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I got to work on time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I came to work feeling alert and ready to do my job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I came to work tired or sick</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I partied too much the night before</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. On the job each day</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I understood the work that needed to be done</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I knew how to do the work assigned to me</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I finished my assigned work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I kept a good steady pace that included rest breaks</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I followed the safety rules we were taught</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. My attitude and appearance</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I respected the role of the Job Coach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I contributed to workplace spirit &amp; enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I was committed to work and showed my interest</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I was proud of the quality of my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I felt confident on the job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I kept camp clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I kept myself clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. In the team</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I encouraged everyone to participate</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I showed respect for all team members</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I recognized the strengths I bring to this team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I recognized strengths of others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I had trust and confidence in the team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I worked independently or with others as needed</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Communication</strong></td>
<td>Rate yourself</td>
<td>Team rating of you</td>
<td>Final rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I listened carefully to instructions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I asked for advice on how to improve my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I shared my thoughts and feelings</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**F. Problem solving & decision making**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**G. Leadership**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**H. Healthy lifestyles**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**What will you improve next week?**

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

---

**Stop here for now. We will come back to this at the end of the work week.**

**Did you accomplish the goals you described in the box above?**

If yes, give some examples of things you did to improve....

If you did not accomplish your goals, what happened and what could you have done differently?
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.
WORKBOOK LESSON 14:

WORK OBSERVATIONS
COMMUNICATION: WHAT’S IMPORTANT
Workbook Session Four

Directions: Think about and answer the following questions.

1. The person I have the best conversations with is ________________________
   The conversations are enjoyable because...
   ___________________________________________________________________

2. I have the most trouble having conversations with ________________________
   These conversations are difficult because...
   ___________________________________________________________________

3. When having a conversation, I get mad when people... ________________________
   ___________________________________________________________________

4. If I’m having an argument and I want to make things better, I ...... (list what you do)
   ___________________________________________________________________
   ___________________________________________________________________
5. Because of how I talk to people, I think my friends and adults see me this way...

My friends... ____________________________________________________

Adults... ______________________________________________________

6. Usually, I would like my friends and adults to think I am ...

My friends... ____________________________________________________

Adults... ______________________________________________________

7. People like to talk to me because... _________________________________

________________________________________________________________

8. When I talk with people, I think I could improve on..... ______________________

________________________________________________________________

________________________________________________________________
Directions: Describe an example of effective (good) communication between two or more people.
Doodle Art -- Portfolio Pre-
Workbook Session Four

Directions: Think about a time when a friend told you about a problem. In Box #1, either write or draw a description that illustrates and describes the problem. In Box #2, illustrate or describe your response to the problem. Save Box #3 for later in the program.

#1 The Problem

#2 Your Advice
Doodle Art -- Portfolio Pre-
Workbook Session Four

Do Not Complete This Page Until Told To Do So

You will complete this later in the program

During Lesson 16, you will be asked to Return to this Page

#3 Advice Now
ONE-WAY COMMUNICATION

Workbook Session Four

Directions: Listen for instructions. No questions allowed.
TWO-WAY COMMUNICATION

Workbook Session Four

Directions: Listen for instructions. You can ask questions.
WORKBOOK LESSON 15:

COMMUNICATION BLOCKERS
**COMMUNICATION BLOCKERS**

*Workbook Session Four*

**Directions:** With a teammate, discuss the definition and relate it to your own life. Discuss how Communication Blockers affect feelings.

- **ACCUSING/BLAMING:** Implies you think the person is guilty without hearing his/her side of things.

- **JUDGING:** Puts one person on a higher level than another person.

- **DIAGNOSING:** Presumes that you understand the situation better than the other person.

- **GLOBALIZING:** “Always.” “Never.” These accusations draw attention away from the problem.

- **THREATS/ORDERS:** Attempts to overpower the other person instead of understanding.

- **INSULTING:** Demonstrates anger and disrespect. Provides no information.

- **SARCASM:** Shows a lack of respect. Suggests you don’t believe the other person.

- **INTERRUPTING:** Shows you aren’t interested in what someone is saying.

- **PAT REASSURANCES:** Makes the other person feel that you don’t take what he/she says seriously.

- **CHANGING THE SUBJECT:** Makes others feel like you are not interested or paying attention.
Directions: Review the following techniques and discuss how they can be used. Write some ideas about how you will use each of the techniques.

PAY ATTENTION. ENCOURAGE

When you pay attention, you look at the person who is talking. You use body language that encourages the person to keep talking. (Nod your head, maintain eye contact, use a facial expression that conveys interest) Say things like, “Um-hm,” “Right,” or “Tell me more.”

______________________________________________________________________

ASK QUESTIONS. CLARIFY

When you clarify, you ask questions to keep the speaker talking or to get more information. Express your impression of the situation with phrases like, “It seems as though...” “When did this happen?” or “How do you feel about it?” You can also give a wrong interpretation to help the speaker rethink what he/she just said.

______________________________________________________________________

RESTATING

When you restate, you repeat exactly what you heard back to the speaker. This allows the speaker to check your interpretation of what he/she said. When you restate a message, say “So you are saying...” “You just said...” or “I heard you say this...” Restating lets the speaker know you have been a good listener.

______________________________________________________________________
Directions: Review the following techniques and discuss how they can be used. Write some ideas about how you will use each of the techniques.

REFLECTING. LISTENING FOR FEELINGS

Try to hear the feelings behind what is being said. Many times people will say one thing, but you can tell that they are feeling differently. (For example, a girl may be crying, but when you ask what is wrong, she says, “Nothing”). As a listener, you can check your interpretation by saying things like, “You seem to be feeling ______.” “It looks to me like you are feeling ______.”

SUMMARIZING

It is important when summarizing to pick out the speaker’s main points and restate them in your own words. It is also important to identify the feeling the speaker is displaying. When you summarize, you say things like, “So you are angry because of ____ and ______” “So your main point is…” and “It sounds to me like you have said…”

VALIDATING.

Validating is important because it acknowledges the value of what the speaker is saying and feeling. This technique helps the speaker feel like someone cares about what he/she is saying. When you validate you say things like, “I can appreciate that,” and “I see what you are saying.”
WORKBOOK LESSON 16:

EFFECTIVE COMMUNICATION
“I” messages help you tell someone how you feel without blaming or accusing that person. They allow you to express the real issue, so that you don’t get stuck in a position. They let the other person know what you want him/her to do.

An “I” Message always focuses on your feelings/wants/needs, not on someone else’s.

Use “I” messages to express your feelings, avoid and resolve conflicts, and help you meet your needs.

An “I” message looks like this:

I feel .......... (name the feeling)
when you... (name the behavior)
I want ...... (say what would make you feel better.)

An “I” Message:
- Focuses on the speaker
- Tells how the speaker feels
- Names a behavior
- Tells what the speaker wants

An “I” Message doesn’t...
- Focus on the other person
- Place blame
- Have anything to do with eyes
- Start with “you”

An “I” Message format ...
I feel ______________________
when you ___________________
I want _____________________
Example:

I feel embarrassed ...
when you put that sign on me in public...
I want you to stop making fun of me.

“You” messages place blame on other people. They are not effective in solving problems because they make the other person feel judged or blamed. The other person ends up defending him/herself and doesn’t pay attention to what you are saying.
“I” Messages: Hints for Success

Workbook Session Four

(1) You don’t always have to use the exact words or order shown on the previous page. You can start with “When you…”

Example:

“When you say you’ll call and you don’t, I feel hurt. I want you to follow through on what you promise.”

(2) “I” messages can be used for positive feelings as well as negative ones.

Example:

“I felt so proud when you picked me to lead the meeting.”

(3) The “I want…” part doesn’t always have to be used. For example, when you are talking about an incident that has already happened, an expression of feeling may just be enough.

Example:

“When you ignored everything I told you, I felt frustrated.”

(4) A common misuse of “I” messages is to make an accusation disguised as a feeling.

Example:

“When you tell people things I’ve told you in confidence, I feel you’re a rotten friend.”

Remember that you must mention a feeling when you say “I feel.”
Directions: Following are some problem situations that could easily turn into conflicts. See if you can come up with an “I” message for each one that expresses what you feel and won’t start a fight.

Situation #1

Your friend just got permission to use his parents’ car and you agree to go for a ride with him. You know the cops are watching this friend because he has several DUI’s. He says, “I’ve got some beer in the trunk, let’s go cruisin!”

I feel...
when you...
I want...

Situation #2

Your friend borrows $100 from you and promises to repay you when she gets paid at the end of the week. Two weeks later, she still hasn’t paid. You run into her at the gas station where she’s about to buy some cigarettes.

I feel...
when you...
I want...

Situation #3

You know you have a weight problem. You’ve been dieting for a few weeks. Your friend sees you having a snack and says, “I thought you were trying to lose weight.”

I feel...
when you...
I want...
Directions: Think back to what you have learned about communication. Write a two- to three-sentence description of effective communication in the box below. Your description should be more detailed than your description on page 142.
“Nothing gives one person so much advantage over another as to remain always cool and unruffled under all circumstances.”

— Thomas Jefferson
SESSION FIVE
CONFLICT, RESPONSIBILITY & DECISION MAKING

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: index cards, pens, sticky notes, markers flip chart stand, dots
- Create a time-line using posters in Lesson 19
- Decision-making posters, hats/visors, and consequence folders
- A workbook for each participant
- Completed, wall-size Code of Conduct (see student workbook)
- Attendance sheet
- Review closure suggestions and choose one to conclude the session

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.
SESSION FIVE
CONFLICT, RESPONSIBILITY & DECISION MAKING

1. Lesson Plan 17: Work Observations .......................... 50 min.
   Break .......................................................... 10 min.
2. Lesson Plan 18: Conflict ........................................ 50 min.
   Break .......................................................... 10 min.
3. Lesson Plan 19: Responsibility ................................. 50 min.
   Break .......................................................... 10 min.
4. Lesson Plan 20: Decision-making & Closure ................. 60 min.
SESSION FIVE
CONFLICT, RESPONSIBILITY & DECISION MAKING

LESSON PLAN 17

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FIVE
CONFLICT

LESSON PLAN 18

Conflict - 50 minutes

1. Set: Conflict (Different Approach) .................................................. 10 min.
2. Activities:
   A. Conflict Styles ................................................................. 20 min.
   B. Conflict Brain Drain (role play) ......................................... 20 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FIVE
RESPONSIBILITY

RESPONSIBILITY - 50 minutes

LESSON PLAN 19

1. Set: Conflict (Taking Responsibility for Actions) 10 min.

2. Activities:

   **A. Responsibility Time Line (Column I) 10 min.
   **B. Responsibility Time Line Activity 20 min.
   **C. Responsibility Time Line (Columns 2 & 3) 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FIVE
DECISION-MAKING

LESSON PLAN 20

Decision-making - 60 minutes

1. Set: Decision-making (Dots and Decisions) .......................... 10 min.
2. Activities:
   A. Decision-making Steps .............................................. 15 min.
   B. Consequence Game .................................................. 30 min.
3. Wrap-up & Closure ....................................................... 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK

5.8
LESSON PLAN 17
LESSON PLAN 17

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FIVE
CONFLICT, RESPONSIBILITY & DECISION MAKING

INTRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. They discuss the importance of responsibility and decision-making. It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

OBSERVATIONS:
Each week, the job coach will observe work behaviors for each participant while on the job. At each Monday session, the job coach will have the opportunity to discuss individual’s ratings and reasons for ratings. First, the participants will rate themselves using the “How Is Your Work Week Going?” worksheet. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the job coach indicates areas he/she agrees with and any differences between ratings. The group then has the opportunity to discuss the final agreed upon rating and may brainstorm ways the individual could improve on the job for next week.

OBJECTIVES:
- To continue the observation process as an activity to encourage growth on the job
- To encourage responsibility on the job

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
SET:
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. The facilitator may ask participants to think back to the past work week. What went well? What could have been improved? Additionally, the facilitator will want to create a set for the session topics “responsibility and decision-making.” Simply put, responsibility is about who is counting on you. This includes family, friends, co-workers, your community and even the nation. Responsibility is about living up to our commitments and being accountable if you break those commitments. A responsible person is reliable. Some refer to this concept as “got your back covered.” The concept involves knowing who is counting on you and who you can count on and the feelings of well-being associated with these relationships.

ACTIVITIES:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will learn about responsibility and how work and personal responsibility are interrelated. They will complete an activity designed to help them think about responsibility in a real-life context.

CLOSURE:
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.
**HOW WAS THE PAST WORK WEEK?**

**OBJECTIVES:**
- To initiate discussion about the work and ways to improve

**MATERIALS:**
- Workbook
- Pens

**ESTIMATED TIME:**
30 minutes

**PROCEDURE:**
Ask participants to turn to the workbook page “How is Your Work Week Going?” and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:
- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

**DISCUSSION:**
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:          ESTIMATED TIME:
- Workbook            15 minutes

PROCEDURE:
Ask participants to consider their notes from “How Is Your Work Week Going?” activities. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

DISCUSSION:
Futures Wheel -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
SESSION FIVE
CONFLICT

LESSON PLAN 18

1. Set: Conflict (Different Approach) .......................... 10 min.
2. Activities:
   A. Conflict Styles ............................................. 20 min.
   B. Conflict Brain Drain (role play) ....................... 20 min.

Conflict - 50 minutes

BREAK (10 MIN.)
SESSION FIVE
CONFLICT

INTRODUCTION:
In the last session, participants talked about communication blockers and active listening techniques. Although the formal instruction relating to communication skills ended with Session Four, facilitators are encouraged to remind participants of communication skills whenever appropriate in upcoming sessions.

In this session, participants will explore the ways that most people handle conflict. They will identify their individual conflict styles and discuss ways of handling conflicts.

OBSERVATIONS:
- To teach participants different ways of handling conflict
- To help participants identify the ways they personally handle conflict
- To increase acceptance and tolerance of others' values

WHO ATTENDS:
The facilitator and participants

SET:
Set is an important part of learning. A set will help focus participants on the concepts being presented. As a set for this session, use “Different Approach.”

ACTIVITIES:
In this session, participants will complete the following activities: “Conflict Styles,” and “Conflict Brain Drain.” There are no portfolio tasks in this session.
DIFFERENT APPROACH

OBJECTIVES:

- To demonstrate that there are alternatives to win/lose approaches to conflict

MATERIALS:  
- “A Different Approach” comments  
  (next page)

ESTIMATED TIME:  
- 10 minutes

PROCEDURE:

Divide the group into two-person teams. Have each person sit opposite each other and clasp opposite hands. Elbows should rest on the table. DO NOT use the term arm wrestling or any other term that implies competition.

Tell participants the goal is to touch the back of their partner’s hand to the table as many times as they can in one minute. Each participant should keep track of how many times they touched their partner’s hand to the table.

Tell each team to “go.” After one minute, stop and ask how many times each person touched their partner’s hand to the table. Keep this discussion brief.

Read the “Different Approach Comments” to the participants. Without discussion, have participants repeat the activity with the same partners.

Once again, briefly discuss the number of times each person touched their partner’s hand to the table. Then, ask a volunteer to help you demonstrate how a pair can work cooperatively so that each person can touch his or her partner’s hand to the table the maximum number of times (whisper to the volunteer that neither one of you will offer resistance and you will both work together to touch the maximum number of times). Have the group count as you and your volunteer work together.

DISCUSSION:

- Which approach (resisting one another or working together) was most effective? Why?
- Did you change your approach to the activity the second time? Why or why not?
- How did you feel the first time compared to the second?
Often, when there is a conflict, the people who disagree will each try to win. When this happens, both people focus on winning and it becomes difficult to find a way to make the changes necessary to resolve the conflict. When people approach conflict as a win/lose proposition, they are likely to feel angry and the problem may get worse instead of better. As long as both people want to win, both people will remain stuck in the conflict.

Conflict can be expressed clearly and directly in terms of the problem it creates. It is also possible for conflict to be resolved in such a way that all concerned parties are winners. In addition, if conflict is expressed peacefully and if all parties work to solve the problem to their mutual advantage, then there is another very positive outcome: learning. When people try earnestly to resolve a conflict, they will learn new things about themselves and about each other, whether or not a resolution is reached immediately.

The notion of conflict as a positive force or process is not a common viewpoint in our society. Many people approach conflict as a win-or-lose, sink-or-swim proposition and they fight to win, sometimes as if their lives depended on it. Often we see people respond in the opposite way, as well. Rather than acknowledging the existence of a problem, many people will avoid the situation and suppress their anger.

When people express their feelings in constructive ways and work together to get what they want, conflicts can be addressed when they first occur. This approach can help reduce anxiety and prevent escalation of the conflict by addressing it when it can be resolved quickly and easily.

Working together to resolve conflict can lead to stronger relationships and better feelings about ourselves and others.
MY CONFLICT STYLE

OBJECTIVES:
- To familiarize participants with ways they personally handle conflict

MATERIALS:  ESTIMATED TIME:
- 3 signs  20 minutes
- (Avoidance, Confrontation, Problem Solving)

PROCEDURE:
Post three signs at different places in the room (Avoidance, Confrontation, Problem Solving). Use the three examples on the following page to explain the three styles.

To further reinforce the ideas regarding conflict styles, read the following scenarios to the group one at a time. (Feel free to add additional examples based on your knowledge of the group.) Tell participants to stand under the sign that best describes the way he/she would handle the situation.

What if...
- Someone blames you for something you didn't do.
- Someone steals your money, CD, clothes, etc.
- Someone dis's you (disrespects you.)
- Someone starts a rumor about you that isn't true.
- Someone steals your food or snacks.
- Someone orders you to do something you don't want to do.
- You are mad at your best friend.
- You are mad at your parents.
- You are mad at your brother or sister.
- You get a bad evaluation from the job coach.

DISCUSSION:
- Do you always handle conflict in the same way? Why or why not?
- Do people handle conflict in only one way?
- What helps a person decide how to handle conflict?
- Is one method of handling conflict better than another?
- Do you think your conflict style is working? What changes could you make?
EXAMPLES OF CONFLICT STYLES

CONFRONTATION: A conflict occurs and quickly erupts into pushing, blaming, fighting, name calling and put-downs.

AVOIDANCE: A conflict occurs and one person gives “the silent treatment” to the other or pretends to agree even though he/she does not agree.

PROBLEM SOLVING: A conflict occurs and one person tries to get the others to cool down and talk. Each person listens to the others and everyone takes turns talking. One person suggests a compromise and negotiates a solution to the problem.
CONFLICT BRAIN DRAIN

OBJECTIVES:
- To provide participants with real-life examples of reasons conflicts occur and the three ways people often deal with conflicts.

MATERIALS:  
- Paper
- Pens

ESTIMATED TIME:  
- 20 minutes

PROCEDURE:
Participants role play several of the scenarios from the previous activity. (For example: “Someone blames you for something you didn’t do.) Ask participants to use positive communication techniques to de-escalate or reduce the conflict. Facilitators may want to incorporate the communication posters from Session 4 into this session as reminders to participants.

DISCUSSION:
As discussion from the role play, generate a list of ways participants can reduce conflicts. Record all ideas on a flip chart.

Ask:
- Can conflict lead to better relationships? How?
SESSION FIVE
RESPONSIBILITY

LESSON PLAN 19

Responsibility - 50 minutes


2. Activities:
   **A. Responsibility Time Line (Column 1) 10 min.
   **B. Responsibility Time Line Activity 20 min.
   **C. Responsibility Time Line (Columns 2 & 3) 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION FIVE
RESPONSIBILITY

INTRODUCTION:
This session focuses on self-responsibility and the consequences of individual actions

OBJECTIVES:
- To teach participants about individual and social responsibility including limits, consequences and age-appropriate behavior
- To help participants use past experiences to make better decisions in the future

WHO ATTENDS:
The facilitator and participants

SET:
Set is an important part of learning. A set will help focus participants on the concepts being presented in the session. Use the “Taking Responsibility for Actions” activity (following pages) as a set for this session.

ACTIVITIES:
In this session, participants will discuss self-responsibility and consequences. Participants will complete the Responsibility Time Line activity and portfolio task. It is important for facilitators to make sure that this portfolio task is completed since it will be used to evaluate participant growth at the end of the program.
**Taking Responsibility for Actions**

**Objectives:**
- To provide participants with the knowledge that they have choices in everyday activities
- To show participants that they are not powerless

**Materials:**
- Paper
- Pens

**Estimated Time:**
10 minutes

**Procedure:**
Hand out a piece of paper and pen to all participants. Ask participants to think of three things they do on a fairly regular basis that they really don’t like to do. (These should be things they feel they HAVE to do and feel trapped into doing.) Tell students to write the three things on the paper using the format, “I have to…” for each situation.

The facilitator can write the following examples on the board or come up with some of his/her own.

- Have to get up early
- Have to go to work
- Have to pay my bills

Ask participants, “What kind of feelings do you have when you say, ‘I have to…’” (anger, discouragement, powerlessness, loss of control, etc.)? Briefly discuss these feelings.

Have participants return to their papers, cross out the “have” in each sentence and put in the word “choose.” (Demonstrate this using your examples on the board.) Then ask, “How many of you agree that you choose to do the things on your list?” (Many young people will argue that they have no choice. The facilitator should wait to pursue the point.)

Tell participants that there is another way to look at the statements. With the students’ help, brainstorm at least three alternatives to one of the sample situations. Place these alternatives in the “choices” column. Then, have the group brainstorm the possible consequences of each choice. As a group, evaluate the consequences (which are acceptable, not acceptable). Cross off the unacceptable consequences.

For example:

<table>
<thead>
<tr>
<th>Example</th>
<th>Choices</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to go to work</td>
<td>I could quit</td>
<td>I wouldn’t have any money</td>
</tr>
<tr>
<td></td>
<td>I could get a different job</td>
<td>I might be happier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I might miss coworkers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It might not pay as much</td>
</tr>
</tbody>
</table>
**TAKING RESPONSIBILITY FOR ACTIONS (CONTINUED)**

Ask for volunteers who want to share a personal “have to.” As a group, list alternate choices and evaluate the consequences. Decide as a group if the participant is making the best possible choice in light of the consequences.

**NOTE TO FACILITATOR:**

Ask for volunteers who want to share a personal “have to.” As a group, list alternate choices and evaluate the consequences. Decide as a group if the participant is making the best possible choice in light of the consequences.

**DISCUSSION:**

Tell participants the purpose of this activity is not always to decide on a different action, but to change the way we feel about the choices we make. Remind students that:

- no one physically forces us to act a certain way -- we have a choice.
- we may be doing what we are doing because it is the best choice under the circumstances.
- it is important to look at personal choices. Are we making good choices or should a change be made? Are we trapped because we haven't taken the time to find a better choice?
RESPONSIBILITY TIME LINE PORTFOLIO

OBJECTIVES:

- To learn about individual and social responsibility and discuss age-appropriate behavior
- To have participants use past experiences to make better decisions for the future

MATERIALS:

- Responsibility Time Line worksheet, page 161
- Responsibility Time Line for floor
- Responsibility experience cards
- 4X6 index cards

ESTIMATED TIME:

- 55 minutes

Responsibility Time Line (Floor) Paper: Create a 15 foot (approximately) timeline by copying the age posters found on the following pages and placing them side by side on the floor. Make sure your timeline includes the age ranges: 0-5 years old, 6-9 years old, 10-12 years old, 13-14 years old, 15 years old, 16 years old, 17 years old, 18 years old, 19 years old, 20 years old, 21-24 years old, 25-29 years old, 30-40 years old, 41-49 years old, 50 years old, Never.

Twenty experience cards: Use 4x6 inch index cards (or larger) to make 20 experience cards. Write one of the following behaviors on one of the cards: First allowance, First girl/boy party, 1st serious romance, 1st car/truck, 1st cell phone, 1st time to fall in love, 1st bank account, 1st car date, 1st can of beer, 1st “real” kiss, 1st time to buy groceries, 1st time to wash clothes, start smoking, start chewing tobacco, 1st time home alone at night, 1st time to cook a meal, 1st time to have sex, marriage, 1st child, 2nd child, rent an apartment. (FACILITATORS: Feel free to make up other cards that pertain to your individual group.).

(TIME-SAVING HINT: Laminate and save the time line and cards for future use.)

PROCEDURE:

PART ONE: 10 minutes
Ask each group member to turn to the Responsibility Time Line in the workbook (page 161) and complete COLUMN ONE only. Explain that this worksheet will not be discussed and will remain confidential. This worksheet is a portfolio entry and facilitators should budget the time in this session to ensure the entire worksheet is completed.
RESPONSIBILITY TIME LINE PORTFOLIO
(CONTINUED)

PART TWO: 30 minutes
Arrange the room so the time line can be spread out across the floor where every participant can see it. Distribute all of the experience cards to participants (each person should have one or more cards).

Ask each person to place the card(s) FACE DOWN on the time line under the age they believe the experience should take place. (For example, if the participant believes “First can of beer” should happen at age 13, they would place the card face down on “13 years old” on the time line.) Call attention to the “Never” spot on the time line and be sure participants understand that “Never” can be a choice.

When all of the experience cards have been placed, ask the entire group to stand on one side of the time line. Explain that this is the “agree” side. As each card is turned over, participants either stay on the “agree” side of the time line if they agree with the age or move to the opposite side if they disagree. Whenever there are more people on the “disagree” side, the experience card will move to another age until the majority of the group steps back over to the “agree” side. When that happens the experience card will stay at the age where most of the group agreed.

Start turning over cards nearest to zero. Ask participants if they agree or disagree and why. The purpose of the activity is to discuss age-appropriate behavior and focus on the consequences of early, at-risk behavior.

PART THREE: 15 minutes
Have participants return to the Responsibility Time line in the workbook and complete columns two and three.

DISCUSSION:
- How do decisions made early in life impact a person’s future?
- What are the responsibilities that go along with each of the decisions?
Ages
0-5
Ages 6-9
Ages
10-12
Ages 13-14
Age 15
Age
16
Age
17
Age 18
Age
19
Age
20
Ages
21-24
Ages 25 - 29
Ages 30 - 40
Ages
41 - 49
Age
50
Never
SESSION FIVE
DECISION-MAKING

LESSON PLAN 20

Decision-Making - 60 minutes

1. Set: Decision-Making (Dots and Decisions) ........................................ 10 min.
2. Activities
   A. Decision-Making Steps ......................................................... 15 min.
   B. Consequence Game .............................................................. 30 min.
3. Wrap-up & Closure ................................................................. 5 min.

Prepare to Pack-up and Leave for the Week of Work
SESSION FIVE
DECISION-MAKING

INTRODUCTION:
In Lesson 19, the participants talked about self-responsibility. The conversation continues in this lesson as participants focus on making wise decisions and the concept that all decisions have consequences. Facilitators should link previous learning about conflict resolution and self-responsibility with this session. Remind participants about quick fixes versus complex solutions, negotiation, compromise and active listening techniques. Emphasis should be placed on taking responsibility for decisions.

OBJECTIVES:
- To teach participants about the steps involved in making informed decisions
- To help participants recognize that all decisions have consequences and that all decisions impact the future in positive and/or negative ways
- To create an awareness of the types of decisions participants are faced with and reflect on the impact of different choices

WHO ATTENDS:
The facilitator and participants

SET:
Set is an important part of learning. A set will help focus participants on the concepts being presented in the session. Use the “Dot Activity” as a set for this session.

ACTIVITIES:
In this session, participants will discuss common types of personal decisions people face. They will be exposed to decision-making steps and they will reflect on and prioritize some personal decisions that they must make or have made. Participants will also brainstorm choices and consequences.

Participants will participate in the Consequence Game during which they will discuss consequences attached to certain actions. Participants will also complete the “My Problem” post portfolio activity.

CLOSURE:
Return to the “Dots” set activity and continue discussion OR review the page of suggested closures and choose one appropriate for this session.
Dots and Decisions

Objectives:

- To create an awareness of the different types of decisions participants face today
- To share ideas and learn new techniques for dealing with some of these decisions

Materials:

- 10 quarter-size label “dots” per person (self adhesive or sticky-backed)
- 10 pieces of 8-1/2 x 11 paper
- Flip chart paper/blackboard, markers/chalk, tape

Estimated Time:

10 minutes

Procedure:

Prior to the session the facilitator should prepare a set of 10 dots for each participant. The set should be numbered from 1-10 (one dot has a number 1, another dot has a number 2, etc.)

Divide participants into groups of two to three people. Ask each group to brainstorm a list of the most significant decisions that young people are facing today. Encourage participants to list decisions that participants are faced with frequently and that significantly impact the future. (Allow five minutes for this small group discussion.) After five minutes, have each small group share their ideas with the large group. The facilitator should record the most significant decisions on the flip chart/blackboard. As a large group, have participants pick what they determine are the 10 most significant decisions from the master list.

Participants and/or the facilitator should take the 10 decisions and write each one as a heading on top of a sheet of paper. The 10 papers should then be taped around the room where everyone can see them.

Tell participants they are going to use their dots to rank the importance of each decision. Participants should place their #10 dot on the page that lists the decision the participant feels is MOST SIGNIFICANT to his/her future. They should place their #9 dot on the paper that lists the decision they feel is next most significant. The process should be repeated until all the dots are placed. The #1 dot is the decision the participant feels is least important at this time. Once everyone has placed the dots, ask participants to add up the numbers on each page. The total should be written on each page.

Discussion:

Begin the discussion with the paper with the highest total (i.e. the paper the participants have ranked the most significant.) Ask:

- Why is this decision so important?
- What can be done, at this point in the participants’ lives, to positively impact the decision?

Facilitator Note: You won’t have time to discuss all ten decisions. You may choose to return to this activity as a closure activity and let participants talk about the remaining decisions and how they can make wise choices for a positive future.
OBJECTIVES:

- To acquaint participants with the decision-making process

MATERIALS:  
- The six decision-making steps (pages 5.54-5.59)
- Index cards (one per participant)

ESTIMATED TIME:

- 15 minutes

PROCEDURE:

FACILITATOR TIP: Laminated the six decision-making steps for use with future groups.

Have six volunteers come to the front of the room. Shuffle the six decision-making steps pages and hand each volunteer a page and ask them to line up shoulder to shoulder where everyone can see the papers. Have the participants put the “steps” in order by asking the volunteers to move around. (For example, participants would ask person #3 to go to the front of the line because they believe that person has the first step in the decision-making process.) After steps are placed in the correct order, post the steps in a place where all participants can see them.

The decision-making steps are:

1. Identify all options relating to the decision
2. Identify all consequences for each option
3. Decide which consequence is most desirable
4. Assess the likelihood of each consequence
5. Make a choice
6. Evaluate the choice at a future date

The facilitator should then walk the group through an example of the decision-making process using the following example or one of his/her own. The facilitator should record the process on the flip chart.

See next page for an example.
EXAMPLE:

You have two hours of work to finish to get prepared for your job tomorrow (grocery shopping, pay the bills, cook some food, laundry, packing, etc), but you want to go to your friend’s house. It’s already 9 p.m. on Sunday night and your job will take you out of town all week.

IDENTIFY ALL OPTIONS
- skip the work and go see your friend.
- visit and then do the work.
- do the work and then go to your friend’s house.
- other options?

IDENTIFY ALL CONSEQUENCES
- you will not be ready for your job in the morning.
- you may be too tired after the visit to do work.
- you will get the work done, but may be too tired to go to see your friend.
- other consequences?

DECIDE WHICH CONSEQUENCE IS MOST DESIRABLE
- If you do not get ready for your job the night before, you will be late and miss your ride to the field for the week of work. You would be tired in the morning, but had fun with your friend.
- If you do the work the night before, you will be ready for your job and will get to work on time in the morning. You will be alert, but you did not get to see your friend.
- Other scenarios

Assess the likelihood of each consequence
- It is certain that the job coach and team members will notice if you are not packed and ready to go on time and they will make it hard on you all week. They may leave without you and you will lose a week of pay. If you do not pay the bills, you might get evicted from your apartment or lose your car and the electric or water might be shut off.

MAKE THE CHOICE

EVALUATE THE CHOICE AT A LATER DATE
- Ask yourself, “was it better to do a good job?” Next time you are faced with a choice between getting ready for the job and going to visit a friend, you will be able to balance the decision between worse case scenarios and consequences for the decision.

DISCUSSION:

Using the list of significant participant decisions generated in the previous activity, have participants walk through the decision-making steps with some of their most significant decisions.

Ask participants:
- Are decisions better or worse when you use this process?
- How can you use this process in your own life?
- Would using this process make a difference in the decisions you make? Why?
Identify all Options

Identify all Consequences

Decide Which Consequence is Most Desirable

Assess the Likelihood of Each Consequence

Make the Choice

Evaluate the Choice at a Future Date
Identify ALL Possible Options Relating to the Decision
Identify ALL Consequences for Each Option
Decide Which Consequence is Most Desirable
Assess the Likelihood of Each Consequence
Make a Choice
Evaluate the Choice at a Future Date
OBJECTIVES:

- To allow the students to examine the relationship between actions/behaviors and consequences. Students will also determine realistic, reasonable and appropriate consequences for specific actions.
- To discuss the impact on a person who has been labeled

MATERIALS:

- Flip chart
- Inexpensive hats/visors
- String, tape, stapler
- File folders
- 3X5 note cards
- Pens

Behavior/action hats. The facilitator needs one hat for each participant. Purchase inexpensive hats or visors. Make LABELS for these hats by cutting paper into long strips and stapling them in a circle to make a headband. On the headbands, write an action/behavior (listed below) big enough so that it can be easily read. If you have access to visors, you may also write the action/behavior on the brim of the visor. Make sure that the person who is wearing the headband or visor cannot read the action/behavior written on the hat they are wearing.

FACILITATOR TIP: Please note that this activity will take some preparation time prior to the activity. Hats/visors and folders can be kept for future groups.

POSSIBLE LABELS FOR HEADBANDS/HATS:

- I am a reliable worker
- I steal from my friends
- I talk too much
- I am lazy
- I like using drugs
- I have a bad attitude
- I smell bad
- I lie
- I never talk
- I was in prison
- I am a good athlete
- I am always late
- I am a good friend
- I am very popular
- I am a cheater

Consequence/label necklace. You need one necklace for each participant. Make these by stapling a file folder shut on the two short sides, leaving the top slot open. Punch one hole on each side of the top of the folder so you can tie a string through the holes and make a necklace of the folder. Make sure that the string is long enough to fit over a person’s head with the folder hanging to about the midsection. The slot in the folder should be big enough to allow 3 X 5 note cards to fit into the folder. On the outside of each folder write: “CONSEQUENCE OF MY LABEL”

3 x 5 note cards. Each student should get a stack of 3 x 5 note cards. They need as many note cards as there are group members. Give each person a pen.

Flip chart. The facilitator will record consequences on the flip chart.
THE CONSEQUENCE GAME
(CONTINUED)

PROCEDURE:
Have each participant place a Consequence necklace around his/her neck. Have participants
spread out around the room. The facilitator should place an action/behavior hat on each
person’s head (making sure that no one can see his or her own action/behavior). Give each
participant enough note cards as there are people in the room. Give participants a pen.

Explain to everyone that each one of them has been given a “label” which is written on their hat. Each person will have 15 minutes to walk around the room and look at everyone else’s “label.” As they read someone’s label, they are to treat the person as if the label is true. They should make verbal comments that relates to the label and give vague hints what the label might be, but should not directly tell the person what the label is. Each participant is to write an appropriate negative or positive consequence for the label and put the card into that person’s necklace folder.

Give students 15 minutes to make verbal comments and write consequences for every other student. After this time, have students listen to the following instructions and join the appropriate group:

“If you felt like people were mean to you, stand on the left side of the room.”
“If you felt like people were nice to you, stand on the right side of the room.”
“If you felt like people treated you OK, or you are not really sure how you were treated, stand in the middle of the room.”

Give participants time to guess what their label was and tell how they felt about the treatment they received from others.

Have a volunteer from each group take out one consequence card from their necklace folder. Ask the volunteers if the consequence on the card gives them any idea what their action/behavior hat might say. Have volunteers continue to read the consequence cards until they know what their action/behavior was.

Repeat this process with as many participants as time allows. Each group member should then select the consequence card they believe to be most realistic, reasonable and appropriate for his/her specific action/behavior. Have them explain their selection.

DISCUSSION:

- How did it make you feel to be treated the way you were?
- How hard was it to come up with a consequence for the specific action/behavior?
- Was it more difficult to come up with a negative or positive consequence?
- How do labels impact your daily life?
SESSION FIVE
CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout Bootstraps.

- Use the closure time to continue discussion or the "Dots" activities. Allow each participant to discuss his/her problem and receive input from the group.

- Round Table -- Write a short concept from the lesson in the middle of a paper. Tell students to think of one thing they learned about the concept. Give the paper to a participant and have them quickly write down their answer and pass it to the next participant. When the paper has gone around the room, review answers. **This can also be done verbally.**

- Ask for volunteers to answer and discuss the following three questions:
  What did you learn today? Why is it important in your life? How do you feel?

- Hand out a 3 x 5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another participant. Encourage participants to take their cards home as reminders.

- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which statements are true and which is false. Correct any misconceptions.

- Send a Puzzle -- Create two- or three-word puzzles or picture puzzles that relate to the session's concepts. Hand out puzzle pieces to participants and have them find the other pieces. Once puzzles are complete, participants tell about their puzzle.

- Hand out index cards. Ask participants to tell or write or draw about their favorite part of today's session. Encourage participants to take the card home as a reminder.

- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

---

**NOTE TO FACILITATORS:**

Closure is an **IMPORTANT** part of teaching. It **SHOULD:**

- reinforce concepts presented during the session
- illustrate how concepts can be applied to one's life
- help participants summarize the main points of the lesson
- make connections between previous and future learning
- clear the air to start a new topic
Lesson 17: Work Observations

Lesson 18: Conflict

Lesson 19: Responsibility

Lesson 20: Decision-Making
WORKBOOK LESSON 17:

WORK OBSERVATIONS
HOW WAS THE PAST WORK WEEK?

Workbook Session Five

■ What was hardest about the past work week?

■ What was easiest?

■ What did you like about the work?

■ What did you dislike about the work?

■ If you could go back and change something about last week, what would it be?

■ Is the work what you thought it would be? Why or why not?

■ What was your proudest moment?

■ What did you like most about yourself?

■ If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

### A. Preparation for work

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I got up in time to get ready for work
2. I got to work on time
3. I came to work feeling alert and ready to do my job
4. I came to work tired or sick
5. I partied too much the night before

### B. On the job each day

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I understood the work that needed to be done
2. I knew how to do the work assigned to me
3. I finished my assigned work
4. I kept a good steady pace that included rest breaks
5. I followed the safety rules we were taught

### C. My attitude and appearance

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I respected the role of the Job Coach
2. I contributed to workplace spirit & enjoyment
3. I was committed to work and showed my interest
4. I was proud of the quality of my work
5. I felt confident on the job
6. I kept camp clean
7. I kept myself clean

### D. In the team

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I encouraged everyone to participate
2. I showed respect for all team members
3. I recognized the strengths I bring to this team
4. I recognized strengths of others
5. I had trust and confidence in the team
6. I worked independently or with others as needed

### E. Communication

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. I was friendly and easy to approach
2. I used respectful and appropriate language
3. I listened carefully to instructions
4. I asked for advice on how to improve my work
5. I shared my thoughts and feelings

Continued on next page...
### F. Problem solving & decision making

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### G. Leadership

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### What will you improve next week?

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

---

Stop here for now. We will come back to this at the end of the work week.

### Did you accomplish the goals you described in the box above?

If yes, give some examples of things you did to improve....

If you did not accomplish your goals, what happened and what could you have done differently?
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.
WORKBOOK LESSON 18:

DEALING WITH CONFLICT
MY CONFLICT STYLE
Workbook Session Five

Read the three conflict styles on the next page (Avoidance, Confrontation, Problem Solving).

Which conflict style best describes the way you would handle the situation?

Write one of the three styles in the blank space beside each scenario.

WHAT IF...

■ Someone blames you for something you didn’t do. ______________________

■ Someone steals your money, CD, clothes, etc. ______________________

■ Someone dis's you (disrespects you). ______________________

■ Someone starts a rumor about you that isn’t true. ______________________

■ Someone steals your food or snacks. ______________________

■ Someone orders you to do something you don’t want to do. ______________________

■ You get a bad evaluation from the job coach. ______________________

DISCUSSION:

■ Do you always handle conflict in the same way? Why or why not?

■ Do people handle conflict in only one way?

■ What helps a person decide how to handle conflict?

■ Is one method of handling conflict better than another?

■ What changes could you make to your conflict style?
EXAMPLES OF CONFLICT STYLES

Workbook Session Five

CONFRONTATION:
A conflict occurs and quickly erupts into pushing, blaming, fighting, name calling and put-downs.

AVOIDANCE:
A conflict occurs and one person gives “the silent treatment” to the other or pretends to agree even though he/she does not agree.

PROBLEM SOLVING:
A conflict occurs and one person tries to get the others to cool down and talk. Each person listens to the others and everyone takes turns talking. One person suggests a compromise and negotiates a solution to the problem.
Workbook Lesson 19: Responsibility
Responsibility
## Responsibility Time Line Portfolio

**Workbook Session Five**

| Experienc/Situation             | A What age did this happen to you? Write NEVER if it hasn’t happened. | B What age do you believe this should happen. | Compare column A & B. If these two ages are different, explain why. |
|---------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1st Girl/Boy Party              |                                                                        |                                                  |                                                                  |
| 1st Serious Romance             |                                                                        |                                                  |                                                                  |
| 1st Car/Truck                   |                                                                        |                                                  |                                                                  |
| 1st Cell Phone                  |                                                                        |                                                  |                                                                  |
| 1st Time to Fall in Love        |                                                                        |                                                  |                                                                  |
| 1st Bank Account                |                                                                        |                                                  |                                                                  |
| 1st Car Date                    |                                                                        |                                                  |                                                                  |
| 1st Can of Beer                 |                                                                        |                                                  |                                                                  |
| 1st “Real” Kiss                 |                                                                        |                                                  |                                                                  |
| 1st Time to Buy Groceries       |                                                                        |                                                  |                                                                  |
| 1st Time to Wash Clothes        |                                                                        |                                                  |                                                                  |
| Start Smoking                   |                                                                        |                                                  |                                                                  |
| Start Chewing Tobacco           |                                                                        |                                                  |                                                                  |
| 1st Time Home Alone at Night    |                                                                        |                                                  |                                                                  |
| 1st Time to Cook a Meal         |                                                                        |                                                  |                                                                  |
| 1st Time to Have Sex            |                                                                        |                                                  |                                                                  |
| Marriage                        |                                                                        |                                                  |                                                                  |
| 1st Child                       |                                                                        |                                                  |                                                                  |
| Rent and Apartment              |                                                                        |                                                  |                                                                  |
WORKBOOK LESSON 20:

DECISION MAKING
DECESSION MAKING STEPS
Workbook Session Five

IDENTIFY ALL OPTIONS

IDENTIFY ALL CONSEQUENCES

DECIDE WHICH CONSEQUENCE IS MOST DESIRABLE

ASSESS THE LIKELIHOOD OF EACH CONSEQUENCE

MAKE THE CHOICE

EVALUATE THE CHOICE AT A FUTURE DATE
CONSEQUENCES FOR DECISIONS

Workbook Session Five

This game is a simulation to help you understand the consequences for the decisions people sometimes make. The labels for this game are listed below. Some of the labels are positive, and some are not. As you participate in this simulation, consider how you feel about the way people are treating you because of your assigned label. Also, pay attention to the feelings you have toward other people regarding their assigned label. The point of the game is to give each other verbal and non-verbal clues so they can guess their assigned label.

Your instructor will give you a hat with one of the labels shown in the list below. Put on the hat without looking at the label. Remember, this is a game. If you get a negatively labeled hat and people are treating you badly, remember that your coworkers have been asked to help demonstrate the consequences of decisions. This is just a game to demonstrate consequences for decisions and not something to take personally.

POSSIBLE LABELS FOR HATS:

- I am a reliable worker
- I have a bad attitude
- I am a good athlete
- I steal from my friends
- I am a good friend
- I smell bad
- I am always late
- I talk too much
- I have AIDS
- I am lazy
- I never talk
- I am very popular
- I like using drugs
- I was in prison
- I am a single parent

You will also be wearing a “consequence necklace” (folder). Put on your consequence necklace. Your co-workers will be putting note cards in your folder that explain the consequences for the label on your hat. Besides the written words, please also be aware of how your co-workers are treating you. They are giving you clues about your label. Your job will be to guess your label.

The instructor will give each person 3 x 5 note cards. You will need as many note cards as there are group members. You also need a pen or pencil.

Note: You will have 15 minutes to walk around the room (wearing your hat) and look at everyone else’s “label.” As you read someone’s label, treat the person as if the label is true. Make a comment that relates to the label and give vague hints about what the label might be, but do not directly tell the person what the label is. Each player is to write an appropriate negative or positive consequence for the label and put the card into that person’s “consequence necklace” folder.

After you have received comments from all group members, face the front of the room and do the following: (1) If you felt like people were mean to you, move to the left side of the room. (2) If you felt like people were nice to you, move to the right side of the room. (3) If you felt like people treated you OK, or you are not really sure how you were treated, stand in the middle of the room.
CONSEQUENCES FOR DECISIONS (CONTINUED)

Workbook Session Five

Without looking at your hat, what do you think your label is?
__________________________________________

What does your hat actually say?
__________________________________________

Write one or two words that describe how you felt about the treatment you received from others.
_____________________________________________________________

Select the consequence card you believe to be most realistic, reasonable and appropriate for your label. Why did you select this card?
______________________________________________________________

DISCUSSION:

- How did it make you feel to be treated the way you were?
- How hard was it to come up with a consequence for each person?
- Was it more difficult to come up with a negative or positive consequence?
- In real life, if you got the stereotype as an “unreliable worker,” what would some of the consequences be? “Reliable Worker”?
- When employers check with references or other people you have worked for, what positive or negative labels do you think they will discuss about you?
- What is your best quality?
- What can you do so that employers hear about your good qualities?
LESSON PLANS
SESSION SIX

GOALS

“SOME LOOK AT THINGS THAT ARE, AND ASK WHY. I DREAM OF THINGS THAT NEVER WERE AND ASK WHY NOT?”

-- GEORGE BERNARD SHAW
This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.

**Facilitator:** Start making plans to visit a college or university during session nine. Arrange transportation, and contact the student recruitment office to request a campus tour. Ask the recruitment office to include information about certificate programs (like diesel mechanics or welding) as well as degree programs. Indicate that the students will want information on how to apply for financial aid.
1. Lesson Plan 21: Work Observations ........................................... 50 min.
   Break .......................................................................................... 10 min.
2. Lesson Plan 22: Goals I ................................................................. 50 min.
   Break .......................................................................................... 10 min.
3. Lesson Plan 23: Goals II ............................................................... 50 min.
   Break .......................................................................................... 10 min.
4. Lesson Plan 24: Goals III & Closure ........................................... 60 min.
SESSION SIX
GOALS

LESSON PLAN 21

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? A. What was hardest? B. What was easiest?
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

Work Observations - 50 minutes

Break (10 min.)
Lesson Plan 22

1. Set: Magic Trick ........................................ 10 min.
2. Activities:
   A. Past, Present and Future .......................... 10 min.
   B. Fish Bowl Topics .................................. 10 min.
   C. Fortune Cookies .................................. 10 min.
   **D. Identifying Strengths & Weaknesses Post 10 min.

(Starred ** Portfolio tasks must be completed)

Goals I - 50 minutes

Break (10 min.)
**LESSON PLAN 23**

**SESSION SIX**

**GOALS II**

**Goals II - 50 minutes**

**1. Set: Conflict (Taking Responsibility for Actions)**

2. Activities:
   A. Juggling Goals
   B. The Most Important Thing
   C. What’s Your Excuse
   D. They Did It

3. Closure: The Most Important Thing

(Starred ** Portfolio tasks must be completed)

**BREAK (10 MIN.)**
LESSON PLAN 24

1. Set: Use Hitting the Mark ........................................ 5 min.
2. Activities:
   A. Goal Posters (One, Two and Three) ................. 10 min.
   B. Set Your Own Goals ........................................ 20 min.
   C. Goal Bookmarks ........................................... 10 min.
   **D. Goal Setting Post test ............................... 10 min.
3. Closure ................................................................... 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
LESSON PLAN 21
Lesson Plan 21

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min.
2. Set: How was your past work week? 30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

Work Observations - 50 minutes

Break (10 MIN.)
SESSION SIX
GOAL

INTRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. They discuss the importance of goals.

It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

OBSERVATIONS:
Each week, the job coach will observe work behaviors for each participant while on the job. At each Monday session, the job coach will have the opportunity to discuss individual’s ratings and reasons for ratings. First, the participants will rate themselves using the How is Your Work Week Going? worksheet. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the job coach indicates areas he/she agrees with and any differences between ratings. The group then has the opportunity to discuss the final agreed upon rating and may brainstorm ways the individual could improve on the job for next week.

OBJECTIVES:
- To continue the observation process as an activity to encourage growth on the job
- To encourage effective communication on the job

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
**SESSION SIX**

**GOALS (CONTINUED)**

**SET:**
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. The facilitator may ask participants to think back to the past work week. What went well? What could have been improved?

Additionally, the facilitator will want to create a set for this session topics on goal setting. Having goals or a vision for the future provides a pathway to a productive life in a way that the individual can prepare for the things that are important to him/her. The process for goal setting presented in this section is presented in a way to be culturally sensitive. Having a vision for the future or knowing one’s purpose or pathway are different ways that the idea of goal setting are expressed. The exercises presented here provide participants to look at next steps in working toward fulfilling their future.

**ACTIVITIES:**
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will learn about goals. They will complete an activity designed to help them think about goals in a real-life context.

**CLOSURE:**
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:  
- Workbooks page 169  
- Pens

ESTIMATED TIME:
30 minutes

PROCEDURE:
Ask participants to turn to the workbook page 169, "How Is Your Work Week Going" and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other's answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:
- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:  
- Workbook page 171

ESTIMATED TIME:  
15 minutes

PROCEDURE:
Ask participants to consider their “How Is Your Work Week Going?” notes. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

DISCUSSION:
Futures Wheel -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
SESSION SIX
GOAL SETTING

LESSON PLAN 22

Goals Setting - 50 minutes

1. Set: Magic Trick Activity .......................... 10 min.
2. Activities:
   A. Past, Present and Future ...................... 10 min.
   B. Fish Bowl Topics .............................. 10 min.
   C. Fortune Cookies ............................... 10 min.
   **D. Identifying Strengths & Weaknesses Post .............................. 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)

6.16
SESSION SIX
GOAL SETTING

**Facilitator Note:**
The authors acknowledge the cultural bias involved in traditional and idealistic ideas about goal setting. The idea of having individual goals outside of group/collective goals is not valued in many cultures, including Latino and Native American. Individual goal setting, however, may help youth succeed in mainstream American, white, middle class culture, but should be discussed in context with participants own cultural beliefs and values.

**Introduction:**
During the piloting of this curriculum with high-risk youth, collaborators discovered that few of the youth we worked with were able to dream about their future in a positive way. More typically, participants would tell us that there was no future for them or they had no control over their future. They were unable to think about how to turn their dreams into reality. Comments like, “I will be dead in five years” or “I will be in jail in five years” were not uncommon. Most participants had not thought about a future and were unable to articulate a dream or goal.

Based upon the above scenario, this session was developed to help students learn how to dream and take responsibility to work toward that dream. Lesson 22 plays on the creativity and mystique of dreams and teaches participants how to dream. Lesson 23 introduces the concepts of personalizing and prioritizing goals. Lesson 24 provides a process for participants to learn how to articulate their dreams and create action steps to turn dreams into reality.

**Objectives:**
At the conclusion of this session participants will:

- Dream about a positive future for themselves
- Understand that each person must take responsibility for his/her dream and take charge to make them become realities
- Be able to articulate a dream as a goal and create action steps toward achieving a goal
SESSION SIX
GOAL SETTING II

WHO ATTENDS:
The facilitator, participants

SET:
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. Use the Goal Setting portfolio pretest as a set for this session.

ACTIVITIES:
In the last session, participants began thinking of their futures in relationship to the past and the present. In this session, participants will complete a variety of activities related to goal setting.

There is one portfolio task in this session -- the goals pretest.

CLOSURE:
See the recommended Closure activity detailed at the end of this session.
**MAGIC TRICK**

**OBJECTIVES:**
- To give participants a fun opportunity to start understanding visualization.

**MATERIALS:**
- A funny outfit for the Crystal Ball Reader (optional)
- The Number Visualization page on a flip chart (next page)

**ESTIMATED TIME:**
10 minutes

**PROCEDURE:**
This session begins with all participants together in a group. The youth facilitator can either play the role of the Crystal Ball Reader or invite a volunteer to dress up as the Crystal Ball Reader. The reader is introduced as an intriguing person with special powers. The purpose of the Magic Trick activity is to convince participants that the crystal ball reader/facilitator can read minds by “magically” guessing birthdays. The facilitator should not give away the secret regarding how the birthday is guessed.

**Instructions for the Crystal Ball Reader or Group Facilitator:**

Tell the group that you can read minds. Ask a volunteer in the group to think of the DAY he/she was born, but not to say it out loud. (The month of birth is irrelevant.) Ask the volunteer to think very hard about this day -- to visualize it or picture the number in his/her mind.

Show the group the Number Visualization flip chart. Ask the volunteer to say “Yes” if the number he/she is thinking of is in a row that you name. (FACILITATOR: Keep track of the “Yes” rows. You will add the first number in all “Yes” rows to obtain the birthday.)

Ask if the number is in Row 1. Make note if the volunteer answers “Yes.” Continue through the remaining rows (2-5), asking if the number is in that row. When you have asked about all rows, mentally add up the first numbers of the “Yes” rows -- this is the volunteer’s birthday.

**Example:** The participant’s birthday is the 9th of the month. The facilitator asks, “Is the day you are visualizing in Row 1?” The participant answers “Yes.” The facilitator makes note of the first number in the row (1), and then continues to ask, “Is the number is Row 2 (no), Row 3 (no), Row 4 (yes), Row 5 (no).” The facilitator adds the first number in the two “yes” rows (1+8 = 9) and announces that the volunteer’s birthday is the 9th.

The facilitator should complete the trick for each student in the classroom that is interested in getting an answer about their birthday.

**DISCUSSION:**
Let participants speculate on the trick, but do not give away the secret.
### Number Visualization Chart

Facilitator: Create a flip chart or poster from the following information. Save this chart for use with future Bootstraps groups.

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>2, 3, 6, 7, 10, 11, 14, 15, 18, 19, 22, 23, 26, 27, 30, 31</td>
</tr>
<tr>
<td>Row 3:</td>
<td>4, 5, 6, 7, 12, 13, 14, 15, 20, 21, 22, 23, 28, 29, 30, 31</td>
</tr>
<tr>
<td>Row 4:</td>
<td>8, 9, 10, 11, 12, 13, 14, 15, 24, 25, 26, 27, 28, 29, 30, 31</td>
</tr>
<tr>
<td>Row 5:</td>
<td>16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</td>
</tr>
</tbody>
</table>
OBJECTIVES:
- To allow students time to reflect on their past and present before they start visualizing future possibilities

MATERIALS:
- Large sheets of paper (one per participant)
- Crayons
- Markers
- Color pencils

ESTIMATED TIME:
- 10 minutes

PROCEDURE:
Hand out one piece of paper to each participant and ask them to fold the paper in half. Ask participants to write “past” at the top left side of the paper and “present” on the top right side of the paper.

On the “past” side of the paper, have participants draw a picture of something from the past that was important to them (an event, a special occasion, a group they were involved in, etc.) Give participants five minutes to complete the drawing.

When most students are finished with the “past” picture, give instructions for the “present” side of the page. Ask students to draw a picture of something that is going on in their life right now. Give participants five minutes to complete the drawing.

After 10 minutes, have participants post the past/present pictures on the wall. Ask if anyone wants to explain their drawings to the group.

DISCUSSION:
Ask participants:
- Can the past predict your future? If so, how?
- Which is a bigger predictor of the future - - the past or present? Why?
**FIsh Bowl**

**OBJECTIVES:**
- To provide students with an opportunity to summarize and draw conclusions regarding what they have learned about how the past, present and future relates to goal setting.

**MATERIALS:**
- One copy of the Fish Bowl topics (cut)
- A container in which to place the topics
- Flip chart paper/marker or blackboard/chalk

**ESTIMATED TIME:**
10 minutes

**PROCEDURE:**
Place the container holding the cut up Fish Bowl topics in the center of the table where all students can reach it. Ask each student to pick a question from the fish bowl/container.

The facilitator should create a futures wheel on the flip chart paper or blackboard. The words “goal setting” should be placed in the center of the wheel. Ask one participant to read his/her topic out loud and tell which word is bolded. The group then discusses the topic and the facilitator summarizes comments on the wheel.

**For example:**
If the first participant picks “WHAT DO YOU HAVE TO DO TO MAKE YOUR DREAM COME TRUE?” the facilitator would write “Dream” on the board/flip chart paper and summarize participant comments as the discussion progresses.
Fish Bowl Topics

What do you have to do to make your Dream come true?

What can you Live Without? Why?

What you Must Have? Why?

What’s one Challenge you face?

What will your life be like 15 Years From Now?

What can you do when the Expectations of parents and others don’t fit in with your goals?

How can you reduce your anxiety about the Future?

If you could change the world in one way, what would you change? How can you Influence that change?

How were you Different four years ago?

How can participants help and Support each other?

What Hobby or Interest is going to be a part of your future?

Who is most supportive of you and your dreams? Why do you Feel this way?
FORTUNE COOKIES

OBJECTIVES:
- To leave students with a thought for the day

MATERIALS:
- One copy of the Fortune Cookie topics (cut)
- A container in which to place the topics

OBJECTIVES:
10 minutes

PROCEDURE:
Ask each participant to choose a fortune from the jar. Ask participants to read the fortune and think about what the fortune cookie message means to them.

DISCUSSION:
Ask students to share their fortune and their feelings with the group.
YOU ARE NOT WEIRD. You may feel like you are the “only one” and nobody understands, but there are many people with the same problems and concerns that you have.

WHAT HAS HAPPENED IN YOUR PAST IS IMPORTANT. It has helped to shape who you are. You will rely on things you learned in your past and you will probably want to unlearn some things, too. It is okay. It is your past.

WHAT IS HAPPENING IN YOUR LIFE RIGHT NOW, TODAY IS IMPORTANT. Sometimes, we get so busy thinking about the future, we forget what is happening right now. But how we are feeling and what we need now is important.

YOUR FUTURE IS IMPORTANT, TOO. You get to shape your future.

YOU ARE THE EXPERT ON YOUR OWN LIFE. You are the one who really knows what fits for you. You can take charge.

YOU DO NOT NEED TO BE ABLE TO PREDICT YOUR FUTURE. You can have hopes and dreams and plans, but these will change and that is OK. What will make your future more fun and less scary is to go into it thoughtfully and openly.

DAYDREAMING IS REAL. “Stop daydreaming!” may be something you heard in school. We think it would be better to say “Start daydreaming!”

YOU WILL MAKE MISTAKES AND YOU WILL CHANGE YOUR MIND MANY TIMES. It is OK.

YOU DO NOT NEED TO DO IT PERFECTLY. One of the hardest things we ask of ourselves is that we do it right the first time. Just ask yourself to do it and have fun while you do it.

SELF-DISCOVERY IS GOOD. It gives you more to work with. Self-discovery is an adventure, and, like all adventures, it is both exciting and hard. But, it is worth the effort.

YOU DON’T HAVE TO DO IT ALONE. None of us really does. There are lots of people who have experienced what you have. Get help. Ask questions. Talk to your friends. If you need to talk to a clergy person or a counselor -- do it. That may help you find happiness -- and that is the point.

YOU WILL BE HAPPY IN THE FUTURE because you decided to be.
LESSON PLAN 23
LESSON PLAN 23

**1. Set: Use the Goal Portfolio Pretest as set for this session .................................................. 5 min.

2. Activities:
   
   A. Juggling Goals .................................................................................................................................. 10 min.
   
   B. The Most Important Thing .................................................................................................................. 20 min.
   
   C. What's Your Excuse ............................................................................................................................. 5 min.
   
   D. They Did It ........................................................................................................................................ 5 min.

3. Closure: The Most Important Thing ..................................................................................................... 5 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
Objectives:
- To get baseline data on each participant’s goal-setting abilities

Materials:
- Student workbook pages 179-180
- Pens

Estimated Time:
5 minutes

Procedure:
Ask participants to open their workbooks to page 179-180. Encourage participants to complete the pages to the best of their abilities, but inform them that a goal that involves illegal or illicit activities is not acceptable as a response. Tell participants they have five minutes to complete the task.

The facilitator is encouraged to circulate around the room and review participant responses.

Procedure:
There is no discussion of this task.
JUGGLING GOALS

OBJECTIVES:
- To introduce goal setting and individual responsibility for goals

MATERIALS:
- One small ball for each participant
  (soft, inexpensive balls are recommended)

ESTIMATED TIME: 10 minutes

PROCEDURE:
Give each participant a ball. Tell participants that they will be throwing the balls into the air and catching them. The balls must be thrown as close to the ceiling as possible without hitting the ceiling.

On the count of three, have everyone throw their ball into the air and catch the ball that they threw. Count the number of balls that hit the ground. Repeat the process three or four times to see if there are less balls that hit the floor.

Tell participants they are going to repeat the process, but this time they must catch a ball that they did not throw. Tell them the object is have all the balls caught. Count the number of balls that were not caught. Repeat this activity three or four times and see if the group improves.

Ask the group to stop throwing and discuss ways to improve the number of balls caught. Let participants try a few more times to improve their success rate.

FACILITATOR NOTE: As the group begins to discuss this activity, weave the following ideas into talk.

1. Setting a goal is a very personal thing. If we are trying to accomplish a goal that someone else has set for us, our motivation is not as great as it would be if we set it ourselves.

2. It is important to prioritize goals. All of us have more than one goal in life. We have daily goals, short-term goals and long-term goals. When one goal conflicts with another, we need to know which one is more important. Prioritizing helps us make decisions that are consistent with our future success.

DISCUSSION:
Ask participants:
- Was it hard to catch your own ball? Why or why not?
- Why was it hard to catch someone else's? Why or why not?
- Is it easier to accomplish your own goal or a goal that someone else sets for you? Why or Why not?
- When you set a goal for yourself, is it better to set one goal or many goals? Why?
THE MOST IMPORTANT THING

OBJECTIVES:
- To introduce the idea of setting priorities in goal setting

MATERIALS: ESTIMATED TIME:
- 3x5 index cards - six per student 20 minutes

PROCEDURE:
The facilitator should remind participants about individual values. Our values are based on our beliefs -- what we believe to be morally right, what we believe to be important and what we believe to be true. Values are those beliefs that we hold most dear -- whether religious, social or cultural. Values define who we are and they influence every decision we make. Explain that values are also linked to goals and that this activity will explore that link.

Hand out six 3x5 index cards to each participant. Ask participants to spend about five minutes thinking about the most valuable things they have in their life. Explain that the things they value can be qualities (honesty, loyalty, courage), people (friends, parents), possessions (good health, a car), etc. Encourage participants to think of groups of things rather than individuals ("family" instead of "Mom, Dad.") Inform participants that these are personal choices and do not have to be shared with the group unless they choose to do so.

Once participants have identified their top six most valuable things, they should write each one down on a separate index card. Have participants number the cards with #1 being the most important thing in their life, #2 being the second most important thing, etc.

Tell participants that the circumstances in their lives have suddenly changed and they must give up their #6 item. Collect all #6 index cards. Explain that changing circumstances are a fact of life. Things happen that we cannot predict and sometimes you have to give up things that are important to you because of circumstances you could not have predicted. Ask participants what kinds of sudden changes could get in the way of them obtaining their goals. (Death of a loved one, loss of a job, disability, etc.) Ask, "What might you have to give up in order to reach your goals?"

Ask participants to hold up their #5 cards. Take these cards from participants. Tell them that sometimes people with authority or power can get in the way of their goals and try to take them away. Lead a short discussion on how they can deal with someone trying to block their goals.
Ask participants to look at the remaining four cards and decide if they would like to reprioritize. Explain that, in life, every person must at times reprioritize their goals based on new events, beliefs, people or other life changes.

Ask participants to give you their #4 card. Take the cards, rip them up and throw them away. Explain that sometimes people will tear you down and you won’t feel capable of reaching your goals. Other times, your own actions may result in a consequence that may sidetrack a goal. Have participants brainstorm actions that may prevent them from reaching a goal (getting fired from a job, unintended pregnancy, an arrest that leads to incarceration, etc.).

Tell participants to look at their remaining three cards. Explain that they have just created a personal priorities list that will impact their goals.

**Discussion:**
Ask the following:
- Was it difficult to “give up” your important things? Why?
- Was it difficult to decide which one was most important? Why?
- Do you think there are times when setting priorities would help you set goals?
- If time and money were not a factor, what would you do?
WHAT’S YOUR EXCUSE

OBJECTIVES:
- To help participants recognize that excuses are a waste of time for both the person saying them and the person hearing them.

MATERIALS:          ESTIMATED TIME:
- Student workbook page 181 5 minutes
- Pens

PROCEDURE:
Read the quotes on page 181. Indicate your thoughts about people who make excuses by relating to your own experiences. Try to come up with a funny example such as: “My dog ate my homework, so I couldn’t turn it in.” The dog example is an obvious excuse. Sometimes, people use excuses for not doing their best and they don’t even realize it.

Ask participants to check any excuses on the handout that they have heard. When participants are finished, ask each participant to give an example of how some of the excuses were used.

DISCUSSION:
Ask:
- Is it ever OK to use an excuse? Why or why not?
**THEY DID IT**

**OBJECTIVES:**
- To give students examples of people who did not use excuses and overcame problems to become famous

**MATERIALS:**
- One copy of “They Did It” successes (Cut into strips)
- Bowl/bag to draw strips from

**ESTIMATED TIME:**
- 5 minutes

**PROCEDURE:**
Ask participants to choose a strip from the bowl/bag. Have each participant read the strip he/she selected to the group. Discuss each quote.

**DISCUSSION:**
- What could have been this person’s excuse?
- What do you think encouraged this person to try instead of making excuses?

**FACILITATOR NOTE:** Feel free to add additional famous people to the fishbowl. Choose sports figures, movie or TV stars or other people the participants may relate to in some way. If time allows, bring in magazine articles about famous people and ask participants to evaluate the articles to see if the person should be added to the “They Did It” list.
Marlee Matlin, a deaf actress with limited speaking ability, won an Academy Award for her performance in *Children of a Lesser God*.

Helen Keller, world-famous author and lecturer, was blind and deaf from birth.

Beethoven was totally deaf when he composed some of his greatest music.

Albert Einstein, a great scientist, was considered mentally dull as a youth.

Abraham Lincoln suffered bouts of severe depression throughout his life.

Rock guitarist Eric Clapton was abandoned by his mother as an infant.

Marilyn Monroe, a famous actress from the 1960’s, spent her childhood in a series of foster homes and orphanages.

Joseph Fernandez, chief of the New York City public school system, was a former member of a street gang.
Lesson Plan 23
Closure

Have participants get out their three index cards from “The Most Important Thing” activity. These three cards list the three most important things in their lives.

Ask participants to look at their #1 card, close their eyes and picture the thing they have decided is most important. Ask students to imagine losing that #1 thing. Ask, “What excuse would you tell a friend for allowing this to happen?”

Ask participants to open their eyes and turn to the person next to them. They are to explain their most important thing to the other participant and tell the excuse they just thought about. Then both participants should talk about ways of eliminating excuses so they can keep their most important thing (if participants are uncomfortable sharing their most important thing, they can substitute a different priority to discuss).
“YOU MUST HAVE LONG-RANGE GOALS TO KEEP YOU FROM BEING FRUSTRATED BY SHORT-RANGE FAILURES.”

-- CHARLES C. NOBLE
SESSION SIX
GOALS III

LESSON PLAN 24

1. Set: Use Hitting the Mark ........................................ 5 min.
2. Activities:
   A. Goal Posters (One, Two and Three) ................................ 10 min.
   B. Set Your Own Goals ........................................ 20 min.
   C. Goal Bookmarks ........................................ 10 min.
   **D. Goal Setting Post test ........................................ 10 min.
3. Closure ........................................ 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
Hitting the Mark

Objectives:
- To introduce the idea that goals or dreams can be tools to help us stretch ourselves to do our best

Materials:  
- Post-it notes

Estimated Time:  
- 5 minutes

Procedure:
Give each participant three, small Post-it notes. Ask participants to write their names on each note and number them. One note will be #1, one will be #2 and one will be #3.

Ask participants to line up facing a wall. Tell participants they are to take their #1 note and place it as high up on the wall as they can while keeping both feet flat on the floor. Tell participants this is not a competition against one another. Space participants along the wall so everyone has enough room.

Have each participant take their #2 note and try again to place it as high on the wall as possible still keeping both feet flat on the floor.

On the third attempt, tell participants to place their #3 notes as high as possible using any means possible.

Discussion:
Ask participants:
- Were you able to reach higher the second time? Why? (Tried harder)
- Did having the first Post-it on the wall give you something to aim for?
- How can having specific goals (reach higher) help us achieve what we want?

Remind participants to get their notes off the wall before proceeding to the next activity.
**OBJECTIVES:**
- To provide students with working definitions for goals and objectives

**MATERIALS:**
- Posters One and Two (see following pages)
- Paper
- Pens

**ESTIMATED TIME:**
- 5 minutes

**PROCEDURE:**
Prior to this session, create Posters One and Two. Place the posters where all group members can see it. Review the posters and ask participants the discussion questions.

Once the discussion questions have been answered, ask participants to write their own definition for “goals” using the elements listed on the posters.

Have participants share their definitions with the group.

**DISCUSSION:**
Ask the following:
- Is one definition better than another?
- What are the important elements in each definition?
- Would it be possible to describe or define the word “goal” without using components from each definition?

Remind participants to get their notes off the wall before proceeding to the next activity.
GOALS

DEFINITION:

A plan to get what you want for the future.

Goals include a 4-part plan to turn dreams into reality.
GOALS MUST BE:

REALISTIC & REACHABLE

IMPORTANT TO YOU

WRITTEN & REVIEWED
OBJECTIVES:
- To introduce the four parts of a goal

MATERIALS:
- Poster Three (see next page)

ESTIMATED TIME:
5 minutes

PROCEDURE:
Create Poster Three prior to this session. Place the poster where all group members can see it. Review the four elements on Poster Three and ask participants the discussion questions.

DISCUSSION:
Ask participants:
- Why is it important to include the four elements of a goal?

Ask participants if the following is a goal: “I want a car.”
Answer: This is NOT a goal. A goal turns a dream into an action plan and contains four elements -- action, result, time frame and cost.

To make “I want a car” an action plan, the goal would be more appropriately stated as: To own my own car by the time I am 18, I will work and save money.

Ask participants to reflect back on the “Hit the Mark” activity they completed at the beginning of the session. Tell participants that writing a goal is another way to “hit the mark.” Instead of Post-it notes, the written goal statement is the benchmark. The written statement defines the stretch that the student must make.

Remind participants that by telling appropriate people a goal, they may get help. Discuss who and how another person could help them achieve the goal of getting a car?
Goal - Four Parts

Example:

1. An Action..... To Buy a New Car
2. A Result..... Have a Nice Ride
3. A Time Frame..... By My 20th Birthday
4. A Cost..... Working & Saving Money
SET YOUR OWN GOALS

OBJECTIVES:

- To give participants practice setting short- and long-term goals

MATERIALS:  ESTIMATED TIME:

- Workbook page 184  20 minutes
- Pens

PROCEDURE:

Ask participants to turn to page 184 in their workbooks, “Set Your Own Goals”. Give participants 15 minutes to read the directions and complete the worksheet. Answer questions as necessary. Spend five minutes discussing participants’ answers.

DISCUSSION:

- Ask for volunteers to share their short- and long-term goals.
GOAL BOOKMARKS

OBJECTIVES:
- To give participants an opportunity to write their own goals and objectives

MATERIALS:  
- Colored card stock cut into bookmark size strips
- Stickers (star shapes or other decorations)
- Pens
- Markers
- Color pencils

ESTIMATED TIME:  
- 20 minutes

PROCEDURE:
Inform participants that they will be creating a bookmark that lists a personal goal and objectives. Hand out the bookmark strips, color pencils and decorative materials.

Ask participants to look at Poster Two. They are to create a personal goal using the four elements listed on the Poster and write the goal on one side of the bookmark. The goal should be personal and meaningful.

Give participants 10 minutes to create a goal. Help participants who have not incorporated all four elements. Participants may complete more than one bookmark if they have more than one goal.

Ask participants to turn the bookmarks over. The facilitator should direct attention to Poster Three and ask students to write an objective(s) to reach their goal. Remind participants that objectives are very specific steps that help a person make progress toward a large goal. Give participants an example of an objective and clarify any questions participants may have. For example, some students may be surprised that they need further education to reach their goal. The facilitator should review each participant’s goal and objective and then give participants 10 minutes to decorate their bookmarks. As participants are decorating, go through the discussion questions.

DISCUSSION:
- Ask each student to share their goal and explain their objectives.
GOALS - PORTFOLIO/POST

OBJECTIVES:
- To get data on each participant’s goal-setting abilities after the learning has occurred

MATERIALS:
- Student workbook page 185-186
- Pens

ESTIMATED TIME:
- 10 minutes

PROCEDURE:
Ask participants to open their workbooks to page 185-186. Encourage participants to complete the form to the best of their abilities. They can use the goals from their bookmarks or work on a new one.

Tell participants they have 10 minutes to complete the task.

The facilitator is encouraged to circulate around the room and review participant responses.

DISCUSSION:
- There is no discussion of this task
SESSION SEVEN
GOAL SETTING III
CLOSURE

Cut the paragraph (on the following page) into strips so that each student can have one. Ask participants to read the paragraph or read it out loud for the group.

FACILITATOR NOTE:
While we think that it is important for students to share their dreams and goals with the appropriate people, students should also be cautioned about how some people will react. Some people will help students achieve goals while others will not be as supportive. Some people do not want to see others achieve and will want to keep the student at the same level as them. Students must carefully consider who will help and who will hinder them if they share their goals and dreams.

DISCUSSION:

Ask participants:

- Why is it important to tell other people about your goals?
- Who should you tell?
- Give an example of how the archer is related to real life.
Imagine an archer that did not have a target to shoot his arrow at. He would fire his arrows aimlessly and would not be successful. Have a goal, write it down and act upon that goal. Now that there is a clear target you can have a plan of action. A visible target is easier to hit. Nobody ever sat his or her way to success. It takes hard work, motivation, a positive attitude and a strong belief that you can do it. That combination produces what we call luck. Do not sit back and wait for life to happen to you. Have a plan and take the needed steps to create what you want.
LESSON 21: WORK OBSERVATIONS

LESSON 22: GOALS I

LESSON 23: GOALS II

LESSON 24: GOALS III
WORKBOOK LESSON 21:

WORK OBSERVATIONS
HOW WAS THE PAST WORK WEEK?

Workbook Session Six

- What was hardest about the past work week?

- What was easiest?

- What did you like about the work?

- What did you dislike about the work?

- If you could go back and change something about last week, what would it be?

- Is the work what you thought it would be? Why or why not?

- What was your proudest moment?

- What did you like most about yourself?

- If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th>Very Seldom</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### A. Preparation for work

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I got up in time to get ready for work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I got to work on time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I came to work feeling alert and ready to do my job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I came to work tired or sick</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I partied too much the night before</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### B. On the job each day

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understood the work that needed to be done</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I knew how to do the work assigned to me</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I finished my assigned work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I kept a good steady pace that included rest breaks</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed the safety rules we were taught</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### C. My attitude and appearance

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I respected the role of the Job Coach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I contributed to workplace spirit &amp; enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I was committed to work and showed my interest</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I was proud of the quality of my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I felt confident on the job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I kept camp clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I kept myself clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### D. In the team

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I encouraged everyone to participate</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I showed respect for all team members</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I recognized the strengths I bring to this team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I recognized strengths of others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I had trust and confidence in the team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I worked independently or with others as needed</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### E. Communication

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I listened carefully to instructions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I asked for advice on how to improve my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I shared my thoughts and feelings</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Continued on next page...
### F. Problem solving & decision making

<table>
<thead>
<tr>
<th>Item</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### G. Leadership

<table>
<thead>
<tr>
<th>Item</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th>Item</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### What will you improve next week?

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

---

Stop here for now. We will come back to this at the end of the work week.

### Did you accomplish the goals you described in the box above?

If yes, give some examples of things you did to improve.

If you did not accomplish your goals, what happened and what could you have done differently?
**WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?**

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>WHAT I WILL DO</th>
<th>WHAT THE TEAM CAN DO</th>
</tr>
</thead>
</table>
GOALS I
NUMBER VISUALIZATION CHART

Workbook Session Six

Think of the date of your birthday. Not the month or the year, but just the date. Visualize the number. Is the date of your birth in row 1, row 2, row 3, row 4, and/or row 5? Circle the row if the date of your birthday is in that row. Your instructor can tell you the date of your birth by knowing which rows contain the number of your birth date. Do you know how he/she does it?

Row 1:
1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31

Row 2:
2, 3, 6, 7, 10, 11, 14, 15, 18, 19, 22, 23, 26, 27, 30, 31

Row 3:
4, 5, 6, 7, 12, 13, 14, 15, 20, 21, 22, 23, 28, 29, 30, 31

Row 4:
8, 9, 10, 11, 12, 13, 14, 15, 24, 25, 26, 27, 28, 29, 30, 31

Row 5:
16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
The topics on the following page provide you and your group with an opportunity to summarize and draw conclusions regarding what you know about how the past, present and future relates to goal setting.

Your instructor will assign each person in the group with one or two of the questions on the next page. Based upon the question, the person assigned the topic will provide a personal example. Be prepared to add to the discussion with your own personal examples.

Complete the Goal Setting Wheel below with the topics discussed.

**For example:**

If the first person picks “WHAT DO YOU HAVE TO DO TO MAKE YOUR DREAM COME TRUE?” you would write “Dream” on the Goal Setting Wheel below. Write one topic on each line of the wheel as the topics are discussed.
**Fish Bowl Topics**

Workbook Session Six

What do you have to do to make your **DREAM** come true?

What can you **LIVE WITHOUT**? Why?

What can't you **LIVE WITHOUT**? Why?

What's one **CHALLENGE** you face?

What will your life be like **15 YEARS FROM NOW**?

What can you do when the **EXPECTATIONS** of parents and others don't fit in with your goals?

How can you reduce your anxiety about the **FUTURE**?

If you could change the world in one way, what would you change? How can you **INFLUENCE** that change?

How were you **DIFFERENT** four years ago?

How can participants help and **SUPPORT** each other?

What **HOBBY OR INTEREST** is going to be a part of your future?

Who is most supportive of you and your dreams? Why do you **FEEL** this way
SESSION ONE

Complete the following:

I believe I am good at...
1. 
2. 
3. 
4. 
5. 
6. 
7. 

People like me because...
1. 
2. 
3. 
4. 
5. 

I believe I could improve on...
1. 
2. 
3. 
4. 
5. 
6. 
7.
**IDENTIFYING STRENGTHS & WEAKNESSES** (P. 2)

**WORKBOOK SESSION SIX**

**RATE YOUR FEELINGS**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On a scale from 1 (Bad) to 5 (Good), circle how you feel **NOW** about the following:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On a scale from 1 (Bad) to 5 (Good), circle how you **WOULD LIKE TO FEEL** about the following:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compare your answers in the chart above. Answer the following questions:**

Which categories (school, parents, etc.) are different?

What can you do to get to where you would like to feel?

**Think back to a time in your life when you felt good or better about school, parents, friends, yourself and your community.**

What were you doing differently at that time?

How has your behavior changed? (Be specific)
Since this is the pre-portfolio task, complete this worksheet without any instruction. Your instructor will help you make your goals more specific in the next session.

Write a **SHORT-RANGE GOAL** (1-30 days). I want to:

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________

**Look at your SHORT-RANGE GOAL:**

What education or skills do I need to reach this **SHORT-RANGE GOAL**?

______________________________________________________________________________________

What action steps do I need to take to reach this **SHORT-RANGE GOAL**?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
Since this is the pre-portfolio task, complete this worksheet without any instruction. Your instructor will help you make your goals more specific in the next session.

Write a **LONG-RANGE GOAL** (1-5 years). I want to:

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________

Look at your **LONG-RANGE GOAL**:

What education or skills do I need to reach this **LONG-RANGE GOAL**?

_____________________________________________________________________________________

What action steps do I need to take to reach this **LONG-RANGE GOAL**?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

w-180
If you do what you have always done, you will get what you’ve always gotten.

Ninety-nine percent of failures come from people who have the habit of making excuses. We’ve listed some pretty convincing excuses below.

Check any that you have heard.

☐ I’m a woman  ☐ I’ve lost a leg  
☐ I’m a man  ☐ I have a crippling disease  
☐ I’m black  ☐ I’ve been treated for emotional problems  
☐ I’m white  ☐ I’m a different religion  
☐ I’m Hispanic  ☐ I had a serious illness  
☐ I’m Asian  ☐ I’m shy  
☐ I’m rich  ☐ I’m adopted  
☐ I’m poor  ☐ I’m an orphan  
☐ I’m too smart  ☐ I come from a single-parent home  
☐ I’m not smart enough  ☐ I’m chemically dependent  
☐ I’m too ugly  ☐ I have to take care of a parent or sibling  
☐ I’m too fat  ☐ I have a baby  
☐ I’m too thin  ☐ My family won’t let me  
☐ I’m too short  ☐ My family expects too much of me  
☐ I’m too tall  ☐ No one believes me  
☐ I can’t speak  ☐ I can’t do it because........  
☐ I’m blind  ☐ I have a hearing loss  
☐ I wear glasses  ☐ I’m in Special Ed.  
☐ I’m deaf  ☐ I don’t know why  
☐ No one will help me  ☐ I just can’t  
☐ I’m in a wheelchair  ☐ The teacher does not like me
WORKBOOK LESSON 24:

GOALS III
GOAL: Four Parts

Workbook Session Six

Example:

1. **AN ACTION** ..... Buy a new car

2. **A RESULT** ..... Have a nice ride

3. **A TIME FRAME** ..... By my 20th birthday

4. **A COST** ..... Working & saving money
SET YOUR OWN GOALS WORKSHEET

Workbook Session Six

Read the directions and complete the worksheet.

Practice is the most effective method for learning to set and use goals. Write two goals that you would like to achieve for each time period listed below. As you write, consider whether the goal can be measured. Will you be able to tell without a doubt if your goal is reached? Use all four parts (shown on previous page) in writing the goal.

This year’s goals:  
(example:
1. Find a job after Bootstraps is finished.
2. To be able to pay my bills & gain experience.
3. By the end of May.
4. By giving 100 percent every day (work hard).

1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________

Career Goals:  
(example:  
1. Become a firefighter.
2. To be able to make a living working outdoors.
3. By the time I am 21.
4. By doing a good job in my current job so I can get a good recommendation.

1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________
This is your final chance to show what you have learned. Finalize your goals. You can use your notes from the worksheet on the previous page.

Using the 4-step process that you learned, write a NEW SHORT-RANGE GOAL (1-30 days). I want to:

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________

Look at your NEW SHORT-RANGE GOAL:

What education or skills do I need to reach this SHORT-RANGE GOAL?

_____________________________________________________________________________________

What action steps do I need to take to reach this SHORT-RANGE GOAL?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________


w-185
This is your final chance to show what you have learned. Finalize your goals. You can use your notes from the worksheet on the previous page.

Using the 4-step process that you learned, write a **NEW LONG-RANGE GOAL** (1-5 years). I want to:

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________

**Look at your NEW LONG-RANGE GOAL:**

What education or skills do I need to reach this **LONG-RANGE GOAL**?

______________________________________________________________

What action steps do I need to take to reach this **LONG-RANGE GOAL**?

______________________________________________________________

______________________________________________________________

______________________________________________________________
SESSION 7
LESSON PLANS
SESSION SEVEN

FINANCIAL GOALS

“SUCCESS DOES NOT CONSIST IN NEVER MAKING MISTAKES
BUT IN NEVER MAKING THE SAME ONE A SECOND TIME.”

-- GEORGE BERNARD SHAW
SESSION SEVEN
FINANCIAL GOALS

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: index cards, pens, sticky notes, markers, flip chart stand
- Phone numbers for utility hookups: water, electric, phone, garbage, gas
- A workbook for each participant
- Completed, wall-size Code of Conduct (see student workbook)
- Attendance sheet
- Review closure suggestions and choose one to conclude the session

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.
1. Lesson Plan 25: Work Observations ........................................ 50 min.

   Break ................................................................. 10 min.

2. Lesson Plan 26: Role money plans in achieving goals .................. 50 min.

   Break ................................................................. 10 min.

3. Lesson Plan 27: Long term financial goals ................................ 50 min.

   Break ................................................................. 10 min.

4. Lesson Plan 28: Short term financial goal & Closure .................... 60 min.
SESSION SEVEN  
FINANCIAL GOALS

LESSON PLAN 25

1. **Take attendance, housekeeping** (review meeting times, breaks, restrooms) **5 min**
2. **Set:** How was your past work week? **30 min.**
   - A. What was hardest?
   - B. What was easiest?
3. What do we need to do differently this week? **15 min.**

(Starred ** Portfolio tasks must be completed)

Work Observations - 50 minutes

BREAK (10 MIN.)
SESSION SEVEN
FINANCIAL GOALS SETTING

The Role of Money - 50 minutes

LESSON PLAN 26

1. Set: This is Your Life ........................................ 25 min.
2. Activities
   A. The Dog, or the Tail? .................................. 25 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
### Lesson Plan 27

**Setting Long-term Financial Goals - 50 minutes**

1. Set: Concert .................................................. 25 min.
2. Activities
   - A. Show Me the Money .................................. 25 min.

(Starred ** Portfolio tasks must be completed)

**Break (10 min.)**
LESSON PLAN 28

1. Set: Movin’ On .............................................................. 40 min.
2. Activities
   A. What If ................................................................. 10 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
Lesson 25

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms)  5 min.
2. Set: How was your past work week?  30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently this week?  15 min.

(Starred ** Portfolio tasks must be completed)

Break (10 min.)
SESSION SEVEN
THE ROLE OF MONEY IN GOAL SETTING

INTRODUCTION:
In our last session participants learned about goal setting. Now it is time to incorporate finances into their short and long term life goals. This session sets the stage for learning how to budget to meet current financial needs and plan for the future. By learning the role money plays in quality of life participants can begin to make informed choices about their futures.

OBSERVATIONS:
Each week, the job coach will observe work behaviors for each participant while on the job. At each Monday session, the job coach will have the opportunity to discuss individual’s ratings and reasons for ratings. First, the participants will rate themselves using the Behavior Observation Sheet. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the job coach indicates areas he/she agrees with and any differences between ratings. The group then has the opportunity to discuss the final agreed upon rating and may brainstorm ways the individual could improve on the job for next week.

OBJECTIVES:
- To teach participants what money can and cannot do in contributing to a satisfying life
- To teach participants how finances affect their short term life choices
- To teach participants the importance of financial planning in achieving long term life goals.

WHO ATTENDS:
The Bootstraps facilitator, job coach and participants

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
**SESSION SEVEN**

**GOALS (CONTINUED)**

**SET:**
Set is an important part of learning. A set will help focus participants on the concepts being presented. As a set for this session review “This is Your Life” on page 194 of the workbook. Ask participants to complete Part 1 of the worksheet.

- Have participants complete Part 1 of the Activity Sheet on page 194 in their workbooks.
- Ask each participant to share their results

**ACTIVITIES:**
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will learn about financial goals. They will complete an activity designed to help them think about financial goals in a real-life context.

**CLOSURE:**
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:  
- Workbook page 189
- Pens

ESTIMATED TIME:  
- 30 minutes

PROCEDURE:
Ask participants to turn to workbook page 189, “How Was The Past Work Week” and make some notes for each question.

(Facilitator: Teens can do this activity individually or can be paired with another teen. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:
- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have teens read their answers. Discuss answers in as much detail as seems appropriate.
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:
- Workbook page 192

ESTIMATED TIME:
- 15 minutes

PROCEDURE:
Ask participants to consider their “Work Observation” results and notes from “How Was the Past Work Week?” activities. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

DISCUSSION:
Futures Wheel (see Facilitator Notes in the Introduction) -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
LESSON PLAN 26
SESSION SEVEN
FINANCIAL GOAL SETTING

The Role of Money - 50 minutes

LESSON PLAN 26

1. Set: This is Your Life .......................................................... 25 min.
2. Activities
   A. The Dog, or the Tail? ................................................. 25 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION SEVEN
THIS IS YOUR LIFE

OBJECTIVES:

- To help teens discover how much of their current life is money-dependent and how a change in finances would affect them.

MATERIALS:

- Flip chart and markers
- “This is Your Life” activity sheet workbook page 194

ESTIMATED TIME

25 minutes

PROCEDURE:

Ask participants to complete Part 1 of workbook page 194. After all participants have completed Part 1, ask them to perform the same activity again under the Part II heading, but this time assigning each participant one of the following changes in their personal income: 25% decrease, 50% decrease, 25% increase, 50% increase and 100% increase. Ask participants to share their results.

DISCUSSION:

- What areas of the participant’s lives contribute most to the quality of their lives? Why?
- Which areas of the participant’s lives were affected most by change in personal income? Why?
- What do these results mean in terms of financial goals and expectations for their futures?
SESSION SEVEN
THE DOG OR THE TAIL?

OBJECTIVES:
- To teach teens that they have limited choices in their financial planning in the short-run, but in the long-run they have more flexibility.

MATERIALS:
- Flip chart and markers
- “The Dog or the Tail?” activity sheet, page 195-196

ESTIMATED TIME:
- 25 minutes

PROCEDURE:
Instruct teens to complete the “Dog or the Tail” activity sheets in the workbook on pages 195 and 196.

DISCUSSION:
- Why do we have more choices in our financial obligations in the future than the present?
- What does this mean in our lives?
LESSON PLAN 27
# Session Seven

## Financial Goals Setting

### Lesson Plan 27

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concert</td>
<td>25 min.</td>
</tr>
<tr>
<td>2. Activities</td>
<td></td>
</tr>
<tr>
<td>A. The Dog or the Tail</td>
<td>25 min.</td>
</tr>
</tbody>
</table>

(Starred ** Portfolio tasks must be completed)

### Break (10 min.)
SESSION SEVEN
CONCERT

OBJECTIVES:
- To help teens discover that in order to budget for their future, life goals must be clearly envisioned.

MATERIALS:
- Flip chart and markers

ESTIMATED TIME:
- 25 minutes

PROCEDURE:
Tell the participants that they are going to a concert. Ask them how much money they will need for the trip. Assist the group in building a budget for their trip. They will need to ask and answer at least these basic questions:

1. How much are the tickets?
2. Where is the concert?
3. Are they going to eat? How many times? Where?
4. How are they going to get there? What then will be the travel cost?
5. Is an over-night stay involved? Where? How much will it cost?

DISCUSSION:
- What does this activity have to do with setting long-term financial goals?
- How do you know what it is going to cost if you don’t know where you are going?
SESSION SEVEN
SHOW ME THE MONEY

OBJECTIVES:
- To teach teens how to build a budget to meet future life goals.

MATERIALS:
- Flip chart and markers
- Adding machine
- Workbook page 198

ESTIMATED TIME:
25 minutes

PROCEDURE:
Create a grid on the flip chart that is titled "Show Me The Money". Create two columns. The first column is expense items, the second, monthly costs. If participants are more familiar with weekly or bi-weekly paychecks, this second column can be adjusted for that purpose.

Ask participants to envision their future and themselves a full-time job or career. If a family is part of their dream for the future, include costs for children. Ask participants to brainstorm a list of monthly expenses in the first column of the flip chart. Items might include: car payments, car maintenance, car insurance, fuel for the car, clothes for the family, school supplies/costs, house or apartment payment/rent, health insurance and/or medical expenses, utilities, food, etc.

In the second column, have the group make decisions about the costs of living for a month. The facilitator will need to assist the students in arriving at realistic costs for each of the expenses listed, as well as calculating the totals. Complete this activity as a group and then ask each individual to make a list of expenses for their own personal vision of their future using workbook page 198 to enter those costs.

DISCUSSION:
- Were you surprised by the costs of living for a month?
- Will your vision of your future job or career goals support the costs of living? If not, what needs to change?
LESSON PLAN 28
SESSION SEVEN
FINANCIAL GOALS III

LESSON PLAN 28

Making an Action Plan - 50 minutes

1. Movin' On .................................................. 40 min.
2. Activities
   A. What If ................................................. 10 min.

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
SESSION SEVEN
Movin’ On

It is assumed that many of the participants are not living on their own and that most share a desire to have a place of their own.

OBJECTIVES:
- To teach participants how to build a budget to meet immediate future goals, including becoming self-sufficient and living on their own.

MATERIALS:  
- Flip chart and markers
- Workbook page 200
- Adding machine
- Phone numbers of local utility companies for hook-ups
  - Gas
  - Phone
  - Electric
  - Trash
  - Sewer/Water

ESTIMATED TIME:  
40 minutes

PROCEDURE:  
Through group discussion build a budget for moving into a place of their own. See the suggested table in the workbook on page 200 for ideas for budget. Review the table with the participants and ask if there are other items that need to be added. Assign individuals to use the phone book to get contact information and then to call utility companies to get hook-up/deposit fees and typical monthly costs. Use the allotted time to allow participants to make the calls during this session. Ask assigned participants to enter the costs on the budget worksheet.

DISCUSSION:
- Is it going to cost more or less to move away from home than you thought?
- Will your job or career goals support this vision? If not, what needs to change?
OBJECTIVES:
- To teach participants the necessity of saving.

MATERIALS:  
- Flip chart and markers
- “What If” workbook page 201

ESTIMATED TIME  
10 minutes

PROCEDURE:
Review with participants the statements on activity sheet “What If” in their workbook page 201. The purpose of this activity is to help participants decide how they will handle unplanned expenses. Indicate to participants that they will need to refer to their completed answers on page 200 to respond to the “what if” statements. Indicate that using credit to pay for unplanned expenses is an option, but monthly payments to pay for credit will need to be added to their budget. Encourage participants to brainstorm options other than credit to pay for unplanned expenses. Some examples might be to sell an asset, work overtime or take money from savings.

DISCUSSION:
- What are the hidden costs of using credit?
- What is the cost of not following through on a “what if?”
- How much savings each pay period is enough?
SESSION SEVEN
CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout Bootstraps.

- Use the closure time to continue discussion regarding financial goals.
- Round Table -- Write a short concept from the lesson in the middle of a paper. Tell participants to think of one thing they learned about the concept. Give the paper to a participant and have them quickly write down their answer and pass it to the next participant. When the paper has gone around the room, review answers. This can also be done verbally.
- Ask for volunteers to answer and discuss the following three questions: What did you learn today? Why is it important in your life? How do you feel?
- Hand out a 3 x 5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another participant. Encourage participants to take their cards home as reminders.
- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which statements are true and which is false. Correct any misconceptions.
- Send a Puzzle -- Create two- or three-word puzzles or picture puzzles that relate to the session's concepts. Hand out puzzle pieces to participants and have them find the other pieces. Once puzzles are complete, participants tell about their puzzle.
- Hand out index cards. Ask participants to tell or write or draw about their favorite part of today's session. Encourage participants to take the card home as a reminder.
- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching. It SHOULD:

- reinforce concepts presented during the session
- illustrate how concepts can be applied to one's life
- help participants summarize the main points of the lesson
- make connections between previous and future learning
- clear the air to start a new topic
Lesson 25: Work Observations

Lesson 26: Financial Goals I

Lesson 27: Financial Goals II

Lesson 28: Financial Goals III
WORKBOOK LESSON 25:

WORK OBSERVATIONS
HOW WAS THE PAST WORK WEEK?

Workbook Session Six

- What was hardest about the past work week?

- What was easiest?

- What did you like about the work?

- What did you dislike about the work?

- If you could go back and change something about last week, what would it be?

- Is the work what you thought it would be? Why or why not?

- What was your proudest moment?

- What did you like most about yourself?

- If you could change one thing about yourself, what would it be?
How is your work week going?

Please help us decide how work went this week both for you personally and as part of the team. Please circle the number that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Preparation for work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I got up in time to get ready for work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I got to work on time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I came to work feeling alert and ready to do my job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I came to work tired or sick</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I partied too much the night before</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. On the job each day</strong></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understood the work that needed to be done</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I knew how to do the work assigned to me</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I finished my assigned work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I kept a good steady pace that included rest breaks</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed the safety rules we were taught</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C. My attitude and appearance</strong></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I respected the role of the Job Coach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I contributed to workplace spirit &amp; enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I was committed to work and showed my interest</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I was proud of the quality of my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I felt confident on the job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I kept camp clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I kept myself clean</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D. In the team</strong></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I encouraged everyone to participate</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I showed respect for all team members</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I recognized the strengths I bring to this team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I recognized strengths of others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I had trust and confidence in the team</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I worked independently or with others as needed</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>E. Communication</strong></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I listened carefully to instructions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I asked for advice on how to improve my work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I shared my thoughts and feelings</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
**F. Problem solving & decision making**

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**G. Leadership**

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**H. Healthy lifestyles**

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**What will you improve next week?**

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

**Stop here for now. We will come back to this at the end of the work week.**

**Did you accomplish the goals you described in the box above?**

If yes, give some examples of things you did to improve....

If you did not accomplish your goals, what happened and what could you have done differently?
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.
WORKBOOK LESSON 26:

FINANCIAL GOALS I
“This is Your Life”

Workbook Session Seven

Part I

Rate each part of your life on the scale of 1 through 5 indicating how much each contributes to the quality of your life. 1 = Does not Contribute. 5 = Greatly Contributes.

<table>
<thead>
<tr>
<th></th>
<th>Does not Contribute</th>
<th>Greatly Contributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with my family</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Relationships with my friends</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Dating</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Hobbies (Activities)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Toys (computers, cell phones, cars)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Part II

Now do this exercise again, assuming your income has been changed by the amount assigned to you by your instructor. Rate the importance on the scale of 1 through 5 indicating how important each item is. 1 = Not Important: 5 = Very Important.

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with my family</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Relationships with my friends</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Dating</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Hobbies (Activities)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Toys (computers, cell phones, cars)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
# The Dog or the Tail?

## Workbook Session Seven

**Short Run Obligations**

Imagine that you are living on your own, perhaps with a roommate or two, or even married. Look over the budget below. Check the column that indicates what choices you have relative to paying all, part or none of each budget category each month (or pay period).

<table>
<thead>
<tr>
<th>Category</th>
<th>Pay All</th>
<th>Pay Part</th>
<th>Don't Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Electric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gas (Heat)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Car Insurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Car Payment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Savings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recreation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LONG RUN CHOICES

Workbook Session Seven

Now imagine that it is 5 years from today. Again, you are living on your own, perhaps with a roommate or two, or even married. Look over the budget below. Check the column that indicates what choices you have relative to how much control you have over HOW MUCH you will pay for each budget category.

1. Rent  ____ Total Control  ____ Some Control  ____ No Control

2. Electric  ____ Total Control  ____ Some Control  ____ No Control

3. Gas (Heat)  ____ Total Control  ____ Some Control  ____ No Control

4. Car Insurance  ____ Total Control  ____ Some Control  ____ No Control

5. Car Payment  ____ Total Control  ____ Some Control  ____ No Control

6. Savings  ____ Total Control  ____ Some Control  ____ No Control

7. Food  ____ Total Control  ____ Some Control  ____ No Control

8. Recreation  ____ Total Control  ____ Some Control  ____ No Control

9. Phone  ____ Total Control  ____ Some Control  ____ No Control
WORKBOOK LESSON 27:

FINANCIAL GOALS II
Based upon the vision of the future you shared with the group, how much take-home pay are you going to need? Fill in the blanks on this budget to find out. You may do this by the month or year.

<table>
<thead>
<tr>
<th></th>
<th>$ Month</th>
<th>$ Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Housing: The monthly payment on a $100,000 loan is about $850 if you have good credit.
WORKBOOK LESSON 28:

FINANCIAL GOALS III
## Up-front or one-time charges:

<table>
<thead>
<tr>
<th>Item</th>
<th>$$$$</th>
<th>Refundable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st month rent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last month rent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damage deposit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric/Gas hookup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water/Sewer hookup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone/Internet connection</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Every Month:

<table>
<thead>
<tr>
<th>Item</th>
<th>$$$$</th>
<th>Investment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent or mortgage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas (heat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gasoline (fuel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water/Sewer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: clothing, household etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use a short answer to indicate where you would get the money for each of the following “what ifs.” You may choose not to spend the money at all or perhaps put it off. Look at the previous page. Are you putting enough money into investments to cover emergencies and extras?

1. Pay $1,000 for dental work or other health issue.

2. The clutch in your vehicle needs to be replaced.

3. Buy holiday presents for your family and/or friends.

4. Buy new tires for your vehicle.

5. Pay a $200 traffic ticket or other fine.

6. You need $1,000 for up front cost of getting a place of your own.

7. Buy a vehicle.
"Being the richest man in the cemetery doesn't matter to me. Going to bed at night saying we've done something wonderful, that's what matters to me."

--Steve Jobs
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: paper, markers, colored pencils, red pens, flip chart paper, flip chart stand, observation worksheets, participant workbooks
- Get equipment: laptops, surge protectors, printer, LCD projector
- Post completed, wall-size Code of Conduct (see student workbook)
- Attendance sheet
- Prepare the flip chart paper with headings for brainstorming in Lesson 30
- Review closure suggestions and choose one to conclude the session.

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.

Facilitator: Make plans to visit a college or university during session nine. Arrange transportation and contact the student recruitment office to request a campus tour. Ask the recruitment office to include information about certificate programs (like diesel mechanics or welding) as well as degree programs. Indicate that the participants will want to talk about how to apply for acceptance into the college or university and about financial aid.
Session Eight
Refine Resume & Practice Interview Skills

1. Lesson Plan 29: Work Observations ............................................... 50 min.
   Break .................................................................................. 10 min.
2. Lesson Plan 30: Refine Resume .................................................... 50 min.
   Break .................................................................................. 10 min.
3. Lesson Plan 31: Write a Cover Letter ......................................... 50 min.
   Break .................................................................................. 5 min.
4. Lesson Plan 32: Interview Skills .................................................. 60 min.
1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently this week? 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

LESSON PLAN 30

1. Discuss resume completed in Session 3 ................................................................. 15 min.
   A. Open www.pongoresume.com
   B. Review pre-resume you wrote in Session 3
   C. Discuss pre resume based on the Job Description on page 210 of workbook

3. Refine Resume ............................................................................................................. 35 min.
   A. Review each pre-resume as a team
   B. Discuss additions/revisions for each resume
   C. Draft a resume based on a specific Job Description

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

LESSON PLAN 31

1. Review Resume Cover Letters
   A. Log on to www.pongoresume.com
   B. Review cover letters & templates
   C. Review cover letter in workbook
   15 min.

2. Write a cover letter & Finalize Resume based on a specific job
   A. Write a cover letter based on a real job
   B. **Finalize resume (post-resume) - portfolio post
   35 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION EIGHT
Refine Resume & Practice Interview Skills

Interview Skills - 60 min.

LESSON PLAN 32

1. Look at Resume Cover Letters using pongoresume.com 15 min.
   A. Log on to www.pongoresume.com
   B. Review cover letters & templates
   C. Review cover letter in workbook
2. Write a cover letter & Finalize Resume based on a specific job 40 min.
   A. Write a cover letter based on a real job
   B. **Finalize resume (post-resume) - portfolio post
3. Complete Participant Survey Answer Sheet as a Post-Survey 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK

8.8
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

LESSON PLAN 29

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) .......... 5 min
2. Set: How was your past work week? ......................................................... 30 min.
   A. What was hardest?
   B. What was easiest?
3. What do we need to do differently this week? ................................. 15 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

INTRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. They discuss the importance of goals.

It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

OBSERVATIONS:
Each week, the job coach will observe work behaviors for each participant while on the job. At each Monday session, the job coach will have the opportunity to discuss individual’s ratings and reasons for ratings. First, the participants will rate themselves using the “How Is Your Work Week Going” worksheet. Each individual will have the opportunity to tell the group how they rated themselves and why. Then, the job coach indicates areas he/she agrees with and any differences between ratings. The group then has the opportunity to discuss the final agreed upon rating and may brainstorm ways the individual could improve on the job for next week.

OBJECTIVES:
- To continue the observation process as an activity to encourage growth on the job
- To teach skills that will help prepare participants to seek a job after Bootstraps

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
SET:
Set is an important part of learning. A set will help focus participants on the learning that will occur in the session. In this session, participants will have an opportunity to refine the resume they started in Session 3 based upon a specific job. They will write a cover letter for the resume. Ask participants to think back to the beginning of the program and think about the skills they have learned, the certifications they have received, the things they do well and the kind of work they would like to get after Bootstraps. They also need to be thinking about any additional education they will need to start or finish to get the kind of job they want. The concept of Informational Interviewing will be introduced to help participants decide on the kind of job or career they would like to have in the future.

ACTIVITIES:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will refine their resume based upon a specific job and practice interview skills.

CLOSURE:
See the Closure page at the end of the session for ideas on how to summarize this session’s learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity.

FURTHER INFORMATION about informational interviews:

- **University of California, Santa Clara**: http://www2.ucsc.edu/careers/student/interview.html
- **Quintessential Careers**: http://quintcareers.com/informational_interviewing.html
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:
- Workbooks page 205
- Pens

ESTIMATED TIME:
- 30 minutes

PROCEDURE:
Ask participants to turn to the workbook page 205 “How Is Your Work Week Going” and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:
- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:  E  ESTIMATED TIME:
- Workbook page 201  15 minutes

PROCEDURE:
Ask participants to consider their notes from “How Is Your Work Week Going?” activities. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

DISCUSSION:
Futures Wheel -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

Refine Resume - 50 minutes

1. Discuss Resume completed in Session 3 ........................................ 15 min.
   A. Open www.pongoresume.com
   B. Review pre-resume you wrote in Session 3
   C. Discuss pre-resume based on the Job Description on page 210 of workbook

3. Refine Resume .................................................................................. 35 min.
   A. Review each pre-resume as a team
   B. Discuss additions/revisions for each resume
   C. Draft a resume based on a specific Job Description

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
DISCUSS RESUME

OBJECTIVES:

- To discuss revising a resume for a specific job

MATERIALS:  
- Laptops, Internet Connection  
- LCD Projector  
- Student Workbooks

ESTIMATED TIME:  
15 minutes

PROCEDURE:

Ask participants to think back to Session 3 when they wrote their first resume. Ask participants to turn to workbook page 115 and review the process for using the web site where their first resume is stored: www.10minuteresume.com  
Ask each participant to review their posted resume.

Review the Job Description on workbook page 210. Discuss this mining job and the requirements for this job. Review the notes posted on workbook page 211 about revising a resume for a specific job.

DISCUSSION:

What do you think your chances are of getting the mining job based on your current resume?  
What are some examples of things that need to be added to your resume to qualify for this job?  
Review workbook page 211 for some suggestion on ways to update a resume for a specific job.

Ask participants if any would be interested in a job like this. Ask about other jobs that participants might be interested in and the requirements for those jobs.
**Refine Resume**

**Objectives:**
- To revise resume for a specific job based upon discussions in previous activity

**Materials:**
- Laptops, Internet Connection
- LCD Projector
- Workbook page 211

**Estimated Time:**
35 minutes

**Procedure:**
Ask participants to work in teams of two to review each other’s current on-line resume and to make additions based upon the suggestions on page 211 to apply for the mining job discussed in the previous activity. Spend time with each team working on resumes. If an individual has another specific job other than the mining job description provided, participants may work on their resume for that job. Some still may not know what job they want to apply for. In that case, allow those participants to update the resume for a more generic job with the stipulation that before the program is over, those individuals will get a specific job in mind. Indicate that later in the day, the topic of informational interviews will be introduced that my give participants an approach for deciding on a job they would like now or a job that will require further education to qualify and therefore a job application will be delayed.

As participants finish their updated/revised resume, print those and review with each team.

**Discussion:**
- Did your resume change much since you completed it in Session 3?
- What changes did you make?
- Were you able to add additional skills learned during this program?
Write a Cover Letter - 50 min.

1. Discuss Resume Cover Letters
   A. Log on to www.pongoresume.com
   B. Review cover letters & templates
   C. Review cover letter in workbook

2. Write a cover letter & Finalize Resume based on a specific job
   A. Write a cover letter based on a real job
   B. **Finalize resume (post-resume) - portfolio post

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
**DISCUSS RESUME COVER LETTERS**

**OBJECTIVES:**
- To discuss the purpose of a resume cover letter

**MATERIALS:**
- Laptops, Internet Connection
- LCD Projector
- Workbook page 213-214

**ESTIMATED TIME:**
15 minutes

**PROCEDURE:**
Ask participants to look at workbook page 213 and follow directions to review some samples of cover letters on the web site. Ask participants to review the web site template for writing a cover letter and choose a style. Review the Cover Letter written by a Bootstraps participant on page 214 of the workbook.

**DISCUSSION:**
- What did you like about the cover letter on page 214 of the workbook?
- Does it provide details regarding experience needed for the mining job description in the workbook?
- Would you give this person an interview for the job? Why or why not?
WRITE COVER LETTER

OBJECTIVES:
- To revise resume for a specific job based upon discussions in previous activity

MATERIALS:     E STIMATED TIME:
- Laptops, Internet Connection 35 minutes
- LCD Projector
- Student Workbooks

PROCEDURE:
Ask participants to work in teams of two to write a cover letter to apply for the mining job discussed in the previous activity. Spend time with each team working on cover letters. If an individual has another specific job other than the mining job description provided, participants may work on their cover letter for that job. Some still may not know what job they want to apply for. In that case, allow those participants to write a cover letter for a more generic job with the stipulation that before the program is over, those individuals will get a specific job in mind. Indicate that later in the day, the topic of informational interviews will be introduced that may give participants an approach for deciding on a job they would like now or a job that will require further education to qualify and therefore a job application will be delayed.

Ask participants to write notes on page 215 of their workbook regarding the information they want to include in their cover letter and then type into the template on the web site. Print those cover letters and review with each team.

DISCUSSION:
Do you like your cover letter? Do you think your resume and cover letter are strong enough to get the job you want?
SESSION EIGHT
REFINE RESUME & PRACTICE INTERVIEW SKILLS

Interview Skills - 60 min.

LESSON PLAN 32

1. Job Interviews ................................. 40 min.
   A. Preparing for the Interview
   B. Practicing for the Interview

2. Informational Interview ........................ 15 min.
   A. Why Informational Interviews
   B. Brainstorm people or places for informational interviews
   B. Questions to Ask

3. Complete Participant Survey Answer Sheet as a Post-Survey .... 5 min.

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
PREPARING FOR JOB INTERVIEWS

OBJECTIVES:
- To learn strategies to prepare for a job interview

MATERIALS: ESTIMATED TIME:
- Flip chart & markers 10 minutes

PROCEDURE:
Take a quick survey as to who has had a job interview before and whether or not it resulted in a job offer. Ask what the most difficult aspect of the interview was or what others in the group are most anxious about in relation to job interviews. After the discussion, tell participants they will have a chance to practice these strategies during a mock interview at their next lesson.

DISCUSSION:
Go through steps participants can take to help prepare for a successful job interview. Bring this discussion alive by sharing examples from real situations.

Include strategies such as:
- Making a good first impression (dress for success, firm handshake, eye contact, arriving on time, etc.)
- Do your homework (find out as much as you can about the employer, the job, etc.)
- Review the job description and be able to explain why you are the best person for the job
- Anticipate questions you might be asked and think about how you would answer them (What are your strengths? What are your weaknesses? Why should I hire you? What did you learn from previous jobs that will help you in this job? Tell me about yourself...)
- Bring a list of references with you
- Know when you can start and how much you want to be paid. Be prepared to negotiate.
- Shake hands before you part.

If time allows, discuss what to do after the interview, including writing a thank you letter or following-up with a phone call or visit. Tell the group that they will have a chance to participate in a mock job interview during the next lesson.
PRACTICE INTERVIEW

OBJECTIVES:
■ To improve job interview skills

MATERIALS:  ESTIMATED TIME:
■ Flip chart & markers  30 minutes
■ Workbook page 217-218

PROCEDURE:
Ask participants to review pages 217-218 in their workbook. Page 217 contains typical questions that an employer may ask during an interview. During an interview, the participant may also ask the employer some questions about the job. Page 218 includes questions a job seeker might ask during an interview.

Divide the group into teams of two and ask them to decide who will serve as the interviewer and who will be the applicant. Ask each team of two to join another group of two. For this exercise, one team will observe and the other team will conduct an interview. At the end of 15 minutes, the teams will switch places so that the other team has an opportunity to practice an interview.

Teams may quickly decide on the type of job they are interviewing for. Suggest that teams interview for the mining job described on page 210. Ask participants to keep in mind the tips for successful job interviews discussed in previous lessons. Give each group a couple of minutes to select questions they want to ask from pages 217-218 and to come up with some unique questions on their own. Explain that each two-person team will have a 10-minute job interview with a few minutes reserved for feedback from the observing team. The observing team provides suggestions to participants improve their job interview skills.

DISCUSSION:
After everyone is finished with their interview, reconvene the group for a general reflection.
■ Ask what was most challenging.
■ Ask each participant to indicate what they learned from the exercise that might help them have more successful job interviews in the future.
INFORMATIONAL INTERVIEW

OBJECTIVES:
- To learn what an informational interview is
- To understand the benefits of conducting an informational interview

MATERIALS:
- Flip chart & markers
- Pens

ESTIMATED TIME:
10 minutes

PROCEDURE:
Most participants will be familiar with job interviews, but few will know about informational interviews. Explain that an informational interview is a strategy used to learn about different careers and build a network of contacts in a particular field of interest. Although the purpose of an informational interview is NOT to get a job, one in twelve informational interviews results in a job offer. There are many benefits to conducting informational interviews. Take some time to discuss some of the advantages and make a list on flip chart paper as participants offer ways informational interviewing can be beneficial to them as they explore options and avenues into the world of work.

The group may come up with benefits such as:
- Gain career information that is first-hand and current.
- Learn about a variety of ways individuals have pursued careers.
- Find out the positive and negative aspects of a field of work or career.
- Learn what actually happens in a job or major day-to-day activities.
- Gain some idea of the future prospects of a field or career.
- Build confidence for job interviews.
- Expand network of contacts.

DISCUSSION:
Ask participants to work in small groups and develop a list of questions they would like to ask in an informational interview. Also ask participants to think about what companies they are interested in and who they could interview at that company. Have them write their lists of questions and people/companies on flipchart paper. If there is time, allow them to share what they came up with. Ask participants, especially those who have not decided on a specific job they can apply for or school to attend, to plan an informational interview on their own time. Follow-up with those individuals to discuss their plans, progress, and results of their informational interviews.
INFORMATIONAL INTERVIEW - NEXT STEP

OBJECTIVES:
- To set up information interviews, job interviews or campus visits

MATERIALS:
- Phones & phone book
- Workbooks page 219-220

ESTIMATED TIME:
- 10 minutes

PROCEDURE:
Now that participants have their resume, experience with informational and job interviews, an understanding of their strengths, and short- long-term goals, they are ready to take the next step. The next step may be to find a job and/or go on to further education. This lesson is designed to give participants resources, space and time to make arrangements for interviews or campus visits. Ask participants to open their workbooks to page 219-220. Ask them to complete pages 219-220 and to include names and phone contact numbers were appropriate. Participants then make contact with the appropriate person via the phone. If successful, they can record the rest of the information on My Next Step. If the contact is not successful, and time permits, they can create a back-up plan.

DISCUSSION:
Indicate to participants that you will continue to talk with each of them one-to-one and in group settings to follow-up with progress on Next Steps.
PARTICIPANT SURVEY

OBJECTIVES:
- To complete the Participant Post Survey

MATERIALS:  ESTIMATED TIME:
- Workbook page 222  5 minutes

PROCEDURE:
Ask participants to complete page 222 of the student workbook.

DISCUSSION:
There is no discussion. Tell participants that they completed this survey at the beginning of the program. This post survey is used by the researchers to see what, if any changes were made as a result of the program. This information is confidential as described in the agreement forms participants signed at the beginning of the program. No names are associated with the information and only group totals are shared in a way that no one can be identified.
SESSION EIGHT
CLOSURE

Pick one of the following activities to use as closure for this session. Vary the closure activities throughout Bootstraps.

- Use the closure time to continue discussion or the Next Steps activities. Allow each participant to discuss his/her ideas and receive input from the group.
- Round Table -- Write a short concept from the lesson in the middle of a paper. Tell students to think of one thing they learned about the concept. Give the paper to a participant and have them quickly write down their answer and pass it to the next participant. When the paper has gone around the room, review answers. This can also be done verbally.
- Ask for volunteers to answer and discuss the following three questions:
  What did you learn today? Why is it important in your life? How do you feel?
- Hand out a 3 x 5 index card to each participant. Ask participants to think of one idea that was helpful from this session, write it down and share it with another participant. Encourage participants to take their cards home as reminders.
- Two Truths and a Lie -- Prepare two statements that are true about one (or more) of the concepts discussed today, and one statement that is not true. Have the group guess which statements are true and which is false. Correct any misconceptions.
- Send a Puzzle -- Create two- or three-word puzzles or picture puzzles that relate to the session’s concepts. Hand out puzzle pieces to participants and have them find the other pieces. Once puzzles are complete, participants tell about their puzzle.
- Hand out index cards. Ask participants to tell or write or draw about their favorite part of today’s session. Encourage participants to take the card home as a reminder.
- Ask participants if there is one thing they learned today that might positively affect their relationships with peers or parents.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching. It SHOULD:

- reinforce concepts presented during the session
- illustrate how concepts can be applied to one’s life
- help participants summarize the main points of the lesson
- make connections between previous and future learning
- clear the air to start a new topic
Lesson 29: Work Observations

Lesson 30: Refine Resume

Lesson 31: Apply for a Job

Lesson 32: Practice Interview Skills
HOW WAS THE PAST WORK WEEK?
Workbook Session Six

■ What was hardest about the past work week?

■ What was easiest?

■ What did you like about the work?

■ What did you dislike about the work?

■ If you could go back and change something about last week, what would it be?

■ Is the work what you thought it would be? Why or why not?

■ What was your proudest moment?

■ What did you like most about yourself?

■ If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th>Very Seldom</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A. Preparation for work**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**B. On the job each day**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**C. My attitude and appearance**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**D. In the team**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**E. Communication**

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Continued on next page...
### F. Problem solving & decision making

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I disagreed with others without getting angry
2. I worked out problems with others by talking with them
3. I participated in team discussions/decisions
4. I helped the team make good decisions
5. I followed through on team decisions/agreements
6. I made good personal decisions
7. I thought about consequences before acting

### G. Leadership

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I accepted leadership responsibilities
2. I responded quickly to changing priorities
3. I showed genuine concern for others
4. I told others when they had done a good job
5. I helped the team pull together
6. I contributed to high team morale and enjoyment

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1. I demonstrated a positive attitude
2. I stretched and exercised
3. I ate the right amount of food
4. I ate a variety of foods
5. I got enough sleep
6. I drank plenty of water to keep hydrated

### What will you improve next week?

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

---

Stop here for now. We will come back to this at the end of the work week.

### Did you accomplish the goals you described in the box above?

If yes, give some examples of things you did to improve....

If you did not accomplish your goals, what happened and what could you have done differently?
**WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?**

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>WHAT THE TEAM CAN DO</th>
<th>WHAT I WILL DO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKBOOK LESSON 30:

REFINE RESUME’
Starting with Session 1 and continuing throughout this program, we have been talking about future jobs, building your resume, references, education and skills for the future. In Session 1, you completed some on-line activities that provided career recommendations based upon your work abilities and values.

In Session 2, you saw some “Country Boys” trying to figure out their future with the help of mentors and other support people. You made a list of people that help and support you. In Session 3, you wrote a resume and put that resume in an on-line program so that you can retrieve it and add to it later. You also had an opportunity to look at some jobs on-line.

The time has come to retrieve that on-line resume and apply for a job. It may be helpful to look at the work you completed in Sessions 1, 2, and 3 to help you decide what job you will pursue. You will need to update your resume and refine it for the specific job you have chosen. You will learn to revise your resume based upon a job description (see next page). If you have not decided on a job you want, you will use the job description on the next page and revise your resume to fit this job as a practice activity. Use this final opportunity to get some help revising your resume for a real job you want. Having a good resume will give you a better chance to get hired doing a job you are interested in.

Note: Some jobs require applicants to post a resume on-line. Other jobs require an applicant to answer questions on-line. Look at www.usajobs.com for some examples of on-line applications. Sometimes the questions asked in an on-line application are confusing. Ask your facilitator for help if a job you want requires an on-line application.
Gold Mining Operation Job Description

Position Title: Operator VI
Department: Ore Processing

General Summary: This is an entry-level position on the Leach Pads in the Ore Processing department, and will require training up to higher levels throughout the department as necessary.

Essential Job Functions
- Clean up material on the crushing system.
- Operate small front-end loaders and dozers.
- Lift and carry equipment and materials more than 50 pounds frequently throughout the work day.

Essential Skills and Abilities
- Ability to walk over rough terrain as well as climb stairways, catwalks and pads.
- Ability to shovel clean-up material on the crushing system.
- Ability to lift 50 pounds frequently throughout the day.
- Ability to work at heights in excess of 80 feet.
- Ability to work in adverse weather conditions.
- Willing to train on other equipment.

Communication
- Must be able to communicate effectively orally with all members of the Ore Process team.

Education
- High School Diploma or GED required.

Experience
- Previous experience operating small front-end loaders, dozers, and lifting equipment is required.
- Previous leach pad experience is preferred.

Working Environment
- Work will be performed on a shift work schedule predominantly outside on the leach pads. The Operator will be exposed to dusty materials as well as wet solution and will be required to wear respirators and hearing protection in specified areas of the department. Overtime will be required, and appropriate PPE must be worn at all times.

This description is a general statement of required major duties and responsibilities performed on a regular and continuous basis. It does not exclude other duties as assigned.
Use a computer with an Internet connection.

- Go to www.10minuteresume.com.
- In the upper right corner of this web site click on user login.
- Use the e-mail login: smithm@unce.unr.edu
- The password is: bootstraps

Find the resume' that you posted on this Internet site during Session 3. Print a copy of this resume'. Review your current resume' to see if it addresses the essential job functions, skills, abilities, education level and experience described in the job description you are interested in applying for. If you have not chosen a job to apply for, use the one on the previous page for this exercise.

It is likely you will need to update and revise your existing resume' for the job description you have selected. Make notes on your printed copy. Make additions as needed to satisfy the qualifications needed for the job you are applying for. For example, using the job description on the previous page, does your resume' include your:

- Ability to walk over rough terrain as well as climb stairways, catwalks and pads.
- Ability to shovel clean-up material on the crushing system.
- Ability to lift 50 pounds frequently throughout the day.
- Ability to work at heights in excess of 80 feet.
- Ability to work in adverse weather conditions.
- Willing to participate in training on other equipment.

Provide specific examples where you have demonstrated your ability to perform the above functions in another job, as a volunteer, in the Bootstraps program or in some other capacity. For example, if you were a weight lifter in High School, this may be an opportunity to explain your "ability to lift 50 pounds frequently though out the day".

Read each of the job requirements for the job you are applying for and check the place on your resume' where you have stated your ability and experience to perform that duty. Add additional information to your resume' as needed so that it is clearly stated that you meet all job qualifications for the job description.

Make changes to your on-line resume', print it, and have your instructor review it for completeness in reference to the job description you selected.
WORKBOOK LESSON 31:

WRITE A COVER LETTER
Use a computer with an Internet connection.

- Go to www.10minuterresume.com.
- In the upper right corner of this web site click on user login.
- Use the e-mail login: smithm@unce.unr.edu
- The password is: bootstraps

Use this Web site to help you write a cover letter to accompany your resume. Look at some samples at the web site above. Following is a sample that a Bootstraps graduate completed.

Use the template on the Web site or type your cover letter. Have your instructor review it for completeness.
November 30, 2008

Mr. Ore Processing  
Round Mountain Gold  
P. O. Box ABCD  
Tonopah, NV  89049

RE: Interested in Ore Processing Operator VI

To Mr. Ore Processing

Please review the enclosed resume, which highlights the skills and accomplishments that will enable me to contribute to your company. During the past summer, since I graduated from Tonopah High School, I have demonstrated superior work habits and would appreciate the opportunity to meet with you to discuss employment opportunities.

During this past summer, I worked for Amy Meier at the University of Nevada Cooperative Extension on a special grant-funded program. I frequently had the opportunity to use my technical skills and training in applying weed treatment chemicals on public lands. This job required a great deal of walking in difficult terrain and use of equipment. In some situations, I worked in mountainous areas at heights of over 80 feet and I am accustomed to working at these elevations. I used appropriate PPE and am certified to use weed treatment chemicals. I have experience in mixing chemicals and applying them at appropriate rates. I carried a 50-pound back-pack sprayer every day. I am accustomed to working in adverse weather conditions and have demonstrated my capacity to be a quick and willing learner to train on other equipment.

I am proud that I have demonstrated my ability as a reliable and productive worker. Recently, my most productive day included walking seven miles using GPS equipment to survey 512 acres and located over half a million noxious weeds. I enjoy the goal setting involved in my work and applying my abilities to real-world situations. I was the only female on an otherwise all-male crew and got along with everyone.

Thank you for taking the time to review my qualifications. I will call you next week to see if you received my resume (enclosed). I would appreciate the opportunity to interview and answer any questions that you may have. Let me emphasize my interest in working for your company and my confidence that I could make a strong contribution to your company.

Sincerely,

XXXX Smith

Enclosure: Resume
COVER LETTER

Workbook Session Eight

Write your cover letter here or go on-line to type it.
WORKBOOK LESSON 32:

INTERVIEW SKILLS
Be prepared when you get an interview for a job. Following are some interview questions that are typically asked. Prepare your answers and practice these with your instructor. You will also discuss interview techniques with your instructor.

**Following are some typical questions that interviewers ask.**

- Why did you leave your last job?
- Do you know anything about our company?
- What did you like about your last job?
- What would you like to be doing five years from now?
- Can you work under pressure?
- Could you describe a difficult problem and how you dealt with it?
- Why do you want to work here?
- What were some of the things you did not like about your last job?
- What do you consider your most significant weaknesses?
- What are your biggest accomplishments?
- How do you accept criticism?
- What is the most difficult situation you have faced?
- What are some of the things that bother you?
- What do you consider your most significant strengths?
- Do you prefer working with others or alone?
- How do you get along with different types of people?
- Can you give me an example of a project that didn’t work out well?
- What are some of the things you and your supervisor have disagreed on?
Below is a list of sample questions that you may want to use when you interview for a job. Add your own questions at the bottom. If you don’t have an interview yet, but would like to know more about a job that you may be interested in, seek out an individual that has the kind of job you are interested in and discuss these questions with that person.

- What is a typical workday like? A typical week? A typical year?
  (Varied assignments or similar routine work)
- In general, what type of degrees, licenses, majors, etc. are required for advancement?
- Is there an opportunity for training? Will the company pay for college classes?
- What about housing costs? Do most people commute or live near the work site?
- How many hours a week will I work? Is it common to take work home?
- Is overtime common? How much will I get paid for overtime?
- What will be my starting pay? How often will I get paid? Bonuses? Pay increases?
- Are there health benefits with this job? What other benefits?
- How fast can a good worker get promoted? What is the pay increase for promotion?
- Are there opportunities for advancement?
Now is the time to set up an informational interview and/or a campus visit. Complete the contact chart below to begin this process. Then fill in the following page as you get in touch with your contact.
Arranging an Informational Interview

If you are not sure what kind of job you want or just want to know more about a career possibility, interview someone who knows about the job.

When contacting someone for an informational interview, make four points…

1. Your name and why you chose him/her to interview.
2. An indication of what kind of information you are seeking.
3. Something complimentary about the person which is skill- or experience-based.
4. A request for 20-30 minutes of time at his/her convenience.

Contact Person:

Phone Number (to request an appointment):

Your Opening Sentence:

Date, time, and location of arranged meeting:

Questions you will ask:

Arranging a Campus Visit

When arranging a campus visit, be sure to indicate the area of study you are interested in and perhaps ask if you can meet with someone from that department. You may also want to meet with someone from the financial aid department.

Contact Person:

Phone Number (to request an appointment):

Date, time, and location of visit:

Directions to the campus & parking information:

Questions you will ask:
## My Support Network

Write down a list of people who you might be able to turn to for support or help after Bootstraps. Don’t worry if you do not write down 10 people!

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. _________________________________________

Would you go to certain people on this list to help you with specific issues? Example: I would talk to Jessica about my college application.
### Participant Survey Answer Sheet

**Community Code**
- 1=Eliot
- 2=Battle Mountain
- 3=Windemucca
- 4=Alcoma
- 5=Round Mt.
- 6=Hawthorne
- 7=Other Community

**ID Number**

**Date of Survey**
- Month: 2009
- Day: 2010
- Year: 2011

**Age**

**Ethnicity**
- White
- Black
- Native American
- Hispanic
- Asian/Pacific Islander
- Other/Mixed

**Gender**
- Male
- Female

**Pre or Post?**
- Pre
- Post

Participants use same ID number for all surveys.

---

1. Which answer best describes your current living situation:
   - On my own
   - With my parent(s)
   - With relatives
   - With a friend's family
   - Other

2. How long have you been in this living situation?
   - Less than 1 month
   - 1 to 3 mo.
   - 3 to 6 mo.
   - 6 mo. to 1 year
   - More than 1 year

---

**Please select the number (1, 2, 3, 4 or 5) that describes you best. Bubble in the circle completely.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all like me</th>
<th>Somewhat like me</th>
<th>Neutral</th>
<th>Like me</th>
<th>Very much like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am friendly and easy to approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use respectful and appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen carefully to instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ask for advice on how to improve my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I share my thoughts and feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I disagree with others without getting angry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work out problems with others by talking with them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I participate in group discussions/decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help others make good decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow through on group decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make good personal decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think about consequences before acting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I accept leadership opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tell others when they have done a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work well in a team situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a positive attitude most of the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the education required for the work I am interested in doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand what I need to do to get the job I want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know where to find information about the job I want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident that I can get the job I want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can add together all the costs for moving into an apartment (security deposit, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan for expenses that I must pay each month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to enroll in a college or university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident that I can live on my own without help from others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All information provided is confidential. No individual results are shared. Only group reports are prepared. The information is used for research purposes only to improve the program.
LESSON PLANS
SESSION NINE

JOB SEEKING STRATEGIES/CONTINUING EDUCATION

“YOU DON’T NEED ANYBODY TO TELL YOU WHO YOU ARE OR WHAT YOU ARE. YOU ARE WHAT YOU ARE!”

--JOHN LENNON
SESSION NINE  
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

COMPLETE BEFORE SESSION

- Be familiar with session objectives/activities
- Get supplies: paper, markers, colored pencils, red pens, flip chart paper, flip chart stand, observation worksheets, participant workbooks
- Get equipment: laptops, surge protectors, printer
- Post completed, wall-size Code of Conduct (see student workbook)
- Attendance sheet
- Review closure suggestions and choose one to conclude the session.

- Confirm plans to visit a college or university during session nine. Arrange transportation, and contact the student recruitment office to request a campus tour. Ask the recruitment office to include information about certificate programs (like diesel mechanics or welding) as well as degree programs. Indicate that the students will want to talk about how to apply for acceptance into the college or university and about financial aid.

This is a four-hour session and is broken into four lesson plans. All four lesson plans are designed to be taught on one day. Breaks are included after completion of each lesson plan.
<table>
<thead>
<tr>
<th>Session Nine</th>
<th>Job Seeking Strategies/Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson Plan 33: Work Observations</td>
<td>50 min.</td>
</tr>
<tr>
<td>Break</td>
<td>10 min.</td>
</tr>
<tr>
<td>2. Lesson Plan 34: My Future</td>
<td>50 min.</td>
</tr>
<tr>
<td>Break</td>
<td>10 min.</td>
</tr>
<tr>
<td>3. Lesson Plan 35-36: College Visit</td>
<td>TBA</td>
</tr>
</tbody>
</table>
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

LESSON PLAN 33

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 10 min.
   A. What was hardest?
   B. What was easiest?
3. **Work Observations 35 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

LESSON PLAN 34

My Future - 50 minutes

1. College Visit - Training ........................................ 20 min
3. My Presentation .......................................................... 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
## Session Nine
**Job Seeking Strategies/Continuing Education**

### Lesson Plan 35-36

<table>
<thead>
<tr>
<th>Visit a University or College</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Starred ** Portfolio tasks must be completed)

**Prepare to Pack-up and Leave for the Week of Work**
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

LESSON PLAN 33

Work Observations - 50 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) —— 5 min
2. Set: How was your past work week? —— 10 min.
   A. What was hardest?
   B. What was easiest?
3. **Work Observations —— 35 min.
   (The job coach should complete the 48-item Field Work observation checklist on page 226-227 of the workbook prior to the class).

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

INTRODUCTION:
In this session, participants review the past week of work both as individuals and as a team. They discuss the importance of goals.

It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth.

OBSERVATIONS:
This week, the job coach will observe work behaviors for each participant while on the job using the Field Work survey located on page 226 of the workbook as a post survey. During session two, the job coach completed the same survey form to rate each participant as a pre. The purpose of this exercise is to have a process to compare work skills and behavior at the beginning of the program on the pre survey and to have comparison data on this post survey to evaluate individual growth.

OBJECTIVES:
- To continue the observation process as an activity to encourage growth on the job
- To encourage effective communication on the job

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don't graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

SET:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will discuss what they will do when this job is finished including additional schooling or a meaningful job after Bootstraps. A set for this session might include a visioning activity. Ask participants to visualize themselves in a classroom at a college or university. Ask them to close their eyes and see if they can see themselves in a classroom. Ask questions specific to participants interests. Questions might include: are you in a lecture class or a welding/electric class? Who is there with you? Do you like this class? What are you learning?

ACTIVITIES:
During this session the participants will have a chance to reflect on the past work week and decide what things they may want to change for the current week. They will learn about additional training they might want to get to help them get the kind of job they want. During this session, participants will have an opportunity to visit a college or university.

CLOSURE:
See the Closure page at the end of the session for ideas on how to summarize this session's learning. This is an important step in learning. Facilitators should make every effort to conduct a closure activity. Since this session involves visiting a college or university, a closure might include a discussion of page 234 of the workbook regarding the information participants learned during the campus visit.
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:  
- Workbook page 228
- Pens

ESTIMATED TIME:  
- 10 minutes

PROCEDURE:
Ask participants to turn to the workbook page “How Was The Past Work Week,” and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:

- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
FIELD WORK OBSERVATIONS

OBJECTIVES:
- To cultivate interests and skills, and relate them to future employment
- Promote activities that help young people explore careers
- Build job-readiness skills

MATERIALS:   ESTIMATED TIME:
- Field Work Observation Worksheet, pages 226-227                25 minutes

PROCEDURE:
Indicate to participants that during the next 25 minutes, they will learn more about how to be successful on this job. Ask participants to turn to the Field Work Observation Sheet in their workbook. Prior to this meeting, the job coach will complete the 48-item checklist.

DISCUSSION:
Ask participants to review the ratings that the job coach gave them on each item of the Field Work observation on pages 226-227. Ask participants to look back to the Field Work observation that the job coach completed at the beginning on the program on page 92-93 of the workbook. Ask participants to make note of changes they have made in their observed work skills comparing the pre-observation with the post observation. Involve the job coach in this discussion if he/she is in attendance at this time.

Ask participants:
Did your ratings improve from pre to post? Are any ratings lower on the post compared to the pre? Do you agree with your observed ratings? If ratings are not as high as you expected, how could you get a supervisor to recognize your good work? How do supervisor ratings affect job promotions? Why is it important to get a good rating from your supervisor?
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

OBJECTIVES:
- To encourage teamwork

MATERIALS:  ESTIMATED TIME:
- Workbook  10 minutes

PROCEDURE:
Ask participants to consider their “Work Observation” results and notes from “How Was the Past Work Week?” activities. Ask each participant to write down one or two of the most important things they want to try to improve for the current week. Ask them to include strategies for how they will accomplish this improvement. Process these ideas as a group so that the team comes up with one or two priorities that everyone will work on with strategies regarding how to accomplish these priorities.

DISCUSSION:
Futures Wheel (see Facilitator Notes in the Introduction) -- On flip chart paper or a blackboard, draw a circle with “Priorities” in the center. Write down each person’s #1 and #2 suggestions. Ask if there are any additions to the list. Facilitators should add appropriate suggestions if necessary.

As the facilitator is writing the suggestions, observe if there are any common themes. Are there any obvious priorities for the week? Use this process to prioritize what will be improved for the week.

When priorities are established, brainstorm strategies to accomplish the priorities. Emphasize teamwork as a strategy for accomplishing the priorities. If there are individual assignments related to the strategies, include names of team members accepting those responsibilities.
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

LESSON PLAN 34

My Future - 50 minutes

1. College Visit - Training .............................. 20 min
2. My Plan ................................................. 20 min.
3. My Presentation ....................................... 10 min.

(Starred ** Portfolio tasks must be completed)

BREAK (10 MIN.)
**Objectives:**
- Review questions to be asked during college of university visit.

**Materials:**
- Workbook page 234

**Estimated Time:**
- 20 minutes

**Procedure:**
Ask participants to turn to page 234 in the workbook. Discuss the certifications and degrees that are offered at the college or university the group plans to visit. Review the columns that correspond to the different certificants and degrees. Discuss the remainder of the questions on the page. Decide who in the group will ask the questions during the college/university visit.

**Discussion:**
What are the advantages and disadvantages of taking the time for training to get a certificate or degree compared to getting a job right away? How will you decide? Discuss other questions to consider about training at the bottom of workbook page 234.
MY PLAN

OBJECTIVES:

- To write a plan for finding meaningful training or work after Bootstraps

MATERIALS:

- Workbook page 235

ESTIMATED TIME:

- 20 minutes

PROCEDURE:

Ask participants to turn to page 235 in the workbook. Remind participants about the goal setting activities completed several sessions ago. During the next 20 minutes, participants will write a detailed plan regarding training or work they will pursue after Bootstraps graduation. Work with participants one-to-one to complete all sections of the workbook page. Tell participants that they will be presenting their plans at graduation.

DISCUSSION:

Split the participants into teams of two. The teams will review the written plans completed by their team mates. Ask reviewers to consider the following items.

- Is the plan complete?
- Is the plan realistic? Why or why not?
- Any suggestions for helping the team mate be successful with this plan?
MY PRESENTATION

OBJECTIVES:
- Prepare a presentation based upon the Plan for finding meaningful training or work after Bootstraps

MATERIALS:
- Workbook page 236

ESTIMATED TIME:
10 minutes

PROCEDURE:
Ask participants to turn to page 236 in the workbook. Based upon the feedback received during the previous activity, participants are asked to take a few minutes to write some talking points for a presentation during graduation. One or two of the presentations will be selected from the volunteers in the group to be presented. If more time allows, others can give short presentations on their plans at graduation. (Note: If none in the group wants to present during graduation, ask a program graduate to come back to talk to the group or ask a business person from the community. The program was not designed to make public speakers out of our participants, and sometimes there is no one in the group that wants to speak. This should not ruin the graduation activity.)

DISCUSSION:
Discuss the idea of talking points. Tell participants that talking points are the major ideas a speaker wants to get across to an audience. These talking points are not intended to be read to the audience. They are short notes that helps the speaker tell others about their plans for the future.

One or more presentations will be a part of the graduation activity planned in session 10. Discuss with participants
SESSION NINE
JOB SEEKING STRATEGIES/CONTINUING EDUCATION

LESSON PLAN 35-36

Visit a University or College ——— TBA

College Visit - TBA

(Starred ** Portfolio tasks must be completed)

PREPARE TO PACK-UP AND LEAVE FOR THE WEEK OF WORK
VISIT A COLLEGE OR UNIVERSITY

OBJECTIVES:
- To have an opportunity to visit a college or university
- To use information gathered during the visit to decide if additional training is needed to achieve personal work goals

MATERIALS:  
- Completed Workbook page 234

ESTIMATED TIME:  
- 2 hours

PROCEDURE:
If there is a college or university in the community, completion of this campus visit is less complicated. If travel is involved, this could be an all-day event and that would have to be worked out with the job coach to take the additional time. If a campus is not located in the community, another option would be virtual visits to one or more college campuses. If there is not time to visit a campus, arrangements might also be made to have a recruitment officer and/or financial aid officer available by phone or visit the group.

DISCUSSION:
The group facilitator may have opportunities to have individual conversations with participants during the tour. Help participants with questions they need to ask during the campus trip or electronic version. Follow-up with participants both individually and as a group to discuss the pros and cons of additional education to achieve personal work goals both short and long-term.
SESSION NINE
CLOSURE

Because the last activity in this session is a visit to a college or university, there will not be an opportunity to complete a closure in a group setting. Use the suggestions from the Discussion section of page 9.20 to create a closure with individual participants and/or groups of students as opportunity arises.

NOTE TO FACILITATORS:

Closure is an IMPORTANT part of teaching. It SHOULD:

- reinforce concepts presented during the session
- illustrate how concepts can be applied to one's life
- help participants summarize the main points of the lesson
- make connections between previous and future learning
- clear the air to start a new topic
WORKBOOK SESSION 9 / JOB SEEKING STRATEGIES

LESSON 33: WORK OBSERVATIONS

LESSON 34: MY FUTURE

LESSON 35: PREPARE FOR COMMUNITY COLLEGE

LESSON 36: COLLEGE FINANCIAL APPLICATION
WORKBOOK LESSON 33:

WORK OBSERVATIONS
Write your ID number and today’s date on the following page. Then, tear out the following page and give it to your job coach. He/she is responsible for completing this survey and giving it to the program supervisor.
FIELD WORK

Post-Survey Job Coach Rating of Team Members

Please CIRCLE THE NUMBER that describes the individual’s behaviors and skills you observed at the end of the program with 1 being Very Seldom and 5 being Very Often.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Very Seldom</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

A. Preparation for work

| 1. | Got up in time to get ready for work | 1 | 2 | 3 | 4 | 5 |
| 2. | Got to work on time | 1 | 2 | 3 | 4 | 5 |
| 3. | Came to work feeling alert and ready to do job | 1 | 2 | 3 | 4 | 5 |
| 4. | Came to work tired or sick | 1 | 2 | 3 | 4 | 5 |
| 5. | Partied too much the night before | 1 | 2 | 3 | 4 | 5 |

B. On the job each day

| 6. | Understood the work that needed to be done | 1 | 2 | 3 | 4 | 5 |
| 7. | Knew how to do the assigned work | 1 | 2 | 3 | 4 | 5 |
| 8. | Finished assigned work | 1 | 2 | 3 | 4 | 5 |
| 9. | Kept a good steady pace that included rest breaks | 1 | 2 | 3 | 4 | 5 |
| 10. | Followed the safety rules taught | 1 | 2 | 3 | 4 | 5 |

C. Attitude and appearance

| 11. | Respected the role of the Job Coach | 1 | 2 | 3 | 4 | 5 |
| 12. | Contributed to workplace spirit and enjoyment | 1 | 2 | 3 | 4 | 5 |
| 13. | Committed and showed interest in the work | 1 | 2 | 3 | 4 | 5 |
| 14. | Showed pride in the quality of work | 1 | 2 | 3 | 4 | 5 |
| 15. | Showed confidence on the job | 1 | 2 | 3 | 4 | 5 |
| 16. | Kept camp clean | 1 | 2 | 3 | 4 | 5 |
| 17. | Kept self clean | 1 | 2 | 3 | 4 | 5 |

D. In the team

| 18. | Encouraged everyone to participate | 1 | 2 | 3 | 4 | 5 |
| 19. | Showed respect for all team members | 1 | 2 | 3 | 4 | 5 |
| 20. | Recognized own personal strengths | 1 | 2 | 3 | 4 | 5 |
| 21. | Recognized strengths of others | 1 | 2 | 3 | 4 | 5 |
| 22. | Had trust and confidence in the team | 1 | 2 | 3 | 4 | 5 |
| 23. | Worked independently or with others as needed | 1 | 2 | 3 | 4 | 5 |

Continued on next page...
<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>End of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Was friendly and easy to approach</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>25</td>
<td>Used respectful and appropriate language</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>26</td>
<td>Listened carefully to instructions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>27</td>
<td>Asked for advice on how to improve work</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28</td>
<td>Shared thoughts and feelings</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>F. Problem solving &amp; decision making</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30</td>
<td>Worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>31</td>
<td>Participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>32</td>
<td>Helped the team make good decisions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>33</td>
<td>Followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>34</td>
<td>Made good personal decisions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>35</td>
<td>Thought about consequences before acting</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>G. Leadership</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>37</td>
<td>Responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>38</td>
<td>Showed genuine concern for others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>39</td>
<td>Told others when they had done a good job</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>40</td>
<td>Helped the team pull together</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>41</td>
<td>Contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>H. Healthy lifestyles</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>43</td>
<td>Stretched and exercised</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>44</td>
<td>Ate the right amount of food</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>45</td>
<td>Ate a variety of foods</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>46</td>
<td>Got enough sleep</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>47</td>
<td>Drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>48</td>
<td>Followed established “toilet” use rules</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
HOW WAS THE PAST WORK WEEK?

Workbook Session Nine

- What was hardest about the past work week?

- What was easiest?

- What did you like about the work?

- What did you dislike about the work?

- If you could go back and change something about last week, what would it be?

- Is the work what you thought it would be? Why or why not?

- What was your proudest moment?

- What did you like most about yourself?

- If you could change one thing about yourself, what would it be?
HOW IS YOUR WORK WEEK GOING?

Please help us decide how work went this week both for you personally and as part of the team. Please CIRCLE THE NUMBER that describes you best with 1 being Very Seldom and 5 being Very Often. In the first column, rate yourself without talking to other team members. In the second column, indicate the rating your team members gave you after discussion. In the last column, indicate the rating that you and the team decided for a final rating. After all ratings are completed, choose one or two items to work on next week. You and your team members may be eligible for an incentive gift if you are able to improve your ratings.

<table>
<thead>
<tr>
<th>Very Seldom</th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
</table>

A. Preparation for work

1. I got up in time to get ready for work 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
2. I got to work on time 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
3. I came to work feeling alert and ready to do my job 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
4. I came to work tired or sick 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
5. I partied too much the night before 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

B. On the job each day

1. I understood the work that needed to be done 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
2. I knew how to do the work assigned to me 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
3. I finished my assigned work 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
4. I kept a good steady pace that included rest breaks 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
5. I followed the safety rules we were taught 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

C. My attitude and appearance

1. I respected the role of the Job Coach 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
2. I contributed to workplace spirit & enjoyment 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
3. I was committed to work and showed my interest 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
4. I was proud of the quality of my work 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
5. I felt confident on the job 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
6. I kept camp clean 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
7. I kept myself clean 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

D. In the team

1. I encouraged everyone to participate 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
2. I showed respect for all team members 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
3. I recognized the strengths I bring to this team 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
4. I recognized strengths of others 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
5. I had trust and confidence in the team 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
6. I worked independently or with others as needed 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

E. Communication

1. I was friendly and easy to approach 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
2. I used respectful and appropriate language 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
3. I listened carefully to instructions 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
4. I asked for advice on how to improve my work 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
5. I shared my thoughts and feelings 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

Continued on next page...
### F. Problem solving & decision making

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I disagreed with others without getting angry</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I worked out problems with others by talking with them</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I participated in team discussions/decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I helped the team make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I followed through on team decisions/agreements</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I made good personal decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I thought about consequences before acting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### G. Leadership

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I accepted leadership responsibilities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I responded quickly to changing priorities</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I showed genuine concern for others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I told others when they had done a good job</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I helped the team pull together</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I contributed to high team morale and enjoyment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### H. Healthy lifestyles

<table>
<thead>
<tr>
<th></th>
<th>Rate yourself</th>
<th>Team rating of you</th>
<th>Final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I demonstrated a positive attitude</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I stretched and exercised</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I ate the right amount of food</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I ate a variety of foods</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I got enough sleep</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I drank plenty of water to keep hydrated</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**What will you improve next week?**

Review your ratings above and choose one or two things you will work on next week. In the box below, write the one or two things you will work on with some examples of things you will do to improve those items. Consider both individual and team building examples.

---

**Stop here for now. We will come back to this at the end of the work week.**

**Did you accomplish the goals you described in the box above?**

If yes, give some examples of things you did to improve....

If you did not accomplish your goals, what happened and what could you have done differently?
WHAT DO WE NEED TO DO DIFFERENTLY THIS WEEK?

Review your answers to “How Was the Past Work Week?” Review your completed Behavior Observation Sheet. Select one or two of the most important things you want to improve for the current week.
What I Will Do When This Job is Finished

Please write down your dreams about your future school, career, family, plans....

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

How will you make these dreams become reality?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

How can Bootstraps help you achieve the goals you have discussed above?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

w-232
WORKBOOK LESSON 34:

MY FUTURE
Take this page with you to the college visit. Add your own additional questions. Be prepared to discuss these items with your instructor after the tour.

What is the difference in the following training opportunities?

<table>
<thead>
<tr>
<th>Training Opportunity</th>
<th>Time to complete</th>
<th>Cost for classes</th>
<th>Difference in pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(welding, electrical, diesel mechanics, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(building trades)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(usually a 2-year program)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(usually a 4-year program)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's Degree or higher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the advantages and disadvantages of taking the time for training (one of the above) compared to getting a job right away?

**Advantages**  
**Disadvantages**

How will I decide between training and getting a job right away?

Other questions to consider about training:

- How will I pay for this training?
- What kind of job will I be prepared to get when I finish the coursework?
- How long will it take to get my certificate/certification/degree?
- How much money will I make?
- Where will I live?
Write your detailed plan for finding meaningful training or work after Bootstraps.

**My Goal:**

Steps I Need To Take:

1.

2.

3.

4.

5.

People Who Will Help Me:

Resources Needed:

My time line (what will I do when?):

What else do I need to consider?
Now that you have your plan completed, write a description of how you will present it at graduation. Remember to be creative!

After you write your description, prepare the materials, visual aids, note cards, etc. that you will need.
WORKBOOK LESSON 35:

COLLEGE VISIT
You have done the planning and it is time! Make a visit to a college campus as a group if possible. Take the questions you will ask that you prepared in Session 8. Take your financial aid application. Make sure you look at campus housing or other local housing and know the costs. Take paper and pencil to take notes. Make sure you pick up the application package for college and have any required transcripts, GED or graduation certificates that are needed.

When you return from the college visit, don’t forget to complete the application for college and the housing forms if you plan to live on campus. Return those applications promptly and follow-up to make sure they were received.

You may have time to work on your application for college during the next session. Ask your instructor for help or about items you do not understand. Ask someone you trust to review your paperwork before you mail it.
If you have a specific program you are interested in applying for, there may be scholarships available. Check with the financial aid department or look on-line at the college of your choice and ask about scholarships.

You may qualify for financial aid. Following is student financial services information from a local community college. The following application will give you some ideas about the information required to apply for financial aid. Go to the college web site of your choice to see the links and latest information.

For an example of the kind of information you will need to provide, go to:

www.gbcnv.edu

- Click on “Future Students.”
- Look at the Quick Links in the right hand column.
- Click on Financial Aid.
- Follow the directions on the “Financing Your Academic Goals” page.
College Application

YOUR VITAL INFORMATION

First [ ] Middle [ ] Last [ ]

Date of Birth: [mm] / [dd] / [yyyy]

Social Security Number: [ ] [ ] [ ] required for financial aid applicants

MAILING ADDRESS

Address [ ] City [ ] State [NV] Zip [ ]

CONTACT INFORMATION

Daytime Phone [ ] [ ] Cell Phone [ ] [ ]

Evening Phone [ ] [ ] E-mail [ ]

EMERGENCY CONTACT

Name [ ] Phone [ ] [ ]

Relationship [ ]

Address [ ] City [ ] State [NV] Zip [ ]

CITIZENSHIP

☐ US Citizen ☐ Permanent Resident ☐ F1 Visa (F) ☐ Citizen of [ ] Country [ ]

NEVADA RESIDENCY

☐ I am a Nevada resident and am financially responsible for myself.

☐ A Nevada resident other than my spouse claimed me as a tax exemption during the last 12 months.

That person's physical residency in Nevada began [mm] / [dd] / [yyyy]

If that person has not lived at the address provided above for at least 12 months, please provide a previous address:

☐ I or my spouse relocated to Nevada for employment purposes during the last 12 months. I will provide a letter from my employer on company letterhead that includes
date of hire and states that I am a permanent, full-time employee.

If you checked any of the above, please enter:

My physical residency in Nevada began [mm] / [dd] / [yyyy]

If you have not lived at the address provided above for at least 12 months, please provide your previous address:

Your NV Driver’s License or NV ID#:

Date of Issue: [mm] / [dd] / [yyyy] (generally appears at top of photo)

☐ Neither I nor the person financially responsible for me will have been a resident of Nevada for one full year by the time I enroll.

Note: Non-citizens of the U.S. must be Nevada high school graduates or must have permanent resident cards to be considered Nevada residents for tuition purposes.

PREVIOUS COLLEGE EDUCATION

☐ I am transferring from another college.

If you’ve used other names on transcripts, please enter them below:

HIGH SCHOOL EDUCATION

High School Name ___________________________ State [NV]

Date of graduation or expected graduation from high school: ___________________________

Date of GED Certificate: ___________________________

OBJECTIVE AT GBC

PLACEMENT

If you have selected a degree or certificate program above or plan to enroll in English or mathematics, placement test results will be required.

☐ I have taken the ACT or SAT and will submit my results to GBC.

☐ I will arrange to take a free College Placement Test at a GBC campus.
I am not planning to take a college-level English or mathematics class.

**ADDITIONAL INFORMATION**

Gender [Female] [Male]

Ethnicity (optional)

Does either of your parents have:
- [ ] an associate's degree?
- [ ] a bachelor's degree or higher?
- [ ] neither?

**STUDENTS WITH DISABILITIES**

- [ ] I would like to receive ADA information

**SUBMIT YOUR APPLICATION**

By submitting this application, I certify that the information provided is complete and accurate.

I also agree to abide by the rules of Great Basin College.

SUBMIT
LESSON PLANS
SESSION 10

FINAL EVALUATIONS AND GRADUATION

“CAULIFLOWER IS NOTHING BUT CABBAGE WITH A COLLEGE EDUCATION”

--Mark Twain
This is a four-hour session and is broken into two lesson plans. All lesson plans are designed to be taught on one day.

Note: This final session is usually very informal as graduation is scheduled as a celebration. A few wrap-up items may need to happen during this session.
SESSION TEN
FINAL EVALUATIONS AND GRADUATION

1. Lesson Plan 37-38: Work Observations and Final Evaluations • 120 min.

2. Lesson Plan 39-40: Bootstraps Graduation • 120 min.
SESSION TEN
FINAL EVALUATIONS AND GRADUATION

LESSON PLAN 37-38

Final Evaluations - 120 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) 5 min
2. Set: How was your past work week? 10 min.
   A. What was hardest?
   B. What was easiest?
3. Review Program Evaluation Components 10 min.
   A. Bootstraps Pre-Post Safety Training Survey
   B. Pre-Post Participant Survey
   C. Portfolio Tasks
   D. Pre-Post Field Work Observations
   E. Tape-recorded Interviews
4. **Work Observations or **Complete Individual Exit Interviews 95 min.
   (These are private activities completed with the job coach (work observations)
   or with person assigned to complete interviews. Remainder of crew works
   on any uncompleted evaluation components.

(Starred ** Portfolio tasks must be completed)
## Session Ten
### Final Evaluations and Graduation

**Lesson Plan 39-40**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set-up for Graduation (park or other informal area)</td>
<td>30 min</td>
</tr>
<tr>
<td>2. Graduation</td>
<td>30 min.</td>
</tr>
<tr>
<td>Welcome by Group Facilitator</td>
<td></td>
</tr>
<tr>
<td>A. Invited Guests</td>
<td></td>
</tr>
<tr>
<td>B. Bootstraps Graduates</td>
<td></td>
</tr>
<tr>
<td>C. Staff</td>
<td></td>
</tr>
<tr>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Presentations by Bootstraps Graduates or other invited speaker - my future</td>
<td></td>
</tr>
<tr>
<td>Presentation of Certificates</td>
<td></td>
</tr>
<tr>
<td>3. Eat and Clean-up</td>
<td>60 min.</td>
</tr>
</tbody>
</table>

(Starred ** Portfolio tasks must be completed)

Prepare to Pack-up and Leave for the Week of Work
SESSION TEN
FINAL EVALUATIONS AND GRADUATION

LESSON PLAN 37-38

Final Evaluations - 120 minutes

1. Take attendance, housekeeping (review meeting times, breaks, restrooms) • • • • • 5 min
2. Set: How was your past work week? • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • 10 min.
   A. What was hardest?
   B. What was easiest?
3. Review Program Evaluation Components • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • 10 min.
   A. Bootstraps Pre-Post Safety Training Survey
   B. Pre-Post Participant Survey
   C. Portfolio Tasks
   D. Pre-Post Field Work Observations
   E. Tape-recorded Interviews
4. **Work Observations or **Complete Individual Exit Interviews • • • • • • • • • • • • • • • • • • • • • • • • • • • 95 min.
   (These are private activities completed with the job coach (work observations)
or with person assigned to complete interviews. Remainder of crew works
on any uncompleted evaluation components.

(Starred ** Portfolio tasks must be completed)
SESSION TEN
FINAL EVALUATIONS AND GRADUATION

INTRODUCTION:
This is the last session of the program and graduation is the highlight of the program. It is important for facilitators to make sure that all portfolio tasks are completed. Tasks will be used to evaluate participant growth. Exit Interviews are conducted during this session and a review of all evaluation instruments are completed.

OBSERVATIONS:
Last week, the job coach completed the final work behaviors for each participant while on the job using the Field Work survey located on page 226 of the workbook as a post survey. During session two, the job coach completed the same survey form to rate each participant as a pre. The purpose of this exercise was to have a process to compare work skills and behavior at the beginning of the program on the pre survey and to have comparison data on this post survey to evaluate individual growth. During this session, the job coach has an opportunity to discuss the strengths of participants in a one-to-one session. The job coach will also discuss areas that the individual may need to work on to get and keep the kind of job he/she wants to pursue.

OBJECTIVES:
- To finalize the observation process as an evaluation of personal growth on the job
- To celebrate the end of the program

WHO ATTENDS:
The Bootstraps facilitator, participants and job coach. Invited guests may attend graduation.

HOUSEKEEPING:
The Code of Conduct is posted and may be referred to if agreed upon behavior is not being exhibited. The facilitator should review the meeting times and dates, whether or not there will be scheduled breaks, and whether or not the session will extend beyond designated times if session work is not completed. Explain consequences for missing meetings or being late (you don’t graduate, have to make up time, etc.) Remind participants that transportation to and from meetings is their responsibility.
SESSION TEN
FINAL EVALUATIONS AND GRADUATION

SET:
Ask participants to think back to the beginning of the program. Ask participants to think about how they felt and what they knew about the job on the first day on the job. Ask the participants to compare those thoughts and feelings today. What is different?

ACTIVITIES:
During this session the participants will have a chance to reflect on this job through a graduation activity. They will finish up on any evaluation components that are not complete. They will spend some one-to-one time with the job coach discussing their strengths and things they need to continue working on and complete an exit interview.

CLOSURE:
Graduation is designed as a closure activity.
HOW WAS THE PAST WORK WEEK?

OBJECTIVES:
- To initiate discussion about the work and ways to improve

MATERIALS:  
- Workbook page 228
- Pens

ESTIMATED TIME:  
- 10 minutes

PROCEDURE:
Ask participants to turn to the workbook page “How Was The Past Work Week” on page 228 and make some notes for each question.

(Facilitator: Participants can do this activity individually or can be paired with another participant. If participants are paired, they can interview each other and write down each other’s answers or they can write their own answers then report to the other person. Each pair can then tell the entire group what they learned about the other person.)

Participants should answer the following questions:

- What was hardest about the past work week?
- What was the easiest?
- What did you like about the work?
- What did you dislike about the work?
- If you could go back and change something about last week, what would it be?
- Is it the work you thought it would be? Why or why not?
- What was your proudest moment?
- What did you like most about yourself?
- If you could change one thing about yourself, what would it be?

DISCUSSION:
Go around the room and have participants read their answers. Discuss answers in as much detail as seems appropriate.
**REVIEW PROGRAM EVALUATION COMPONENTS**

**OBJECTIVES:**
- To review all program evaluation components and complete any that are missing

**MATERIALS:**
- Workbook page 12-13
- Pens

**ESTIMATED TIME:**
- 10 minutes

**PROCEDURE:**
Ask participants to turn to pages 12 to 13 in their workbook. At the bottom of page 12 and top of page 13, the five parts of the program evaluation are listed. Review these components with the participants:

1. **Bootstraps Pre-Post Safety Training Survey**
2. **Pre-Post Participant Survey**
3. **Portfolio Tasks**
4. **Pre-Post Field Work Observations**
5. **Tape-recorded Interviews**

Indicate that each of those evaluation components contains both a pre and a post to measure change over time. Give each participant a checklist (follows) and ask them to review their workbook and make sure that all the components are finished. They will work on this review while awaiting their turn to talk to the job coach about their final field work observations and/or tape-recorded exit interview.

**DISCUSSION:**
Ask participants if there are any questions. Ask for volunteers to go to the job coach discussion and the exit interview while others are working on completing the checklist of evaluation components completed.

Note to the instructor: The scoring rubric that is used by the instructor to score the portfolio tasks also follows. The program evaluation checklist is used a review to make sure all components are completed.
## Bootstrap Results Report Form

**Date Group Began:**  
**Date Group Completed:**

**Name of Job Coach:**

**Community:**

Below, please enter the names, ID, and demographic data with the date the data was forwarded to Marilyn:

<table>
<thead>
<tr>
<th>ID #</th>
<th>Teen's Name</th>
<th>Age</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Pre</th>
<th>Post</th>
<th>Pre (2nd week)</th>
<th>Post 1</th>
<th>Post 2</th>
<th>Post 3</th>
<th>Post 4</th>
<th>Post 5</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
</table>

**Training Survey**  
**Field Work**  
**Interviews (completed by Marilyn)**  
**Portfolio (see scoring rubric)**

---

**Date Group Completed:**

---

**Date Group Begun:**
### Identifying Strengths and Weaknesses

**Focuses on superficial characteristics or externally based attributes as strengths**
- Desires little overall change and may list negative behavior as a strength.
- Identifies characteristics that are positive for self.
- Recognizes the need for improvement of self and social relationships.
- Identifies important of positive internal characteristics that may affect self and others.
- Recognizes the need to deal with personal behaviors and may link improvement in relationships with communication, mutual respect or helping others.
- Reflects on a range of positive strengths that are a benefit to self and others through continued development of internal and external characteristics.
- Assumes responsibility for improving relationships through communication, including development of internal and external characteristics and other through communication. Han and others that a benefit is self-strength.

**Desires overall change and may list negative behavior as a strength**
- Identifies characteristics that are positive for self.
- Recognizes the need for improvement of self and social relationships.
- Identifies important of positive internal characteristics that are positive for self and others through continued development of internal and external characteristics and other through communication. Han and others that a benefit is self-strength.

### Problem Solving

**Identifies a problem and may expect external factors to provide solution**
- Identifies an externally based problem and solution, and may not propose a mature or realistic consequence.
- Identifies a significant problem and may propose workable solutions, interventions or consequences.
- Discusses importance of internal control in solving significant problems in own life and changing future behaviors.

**Identifies an externally based problem and solution, and may not propose a mature or realistic consequence**
- Identifies a significant problem and may propose workable solutions, interventions or consequences.
- Discusses importance of internal control in solving significant problems in own life and changing future behaviors.

**Identifies mature, realistic, future goals and may have started preparing for those goals**
- Identifies mature, realistic, future goals and may have started preparing for those goals.
- Identifies skills and education needed to accomplish goals.
- Identifies skills and education needed to accomplish goals.
- Identifies skills and education needed to accomplish goals.

### Teamwork and Leadership

**Focuses on own needs and works with others sporadically**
- Participates in a group project as required but does not further group goal.
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.

**Participates in a group project as required but does not further group goal**
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.

**Assumes responsibility as needed to accomplish a larger group goal**
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.
- Assumes responsibility as needed to accomplish a larger group goal.

### Communication

**Responds without referring to using “effective communication” techniques and consideration of others**
- Uses an “effective communication” technique that may not promote open dialogue or consideration of others.
- Recognizes and uses “effective communication” techniques that open dialogue and show consideration to others.
- Analyzes and uses components of “effective communication” to open dialogue, further relationships and convey empathy.

**Uses an “effective communication” technique that may not promote open dialogue or consideration of others**
- Uses an “effective communication” technique that may not promote open dialogue or consideration of others.
- Recognizes and uses “effective communication” techniques that open dialogue and show consideration to others.
- Analyzes and uses components of “effective communication” to open dialogue, further relationships and convey empathy.

### Responsibility

**Unable to link age-appropriate responses through knowledge of age-appropriate behavior**
- Able to offer alternative age-appropriate responses but may not demonstrate mature reasoning for their answers.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.

**Able to offer alternative age-appropriate responses but may not demonstrate mature reasoning for their answers**
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.

**Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning**
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.
- Demonstrates knowledge of age-appropriate behaviors and supports those choices through mature reasoning.

### Goals

**Unable to set clear goals or identify steps to reach goals**
- Educational and work goals are superficial and/or immature.
- Demonstrates limited awareness of steps involved in reaching goals.
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.

**Educational and work goals are superficial and/or immature**
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.

**Identifies some skills and education needed to accomplish goals**
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.
- Identifies some skills and education needed to accomplish goals.

**Identifies mature, realistic, future goals and may have started preparing for those goals**
- Identifies mature, realistic, future goals and may have started preparing for those goals.
- Identifies mature, realistic, future goals and may have started preparing for those goals.
- Identifies mature, realistic, future goals and may have started preparing for those goals.
- Identifies mature, realistic, future goals and may have started preparing for those goals.

### Final Portfolio Rating

<table>
<thead>
<tr>
<th>Task</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Developing</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>40</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>

**Portfolio Pre Score:**

**Portfolio Post Score:**

**Percent Change:**
**Work Observations & Exit Interviews**

**Objectives:**
- To cultivate interests and skills and relate them to future employment
- Conduct Exit Interviews with participants for program evaluation

**Materials:**
- Workbook page 226
- Guided questions for Interviews

**Estimated Time:**
- 95 minutes

**Procedure:**
Indicate to participants that during the next 95 minutes, they will be rotating into one of three activities individually. The first volunteers will privately discuss with the job coach the field work. That discussion will include strengths the job coach observed and any issues that need to be worked on. Another volunteer will go into a private exit interview to discuss the strengths of the program and areas that need to be improved. Those participants that are not talking to the job coach or completing an interview will work on the evaluation checklist and complete any items that were not completed. If a participant is finished with all three activities, they may be assigned to set-up for the graduation activity.

**Discussion:**
There is no discussion at this time.
EXIT INTERVIEW QUESTIONS

OBJECTIVES:

- To provide an opportunity for participants to express the benefits of the program

MATERIALS:

- Recorder
- Interview questions

ESTIMATED TIME:

Approximately 15 minutes for each participant

PROCEDURE:

Use the interview questions on the next page to process a guided discussion about the program. Record each interview. After the interviews are completed, transcribe them and conduct a qualitative analysis of this data.

DISCUSSION:

After the interview is complete, ask participant if he/she has any other comments.
GUIDED CONVERSATION WITH
BOOTSTRAPS GRADUATES

1. When I say Bootstraps, what immediately comes to your mind?

2. What were you doing prior to Bootstraps? Describe a typical day prior to coming to work at Bootstraps.

3. Why did you apply for Bootstraps?

4. After you became employed by Bootstraps, was the job what you thought it would be?

5. Describe a typical day working at Bootstraps. What was important about this job?

6. We like to think that Bootstraps makes a difference in the lives of people. Can you describe a situation when you either experienced or saw it in others?

7. You have worked with a lot of people on this job – BLM, Extension staff, Job Coach, co-workers – name one person that had an impact on your life and how they helped you.

8. Decision-making and the responsibility/consequences of those decisions was a theme of Bootstraps. Describe a situation where you made a decision and accepted the consequences of that decision. Did your Bootstraps experience affect your process for making that decision?

9. Did Bootstraps make a difference in your life? Yes ____ or No ____ (see below for follow-up questions) If yes, Bootstraps made a difference in your life, what were some of the things that you think might have helped create that change (activities, people)? Or if no, Bootstraps did not make a difference in your life, what could have been done to help you?

10. What changes would you make to the Bootstraps program – things that would have helped you as an individual?

11. Assume you are talking with a new friend about Bootstraps. What would you tell them? Would you encourage your friend to apply for Bootstraps? Why or why not?

12. In your opinion as a Bootstraps graduate, what contributes most to a successful Bootstraps Program? (Possible examples to prompt thinking: camping experience, job coach, Monday morning class time, field work.)

13. How would you grade Bootstraps in helping you either get back in school or gain meaningful employment. Why?

14. Describe a typical day now that you have graduated from Bootstraps. How is it different than before you started participating in the program?
Preparing to Pack-Up and Leave for the Week of Work

Lesson Plan 39-40

1. Set-up for Graduation (park or other informal area) 30 min
2. Graduation 30 min.
   - Welcome by Group Facilitator
     - A. Invited Guests
     - B. Bootstraps Graduates
     - C. Staff
   - Introductions
   - Presentations by Bootstraps Graduates or other invited speaker - my future
   - Presentation of Certificates
3. Eat & Clean-up 60 min.

(Starred ** Portfolio tasks must be completed)
**GRADUATION**

**OBJECTIVES:**
- To celebrate program completion

**MATERIALS:**
- Graduation certificates
- Food

**ESTIMATED TIME:**
- 120 minutes

**PROCEDURE:**
Following is a suggested process for graduation. The group facilitator and job coach may need to provide private guidance to participants that are responsible for specific activities including greeting their guests and making sure their guests are seated and served. An alternative to having graduation at the beginning of the week might be to send the crews to the field after the previous sessions are completed and have them come in early on the last work day for graduation. If the crew wants to have a BBQ, additional planning will need to be completed with the job coach in the field so that participants come back to town prepared to cook and serve the food (usually a lunch).

**Welcome by Group Facilitator**

A. Invited Guests
B. Bootstraps Graduates
C. Staff

**Introductions**

Presentations by Bootstraps Graduates or other invited speaker - my future
Presentation of Certificates
Eat and Clean-up

**DISCUSSION:**
There is no further discussion. The graduation activity is a closure for the program.
WORKBOOK SESSION 10/
GRADUATION & WRAP-UP

LESSON 37-38: COLLEGE/TECHNICAL SCHOOL APPLICATION

LESSON 39-40: GRADUATION
WORKBOOK LESSON 37-38:

COLLEGE/TECHNICAL SCHOOL APPLICATION
A college or technical school application can be found on-line for most institutions. Following is an application for a community college. Assemble the information you will need by reviewing the following application. Go on-line to the college or technical school of your choice and apply.

For the Great Basin College application, go on-line to www.gbcnv.edu

Click on “apply on-line”. After you have been accepted into the college, you will need to register and pay your tuition. All this information is available on-line. Look for scholarship information on-line to help with tuition and expenses.
Federal Loans, Grants, and Work-Study Programs

TIMING
For the academic year: 2008-2009
New funding opens: January 1, 2008
Priority Application deadline: March 15, 2008
After this application deadline, you may still apply for whatever funds remain available.

The federal government provides many financial assistance options for students:

- Loans, which must be repaid
- Grants, which do not require repayment
- Work-Study, jobs to finance your education

To apply for these federal programs, follow the steps below.

1. **Step 1: Student/Parent Electronic Signature**
   Obtain a federal PIN number at www.pin.ed.gov. Keep it private. It will allow you to sign forms submitted on the web.

2. **Step 2: Apply for Federal and State Grants/Loans/Work-study**
   Carefully fill out and submit a FAFSA form on the web at www.fafsa.ed.gov. You will need the code for GBC; it is 006977. There is no charge for this service.

3. **Step 3: Check for Missing Documents & Offer Letter**
   Within two to three weeks, the student financial services office will send you a post card asking you to log into Web-Reg to determine whether an award has been offered or additional information is needed. You may also be asked to complete one or more forms available online. Complete this step by July 21, 2008.

4. **Step 4: Read the Financial Aid Handbook**
   Complete the online Quiz to verify that you have read the handbook.

For LOAN Applicants: Students and Parents, Choose a Lender at Simple Tuition

5. **Step 5: Activate Student Loan**
   Before loan funds are dispersed, loan applicants will be required to complete an Entrance Interview.** Generally this occurs in August. If this is required, you will receive a mailed notification. Print and read the Loan Checklist.*

6. **Step 6: Activate Parent Loan**
   Loans and grants for dependent students under the age of 24 are limited. If increased amounts are desired, parents must apply for a Plus Loan.** Once
the Parent Loan Master Promissory Note is completed, please complete the Parent Loan Request.

**Step 7: Exit Counseling**
If you are the recipient of a student loan and you enroll in less than six credits in a semester, you will be required to complete an Exit Interview. **

**For WORK-STUDY Applicants**

**Eligibility**
Check with Student Financial Services to see if you are eligible.

---

*These are PDF documents. Viewing them requires installation of the Adobe Reader plugin for your browser, available free at Adobe.*

**The links for Plus Loans and Entrance and Exit Interviews take you to the Sallie Mae website. The first time you visit the site, you will need to Register in order to be able to log in.*

Questions about GBC? I Comments about this website

Search GBC

Great Basin College - 1500 College Parkway - Elko, Nevada 89801 - 775.738.8493
A member institution of the Nevada System of Higher Education
Accredited by the Northwest Commission on Colleges and Universities

This page is coded to conform to XHTML 1.0
Certificate of Completion

Congratulations on your successful completion of

BOOTSTRAPS

Si

GNU

Date

BOOTSTRAPS

Transforming Lives & Public Lands

AWARDED TO

CONGRATULATIONS ON YOUR SUCCESSFUL
COMPLETION OF

BOOTSTRAPS

PRESENTED BY:

UNIVERSITY OF NEVADA COOPERATIVE EXTENSION
& BUREAU OF LAND MANAGEMENT

SIGNED

DATE