

FSW: Teaching Life Skills to Parents

Workbook Materials

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Exercise: Our Life Skills Teachers

Please write down who first taught you the following life skills and whether you still follow what they taught you. If you didn't learn a skill from a person, please write down where you learned it. If you haven't had the need to learn a specific life skill, just mark N/ A.

Topic	Who Taught You	Do you still use the Information
How to cook		
How to grocery shop		
About nutrition		
How to manage money		
How to get a job		
The difference between gross and net pay		
How to set the table		
How to do the laundry		
How to clean the house		
How to maintain a car		
What to do for a burn		
How to find a doctor		
How to do well in school		
How to get through school		
How to do homework		
How to choose a child care provider		
How to get organized		
How to relax		
How to set goals		

Exercise: Everyone Has Life Skills

Please read through the following scenario and work as a group to make a list of what life skills the client (s) has demonstrated, and why.

Scenario One: Mary is a single parent of two children ages 6 and 8 years old. She is no longer in touch with her own family or with the children's father with whom she had an abusive relationship. When she left her children's father, her family couldn't accept this and cut her off. She works in a garment piece-work shop putting in long hours and making low wages.

She and her children live in a small, one-bedroom apartment which is sparsely furnished but clean. Her children are well mannered and have good attendance at the local elementary school.

Mary bought a computer for her children's education and also so she could visit Internet chat rooms and find a husband. She finally meets someone who sounds promising. After a couple of months, they arrange a visit. This man lives far away and so Mary makes plans and saves money.

She arranges her trip during the children's school vacation. She buys lots of instant and microwaveable food and instructs her children how to prepare it. She disconnects the phone to save money and draws the curtains. She leaves her children some books and games and tells them to keep the door locked and not to answer it. She says she will be back in 10 days and leaves.

Scenario Two: Sharon is 19 years old and has a three-year old daughter. She emancipated out of foster care last year and couch surfed in friends' and friends-of-friends' apartments until three months ago when she found a room in an apartment rented by another young woman with an 18-month old boy. Sharon didn't graduate from high school and has only been able to find a job stripping four nights a week. Her hours are late but she has made arrangements with her roommate to watch her daughter while she works, in exchange for some cash. Money is tight and Sharon keeps looking for other work.

Sharon went into foster care because her mother was murdered by her boyfriend, both of whom were addicts, when Sharon was 10 and her younger brother was 9. They were not placed in the same foster home. In the next 6 years, Sharon moved through a total of 3 foster homes for a variety of reasons. By Home #3, Sharon was staying out late, cutting school, and was experimenting with drugs. This is when she got pregnant. This is also when she went into a group home.

Even though she had been to 9 schools by the time she went into the group home, she was only one grade behind. She got prenatal care during her pregnancy and completed a one-semester class on child development.

There are a lot of drugs around the strip club and while Sharon gets high periodically, she is trying to stay clean. Her brother, who just emancipated out of foster care called her last week to ask if he can stay with her.

Scenario Three: Richard and Diana have three school-aged children. They have struggled their whole relationship with making ends meet. They have been homeless many times including currently. Right now, neither Richard nor Diana has a job. Diana worked temporarily at a McDonald's but had to quit because she didn't trust Richard with the children. Richard suffers from a mental illness. He was in the armed service but was dishonorably discharged.

Diana regularly brings her children with her to a stoplight intersection to beg for food. All members of the family are good at scavenging in dumpsters. The family is a regular at the local soup kitchen. They cycle through the local shelters, but often spend their nights under overpasses.

The children have not been to school for long stretches because of how disrupted their lives are. Diana heard about a tutoring program through the Y. She is afraid to take her kids there because she is afraid they will be removed by child welfare.

S.M.A.R.T. GOALS

S - Specific

M - Measurable

A - Achievable

R - Relevant

T - Timed

Specific — What do you really want to accomplish? Describe your goal in precise terms so there is no confusion as to what needs to be accomplished. Try answering the “W’s”: Who, what, where, when, why.

Measurable — If we can’t measure our progress, how do we know when we are done? Make sure you include the measures you will use to judge your progress towards achieving the goal.

Achievable — Do I have enough control of this to make it happen? Construct a goal that is achievable. Don’t set it so high that in the back of your mind you know failure will eventually happen.

Relevant — Is this goal consistent with other goals, and does it fit with immediate and long-range plans? Goals must be an important element in the overall plan of achieving your mission and reaching your vision. Meaningful goals align with your convictions and dreams. Your goal should relate to attaining something that is necessary, of value, and that supports your vision.

Timed — What is the evaluation deadline for this goal? Effective goals are constantly reviewed and revised. Determine a date, timeframe, or schedule for your goal.

SMART Goal Worksheet

Today's Date: _____ Target Date: _____ Start Date: _____

Date Achieved: _____

Goal: _____

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Have you the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will this goal be achieved?*

SMART Goal Worksheet

This goal is important because:

The benefits of achieving this goal will be:

Take Action!

Potential Obstacles

Potential Solutions

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?

Expected Completion Date

Completed

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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Visit Plan

Client's Name: _____ Date of Visit: _____

Topic of last visit: _____

Topic for this visit: _____

Who is in the family? _____

Safety issues to be aware of: _____

Who needs to be there: _____

What is your goal for this visit? _____

What activity do you have planned for this visit?

1. _____

Supplies/Equipment/Materials: _____

What are the steps of your activity?

1. _____

2. _____

3. _____

4. _____

5. _____

What will visit follow-up be? _____



Action Plan

DATE _____

GOAL _____

MATERIALS/EQUIPMENT _____

SUPPORT NEEDED FROM _____

ACTION STEPS

1. _____

COMPLETED BY _____

(Projected Date)

2. _____

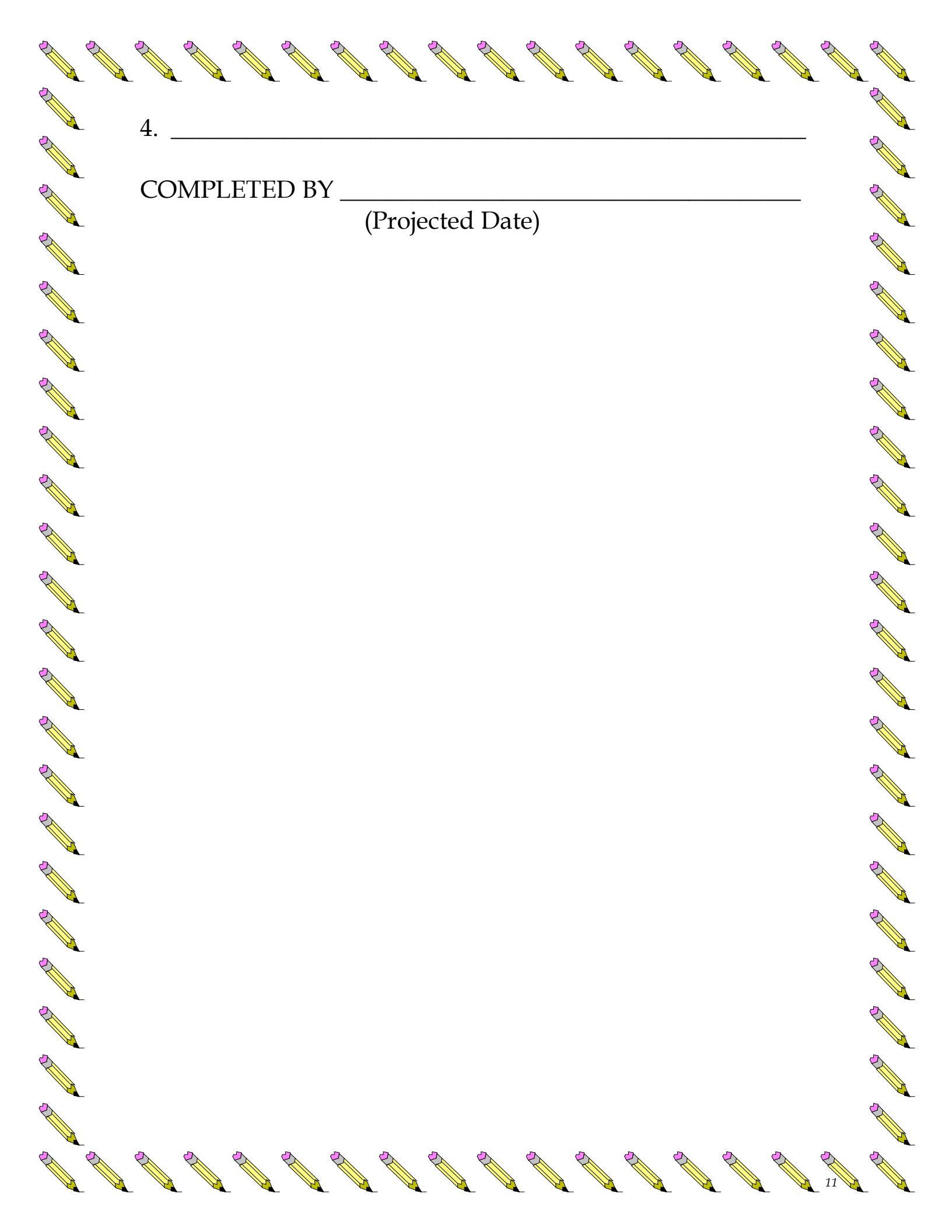
COMPLETED BY _____

(Project Date)

3. _____

COMPLETED BY _____

(Projected Date)



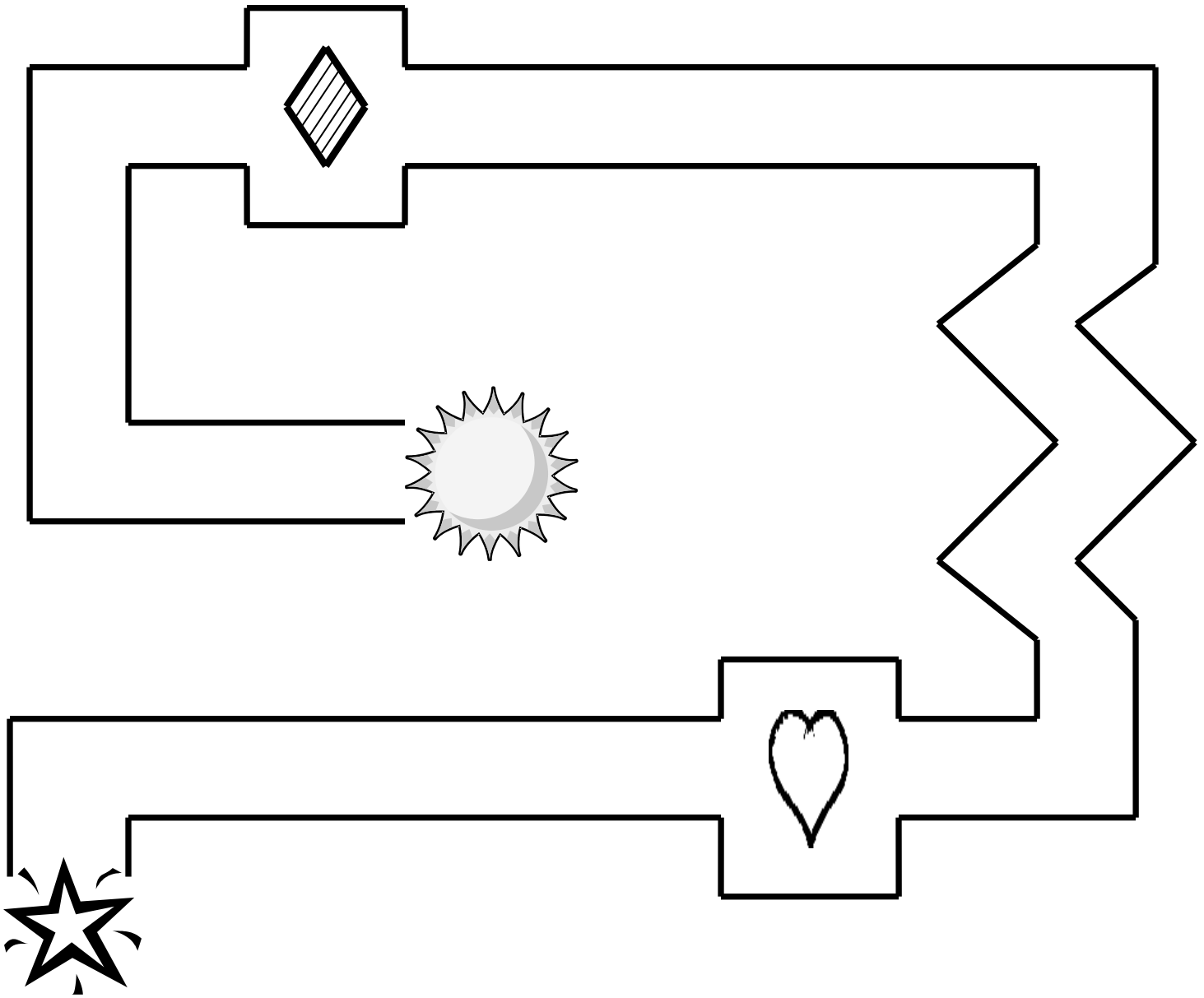
4. _____

COMPLETED BY _____
(Projected Date)

Exercise: The Maze

Find a partner for this exercise. One of you will be the “teacher” and one will be the “student.” The goal of this exercise is for the student to draw a line through the maze from the star to the sun without crossing any of the maze lines. The line must also go around any obstacles in the maze.

Here is the catch. The student must have his/her eyes **CLOSED** for the whole exercise. The teacher’s job will be to verbally instruct the student where to draw the line. The teacher cannot touch the student’s body or the pen.



Exercise: Safety in the Home

The Kitchen

Please make a list of everything you would look for in kitchen safety. Please break it down by things you would generally be concerned about and those that would be of special concern in keeping kids safe.

General Safety in the Kitchen: _____

Child Safety in the Kitchen: _____





The Living Room/ Hall

Please make a list of everything you would look for in a safe living room or hall. Please break it down by things you would generally be concerned about and those that would be of special concern in keeping children safe.

General Safety in the Living Room/Hall: _____



Child Safety in the Living Room/Hall: _____





The Bathroom

Please make a list of everything you would look for in a safe bathroom. Please break it down by things you would generally be concerned about and those that would be of special concern in keeping children safe.

General Safety in the Bathroom: _____



Child Safety in the Bathroom: _____





The Bedroom

Please make a list of everything you would look for in a safe bedroom. Please break it down by things you would generally be concerned about and those that would be of special concern in keeping kids safe.

General Safety in the Bedroom: _____

Child Safety in the Bedroom: _____



Exercise: Food and the Stages of Behavior Change

Consider the Stages of Behavior Change when assessing the following scenario:

1. You arrive at your client's apartment for a scheduled home visit and she has just arrived home from the grocery store. She unpacks her groceries while you sit at the kitchen table and this is what you see:

Two one-liter bottles of cola
Two big bags of Cheetos
A box of Cocoa Puffs cereal
A bag of cookies
A package of lunch meat
A loaf of bread
A half gallon of chocolate milk
A six-pack of Jello

What stage of behavior changes might the client be at regarding making any changes in her approach towards nutrition and why?

2. Add a bag of apples to the grocery bag and answer the same question.
3. What would the client's bag of groceries look like if she were in the Action Stage of Behavior Change? The Maintenance Stage?

Exercise: Your values and money

Please write down two values you have regarding money:

1. _____

2. _____

From whom did you learn these values? _____

To whom do you talk about money? _____

Who knows all about your finances (i.e. how much you make, how much you have in savings, etc. if you have any investments, etc.)?

Exercise: Let's get organized

In five minutes, come up with as many good organizing tips in as many of the following areas as you can.

Getting out of the house in the morning: _____

Laundry: _____

Meal Preparation: _____

Car (maintenance, operation, etc.): _____

Health Care: _____

Grocery Shopping: _____

Work (office, work materials, etc.): _____

Recreation: _____

Important papers: _____

Kids and School: _____



MY GOALS

√ **Next week I want to:** _____

What are two steps I need to take to get to this goal?

1. _____

2. _____

√ **In one month I want to:** _____

What are two steps I need to take to get to this goal?

1. _____

2. _____

√ **In six months I want to:** _____

What are two steps I need to take to get to this goal?

1. _____

2. _____

√ **In a year I want to:** _____

What are two steps I need to take to get to this goal?

1. _____

2. _____

√ **In five years I want to:** _____

What are three steps I need to take to get to this goal?

1. _____

2. _____

3. _____