

An Affective Skills Curriculum

WA: ABLE Network. The Northwest Regional Literacy Resource Center.

Introduction

An Affective Skills Curriculum Seattle, WA: ABLE Network. The Northwest Regional Literacy Resource Center. 2120 S. Jackson Street, Seattle, WA 88144. For more information contact Terry Inzerello at (206) 587-4988 or terri@literacynet.org

The four units are based on *An Affective Skills Curriculum* written by Pat McLaughlin. Terry Inzerello of the Northwest Regional Literacy Resource Center in Seattle, Washington served as production manager. Out thanks to Terry for her kind permission in allowing us to adapt the materials in *An Affective Skills Curriculum*. For information on ordering *An Affective Skills Curriculum*, contact The Northwest Regional Literacy Resource Center, 2120 S. Jackson Street, Seattle, WA 88144.

The four units adapted here include many reflective short essays and worksheets on goal setting, enhancing self-awareness, interacting with others, and recognizing emotions. The worksheets and reflective essays encourage direct student participation in the materials. In short, these materials are very hands-on. They have wide applicability in many different learning contexts, whether community-based literacy programs, ABE classrooms, or more specialized family literacy and workplace programs. They are designed to encourage students to clarify values, reflect on relationships with others, engage their past, and present, and future, and to establish short-term and longer-range goals.

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Recognizing Emotions

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Lesson One: Re-Experiencing Family Values

Reflection

Our families are our major source of support for the first part of our lives. Our parents' values, ideas, and morals helped shape who we are today. This is true whether we've been adopted, lived with relatives, foster families, or other primary caretakers. It is through our family systems that we develop our own core beliefs about who we are. Our core beliefs dictate what we believe we can do and what we can't do, what we should do and shouldn't do, and what we must and must not do. By understanding our own family system, we can begin to understand our true selves and our relationships with others and in society. How we learned to act within our family is how we patterned our own behavior toward others.

Questions

1. Identify at least three values or ideals you learned from your primary caregivers?
 - (a) _____
 - (b) _____
 - (c) _____
2. How do these values or ideas influence you now? Please explain.
3. What is meant by the phrase "core beliefs?"
4. How would you define your core beliefs?
5. What would you like to pass down to others?

Worksheet

Family Roles

1. What was one or more things you did at home that made you feel significant, that you contributed, or that you were generally needed in your family?

2. Remember one time you felt misunderstood. What was this incident?

3. Did your parents recognize your special abilities and interests? What were they?

4. What did you love to play as a child?

5. What expectations do you feel other family members had about you?

6. What needs did you have did you feel did not or could not be met by your parents?

7. How will (or do) your parenting ideas differ from your parents?

Parental Discipline: Changing Values or Values in Conflict—You Decide

How we are punished as children and as teenagers has a great impact on how we interact with authority figures. Traditionally in the United States, families and schools had the power to whip, beat, or hit children as a means of punishment. This situation is slowly changing. Those in authority within school, whether teachers, administrators, or others can no longer hit students, since they may be sued or even arrested. By the same token, parents who have been seen hitting their children risk Child Protective Services taking their children away from them. Many parents however, for cultural and historical reasons, do not agree that hitting a child is wrong. They believe if a child is not punished, they will not be strong and successful in the world that awaits them in the larger society. It is an ongoing debate and there is still a fine line about what abuse is.

Questions

1. Were you disciplined as a child? If so, in what ways?
2. If that include hitting or spanking, what did that make you feel like?
3. Do you believe such punishment was justified? Why or why not?
4. What other forms of discipline did you experienced as a child?
5. How effective were they upon you?
6. Why do you think your parents selected the type of discipline they used on you? What did you learn from such discipline?
7. Do you think things would have been better if they simply spoke to you about what their concerns were with your behavior? Why or why not?
8. Should children be spanked today? Why or why not?
9. If you say yes, do you believe it should be the method of first or last resort? Why
10. What are some other ways of disciplining children??
11. What is it that you want them to learn and what is the best way that would enable them to learn?

Worksheet

Punishment

Pretend that the following situations occurred in your household. Discuss or write a story on how you would deal with at least one of the situations.

- ◆ Your teenager has been caught shoplifting an expensive sweater at a department store.
- ◆ Your teenager is watching TV, never does homework, and is not getting good grades.
- ◆ Your teenager talks on the phone for hours. No one else can use it or make a call in?
- ◆ Your child of 8 years old accidentally broke an expensive new lamp while playing tag in the house.
- ◆ Your two children, ages 4 and 6 are always fighting. They don't share toys.
- ◆ Your teenage daughter is lying about where she was last night.
- ◆ Your teenage boy is skipping school around three days a month.
- ◆ Your 7 year-old daughter never cleans up her room.
- ◆ Your 9 year-old son is caught fighting in school.
- ◆ Your teenage daughter has drugs in her possessions.
- ◆ Your two children are swearing at each other during an argument.

Lesson Two: Domestic Violence

Reflection

Violence happens in many families at one time or another. It happens between husband and wives, grandparents and children, aunts, uncles and children, step-parents and children, brothers and sisters, and between lovers. It's not something that people like to think about or talk about. It is really something that most people try to forget. They block it out, pretend it isn't happening, or that it didn't happen. They can even forget that it existed. On the other hand, some people grow up with so much violence, that it seems normal, just part of life, something that they are powerless to control. People in these situations are sometimes not even aware that their lives have been touched by emotional or domestic violence.

Questions

1. How would you define domestic violence?
2. What do you think are its causes?
3. What advice would you have for someone who is committing domestic violence?
4. What advice would you have for someone who is the victim of domestic violence?
5. What else would you like to say about domestic violence?

Worksheet

What is Domestic Violence?

Reflect and answer "yes" or "no" to the following questions. Feel free not to discuss something that you would rather not discuss

- ◆ Have you ever been shoved, slapped, punched, kicked or hit within a house that you lived?
 - ◆ Have you ever believed someone when they said they'd never do it again?
 - ◆ Have you ever been tickled to the point of pain?
 - ◆ Have you ever been called names and "put down" to the point that you have felt worthless?
 - ◆ Have you ever believed that you deserved to get hit?
 - ◆ Have you ever heard a brother, sister, or mother get hit?
 - ◆ Have you ever been in an abusive relationship?
 - ◆ Do someone's threats of violence control your decisions and influence your behavior?
 - ◆ Have you ever felt neglected?
 - ◆ Were your parents emotionally distant or absent from you?
1. Are there any of these situations you feel comfortable talking or writing about?
 2. Where can you go for some help if you are experiencing emotional or physical abuse or the effects of such abuse from your past?

What Would You Do?

Lisa's Story

Hello, my name is Lisa. I have been having problems in my relationship lately. I know that I am a 27 year old woman, and that I should be able to solve my own problems, but I just don't know what to do lately? My problem is that my live-in-boyfriend had become extremely possessive. I feel he is really getting paranoid. I can't go out with my girlfriends without his permission. He wants me to do everything with him. When we are together, I always feel he is criticizing me. He always makes remarks that I am so skinny that no one else would ever want me. I've always been thin, all my life, so I just feel there is nothing that I can do. I think he really wants a more curvy girlfriend or something, but at the same time if I even talk to other men, he just goes off. What do you think I can do in this situation? I've been with him for almost 5 years, and it seems like we have always been together. I just don't know what I would do without him. I mean I do really love him, when he is nice.

Questions

1. How would you describe Lisa's situation?
2. Why might her boyfriend be so possessive?
3. How might he express his possessiveness in words and actions?
4. What can Lisa do?
5. What would you do?
6. Should Lisa stay in the relationship? Why or why not?
7. Under what circumstances?
8. Do you think Lisa could break it off if she needed or wanted to? Why or why not?

Lesson Three: Understanding Anger

The Challenge of Anger

Anger is a signal, and one worth listening to. Our anger may be a message that we are being hurt, that our rights are being violated, that our needs or wants are not being adequately met, or simply that something is not right. Our anger may tell us that we are not addressing an important emotional issue in our lives, or that too much of ourselves, our beliefs, values, desires, or ambition—is being compromised in a relationship. Our anger may be a signal that we are doing more than we can comfortably do or give. Or our anger may warn us that others are doing too much for us at the expense of our own competence and growth. Just as physical pain tells us to take the hand off the hot stove, the pain of our anger preserves the integrity of our self. Our anger can motivate us to say, “no” to the ways we are defined by others and “yes” to the dictates of our inner self.

From Harriet Goldhor Lerner, Ph.D.
The Dance of Anger

Questions

1. Describe an instance when you have been angry. What caused it? What did it signal to you? What outcome or impact did it have on you?
2. Was it constructive or not so constructive? Explain.
3. Identify three major points in the passage that spoke to you. Why did you select those points?
4. Did you learn anything new from the passage? Explain.
5. How would you describe the difference between constructive and destructive anger?
6. Under what circumstances might it be appropriate to respond to anger? Under what circumstances is it appropriate to think about the situation that may be causing the anger a little more?

Understanding Why

What is an authority figure? How do we handle ourselves when we are around authority figures? Are authority figures in our society always right? When authority figures talk what kind of language and tone, do they use? How does this language and tone affect us? Can we keep a sense of our inner power or do we feel powerless when confronted by authority figures? When are we being violated? These are questions to be asking as we explore the following situation.

Encounter With Authority

Imagine that you are driving, and the police have pulled you over and asked to see your I.D. They haven't told you what you are being pulled over for.

What kind of feelings are you feeling?

The policeman is shining his flashlight in your car. What thoughts are going through your head?

Now, the same policeman is being insulting to you in front of your girlfriend or boyfriend who is sitting in the car. He is suggesting that your car is a little "too nice." The policeman is now looking to see if you have any outstanding warrants. You don't have any. When you ask him why you were pulled over, he smiles and says it's a routine neighborhood check. As you drive away, what might you be feeling? Would anger be surfacing or do you think you would be feeling another emotion? Explain.

Write or discuss with your group any thoughts or feelings that came to mind as you imagined the encounter.

Anger Inventory

- ◆ What do you usually do when you get angry?
- ◆ What did you do when you got angry as a child?
- ◆ Have your reactions to situations that cause you to get angry changed in the past few years? Explain.
- ◆ People make me angry when....
- ◆ When my father got angry, he...
- ◆ When my mother got angry, she...
- ◆ When my brothers and sisters got angry, they...
- ◆ When I got angry, my parents usually...
- ◆ When my friends got angry, they...
- ◆ What did your father do that made you angry?
- ◆ What did your mother do that made you angry?
- ◆ What did your brothers and sisters do that made you angry?
- ◆ Ideally when I get angry I would like to...
- ◆ Events or situations that make me angry are...
- ◆ How I feel when others get angry are...
- ◆ Ways I can avoid events or situations that make me angry are...

Lesson Four: Risk Taking

Risk-Taking Assessment

The purpose of this Personal Risk-Taking Assessment is to identify what you would consider risky behavior for yourself in a group situation.

Rate the Questions:

1= no risk

2=small risk

3=no feelings

4=a little risky

5=high risk

- ◆ Disclosing certain negative feelings about myself to others ____
- ◆ Revealing certain things about my past to others ____
- ◆ Asking for help with my problems from others ____
- ◆ Expressing anger in a group ____
- ◆ Expressing affection toward someone in a group ____
- ◆ Criticizing someone in the group ____
- ◆ Making a mistake in front of a group ____
- ◆ Expressing and dealing with conflict with another person in the group____
- ◆ Walking out of the group ____
- ◆ Admitting that someone hurt my feelings in the group ____
- ◆ Expressing uncertainty and confusion in the group ____
- ◆ Expressing that I am bored to the group____
- ◆ Interrupting someone in the group ____

Discussion

1. Write out or talk about any thoughts that you have about this exercise?

2. When did you first recognize that these behaviors were risky for you?

3. Why do you think they are risky behaviors for you?

4. Which one of your risky behaviors would you like to be able to do easily or fearlessly? What are some steps you can take?

5. What are some changes that you would have to make to be able to do the risky behaviors easily or fearlessly?

Exercise: Dependence, Independence, Interdependence

Dependence is when you need, want, or allow someone to take care of you. It is also when you have expectations of others that are not always met. In a dependent relationship, people need others to get what they want.

- ◆ Describe a person who you have had a dependent relationship with. What was the relationship like?

Independence is when you take responsibility for yourself. You are self-reliant. Independent people can get what they want through their own efforts.

- ◆ Describe a time in your life when you felt and acted independently.

Interdependence is working as a member of a group. It is when people work cooperatively together, when people combine their talents and abilities to create something good together. Interdependent people combine their own efforts with the efforts of others to achieve their greatest success.

- ◆ Describe a time when you were involved in this type of situation.

- ◆ Which of these states is the riskiest for you? To be Dependent on someone? To be Independent? To be Interdependent?
- ◆ Which of these three states do you want to work on the most to improve in your life? Identify a few steps you can take.

Understanding Why

When we take a risk, something is usually at stake. Things that can be at stake can be concrete like money or possessions. Things that are not concrete can also be at stake. We can risk being alone, being ridiculed, being wrong, being laughed at or looking stupid. Often these types of risks are ones never taken because we decide on for security instead. Is there some risk that you could be taking in your life that would make it more worth living?

Strategies for Risk Taking

SITUATION	FEAR	STRATEGY
Asking for a raise	Rejection	Make a list of all new work duties since hired and showing the supervisor
Asking for a day off		

Lesson Five: Loss and Recovery

Reflection

As humans we all, at one time or another, experience death, loss, disappointment, disillusionment, or hurt. In our society, we don't always learn how to process these emotions. We are expected to take a week off from work if someone dies, and then get back to normal. If someone breaks up with us, we are supposed to take it, start dating or learn to be alone and keep going. Of course, loss and death are both natural parts of being human beings, but many of us get unknowingly stuck in these patterns for too long. We don't learn to release these emotions in a healthy way. We don't learn to release these emotions in a healthy way. Especially if loss occurs to us as teenagers or children, we repress our emotions and then many years later find ourselves depressed or angry. It is important to understand that for every action there is a reaction, and that at some time these "stored" emotions will resurface in our lives. That too is only natural.

Activity

Think of a time when someone that you cared for left you. They might have died, moved, or broken up with you, or just plain let you down. Focus on this for a moment. To help you focus, write answers to these questions:

1. Who was this person? _____

2. What did this person mean to you? _____

3. Why did this person leave? _____

4. How did you feel? _____

5. What did you do after this happened? _____

Worksheet

Reflection

1. How have you dealt with loss or adapted to a new environment in the past? Do you think this was an effective way? Why or why not?

2. Which do you think is harder to deal with; death, loss, or abandonment? Why?

3. Are coping strategies for each different? In what ways?

4. What do you think some healthy coping strategies for trying to grieve losses and adapt to a new environment would be?

5. What would be some unhealthy ways of coping? For both these answers, thin of how some people that you know have dealt with death, loss, or abandonment.

Worksheet

Experiencing Loss

Write about a time when someone abandoned you, or died or you lost someone through divorce or separation. Try to write quickly. Write from the heart, don't think, judge, or stop to correct spelling. Just think back on this time. Consider the following things. Write on a separate sheet of paper.

- ◆ When was it?
- ◆ How old were you?
- ◆ What was your relationship to this person?
- ◆ What were you doing at this time in your life?
- ◆ What exactly happened when this person left?
- ◆ How did you learn about it?
- ◆ How did you react to it in the beginning?
- ◆ When did you begin to feel the loss?
- ◆ How did your life change at the time?
- ◆ What were you feeling at that time?
- ◆ When did you stop feeling that way or have you?
- ◆ Do you ever feel that way now?
- ◆ What kind of advice can you give to someone else in that situation?

Worksheet

Write what comes to mind. Don't worry about spelling or punctuation. You may want to keep your responses to yourself or share with the group—whatever you are comfortable with.

Love Is...

1. I felt love for this person because

2. I feel sad to have lost this person because...

3. The worst thing about it all is...

4. I can't (couldn't) accept...

5. I think (or thought) about for a long time after...

6. I wish that...

7. I just don't understand how...

8. At the time I acted...

9. I feel (felt)...

10. Now I know that...

11. If I could give someone else advice I would tell them...

Comment on the following statement:

It is better to have loved and lost than never to have loved at all.

Interacting with Others

Adapted from McLaughlin, P. (1993). *Realizing Goals: An Affective Skills Curriculum* Seattle, WA: ABLE Network. The Northwest Regional Literacy Resource Center. 2120 S. Jackson Street, Seattle, WA 88144. For more information contact Terry Inzerello at (206) 587-4988 or terri@literacynet.org

Lesson One: What Do I Want to Learn About Myself and Others
Checklist. (Which of the following skills would help you improve your life?)

Check all that apply:

- understanding my values
- improving my relationships
- controlling my anger
- improving my decision-making skills
- expressing myself in groups
- managing my time
- setting goals
- following through with goals
- understanding and expressing my feelings
- understanding and expressing my feelings
- understanding different cultures

- _____ understanding family relationships
- _____ becoming employed or employable
- _____ improving my self-esteem
- _____ managing my money
- _____ not wasting time
- _____ taking more control of my life
- _____ doing more things for myself
- _____ having healthier relationships
- _____ organizing my life better
- _____ getting stable housing
- _____ improving my health
- _____ being a better parent
- _____ feeling more confident
- _____ accepting loss or death
- _____ communicating cross-culturally
- _____ improving my listening skills
- _____ taking care of my basic needs

Activities/Questions

1. Identify and prioritize the top ten skills you would like to work on.
2. Select the top three.
3. Discuss or write an essay on why you chose these three skills.
4. What would improving your skills in these areas mean to you?
5. What are three or four things you could do to make progress in these skills?
6. What assistance do you need from others?
7. Which skill areas would you like to include in your tutoring or class sessions?
8. Discuss with other members of your group?
9. Identify three or four skills you would like to work on together as a group.

Learner/Teacher Agreement

Class _____

Term _____

Learners' names

- a)
- b)
- c)
- d)
- e)

We are interested in working on these areas:

1. _____
2. _____
3. _____

We agree to:

1. _____
2. _____
3. _____

Lesson Two: Ways of Interacting with Others: Submissive, Aggressive, Assertive

Reflection

There are three basic ways that we relate to others. They are submissive, aggressive, or assertive behaviors. Do you know what these words mean? When is it appropriate to use each of these styles? We may use one type of behavior with some people and another with others. Why do we do this? Where do we learn our behavior patterns? Is it possible to change our behaviors, and if so what would be some of the things that would help us along the way?

Activities

1. In your groups, discuss what the terms, submissive, aggressive, and assertive mean to you?
2. What are three characteristics of each of these terms?
3. Fill out the Worksheets on Submissive Behavior, Aggressive Behavior, and Assertive Behavior

SUBMISSIVE BEHAVIOR WORKSHEET

People who act submissively often do not have respect for their own rights. Many of these people do not express their honest feelings, needs, values, and concerns. They allow others to violate their space, deny their rights, and ignore their needs. Other people who show submissive behavior do express their needs, but in such a gentle way that they are not taken seriously.

1. What would be an example of submissive behavior?

2. What are some of the possible reasons why people might act submissively?

3. Write about a time when you saw someone being submissive.

4. Think about this submissive behavior. What are some of the options that this person could have exercised at the time?

5. Think about a time when you acted submissively or someone acted submissively toward you. What are some of the options that you or this person could have exercised at the time?

6. Identify three things this worksheet has made you think about?

- a) _____
- b) _____
- c) _____

AGGRESSIVE BEHAVIORS

People who express themselves aggressively do so at the expense of others. They usually win arguments. They may speak very loudly and with confidence. An aggressive person will tend to dominate others and win respect by creating a climate of awe or fear.

1. What would be an example of aggressive behavior?

2. Why would such a person as a young child decide that aggressive behavior was the best way to interact with people?

3. What are some of the prices that an aggressive person has to pay for their power and control?

4. Describe someone's aggressive behavior that you have experienced?

5. Think about this person's aggressive behavior? What are some of the options that this person could have exercised at the time?

6. Identify three things this worksheet has made you think about?

- a) _____
- b) _____
- c) _____

ASSERTIVE BEHAVIOR

People who are assertive are able to express themselves and have their needs met without dominating others. True assertiveness is a way of being in the world which confirms individual worth and dignity while at the same time confirming and maintaining the worth of others. The assertive person stands up for his or her own rights and expresses his or her personal needs, values, concerns, and ideas in direct and appropriate ways.

1. What is an example of assertive behavior?

2. What are some of the things that a submissive person would have to overcome to become assertive?

3. What are some of the things that an aggressive person would have to overcome to take on an assertive style of communicating.

4. "It's best for women to be submissive and for men to be aggressive."
How do you feel about this statement?

5. Identify some areas that you are or would like to be more assertive

a) _____

b) _____

c) _____

6. What might this involve for you?

Worksheet 1

The Police Incident

Review the following situations. **Decide** if the response to an aggressive situation was aggressive, assertive, or passive. **Write** your comments about each.

1. **Policeman:** "Get out of the car, boy."
Driver: "Yes, sir, right away."

Response: _____

Your comments _____

2. **Policeman:** "Get out of the car, boy."
Driver: "I ain't goin' nowhere till you talk right to me."

Response: _____

Your comments _____

3. **Policeman:** "Get out of the car, boy."
Driver: "Why am I being asked to get out of the car? I would appreciate it if you did not call me 'boy'."

Response: _____

Your comments _____

Think about the three situations. Can individuals in our society maintain their power and rights when confronted by the police? What are their rights in the situation, above?

Worksheet 2

Going Along or Challenging Assumptions

Understanding Why:

Consider different people you have known or situations you have been in where there was someone in power or in charge. Have you interacted with them? Do you often defer to them? Do you feel fear? Do you feel resentment? Do you feel ill at ease? What people have represented authority for you in your life? Where do we learn our ideas about authority?

Please discuss and respond in writing to the following questions:

1. When in my life have I done something, gone along with something, or obeyed when I didn't want to?

2. How did I feel at the time? What was I thinking?

3. What other choices actually existed? What might have happened if I had taken them?

4. What might I do next time? What will I need to pay attention to?

Unit Two Understanding Roles People Play in a Group

Understanding Why

Perhaps more than other societies, people in the United States and Canada value being an individual. This value sometimes affects how we are able to work in groups. Think back on all the groups that you have been involved in since you were a child. Think about everything from neighborhood groups, to classrooms in school. To teams, to organizations you may have belonged to, to your group of friends. What kinds of memories come up for you? Do you remember groups fondly, or do you have another type of memory about the groups to which you belonged? Why is it that some people prefer to be alone? What are the benefits and disadvantages of being part of a group? To keeping yourself separate from groups?

Activities

1. As a group make a list of all the groups you are currently involved in?
2. What do you like about the groups?
3. What might you change if you could?
4. As a group make a list of all the groups you might become involved in?
5. Why might you become involved in the group?
6. What might you contribute?
7. Is there anything that would hold you back?
8. Do you agree with the statement that the United States may be the most individualistic country in the world?
9. What is there about life in the United States that reinforces the notion of individualism?
10. What is healthy and not so healthy about such individualism?
11. What is important to keep in mind in striving to maintain a balance between participating in groups that you feel are important and maintaining your own individuality?
12. As an additional exercise or for homework, fill out the Worksheet titled *Groups*. You can either focus on a single group in which you have participated or you can think about several groups—whatever makes the most sense to you.

Worksheet 3

Groups

Consider either a single group or various groups you have been involved in as you answer these questions.

1. What were some of the positive things which you got from being part of a group?

2. What were some of the drawbacks?

3. What type of role did you play in groups? Were you a leader, a follower, an organizer, a doer, a person who was quiet but dependable? Or were you not really there at all?

4. Have your roles in groups changed over the years? How so? Why?

5. Which roles did you enjoy playing? Hate playing? Why? How did you handle the situation?

6. Additional observations about groups you've been involved in.

Understanding Why

When we work in groups we often play roles that we feel comfortable in. We do it automatically. What are some of these roles? How and when did we begin playing these role in groups? Do we ever change roles or do we find ourselves playing the same roles? It is also good to learn to try using each of the various roles in order to better understand the way we interact with others.

Worksheet 4

As you observe group dynamics and roles in groups you are or have been involved in, consider the following questions:

1. What roles emerged for each of the group members?

2. How did the leader act and what language did the leader use in communicating with other group members?

3. How did followers react and what language did the followers use with the leader? With other group members?

4. Were there people in the group who said nothing? If so, why do you think that was so? What do you think they might have thought? How could you tell if you wanted to know, for sure?

Worksheet 5

Roles I Play

1. Which roles do I often play in the different groups that I am in?

2. Does this role feel comfortable to me? Why or why not?

3. Are there other roles I may play, but am not quite ready to do so? What are they? What might I do to know more about that role or get better prepared for the responsibilities it might involve?

4. Which role in the group do I dislike the most? Why is that?

5. When I play, or see someone else play a role that isn't helpful to the group, I think the reason is:

6. Sometimes there are rewards for negative behavior in a group. Identify such behavior, whether within yourself or others. What rewards are there for such behavior? In what ways was positive group behavior rewarded? What can be done within groups to better assure that positive behavior is rewarded?

Lesson Three: Listening Skills

Understanding Why

We all want to be listened to. Have there ever been instances in your life when you wanted to be listened to, but realized that no one was listening? Have you ever stopped listening to others? Listening is a skill, and an art of patience and caring. It takes thinking about another person instead of ourselves, even if it's just for a short time.

Questions/Activities

1. Identify three areas of your life where you want to be listened to?
2. Do you feel those to whom you are speaking are listening? Why or why not?
3. What clues do you pick up to know whether they are or not listening to you?
4. Is it always easy to read "body language?" Why or why not?
5. Have you ever stopped listening to others? Under what circumstances?
6. Individually fill out the *Assessing Your Listening Ability* worksheet.
7. Discuss the worksheet with the members in your group.
8. Draw a line down the middle of a clean page of paper. Label one column, *We Agree* in identifying the characteristics of a good listener. Label the other column, *We Disagree* about the characteristics of a good listener.
9. Based on the group discussion, together, make a new list on what a good listener consists of.

Worksheet

ASSESSING YOUR LISTENING ABILITY

- ◆ Use a (+) if you are excellent at the skill and easily teach others how to improve that skill.
 - ◆ Use a (/) if you are average at using that skill. You do as well as most people you know.
 - ◆ Use a (-) if you feel you need improvement in using that skill
-

I listen for the other person's feelings, not just to the words they say. _____

I paraphrase what other people say to me. _____

I don't interrupt. _____

I am open-minded to ideas, some of which I don't think I agree with. _____

I remember what people say. _____

I am willing to express my opinions. _____

I don't complete other people's sentences even when I think I know what they are going to say next. _____

I make eye contact. _____

I don't think of what I'm going to say next while the other person is talking. _____

I ask the person questions in order to get more information and show that I am interested in what s/he is saying _____

Worksheet

HOW DO GOOD LISTENERS VIEW THE WORLD?

1. **Good listeners believe that listening to others is important.** To them it's worth taking the time to listen to others. People trust these listeners and are more likely to share their problems and concerns with them. Because they take the time to listen, they are valuable employees and superior executives.
2. **Good listeners believe that everyone has something valuable to add.** These listeners don't just listen to people who are in higher positions, they also listen to people who are just starting out. As a hotel manager, this listeners would listen carefully to a maid's ideas on how to improve operations.
3. **Good listeners believe that feelings are as important as facts.** When they listen to you, they not only pay attention to the words you say, but also to what you are not saying. They pay attention to your body language, tone of voice, words you choose, and so on. If you said you were happy with your job, but looked down and didn't seem happy, the good listener would ask you more questions in order to be sure of what you were really saying.
4. **Good listeners believe that when they really listen to someone, they help to increase that person's self-esteem.** They believe people feel cared for, valued and important when they are listened to.
5. **Good listeners let the speaker control the conversation.** They don't interrupt in order to change the topic of conversation.
6. **Good listeners believe that people are capable of solving their own problems.** They don't try to solve other people's problems, or tell them what to do. They realize that the more people talk about a problem, the more likely people will come up with their own solutions to that problem.

Further Reflections on Listening

Have you ever been frustrated because somebody wasn't listening to you? Or, have you ever found yourself having a heated conversation with someone and you are so busy thinking about what you are going to say next that you missed what the other person was saying? Listening is the process of hearing something and then interpreting and understanding the significance of what you've heard. How is hearing something different from listening to something? Can you give some examples? Little attention is given to actually teaching listening skills, how would you teach them if you could?

Questions

1. Describe or think about a conversation where you were so intent on making your points that you failed to listen closely to the other person or group of people you were talking to.
2. Why were you so intent on making your points? What were you trying to convey?
3. How successful were you in conveying your message?
4. What might you have missed in not listening more closely to other points of view?
5. What is the definition of listening that is stated in the paragraph? What role does hearing play? What role does understanding play? What role does communication play?
6. What is your definition of listening?
7. What are some ways to develop listening skills?
8. Discuss or write about why listening is important. Include examples from your own experience.

Lesson Four: Problem Solving

Understanding Why

Many of us have heard all our lives that for every problem there is a solution. But how many of us have heard that for every problem there are many solutions? Sometimes we are so focused on one aspect of the problem that we miss factors and cues that could help us see other existing alternatives. Other alternatives are always available to us. Think about a complex problem you have or have had in the past. Identify at least three alternative solutions to the problem. This will help you take into account many factors which are contributing to the problem. There is often no one easy solution, but often many.

Activity

1. Think of one problem you currently face.
2. Share it with the group
3. Read the following questions and decide on which ones are most important for the problem that each group member is working on.
4. Ask the appropriate questions to the group member.
5. Develop at least two alternatives to resolving the problem.

Questions to Think About on Effective Problem Solving

- ◆ Who is affected by the problem?
- ◆ Who else has the problem?
- ◆ Who would be happy if the problem were solved?
- ◆ Who would be sad if the problem were solved?
- ◆ Who could prevent the problem from being solved?
- ◆ Who needs to solve the problem more than you?
- ◆ What do you think will change about the problem?
- ◆ What do you like about the problem?
- ◆ What do you dislike about the problem?
- ◆ What can be changed about the problem?

- ◆ What do you know about the problem?
- ◆ What will it be like if the problem is solved?
- ◆ What will it be like if the problem isn't solved?
- ◆ What is underlying the problem?
- ◆ What seems to be the most important about the problem?
- ◆ What seems to be the least important about the problem?
- ◆ What else do you need to know about the problem?
- ◆ Where is the problem most noticeable?
- ◆ Where else does it exist?

Lesson Five: Relationships

Reflection

But relationships are not outside. They are inside of us; this is the simple truth that we must recognize and accept.. My true relationship is my relationship with myself—all others are simply mirrors of it. As I learn to love myself, I automatically receive the love and appreciation of others that I desire. If I am committed to myself and to the truth, I will attract others with equal commitment. My willingness to be intimate with my own deep feeling creates the space for intimacy with another. Enjoying my own company allows me to have fun with whomever I'm with. And feeling the aliveness and power of the universe flowing through me creates a life of passionate feeling and fulfillment that I share with anyone with whom I'm involved.

Shakti Gawain
Living in the Light

Questions

1. What do you think Shakti Gawain means in saying that relationships are not outside, they are inside us?
2. Re-state what Shakti says, in your own words.
3. Do you agree or disagree with Shakti's statement?
4. What questions or concerns does this raise for you?
5. What does self-love mean to you?
6. How does loving yourself help you to love others?
7. Are there times when it may get in the way?
8. What are some additional ways of looking at human experience?

Worksheet

Getting to Know You

Based on a current or past relationship respond to the following:

Part One

Base your response on a scale of 0-5

0= Negative 5= Positive

0 1, 2, 3, 4, 5

1. Do/did you share common interests? _____
2. Do/did you share common values? _____
3. Do/did you feel your partner understand you? _____
4. Do/did you speak freely about the things that bother you? _____
5. Do/did you feel you are yourselves with each other? _____
6. Do/did you both work to improve the relationship? _____
7. Is/was the relationship the only important one in your life? _____
8. Do/did you share common friends? _____
9. Does/did your partner meet your emotional needs? _____
10. Does/did you trust your partner? _____
11. Do/did you feel dependent on your partner for too much? _____
12. Do/did you think your partner gives as much as you do/did? _____
13. Do/did you go out and enjoy yourself with friends? _____
14. Do/did you argue and fight often? _____
15. Do/did you feel good about yourself? _____
16. Do/did you allow your partner enough freedom? _____
17. Do/did you maintain your own interests? _____
18. Do/did you encourage change and growth in your partner? _____
19. Do/did your partner ever neglect your needs? _____

- ◆ What stands out for you the most? Make a list
- ◆ Discuss if you would like or write your thoughts down.

Part Two: Focus on a relationship you are in. This can be a romantic relationship, working relationship, or a friendship. Concentrate on this one person, reflect and answer the questions below. Then list the most important things

1. The strengths of my relationship are:

- (a)
- (b)
- (c)

2. Things which need to improve in my relationship are:

- (a)
- (b)
- (c)

3. The things I love most about my partner/friend are:

- (a)
- (b)
- (c)

4. Which problems can I live with? Which problems have to change?

- (a) _____
- (b) _____
- (c) _____

Enhancing Self-Awareness

Adapted from McLaughlin, P. (1993). *Realizing Goals: An Affective Skills Curriculum* Seattle, WA: ABLE Network. The Northwest Regional Literacy Resource Center. 2120 S. Jackson Street, Seattle, WA 88144. For more information contact Terry Inzerello at (206) 587-4988 or terri@literacynet.org

Lesson One: Self Reflection

We as humans have the ability to be self-aware. What exactly does this mean? We often tell others to be more aware of how they affect the people around them, but what exactly does it mean to be self-aware? Think about what you are thinking right now? What is that? The fact that you can think something and then reflect back on what you were thinking is self-awareness. Self-awareness is the ability for us to distinguish our thoughts, our feelings, our moods. We can actually look at them as something separate from ourselves. Because we have this ability to look at things separately, we are not controlled by them, but have the power to observe, evaluate, and transform our thoughts, moods, and feelings. After we take time to look at ourselves, we can change how we interact with ourselves, others, and the world. This is the essence of self-awareness. This in turn not only affects how we see ourselves, but how we see others and the world around us.

If we do not take time to look at how we think, behave and feel, then we can find ourselves just reacting to what is going on around us. We become victims to the weather, other people's moods, and society at large. This is not to say that things do not affect us, but we can choose how and to what degree these things affect us.

Questions

1. What does the author mean by being self-aware?
2. What does self-awareness mean to you?
3. What is the difference between experiencing thoughts, emotion, and moods and reflecting on them?
4. Can you give examples where you wish you had reflected on what you thought, felt, or did?
5. Can you give examples of where such reflection helped your situation?
6. Do you feel as though you would benefit by making self-reflection more a part of your life? Why or why not?
7. What would you hope to be the fruit of such self-reflection?

Lesson Two: Building Supportive Relationships

Our lives are enhanced if we have strong supportive relationships with other people. It helps if we have people that we can rely on to discuss things in our life or to help us with problems or situations that we may face. Think hard about the people you interact with. Make a list of all the people with whom you have a connection in your life at this moment. It can be a primary person in your family or someone you see weekly in the community, at work, school, church, or in the neighborhood. In the second column, besides this person's name, make a note of what this person gives you. Is it money, support, love, advice, or what?

Person	What This Person Gives You
1.	
2.	
3.	

1. When you look at this list, what are your thoughts?

2. How do you wish it could be different? Are there things you are not getting support with?

3. Is there anything that is preventing you from expanding your support system? If so, what is it?

My Personal Support System

Now make a list of people you support. What support do you provide for them?

Person	What Support Do I Provide
1.	
2.	
3.	

Now, think about how the same people can be helping you. Fill in the boxes below:

How Could They Support Me?

- ◆ Mutual assistance works best when the help each person gets is about equal. Beside each person's name make an equal (=) sign when the assistance is about equal between the two of you. Make a plus(+) sign when they are giving more. Make a minus (-) sign when you are giving more.

Lesson Three: Self-Image

Thinking About Our Lives

How do you interact with the world? Can you speak with honesty about yourself and others? Can you accept criticism? Do you look for opportunity? Are you always protecting yourself? When we observe how we act with others, we begin to make concrete changes in our lives about how we interact with the world. Because we were once shy, "easy going" or "worrisome," doesn't mean that we always have to be. We can change ourselves and our outer world at any time. However, without self-reflection, patterns go on and on without our being aware of them.

Questions

1. Some people are introverted. Introverts get their sense of direction from themselves first before they can effectively interact with others. Other people are extroverts. Extroverts get their sense of direction from others. What others are thinking or doing guides what they determine they should do. Neither way is right or wrong. Would you describe yourself as introverted or extroverted? Explain?
2. On a scale from 1-5 (from least to most) how introverted are you?
3. On a scale from 1-5 (from least to most) how extroverted are you?
4. How effectively do you interact with others? Give three examples
 - (a)
 - (b)
 - (c)
5. What is it that you would like to change about the way you would like to interact with others?
6. What are three or four words or phrases that would best describe yourself?
7. What about yourself would you like to keep the same?
8. What about yourself would you like to change?

Worksheet

Self-Assessment Inventory

Fill in "Yes," "No," "I Don't Know," "It Depends"

People generally like me	_____
I feel comfortable talking to people	_____
I give up when things don't seem to be working	_____
I enjoy trying new things	_____
I have trouble making up my mind	_____
I am dependable	_____
I can get upset quickly	_____
I worry about a lot of things	_____
I am successful in relationships	_____
I spend most of my time alone	_____
I argue a lot	_____
I judge other people	_____
I have my own unique style of dressing	_____
I enjoy doing things in groups	_____
I don't like to commit to things	_____
I am pretty easy-going	_____
I enjoy taking risks	_____

- ◆ What do you notice about the way you answered?
- ◆ Do you think you have changed in the past few years? How so?
- ◆ What three or four of the responses would you like to talk about or think about more? Why?
- ◆ What else would you like to say about your responses to the Self-Assessment Inventory?

Worksheet

Who Am I

Part One Positive Traits

List five positive traits about yourself that you can describe in one word.

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

Part Two Negative Traits

List five negative traits about yourself that you can describe in one word.

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

- ◆ What positive traits would you like to say or think more about?
- ◆ What negative traits would you like to say or think more about?

Worksheet

Who Are You?

Fill in the following to measure your own uniqueness. Finish each sentence with what first comes to your mind. Put a check mark in front of each one that you would like to talk or think more about.

I Am _____

I Wish _____

I Like _____

I Love _____

I Should _____

I Will _____

I Want _____

I Crave _____

I Suspect _____

I Hate _____

I Can _____

I Would Like To Be _____

I Never _____

I Fear _____

Lesson Four: Exploring Roots

Reflection

All of us are from cultural backgrounds, which we are both proud of and sometimes ashamed of. We are proud because we have not only survived, but have found ourselves in part through our cultural background. We may also be ashamed because of the suffering and humiliation which our parents or grandparents might have endured. We may be ashamed because we may be part of a violent history which we have no control over, but which we were born into. By looking at our cultural and family roots, we can recognize that all of us have survived our pasts, have gained some gifts and some strength from our families, and will continue to grow. All of us have something to be proud of in our culture.

Questions

1. Describe the country or the place where your parents were born?
2. Was it a village, a town, or a city?
3. Can you describe it?
4. Where did your parents live? What did they do for work?
5. What language(s) did your parents speak?
6. Describe the country or place where you were born?
7. Was it a village, a town, or a city? What was living there like?
8. Describe your relationships with your parents?
9. Did relatives live with or near you? Did you see relatives often?
10. Who? What did you do together?
11. Was the relationship between you and your relatives formal or informal?
12. Did you go to school? How many grades? What did you study?
13. What was learning like for you?
14. What were your teachers like?
15. How was school different and the same as now? Which way do you think is better? Why?
16. What stands out the most for you as you think about the culture you grew up in?

17. How are your current values shaped by your cultural background?

Worksheet

My Autobiography

Part One

Write or describe a story about your life. You may want to use the following questions

- ◆ What do you know about your family?
- ◆ What was your primary racial or cultural background?
- ◆ Where did your parents come from or live?
- ◆ What kinds of lives did they lead?
- ◆ What kinds of work did they do?
- ◆ What were some of the things that they valued?
- ◆ What were the spiritual beliefs that you were raised with?
- ◆ Do you follow those beliefs in your life now?
- ◆ What language did your parents speak?
- ◆ Did they move in their lives?
- ◆ What tragedies did they face?
- ◆ What were family attitudes?
- ◆ How were children disciplined?
- ◆ How was love and anger expressed?
- ◆ What were the roles of each of your parents or your one parent?
- ◆ What community events did they participate in?
- ◆ What kinds of food did they eat?
- ◆ What kind of music do you remember when you were growing up?
- ◆ What was a typical family gathering like?

My Autobiography continued

Part Two

1. What was your primary racial and cultural background?

2. What were the spiritual beliefs you were raised with?

3. Do you follow these beliefs now as an adult?

4. Were you raised in a city, town, reservation, or village?

5. What was the neighborhood like where you grew up?

6. What things in your culture have you found to be the most powerful in helping you to live your life today?

7. What were the sexual roles in your culture
(What did men do? What did women do?)

8. What were the most basic core values you were raised to follow?

9. What kinds of behavior were considered bad or poor behavior?

My Autobiography continued

Part Three

10. What other groups of people were you told not to trust or like?

11. What were the beliefs about drugs or alcohol?

12. Who did people in your culture turn to for help?

13. How were people of different ages viewed?

14. What one thing do you value most about the culture in which you were raised?

15. What one thing do you value least about the culture in which you were raised?

16. How did those in your culture explain illness? Mental illness?

17. Who were you told had power in society?

18. Who were great historical heroes in your culture?

19. What was something that your culture was not proud of?

Lesson Five: Values

Reflection

What are values? What are our society's values, and what are our personal values? How do they reflect and interact with one another? Where do we learn them, and how is it that we can change them? What really is the difference between right and wrong? To start our discussion on values, let's take some time to rank the following. What are you most against? Why? What are you least against? Why? We'll do this as individuals and as groups.

Worksheet

What is More Wrong?

Look at the choices below and rank what you think is the most wrong? Put a 1 for what you are most against and a 10 for what you are least against. Do this first by yourself, then vote as a group.

My Choice

Group Choice

_____ Doing drugs in front of children	_____
_____ Lying to the police	_____
_____ Taking food from a grocery store	_____
_____ Selling drugs	_____
_____ Domestic violence	_____
_____ Lying to a good friend	_____
_____ Police harassment	_____
_____ Prostitution	_____
_____ Wealthy people avoiding taxes	_____
_____ Fathers not paying child support	_____

- ◆ Discuss your answers as a group and create a class ranking of the above.
- ◆ What other topics would you like to add to the list?

Worksheet

What Do You Value Most

Look at the choices below and rank what you think is the most value? Put a 1 on what is most important to you and a 10 for what you is least important to you? Do this first by yourself, then vote as a group.

My Choice

Group Choice

_____ Loving husband or wife	_____
_____ Freedom	_____
_____ Good health	_____
_____ To have all the money I want	_____
_____ Accomplish what I set out to do	_____
_____ To have good friends	_____
_____ Be famous	_____
_____ Racial empowerment and equality	_____
_____ To be able to meet all the famous people that I want	_____
_____ To live in a society where there is no violent crime	_____
_____ To live in a society where there is no police harassment	_____
_____ To have a loving and happy family life	_____
_____ To become a powerful leader	_____
_____ To love and accept myself	_____
_____ To make the world a better place	_____
_____ For other people to have respect, to have status	_____
_____ For people of color and the poor to take power	_____

- ◆ Discuss your answers as a group and create a class ranking of the above.
- ◆ What other topics would you like to add to the list?

Worksheet

Life Inventory

Questions to Consider, Discuss, and/or Write About

- ◆ What was the happiest period of your life? What made it so?

- ◆ What was a major turning point in your life? What made it so?

- ◆ What was the lowest period in your life? What made it so?

- ◆ What was a time when you felt you had courage?

- ◆ When do you experience a loss?

- ◆ What is something you would really like to be better at? Why?

- ◆ Can you think of a "missed opportunity" in your life?

- ◆ What is one thing you can start changing in your life? What will it take? Where can you get support?

Realizing Goals

Adapted from McLaughlin, P. (1993). *Realizing Goals: An Affective Skills Curriculum* Seattle, WA: ABLE Network. The Northwest Regional Literacy Resource Center. 2120 S. Jackson Street, Seattle, WA 88144. For more information contact Terry Inzerello at (206) 587-4988 or terri@literacynet.org

Lesson One: Hope

In a small group tutoring session of adults, one of the students argued that life, rather than hope was one of the most important things in life. Without life there is nothing, but life itself, a gift, sets the ground for hope which is more than mere optimism, but that which springs from the human condition by the mere fact of being human. That's what one student argued. What do you think?

Life is one of the most important things in the world. Hope is one of the most important things in life because if you have life there is hope. While there is life there is hope. What is the difference between having hope and not having it?

What is the difference between a hopeful person and a hopeless person? How do people maintain hope in what appears to be hopeless situations? Does it come from within, or from without? It always with us, but sometimes gets clouded by our inner doubts. When you hope, do you ever just let yourself go, or do you stop yourself so you won't get hurt, or so you won't sound crazy? Sometimes it is better to try than not to try. Setting goals is really nothing more than just recognizing the hopes that live within us all the time.

Questions/Activities

1. What is hope?
2. What is the difference between realistic hopes and fantasy?

3. Choose two goals that you'd like to work on. Write them down and discuss what steps you need to take to accomplish them.
4. Each person shares his or her goals while the other group members give that person ideas, support and suggestions as to how they could more easily meet their goals.

My Hope List

1.

2.

3.

4.

5.

Why are these hopes important to you? What do they mean to you?

What hope is most important? Why?

Goal #1

Steps I need to take

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

Goal #2

Steps I need to take

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

Lesson Two: My Goals for School

1. Why did you decide to come to class?
2. What do you hope to learn here?
3. What will you do to reach your goal for coming to class?
4. What do you expect from the tutor or teacher?
5. What might prevent you from finishing school this year? What can you do about it?
6. What can the tutor or the teacher do to help you accomplish your goals?
7. What can the program do?
8. What would you like your life to be like a year from now?

Listed below are many of the reasons that learners enjoy coming to school. Which of these skills would help you improve your life?

Check all that apply:

- _____ improving my relationships with others
- _____ expressing myself in groups
- _____ setting goals
- _____ following through with goals
- _____ understanding and expressing my feelings
- _____ understanding different cultures
- _____ understanding family relationships
- _____ becoming employed or employable
- _____ improving my self-esteem
- _____ managing my money
- _____ taking more control of my time
- _____ getting stable housing
- _____ improving my health

What do I want to Learn (continued)

- _____ being a better parent

feeling more confident

getting involved more in community groups

improving my listening skills

taking care of my basic needs

Your ideas:

Food for Thought

Who handled money in the house or apartment you grew up in? How have you learned to manage your money? What would you still like to learn? One of the main reasons that some people lose their housing is that they fail to plan for some unexpected expenses that come up. Many people were just one paycheck away from losing their housing. What are ways we can save more money, even if it is only a small amount each week or month? How much are we spending now? Where can we safely cut? Learning to budget can be an exciting challenge since we know that one day it can pay off.

Budgeting Your Lifestyle

Imagine that you are living in household of four people. One person works, there is an income of \$1200 per month. What is a reasonable budget?

Consider the following categories.

Categories	How Much Money?
Child care	
Cigarettes and alcohol	
Clothing	
Debts	
Food	
Housing	
Medical	
Entertainment	
Transportation	
Personal	
Savings	
Telephone	
Utilities	
Other	

Imagine now that the person working got sick and only made \$800 that month. How would the budget look different? How could this family get by on less money? Work together and resolve this problem.

Categories	How Much Money?
Child care	
Cigarettes and alcohol	
Clothing	
Debts	
Food	
Housing	
Medical	
Entertainment	
Transportation	
Personal	
Savings	
Telephone	
Utilities	
Other	

Lesson Three: Living on the Edge

Food for Thought

We live in a mobile society. People are constantly changing from one city to another, from one state to another, or even from one country to another. When we do this we may have good luck and some bad luck, but what we are really doing is making a series of decisions which bring our luck into play. When we take big risks such as moving alone, or even moving with a family, we have to rely on our problem solving and decision making skills. We have to follow our intuition, and we have to learn to trust ourselves. Taking risks such as moving force us to grow and be independent people in society. It can also be painful and stressful.

Jason's Story

Jason had just arrived in Hartford. He stepped off the Greyhound bus and is heading for the YMCA. He has \$65 in his pocket. He doesn't know anyone. Two months later, Jason and a friend have decided to get a place together and are putting a deposit down for an apartment.

- ◆ What happened to Jason? Create a story of why he came to Hartford and what he did once he got there?
- ◆ Based on your story, what were the decisions Jason made in responding to his situation? List them below:
 1. _____
 2. _____
 3. _____
 4. _____
- ◆ How would you evaluate Jason's decisions? Which ones were wise? What could he have done instead? What would you have done?

Lesson Four: Our Work History

Understanding Why

We all have a work history. We need to think about the types of work that we have done in our families or how we help out our friends. What do we do for others and what do we do for ourselves? That is work. Within the smallest job are a number of skills that we can adapt and use in different situations.

If we didn't like cleaning the house or raking the leaves, chances are we really wouldn't like to be a janitor or housekeeper. What do we like to do? What are we good at? Are we limiting ourselves to be safe? How can we expand these limits and find our potential? In fact, there are many paths, but we only need to find one for now.

Activity

1. List all the work that you have ever done for pay or for free.
 - a)
 - b)
 - c)
 - d)
 - e)
 - f)
 - g)
2. Fill out the "Identifying Skills" worksheet (next page)
3. Share your worksheet with the group

Identifying Skills

Part 1

Choose one job that you like the best, disliked the most, or that you did the longest. On a piece of paper, draw a line down the middle and write all the good things about the job on one side and all the things you really didn't like about the job on the other side.

Part 2

1. How many positive or negative things did you come up with?

2. What kinds of things did you write?

3. What kinds of things did you like?

4. What other jobs have these things?

5. What kinds of things didn't you like?

Now name the three jobs which you could do based on your interests and experience.

1. _____

2. _____

3. _____

Additional Reflection About Our Skills

We all, at one time or another, learn a new skill. Sometimes we seek out the skill and learn it. Other times we are forced to learn a new skill and later realize that it was valuable. Discuss with your group when you learned a new skill. As we listen to each other we can learn valuable insight that will help us in our lives.

Questions

1. Where were you when you were learning a new skill?
2. What was this new skill?
3. Why was it necessary for you to learn it?
4. How were you feeling at this time?
5. What was the challenge in learning the new skill?
6. How has this skill helped you in your life?
7. How could others benefit in learning this new skill?
8. What advice can you give people learning something new?

Lesson Five The Right Job for Me

Understanding Why

Often we take jobs and later learn that we didn't really like anything about the job. We really didn't think about our likes and dislikes, we just took the job because we needed the money. There are times in everyone's life when it is necessary to take disagreeable jobs because we needed the money. Nonetheless, we can learn what we really value in a job from these experiences. Many of us work better alone, or feel emotionally happier if we are working outdoors. It's sometimes the people or the environment, and not the job itself which makes us stay for a long time. What is really important to you?

Activities

1. Discuss with your group what you find most important in a job.
2. Compile a group list.
3. Fill out independently the What Kind of Job I would Like worksheet.
4. Share your answers with the group.
5. Did your ideas change as you worked through the worksheet? How and why?

Jot down your ideas and notes

WHAT KIND OF JOB WOULD I LIKE?

Rate the job characteristics with a one, two, three, or four on how important each one is to you.

1= Very important

2= Important

3= Not very important

4=Not important at all

- _____ Work indoors
- _____ Work outdoors
- _____ Travel on the job
- _____ Use my mind (mental ability)
- _____ Use my hands (physical ability)
- _____ Work with people with whom I can develop relationships
- _____ Work with numbers
- _____ Work with things rather than people
- _____ Have lots of public contact
- _____ Help others
- _____ Work where I am my own boss
- _____ Work under close supervision
- _____ Compete with other people
- _____ Work with words
- _____ Create new programs, new ways of doing things
- _____ Have a job that's exciting and unpredictable
- _____ Have a job where I know what to expect everyday
- _____ Have a job with lots of variety
- _____ Have a job that provides health benefits
- _____ Have any kind of a job that pays a large salary
- _____ Have a job that doesn't interfere with my personal life
- _____ Have a job that uses my talents
- _____ Feel that my work is contributing to make a better world
- _____ Have a job where advancement is possible
- _____ Have a job where I work alone

- _____ Have a job where I meet interesting people
- _____ Supervise others
- _____ Don't have too much responsibility
- _____ Have a job that I can forget about when I leave it
- _____ Have a job where I dress up
- _____ Have a job where I don't have to dress up
- _____ Have a job which has a lot of stress and is very busy
- _____ Have a job which is very mellow
- _____ Have a job where I work with machines
- _____ Have a job where I drive or travel

- **As you look over your answers, what are some of the most important things that you would like in an ideal job? List them:**

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

- **Write a brief paragraph to describe the most important things in your ideal job:**

Lesson Six Finding Out About Work

Looking for a job can be frustrating even if you are highly qualified for the position we are seeking.. We are selling ourselves in the job market and are affected by the swings in the economy and the attitudes of employees. We often feel secure until we get the job we so badly want and need. Just getting started is sometimes the worst part.

Sometimes we don't even know where to begin. But there is always a place to begin and if we go step-by-step we will get there to get a job we like and are qualified for.

Activities

1. Write down three jobs you wouldn't mind doing for about a year. Remember, one year can seem like a short or long time, it depends if we are enjoying what we are doing.
2. Choose one to focus on today
 - Why did you select this job?
 - In addition to money, how do you expect it will benefit you?
 - What, specifically do you think you will learn or what skills might you develop through this job?
 - In what ways might this job help you to move toward your longer- range career goals?
3. In your group discuss how you might find out about this job. List as many ways as possible. Identify the top three ways that appeal to you the most
4. Make a list of the qualifications you have for this job. They can be based on previous paid work or other life experience.
5. Review this list with the group. Add three more qualifications that you have
6. Pair up with another student. Identify questions an employer might ask you about your qualifications for the job.
7. Work together in identifying the most appropriate response you can provide.
8. Share what you have learned with the group

Lesson Seven: Finding the Right Job for Me

Often we take jobs and later learn that we didn't really like anything about the job. We didn't really think about our likes and dislikes. We just took the job because we needed the money. There are times in everyone's life when it is necessary to take disagreeable jobs because we needed the money. Yet, we can learn what we really value in a job from these experiences. Many of us work better alone, or feel emotionally happier if we are working outdoors. It's sometimes the people or the environment, and not the job itself which makes us stay for a long time. What is really important in a job for you?

Activities

1. In your group list the things that are most important to you in a job.
2. Compare your list with the other group members.
3. What do your lists have in common? What are the differences?
4. Push beyond the surface. What is really important to you in any job? Why?
5. Fill out the "What Kind of Job Would I Like" worksheet.
6. Share what you identified with the group?
7. Are there any surprises?

What Kind of Job Would I Like?

Rate the job characteristics below with a one, two, three, or four on how important each one is to you.

1= Very important

2= Important

3= Not very important

4= Not important at all

- _____ Work indoors
- _____ Work outdoors
- _____ Have a job where I drive or travel
- _____ Use my mind (mental ability)
- _____ Use my hands (physical ability)
- _____ Work with people with whom I can develop relationships
- _____ Work with numbers
- _____ Work with things (rather than people)
- _____ Have lots of public contact
- _____ Help others
- _____ Work where I am my own boss
- _____ Work under close supervision
- _____ Compete with other people
- _____ Work with words
- _____ Create new programs, new ways of doing things
- _____ Have a job that's exciting and unpredictable
- _____ Have a job where I know what to expect everyday
- _____ Have a job with lots of variety
- _____ Have a job that provides health benefits
- _____ Have any kind of job that pays a large salary
- _____ Have a job that doesn't interfere with my personal life
- _____ Have a job that uses my talents
- _____ Feel that my work is making a contribution to a better world
- _____ Have a job where advancement is possible

What Kind of Job Would I Like? (continued)

- _____ Have a job where I work alone
- _____ Have a job where I meet interesting people
- _____ Supervise others
- _____ Don't have too much responsibility
- _____ Have a job that I can forget about when I leave it
- _____ Have a job where I dress up
- _____ Have a job where I don't have to dress up
- _____ Have a job which has a lot of stress and is very busy
- _____ Have a job which is very mellow
- _____ Have a job where I work with machines

Other

- ◆ As you look over your responses, what are some things that you know you would like in an ideal job?

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