Addressing High-Risk Youth:
Programming Sessions to Assist with Needs and Enhance Life-Skills

By

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Abstract

Research estimates homelessness among youth at approximately 150,000, in Canada. In specific, Rise Youth Services is an organization that intends to provide youth with shelter, as well as target their needs and help them develop to their full potential. This goal is achieved in a variety of ways which include: offering counselling support; providing housing and food; and programming. Each youth has diverse needs, experiences, and individual circumstances that have contributed to their homelessness. The main goal of this thesis was to find an intervention that would best assist these youth through their struggles.

This thesis sought to develop a resource for youth living at Rise Youth Services, by developing a manual that would assist them through common barriers. It was assumed that an effective way of helping the youth overcome these obstacles would be through the development of a life-skills programming manual. The final product targeted the following areas of need: budgeting; time management; stress reduction; mental health awareness; anger management; self-esteem; suicide prevention resources; post-secondary education; and parenting tips. This thesis focused on the development of the manual, as well as its implementation. To ensure the efficacy of the manual, its development was guided by empirical literature, and changes were made to the manual's contents based on feedback obtained from staff members. Also, a Satisfaction Survey was given to the youth to determine which activities were most beneficial to them. Furthermore, additional strengths, limitations, and multilevel challenges to the manual's implementation, as well as recommendations for future research are discussed.
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Chapter 1. Introduction

On any given night, thousands of youth across Canada sleep on street corners, park benches, friends’ couches, or in emergency shelters. They are there by circumstance—rarely by choice. According to the Canadian Department of Education (2010), homeless youth are defined as young people who share temporary housing with friends, live in motels, shelters, cars, and other inadequate environments. A survey conducted by Home Based Housing in 2002 on youth in Kingston, stated that there were approximately 100 youth living on the street, or in the youth shelter. It is society’s responsibility to ensure that these youth receive the supports they need to develop to their full potential. Youth, who are left unsupported—lacking positive role models, employment opportunities, educational options, access to affordable housing—frequently become a cost to society. There are moments in the life of every youth, when she or he faces a fork in the road. Down one path lie opportunities for education, a job, a secure home and an independent life. Down the other path lies a life of potential instability and poverty. Rise Youth Services strives to make a difference in the lives of homeless youth by offering a safe and supportive home that encourages individual growth and provides access to community resources.

Rise Youth Services is a non-profit organization that provides rent-g geared-to-income housing for single homeless youth aged 16-24. It is a 21-unit apartment building that includes transitional and long term housing for high risk youth. Case managers offer various support services and mentoring to ensure emotional and physical safety, as well as support through personal development for each client entering the program. The purpose of Youth Services is to provide youth with shelter, as well as target their needs and help them develop into self-sufficient adults. Youth Services also encourages positive interactions with peers of the same age by promoting a shared living environment. One way to achieve this goal is by offering programming twice weekly to assist clients with targeted life skills. Programming is delivered by staff and focuses on assisting the youth in better decision making, and helping them with numerous skills that will benefit them when they are on their own. Developing appropriate programming for clients is crucial due to their diverse needs, experiences, and individual circumstances that have contributed to their homelessness.

Youth residing at Rise have a variety of different personal barriers and issues that contribute to their current circumstances. Some of the issues faced by the youth are family problems; mental health issues; substance abuse; and lack of support and guidance. It is important to research evidence-based practice that relates to homeless youth and identify the most relevant discussion topics to present during programming. All programming topics were determined in collaboration with staff at Rise and the Behavioral Psychology student based on client's personal information regarding why they are homeless in the first place. Life-skill areas that they lack the most will be targeted first. The use of evidence based practise will then help to determine the remainder of the groups. After determining appropriate topics, programs will be created and delivered to the clients of Rise Youth Services.

Once created, programming sessions will run for approximately a half an hour and will focus on assisting youth with various skills that will benefit them when they are on their own. The programs will consist of a variety of topics and will include games, worksheets, and information lectures. Programming topics will include but are not limited to: how to form healthy relationships; how to budget money; how to practice safe sex; safe use of drugs/alcohol; how to talk to a landlord; what is depression and how to overcome it; how to deal with anxiety; and what is bullying. The programming will provide youth with the skills and resources needed to help them be successful through their struggles while being homeless and in the future. It is proposed that preparing weekly programs, specifically designed to meet the clients’ needs, will be helpful to the youth during their stay at Rise Youth Services.
Chapter II. Literature Review

Statistics of Homeless Youth

Bonnel (2005) suggested that youth homelessness refers to youth who are currently homeless, at-risk of being homeless or caught in a cycle of homelessness. This includes close to 80% of youth who don’t live on the street and are considered to be among the “hidden homeless” population. The hidden homeless are those living in cars, motels, and bunking with friends. Often, the hidden homeless are being temporarily sheltered or living in crowded or unsafe conditions. According to Bonnel (2005), youth are considered to be 16 to 24 years old. The number of homeless individuals in Canada was last determined to be approximately 33,000–8,000 to 11,000 being youth. This number included people living on the street, in temporary housing, or in emergency shelters. Addiction, income inequality, unemployment, malnutrition, mental health issues, physical, sexual and emotional abuse, youth violence, early school leaving and teen pregnancy are just some of the complex issues faced by homeless youth (Bonnel, 2005).

Barriers

In a study completed by Miller (2009), it was found that youth reported a complex array of issues during their homelessness struggles. Some of these concerns included: violence and abuse; a lack of motivation to deal with financial issues; educational support needs and employment issues; the need for medical attention; help to deal with family-related issues; support to address substance abuse; lack of essential life skills; and lack of a positive role model. Bonnel (2005) stated that approximately 33% of street-involved young people suffer from Major Depressive Disorder or Post Traumatic Stress Disorder. Anger, lack of self-esteem, and difficulty with negative peer pressure often defines the identity of many young people. Bonnel stated that more than 50% of youth reported drug and alcohol abuse and described addiction as a major factor in coping with homelessness as well as in triggering relapses to street life. Many youth self-medicate as a tool for survival in situations where, for example, they might need to stay awake all night to avoid being exploited. Drugs and alcohol are often used as a substitute for expensive mental health medications. This useful information indicates that programs targeting substance use and misuse are relevant for this population.

A study was completed by Karabanow (2004), in which homeless youth were interviewed and asked a variety of questions regarding how they became homeless, and how they are managing with being homeless. According to Karabanow (2004) barriers to exiting street life mirror many of those reasons for ending up homeless in the first place, including lack of income/job opportunities, lack of access to affordable housing, discrimination, addictions, and poor health/well-being/self-image. Youth living on the streets often rely on their peers in their survival strategies and come to see other street youth as family because they are often more supportive, accepting, and appear safer than the family circumstances from where they are coming (Krabanow, 2004). Some youth mentioned that another barrier to getting off the streets is overcoming the social isolation that comes along with street life. Finding personal support off the streets, as well as building self-confidence and motivation are all barriers that youth experience while trying to overcome their situation. The health and overall well-being of homeless youth are often at risk, according to Karabanow (2004). Multiple health problems are usually exuberated due to a variety of reasons such as: cold, hunger, poor housing, poor diets, and the high-risk behaviours they engage in to survive. Karabanow also highlighted that youth’s experiences of mental illness contribute to their wellbeing. Mental illnesses such as depression, anxiety, post-traumatic stress, and feelings of uncontrollable anger are often common in the youth population.
Karabanow, reported that many youth had experienced suicidal tendencies at one point or another as well as low self-esteem and self-confidence. As a result, substance misuse and addiction are major problems; drug use is a significant risk factor for homelessness and subsequent barrier to getting off the street.

After interviewing many youth, Karabanow found that there is also often a lack of trust amongst homeless youth which could potentially be rooted from dysfunctional family backgrounds, negative experiences with shelters, and other people on the streets.

According to the youth, one of the largest barriers was the ability to maintain their education. Homeless youth experience multiple barriers to accessing education and maintaining a school schedule / remaining focused on studies. Having nowhere to reside makes it hard for the youth to concentrate, and gives them no stability in order to do homework. It could also affect their attendance policies, and not the idea of trying to fit in with other peers. Karabanow also states that while all these barriers are present, homeless youth also experience emotional turmoil, as well as identity and self-esteem problems that make it hard to finish their education.

**Best Practices**

Research has demonstrated that the key to helping youth move toward success is suitable interventions at critical moments in a young person’s life. It is important to research evidence-based practices to best help these youth during their struggles. ”Best Practices” refers to the strategies, activities, or approaches that have been shown through research and evaluation to be effective (Miller, 2009). Chamberlain (2002) found that the best practices for at-risk youth involved engaging them in: social activities and peer mentoring; examining general violence prevention; school-based violence prevention programs; bullying prevention; sexual abuse prevention; exploring both the barriers that stand in the way of youth participation in social recreation activities; and teaching youth to form positive relationships with peers and family.

When dealing with best practices for youth, it is important to recognize their diversity and understand that the events prior to their homelessness are not all the same (Chamberlain, 2002). Youth are a varied population and this must be taken into account before developing programs for youth. Programs are of little use if they are not adjusted to suit their target population. When implementing programs for youth, the following are primary consideration: locations and times that are convenient to participants, charging minimal or no fee, and space that is youth appropriate. Programs need to be relevant to community standards as well as suited to individual needs. It is vital that focus is on changeable behavior as early as possible, before they develop into problem behaviours.

Milburn, et al. (2006) researched the experiences of youth living in shelters and rent geared to income housing. Adolescents, aged 12 to 20 years, were naturally observed and questionnaires were completed for a six-month period. After studying the adolescents, researchers found that it was difficult to gather a sufficient amount of information from the questionnaires to form a complete study. They recommended that, for future research, the best method of gathering experiences of youth would be to include a variety of variables in the study to measure different aspects of the participants’ lives. Some recommended variables included: focusing on the experiences of adolescents before their current situation; the role of families in the lives of homeless adolescents; friends and other connections; past drug use; and other resources.

Yousey, Leake, Wdowik, & Janken (2007) focused on improving the nutritional knowledge of adolescents staying in shelters and supportive housing by implementing an educational program.
tailored to nutritional needs. The program included before and after measures of nutritional knowledge. Four nutrition classes were taught to teenagers by clinic nurses. The adolescents scored higher on post-tests than on pre-tests, indicating improved nutritional knowledge. They demonstrated that introducing programming tailored towards the needs of the clients can be beneficial in improving their overall skills for that specific topic.

Aviles & Helfirch (2004) described the service needs related to life-skill development from the perspective of sheltered homeless youth. Interviews were conducted to address the use of services at a supportive housing centre. Youth identified factors that influence their ability to use services and factors serving as barriers to services. Results indicated that services such as counselling and childcare were identified as helpful factors in the housing centers. Authors also found that youth were unaware of some of the services available to them, and had not been taught how to use these resources. This demonstrates the importance of getting to know clients and becoming familiar with their specific needs in order to better assist them as well as the need for educating youth on the services that are available in their communities.

Bonnel (2005) states that research demonstrates that the key to helping youth move toward the path of opportunity frequently requires appropriate interventions at the critical moments in a young person’s life. They need help finding affordable housing, access to employment, and educational opportunities. When these things are in place, it is then important to target life-skill areas that are lacking in the young person's life. Targeting these desired life skills will help to ensure that they can move forward in their battle against homelessness.

Psychological Stressors

Nguyen, Liu, Hernandez, & Stinson (2012) discovered that individuals staying in supportive housing experienced psychological stressors that reduced their ability to cope with life barriers. The study examined attitudes toward seeking professional help, psychological distress, and problem-solving among 126 individuals living in supportive housing. The results suggested that participants, who reported higher conflict scores in different life skill areas, also reported negative evaluations of their skills, attitudes, and abilities to solve problems. The authors suggest that these same individuals reported higher levels of psychological distress. Knowing the background history of individuals, and getting to know each individuals stressors can better help the service workers when it comes to choosing appropriate intervention strategies to target.

Bonnel (2005) stated that transitional and supportive housing that is youth focused is the first step in providing youth with the stability they need to access education, training, employment and other supports that enable them to eventually live independently. Once basic and immediate needs have been met (e.g., food, clothing, a bed, washroom, access to a shower and laundry facilities), longer-term, intensive models of support are required to help youth overcome barriers to maintain stable housing. Education, training and pre-employment support are critically important, but Bonnel’s study found that intensive models of support were also needed across a wider range of issues – addictions, mental health and complex needs, legal issues and life skills. Bonnel expressed that the path out of homelessness is built upon a foundation of arrangements for affordable, supportive housing and education, training and employment. Youth caught up in the cycle of homelessness require reliable services to address a complex array of issues. Stability is critical if youth are to be allowed to fail, learn from their mistakes and try again.

Herrara’s 2012 findings suggested that mentoring in the form of youth programming benefited youth’s emotional/psychological well-being, peer relationships, attitudes, and grades in school. Twenty five high-risk youth who were residing in a homeless shelter in Toronto, Ontario, were used in this study. Programming took place for six months and included life skill groups intended to help the youth
become more independent. During a 13-month follow-up assessment, findings from the experiment indicated that mentored youth were doing significantly better than youth in a non-mentored comparison group on a number of important measures. In particular, the youth who received mentoring reported fewer depressive symptoms, greater acceptance by their peers, more positive beliefs about their ability to succeed in school, and better grades in school. Overall, program benefits were fairly similar for youth regardless of their risk profile and other background characteristics. All youth appeared to derive at least some gains from their participation. This study highlighted the varied benefits that mentoring programs can provide, including improving academics and relationships with others and reducing involvement in problem behaviors (Herrara, 2012). With appropriate support, young people could improve the likelihood that they will be productive adults. This study examined mentoring program relationships, experiences and benefits for higher-risk youth, with important key findings. Youth with differing risk “profiles” had relationships of similar strength and duration and derived similar benefits from program participation. The strongest program benefit, and most consistent across risk groups, was a reduction in depressive symptoms. Findings also suggested gains in social acceptance, academic attitudes and grades. Youth did not appear to benefit in their relationships with parents or in their positive or negative behaviors.

Ethical Issues

Ensign and Ammerman (2008) researched the ethical issues associated with completing studies on youth in homeless shelters or supportive housing centres. These authors noted that, while there are ethical guidelines for research with adolescents and vulnerable populations in general, there are no specific guidelines for ethical research with homeless youth and youth in supportive housing. The study was completed using a web-based questionnaire, healthcare and social service providers, programme administrators and researchers working with young people throughout Canada. A total of 72 individuals completed the survey. Survey questions included experiences with using incentives in research with homeless youths and consent, and experiences with ethics review boards. The majority of respondents reported using consent for research from homeless youth. Respondents reporting difficulties with ethics review boards were mainly involved with intervention research. Ensign and Ammerman (2008) determined that consensus is needed from all participants, as well as the use of consent for homeless youths who are minors.

Causes of Youth Homelessness

Stephen Gaetes (2012) explained that the causes and conditions of youth homelessness as very diverse and complex. His theory was that each person’s story is different but most situations are derived from family conflict. There is more to youth homelessness than the misguided view that teenagers leave home because they are simply rebellious. According to Gates (2012), the majority of homeless youth have left traumatic environments and are searching for belonging and acceptance. With this in mind, it is important to provide the homeless population with a wide range of supports that are tailored to helping them through this difficult time of their lives.

According to Allan (2012), youth become homeless for many reasons. Allan states that the largest contributing factor is family breakdown. When referring to Canadian statistics, more than 70% of homeless youth are survivors of childhood physical, emotional, sexual abuse/ and or neglect (Allan, 2012). There are many factors, however, that contribute to youth becoming homeless. Some of these factors include but are not limited to: no source of income, minimal employment experience, poor social and life skills, issues with the law, and violence and trauma. The two most common contributing factors to homelessness include, drug and alcohol abuse, and mental/ physical health problems (Allan,
According to Karabanow (2004), the homeless youth population comes from a variety of backgrounds with a range of personal qualities, needs, and experiences. Research indicates there is no one cause for youth homelessness. While their reasons for living on the streets are complex, the majority of homeless youth tend to share histories of family conflict, violence or abuse. One study completed in Halifax found homeless youth tended to exhibit the following characteristics: dysfunctional family settings; witnessing domestic violence; high rates of substance abuse among guardians; psychological, physical, emotional and sexual abuse and neglect; families often on social assistance, often single-parent households, and not being accepted for sexual orientation (Karabanow, 2004).

**Ending Youth Homelessness**

Bill O’Grady (2012) suggested that Canadians have become increasingly aware of youth homelessness over the past fifteen years, and this awareness is shaped by many factors. Some of us know young people who have become homeless. In other cases, it is direct encounters and stories from friends that shape our experiences. However, for many people, the understanding of homelessness does not come from direct encounters or experiences. O’Grady (2012) stated that society learns about youth homelessness mainly from outside sources such as media reports in newspapers or on the television. Unfortunately, news reports about homeless youth do not provide a wide-ranging image. People need to become more aware of youth homelessness by looking past what is said in the media. Youth homelessness is more than a burden to society, rather it is a rising problem that demands solutions.

There are many things that society can do as a whole to help end youth homelessness. Firstly, developing more youth-targeted services is essential. In specific, it would be helpful to target health, education, employment, addictions, and housing options for youth (Karabanow, 2004). Also, some youth require extra guidance in the form of health and emergency services, law enforcement and shelter services. Another key area to target would be the settings in which homeless youth tend to stay. Developing longer-term supportive settings so they can become stabilized and work on particular aspects of their lives, would be beneficial. Another idea to decrease youth homelessness would be to increase services for youth such as programming aimed to target life skills. Not only is targeting certain skills important, but providing opportunities for education in general is important for youth to thrive in society (Karabanow, 2004). Lastly, Karabanow (2004) suggests that providing education and communication to the public about youth homelessness would be beneficial. Karabanow states that the general public often has less negative perceptions about homeless youth than youth actually perceive. He also found that the public tends to over-estimate the occurrence of youth fleeing their home of their own decision. This indicates a need for public education on the causes of youth homelessness and street life conditions which could lead to more public acceptance and advocacy for homeless youth and a growth of youth service delivery systems.

**Summary**

Mckeller (2009) stated that after reviewing characteristics of homeless youth, there are positive interventions developed to address their housing and service needs. These include interventions directed at youth themselves (education, employment, social skills training) as well as family-focused strategies. It is evident that homelessness describes the situation of an individual without stable, appropriate housing, or the means and ability of acquiring it. It is the result of systemic or societal barriers, a lack of affordable and appropriate housing, the individual’s/household’s financial, mental, cognitive, behavioural and/or physical challenges. Most people do not choose to be homeless, and the experience is generally negative, unpleasant, stressful and distressing. McKeller (2009) focused on three essential support system components that address the needs of youth: prevention, emergency
response and transitions out of homelessness. Prevention addresses the key triggers of youth homelessness. Emergency response – which includes youth shelters, access and outreach programs – seeks to address the immediate needs of youth to help their situation. Transitions out of homelessness are anchored in affordable housing and supports to help youth fulfill their potential and successfully integrate into society. Street-involved youth often require diverse models of support. Support may include affordable housing; education; skills training and employment opportunities; health services; and mentorship. Mentorship could involve support aimed at youth to build self-esteem and develop life skills. Other ideas of support may include education programs; education opportunities/ grant programs for street involved youth and increased programs that target early school leavers.

The goal in ending homelessness is to ensure stable housing, which means ensuring that people have a fixed address and housing that is safe, affordable, maintained and includes required services as needed (Herrara, 2012). Supporting these individuals with appropriate services during their struggles through homelessness is important to their success. They need to have access to a variety of supports that can help them get their lives going in a positive direction. After reviewing numerous articles it is evident that youth homelessness is a growing issue in society. Not only do people need to become more aware of this issue, but they also need to be active in helping to prevent it. In communities across the country, people are increasingly aware of the sight of young people who are without a home, sleeping in parks, sitting on sidewalks or asking for money. If we are going to solve youth homelessness in a meaningful way, we need solutions that are supported by the best research. Not only can we do things differently, we need to. Society in general needs to realize that youth are our future; we must do everything in our power to support and protect them during their struggles.
Chapter III. Method

Participants

The programming sessions are intended for use with individuals aged 16-24 who are residing at Rise Youth Services. Youth living at Rise have a variety of different personal barriers and issues that contribute to their current circumstances. Some of the issues faced by the youth are: family problems, mental health issues, substance abuse, and lack of support and guidance. With this in mind, it is important to research evidence-based practice that relates to homeless youth and identify the most relevant discussion topics to present during programming.

Youth Services meets approximately 100 youth each year through the delivery of their services and programs. Selection of individuals is based on a priority basis in order for youth who are in a dangerous or urgent situation to be accommodated as quickly as possible. In addition to providing housing, Youth Services also assists their clients to find permanent living arrangements beyond Rise. Rise Youth Services becomes the foundation of the Youth Services program that offers safe, affordable housing for youth as well as provides support services to assist them to become independent. Youth Services also provides an intensive life-skills program as well as individual and group counseling designed to prepare the residents for their future beyond the program.

There are two different programs within the building referred to as Long Term and Transitional. The Long Term youth are independent but still work with a case manager occasionally. The Transitional youth are involved in an intensive commitment in which they agree to work with a Case Manager to develop structured plans for school, employment or treatment options. For the purpose of this study, six transitional residents are taking place in the study.

The six study participants consisted of three females and three male, ages 16-24 (M=20). Appendix A provides a brief description of each study participant. The current range of psychopathology of study participants included: ADHD, anxiety, bipolar disorder, depression, and obsessive compulsive disorder.

Facilitators and Setting

The programming sessions are designed to be delivered by the placement student on site, or staff working at Rise Youth Services. Specialized training is not required; however, facilitators should have basic knowledge on child and youth work in particular. Further, facilitators should possess the ability to develop rapport with the youth, facilitate discussion during delivery of the programs contents, and anticipate potential barriers in groups to maximize engagement and ensure that the youth are learning positive skills. This setting was held at Rise Youth Services in the community room which provided a space for participants to feel comfortable and free from distractions from other clients in the building.

Design

The programming binder was created by the author as part of an applied thesis in the Bachelor of Applied Arts in Behavioural Psychology degree program, while on a 14 week field placement. Developing appropriate programming for clients is crucial due to their diverse needs, experiences and individual circumstances that have contributed to their homelessness. It is proposed that preparing weekly programs, specifically developed to meet the client’s needs, will assist the youth the most during their stay at Rise Youth Services. Using evidence-based practice centred on the needs of the clients will assist in coming up with programming topics to best help these youth.

For this study, programming topics have been determined surrounding intervention techniques for homeless youth. Topics are geared to helping youth through the everyday struggles that they may encounter. Some topics include: how to form healthy relationships; how to budget money; how to
practice safe sex; safe use of drugs/alcohol; how to talk to a landlord; what is depression and how to overcome it; how to deal with anxiety; and what is bullying. Programming sessions are prepared for a half an hour in length and focus on assisting youth with various skills that will benefit them when they are on their own. The programs consist of a variety of interactive items such as games, worksheets, discussion questions, and information lectures. Each program has a set of games and questions that facilitators can choose from when running the groups. Programs are kept in the office in an organized binder for all staff to access if needed. There are over ten groups prepared, and one group is presented every Thursday night. Programming groups are always held at Rise Youth Services, where the youth reside.

The process of the group included a post assessment questionnaire that aimed to discover which groups benefited youth the most, and which groups they most enjoyed. This structured questionnaire will be tailored to both male and female Transitional residents. Written consent forms will be completed by interested clients, and their participation can be terminated at any point in time. The questionnaire will include questions that will aim to gather responses from the youth regarding whether or not they found the programming beneficial to them. Questions will also aim to determine which groups they found the most useful and the styles of groups that they preferred throughout the weeks. The location in which the initial questionnaire will take place will be at Rise, where the clients have been taking part in the weekly programs. No special training is required for administration of this questionnaire, nor the programs being made. Using this questionnaire will help to determine specific elements that will be important to address when designing weekly programs for the youth. Discovering which elements of the programs appealed most to the youth, and which styles they enjoyed most, will benefit in the sense that programming can be more tailored towards them and future residence at Rise. Programs will run for about a half an hour, and will aim to help clients with life skill areas that need to be targeted the most.

At the end of placement, the programming binder will be left at Rise Youth Services so that programming can continue. The staff at Rise will be able to use the binder and continue presenting groups to clients on a weekly basis. This binder will be helpful in the sense that any full time staff or relief staff will be able to refer to it during programming nights. There are a variety of activities, games, and worksheets prepared in the binder that staff will be able to choose from.

Supporting Information

In addition to an extensive literature review, several sources were consulted in preparation for the programming topic development. Input was obtained from agency staff, including Case Managers, and the supervisor of Rise Youth Services. In general, staff supplied their input on which topics would be appealing to their current clients and which topics would be the most beneficial to current needs of clients being supported. In addition to consulting agency staff, several external agencies in the local community were researched so that more information could be provided to the youth. This included researching what the agencies had to offer, and gathering contact information to provide youth with during programming sessions. For example; during a program on parenting, a contact number for Planned Parenthood would be provided for the youth as well as a description of the agency. Collectively, the input obtained from the literature review and personal communications were used to guide the development of the programming topics.

Procedure

The programming sessions consisted of over ten different life-skill areas. More topics were created during preparation, but due to time constraint, only ten were delivered to the youth. These life-
skill areas included: how to maintain healthy relationships; how to budget money; how to talk to a landlord and how to search for an apartment; anger management techniques; how to apply to college/university and what programs to apply to; how to maintain a clean living environment; how to effectively overcome stress by using stress management techniques; parenting skills; how to deal with conflict resolution; and facts regarding drug/alcohol abuse. All programming topics were determined in collaboration with staff at Rise and the Behavioral Psychology student. Each topic consisted of a brief overview of the topic as well as either a group game/activity, or worksheets. All groups mainly consisted of organized open discussion on the topic in order to provide the youth with information and allow them to express their thoughts on the topic at hand.

Hypothesis

It is proposed that presenting programs involving important life-skills will be effective in enhancing skill development in high-risk youth. All youth at Youth Services face barriers to their personal development that will be addressed during the programming groups presented.

Confidentiality/Informed Consent

Participants were not required to sign an informed consent form, as programming was a mandatory expectation of Transitional residents. The programs, however, were explained to the participants so that they knew what to expect. If a client did not feel comfortable taking part in a certain programming topic, then they were to talk to their case managers prior to the planned date. It was explained to the participants that stories they share during programming would be kept confidential. The understanding that programming is an expectation for residents was explained to clients in advance, and confidentiality measures were confirmed after verbal clarification and questions or concerns were addressed. Information gathered from programming sessions were stored the agency computer was password protected and will be stored for 7 years following the study. Participants were not identified by name in any reports resulting from this project.

Measure

There was one measure used in the study. This measure was referred to as the Satisfaction Feedback Questionnaire. This questionnaire was developed and incorporated at the end of the seven week programming sessions. This was designed to provide clients opinions on the programs that they took part in. The satisfaction feedback Questionnaire asked clients which aspects of the groups they enjoyed the most, and which topics they found the most beneficial. Clients were also asked to rate which life-skill areas they improved on after taking part in the programming sessions. The questionnaire consisted of 15 questions rated on a 5-point Likert scale, with 1 as “Strongly Disagree” and 5 as “Strongly Agree.” The questionnaire was constructed in order to determine the most relevant groups, and groups to continue using with the next set of clientele. This questionnaire is intended to provide the Behavioral Psychology student with an idea of which formats of groups were preferred, and which topics were most helpful in order to form improvements for future clients of Rise Youth Services.

Evaluation

The programming sessions were evaluated by the youth using the final questionnaire. Social validity of the programs were also obtained by gathering informal feedback from agency staff during
the program development and following presentation of the programs. Changes were made to the programs based on this input.
Chapter IV: Results

Final Products

The final product of this thesis consists of a Programming Manual (Appendix A) and a Satisfaction Survey (Appendix B). The Satisfaction Survey was created to determine which elements of the manual were most preferred by clients. The programming manual consists of a variety of targeted life-skills aimed to benefit high-risk youth residing at Rise Youth Services which include: resume building, healthy relationships, analyzing anxiety, self-esteem, post-secondary education, coping with depression, suicide prevention, budgeting, conflict resolution, tips for a newborn baby, and anger management techniques. These specific topics were chosen based on the literature review, which indicated that helping youth with certain life skills will ideally benefit them and assist them in transitioning into independent adults. Before preparing the manual, getting to know the youth was important because it helped me to determine which topics were most relevant and beneficial. The programming manual is specifically designed for the use of staff at Rise Youth Services during twice-weekly programming. Staff plan to continue running the groups with residents at Rise who need ongoing support in different life-skill areas. The programming manual also acts as a valuable resource for clients, as the manual summarizes key information reviewed during the programs, and provides a directory of resources that will allow clients to seek additional guidance on specific topics if needed.

The Satisfaction Survey was designed to gain insight into which programming topics and presentations were most enjoyed by clients. The Satisfaction survey consisted of a five-point Likert scale which encouraged clients to rate the activities that they most enjoyed, and which ones they least enjoyed. Elements of the programs such as activities and formats of how the groups were run were also examined. It is important to get feedback from youth who were directly involved in the groups, so that future groups can be more tailored towards their interests and needs.

Feedback Received

The programming manual was reviewed by two staff members at Rise Youth Services in order to obtain feedback on the manual’s design and the topics discussed throughout the manual. In general, feedback from these staff members indicated that the manual’s content was meaningful, and that the overall design and method of delivery was suitable for use in everyday practice. The staff members also stated that the manual succeeded in meeting its proposed objectives, and that it would be a valuable asset to the agency. The programming manual will continue to be presented to clients on a weekly basis, and staff will use the template of the manual to create future groups to add to the binder.

However, agency staff also identified the following concerns with the manual. Staff was concerned that some of the wording used in the manual was unclear and therefore, may interfere with facilitator’s abilities to implement the manual as intended. Therefore, in order to maximize the usefulness and practicality of the manual, staff recommended that changes be made to the manual. In some cases there were words that needed to be simplified so that when youth referred to the manual they could understand the concepts.

Changes to the Manual

Based on the agency supervisor’s feedback described above, minimal changes were made to the programming manual. No changes were made to the manual’s core programming topics or the method of delivery, as it was determined that changes in these areas were unnecessary. Of the changes made,
the majority were minor revisions to wording and grammatical corrections. Some sentence structure was improved, as well as simplifying some of the terms so that the youth would have an easier time understanding concepts. These changes were made to maximize the effectiveness of the manual for clients, and to make it easier for staff to present to clients.

**Analysis of Satisfaction Survey**

The Satisfaction Survey consisted of two parts. The first half of the survey consisted of ten questions that aimed to gather opinions on certain programming topics and styles of groups. This was laid out in a five-point Likert scale in which clients were prompted to choose a number between 1(Completely Agree) and 5(Completely Disagree). In general, after reviewing the survey, it was evident that clients enjoyed the interactive portions of the programs- this includes group activities, and open discussions on topics rather than individual work. There was also a consensus that the majority of clients found that groups were too long and it was hard to stay focused until the end of the group. Another conclusion that was evident was that almost all clients felt that programming, in general, created a comfortable environment in which it was easy to express ideas and opinions.

When analyzing the second half of the satisfaction survey regarding suggestions for improvements, it was evident that clients enjoyed the groups, however, had suggestions for more topics that could be discussed. Overall, it is important to get to know clients and research best practices for youth so that topics can be tailored to their wants and needs.
Chapter V: Discussion

Thesis Summary

This goal of this thesis was to enhance life skill in high-risk youth by creating a manual of selected skills thought to assist youth. A manual of eleven life skills was created and programs were delivered to the youth twice a week. These skill areas were chosen based on empirical articles, which indicated that employment, healthy relationships, finances, education, and mental health are areas that youth require the most guidance with. (Watson, 2013) According to Watson (2013) these life-skill areas are the core areas of need for youth.

At the time of this thesis, it was determined that a life skills manual would provide an effective means of assisting youth with common struggles and help them transition into adulthood. It was assumed that the manual would also assist staff at Rise Youth Services with a resource for future programming. The manual's core curriculum was determined using input and resources from several sources. The majority of sources included peer reviewed articles, but resources were also gathered from other agencies in the Kingston area. For example, information based on employment, and mental health was gleaned not only from current literature, but also from other supportive housing agencies in Kingston.

To ensure the quality and applicability of the manual's overall content, informed feedback was obtained from agency staff members, and they provided suggestions for other topics that could be included in the manual. Changes were made to the manual based on these suggestions. The clients at Rise were also informally asked for appropriate topics they would enjoy learning about, and these topics were considered in the manual.

Strengths

A major strength of this thesis is that it incorporates an empirical foundation into the final product. Peer reviewed articles reflecting evidence based practice were referred to when deciding which life skill areas to target. The manual's development was guided by an extensive review of the literature on life skill areas that would best support high-risk youth. Gathering information from many sources, such as internal agencies of Home Base Housing, is a strength of this thesis as well. In addition, the manual was reviewed by agency staff and valuable changes were made to the manual based on this input. Input was also gained from several clients regarding which topics were applicable, which helps to ensure the utility of the manual in practice and assists with social validity.

A final strength to this thesis is that the manual was designed with a simple and practical layout. This is useful because anyone working at Rise youth Services can refer to the manual and run a life skills group without assistance. The manual was designed with instructions at the start of each group, as well as a materials list, as well as the expected time needed for each group.

Limitations and Challenges

Although the manual may be very useful in some aspects, there are limitations that need to be considered. For example, at the end of many group sessions, a satisfaction survey was handed out to clients to determine which groups were most beneficial to them. Only half of the clients were present for this survey, which resulted in limited data to support usefulness of the manual. During the
presentation of the groups, there was always a minimum of twelve clients present, but only six clients were present for the satisfaction survey.

Another limitation to consider is that some topics were designed in hopes of meeting needs of clients that were residing at Rise at the time. This is a limitation because every six months Rise Youth Services accepts new clients who may experience different barriers and may benefit from learning different topics. Given this, it cannot be assumed that the manual will generalize and be suitable for all clients.

Additionally, there was no way to test the usefulness of the manual for staff. Due to time constraints, only I was able to deliver the groups and there wasn’t an opportunity for others to implement the groups that were created. This is a limitation in the sense that perhaps the layout of the groups seemed simple to me, however, others may find it more difficult to present. This decreases the maintenance aspect of my thesis because I did not ensure that the delivery of my groups was going to be easily taken over by agency staff members.

**Multilevel Challenges to Service Implementation**

**Client Level.** The purpose of conducting life skills training for high-risk youth is to improve clients’ capabilities in certain areas. For high-risk youth specifically, the goal is to target areas that will help them to become successful adults, and successful members of society. However, implementing life skills groups with high-risk youth can pose some problems. Responsivity factors may interfere with their ability to understand what is being taught in the groups. As well, a lot of the clients are diagnosed with attention disorders such as ADHD which could pose as an issue when they are expected to stay focused for over a half an hour. Because of this, it is important for facilitator’s to identify when responsivity is an issue, and develop strategies to help youth overcome these barriers. A further concern is that the youth may demonstrate a lack of motivation to participate in skills training. Further, sometimes clients may be unaware that they need help in certain areas, or they are in denial about needing the extra guidance. This may make them angry and uninterested in participating in groups. With this in mind, groups were developed with games and integrated activities to help the clients stay focused and want to be engaged in the groups. If the clients are more interested in the groups, they will most likely benefit from the life skills programs more and potentially be more motivated.

**Program level.** Although implementing skills training with high-risk youth is challenging, being able to conduct the same skills training in the community has many challenges as well. For life-skills training to be effective, staff must be committed to implementing the program correctly, and be willing to follow through with clients until they are successful. This usually requires that staff prepare for delivering the program, and spend extra time with clients to ensure that the clients are appropriate for the program being presented. However, time is often limited for personal support workers and community support workers. Often their caseloads are big and they must use their time efficiently. Solely focusing on creating life-skill groups that will benefit specific clients is time consuming, and ensuring that the groups are beneficial to the clients you are presenting requires work. Therefore, time-related factors could pose significant barriers to successful client outcomes, as they may hinder staffs ability to implement programming as intended. Given this, the manual outlined in this thesis relies on short life skill lessons rather than lengthy sessions.

**Organization level.** Rise Youth Services makes up one part of a large organization, Home Base Housing that is responsible for the housing of homeless adults and high-risk youth. As part of this team, Rise Youth Services is a small agency that is powered by the larger organizational level of Home
Base Housing. Home Base Housing staff usually control the schedule and programming at the smaller agencies to ensure that tasks are being completed on a hierarchical level. Sometimes decisions made at the organizational level can affect decisions for Rise Youth Services. For example, policy may dictate that other tasks must take priority over life-skills training, thus resulting in insufficient time for programming. Also, since there are very few staff at Rise Youth Services, Home Base Housing may determine that, with limited staff, programming sessions cannot be completed. Because of these potential challenges, the manual created ensures that programs are short in duration, and some programs have a wide variety of activities that facilitators can choose depending on time constraints.

**Societal level.** Life-skills training also has the capacity to have an impact on a societal level. For example, it is a goal of most programs to teach skills in a way that will generalize beyond their current situation. This helps clients in their everyday functioning, and helps them to generalize their skills to events that may arise outside of Rise. However, it is not guaranteed that this generalization will occur, and clients may continue to demonstrate difficulty implementing these life skills. Because of this, facilitators are encouraged to follow up with clients after sessions to address challenges to skill implementation that may arise outside of the training environment.

**Contribution to the Behavioural Psychology Field**

The field of Behavioural Psychology is aimed at supporting positive behaviour change in order to bring about the best in people. More specifically, one goal of Behavioural Psychology is to develop interventions that will help to improve client's quality of life. This thesis has the capacity to contribute to this goal, as it provides a variety of skills that can be used for clients in many situations. The life-skills binder created has the potential to assist clients in becoming successful outside of Rise, and to become sufficient adults in the future by giving them the skills they need to be successful.

In addition, this thesis can be used as a reference for facilitators working with high-risk youth. It provides a variety of life-skill topics that are empirically based, and can be helpful for many different populations.

**Recommendations for Future Research**

It is recommended that future life-skill groups in this agency should include a variety of topics and a variety of different layouts. This may include more games, group activities to improve social interaction, worksheets to increase independence, and visual as well as hands on learning modules. It is also recommended that groups be prepared for a shorter length of time so that clients stay interested in what they are learning. When Attention Deficit Disorder is apparent in many of the clients, shorter groups are more suitable. It should also be noted that the life-skills binder was designed to assist the specific youth staying at Rise Youth Services at the time of its' creation. Making more topics available, and being open to topic suggestions from the youth is very important. High-risk youth have a number of different deficits that should be targeted, and the programs should be suited to what works best for the clients at the time.
References


Appendix A: Informed Consent

**Project title:** Developing Individualized Services/Programming for Youth Residing in Supportive Housing

**Name of supervisor:** Erin McCormick

**Name of Institution:** St. Lawrence College

**Name of part partnering institution/agency:** Rise 149 Youth Services

I am a student in my fourth year of the Behavioral Psychology Program at St. Lawrence College. You have been invited to take part in a psychology study that I am completing as part of my thesis. I am developing a questionnaire that will be based on the past few months of programming held at Rise. Programming at Rise has included a variety of groups targeted towards assisting you and others with different life skills. I will be developing a questionnaire that will help me to determine which styles, and topics of groups were most enjoyed and beneficial to the residents at Rise. I would like to ask for your help in completing the questionnaire so that programming can be beneficial to you and more tailored towards your needs as a resident. Please read the below information carefully to determine if you would like to take part in this study.

**The Study**
A questionnaire is being completed in order to determine which topics to use during weekly programming held at Rise. Having appropriate programming topics will help you to develop skills and provide you with assistance in challenging life areas. The questionnaire will be based on the last few months of programming and will aim to discover which programs you enjoyed the most, and which ones were the most beneficial to you.

**Your Role**
If you choose to take part in this study, you will be asked to fill out a questionnaire that will aim to answer questions regarding programming that you have been taking part in. Questions will focus on asking you which aspects of programming you enjoyed the most so that programming can continue to benefit your needs as a transitional resident. This questionnaire will take approximately twenty minutes to complete, and afterwards it will be reviewed by myself and staff at Rise.

**Benefits to the Study**
Taking part in my study will ultimately benefit you in the sense that programming will be more tailored towards your needs. I will use your answers to determine which programming topics were most preferred and which styles of programs you enjoyed the most. Future programs will be developed based on individual answers from the questionnaires.

**Disadvantages/ Risks Involved**
Certain emotions may arise during the programs that you take part in, or during the end questionnaire. If emotions do arise, clients will be referred to their case managers for emotional support. You may, however, leave at any time that you feel uncomfortable. All answers on the questionnaire will be confidential and will only be used in putting together programs that will benefit you and others residing at Rise.
**Ensuring Confidentiality**

I will take every precaution to keep the information of your answers private and confidential unless required by law. Myself, and staff at Rise will be the only ones to see the data so that they can help with programming ideas. The data will only be kept on my computer and transferred using my memory stick that has a password. You will not be identified by name in any reports, publications, or presentations and everything will be kept anonymous. Any data collected will be kept on file at St. Lawrence College for up to 7 years for research purposes after which it will be destroyed.

**Contact Information**

This project has been approved by the Research Ethics Board at St. Lawrence College. I really appreciate your cooperation and if you have any additional questions or concerns, feel free to contact Maegan Phillips at mphillips11@sl.on.ca. You can also contact my College supervisor, Erin McCormick, Erin.McCormick@CSC-SCC.GC.CA. The research Ethics Board is also a contact option and can be reached at reb@sl.on.ca.

**Consent**

Taking part in this study is absolutely voluntary. If you decide to take part in this research project, you are free to withdraw at any time, without giving any reason and with no penalty. In addition, you may ask for your answers to not be used in the study at any time.

If you agree to take part in this project, please complete the following form and return it to me as soon as possible. A copy of this signed document will be given to you for your own records. An additional copy of your consent will be retained at the agency [and in a secure location at St. Lawrence College, if applicable].

By signing this form, I agree that:

- All my questions were answered.
- I understand that I have the right not to participate and the right to stop at any time.
- I am free to ask any questions I have about the study.
- I have been told that my personal information will be kept confidential.
- I understand that I will receive a signed copy of this consent form.

I hereby consent for ____________________ to take part in the research study.

Participant’s name

Participants Signature____________________________________
Appendix B: Description of Study Participants

**Client 01**: A 16-year-old female diagnosed with a bipolar disorder and anxiety.

**Client 02**: A 20-year-old female with an anxiety disorder.

**Client 03**: An 18-year-old male who suffers from major depression due to the reveal of his sexuality.

**Client 04**: A 17-year-old male diagnosed with ADHD.

**Client 05**: A 19-year-old male diagnosed with a development disability, an anxiety disorder and depression.

**Client 06**: A 17-year-old female diagnosed with a developmental disability, an anxiety disorder, and obsessive compulsive.
Appendix C: Satisfaction Survey

Programming at Youth Services 2013

1) The worksheets during programs helped me to stay engaged.  
   1 2 3 4 5

2) I preferred programs involving partner or group activities.  
   1 2 3 4 5

3) I enjoyed the programs about healthy relationships.  
   1 2 3 4 5

4) Programs focused on post-secondary education were of interest to me.  
   1 2 3 4 5

5) Programs were scheduled for a reasonable amount of time.  
   1 2 3 4 5

6) Programs were too long and I could not stay focused.  
   1 2 3 4 5

7) I enjoyed learning to cook meals during programming.  
   1 2 3 4 5

8) It was helpful when we discussed self-esteem during programming.  
   1 2 3 4 5

9) I enjoyed having open discussions during some programming sessions.  
   1 2 3 4 5

10) I felt comfortable enough to voice my opinion during all discussions.  
    1 2 3 4 5

12. The program topic that I enjoyed the most was _________________________________.
    Why? _________________________________________________________________________.

13. The program topic that I least enjoyed was _________________________________.
    Why? _________________________________________________________________________.
Some program topics that would be of interest to me include:

14. In future programming sessions, I would prefer to see more:

1) Games
2) Group Activities
3) Worksheets
4) Open Discussions
5) Activities on the Computer
6) Other:
# Appendix D: Results from Satisfaction Survey

## Table 1: Satisfaction Survey: Comments and Suggestions

<table>
<thead>
<tr>
<th>Question</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Which topics did you enjoyed the most?                                   | - Healthy relationships was interactive and informative  
- Healthy relationships taught the rights and wrongs  
- Self-Esteem helped with confidence  
- Healthy relationships was helpful because I have never seen a healthy relationship  
- Group discussions were always interesting |
| Which topics did you least enjoyed?                                      | - Budgeting was not fun because we know how to budget  
- Dealing with depression was upsetting  
- When we talked about anxiety I felt like I was being centred out |
| What are some topics that would be interesting to you?                   | - Talking about drug addictions would be interesting  
- Learning more about budgeting  
- Learning how to work out at the gym  
- It would be fun to learn CPR and First Aid  
- Time management  
- How to stay motivated |
| In future programming sessions, what would you like to see more of?       | - Games  
- Group Activities |
- Activities on the computer
- Open discussions
- Individual Worksheets
**Appendix E- Satisfaction Survey (Raw Data)**

Table 2
Raw Data
Satisfaction Survey: *Frequency of Responses per Question*

<table>
<thead>
<tr>
<th>Completely Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Completely Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
</tbody>
</table>

1. The Worksheets During Programs helped me to stay engaged.

|          | 0 | 0 | 2 | 1 | 3 |

2. I preferred Programs involving partner or group activities.

|          | 0 | 0 | 2 | 1 | 3 |

3. I enjoyed programs about healthy relationships.

|          | 0 | 1 | 0 | 2 | 3 |

4. Programs focused on post-secondary education were of interest to me.

|          | 0 | 1 | 0 | 1 | 4 |

5. Programs were scheduled for a reasonable

|          | 1 | 1 | 1 | 1 | 2 |
amount of time.

6. Programs were too long and I could not stay focused.

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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td></td>
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</tbody>
</table>

7. I enjoyed learning to cook meals during programming.

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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td></td>
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</tbody>
</table>

8. It was helpful when we discussed self-esteem during programming.

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<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
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</table>

9. I enjoyed having open discussions during some programming sessions.

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<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
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</tr>
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</table>

10. I felt comfortable enough to voice my opinion during all discussions.

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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix F - Satisfaction Survey - Average Response

Table 3
Satisfaction Survey: *Average Response per Question*

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3,3,4,5,5,5</td>
<td>25/6=4.167</td>
</tr>
<tr>
<td>2</td>
<td>3,3,4,5,5,5</td>
<td>25/6=4.167</td>
</tr>
<tr>
<td>3</td>
<td>2,4,4,5,5,5</td>
<td>25/6=4.167</td>
</tr>
<tr>
<td>4</td>
<td>2,4,5,5,5,5</td>
<td>26/6=4.333</td>
</tr>
<tr>
<td>5</td>
<td>1,2,3,4,5,5</td>
<td>20/6=3.333</td>
</tr>
<tr>
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</tr>
<tr>
<td>10</td>
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<td>27/6=4.5</td>
</tr>
</tbody>
</table>
Appendix G: Programming Manual

RISE Youth Services

Life-Skills Programming Manual 2013
# Table of Contents

<table>
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<tr>
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<th>Title</th>
<th>Page</th>
</tr>
</thead>
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<td>2</td>
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<tr>
<td>Module Two</td>
<td>Healthy Relationships</td>
<td>8</td>
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<tr>
<td>Module Three</td>
<td>Analyzing Anxiety</td>
<td>11</td>
</tr>
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<td>Module Four</td>
<td>Self-Esteem</td>
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<tr>
<td>Module Five</td>
<td>Post-Secondary Education</td>
<td>20</td>
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<tr>
<td>Module Six</td>
<td>Coping with Depression</td>
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<td>Module Seven</td>
<td>Suicide Prevention</td>
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<tr>
<td>Module Eight</td>
<td>Budgeting</td>
<td>40</td>
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<tr>
<td>Module Nine</td>
<td>Conflict Resolution</td>
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<tr>
<td>Module Ten</td>
<td>Tips for a Newborn Baby</td>
<td>49</td>
</tr>
<tr>
<td>Module Eleven</td>
<td>Anger Management Techniques</td>
<td>57</td>
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</table>
Module 1-How to make a resume

Objective: To teach clients the proper format of a resume and what subtitles to include on their resume. Workshop includes Do’s and Don’ts of resume building and a worksheet prompting clients to fill out different sections of a resume.

Estimated Time: Twenty Minutes

Materials Needed: Resume Building Worksheet, pencil, paper

Directions for Facilitator:

1. Have clients discuss what they think should go on a resume
2. Hand out Resume Building Worksheet
3. Prompt clients to fill out each section of the worksheet, assisting when needed
4. Ask clients to compare the Resume worksheet with their actual resume to compare and contrast.
What is a resume?

Your resume is your primary marketing tool. The purpose of a resume is to get an interview. Employers request resumes as a method to pre-screen job candidates for the required skills, experience and abilities needed for a specific job opening.

Do’s for a resume

• Include your name, address, phone number, & email address on your resume
• Make sure your résumé is error free – no typographical, spelling or grammatical errors
• List your skills, qualifications, and accomplishments in a primary position on your résumé
• Select an appropriate format that includes a clean, professional appearance and an easy to read font
• Make sure your résumé is brief, well organized, and focused on the position for which you are applying

Do not’s for a resume

• Do not include a date; you should put a date on your cover letter, not your resume
• Do not include personal pronouns such as “I” in your resume
• Do not include abbreviations in the body of your resume
• Do not include personal information such as height, weight, social security number, driver’s license number, race, religion, marital status or political affiliation
• Do not include miscellaneous details such as salary requirements, supervisor’s name and title, marital status, number of children, hobbies or sports interests

Resume Worksheet

The purpose of this worksheet is to help you gather and write down the information needed to create, and type your resume. Let us begin to assemble the nuts and bolts of your resume. Please fill in all of the blanks within the worksheet. Be sure the information is accurate. You will use this information to develop or enhance your resume. Take the time to look up anything you are not sure of: dates, locations, proper titles, or the correct spelling, etc.

Skills: Skills are things you can do, as well as things you know and have experience doing. List any skills you have that can help you do the type of work you want to do: Think about what you can do; review job descriptions for ideas or look up a past job title or the job title of the job you want

1.
2.
3.
4.
5. **List any skills you have developed in school or in other positions that may help you in a new position.** *Transferable skills are skills you learned or used in school, volunteering or in another position or job that may help you in your first job, your next job, or career. Be sure to use your own words to describe your transferable skills.*

- Research information/gather data
- Prepare equipment for sports/set up work area
- Play sports/teamwork
- Write papers/prepare written reports
- Organize homework assignments to complete on time/organize priorities
- Turn in completed school work/completed assigned work
- Supervise younger children/class projects/lead and manage situations and projects

What other transferable skills do you have? List your additional skills below.

1. 
2. 
3. 
4. 
5. 

**Personal Attributes or Characteristics:** These may be important to an employer. Think about the traits you may have that an employer would find desirable. **Check those that apply and be sure to add to the list.** You may wish to use these attributes or characteristics as you develop a summary statement.

- Works well with others
- Dependable
- Honest
- Friendly
- Enthusiastic
- Independent thinker
- Hard worker
- Follows directions & rules
- Listens well
- Respectful
- On the Honor Roll
- Earns good grades
- Gets work done without instruction
- Asks questions

**Computer Skills or Other Technical Skills:** Technical skills, at least basic computer skills are used in jobs at all levels in today’s workplace and may be important to an employer. **Additional Skills:** Everyone has skills. **List any other skills that might help you on a job.**

1. 
2. 
3. 
4. 
5.
**Summary Statement:** It is very important to communicate your value to a potential employer. On your resume a Summary Statement at the beginning of your résumé is an excellent way to demonstrate your value. A Summary Statement consists of several brief sentences that focus the reader’s attention on the most important qualities, achievements and abilities you have to offer. Resumes are quickly scanned during the initial review, making it very important that your resume effectively “sell” your credentials. Writing a powerful summary statement about your accomplishments, qualities, skills and the value you bring to the employer and sharing your experience, transferable skills, or special knowledge related to the job you are targeting helps you stand out and hand the interview.

**Experience:** Employers are interested in the type of school experiences you have, or the work you are doing, or have done, as well as the name of the organization or company where you volunteered or worked, when you did the work, and the type of experience you gained. List your most recent volunteer, school, or job experience first. Be sure to list school activities and volunteer experience as well as paid work experience. If you lack paid work experience, list chores, school activities and volunteer experience that you may have. For example, if you volunteer on Saturday at the animal shelter, you can add that experience to your résumé. You do not have to be paid to count it as experience. List any experience you have below:

**Your most recent volunteer, school experience or work experience should be listed first!**
Position, Title or Job you did: ________________________________
Company Name: _________________________________________
City/State (location where you worked): _______________________
Dates Employed From _______________ to: ________________
**Year** (When job started) **Year** (When job ended)

List all of the duties you performed, your responsibilities, and what you did each day.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

List at least two accomplishments and the results of each accomplishment. A result is how you improved or what things around you were affected because of your actions or as a direct result of your work.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Earlier volunteer or work experience**
Position, Title or Job you did: ________________________________
Company Name: _________________________________________
City/State (location where you worked): _______________________
Dates Employed From _______________ to: ________________
**Year** (When job started) **Year** (When job ended)
List all of the duties you performed, your responsibilities, and what you did each day.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

List at least two accomplishments and the results of each accomplishment. A result is how you improved or what things around you were affected because of your actions or as a direct result of your work.
**Education:** Employers are interested in your education in general terms and as it relates to the type of work you are seeking. If your education has prepared you for work in a specific company, a specific type of business and/or specific industry it will be important to highlight your education and the experience that you have gained in school on your résumé. If you lack work experience your education and volunteer experiences will be very important parts of your résumé. List your highest level of education first.

**Special Course or Vocational Training/Education**

Current Status or Degree/Certificate Completed: (list year, completed if in the last 3 years, you may also include your expected graduation date if currently in school):

Name of School: __________________________ City/State: __________________________

Major or Subjects you are Studying: __________________________

Graduated (list year, if in the last 3 years): ________________

Class Standing/GPA (list if relevant to the position or field): __________________________

Honors, Awards, Achievements or Activities: __________________________

__________________________________________________________

**High School**

High School Diploma Yes No Currently attending

Name of School: __________________________ City/State: __________________________

Honors, Awards, Achievements or Activities: __________________________

__________________________________________________________

**Other Training or Relevant Activities:** Employers are interested in the training you have received in general terms, and as it relates to the type of work you are seeking. This can be a very important section of your resume, if your work experience is limited. Have you received leadership or other specific training in school or as part of a club or volunteer organization? If so, include in this section. List any school activity, vocational training, on-the-job training, military training, other formal training, student leadership training, sports team, clubs or other specific school courses:

Name of Activity, Vocational or Training School: __________________________

City/State: __________________________

Courses taken: __________________________ Dates from: _______ To: _______

Licenses or Certificates held: __________________________

School Activities: __________________________

__________________________________________________________

__________________________________________________________

Volunteer Activities, Organizations or Achievements:

__________________________________________________________

__________________________________________________________
References:
Your references should be work, volunteer or school related. Contact three (3) people who are willing to be a reference for you. You will need to ask each person for their complete name, title, address, phone number and e-mail address. Record the information below.
Your references should be people whom you have worked with or who know you well are willing to speak about the quality of your work and your skills and or your character. Select people such as a current or prior supervisor, a personal reference such as a neighbor, a landlord or someone who lives in your community, a coach or a teacher.
Family members should not be used as references.
Do not include anyone you have not spoken to ahead of time, or anyone who will not give you a good reference!
Module 2- Healthy Relationships

Objective: To get clients thinking about what type of relationships they have with peers, family, and friends, whether it is positive or negative. Also, to teach clients what positive aspects to a healthy relationship consist of.

Estimated time: 20 Minutes

Materials Needed: Relationship Booklet, Notepad, pen/pencil

Directions for Facilitator:

1. Discuss with clients the components of a healthy relationship
2. Ask participants to compare healthy relationships and unhealthy relationships. Come up with different thoughts for what a healthy relationship is, compared to an unhealthy relationship.
Snowball Game

**Objective:** This ice-breaker demonstrates how we participate in relationships that have mutual intimacy and sharing.

**Estimated time:** 10 minutes

**Materials needed:** Paper, pencils or pens

*Directions for Facilitator:*
1. Have participants sit in a circle.
2. Distribute paper and pencils/pens to everyone.
3. Ask participants not to put their names on the paper.
4. Ask participants to write down five things they do in their friendship(s) to show that they value or like their friend.
5. Instruct participants to crumple the paper up into a ball.
6. Everyone then throws “snowballs” around the circle for a few seconds, imitating a snowball fight.
7. When the “snowballs” have been tossed around the room for a while, ask the participants to stop and pick one up that is not their own.
8. Go around the circle and have the participants read the list on the “snowball” they picked up.

*Discussion:*
Encourage participants to briefly discuss the similarities and differences between how people express respect and show they care in friendships. For example, how was what they wrote on their snowball different or similar to what others wrote?

Relationship Recipe

**Objective:** This activity encourages participants to think about what they value in relationships and how much of each quality they look for within their relationships.

**Estimated time:** 20 minutes

**Materials needed:** Recipe cards or paper that can be decorated for each participant; pens or pencils

*Directions for Facilitator:*
1. Hand out materials to participants.
2. Have participants think about their own personal recipe for the ideal relationship.
3. Participants should consider the “ingredients” they need for the relationship and how much of each they want to include (i.e., a cup, tablespoon, pinch, etc.).
4. Allow participants 10 minutes to think about their “ingredients,” write down a recipe, and then decorate their card.

*Discussion:*
Have participants take turns sharing their recipes with each other. Discuss the similarities and differences among the recipes. How did participants decide how much of each ingredient they needed? Are there any ingredients that would change the flavor or consistency of the recipe?
Relationship Pyramid

Using the imagery of a pyramid, this activity walks young people through the process of defining what makes a strong, stable, lasting relationship for them. It is an activity that asks youth to determine what they feel is important in a relationship and offer reasons as to why. It can be completed individually or in small groups.

Time and Space
• This activity takes approximately 20 minutes.
• You will need enough space for individuals to spread out in a room, or for the small groups to gather.

Steps
1. In the large group lead a brainstorm about what might be involved in relationships (both good and bad). These could be words like ‘respect’, ‘trust’, ‘loyalty’ ‘violence’, or ‘power’.
2. If you are working in groups, have participants draw the outline of a triangle on their papers. Then get them to divide it into three sections.
3. The base of the pyramid is the strongest part of the structure. Have participants label a maximum of four things that are the most crucial pieces of a relationship to them. These are the things that create the base, or foundation of all their relationships. These are the ‘must haves’ or needs of a relationship.
4. In the middle section, ask participants to write a maximum of three things that they feel are important, but not crucial to their relationships. These are the things that are really nice to have, but you could do without one or two of them.
5. In the final section at the very top, have participants write no more than one thing they think is a bonus in a relationship. For example, someone might write “laughter” or “money”.
6. Ask for volunteers to share their responses with the group. Have them also explain why they ordered the words in the way they did.

Relationship Conflict Resolution:

1. Focus on the Problem- Not the Person
2. Use Reflective Listening – Rather than trying to get your own points across, try listening to others too. Next, tell your partner to do the same. Continue this process until all parties have shared their sides of the story.
3. Use “I” Statements- example- “I feel hurt when you don’t tell me you will be home late.”
4. Know when to take a time-out- When you or your partner are becoming argumentative or aggressive it’s time to take a time out.
5. Work Towards a Resolution – If the problem is not getting resolved, try to work towards a compromise that you can both be happy with.
Module 3- Analyzing Anxiety

Objective: The purpose of this session is for the facilitator to have an understanding of what makes the youth anxious. Once this has been determined and anxiety-provoking scenarios have been identified, staff can work towards helping the youth on an individual basis.

Estimated Time: Twenty Minutes

Materials Needed: Pen, Pencil, Paper, lap top

Directions for Facilitator:

1. See instructions for icebreaker activity
2. Go through the discussion questions, and record answers from clients
3. Go through the stress ball activity with clients
Analyzing Anxiety: Ice Breaker: Two Truths One Lie

**Purpose:** The purpose of this activity is to learn more about the youth and for youth to find connections between one another.

**Instructions:**

To start this icebreaker a youth has to come up with two things that are true about them and one that is a lie about them. Once they have decided, they say the three things about themselves, one of which is a lie. Then the group has to decide which one of the three is a lie. Once the group has said what one they think is a lie the youth tells them if they were correct or not.

**Discussions**

1. What is Anxiety? (Record Answers)
2. How do you feel when you are experiencing anxiety? (Record Answers)

*Video: Big Bang Theory clip of a character having a panic attack*

**Discussion based on the video:**

3. What was happening to the person who was having a panic attack?
4. Have you ever had a panic attack? What happened?

**Activity: Stress Balls**

**Purpose:** The purpose of this activity is for the youth to have an object they can play with when they are stressed/anxious. Stress balls helps keeps a youth from exploding their emotions in a negative way such as being physical.

**Materials:** Balloons, small funnels, and flour.

**Instructions:** You will take the funnel and put it in the balloon. Once secure, start pouring the flour in the funnel, which will go since the balloon. Keep putting flour in it until you are satisfied with the size of the ball. Next, tie up the balloon.

Use the other balloon to put overtop of the finished product for extra support!

Done!
Module 4 - Self-Esteem

**Objective:** Inform clients of the impact of self-esteem. Allow clients to express their opinions on self-esteem and share stories regarding how to improve self-esteem.

**Estimated Time:** Twenty Minutes

**Materials Needed:** Self-esteem booklet, writing utensils

**Directions for Facilitator:**

1. Open discussion with asking clients if they know what self-esteem is.
2. Discuss differences between low and high self-esteem.
3. Encourage clients to fill out the self-esteem strengths worksheet.
4. Keep discussion on self-esteem positive by giving examples on how to improve self-esteem.
5. Get clients to fill out the self-esteem questionnaire to give them a better idea of where they stand in regards to their own self-esteem.
6. Discuss outcomes of questionnaires and talk about strategies to improve self-esteem.
* Self-esteem is a term used to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent" or "I am incompetent") and emotions such as triumph, despair, pride and shame. ...

**Low Self-Esteem is...**

When an individual views him/herself as inadequate, unworthy, unlovable, and/or incompetent. Once formed, this negative view of self permeates every thought, producing faulty assumptions and ongoing self-defeating behavior.

Your self-esteem is built upon the thoughts and feelings you have about yourself. It is a self-evaluation, an opinion of who you are, build on experiences in your life and the conclusions you made, whether or not under pressure of peers.

**Symptoms of Low Self-Esteem**

- Avoids a task or challenge without even trying. This often signals fear of failure or a sense of helplessness.
- Quits soon after beginning a task, giving up at the first sign of frustration.
- Cheats or lies when he believes he's going to lose a game or do poorly.
- Shows signs of regression.
- Becomes controlling, bossy, or inflexible as ways of hiding feelings of inadequacy, frustration, or powerlessness.
- Makes excuses ("The teacher is dumb") or downplays the importance of events ("I don't really like that game anyway"), uses this kind of rationalizing to place blame on others or external forces.
- Grades in school have declined, or he has lost interest in usual activities.
• Withdraws socially, losing or having less contact with friends.
• Experiences changing moods, exhibiting sadness, crying, angry outbursts, frustration, or quietness.
• Makes self-critical comments, such as "I never do anything right," "Nobody likes me," "I'm ugly," "It's my fault," or "Everyone is smarter than I am."
• Has difficulty accepting either praise or criticism.
• Becomes overly concerned or sensitive about other people's opinions of him.
• Seems to be strongly affected by negative peer influence, adopting attitudes and behaviors like a disdain for school, cutting classes, acting disrespectfully, shoplifting, or experimenting with tobacco, alcohol, or drugs.

**The cost of low self-esteem**

• With low self-esteem, we often fail to recognize what we do achieve and feel good about it.

• Low self-esteem can make us feel excluded and disconnected from society.

• It can make us want to surrender our individuality and conform to stereotypes.

• It can make us feel we can’t handle life’s challenges or feel like a miserable failure.

• It can lead to depression, destructive behavior, self-harming, eating disorders or alcohol/drug abuse.
Self-Esteem Worksheet
*M My Strengths*

What do I like about who I am?

What am I good at; skills and talents?

What positive characteristics do I have?

What have I achieved in my life; accomplishments?

What are the successes in my life?

What are some challenges I have overcome?
What do others say they like about me?

How might someone who cares about me describe me?

What do I think my friends like best about me?

Remember to include everything no matter how small, insignificant, modest or unimportant you think it is.
Self-Esteem Questionnaire

1 = not at all, 2 = not really, 3 = sometimes/sometimes not, 4 = yes mostly, 5 = yes surely

1. Are you free from feelings of guilt? 1 2 3 4 5
2. Are you energetic? 1 2 3 4 5
3. Are you joyous? 1 2 3 4 5
4. Are you decisive? 1 2 3 4 5
5. Do you like your appearance? 1 2 3 4 5
6. Do you control your weight in a easy way? 1 2 3 4 5
7. Do you relax easily? 1 2 3 4 5
8. Do you sleep well? 1 2 3 4 5
9. Do you get the right amount of sleep? 1 2 3 4 5
10. Do you like/love yourself? 1 2 3 4 5
11. Do you feel worthwhile? 1 2 3 4 5
12. Are you socially active? 1 2 3 4 5
13. Do you have pleasure in your activities? 1 2 3 4 5
14. Are you peaceful? 1 2 3 4 5
15. Do you take yourself as you are? 1 2 3 4 5
16. Are you motivated to do things? 1 2 3 4 5
17. Are you proud of your achievements? 1 2 3 4 5
18. Do you have high standards for yourself and others? 1 2 3 4 5
19. Do you emphasize your strengths? 1 2 3 4 5
20. Do you love life? 1 2 3 4 5

The Results

The higher you score on the questionnaire the higher your self-esteem is. A score of 100 is the highest. 20 is the lowest.
Did You Know???

1. 44 percent of girls in high school and 15 percent of guys are attempting to lose weight.

2. Over 70 percent of girls avoid normal daily activities when they feel bad about their looks.

3. 40 percent of boys in high school regularly exercise with the goal of increasing muscle mass.

4. 75 percent of girls with low self-esteem reported engaging in negative activities like cutting, bullying, smoking, drinking, or disordered eating. This compares to 25 percent of girls with high self-esteem.

5. About 20 percent of teens will experience depression before they reach adulthood.

6. Teen girls that have a negative view of themselves are four times more likely to take part in activities with boys that they’ve ended up regretting later.

7. The top wish among all teen girls is for their parents to communicate better with them.

8. 38 percent of boys in high school reported using protein supplements and nearly 6 percent admitted to experimenting with steroids.

9. 7 in 10 girls believe that they are not good enough or don’t measure up in some way, including their looks, performance in school and relationships with friends and family members.

10. A girl’s self-esteem is more strongly related to how she views her own body shape and body weight, than how much she actually weighs.
Module 5- Post-Secondary Education

Objective: To teach clients what Post-Secondary Education means, and the options that they can take in regards to programs after high-school.

Estimated Time: Twenty Minutes

Materials Needed: Post-Secondary Education Workbook, pencils and paper, laptops

Directions for Facilitator:

1. Begin the group with an open discussion as to what Post-Secondary Education means to them
2. Ask clients what they would like to do after high-school
3. Discuss the many options that students have post-graduation
4. Finish the group by asking clients to visit the website listed at the bottom of the group. The website is a career choice website that helps students to determine which area of study would be right for them.
What is Post-Secondary Education? Schooling options that you can apply for after successfully completing your high school diploma.

- Options
- College
- University
- Apprenticeships Programs

### University Options in Ontario

Ontario’s public universities offer:

- undergraduate degrees
- graduate degrees
- co-op programs
- professional programs

You can check with a specific university for a full catalogue of their courses and programs.

### Admission standards

Each university sets its own admission standards. These vary depending on the type of degree, program and your personal situation.

### How to apply

*Ontario high school students* - You can apply through the Ontario Universities’ Application Centre
Find a University

Here’s a list of Ontario’s universities:

Alguna University
1520 Queen St E
Sault Ste Marie ON P6A 2G4
Telephone: 705-949-2301
Admissions: 1-888-254-6628
Fax: 705-949-6583
www.algomau.ca

Brock University
500 Glenridge Ave
St. Catharines ON L2S 3A1
Telephone: 905-688-5550
Admissions: 905-688-5550 ext 3431
Fax: 905-988-5488
www.brocku.ca

Carleton University
1125 Colonel By Dr
Ottawa ON K1S 5B6
Telephone: 613-520-7400
Admissions: 613-520-3663
Fax: 613-520-4455
www.carleton.ca

Dominican College
96 Empress Ave
Ottawa ON K1R 7G3
Telephone: 613-233-5696
Fax: 613-233-6064
info@dominicancollege.ca
www.collegedominicain.ca

Lakehead University
955 Oliver Rd
Thunder Bay ON P7B 5E1
Telephone: 807-343-8110
Admissions: 807-343-8500
Fax: 807-343-8023
www.lakeheadu.ca
www.nosm.ca/default.aspx

Laurentian University
935 Ramsey Lake Rd
Sudbury ON P3E 2C6
<table>
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<th>University</th>
<th>Address</th>
<th>Telephone</th>
<th>Admissions</th>
<th>Fax</th>
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<tbody>
<tr>
<td>McMaster University</td>
<td>1280 Main St W, Hamilton ON L8S 4L8</td>
<td>905-525-9140</td>
<td>905-525-9140 ext 24796</td>
<td>905-527-1105</td>
</tr>
<tr>
<td>Nipissing University</td>
<td>100 College Dr, North Bay ON P1B 8L7</td>
<td>705-474-3450</td>
<td>705-474-1947</td>
<td>705-474-1947</td>
</tr>
<tr>
<td>OCAD University</td>
<td>100 McCaul St, Toronto ON M5T 1W1</td>
<td>416-977-6000</td>
<td>416-977-6000 ext 489</td>
<td>416-977-6006</td>
</tr>
<tr>
<td>Queen's University</td>
<td>99 University Ave, Kingston ON K7L 3N6</td>
<td>613-533-2000</td>
<td>613-533-2218</td>
<td>613-533-6810</td>
</tr>
<tr>
<td>Royal Military College</td>
<td>PO Box 17000 Stn Forces, Kingston ON K7K 7B4</td>
<td>613-541-6000</td>
<td>613-541-6000 ext 6984 or 6652</td>
<td>613-542-3565</td>
</tr>
<tr>
<td>Ryerson University</td>
<td>350 Victoria St</td>
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Toronto ON  M5B 2K3
Telephone: 416-979-5000
Admissions: 416-979-5036
Fax: 416-979-5221
www.ryerson.ca

Trent University
1600 West Bank Dr
Peterborough ON  K9J 7B8
Telephone: 705-748-1011
Admissions: 705-748-1215
Fax: 705-748-1629
www.trentu.ca

University of Guelph
50 Stone Rd E
Guelph ON  N1G 2W1
Telephone: 519-824-4120
Admissions: 519-821-2130
Fax: 519-766-9481
www.uoguelph.ca

University of Ontario Institute of Technology
2000 Simcoe St N
Oshawa ON  L1H 7K4
Telephone: 905-721-8668
Fax: 905-721-3178
www.uoit.ca

University of Ottawa
75 Laurier Ave E
Ottawa ON  K1N 6N5
Telephone 613-562-5700 or 1-877-868-8292
Admissions: 613-562-5700 ext 5315
Fax: 613-562-5323
www.uottawa.ca/welcome.html

University of Toronto
27 King's College Circle
Toronto ON  M5S 1A1
Telephone: 416-978-2011
Admissions: 416-978-2190
Fax: 416-978-6089
University of Toronto Mississauga: 905-569-4455
University of Toronto Scarborough: 416-287-8872
www.utoronto.ca
Colleges in Ontario

Admission standards

In general, you can apply to college if you have an Ontario high school diploma. Each college may set other program requirements.
19 or over, without an Ontario diploma: you are eligible to apply to college programs.

How to apply

Full-time students: you can apply through www.ontariocolleges.ca.

Part-time students: you can apply directly through a college.

Here is a list of Colleges in Ontario

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave
Nepean ON K2G 1V8
Telephone: 613-727-4723 or 1-800-565-4723
Admissions: 613-727-0002
Fax: 613-727-7754
www.algonquincollege.com

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd
Sudbury ON P3A 3V8
Telephone: 705-566-8101 or 1-800-461-7145
Admissions: 705-524-7300
Fax: 705-524-7334
www.cambriancollege.ca

Canadore College of Applied Arts and Technology
100 College Dr
PO Box 5001
North Bay ON P1B 8K9
Telephone: 705-474-7600 or 1 855 495-7915
Admissions: 705-474-7600, ext 5123
Fax: 705-494-2384
www.canadorecollege.ca

Centennial College of Applied Arts and Technology
PO Box 631 Stn A
Toronto ON M1K 5E9
Telephone: 416-289-5000 or 1-800-268-4419 (Ontario only)
Admissions: 416-289-5300
Fax: 416-289-5279
www.centennialcollege.ca
Collège Boréal
21, boul Lasalle
Sudbury ON P3A 6B1
Telephone: 705-560-6673 or 1-800-361-6673
Admissions: 1-800-361-6673, ext 1090
Fax: 705-560-7641
www.collegeboreal.ca

Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Dr
Kitchener ON N2G 4M4
Telephone: 519-748-5220
Admissions: 519-748-5220, ext 3656
Fax: 519-895-1097
www.conestogac.on.ca

Confederation College of Applied Arts and Technology
1450 Nakina Dr
PO Box 398 Stn F
Thunder Bay ON P7C 4W1
Telephone: 807-475-6110 or 1-800-465-5493
Admissions: 807-475-6213 or 1-800-263-9415 (Ontario and Manitoba)
Fax: 807-473-3731
www.confederationc.on.ca

Durham College of Applied Arts and Technology
2000 Simcoe St N
Oshawa ON L1H 7K4
Telephone: 905-721-2000
Admissions: 905-721-3000
Fax: 905-721-3113
www.durhamcollege.ca

Fanshawe College of Applied Arts and Technology
1001 Fanshawe College Blvd
London ON N5Y 5R6
Telephone: 519-452-4430
Admissions: 519-452-4277
Fax: 519-452-4420
www.fanshawec.ca

Fleming College of Applied Arts and Technology
599 Brealey Dr
Peterborough ON K9J 7B1
Telephone: 705-749-5530 or 1-866-353-6464
Admissions: 705-749-5514
Fax: 705-749-5507
www.flemingcollege.ca
George Brown College of Applied Arts and Technology
PO Box 1015 Stn B
Toronto ON M5T 2T9
Telephone: 416-415-2000 or 1-800-265-2002
Admissions: 416-415-5000 ext 4805
Fax: 416-415-4993
www.georgebrown.ca

Georgian College of Applied Arts and Technology
1 Georgian Dr
Barrie ON L4M 3X9
Telephone: 705-728-1968
Admissions: 705-722-1511
Fax: 705-722-5118
www.georgiancollege.ca/

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd
Toronto ON M9W 5L7
Telephone: 416-675-3111
Admissions: 416-675-5000
Fax: 416-675-2427
www.humber.ca

La Cité collégiale
801, promenade de l’Aviation
Ottawa ON K1K 4R3
Telephone: 613-742-2483 or 1-800-267-2483
Fax: 613-742-2481
www.lacitec.on.ca

Lambton College of Applied Arts and Technology
1457 London Rd
Sarnia ON N7S 6K4
Telephone: 519-542-7751
Admissions: 519-542-7751 ext 2403
Fax: 519-541-2426
www.lambton.on.ca

Loyalist College of Applied Arts and Technology
376 Wallbridge-Loyalist Rd
PO Box 4200
Belleville ON K8N 5B9
Telephone: 613-969-1913 or 1-888-569-2547
Admissions: 613-969-1913, ext 2204
Fax: 613-962-1376
www.loyalistcollege.com
Mohawk College of Applied Arts and Technology  
135 Fennell Ave W  
PO Box 2034  
Hamilton ON L8N 3T2  
Telephone: 905-575-1212 or 1-866-410 4795  
Admissions: 905-575-2000  
Fax: 905-575-2378  
www.mohawkcollege.ca

Niagara College of Applied Arts and Technology  
300 Woodlawn Rd  
Welland ON L3C 7L3  
Telephone: 905-735-2211  
Admissions: 905-735-2211, ext 7619  
Fax: 905-736-6000  
www.niagaracollege.ca

Northern College of Applied Arts and Technology  
4715 Hwy 101 E  
PO Box 3211  
Timmins ON P4N 8R6  
Telephone: 705-235-3211  
Admissions: 705-235-7222 or 1-866-736-5877  
Fax: 705-235-7279  
www.northernc.on.ca

St. Clair College of Applied Arts and Technology  
2000 Talbot Rd W  
Windsor ON N9A 6S4  
Telephone: 519-966-1656 or 1-800-387-0524  
Admissions: 519-972-2759  
Fax: 519-972-3811  
www.stclaircollege.ca

St. Lawrence College of Applied Arts and Technology  
100 Portsmouth Ave  
Kingston ON K7L 5A6  
Telephone: 613-544-5400  
Admissions: 1-800-463 0752  
Fax: 613-545-3923  
www.stlawrencecollege.ca

Sault College of Applied Arts and Technology  
443 Northern Ave  
PO Box 60  
Sault Ste. Marie ON P6A 5L3  
Telephone: 705-759-2554 or 1-800-461-2260  
Admissions: 705-759-6700 or 1-800-461-2260  
Fax: 705-759-3273
Which Career is right for you?

http://www.tcu.gov.on.ca/eng/quizzes/workpreference_quiz.html

Visit this website to take quizzes that will help you to discover which fields of work you may be interested in.
Module 6- Coping with Depression

Objective: To teach clients to recognize signs of depression. Once depression signs have been recognized, teach clients healthy ways to resolve their symptoms of depression.

Estimated Time: Twenty Minutes

Materials Needed: Reducing Depression Worksheet, laptops

Directions for Facilitator:

1. Open discussion with asking clients if they know of signs of depression.
2. Once signs of depression have been noted, discuss the “7 Self-Help Strategies for Depressed Teens.”
3. Encourage clients to express their ways of reducing depression symptoms.
4. Encourage clients to access a laptop and complete the Depression Quiz.
5. Depression Rating Quiz can be found at: http://psychcentral.com/cgi-bin/depression-quiz.cgi.
6. Discuss results of quiz.
SELF-HELP STRATEGIES FOR DEPRESSED TEENS

1. **Exercise** - Participating in any physical activity may help improve mood and any type of movement can make a difference, whether it’s walking the dog, dancing in the shower or skateboarding.

2. **Pay attention to nutrition** - Food fuels the body and the mind. Some foods tend to make depression worse and some may make it better. For teens who thrive on junk food, adding more nutritious foods to their diet often makes a difference in how they feel.

3. **Socialize and get support** - Isolation leads to loneliness, which may lead to increased feelings of depression. What often helps is to socialize and stay connected with others. A teen struggling with depression may need peers who will listen and lend their support. Sometimes other depressed teens are in the best position to do this, consider an online support group specifically for depressed teens.

4. **Vent feelings** - Pent-up feelings and emotions sometimes need to be discharged in healthy ways in order to help with depression. The process of doing so can also help identify some of the negative feelings that often go along with depression. Ways of venting may include activities such as hitting a punching bag, writing it out, or singing along to music.

5. **Focus on sleep patterns** - Sleep often plays a role in how a teen feels physically and emotionally. Track sleep patterns for a few days to get more information. The ideal amount of sleep for teens is usually eight hours or more each night.

6. **Don't use drugs** - When a teen doesn’t like how they feel or act some experiment with drugs, including caffeine, in an effort to self-medicate. In most cases a teen doesn’t realize this is what they are doing, they just look for ways to try to feel better. Teens who turn to drugs usually make a bad situation worse.

7. **Have fun** - Experiencing joy and happiness in life is important. When depression gets in the way, efforts to focus on fun can make a difference. Try to participate in activities that bring a sense of pleasure.
**Suicide Prevention**

**Objective:** To inform clients about Suicide. Increase awareness of suicide warning signs.

**Estimated Time:** Twenty Minutes

**Materials Needed:** Suicide Prevention Booklet

**Directions for Facilitator:**

1. Encourage clients to discuss what they feel are warning signs for suicide.
2. Follow the Workbook to guide the discussion.
3. Discuss Suicide Prevention tips 1-3.
**SUICIDE PREVENTION**

Suicide is the third leading cause of death among youth between 10 and 19 years of age (McDonald, 2013.) However, **suicide is preventable.** Youth who are contemplating suicide frequently give warning signs of their distress. Parents, teachers, and friends are in a key position to pick up on these signs and get help. Most important is to never take these warning signs lightly or promise to keep them secret. When all adults and students in the school community are committed to making suicide prevention a priority—and are empowered to take the correct action—they can help youth before they engage in behavior with irreversible consequences.

**Suicide Warning Signs**

Many suicidal youth demonstrate observable behaviors that signal their suicidal thinking. These include:

- Suicidal threats in the form of direct and indirect statements.
- Suicide notes and plans.
- Prior suicidal behavior.
- Making final arrangements (e.g., making funeral arrangements, writing a will, giving away prized possessions).
- Preoccupation with death.
- Changes in behavior, appearance, thoughts and/or feelings.

**What to Do**

Youth who feel suicidal are not likely to seek help directly; however, parents, school personnel, and peers can recognize the warning signs and take immediate action to keep the youth safe. When a youth gives signs that they may be considering suicide, the following actions should be taken:

- Remain calm.
- Ask the youth directly if he or she is thinking about suicide.
- Focus on your concern for their wellbeing and avoid being accusatory.
- Listen.
- Reassure them that there is help and they will not feel like this forever.
- Do not judge.
- Provide constant supervision. Do not leave the youth alone.
- Remove means for self-harm.
- **Get help:** Peers should not agree to keep the suicidal thoughts a secret and instead should tell an adult, such as a parent, teacher, or school psychologist. Parents should seek help from school or community mental health resources as soon as possible. School staff should take the student to the designated school mental health professional or administrator.
**Resiliency Factors**

The presence of resiliency factors can lessen the potential of risk factors to lead to suicidal ideation and behaviors. Once a child or adolescent is considered at risk, schools, families, and friends should work to build these factors in and around the youth. These include:

- Family support and cohesion, including good communication.
- Peer support and close social networks.
- School and community connectedness.
- Cultural or religious beliefs that discourage suicide and promote healthy living.
- Adaptive coping and problem-solving skills, including conflict-resolution.
- General life satisfaction, good self-esteem, sense of purpose.
- Easy access to effective medical and mental health resources.

A suicidal person may not ask for help, but that doesn't mean that help isn't wanted. Most people who commit suicide don't want to die—they just want to stop hurting. Suicide prevention starts with recognizing the warning signs and taking them seriously. But talking openly about suicidal thoughts and feelings can save a life.

**Misconceptions**

**FALSE: People who talk about suicide won't really do it.**
Almost everyone who commits or attempts suicide has given some clue or warning. Do not ignore suicide threats. Statements like "you'll be sorry when I'm dead," "I can't see any way out," — no matter how casually or jokingly said may indicate serious suicidal feelings.

**FALSE: Anyone who tries to kill him/herself must be crazy.**
Most suicidal people are not psychotic or insane. They must be upset, grief-stricken, depressed or despairing, but extreme distress and emotional pain are not necessarily signs of mental illness.

**FALSE: If a person is determined to kill him/herself, nothing is going to stop them.**
Even the most severely depressed person has mixed feelings about death, wavering until the very last moment between wanting to live and wanting to die. Most suicidal people do not want death; they want the pain to stop. The impulse to end it all, however overpowering, does not last forever.
FALSE: People who commit suicide are people who were unwilling to seek help.
Studies of suicide victims have shown that more than half had sought medical help in the six months prior to their deaths.

FALSE: Talking about suicide may give someone the idea.
You don't give a suicidal person morbid ideas by talking about suicide. The opposite is true — bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

**Warning Signs**

**Talking about suicide**
Any talk about suicide, dying, or self-harm, such as "I wish I hadn't been born," "If I see you again..." and "I'd be better off dead."

**Seeking out lethal means**
Seeking access to guns, pills, knives, or other objects that could be used in a suicide attempt.

**Preoccupation with death**
Unusual focus on death, dying, or violence. Writing poems or stories about death.

**No hope for the future**
Feelings of helplessness, hopelessness, and being trapped ("There's no way out"). Belief that things will never get better or change.

**Self-loathing, self-hatred**
Feelings of worthlessness, guilt, shame, and self-hatred. Feeling like a burden ("Everyone would be better off without me").

**Getting affairs in order**
Making out a will. Giving away prized possessions. Making arrangements for family members.

**Saying goodbye**
Unusual or unexpected visits or calls to family and friends. Saying goodbye to people as if they won't be seen again.

**Withdrawing from others**
Withdrawing from friends and family. Increasing social isolation. Desire to be left alone.

**Self-destructive behavior**
Increased alcohol or drug use, reckless driving, unsafe sex.
Taking unnecessary risks as if they have a "death wish."

Sudden sense of calm
A sudden sense of calm and happiness after being extremely depressed can mean that the person has made a decision to commit suicide.

**Suicide prevention tip #1: Speak up if you’re worried**

If you spot the warning signs of suicide in someone you care about, you may wonder if it’s a good idea to say anything. What if you’re wrong? What if the person gets angry? In such situations, it's natural to feel uncomfortable or afraid. But anyone who talks about suicide or shows other warning signs needs immediate help—the sooner the better.

**Ways to start a conversation about suicide:**

- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in you and wondered how you are doing.
- I wanted to check in with you because you haven’t seemed yourself lately.

**Questions you can ask:**

- When did you begin feeling like this?
- Did something happen that made you start feeling this way?
- How can I best support you right now?
- Have you thought about getting help?

**What you can say that helps:**

- You are not alone in this. I’m here for you.
- You may not believe it now, but the way you’re feeling will change.
- I may not be able to understand exactly how you feel, but I care about you and want to help.
- When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

**When talking to a suicidal person**

**Do:**

- Be yourself. Let the person know you care, that he/she is not alone. The right words are often unimportant. If you are concerned, your voice and manner will show it.
- Listen. Let the suicidal person unload despair, ventilate anger. No matter how negative the conversation seems, the fact that it exists is a positive sign.
- Be sympathetic, non-judgmental, patient, calm, accepting. Your friend or family member is doing the right thing by talking about his/her feelings.
• Offer hope. Reassure the person that help is available and that the suicidal feelings are temporary. Let the person know that his or her life is important to you.

• If the person says things like, “I’m so depressed, I can’t go on,” ask the question: “Are you having thoughts of suicide?” You are not putting ideas in their head, you are showing that you are concerned, that you take them seriously, and that it’s OK for them to share their pain with you.

But don’t:

• Argue with the suicidal person. Avoid saying things like: "You have so much to live for," "Your suicide will hurt your family," or “Look on the bright side.”

• Act shocked, lecture on the value of life, or say that suicide is wrong.

• Promise confidentiality. Refuse to be sworn to secrecy. A life is at stake and you may need to speak to a mental health professional in order to keep the suicidal person safe. If you promise to keep your discussions secret, you may have to break your word.

• Offer ways to fix their problems, or give advice, or make them feel like they have to justify their suicidal feelings. It is not about how bad the problem is, but how badly it’s hurting your friend or loved one.

• Blame yourself. You can’t “fix” someone’s depression. Your loved one’s happiness or lack thereof, is not your responsibility.

**Suicide prevention tip #2: Respond quickly in a crisis**

If a friend or family member tells you that he or she is thinking about death or suicide, it's important to evaluate the immediate danger the person is in. Those at the highest risk for committing suicide in the near future have a specific suicide PLAN, the MEANS to carry out the plan, a TIME SET for doing it, and an INTENTION to do it.

The following questions can help you assess the immediate risk for suicide:

• Do you have a suicide plan?
• Do you have what you need to carry out your plan (pills, gun, etc.)?
• Do you know when you would do it?
• Do you intend to commit suicide?

**Suicide prevention tip #3: Offer help and support**

If a friend or family member is suicidal, the best way to help is by offering an empathetic, listening ear. Let your loved one know that he or she is not alone and that you care. Don't take responsibility, however, for making your loved one well. You can offer support, but you can't get better for a suicidal person. He or she has to make a personal commitment to recovery.

It takes a lot of courage to help someone who is suicidal. Witnessing a loved one dealing with thoughts about ending his or her own life can stir up many difficult emotions. As you're helping a suicidal person, don't forget to take care of yourself. Find someone that you trust—a friend, family member, clergyman, or counselor—to talk to about your feelings and get support of your own.
Helping a suicidal person:

- **Get professional help.** Do everything in your power to get a suicidal person the help he or she needs. Call a crisis line for advice and referrals. Encourage the person to see a mental health professional, help locate a treatment facility, or take them to a doctor's appointment.

- **Follow-up on treatment.** If the doctor prescribes medication, make sure your friend or loved one takes it as directed. Be aware of possible side effects and be sure to notify the physician if the person seems to be getting worse. It often takes time and persistence to find the medication or therapy that’s right for a particular person.

- **Be proactive.** Those contemplating suicide often don’t believe they can be helped, so you may have to be more proactive at offering assistance. Saying, “Call me if you need anything” is too vague. Don’t wait for the person to call you or even to return your calls. Drop by, call again, invite the person out.

- **Encourage positive lifestyle changes**, such as a healthy diet, plenty of sleep, and getting out in the sun or into nature for at least 30 minutes each day. Exercise is also extremely important as it releases endorphins, relieves stress, and promotes emotional well-being.

- **Make a safety plan.** Help the person develop a set of steps he or she promises to follow during a suicidal crisis. It should identify any triggers that may lead to a suicidal crisis, such as an anniversary of a loss, alcohol, or stress from relationships. Also include contact numbers for the person's doctor or therapist, as well as friends and family members who will help in an emergency.

- **Remove potential means of suicide**, such as pills, knives, razors, or firearms. If the person is likely to take an overdose, keep medications locked away or give out only as the person needs them.

- **Continue your support over the long haul.** Even after the immediate suicidal crisis has passed, stay in touch with the person, periodically checking in or dropping by. Your support is vital to ensure your friend or loved one remains on the recovery track.

**Suicide in Teens**

Teenage suicide is a serious and growing problem. The teenage years can be emotionally turbulent and stressful. Teenagers face pressures to succeed and fit in. They may struggle with self-esteem issues, self-doubt, and feelings of alienation. For some, this leads to suicide. Depression is also a major risk factor for teen suicide.

Other risk factors for teenage suicide include:

- Childhood abuse
- Recent traumatic event
- Lack of a support network
- Availability of a gun
- Hostile social or school environment
- Exposure to other teen suicides
Module 8 - Budgeting

Objective: To give clients a perspective of how much money they are spending on a monthly basis. Encourage clients to become aware of how they can save more money, and what changes they need to make in order to do so.

Estimated Time: Twenty Minutes

Materials Needed: Budgeting Layout Worksheets, pens/pencils, laptops, no frills flyer (or you can find it online)

Directions for Facilitator:

1. Encourage clients to fill out the Budgeting Layout Worksheet, or the Honest Monthly Budget.
2. Once filled out, begin an open discussion on how clients can improve on their spending habits.
3. Get clients to go through their budget and cross out things that are not a necessity to see how much money they could be saving.
4. Go over the “Tips on how to Budget” Worksheet.
5. As a final activity, encourage clients to go on to the No Frills website and plan a meal on a budget.
# BUDGETING LAYOUT

1. Monthly Income

2. 

3. 

<table>
<thead>
<tr>
<th>Total Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Monthly Income</strong></td>
</tr>
<tr>
<td><strong>Total Monthly Spending Amount</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monthly Amount</th>
<th>Spent $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent/ Utilities</td>
<td></td>
</tr>
<tr>
<td>Phone Bill</td>
<td></td>
</tr>
<tr>
<td>Groceries</td>
<td></td>
</tr>
<tr>
<td>Medications</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Fun (Movies, Gifts, etc.)</td>
<td></td>
</tr>
<tr>
<td>Cigarettes</td>
<td></td>
</tr>
<tr>
<td>Transportation/ Insurance</td>
<td></td>
</tr>
<tr>
<td>Other (See Honest Monthly Budget)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Amount</th>
<th>Spent</th>
</tr>
</thead>
</table>
**Tips on How to Budget**

1. Become conscious of what you spend your money on each month. Make a list of "everything" you buy in one month. Some things really sneak up on you, such as vending machine purchases.
2. Cross out any unnecessary items from the list. Only include things you absolutely need—such as gas money to get to school.
3. Keep any debit or credit cards somewhere (safe) in your car instead of in your wallet when you go shopping. In other words, out of sight, out of mind.
4. Keep some cash on you for emergencies and for just going out with friends. Try to make the cash last for as long as possible. Don't blow it all on one night.
5. You can shop, just wait. A lot of stores have big sales at the end of a season. If an item (like a shirt or pair of pants) is expensive, wait a few weeks and the price will probably be marked down. If you're an online shopper, look for special deals like free shipping or monthly discounts.
6. Make a list of things that you want or need that can't wait until a holiday like Christmas or your birthday. Save your money for those items and try not to stray. If at all possible, wait for special discounts such as sale pricing or free shipping.
7. Don't go somewhere you are tempted to spend your money. Do not go to the mall every weekend "just to look", because for most people, that only lasts for so long.
8. Find things to do that don't involve money. Most teens don't just get money handed to them at the drop of a hat. Instead of going to a movie and spending 15 bucks on your ticket and popcorn, rent a few flicks and grab a bag of microwave popcorn for five dollars.
9. Avoid going out too much. Find one night every one or two weeks, and set a specific budget for that night. DON'T go over it, since this will throw off your entire month. Gas is expensive. Don't cruise around just because you're bored, it will waste gas, which is really wasting your hard-earned cash.
10. Be happy with what you have.

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**What is Budgeting?**

Budgeting is the process of creating a plan to spend your money. Creating this spending plan allows you to determine in advance whether you will have enough money to do the things you need to do or would like to do.

**Why is Budgeting so Important?**

Since budgeting allows you to create a spending plan for your money, it ensures that you will always have enough money for the things you need and the things that are important to you. Following
a budget or spending plan will also keep you out of debt or help you work your way out of debt if you are currently in debt.

**Activity:** Give clients a laptop, and go online to the No Frills Website. Get Clients to make a grocery list, or a meal, for fewer than twenty dollars. This will encourage clients to budget their money wisely and plan ahead.
Module Nine - Conflict Resolution

Objective: Teach clients to understand conflict and work as a team to resolve conflicts in a positive manner.

Estimated Time: Twenty Minutes

Materials Needed: Conflict Resolution Booklet, Index cards, pens/pencils

Directions for Facilitator:

1. Go through the conflict resolution workbook as a basis for discussion.
2. Encourage clients to discuss positive ways of resolving conflict.
3. Give clients an index card and prompt them to think of a conflict (Does not have to be a real situation)
4. Encourage the group to come up with ways of dealing with the conflict as a group.

*See workbook for directions on how facilitate the activity for conflict resolution
CONFLICT RESOLUTION

Try to sort things out so that everyone gets a fair go and something of what they want. There are 4 things that you need to do.

Understand

Avoid Making Things Worse

Work Together

Find the Solution

**Understand**
Everyone involved needs to understand what the conflict (argument) is about. To do this, everyone needs to:

- Say what they feel about it (without interruptions).
- Listen to what other people have to say about their feelings (without interrupting them).
- Try to put themselves in the other person's shoes and try to understand his or her point of view.

**Avoid Making Things Worse**

- No put-downs
- No mean, nasty remarks that will hurt people's feelings - no personal remarks about a person's looks, gender (whether they are a boy or girl), their 'secrets' or things that have happened in the past
- No screaming and shouting
- No fighting, hitting, kicking, pushing or any kind of hurting the other person's body.

**Work Together**
Make "I" statements, like:
"I feel hurt when..."
"I need to feel or be..."
"I hear what you are saying, but I feel..."

- Say what you feel without blaming the other person
- Take turns at speaking. You might even want to decide on a time limit for each person to speak before you get started. That way everybody gets the same chance to say what he or she wants.
- Talk quietly. It's hard to keep your voice down when you feel upset, but a quiet firm voice is far better than someone shouting. A loud nasty voice makes everyone upset and unwilling to listen.
- Write down what you each see as the problem and then read what the other person has written.

- Do some **ACTIVE LISTENING** by:
  - **Looking at them**, to show that you are giving your full attention. Don't overdo it though. Staring hard at someone makes that person feel uncomfortable.
  - **Making 'listening noises'** (but not interrupting). You know the sort of thing - "Uh huh", saying "yes" or "no" in the right places.
  - **Repeating what you heard**. When they've finished, say what you think you've heard from them, eg. "So, your problem is that I haven't tidied my part of our room?"

**Find the Solution**

1. Once you have listened to each other and found what the problem is, then you need to look for a solution.

2. Brainstorm together to think of ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first.

3. Another person may be helpful to write down your ideas or suggest ways of making your ideas work so that you can resolve the conflict.

*Conflict resolution is not easy. It takes everyone involved to work together willingly and to accept and carry out what has been decided.*

*Problems don't go away if you ignore them - in fact usually they get worse. It's a good idea to face problems and get them sorted out as soon as you can.*
IDENTIFYING PROBLEMS

- What is the conflict or issue, and how did it occur?
- Who is involved? Are there specific individuals who started the problem, and do they have a history of instigating conflict?
- Are there any underlying causes or issues? Could there be a social, cultural, ethnic or other misunderstanding?
- What are the good options for conflict resolution and what are the bad ones?
- How will these options influence every single party involved?
- After considering everyone’s viewpoint, which option is the best one to take?

Conflict Resolution Game

*Students will do the following:*

1. Examine different kinds of hurtful behavior

2. Develop strategies for dealing with hurtful behavior

3. Work with their peers to create an environment in which students treat each other respectfully

Procedures

1. Begin the lesson by asking students to take an index card and describe one incident that they had a problem dealing with. To make sure students in the class don't recognize themselves in the descriptions, tell students to try to keep the descriptions as general as possible. For example, instead of writing, "I was very hurt when I wasn't invited to the Valentine's Day party," have them write, "I felt very hurt when I was not invited to a party with many of my friends." Make sure that students do not put their names on their index cards.
2. Collect the index cards and read through the examples. While there will be much variation in the examples given, the types of behavior that students write about will probably include the following:

   a. -**Verbal harassment**, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (doesn't like sports or the perceived "teacher's pet")
   b. -**Gossip**, such as spreading rumors about a person
   c. -**Exclusion** from a desirable party, group, or activity
   d. -**Unwanted physical contact** - There may be examples that do not fit into these categories. Set them aside and see if there is a common thread among them.

3. Divide the students into four groups. Have each group focus on one category described in step 2: verbal harassment, gossip, exclusion, or unwanted physical contact. If possible, give each group examples of behavior from those on the index cards. If there are no examples for a category, help students think of specific examples.

4. Give each group any cards for its category. Ask students to pick one situation from the examples. Then have each group brainstorm ways to handle that situation.

### Coping Strategies

<table>
<thead>
<tr>
<th>Verbal Harassment</th>
<th>Gossip</th>
<th>Exclusion</th>
<th>Unwanted Physical Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stay away from the person.</td>
<td>1. Confront the person.</td>
<td>1. Talk to an adult.</td>
<td>1. Stay away from the person.</td>
</tr>
<tr>
<td>2. Talk to an adult.</td>
<td>2. Write the person a letter.</td>
<td>2. Find other friends.</td>
<td>2. Talk to an adult.</td>
</tr>
</tbody>
</table>
Module 10:

PARENTING A NEWBORN

What to Expect From a Newborn Baby

12 Reasons Babies Cry

1. Hunger
2. A dirty diaper
3. Needs sleep
4. Wants to be held
5. Tummy troubles (gas, colic, and more)
6. Needs to burp
7. Too cold or too hot
8. Something small
9. Teething
10. Wants less stimulation
11. Wants more stimulation
12. Not feeling well

HOW TO CHANGE A DISPOSABLE DIAPER

Preparation

Wash and dry your hands, or clean them with hand sanitizer or a baby wipe.

Set up a warm, clean area to change your baby. If you're not using a changing table, consider laying a blanket, towel, or changing mat on the floor or bed.

Grab your supplies, including a clean diaper and plenty of wipes or wet cloths. For babies with sensitive skin, you can use lukewarm water and gauze. If your baby is prone to diaper rash, keep rash cream or petroleum jelly on hand.

Safety note: If you change your baby on an elevated surface such as a changing table or bed, be sure to keep one hand on your baby at all times. Most changing tables have a strap you can use to secure your baby. Whether your baby is strapped in or not, don't leave your baby unattended for even a second. Babies at any age can squirm off the table when you least expect it.

Diaper change

1. Open up a new clean diaper and place the back
half (the half with tabs on either side) under your baby. The top of the back half should come up to your baby's waist. Now the clean diaper is ready to go – and is there to protect your changing table from getting dirty. (If your baby's dirty diaper is a big mess, you might want to lay a cloth, towel, or disposable pad under your baby instead of the clean diaper while you clean up your baby.)

2. Unfasten the tabs on the dirty diaper. To prevent them from sticking to your baby, fold them over.

3. Pull down the front half of the dirty diaper.

4. If there's poop in the diaper, use the front half of the diaper to wipe the bulk of it off your baby's bottom.

5. Fold the dirty diaper in half under your baby, clean side up. (This provides a layer of protection between the clean diaper and your baby's unclean bottom.) To do this, you'll need to lift your baby's bottom off the table by grasping both ankles with one hand and gently lifting upward.

6. Clean your baby's front with a damp baby wipe, cloth, or gauze. If your baby's a girl, wipe from front to back (toward her bottom).

7. If your baby pooped, grab another wipe and clean her bottom. You can either lift her legs or roll her gently to one side then the other. Be sure to clean in the creases of your baby's thighs and buttocks, too.

8. Let your baby's skin air dry for a few moments or pat it dry with a clean cloth. To help treat or
prevent diaper rash, you may want to apply rash
cream or petroleum jelly. (The best defense
against diaper rash is a dry bottom, achieved
through regular diaper checks and changes.)

9. Remove the dirty diaper and set it aside. If you
followed step one, the clean one should be
underneath your baby, ready to go.

10. Pull the front half of the clean diaper up to your
baby's tummy. For a boy, be sure to point the
penis down so he's less likely to pee over the top
of the diaper.

11. If your baby is a newborn, avoid covering the
umbilical cord stump until it's dried and fallen
off. You can buy special disposable diapers with a
notch cut out for the stump or fold down the front
half of a regular diaper.

12. Make sure that the part of the diaper between
your baby's legs is spread as wide as seems
comfortable. Too much bunching in that area can
cause chafing and discomfort.

13. Fasten the diaper at both sides with the tabs. The
diaper should be snug but not so tight that it
pinches. Make sure the tabs aren't sticking to your
baby's skin.

15. Dress your baby and put her in a safe place – like
on the floor with a toy or in her crib – while you
clean up the diaper changing area.

16. Fold up the dirty diaper and fasten it closed with
its tabs, then put it in the trash or diaper pail. If
it's flushable or compostable, dispose of it according to the manufacturer's guidelines.

17. Wash your hands thoroughly, or use hand sanitizer if you can't get to a sink.

Diapering tips

- Change diapers frequently to avoid diaper rash. It's especially important to change poopy diapers as soon as possible, since they can cause diaper rash quickly.
- Learn about the difference between regular diaper rash and yeast diaper rash, since they need to be treated differently.
- Keep distractions handy. If your baby fusses during changes, secure an engaging mobile over the changing area, hang pictures or mirrors to look at, or give your baby a small toy to play with while you take care of business.
- Stock up on diapers so you don't run out. Newborns can wet as many as eight to ten diapers a day.
- Some disposable diapers for young babies have a wetness indicator on them – a line that turns color if the diaper is wet. This isn't necessary, but it can be a convenient way to tell at a glance if it's time for a change.
- If poop keeps leaking out the top back of your baby's diaper, it may be time to go up a size. The weights noted on diaper packaging are just guidelines, and your baby may need a bigger size sooner.
- When you leave home, carry some extra plastic or biodegradable bags with you so you have somewhere to put dirty diapers if there's nowhere to dispose of them. (Get our full list of diaper bag essentials.)
- Have fun: Diaper changes offer a chance for some special one-on-one time. Talk and sing to your baby, pointing out the different parts of your baby's body and explaining what you're doing. Once your baby is cleaned up, try a few simple songs like "Itsy Bitsy Spider" or "Head, Shoulders, Knees, and Toes." Play a bit of peekaboo or patty-cake, and share a kiss before you wrap up.

How often you should nurse

Frequently. The more you nurse, the more milk you'll produce. Nursing eight to 12 times every 24 hours is pretty much on target.

According to guidelines from the American Academy of Pediatrics (AAP), rather than nursing according to a rigid schedule, you should nurse your newborn whenever she shows early signs of hunger, such as increased alertness or activity, mouthing, or rooting around for your nipple. Crying is a late sign of hunger – ideally, you should start feeding your baby before she starts crying.

During the first few days, you may have to gently wake your baby to begin nursing, and she may fall asleep again mid-feeding. (To keep her awake during feedings, you may want to unswaddle her or
remove a layer of clothing.) To make sure your baby's eating often enough, wake her up if it's been four hours since your last nursing session.

**How to get comfortable**

Since feedings can take up to 40 minutes, especially in the newborn months, pick a cozy spot for nursing. Hold your baby in a position that won't leave your arms and back sore. It works well to support the back of your baby's head with your hand, but the position you choose really depends on what's comfortable for you.

If you're sitting, a nursing pillow can be a big help in supporting your baby. Many moms also find a footstool helps them get comfy. Whether you're sitting or lying down, don't start the feeding until you and your baby are comfortable because you'll be in that position for a while.

**What you should eat**

A normal healthy diet is all you need while you're nursing. Although you can produce milk for your baby even if your nutrition isn't up to par, eating a well-balanced diet will ensure that the quantity and quality of your milk is all it can be and will help you feel your best. Follow your hunger rather than counting calories, and drink fluids throughout the day to stay well hydrated.

**Problems you may encounter**

Some women adjust to breastfeeding easily, encountering no major physical or emotional hurdles. But many new moms find it hard to learn. If you're feeling discouraged, you're not the only one.

It's normal to feel overwhelmed by your baby's constant demands and exhausted from lack of sleep. And you may have questions: Is my baby getting enough milk? Should I have sore nipples? How long should my baby nurse? Should I wake her if she falls asleep nursing?

Although women have nursed their babies for centuries, breastfeeding doesn't always come easily. Many women face difficulties early on. Some of the most common breastfeeding problems you may encounter in the first six weeks include:

- Engorgement (breasts that are excessively full and uncomfortable)
- Sore nipples
- Mastitis (a breast infection)

**HOW TO BATH A BABY**

- The first and most important rule is this: **Never, ever leave your baby unsupervised, even for a minute.** Children can drown in less than an inch of water. So gather all the supplies (soap, towel, clean diaper, clean clothes, etc.) you'll need ahead of time, and keep
at least one hand on your baby while he's in the water. If the doorbell or phone rings and you feel you must answer it, scoop up your baby in a towel and take him with you.

- Make sure the bathroom is comfortably warm (around 75 degrees F). Babies can get chilled quickly.
- Don't put your baby into a tub when the water is still running. (The water temperature could change or the water could get too deep.)
- Make the family tub safe: Bathtubs are incredibly slippery, so outfit yours with a rubber bath mat for more secure seating. A cushioned spout cover can protect your baby's head from painful bumps. Also, be sure that any sliding glass shower doors are made from safety glass.
- Make the bathwater comfortably warm (test it with your wrist or the inside of your elbow to make sure it's not too hot). Babies and toddlers generally prefer a much cooler tub than you probably do.
- Fill the tub with only 2 to 4 inches of water for babies.
- For kids who can sit up, a bath ring may provide you with an extra "hand." But don't let it give you a false sense of security—babies can tip over or get trapped under them, so it's no substitute for keeping your eye and a hand on your baby at all times.
- Teach your baby not to stand in the tub.
- Wash your baby in plain water if you want to, as long as you clean the diaper zone and skin folds well. Soaps and shampoos can dry your baby's skin and may cause rashes. If you do use soap, choose a mild one designed for babies and use it sparingly. To avoid having your baby sit too long in soapy water, play at the beginning of the bath and save the soap and shampoo for the end.
- Don't use bubble baths. They may be irritating to the urethra, which in turn might increase the risk of urinary tract infections.
- Set your water heater to 120 degrees F. It takes just three seconds for a child to get third-degree burns from water that is 140 degrees F – the default setting on many hot water heaters when they leave the factory.
- Don't allow your child to touch the faucet handles. Even if he can't move them now, he'll be strong enough to do so eventually – and that could lead to serious injury. (You might try putting your baby in the tub with his back to the faucets.)
- Keep electric appliances (like hair dryers and curling irons) away from the tub

**How to Protect Your Newborn Baby**

You need to take into consideration a variety of things when bringing a newborn home:
• Gadgets galore
• Scope out the territory
• Protect outlets
• Use caution with furniture and fixtures
• Install gates
• Check ties on blinds and curtains
• Secure your windows and doors
• Prevent poisoning
• Prevent drowning
• Prevent fires
• Prepare for an emergency

Healthy Eating Choices

• Keeping the vitamins in

• Some of the recipes make more than one portion, and you may like to freeze these in ice cube trays or small dishes. This will help to preserve vitamins. Vitamin C and some B vitamins are gradually lost once food is cut, cooked, exposed to the air and/or puréed. The more processes fruit and vegetables undergo, the greater the loss of nutrients, so prepare food just before you need it. If you are making enough for another meal, cool it quickly and refrigerate or freeze in a sealed container. Don't use left-over vegetables from last night's supper, as they will contain very little vitamin C by the time your baby eats them.

• From purées to lumps

• As a rough guide, prepare runny purées to begin with, then gradually thicken them. From six or seven months old, the range of foods she can eat increases enormously, and texture becomes important. By now she is used to eating solids and you can start to introduce a few lumps. Once she can hold things, the fun of finger foods starts and she may like to try to feed herself -- having a spoon each is a good tactic at this time.

Mashed foods at seven to nine months are followed by minced foods from nine months onward. However, if your baby happily gums on cooked carrots and beans at seven months, she may well be able to cope with soft filled mini sandwiches at nine months. Each baby is different, but don't delay introducing lumps and thicker foods, as babies who have sloppy purées for a long time can be remarkably resistant to eating even the smallest lumps!
<table>
<thead>
<tr>
<th>Child's Age: One month</th>
<th>Child's Age: Two months</th>
<th>Child's Age: Three months</th>
<th>Child's Age: Four months</th>
<th>Child's Age: Five months</th>
<th>Child's Age: Six months</th>
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<tbody>
<tr>
<td>Lifts head</td>
<td>Vocalises sounds - gurgling and cooing</td>
<td>Laughs</td>
<td>Holds head up steadily</td>
<td>Can distinguish between bold colours</td>
<td>Turns towards sounds and voices</td>
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<td>Responds to sound</td>
<td>Follows objects</td>
<td>Holds head steady</td>
<td>Can bear weight on legs</td>
<td>Can roll over</td>
<td>Reaches for objects and mouths them</td>
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<td>Stares at faces</td>
<td>Ooohs and ahhs</td>
<td>Smiles, laughs</td>
<td>Coos when you talk to him</td>
<td>Turns towards new sounds</td>
<td>Imitates sounds, blows bubbles</td>
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<td>Can see black-and-white patterns</td>
<td>Smiles</td>
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<td>Recognises own name</td>
<td>Rolls in both directions</td>
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<td>Mouths objects</td>
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<td>Stranger anxiety may begin</td>
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<td>May be ready for solids</td>
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<td>May lunge forward or start crawling</td>
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<td>May jabber or combine syllables</td>
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<td>May drag object towards himself</td>
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Module 11: Anger Management

Objective: Teach clients to recognize anger and learn strategies to cope with this anger. Teach youth why dealing with anger is important.

Estimated Time: Twenty Minutes

Materials Needed: Anger Management Workbook

Directions for Facilitator:

1. This group is mainly an open discussion.
2. Follow the worksheets provided to facilitate discussion.
3. Encourage youth to try some of the anger management strategies or give their input on other strategies that they may be aware of.
We all know what anger is, and we've all felt it: whether as a fleeting annoyance or as full-fledged rage.

- Anger is a completely normal, usually healthy, human emotion.
- But when it gets out of control it can turn destructive, it can lead to problems—problems at work, in your personal relationships, and in the overall quality of your life.
- Anger is "an emotional state that varies in intensity from mild irritation to intense fury and rage,"
- Like other emotions, it is accompanied by physiological and biological changes; when you get angry, your heart rate and blood pressure go up, as do the levels of your energy hormones, adrenaline, and noradrenaline.
- Anger can be caused by both external and internal events. You could be angry at a specific person (such as a co-worker or supervisor) or event (a traffic jam, a canceled flight), or your anger could be caused by worrying or brooding about your personal problems. Memories of traumatic or enraging events can also trigger angry feelings.

**Common Ingredients of Anger:**

- **Unfairness** – We believe that we have been treated unfairly. We tell ourselves that we deserve more, and we buy into this story that someone has wronged us.
- **Lost** – We feel that we have lost something that we have identified ourselves with. Feelings, pride, money, car, job.
- **Blame** – We blame other people or external situations for having caused our loss, for taking advantage of us unfairly. The blame often only resides in our heads and is a product of our imagination. We fail to see things from other people’s perspectives. We become deeply selfish.
- **Pain** – We experience pain, mental distress, and anxiety. The pain causes physical responses in our body, which disturbs our natural energy flow and state of wellbeing.
- **Focus** – We focus on the thing we don’t want, and energize it by complaining about it passionately, and repeating it to as many people who will listen. This creates a downward spiral of anger. “What we focus on expands”, this is true regardless of the emotion.


**Myths and Facts about Anger**

**Myth:** I shouldn’t “hold in” my anger. It’s healthy to vent and let it out.

**Fact:** While it’s true that suppressing and ignoring anger is unhealthy, venting is no better. Anger is not something you have to “let out” in an aggressive way in order to avoid blowing up. In fact, outbursts and tirades only fuel the fire and reinforce your anger problem.

**Myth:** Anger, aggression, and intimidation help me earn respect and get what I want.

**Fact:** True power doesn’t come from bullying others. People may be afraid of you, but they won’t respect you if you can’t control yourself or handle opposing viewpoints. Others will be more willing to listen to you and accommodate your needs if you communicate in a respectful way.

**Myth:** I can’t help myself. Anger isn’t something you can control.

**Fact:** You can’t always control the situation you’re in or how it makes you feel, but you can control how you express your anger. And you can express your anger without being verbally or physically abusive. Even if someone is pushing your buttons, you always have a choice about how to respond.

**Myth:** Anger management is about learning to suppress your anger.

**Fact:** Never getting angry is not a good goal. Anger is normal, and it will come out regardless of how hard you try to suppress it. Anger management is all about becoming aware of your underlying feelings and needs and developing healthier ways to manage upset. Rather than trying to suppress your anger, the goal is to express it in constructive ways.

**Why learning to control your anger is important**

You might think that venting your anger is healthy, that the people around you are too sensitive, that your anger is justified, or that you need to show your fury to get respect. But the truth is that anger is much more likely to damage your relationships, impair your judgment, get in the way of success, and have a negative impact on the way people see you.

- **Out-of-control anger hurts your physical health.** Constantly operating at high levels of stress and tension is bad for your health. Chronic anger makes you more susceptible to heart disease, diabetes, high cholesterol levels, a weakened immune system, insomnia, and high blood pressure.
- **Out-of-control anger hurts your mental health.** Chronic anger consumes huge amounts of mental energy and clouds your thinking, making it harder to concentrate, see the bigger picture, and enjoy life. It can also lead to stress, depression, and other mental health problems.
- **Out-of-control anger hurts your career.** Constructive criticism, creative differences, and heated debate can be healthy. But lashing out only alienates your colleagues, supervisors, or
clients and erodes their respect. What’s more, a bad reputation can follow you wherever you go, making it harder and harder to get ahead.

- **Out-of-control anger hurts your relationships with others.** It causes lasting scars in the people you love most and gets in the way of your friendships and work relationships. Chronic, intense anger makes it hard for others to trust you, speak honestly, or feel comfortable—they never know what is going to set you off or what you will do. Explosive anger is especially damaging to children

**Anger Management TIPS!!**

1. Recognize your anger early
2. Take a Timeout
3. Do Deep Breathing Exercises
4. Exercise
5. Express your anger in a healthy manner
6. Think of the Consequences