



**G.R.O.W. Together**  
**Facilitator's Guide**

## **ABOUT USCRI**

The U.S. Committee for Refugees and Immigrants (USCRI) established in 1911, is a nongovernmental, not-for-profit international organization dedicated to addressing the needs and rights of refugees and immigrants. Its vision is for a world where immigrants, refugees, and uprooted people will live dignified lives with their rights respected and protected in communities of opportunity. USCRI protects immigrant children who arrive in the U.S. without parents or resources, ensuring children receive the legal, social, and health services they require. USCRI advocates for the rights of refugees and immigrants both nationally and globally, helping drive policies, practices, and laws. Visit [www.refugees.org](http://www.refugees.org) for more information.

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## OVERVIEW

Growth, Relationships, Opportunity, and Well-Being (G.R.O.W.) Together was developed by the U.S. Committee for Refugees and Immigrants (USCRI) to meet the unique needs of immigrant and refugee youth aged 14 to 24 and help them build meaningful lives in the U.S. The curriculum's pedagogical foundation is rooted in the Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework. Over the course of 12 hours, participants will explore and practice the SEL core competencies of self-awareness, self-management, responsible decision making, healthy relationship building, and social awareness. The curriculum will also provide newly arrived immigrant and refugee youth with cultural orientation, addressing the topics of education, employment, and financial literacy in the U.S.

Hour	Topic	Competency
1	Welcome to READY4Life	
2	Emotions	Self-Awareness
3	Managing Emotions	Self-Management
4	Goal Oriented Behavior & Planning	Responsible Decision Making
5	Education in the U.S.	Responsible Decision Making
6	Career Exploration	Responsible Decision Making
7	Financial Literacy	Responsible Decision Making
8	The Foundation for Healthy Relationships	Healthy Relationships
9	Communication Skills for Family Settings	Healthy Relationships
10	Communication Skills for Social Settings	Healthy Relationships
11	Empathy & Diversity	Social Awareness
12	Looking Towards the Future	

The Facilitator's Guide contains the outlines and lesson plans for each hour of the curriculum. It is not meant to be prescriptive but rather serve as guide. The facilitator is charged with localizing the content and ensuring it remains culturally and developmentally appropriate while maintaining curriculum fidelity. Only facilitators certified by USCRI may use this curriculum. To learn more about certification, please email [R4L@uscmail.org](mailto:R4L@uscmail.org).

Each lesson is designed to be one hour in length. Facilitators may combine up to two consecutive lessons to form 2-hour sessions. However, Hour 1 and Hour 12 must be combined with survey administration or stand alone.

## REQUIRED MATERIALS

- READY4Life Learning Journal
- Colored pencils or markers
- Post-it Super Sticky Easel Pad
- Cut pieces of paper
- Bowl
- 22" x 28" Poster Board
- Calculators
- Newspapers and magazines for Vision Board
- Glue or Tape
- Five (5) opaque cups
- Small prizes
- Priority Cards
- Game of READY4Life cards

## HOOR 1: WELCOME TO READY4LIFE!

SEL Competency: <ul style="list-style-type: none"><li>➤ Self-Awareness</li><li>➤ Self-Management</li><li>➤ Responsible Decision Making</li><li>➤ Healthy Relationship Building</li><li>➤ Social Awareness</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will make connections with each other and are introduced to the topic of social and emotional learning (SEL)</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Learning Journal</li><li>➤ Post-it Super Sticky Easel Pad</li><li>➤ Markers</li></ul>

### Facilitator's Outline

#### Introductions (15 minutes)

- Welcome and brief overview of the READY4Life workshop.
- Icebreaker: Name and Motion

#### Setting Classroom Expectations (10 minutes)

- Work with participants to develop and agree upon group expectations and rules.

#### Lecture & Discussion (25 minutes)

- Define social and emotional learning.
- Explore the five SEL competencies:
  - Self-awareness
  - Self-management
  - Responsible Decision Making
  - Healthy Relationship Building
  - Social Awareness
- Lead a discussion on the relevance of SEL.
- Q&A

#### Closing (10 minutes)

- Provide an overview of the remaining hours.
- Explain the Learning Journals.
- Journal prompt: Name three qualities you love about yourself.

*Note: Participants must complete the required nFORM 2.0 (ACS and Entrance) and Qualtrics (Pre-Assessment) surveys prior to this hour. Facilitators may combine Hour 1 with survey administration if holding two-hour sessions.*

## HOUR 1: WELCOME TO READY4LIFE!

### Detailed Lesson Plan

#### Introductions (15 minutes)

- Give a warm welcome and introduce yourself.
- Provide a brief introduction to READY4Life.
  - Over the course of 12 hours, we will learn how to use social and emotional (SEL) learning as a process to develop skills that can help lead to a more authentic and meaningful life. you live a more authentic and meaningful life.
- Have each participant introduce themselves using the Name and Motion icebreaker.

#### Name and Motion

*Adapted from Engaging Schools*

*Time: 5-7 minutes (depending on the number of people)*

*Overview: Participants stand in a circle and interact to learn each other's names and activities they enjoy.*

*When and Why: Use "Name and Motion" when a new group is coming together. It will help participants learn names and get to know a little bit about one another—a great way to begin building relationships.*

*SEL Focus: This activity helps develop the:*

- *Self-Awareness skill Recognizing Strengths as participants identify an activity they enjoy; and*
- *Social Awareness skill Appreciating Diversity as they learn more about one another's interests and talents.*

*Steps:*

1. *Explain that our purpose is to learn names and get to know more about one another.*
2. *Invite the group to form a circle.*
3. *Offer instructions:*
  - a. *Participants will take turns saying their own name while making a motion that represents something they enjoy doing.*
  - b. *Each participant in turn will repeat the names and gestures of those who have gone before, and then will add their own name and gesture.*
4. *Model with your name and motion, e.g., "I'm Muhammed and I like to play basketball." (Pretend to throw a ball towards a hoop.)*
5. *Check for understanding, then ask the person to your right to begin. Model by repeating their name and demonstrating their motion.*
6. *If someone can't remember a name or motion, invite them to ask someone in the circle for help and to thank that person for their assistance.*

*Debrief by asking one or more of these questions:*

- Why is it important to know each other's names?
- What was it like for you to participate in this?
- Were there any surprises?
- What's something you had in common with someone?
- What is something several people in the group had in common?

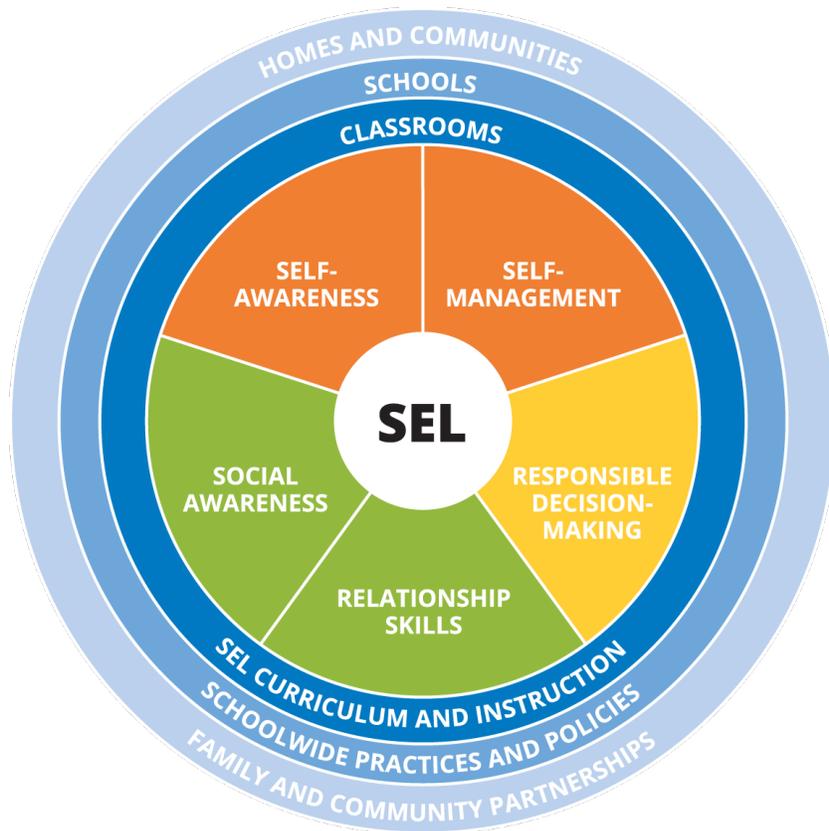
### **Setting Classroom Expectations** (10 minutes)

- Talk about the importance of creating a safe space for learning, discussing, and even disagreeing.
- Work with participants to come up with group expectations and rules. You should write these down on a large Post-it note, and keep it posted in a visible location in the classroom. A few examples include:
  - Listen with an open heart and mind while others are talking.
  - Always show respect to others in the room.
  - Speak only from your own perspectives using "I" statements.
  - Communicate when boundaries have been crossed.
  - This is a judgement free zone.
  - Only one person should speak at a time.
- Review with participants the agreed upon expectations.

### **Lecture & Discussion** (25 minutes)

- This lecture corresponds to page 1 in participants' GROW Learning Journals
- Define social and emotional learning:
  - Social and emotional learning (SEL) is the process through which children and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
  - SEL is an integral part of education and human development, and therefore, these are essential skills.
- Explore the five SEL competencies:
  - **Self-awareness** is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
  - **Self-management** is the ability to manage your emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
  - **Responsible decision making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.
  - **Healthy relationship building** is the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- **Social awareness** is the ability to understand the perspectives of and empathize with others, including those from different backgrounds, cultures, and contexts.



*From the Collaborative for Academic, Social, and Emotional Learning (2023)*

- Lead a discussion by asking any of the following questions:
  - Are there any skills you think you are already good at? If so, which ones?
  - Which skill are you most excited to learn about?
  - Which skill are you least excited to learn about?
  - How do you think these skills can help you in life?
- Use part of the Discussion section to answer any questions from participants regarding the hour's topic.

### **Closing** (10 minutes)

- Provide an overview of the remaining hours:
  - In Hour 2, we will learn about emotions and explore how they affect our thoughts and behaviors.
  - In Hour 3, we will explore positive and healthy ways to respond to and manage difficult emotions.
  - In Hours 4-7, we will play a fun game that will help you set and achieve goals while learning about education pathways, career exploration, and financial literacy in the U.S.

- In Hours 8-10, we will explore the benefits of healthy relationships and good communication.
  - In Hour 11, we will talk about empathy and how empathy is necessary for us to recognize and appreciate diversity. Each of you will also give a presentation about yourself and what makes you unique!
    - Participants will share what aspects make up their being. The participants may share about their cultural backgrounds and what makes them diverse (country of origin, language, and skills.) The “This is Me!” presentations can be completed orally with or without visuals.
  - In the last hour, we will reflect upon our time together and look towards the future.
- Explain the Learning Journal which contains supplemental materials including handouts, worksheets, and journal prompts.
  - Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour.
  - Ensure participants understand that their response is private and will **not be shared with anyone**. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *Name three qualities you love about yourself.*

## HOOR 2: EMOTIONS

SEL Competency: <ul style="list-style-type: none"><li>➤ Self-Awareness</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ To increase participants' abilities to identify emotions and recognize its connection to feelings, thoughts, and behaviors</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Learning Journal</li><li>➤ Paper (cut into small pieces)</li><li>➤ Pen/Pencil</li><li>➤ Bowl</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start with an informal check-in with participants.
- Introduce the topic of emotions and relate it to the SEL competency of self-awareness.

#### Mindfulness Practice (8 minutes)

- The Body Scan requires participants to focus on their bodies and identify how they are feeling in the moment without judgement.

#### Lecture (15 minutes)

- Discuss emotions and how they influence our thoughts, behaviors, and feelings.
- Introduce the Emotions Wheel.

#### Main Activity (20 minutes)

- Emotions Charades is an activity that will help participants identify different feelings by demonstrating the connection between emotions, body language, and facial expressions.

#### Discussion (10 minutes)

- Reflect on the main activity.
- Lead a discussion about diversity and emotions.
- Leave time for Q&A

#### Closing (2 minutes)

- Provide a short recap of the topics covered during the hour.
- Journal prompt: *Write about a time your emotions impacted your actions.*

## HOUR 2: EMOTIONS

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Do an informal check-in with participants prior to introducing the topic for the hour. It is important that you develop strong relationships with each participant throughout the course of the workshop.
- Introduce the topic and its corresponding social and emotional competency.
  - In hour two, participants will learn about emotions and how they influence our thoughts, feelings, and behaviors.
  - The ability to name emotions increases self-awareness which is defined as the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

#### Mindfulness Practice (8 minutes)

Participants will develop a mindfulness practice over the course of the workshop that incorporates movement, meditation, and breathing exercises. This may be the first time a participant has encountered the idea of mindfulness. Share the following definition with participants:

- Mindfulness is the basic human ability to be **fully present** and **aware of ourselves and the world around us**. To be mindful requires **practice** just like any other skill.

#### Body Scan

A body scan is one of the most effective ways to begin a mindfulness practice. This exercise asks participants to focus on their bodies and identify how they are feeling in the moment without judgement.

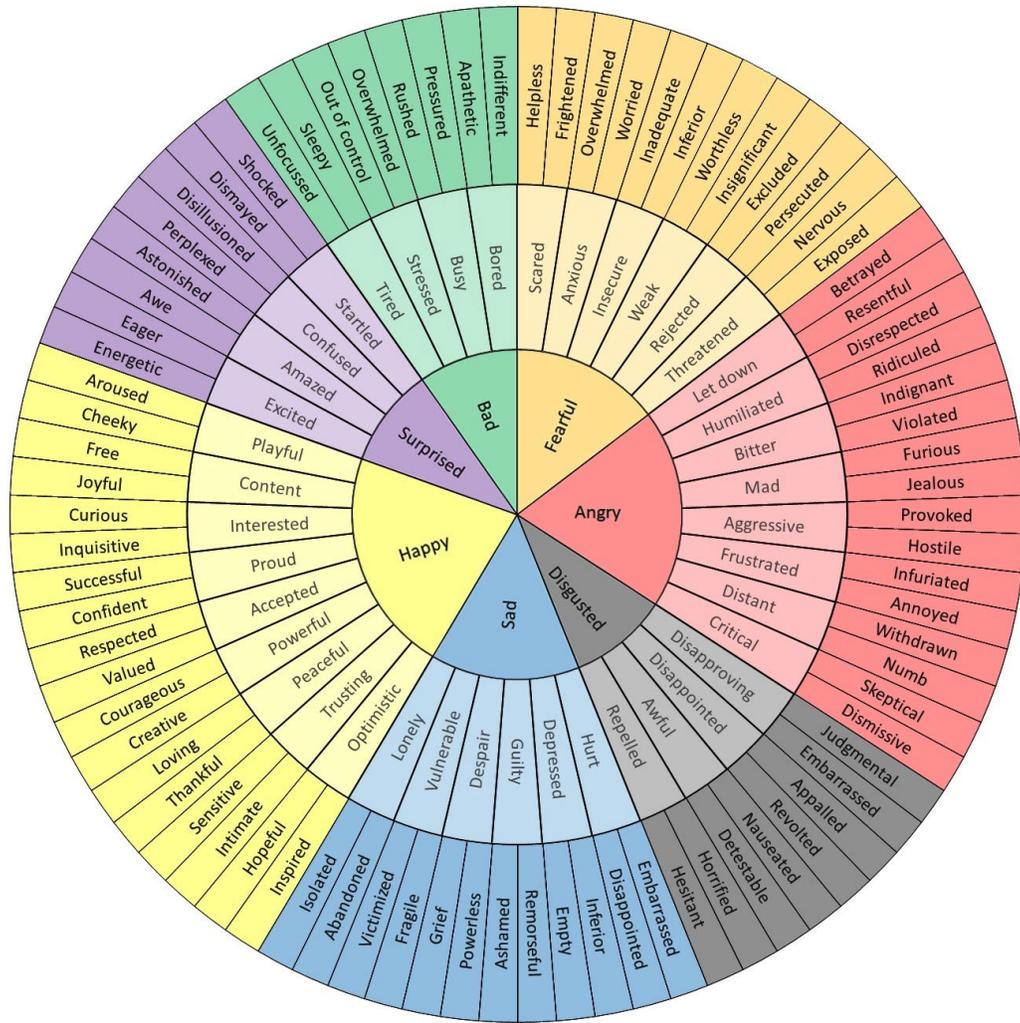
1. Find a comfortable seated position and close your eyes, or if you prefer, soften your gaze.
2. Bring your attention to your breathing without changing it. Notice the natural rise and fall of your body as you continue to breathe in and out.
3. Let's begin our body scan by bringing your attention to your feet. Notice any sensations large and small. Sensations might include buzzing, or tingling, pressure, or tightness. It's also alright if you don't notice anything.
4. Repeat Step 3 with each part of the body listed below:
  - a. *Legs*
  - b. *Chest*
  - c. *Hands*
  - d. *Arms*
  - e. *Head*
5. Bring your attention back to our breath. Spend a few moments here before bringing your awareness back to the room. Slowly open your eyes if they are closed.

Debrief the activity with participants for a few minutes. You may ask the following questions:

- What did you think of that activity?
- What did you notice about your body during the scan?
- How do you feel now as compared to before the exercise?

**Lecture** (15 minutes)

- Emotions are the foundation for understanding and exploring the world around us.
- We experience many emotions each day which our body translates to feelings.
- Feelings affect our thoughts and behaviors, and our thoughts and behaviors can affect our feelings too!
- We experience emotions in two ways at the same time. Emotions start as a sensation in our body to which our brain becomes aware. This is known as the “bottom-up” emotional experience. The other way is known as the “top-down” emotional experience. This is when something outside our body makes us feel a certain way.
- Some emotions can make us feel good while other emotions can make us feel bad.
- We cannot control what emotions we feel, but we do have control over how we respond and interact with those emotions.
- You cannot properly respond to something you do not understand. Therefore, it is important to name what we are feeling.
  - *ASK: Which emotions can you name?*
- Most of us know the basic emotions happiness, sadness, anger, fear, surprise, and disgust. But did you know there’s a whole world of emotions?
- Introduce the **Emotions Wheel** on page 3 of the GROW Learning Journal
  - The most inner ring is the core emotions most people can easily identify. As you move further out from the center, the emotions become a little more nuanced and defined.
  - Note that the human experience is diverse, and that people may experience these emotions differently.
  - Spend some time exploring this tool.



## Main Activity (20 minutes)

### Emotions Charades

Emotion Charades is an activity that will help participants identify different feelings by demonstrating the connection between emotions, body language, and facial expressions. This activity will require a participant to act out an emotion using only facial and body expressions while the other participants attempt to guess which emotion it is.

1. Invite participants to come up with a list of emotions and write them on small slips of paper. Try to have about the same number of enjoyable feelings (i.e. happy, excited) as uncomfortable feelings (i.e. frustrated, confused)
2. Place the slips of paper into a bowl and have each participant select one at random.
3. Explain to participants that they will have to act out an emotion using only facial and body expressions while their peers attempt to guess the emotion.

4. Ask for a volunteer to go first. The person who correctly guesses the emotion should go next.

**Discussion** (10 minutes)

Spend time after the activity to help participants reflect on the activity by discussing some of the questions below. The conversation may go in unexpected ways – allow this to happen while moderating the discussion to ensure it remains relevant to the topic.

- How did you know the emotion another person was feeling? What cues did you use?
- Did you find it easy or difficult to guess the emotion?
- Would you have acted out an emotion in a different way than someone else?
- How might the way people express emotions differ across cultures or communities?
- Have you ever felt an emotion you did not know how to express?

Use part of the discussion section to answer any questions from participants regarding the hour's topic.

**Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Ask participants to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *Write about a time your emotions impacted your actions.*

## HOOR 3: MANAGING EMOTIONS

SEL Competency: <ul style="list-style-type: none"><li>• Self-Management</li></ul>
Objective: <ul style="list-style-type: none"><li>• To increase participants' abilities to respond to and manage difficult emotions in a positive and healthy manner.</li></ul>
Materials: <ul style="list-style-type: none"><li>• Learning Journal</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start with an informal check-in with participants.
- Provide a review of the previous hour's topic of emotions.
- Introduce the topic of responding to and managing emotions in a positive and healthy manner and relate it to the SEL competency of self-management.

#### Mindfulness Practice (5 minutes)

- Introduce participants to breathwork and its effects on calming the body in stressful situations.
- Heart & Belly Breathing is a simple breathwork exercise that helps participants practice deep breathing.

#### Lecture (15 minutes)

- Normalize difficult and strong emotions.
- Discuss the necessity of responding to and managing difficult and strong emotions.
- Review the *Mental Health: Introduction to Self-Care* (Grow Learning Journal, pg. 5-6)

#### Main Activity (15 minutes)

- The Gentle Movement Sequence introduces participants to yoga which combines breathing and movement that helps calm the mind and energize the body.

#### Discussion (15 minutes)

- Reflect on the main activity.
- Lead a discussion on self-care and how participants already practice mindfulness.
- Q&A

#### Closing (2 minutes)

- Provide a short recap of the topics covered during the hour.
- Journal prompt: *How do you take care of yourself when you feel scared or stressed?*

## HOUR 3: MANAGING EMOTIONS

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Do an informal check-in with participants prior to introducing the topic for the hour. It is important that you develop strong relationships with each participant throughout the course of the workshop.
- Provide a review of the previous hour's topic of emotions.
- Introduce the topic and its corresponding social and emotional competency.
  - In hour three, participants will learn how to respond to emotions in a healthy manner.
  - Self-management is defined as the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

#### Mindfulness Practice (5 minutes)

This lesson's mindfulness practice will introduce participants to breathwork and its effects on calming the body in stressful situations. Before this exercise, discuss the sympathetic and parasympathetic nervous system:

- The **autonomic nervous system (ANS)** controls things in our body that happen automatically like breathing, digestion, sweating, and shivering.
- The ANS has two parts: the sympathetic nervous system and the parasympathetic nervous system.
  - The **sympathetic nervous system** gets the body ready to react quickly to stressful or scary events: fight, flight or freeze response.
  - The **parasympathetic nervous system** helps calm us down. It prepares us to rest, think, and restore.
- Breathing exercises help activate the parasympathetic nervous system and can help you calm down when you are feeling stress or scared.

#### Heart & Belly Breathing

1. Find a comfortable position and close your eyes, or if you prefer, soften your gaze. You may choose to remain seated or stand.
2. Place one hand over your heart and the other over your stomach.
3. Focus on your natural breath for a few moments, noticing without judgement how your body is feeling today.
4. Breathe in slowly through your nose, letting the air in deeply, towards your belly. Notice how the hand on your belly rises as you breathe in.
5. Pause and hold your breath for a moment before slowly exhaling through the mouth.
6. Repeat twice more.

## Lecture (15 minutes)

- The ability to name our feelings and see how they influence our thoughts and behaviors is quite powerful.
- We can more effectively respond to and manage an emotion when we know what it is.
- However, strong emotions can be difficult to manage, especially if we feel several strong emotions at once. This is normal!
- Today we will be talking about several things you can do to engage with your emotions in a healthy and positive manner.
- Reference the *Mental Health: Introduction to Self-Care* developed by USCRI's UC Resource Center on page 5-6 of the GROW Learning Journal:
  - **Active Self-Care:** You understand what is happening and you do something to reduce the effects of the stressful event on you.
  - **Evasive Self-Care:** You may not fully understand what is happening so you focus your attention on another activity with the intention of postponing, ignoring, or avoiding the situation. This type of self-help may be good in the short term.
- **Negative Self-Care:** You do not understand what is happening and do not know to respond in a healthy and positive manner.
- ASK: *Why is self-care important for your overall health?*
  - When it comes to your mental health, self-care can help you manage stress, lower your risk of illness, and increase your energy. (National Institutes of Health, 2022)

## Main Activity (15 minutes)

### Gentle Movement Sequence

Yoga combines breathing and movement that can help calm the mind and energize the body. This curriculum refers to yoga simply as movement to ensure applicability across cultures.

Please reference the *Gentle Chair Yoga Sequence* or *Gentle Yoga Sequence Standing Version*<sup>1</sup> guide for instructions. This sequence may be done seated or standing dependent on the participants' preferences and abilities.

## Discussion (15 minute)

Spend time after the activity to help participants reflect on the activity by discussing some of the questions below. The conversation may go in unexpected ways - allow this to happen while moderating the discussion to ensure it remains relevant to the topic.

- How do you feel after completing the Gentle Movement Sequence?
- Do you notice a change in how you feel before and after the movement sequence?
- Was this helpful for you?
- What do you do when you are feeling scared or stressed?
- Do you already have a mindfulness practice in place? What does it look like?

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<sup>1</sup> Developed by Gwen Soffer, MSW at Nationalities Service Center in Philadelphia, PA

Use part of the Discussion section to answer any questions from participants regarding the hour's topic.

**Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *How do you take care of yourself when you feel scared or stressed?*

## HOOR 4: GOAL ORIENTED BEHAVIOR & PLANNING

SEL Competency: <ul style="list-style-type: none"><li>➤ Responsible Decision Making</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will examine the connection between values, priorities, and goals and learn how to set and achieve goals.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Learning Journal</li><li>➤ Vision Board Materials (poster board/cardboard; colored pencils or markers; cutout images; glue or tape)</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start with an informal check-in with participants.
- Provide a review of the previous hour's topic of managing emotions.
- Introduce the topic of setting and achieving responsible goals and relate it to the SEL competency of responsible decision making.

#### Mindfulness Practice (10 minutes)

- Participants will complete the Gentle Movement Sequence to engage the mind and body.

#### Lecture (15 minutes)

- Discuss the importance of making responsible decisions.
- Define values, priorities, and goals and how they are closely intertwined.
- Introduce the SMART goals framework and discuss how to achieve goals.

#### Main Activity (15 minutes)

- Participants will complete the Setting and Achieving Goals worksheet (GROW Learning Journal, pg. 8) OR design a vision board.

#### Discussion (12 minutes)

- Reflect on the main activity.
- Use the Priority Cards to lead a reflective discussion on priorities and goal setting.
- Q&A

#### Closing (5 minutes)

- Introduce the Game of READY4Life
- Provide a short recap of the topics covered during this hour.
- Journal prompt: Write about a time when you did something you were afraid to try. How did you feel afterward?

## HOOR 4: GOAL ORIENTED BEHAVIOR & PLANNING

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Do an informal check-in with participants prior to introducing the topic for the hour. It is important that you develop strong relationships with each participant throughout the course of the workshop.
- Provide a review of the previous hour's topic of managing emotions.
- Introduce the topic and its corresponding social and emotional competency.
  - In Hour 4, participants will learn about responsible decision making and how to set and achieve goals.
  - Responsible decision making is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

#### Mindfulness Practice (10 minutes)

##### Gentle Movement Sequence

Please reference the *Gentle Chair Yoga Sequence* or *Gentle Yoga Sequence Standing Version* guide for instructions (Gwen Soffer, 2018). This sequence may be done seated or standing dependent on the participants' preferences and abilities.

#### Lecture (15 minutes)

- Opening Question: What should you consider or think about before [making an important decision in your life]?<sup>2</sup>
  - To make a responsible decision means to carefully consider the implications/outcomes on yourself AND other people.
  - Your individual values, priorities, and goals therefore play an important role in the decision-making process.
- Define values, priorities, and goals:
  - **A value is a belief or principle that guides our actions.** Values run deep. We learn them early in life, often from our family. People often are not aware that their beliefs are their values. They do not always realize that others have different values. Conflicts often come from different values. Values include honesty, integrity, truthfulness, reliability, and dedication to friends and family.
  - **A priority is something that we have decided is important and requires our attention.**
  - **A goal is something we hope to accomplish or achieve.**
- Values, priorities, and goals are closely intertwined: values shape our priorities, which in turn define our goals.

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<sup>2</sup> Facilitators may choose to use a specific decision (e.g., education, career, relationships) to move the lecture forward.

- Discuss the SMART goals framework. *Note that the acronym only works for English speakers. You can still discuss the general principles with non-English speakers.*
  - Some goals can be easy to achieve, while other goals may require more effort and time. It can help if the goals you set are SMART:
    - Specific: Define your goal in detail. Be as specific as possible.
    - Measurable: Decide how you will measure success.
    - Attainable: Set realistic goals that challenge you but are still achievable.
    - Relevant: Ensure your goal is in line with your values and priorities.
    - Timely: Decide on a deadline that makes sense for your goal.
- Discuss how to achieve a goal once it has been set:
  - **Break it down.** Goals can be big and scary. What are the steps you need to take to achieve that goal?
  - **Identify your strengths and areas needed for additional support.** What do you need to achieve that goal? What do you already have? Are there people who can help you?
  - **Take action!**

### Main Activity (15 minutes)

- Option #1: Participants will complete the **Setting and Achieving Goals** worksheet on page 8 of the GROW Learning Journal.
  - Write or draw a goal that is SMART (specific, measurable, attainable, relevant, and timely).
  - Identify the priority that determined the goal.
  - Identify the underlying value of the goal.
  - Identify the steps you need to take to achieve the goal.
  - Identify your strengths that you can use to achieve this goal.
  - Identify the people in your life who can help you along the way.
- Option #2: Participants will create **Vision Boards.**
  - A vision board is a collection of words or images arranged in a way that help you manifest or conceptualize your goals.
  - Vision boards can manifest personal or professional goals.
  - Vision boards are created with what is available to you.
  - Participants may use newspapers, magazines, or handwritten words to express their goals.
  - Participants should use the SMART goal method to create their vision boards.

### Discussion (12 minutes)

Use the Priority Cards to facilitate the discussion and reflect on the main activity.

1. Provide each participant with a set of Priority Cards.
2. Have participants select three cards that they believe to be important priorities for them now.
3. Have participants select another three cards that they believe will be priorities for them in ten years.

You may ask the questions below to help guide the discussions which may go in unexpected directions. Allow this to happen while moderating the discussion to ensure it remains relevant to the topic.

- What priorities are important to you now versus those that may be important to you in the future? Do you notice any similarities or differences?
- What were your priorities before arriving to the United States? Do you find that your priorities have changed?
- What was the goal you set? How are your current priorities related to your goal?

Use part of the Discussion section to answer any questions from participants regarding the hour's topic.

### **Closing** (5 minutes)

- Spend some time introducing the Game of READY4Life.
  - The main activity for Hours 5-7 is the Game of READY4Life. Participants will make decisions that will affect their future.
  - In Hour 5, participants will decide whether to pursue higher education or join the workforce, a decision that can determine the careers available for them to choose. Note that not all participants will have the opportunity to pursue higher education.
  - In Hour 6, participants will decide on family structure, housing, and food options. Note that participants may create choices that best suit their lives.
  - In Hour 7, participants will make additional purchases but may run into unexpected expenses! The participants will determine what they see as a need or a want. Anticipate that the participants may differ in their beliefs.
  - Ask participants to think of a job they would like to do in the future. Challenge participants to do some research as to what steps they need to take to enter their chosen career/profession.
- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *Write about a time when you did something you were afraid to try. How did you feel afterward?*

## HOOR 5: EDUCATION IN THE U.S.

SEL Competency: <ul style="list-style-type: none"><li>➤ Responsible Decision-Making</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will understand the higher education options available.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ True and False Cards</li><li>➤ Game of READY4Life</li><li>➤ Learning Journal</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants.
- Provide a review of the previous hour's topic of goal-oriented behavior and planning.
- Introduce the topic of education in the U.S.

#### Mindful Practice (8 minutes)

- The Body Scan requires participants to focus on their bodies and identify how they are feeling in the moment without judgement.

#### Lecture (15 minutes)

- Discuss the different education routes a student can pursue after completing high school.
- Introduce the Post-Secondary Education Pathways Diagram
- Allow time for participants to ask questions.

#### Main Activity & Discussion (20 minutes)

- Participants will decide if a statement about education in the U.S. is either true or false.
- Allow time for discussion and for participants to ask questions.

#### Game of READY4Life (10 minutes)

- During this hour, ask participants to decide on whether they will pursue traditional higher education or trade or vocational higher education.
- Allow the participants to explore the different careers and ask questions.
- The participants will want to keep note of this information for when they continue the Game of READY4Life in hours six and seven.

#### Closing (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Remind participants of the "This is Me!" project in Hour 11.
- Journal prompt: *What is something you learned recently that has changed how you see the world?*

## HOUR 5: EDUCATION IN THE U.S.

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of goal-oriented behavior and planning.
- Introduce the topic and its corresponding social and emotional competency.
  - In Hour 5, participants will learn about the U.S. education system.
  - The participants will learn about different pathways that can lead to different employment opportunities.
  - The participants will start playing the Game of READY4Life.

#### Mindful Practice (8 minutes)

##### Body Scan

A body scan is one of the most effective ways to begin a mindfulness practice. This exercise asks participants to focus on their bodies and identify how they are feeling in the moment without judgement.

1. Find a comfortable seated position and close your eyes, or if you prefer, soften your gaze.
2. Bring your attention to your breathing without changing it. Notice the natural rise and fall of your body as you continue to breathe in and out.
3. Let's begin our body scan by bringing your attention to your feet. Notice any sensations large and small. Sensations might include buzzing, or tingling, pressure, or tightness. It's also alright if you don't notice anything.
4. Repeat Step 3 with each part of the body listed below:
  - i. *Legs*
  - ii. *Chest*
  - iii. *Hands*
  - iv. *Arms*
  - v. *Head*
5. Bring your attention back to our breath. Spend a few moments here before bringing your awareness back to the room. Slowly open your eyes if they are closed.

#### Lecture (15 minutes)

- Typically, youth in the U.S. will complete elementary, middle, and high school.
  - Acknowledge that this may not be the case for all refugee and immigrants.
  - Allow for participants to share their different experiences.
- After high school, there are different educational and vocational opportunities.
- You can choose to work or pursue postsecondary education.
- Within postsecondary education, there are many paths you can choose.
  - ASK: What postsecondary education paths can you name?

- Some examples are community colleges, universities, and vocational-technical and career colleges. Those are only a few, but let's discuss what makes them different.
- Introduce the Postsecondary Education Pathways Diagram
  - Address the differences between the types of postsecondary education institutions.
  - Note that there are other options, but these are ones you will encounter often.

Postsecondary Education Pathways in the U.S.

	<b>Trade/Vocational School</b>	<b>Community College</b>	<b>College/University</b>
Average Length of Time	1 - 2 years	2 years	4 years
General Information	Vocational-technical and career colleges offer specialized training in a particular industry or career.	Community colleges offer two-year associate degrees that can prepare you for a certain career or to transfer to a four-year college to earn a bachelor's degree.	These colleges can prepare you for a variety of careers or for graduate study. Universities often are larger and offer more majors and degree options than colleges.
Average Cost	\$17,600* per academic program  *Cost may vary due to the type of program	\$3,730 per academic year	\$26,027* per academic year  *In-state rate at a public 4-year institution
Type of Degree	Program Specific Certificate	Associate Degree	Bachelor's Degree
Potential Programs	Medical Assistant HVAC technician Auto Mechanic Surgical Technology Dental Assistant Massage Therapy Emergency Medical Technician Cosmetology Culinary Arts Accounting Business Administration Hospitality Management Cyber-Security Mechanical Engineering	Construction and Maintenance Hospitality and Personal Services Transportation Biotechnology Education Information and Digital Technology Business Engineering Public Safety Health Care and Wellness	Nursing Engineering Business Administration Psychology Biology Criminal Justice Education Political Science English Language & Literature
Local Institution Examples	Depends on location	Depends on location	Depends on location

## **Main Activity & Discussion** (20 minutes)

### Did you Know?

Share statements from the list below to discuss with your participants. The participants will hold up a true or false card to participate in the game. The participants may work in pairs or small groups to decide whether the statement is true or false. Keep in mind that you want to have enough time to give additional information and answer questions the participants may have about the matter.

#### **1) You can apply and attend college without being a documented citizen or legal resident.**

- a. True. There is currently no federal law that prevents U.S. colleges from admitting undocumented students. Often educational institutions set their rules for admitting undocumented students. (Applies to refugee and immigrant youth.)

#### **2) Undocumented students cannot receive federal financial aid for college.**

- a. True. However, undocumented students can get financial aid and scholarships for college in alternative ways. (Applies to refugee and immigrant youth.)
- b. Financial aid is money to help pay for college or career school. Grants, work-study, loans, and scholarships help make college or career school affordable.
  - i. Grants - A grant is financial aid that you don't need to repay. (Applies to refugee and immigrant youth.)
  - ii. Scholarships - Nonprofits and private organizations offer scholarships to help students pay for college or career school. (Applies to refugee and immigrant youth.)
  - iii. Work-Study Jobs - The Federal Work-Study Program allows you to earn money to pay for school through part-time work. You earn at least the current federal minimum wage. You may earn more depending on the type of work and the skills requirement. (Applies to refugee youth.)
  - iv. Loans - A loan is money you borrow and pay back with interest. (Applies to refugee and immigrant youth.)

#### **3) Community colleges and vocational-technical colleges require ACT or SAT scores.**

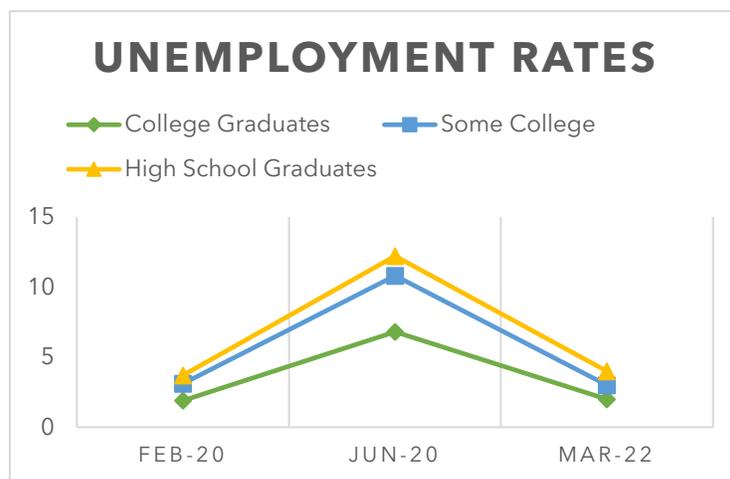
- a. False. Community colleges and vocational-technical colleges do not often require you to submit ACT or SAT scores. Although, the scores can be used to place students in the appropriate beginning courses.
- b. The ACT and SAT are college admissions exams.
  - i. The ACT and SAT scores can be used to award merit-based scholarships.
  - ii. The ACT and SAT are another way to showcase your academic skills.

#### **4) Certificates help trade/vocational school students get jobs and earn more.**

- a. True. Most research finds that having a certificate can lead to higher earnings.
- b. Certificates increase the probability that a person is employed at a job within an industry related to their skills.

**5) The unemployment rate is lower for college graduates than for workers without a bachelor's degree, and that gap widened due to the COVID-19 pandemic.** (PEW Research Center, 2022)

- True. In February 2020, 1.9 percent of college graduates were unemployed, compared to 3.1 percent of workers who completed some college but not a four-year degree, and 3.7 percent of workers with a high school diploma.
- In June 2020, 6.8 percent of college grads, 10.8 percent of workers with some college, and 12.2 percent of high school graduates were unemployed.
- In March 2022, the unemployment rate nearly returned to pre-pandemic levels for college graduates, 2 percent, while dropping to 3 percent among those with some college education but no four-year degree, and 4 percent among those with a high school diploma.



**6) A college education creates pathways to career advancement opportunities.**

- True. Your college education grows your network and sends you on the path toward career opportunities.
- You can learn about conferences and events that increase your knowledge and professional connections.
- You may be able to receive a certification that creates career opportunities.
- Having a college degree gives you access to promotions.

Use part of the Discussion section to answer any questions from participants regarding the hour's topic. Give participants who have diverse experiences the opportunity to share their thoughts on this topic.

**Game of READY4Life** (10 minutes)

- Introduce the concept of the Game of READY4Life which will be continued in Hour 6 and completed in Hour 7.
- The Game of READY4Life is a simulation game that gives players the ability to travel through a month of their adult-life. During the Game of READY4Life, the players will choose their family structure, higher education route, career, and expenses.

- Remind participants that the Game of READY4Life is a game that simplifies the real world. Although some decisions may be easy to make in the Game of READY4Life, that may not be the case in real life.
- The Game of READY4Life can be adapted for older youth by encouraging participants, especially those who have already made certain decisions in life, to create their own Game of READY4Life cards.
- During this hour, ask participants to decide on whether they will pursue higher education.
  - The participants can decide to join the workforce, pursue trade or vocational higher education, or traditional higher education. Remind the participants that they can choose what works best for them.
  - If the participant decides to pursue traditional higher education, inform them of the ten potential careers they can explore in the Game of READY4Life.
  - If the participant decides to pursue trade or vocational higher education, inform them of the five potential careers they can explore in the Game of READY4Life.
  - If a participant decides to join the workforce, they can choose from seven potential careers.
  - If a participant has a career, they may write and their career details on a blank career card.
- Once the participants have selected their higher-education or career route, distribute the career cards.
- Career cards that require traditional higher education will be marked with a (\*).
- Allow the participants to explore different careers and ask questions.
- Once the participants select a career, the participants will add this information to their GROW Learning Journals on page 10.
- The participants will want to keep note of this information for when they continue the Game of READY4Life in hours six and seven.

### **Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *What is something you learned recently that has changed how you see the world?*

## HOOR 6: CAREER EXPLORATION

SEL Competency: <ul style="list-style-type: none"><li>➤ Responsible Decision-Making</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will understand aspects of career exploration.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Large sheets of paper and writing utensils</li><li>➤ Game of READY4Life</li><li>➤ Learning Journal</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants.
- Provide a review of the previous hour's topic of education in the U.S.
- Introduce the topic of career exploration.

#### Mindful Practice (5 minutes)

- Heart & Belly Breathing is a simple breathwork exercise that helps participants practice deep breathing.

#### Lecture (15 minutes)

- Discuss topics related to career exploration with your participants.
- Empower your participants to continue doing research with resources in the community.

#### Main Activity (15 minutes)

- Participants will identify their strengths, interests, and support network and complete their Tree of Strengths (GROW Learning Journal, pg. 12)

#### Discussion (10 minutes)

- Debrief with participants about ideas shared during the Tree of Strength activity.
- Q&A

#### Game of READY4Life (10 minutes)

- During this hour, ask participants to evaluate their family structure, housing, and food options.
- The participants should note their selections in their Learning Journal for when they continue the Game of READY4Life in hour seven.

#### Closing (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Journal prompt: *What is your greatest strength? What would you like to improve about yourself?*

## HOUR 6: CAREER EXPLORATION

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of education pathways in the U.S.
- Introduce the topic and its corresponding social and emotional competency.
  - In Hour 6, participants will learn about career exploration.
  - The participants will be introduced to different career exploration aspects.
  - Participants will complete a Tree of Strength.
  - The participants will continue the Game of READY4Life.

#### Mindful Practice (5 minutes)

##### Heart & Belly Breathing

1. Find a comfortable position and close your eyes, or if you prefer, soften your gaze. You may choose to remain seated or stand.
2. Place one hand over your heart and the other over your stomach.
3. Focus on your natural breath for a few moments, noticing without judgement how your body is feeling today.
4. Breathe in slowly through your nose, letting the air in deeply, towards your belly. Notice how the hand on your belly rises as you breathe in.
5. Pause and hold your breath for a moment before slowly exhaling through the mouth.
6. Repeat twice more.

#### Lecture (15 minutes)

Discuss some of the following topics related to career exploration with your participants. Empower your participants to continue doing research on their own with resources in the community like the library, employment services, and school guidance counselors.

- **Resumes** inform the employer about your experiences, skills, and work history. Your resume showcases that you are a good worker, qualified, and bring desirable skills to the job. If you have little or no previous job experience, highlight information about your school and community activities.
- **Cover Letters** complement your resume. An employer can understand how your experience and interest connect to a specific role/position.
- Your **education** can affect the jobs and careers you access. Many employers require you to have a high school diploma or an equivalent certificate. To access many careers, you may need an associate degree, bachelor's degree, or job-specific certifications.
- Opportunities within career exploration include **job shadowing**, **internships**, and **volunteering**. Each of the opportunities gives you a chance to experience what it would be like to be in your field of interest.

- As you seek employment, you'll complete a **job search**. It can be helpful to identify what types of jobs or careers are of interest to you. You may learn of employment opportunities from friends and family, job fairs, job boards, or career websites. When searching for jobs, you'll want to review the descriptions and qualifications required to determine if it is an opportunity you want to pursue.
- **References** are people who can speak on your work history, skills, and work style.

### **Main Activity** (15 minutes)

#### Tree of Strength

During this activity, participants will identify their strengths, interests, and support network. The participants will use the Tree of Strengths on page 12 of the GROW Learning Journal. Each part of the tree will be a different step in the activity. There will be three parts to this activity. The participants may complete the activity as guided below.

- **Trunk** - The participants will identify their support network. Remind participants that many people can be in their support network including family, guardians, community members, and friends.
- **Branches** - The participants will identify goals or interests. Some participants might have career goals in mind and others may not. Remind participants that they can identify general interests.
- **Leaves** - The participants will identify their strengths. If participants are having trouble identifying strengths, give examples of strengths observed during workshops.

### **Discussion** (10 minutes)

Debrief with participants about ideas shared during the Tree of Strength activity.

1. How can your strengths help you reach your career goals?
2. How can your interests and strengths work together to create a career goal?

Use part of the Discussion section to answer any questions from participants regarding the hour's topic.

### **Game of READY4Life** (10 minutes)

- Remind participants of the Game of READY4Life which will be continued and completed in hour seven.
- The Game of READY4Life is a simulation game that gives players the ability to travel through a month of their adult-life. During the Game of READY4Life the players will choose their family structure, career, and expenses.
- Remind participants that the Game of READY4Life is fictional. Although some decisions may be easy to make in the Game of READY4Life, that may not be the case in real life.
- The Game of READY4Life can be adapted for older youth by encouraging participants to create their own Game of READY4Life cards.
- During this hour, ask participants to evaluate their family structure, housing, and food options.

- If the participant decides to expand their family, inform them of the changes that occur with each adaptation.
  - If a participant decides to be married/partnered, they may have the opportunity to split expenses in half. Remind participants that expenses can be split if it is anticipated that both partners in the household will work.
  - If a participant decides to have children, they will need to pay childcare. Remind participants that childcare will be paid for if it is expected that both partners in the household will work.
  - Their food expenses are determined by their family structure.
- The participants must first decide their family structure. They may choose from the six family cards. Remind participants that they can adapt the game when needed.
- The participants must then select a home. They may choose from the five housing cards. Remind participants that they can adapt the game to their life experiences.
- The participants will choose their food expense. They should select this expense depending on their family structure.
- The participants should calculate the amount of money they have left. They will need this information for hour seven.
  - Facilitators should supply calculators if needed.
- The participants should note their family structure, housing, and food selections in their GROW Learning Journal on page 13 for when they continue the Game of READY4Life in Hour 7.

### **Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *What is your greatest strength? What would you like to improve about yourself?*

## HOOR 7: FINANCIAL LITERACY

SEL Competency: <ul style="list-style-type: none"><li>➤ Responsible Decision-Making</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will gain a basic understanding of financial literacy.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Game of READY4Life</li><li>➤ Learning Journal</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants.
- Provide a review of the previous hour's topic of career exploration.
- Introduce the topic of financial literacy.

#### Mindful Practice (10 minutes)

- Participants will complete the Gentle Movement Sequence to engage the mind and body.

#### Lecture (15 minutes)

- Discuss with your participants the difference between needs and wants. This is also an opportunity for you to discuss other financial aspects such as credit scores, budgeting, and debt.

#### Main Activity (20 minutes)

##### Game of READY4Life

- During this hour, ask participants to decide which extra expenses to take on in the first round.
- In this round the facilitator will deal the "unplanned expense" cards to each participant.

#### Discussion (10 minutes)

- What decisions did you have to make about money?
- Q&A

#### Closing (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Journal prompt: How would you spend \$1000?

## HOUR 7: FINANCIAL LITERACY

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of career exploration.
- Introduce the topic and its corresponding social and emotional competency.
  - In Hour 7, participants will learn financial literacy.
  - The participants will be introduced to different finance aspects.
  - The participants will complete the Game of READY4Life.

#### Mindful Practice (10 minutes)

##### Gentle Movement Sequence

Please reference the *Gentle Chair Yoga Sequence* or *Gentle Yoga Sequence Standing Version* guide for instructions (Gwen Soffer, 2018). This sequence may be done seated or standing dependent on the participants' preferences and abilities.

#### Lecture (15 minutes)

Discuss with your participants the difference between needs and wants. This is also an opportunity for you to discuss other financial aspects such as credit scores, budgeting, and debt.

- **Needs** are necessary to live and function.
  - Examples of needs are food, shelter, water.
- **Wants** can improve your quality of life.
  - Examples of wants are newest iPhone, name brand shoes and clothes, fast food.
- **Bank Accounts** provide a safe place to deposit your money.
  - **Checking Accounts** are accounts where you can deposit paychecks, pay bills, and use for everyday expenses.
  - **Savings Accounts** are accounts where you can deposit money that you won't need right away and might use for emergencies or large purchases.
- **Credit** represents an agreement made between the lender and the debtor. The debtor does not repay the lender immediately but later.
  - Examples of credit include car loans, mortgages, personals loans, and lines of credit (credit cards).
  - Often there is interest when using credit. Interest is the price you pay to borrow money.
- **Credit Scores** are a prediction of your credit behavior and show how likely you are to pay a loan back on time.
  - Your credit score can range from 300 - 850.

## Credit Scores

Credit Rating	Credit Scores	Impact
Poor	300 - 579	May not be approved for credit
Fair	580 - 669	Considered a subprime borrower who may struggle to repay debt
Good	670 - 739	Not likely to become delinquent with debt
Very Good	740 - 799	Likely to receive better than average rates from lenders
Exceptional	800 - 850	Likely to receive best rate from lenders

- **Debt** is money that you owe.
  - Some types of debt include student loans, credit cards, car finance, and medical.
- **Budgets** help keep your spending in check and make sure that you save adequately for your future.
  - Some things to include in your budget include housing, vehicle payments, groceries, debt, travel, and retirement.

### Main Activity (20 minutes)

#### Game of READY4Life

- Remind participants of the Game of READY4Life which they began in hour five and continued in hour six.
- The Game of READY4Life is a simulation game that gives players the ability to travel through a month of their adult-life. During the Game of READY4Life the players will choose their family structure, higher education route, career, and expenses.
- Remind participants that the Game of READY4Life is fictional. Although some decisions may be easy to make in the Game of READY4Life, that may not be the case in real life.
- The Game of READY4Life can be adapted for older youth by encouraging participants to create their own Game of READY4Life cards.
- Acknowledge that needs and wants may be different for each participant due to location and life stage. Some participants may need to have a car while others may not need to arrange their own transportation.
- During this hour, ask participants to decide which extra expenses they need or want.
  - If the participant pursued higher education, they must pay their student loan payment first.
  - If the participant decided to have children and all adults in the household are working, they will pay for childcare.
  - If the participant decided to marry/partner, they may split these costs in half if both partners in the household are working.

- If the participant does not have student loan or childcare payments, they can choose which extra expenses they need or want. The participant can choose to “skip” and save their money.
- The participants may choose up to three extra expenses at a time. The participants should keep track of the amount they are spending and have left throughout their turns.
  - Remind participants that they may want to prioritize needs over wants during the first round.
  - Facilitators should supply calculators to participants when needed.
- During the second round, ask the participants if they have additional expenses they need or want to take on. Remind the participants that they may choose to “skip” and save money. Unlike the previous round, in this round the facilitator will deal the Unplanned Expense cards to each participant.
  - Remind participants that they may want to prioritize their needs over their wants.
  - If a participant does not have enough money to pay for their Unplanned Expense card, they may choose to pay half and “finance” or use “credit” for the rest. Remind the participants that the use of credit comes with interest!
- If there is time, you may continue for additional rounds.
- If additional rounds are played, the facilitator may decide whether to deal unplanned expense cards.
- The participants can keep track of their expenses by noting the information on page 15 of their GROW Learning Journals.
  - Facilitators should supply calculators to participants when needed.

### **Discussion** (10 minutes)

- What decisions did you have to make about money?
- How would you play the Game of READY4Life differently?
- Answer any questions from participants regarding the hour’s topic.

### **Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *How would you spend \$1000?*

## HOOR 8: BUILDING THE FOUNDATION FOR HEALTHY RELATIONSHIPS

SEL Competency: <ul style="list-style-type: none"><li>➤ Healthy Relationship Building</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will understand the importance of developing and maintaining healthy relationships with acquaintances, friends, family, and romantic partners.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Learning Journal</li><li>➤ Colored pencils or markers</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start with an informal check-in with participants.
- Provide a review of the previous hour's topic of financial literacy.
- Introduce the topic of the importance of healthy relationships and relate it to the SEL competency of healthy relationship building.

#### Mindfulness Practice (8 minutes)

- The Body Scan requires participants to focus on their bodies and identify how they are feeling in the moment without judgement.

#### Lecture (15 minutes)

- Define a relationship.
- Provide the garden analogy to highlight the work necessary to maintain and grow relationships.
- Discuss what makes a relationship healthy.

#### Main Activity (15 minutes)

- Participants will reflect on the healthy relationships in their lives and complete the Relationships Flower exercise on page 17 of their GROW Learning Journals.

#### Discussion (15 minutes)

- Lead a discussion about the benefits of healthy relationships by exploring the concept of strong and weak ties.
- Q&A

#### Closing (2 minutes)

- Provide a recap of the topic for the hour.
- Journal prompt: *What are some qualities that you want in a friend or romantic partner?*

## HOUR 8: BUILDING THE FOUNDATION FOR HEALTHY RELATIONSHIPS

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of financial literacy.
- Introduce the topic and its corresponding social and emotional competency.
  - In Hour 8, participants will learn about healthy relationships and explore their benefits.

#### Mindfulness Practice (8 minutes)

##### Body Scan

A body scan is one of the most effective ways to begin a mindfulness practice. This exercise asks participants to focus on their bodies and identify how they are feeling in the moment without judgement.

1. Find a comfortable seated position and close your eyes, or if you prefer, soften your gaze.
2. Bring your attention to your breathing without changing it. Notice the natural rise and fall of your body as you continue to breathe in and out.
3. Let's begin our body scan by bringing your attention to your feet. Notice any sensations large and small. Sensations might include buzzing, or tingling, pressure, or tightness. It's also alright if you don't notice anything.
4. Repeat Step 3 with each part of the body listed below:
  - i. *Legs*
  - ii. *Chest*
  - iii. *Hands*
  - iv. *Arms*
  - v. *Head*
6. Bring your attention back to our breath. Spend a few moments here before bringing your awareness back to the room. Slowly open your eyes if they are closed.

#### Lecture (15 minutes)

- ASK: *What is a relationship?*
  - Work with participants to build a definition of relationship: A relationship is the way two or more people are connected and the ways in which they behave towards each other.
- Humans are social by nature and thrive when living healthy relationships with others.
- Think about all the people in your life - you have a relationship with each and every one of them!
  - Not all relationships are the same. Each relationship is unique.
  - Some relationships may mean more to you than others because the person is important to you. This is natural.

- You should prioritize the relationships in your life that you value most.
- It may be helpful to think of your relationships as a garden.
  - A garden requires a lot of work.
    - The plants in your garden require adequate water, nutrients, and sunlight to grow and thrive.
    - You must carefully choose which plants you want in your garden. Otherwise, the garden may become overcrowded and no longer bring you joy.
    - You also keep your garden free of weeds, insects, and animals that may prevent your plants from thriving.
  - In a similar way, it takes a lot of work to maintain and grow relationships.
    - Each individual relationship is a plant in your garden.
    - You need to carefully decide into which relationships you put effort and remove the ones that do not bring you happiness and help you grow.
    - You also need to create an environment where a relationship can thrive.
- Healthy relationships are characterized by good boundaries, trust, mutual respect, and open and honest communication. Work with participants to develop definitions for each one with sensitivity to cultural differences and understanding.
  - **Boundaries** look different for everyone. Having boundaries is like drawing a line. One side has the things with which you are okay and the other side has things that make you feel uncomfortable.
  - To **trust** another person is to feel safe around them because you know that they will not hurt you. Trust takes time to build but can easily be damaged.
  - To **respect** another person is to recognize them for who they are and treat them with kindness. Respect is closely tied to boundaries and trust.
  - Open and honest **communication** is the most important part of a healthy relationship. To be in a relationship with someone requires you to share a part of yourself and your needs with them.

### **Main Activity** (15 minutes)

#### Relationship Flower

In this activity, participants will reflect on the healthy relationships in their lives and complete the Relationships Flower on page 17 of the GROW Learning Journal.

- Write your name in the circle at the center of the flower.
- Think about all the special people in your life.
- Write the name of a person with whom you have a meaningful relationship and *why* you consider the relationship to be meaningful in each of the petals.
- Feel free to color your flower if you have time.

*Adaptation: Participants who have difficulty writing in English or even their native language may choose to draw the people with whom they have a healthy relationship.*

## Discussion (15 minutes)

Lead a discussion about the benefits of healthy relationships by exploring the concept of strong and weak ties. Leave time at the end for participants to ask any questions regarding this hour's topic.

It's important to cultivate all types of relationships: strong and weak ties both play important roles in our well-being and happiness.

- **Strong ties** are social connections characterized by frequent meaningful interactions and a deep level of positive emotionality and intimacy. These are people whom you know very well.
- **Weak ties** are social connections characterized by infrequent interactions with little to no emotionality and reciprocity. These are people whom you know but perhaps not very well.

Discussion Questions:

1. What is an example of a strong tie in your life? A weak tie?
2. Do you think one type of relationship is better than the other? Why?

*Note: Use the information below to highlight the benefits of familial relationships, friendships, romantic relationships, and acquaintances as they are mentioned by participants.*

- Family or Familial Relationships (strong tie):
  - The family is the basic building block of society and usually the first place from which a person receives unconditional love and support.
  - It is within the family that children learn about relationships, and therefore, the quality of familial relationships can predict the quality of future relationships.
- Friendship (strong tie):
  - Friendships are very important relationships outside the family unit that can provide a similar sense of belonging and purpose.
  - Friends can help you celebrate the good times and provide support during the bad times.
  - Friends are the family you choose, so choose wisely! Good friends help you become a better person.
  - Note that friendship can be an all-encompassing term and the general norms of friendship are determined by those in the relationship. Each friendship is unique.
- Romantic Relationships (strong tie):
  - Romantic relationships can provide us with an intimacy that friendships and familial relationships usually do not.
  - Romantic relationships can help us determine what we want in a life partner and ultimately lead to marriage.
  - Marriage provides its own special benefits as a social institution. Remember from the Game of READY4Life that your expenses such as groceries and rent were cut in half if you chose to get married? In the U.S., people who

- are legally married also have access to special tax, financial, legal, and health and employment benefits.
- And of course, there's the social benefit of marriage: **healthy marriages lead to stronger families in which people can thrive!**
- Acquaintanceship (weak tie):
  - An acquaintance is someone with whom you have met but know little about.
  - While they may be situated on the outside of your social network, acquaintances help cultivate a sense of community and expand our perspectives without the emotional challenges that often come with family and friends.

### **Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *What are some qualities that you want in a friend or romantic partner?*

## HOOR 9: COMMUNICATION SKILLS FOR FAMILY SETTINGS

SEL Competency: ➤ Healthy Relationship Building
Objective: ➤ Participants will learn how to use basic communication skills to minimize conflict within the family setting.
Materials: ➤ None

### Facilitator's Outline

#### Introduction (5 minutes)

- Start with an informal check-in with participants.
- Provide a review of the previous hour's topic of building healthy relationships.
- Introduce the topic of communication skills and conflict management and relate it to the SEL competency of Healthy Relationship Building.

#### Mindfulness Practice (5 minutes)

- Heart & Belly Breathing is a simple breathwork exercise that helps participants practice deep breathing.

#### Lecture (20 minutes)

- Normalize conflict within the family setting and life in general.
- Introduce the basics of communication skills.
  - Role of the listener and speaker.
  - Active listening
  - Effective communication
  - Body language

#### Main Activity (15 minutes)

- Telephone is an activity that teaches participants how easily words can be misconstrued and lead to a breakdown in communication.
- Alternative Activity: Telestrations

#### Discussion (10 minutes)

- Reflect on the main activity.
- Q&A

#### Closing (2 minutes)

- Provide a short recap of the topics covered during the hour.
- Remind participants of the "This is Me!" project in Hour 11.
- Journal prompt: *Write about a conflict you had with someone. How did you handle it and would you do anything differently?*

## HOOR 9: COMMUNICATION SKILLS FOR FAMILY SETTINGS

### Detailed Lesson Plan

#### Introduction

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of healthy relationship building.
- Introduce the topic and its corresponding social and emotional competency.
  - In Hour 9, participants will learn how to use basic communication skills to minimize conflict within the family setting.
  - SEL competency is Healthy Relationship Building

#### Mindful Practice (5 minutes)

##### Heart & Belly Breathing

##### Instructions

1. Find a comfortable position and close your eyes, or if you prefer, soften your gaze. You may choose to remain seated or stand.
2. Place one hand over your heart and the other over your stomach.
3. Focus on your natural breath for a few moments, noticing without judgement how your body is feeling today.
4. Breathe in slowly through your nose, letting the air in deeply, towards your belly. Notice how the hand on your belly rises as you breathe in.
5. Pause and hold your breath for a moment before slowly exhaling through the mouth.
6. Repeat twice more.

#### Lecture

- As mentioned in the previous hour, the family is usually the first place in which people learn about relationships.
- However, familial relationships can be a complex subject for some people.
- Conflict is a normal part of family life and life in general.
- We will explore how to use basic communication skills to minimize conflict within the family setting.
  - Note that these skills are transferable across all relationships.
- A person is either the listener or speaker in any conversation. There can only be one speaker at a time, while there can be multiple listeners.
- Each person in a conversation, regardless of their role, plays an important part.
- Conflict happens when there is misunderstanding, a breakdown in communication.
- Therefore, each person, regardless of their role, plays an important role in ensuring effective communication to avoid conflict.
  - Listener: The listener should engage in active listening. Active listening means giving full attention to the speaker and trying to understand the complete message.

- Speaker: The speaker should express their thoughts in a clear manner in a way that the listener can understand. This requires a level of self-awareness and awareness of the other person.
- Let's talk more about active listening.
  - You can repeat, reflect, or respond while you are the listener.
    - **Repeat:** To repeat or summarize shows you hear what is being expressed. It also gives the speaker an opportunity to correct your understanding if necessary.
    - **Reflect:** To reflect on what has been said allows you to deepen the conversation. Reflection is more than simply listening but offering basic insight into the other person's experiences and emotions.
    - **Respond:** To respond is to show your interest in what has been expressed. Responding is different than expressing because you are communicating about the other person's perspective.
  - You show that you are **actively listening through your body language**.
    - *ASK: How do you show you are listening through body language in your culture?*
  - Note that this is based on western communication standards and may differ from or even contradict participants' cultural practices:
    - Make eye contact, but do not stare.
    - Face or turn toward the person speaking.
    - Sit or stand in an open body position - do not cross your arms.
    - Nod occasionally
    - Do not interrupt - wait for a pause to repeat, reflect, or respond
- Let's talk more about effective communication.
  - A good speaker can communicate their thoughts in a way that is easy for the listener to understand.
  - This requires a level of self-awareness. Remember: **feelings, thoughts, and behavior are connected**.
    - If you feel nervous, you may have a difficult time thinking and speak fast.
    - If you feel calm, you may think clearly and speak in a calm and clear manner.
  - Therefore, effective communication not only requires that you understand yourself but also the other person.
  - Share your own thoughts and experiences: "I think that... or I believe..."
  - Just as body language is important in active listening, so too is it important in effective communication:
    - Make eye contact, but do not stare
    - Face or turn toward the person listening
    - Match the body position of the listener - sit or stand
    - Be animated as you talk - use your hands
    - Use a tone of voice that conveys your emotion

## Main Activity

### Telephone

Participants will learn how easily words can be misconstrued and lead to a breakdown in communication. This activity requires participants to practice active listening and clear communication.

1. Participants must stand in a straight line next to each other. They should be close enough that whispering is possible but not so close that others nearby can hear.
2. The game begins when the person at either end of the line whispers a phrase into the ear of the person standing next to them.
3. Participants continue to pass on the phrase until it reaches the other end of the line. The speaker can only say the phrase once and the receiver cannot ask the speaker to repeat the phrase.
4. The participant who receives the phrase last must say it out loud so everyone can hear.
5. The participant who started the phrase should confirm if what reached the end of the line is the same.

Good Telephone game phrases use alliteration - the repetition of letters and sounds. You can give the first participant one of the sentences below or have them come up with their own.

- Two tiny toads ate fat flying flies.
- The funny bunny hid the colored candy in the colored can.
- The Queen sat on her throne and ate thorny kumquats.
- Dogs dig holes for big bones.
- A bunch of yellow bananas launched on a blue boat.
- Twelve tumbling purple people pulled turnips.

### Alterations:

A simple word or phrase can be used for participants with limited verbal skills.

Telestrations can be played instead of Telephone with participants who have limited verbal skills. Instead of passing along a word, sentence, or phrase, participants will pass along drawings. One person sketches a quick drawing of an item or animal and secretly shows it to another person. This goes on until the drawing reaches the last person. Compare the first and last drawings to note any changes.

## Discussion

Spend some time afterwards to debrief the activity. You may ask a question below to start the discussion:

- How is communication carried out in your family?
- What are some similarities or differences between communication within your family and what we discussed?
- How does this game relate to communication skills?

- Why do you think the phrase/sentence changed so much by the time it reached the last person?

Use part of the Discussion section to answer any questions from participants regarding the hour's topic.

**Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *Write about a conflict you had with someone. How did you handle it and would you do anything differently?*

## HOOR 10: COMMUNICATION SKILLS FOR A SOCIAL SETTING

SEL Competency: <ul style="list-style-type: none"><li>➤ Healthy Relationship Building</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will understand how to navigate through bullying and peer pressure.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Five opaque cups</li><li>➤ Small prizes</li><li>➤ Learning Journal</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants.
- Provide a review of the previous hour's topic of communication skills for family settings.
- Introduce the topic of communication skills in a social setting.

#### Mindful Practice (10 minutes)

- Participants will complete the Gentle Movement Sequence to engage the mind and body.

#### Lecture (15 minutes)

- Review the types of bullying and peer pressure.
- Review personal boundaries.
- Allow time for questions.

#### Main Activity (15 minutes)

- In Guess Which Cup, a volunteer participant will choose the cup with the prize below.

#### Discussion (10 minutes)

- Ask the volunteer: *What was difficult about deciding which cup to choose?*
- Q&A

#### Closing (5 minutes)

- Provide a short recap of the topics covered during this hour.
- Journal prompt: *Write about a time you resisted negative peer pressure. How did you do it?*

## HOUR 10: COMMUNICATION SKILLS FOR A SOCIAL SETTING

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of communication skills for family settings.
- Introduce the topic and its corresponding social and emotional competency.
  - In hour ten, participants will learn about communication skills in a social setting.
  - The participants will learn about peer pressure and bullying.

#### Mindful Practice (10 minutes)

##### Gentle Movement Sequence

Please reference the *Gentle Chair Yoga Sequence* or *Gentle Yoga Sequence Standing Version* guide for instructions (Gwen Soffer, 2018). This sequence may be done seated or standing dependent on the participants' preferences and abilities.

#### Lecture (15 minutes)

Review the types of bullying and peer pressure that are most relevant to the participants. The participants may be aware of bullying. Allow time for questions.

##### Bullying

**Bullying** is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort (American Psychological Association, 2023).

- There are many types of bullying people can face.
- Bullying can happen at school, work, or in the community.
- Some types of bullying are easier to spot than others.
  - ASK: *What are some of the types of bullying you can identify?*
  - There is physical, verbal, social, and cyber bullying.
    - **Physical Bullying** includes hitting or property damage.
    - **Verbal Bullying** includes teasing, making homophobic or racist remarks, or verbal abuse.
    - **Social Bullying** often includes lying and spreading rumors.
    - **Cyber Bullying** is intentional and repeated harm inflicted by electronic devices.
- Members of the community can prevent bullying by sharing information and building safe environments.
- Each state addresses bullying differently.
- Some states have established regulations or developed procedures to respond to bullying.

- Some schools may even have bullying prevention programs that promote respect and mutual understanding.
- Speak with an adult that you trust if you experience bullying.

### Peer Pressure

- Regardless of age, most youth are impacted by peer pressure.
  - Peer pressure is the influence exerted by a peer group on its individual members to fit in with or conform to the group's norms and expectations. (American Psychological Association, 2023)
- Peer pressure can happen at school, work, or in the community.
- There are many forms of peer pressure, of which not all are negative.
  - ASK: *Can you name some of the forms of peer pressure?*
- *Some forms of peer pressure are positive, negative, direct, spoken, and unspoken pressure.*
  - **Positive Peer Pressure** is when a person is influenced by their peers to pursue good changes to their behavior.
  - **Negative Peer Pressure** is when a person is influenced by their peers to pursue harmful behaviors.
  - **Direct Peer Pressure** is when peers directly instruct a person on how to act.
  - **Spoken Peer Pressure** is when peers directly ask, persuade, or suggest that another peer perform an action or behavior.
  - **Unspoken Peer Pressure** is when a person witnesses the actions of their peers and must choose whether they want to follow along.
- Positive peer pressure can push you to be your best.
- Negative peer pressure can push you to do things that can be harmful.
- Give attention to how you feel when you are being pressured.
  - If the situation makes you uncomfortable, you may want to find a pathway out.
- Talk to who is pressuring you and let them know how you feel.
- Confide in an adult who can help if you continue to face negative peer pressure.
- When facing peer pressure, it is important to set personal boundaries.
  - ASK: *What are personal boundaries?*

### Personal Boundaries

- **Personal Boundaries** are the rules we set for ourselves within relationships and situations.
- Although some cultures have different expectations for boundaries, some healthy personal boundaries can be seen through the following behaviors:
  - Valuing your own opinions
  - Not compromising your own values for others
  - Sharing personal information appropriately
  - Knowing personal wants and needs and communicating them effectively
  - Accepting when others say no
- Boundaries can be set for all relationships - friendships, romantic, and professional.
- Boundaries can be physical, emotional, or time-based.

- Setting boundaries is a form of self-care. They create rules for how you want to be treated so that you feel respected and safe.
- Boundaries help prevent burnout, stress, anxiety, and financial and emotional burdens.
- To set boundaries you must know your wants, needs, fears, and limits.
- Observe how people and situations make you feel to understand what boundaries you must set to feel safe.
- Identify your values and set rules to respect your values.
- Once you have identified your boundaries, communicate your boundaries to others.
  - ASK: *What are some personal boundaries you set?*
- If your boundaries are tested, address how that makes you feel.
- Prepare what you want to say to address someone who has overstepped your boundary.
- Remind people of your boundaries and how you deserve to be treated.

### **Main Activity** (15 minutes)

#### Guess Which Cup

Before the start of the workshop, the facilitator will place a small prize under one of the opaque cups on a table. The facilitator should ask for a volunteer. The volunteer will be tasked to choose the cup with the prize below. As the volunteer is at the front table, the other participants should share which cup they believe the small prize is under. After a minute of hearing from their peers, the volunteer should choose a cup to pick up. You can repeat this a couple of times with different volunteers.

### **Discussion** (10 minutes)

Spend some time to reflect on the main activity using the questions below to guide the discussion:

1. What was difficult about deciding which cup to choose?
2. How have you handled peer pressure or bullying in the past?
3. Why is it important to maintain boundaries when making decisions?

Use part of the Discussion section to answer any questions from participants regarding the hour's topic.

### **Closing** (5 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.

- The prompt for this hour is: *Write about a time you resisted negative peer pressure. How did you do it?*

## HOOR 11: EMPATHY & DIVERSITY

SEL Competency: <ul style="list-style-type: none"><li>➤ Social Awareness</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will understand how to address diversity by using empathy.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ This Is Me project</li><li>➤ Learning Journal</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants.
- Provide a review of the previous hour's topic of communication skills in social settings.
- Introduce the topic of diversity and empathy.

#### Mindful Practice (8 minutes)

- The Body Scan requires participants to focus on their bodies and identify how they are feeling in the moment without judgement.

#### Lecture (15 minutes)

- Discuss topics relating to empathy and diversity.
- Allow time for participants to ask questions.

#### Main Activity (20 minutes)

- Participants can share about what makes them diverse as they present their "This Is Me" projects.

#### Discussion (10 minutes)

- ASK: *What did you learn about the diversity among your peers?*
- Q&A

#### Closing (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Journal prompt: *Write about a time you misjudged someone who was different than you. What did you learn from the experience?*

## HOUR 11: EMPATHY & DIVERSITY

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of communication skills in social settings.
- Introduce the topic and its corresponding social and emotional competency.
  - In hour eleven, the participants will learn to approach diversity with empathy.
  - The participants will present their "This is Me" projects.

#### Mindful Practice (8 minutes)

##### Body Scan

A body scan is one of the most effective ways to begin a mindfulness practice. This exercise asks participants to focus on their bodies and identify how they are feeling in the moment without judgement.

1. Find a comfortable seated position and close your eyes, or if you prefer, soften your gaze.
2. Bring your attention to your breathing without changing it. Notice the natural rise and fall of your body as you continue to breathe in and out.
3. Let's begin our body scan by bringing your attention to your feet. Notice any sensations large and small. Sensations might include buzzing, or tingling, pressure, or tightness. It's also alright if you don't notice anything.
4. Repeat Step 3 with each part of the body listed below:
  - i. *Legs*
  - ii. *Chest*
  - iii. *Hands*
  - iv. *Arms*
  - v. *Head*
5. Bring your attention back to our breath. Spend a few moments here before bringing your awareness back to the room. Slowly open your eyes if they are closed.

#### Lecture (15 minutes)

- For participants with a higher level of English language capacity, watch and discuss this Brené Brown [video](#) in lieu of the lecture on empathy below. Please continue to the lecture on diversity.
  - **Empathy** is an essential skill to understand diversity.
    - ASK: *Can you define empathy or give an example?*
  - **Empathy** is...
    - your emotional reactions to the experiences around you
    - understanding and sharing the feelings of another
    - appreciating the emotions and experiences of another

- an important skill to develop for successful relationships because it helps you understand the perspectives, needs, and intentions of others
  - **Types of Empathy**
    - Emotional empathy is made up of three components.
      - Feeling the same emotion for the other person
      - Your own feeling in response to what was observed
      - Feeling compassion for the other person
    - Cognitive empathy is how well you can perceive and understand the emotions of others. Cognitive empathy requires you to have more information about the thoughts and feelings of others. It is a skill that develops to process emotions and behavior by recognizing the emotional states of others.
  - **The difference between sympathy and empathy...**
    - Sympathy is acknowledging how someone is feeling.
    - Empathy is feeling with someone.
    - Sympathy often comes from a good place but can lead to isolation or disconnection.
    - Empathy requires you to do the following:
      - Put yourself in someone else’s shoes.
      - Stay out of judgement and listen.
      - Recognize emotion in another person that you have maybe felt before.
      - Communicate that you can recognize that emotion.
    - *ASK: How do you show empathy in your culture?*
- **Diversity** is the range of human differences.
  - Race, ethnicity, gender, abilities, age, religion, personal habits, recreational habits, educational background, appearance are all ways in which we see diversity.
  - Diversity is important because we all understand the world in a different way. All people have different knowledge and different solutions.
  - There is power in representation, and it makes life interesting.
  - **Empathy** allows us to understand and appreciate the range of human differences and experiences.
    - *ASK: What examples of diversity have you seen in your home country and the United States?*
- **What does empathy have to do with diversity?**
  - Empathy is the bridge between bias and understanding the experiences of others.
  - You use empathy to understand people or beliefs that are different from your own.
  - Using empathy to understand diversity gives you the opportunity to assess differences while being respectful.
  - By being empathetic to diverse people and beliefs, you will create an environment where others feel comfortable to be themselves.

- ASK: *How have you shown or been shown empathy?*
- ASK: *If you've shown or been shown empathy, how did that change the interaction between you and someone else?*

➤ **Race and Racism**

*Many participants may have experienced racism directed at them since arrival in the U.S. or in their countries of origin. Be prepared to acknowledge and process the difficult experiences participants share.*

- Race is a construct that is used to group people.
- Race often divides people by physical appearance, social factors, and cultural backgrounds.
- Race has been historically used to establish social hierarchy where certain groups are treated differently which results in racism.
  - **Racism** is the belief that some people are inferior due to their race, ethnic group, or skin color.
- Racism is discrimination against a person or people based on being of a particular racial or ethnic group.
- Racism leads to treating people as lesser than others.
- Racism causes problems at school, work, relationships, and accessing basic needs.
- When people experience racism, they may feel as if they do not belong or as if they are unsafe in their community.
- It is important to tell someone if you witness or are subject to racism.
- It is important to treat all people, regardless of race, with the same level of respect.

➤ **Respect**

- Respect is regarding the feelings, rights, and traditions of others.
- You can demonstrate respect by accepting people for the who they are even when they are different from you or have different beliefs.
- Respect can create positive relationships and create a sense of belonging.
- Respect is important to build trust, safety, and wellbeing within relationships.
  - ASK: *How do you show respect in your culture?*
  - ASK: *What are some examples of respectful behavior that may differ from U.S. culture?*

**Main Activity** (20 minutes)

This is Me Presentations

The participants can share what aspects make up their being. The participants may share about their cultural backgrounds and what makes them unique. The This is Me presentations can be completed orally with or without visuals.

- Participants can share about their strengths and what makes them diverse (country of origin, language, and skills.)

**Discussion** (10 minutes)

- ASK: *What did you learn about the diversity among your peers?*
- Use part of the discussion section to answer any questions from participants regarding the hour's topic.

**Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *Write about a time you misjudged someone who was different than you. What did you learn from the experience?*

## HOOR 12: LOOKING TOWARDS THE FUTURE

SEL Competency: <ul style="list-style-type: none"><li>➤ Self-Awareness</li><li>➤ Self-Management</li><li>➤ Responsible Decision Making</li><li>➤ Healthy Relationship Building</li><li>➤ Social Awareness</li></ul>
Objective: <ul style="list-style-type: none"><li>➤ Participants will understand how the skills in this series work together.</li></ul>
Materials: <ul style="list-style-type: none"><li>➤ Learning Journal</li><li>➤ Colored Pencils or Markers</li></ul>

### Facilitator's Outline

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants.
- Provide a review of the previous hour's topic of empathy and diversity.
- The participants will identify what they find interesting and useful about READY4Life.

#### Mindful Practice (5 minutes)

- Heart & Belly Breathing is a simple breathwork exercise that helps participants practice deep breathing.

#### Lecture (15 minutes)

- The facilitator will give a brief, but detailed overview of the different topics discussed throughout the workshop series.

#### Main Activity & Discussion (25 minutes)

- The participants will connect all the skills they have learned throughout the workshop series and complete the READY4Life Trees.

#### Closing (10 minutes)

- Provide a short recap of the topics covered during this hour.
- Final Q&A
- The prompt for this hour is: How will you continue to grow your social and emotional skills?

*Note: Participants must complete the required nFORM 2.0 (Exit) and Qualtrics (Post-Assessment) surveys after this hour. Facilitators may combine Hour 12 with survey administration if holding two-hour sessions.*

## HOOR 12: LOOKING TOWARDS THE FUTURE

### Detailed Lesson Plan

#### Introduction (5 minutes)

- Start the hour with an informal check-in with participants before introducing the topic of the hour.
- Provide a review of the previous hour's topic of empathy and diversity.
- Introduce the topic and its corresponding social and emotional competency.
  - In hour twelve, participants will reflect on the different topics and skills covered throughout the READY4Life series.
  - The participants will identify what they find interesting and useful about the READY4Life workshop.

#### Mindful Practice (5 minutes)

##### Heart & Belly Breathing

##### Instructions

1. Find a comfortable position and close your eyes, or if you prefer, soften your gaze. You may choose to remain seated or stand.
2. Place one hand over your heart and the other over your stomach.
3. Focus on your natural breath for a few moments, noticing without judgement how your body is feeling today.
4. Breathe in slowly through your nose, letting the air in deeply, towards your belly. Notice how the hand on your belly rises as you breathe in.
5. Pause and hold your breath for a moment before slowly exhaling through the mouth.
6. Repeat twice more.

#### Lecture (15 minutes)

Give a brief but detailed overview of the different topics discussed throughout the workshop series. Keep in mind that the participants have covered several hours and may require reminders about the different aspects of the workshop.

##### The Five SEL Competencies

- **Self-Awareness** is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- **Self-Management** is the ability to manage your emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.
- **Healthy Relationship Building** is the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from different backgrounds, cultures, and contexts.
- In each hour, the workshop explored different topics that are related to the five SEL competencies.

Self-Awareness	Emotions: Emotion Charades, Emotions Across Cultures
Self-Management	Managing Emotions: Gentle Movement Sequence, Self-Care
Responsible Decision-Making	Goal Oriented Behavior: Setting and Achieving Goals Education in the U.S.: Value of Education Career Exploration: Tree of Strengths, Connecting Strengths to Reaching Career Goals Financial Literacy: Game of READY4Life
Relationship Skills	The Foundation for Healthy Relationships: Relationship Mapping, Benefits of healthy relationships. Communication Skills for the Family Setting: Telephone, Mindful and unmindful actions Communication for Social Setting: Guess Which Cup, Peer Pressure, Bullying, and Personal Boundaries
Social Awareness	Empathy and Diversity: This Is Me projects

### Main Activity & Discussion (25 minutes)

#### READY4Life Tree

During this activity, the participants will connect all the of the skills they have learned throughout the workshop series. The participants will use the READY4Life Tree on page 22 of the GROW Learning Journal to display their interpretation of the workshop series and what they have learned.

- The participants may choose to describe their interpretation of the workshop series with words or drawings.
  - The participants may describe their favorite topics.
  - The participants may describe what they learned throughout the series.
  - The participants may describe how they will use what they learned in the series as they go forward.
- As the participants are working on their READY4Life Trees, workshop facilitators may use the time as an opportunity to collect feedback about the program and workshop series.
  - *Which hours or skills were most interesting or beneficial?*
  - *Were there hours that were less interesting? Why?*

- Allow the participants to reflect on what their and their peers' READY4Life Trees represent.
  - *What patterns do you see throughout the READY4Life Tree.*
  - *How are all the trees connected?*
  - *What skills will you continue to use?*

### Community Resources

Participants are encouraged to engage in case management to access the tools they require to lead a successful life in the U.S. The facilitators should take the end of the series as an opportunity to highlight community resources available to participants. The facilitators should share with the participants virtual and community resources available for higher education, employment, food, clothing, and other needs.

### **Closing** (2 minutes)

- Provide a short recap of the topics covered during this hour.
- Participants are asked to complete a journal prompt in their Learning Journal prior to the next session. Each journal prompt is related to the SEL competency for the hour. Ensure participants understand that their response is private and will not be shared with anyone. Participants can feel free to write in English or in their native language. Those with limited writing skills can draw instead of writing their response. The purpose of these prompts is to encourage participants to reflect upon and grow in their socioemotional skills outside of the workshops.
  - The prompt for this hour is: *How will you continue to grow your social and emotional skills?*

## GENTLE MOVEMENT SEQUENCE

Developed by Gwen Soffer, MSW (2018)  
Nationalities Service Center, Philadelphia, PA

Stand in circle is best if in-person.  
Start from standing position.

### Whole body:

- Inhale arms to sky, exhale hands to heart (3x)
- Inhale arms to sky, exhale fold forward (3x)
- Inhale arms to sky, interlace fingers, move to one side, move to other side (2x each side)
- Hands to heart, interlace fingers, press palms to center, lift palms to sky (3x)
- Hands to heart, reach one arm around to grab chair and twist, move to other side.
- Come back to center.

### Arms/Wrists:

- Reach one arm to center, rotate wrist in circles both directions.
- Flip hand over, gently press, flip hand in other direction, gently press.
- Reach arm across chest, gently press.
- Reach arm to sky, bend elbow behind, gently press.
- Move to other side and repeat last 4 poses.
- Rest hands at heart center.

### Legs and Hips:

- Lift one leg with knee bent and make circles with ankle, move in other direction.
- Lift same leg over opposite thigh, crossing leg with knee opened out, and gently sit back.
- Place both feet on the ground, hands to heart, and twist to one side
- Repeat last 3 poses on other side.
- Rest both feet on the ground

### Whole Body:

- Step one foot back to Warrior 1-hold for 3 breaths.
- Open to Warrior 2-hold for 3 breaths.
- Come back to center hands at heart center.
- Step opposite foot back to Warrior 1-hold for 3 breaths.
- Open to Warrior 2-hold for 3 breaths.

### Neck/Shoulders:

- Rotate shoulders in circle in one direction, switch direction.
- Rotate head in circle in one direction, then in the other
- Turn gaze all the way to one side, back to center, then to the other side
- Bring chin down toward chest, bring chin up to the sky. Then Come back to center.

**Meditation: 5 minutes seated or walking**

### *Accessible Version*

Chair without arm rest is best.  
Sit in circle is best for in-person.  
Inhale lift, exhale fold  
Start from seated position.

#### **Whole body:**

- Inhale arms to sky, exhale hands to heart (3x)
- Inhale arms to sky, exhale fold forward (3x)
- Inhale arms to sky, interlace fingers, move to one side, move to other side (2x each side)
- Hands to heart, interlace fingers, press palms to center, lift palms to sky (3x)
- Hands to heart, reach one arm around to grab chair and twist, move to other side
- Come back to center

#### **Arms/Wrists:**

- Reach one arm to center, rotate wrist in circles both directions
- Flip hand over, gently press, flip hand in other direction, gently press
- Reach arm across chest, gently press
- Reach arm to sky, bend elbow behind, gently press
- Move to other side, and repeat last 4 poses
- Rest hands on lap

#### **Legs:**

- Lift one leg and make circles with ankle, move in other direction
- Lift same leg over, crossing leg with knee opened out, and gently press
- Let the same leg cross all the way over, and twist
- Repeat last 3 poses on other side
- Rest both feet on the ground

#### **Neck/Shoulders:**

- Rotate shoulders in circle in one direction, switch direction
- Rotate head in circle in one direction, then in the other
- Turn gaze all the way to one side, back to center, then to the other side
- Bring chin down toward chest, bring chin up to the sky
- Come back to center

**Meditation: 5 minutes**

## Game of READY4Life Guide

### **Introduction**

During this activity, participants will learn to budget for their future. The participants will start by assessing their needs and selecting the best options for them. Once the participants have addressed their needs, they can begin to address their wants. The participants will have opportunities to make extra purchases, but they should be warned that sometimes they will run into unforeseen expenses! Note that the Game of READY4Life is a simplified version of life. Participants may have differing ideas of what their futures may entail. Remind participants that they can make decisions from the suggested cards or create their own decision cards. Ensure to adapt the activity where needed to be accessible to all.

### **Setting Up**

The Game of READY4Life will be played in hour five, six, and seven. At the start of each game session, remind the participants that the Game of READY4Life is a simplified version of life. The participants may want to adapt certain aspects of the Game of READY4Life to better simulate their own future. Remind participants that the decisions made throughout the Game of READY4Life are likely to be more simple and easier than in real life.

During hour five, each participant will flip to page (10) in their READY4Life Learning Journals. The Learning Journal page will note the different decisions participants will make during the first stage of the Game of READY4Life. This will help the participants keep track of their decisions that carry over to hours six and seven. In hour five, participants will explore the career opportunities that are included in the Game of READY4Life Career Cards. The Game of READY4Life Career Card includes the career and wage. If participants have questions about the career, the facilitator will have more information regarding career description within their Game of READY4Life guide. Participants have the option to create their own career cards that better suit their lives.

During hour six, each participant will flip to page (13) in their READY4Life Learning Journals. The Learning Journal page will note the different decisions participants will make during the second stage of the Game of READY4Life. This will help the participants keep track of their decisions that carry over to hour and seven. In hour six, participants will make their family structure, housing, and food decisions. The participants may reference the options that are included in the Game of READY4Life Family, Housing, and Food Cards. The Family Game of READY4Life Cards describes the different family structure from which the participants can choose. The Game of READY4Life Housing and Food Cards include the item and cost. If participants have questions about family structures, housing, or food, the facilitator will have more information regarding each within their Game of READY4Life guide. Participants have the option to create their own Game of READY4Life cards that better suit their lives.

During hour seven, each participant will flip to page (15) in their READY4Life Learning Journals. The Learning Journal page will note the different decisions participants will make during the third stage of the Game of READY4Life. In hour seven, participants will make their extra expenses decisions. Some extra expenses are needs while others are wants. The facilitator may also deal out the unplanned expenses. The participants may reference the options that are included in the Game of READY4Life Extra Expense Cards. If participants

have questions about extra expenses, the facilitator will have more information regarding each within their Game of READY4Life guide. Participants have the option to create their own Extra Expense cards that better suit their needs and wants.

Curriculum Hour	Game of READY4Life Step	Participant's Task
Hour 5: Education	Education and career decision	After learning more about the U.S. education system and the different pathways available, the participants may choose their careers. Inform the participants that if they pursue traditional higher education, they will have access to more career options. Along with career options, they will have student loan debt that they must repay. If a participant decides to pursue trade or vocational higher education or join the workforce, they will have fewer career options, but they will not have student loan debt to repay. Allow the participants to create their own career card to adapt to their lives.
Hour 6: Career Exploration	Family structure, housing, and food decision	The participants will evaluate their family structure, housing, and food options. Their family structure is important as it will affect their housing, food, and future decisions. Inform participants that if they choose to marry/partner, they will have the option to split expenses in half if both partners in the household work. If the participant chooses to have children, they will need to pay for childcare if both partners in the household work. Allow the participants to create their own cards if they need to adapt for their lifestyles.
Hour 7: Financial Literacy	Assessing needs, wants, and unforeseen costs	<p>The participants will decide what additional expenses they will take on. The participant must choose from the needs or wants categories of extra expenses. The participant can choose up to three extra expenses per round. Each participant will have a turn where they can choose up to three extra expenses or choose to skip their turn and save money. Participants with childcare payments or student loan payments must pay those before choosing other extra expenses.</p> <p>Once each participant has had a turn, they can start a second round of turns. Unlike the first round, in the second round, the facilitator may deal out the Unplanned Expense cards. If a</p>

		<p>participant is dealt an “unplanned expense” card, they must pay the amount due. If a participant does not have enough money to pay for their Unplanned Expense card, they can pay half and finance the remaining amount. Each participant should be dealt at least one Unplanned Expense card throughout the game.</p>
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## Cards

### Career Cards

#### *Trade or Vocational Higher Education Required*

- **Electrician (\$52,000/\$4,333)** - You'll install, maintain, and repair electrical systems. You will develop an expertise with electrical systems, tools, and safety regulations.
- **HVAC Technician (\$49,000/\$4,083)** - You'll install and repair air quality systems. You must be quick to respond in emergency situations.
- **Business Owner (\$52,000/\$4,333)** - You'll be responsible for the success of the company. You must be able to manage staff, finances, planning, and more.
- **Mechanic (\$41,000/\$3,417)** - You'll fix vehicles and replace parts for customers. You must diagnose problems and perform maintenance work to ensure the cars run smoothly.
- **Chef (\$44,000/\$3,667)** - You'll prepare and cook different meats, vegetables, desserts, or other foods. You must plan and participate in cooking and baking.

#### *Traditional Higher Education Required*

- **Teacher (\$51,000/\$4,250)** - You'll plan and implement curriculum for students. You must advise, test, and teach students in a variety of subjects.
- **Doctor (142,000/\$11,833)** - You'll diagnose and treat injuries or illnesses. You must examine patients, prescribe medications, and interpret diagnostic test for patients.
- **Nurse (\$71,000/\$5,917)** - You'll work with patients to provide care. You must educate patients or the public about health conditions.
- **Journalist (\$39,000/\$3,250)** - You'll research and write informational news articles. You must use a fair and unbiased perspective as you report information.
- **Computer Scientist (\$59,000/\$4,917)** - You'll use technology to solve problems. You will work with computers and programming.

#### *Higher Education Not Required*

- **Taxi Driver (\$33,000/\$2,750)** - You'll pick up and drop off passengers at predetermined locations.
- **Secretary (\$36,000/\$3,000)** - You'll answer calls, take messages, and handle correspondence.
- **Solar Panel Installer (\$79,000/\$6,583)** - You'll assemble, install, and maintain solar panels on roofs.
- **Fitness Instructor (\$46,000/\$3,833)** - You'll lead and instruct individuals or groups throughout exercise techniques.
- **Delivery Driver (\$50,000/\$4,167)** - You'll be required to load, transport, and deliver items to a client or business.

- **Groundskeeper (\$41,000/\$3,416)** - You'll work as a maintenance professional at different properties. You will be responsible for landscaping tasks.
- **Nanny (\$43,000/\$3,583)** - You'll care for children at your employer's home. Your tasks may vary but you will have the opportunity to create an environment in which a child will develop.
- **Your Choice** - Participants may create their own career card. If they have a career, they can add the details to this card. Participants may choose to create a career card for a career that is not present throughout the other career cards.

### Family Cards

- **Single** - You do not have a partner or children.
- **Married/Partnered** - You have a partner but no children. You can split your expenses in half.
- **Single with One Child** - You do not have a partner, but you have a child. You will pay for childcare.
- **Married/Partnered with One Child** - You have a partner and a child. You will pay for childcare, but you can split your expenses in half.
- **Single with Two Children** - You do not have a partner, but you have a child. You will pay double in childcare.
- **Married/Partnered with Two Children** - You have a partner and two children. You will pay double for childcare but can split your expenses in half.

### Housing Cards

- **Apartment (\$1700)** - It is a two-bedroom, two-bathroom apartment. You can share this with your family.
- **Shared Home (\$900)** - It is a single room in a four-bedroom, three-bathroom house. You cannot share this with your family.
- **Townhouse (\$2500)** - It is a three-bedroom, one-bathroom townhouse. You can share this with your family.
- **House (\$3000)** - It is a three-bedroom, two-bathroom house. You can share this with your family.
- **Living with Family (\$200)** - It is a shared living space. You contribute a feasible amount for your income.
- **Your Choice** - Participants may create their own housing card that works best for them.

### Food Cards

- **Household of One (\$300)** - This amount is what you will spend on average for a month of groceries for a household of one.
- **Household of Two (\$600)** - This amount is what you will spend on average for a month of groceries for a household of two.
- **Household of Three (\$900)** - This amount is what you will spend on average for a month of groceries for a household of three.
- **Household of Four (\$1200)** - This amount is what you will spend on average for a month of groceries for a household of four.

### Extra Expense Cards Needs

- **Debt Repayment (\$150)** - You are repaying a debt by paying the minimum owed on a credit line.
- **Childcare (\$800)** - Your child has not started school yet and you must pay for daycare. If you have two children, double this cost.
- **Student Loan Repayment (\$200)** - You've started to repay on the loans you took out to pay for higher education.
- **New clothes/shoes (\$100)** - You need an update in your wardrobe as you go into the new season.
- **Housing Utilities (\$430)** - You need to pay for gas, electric, and water in your home.
- **Your Choice** - Participants can create their extra expense card to address their personal needs.

### Wants

- **Going to the movies (\$20)** - You're going out to see a newly released film in theaters! This card will buy your ticket and a snack!
- **Family Contribution (\$150)** - You want to contribute to the funds available to your family here or in your country of origin.
- **TV streaming subscription (\$10)** - You have access to your favorite TV shows.
- **Emergency Fund (\$50)** - You are contributing to your emergency fund which can be used when life presents unplanned expenses.
- **New Phone (\$400)** - Your phone is old, and you can trade it in for a new phone at a lower price!
- **Vacation (\$2000)** - You've worked enough to afford a vacation with your family!
- **Donations (\$50)** - You've decided to donate to a local charity to help the community.
- **Gift (\$60)** - You've bought a gift for a close friend's birthday.
- **Essentials Phone Plan (\$60)** - This plan includes talk, text, and data.
- **Signature Phone Plan (\$75)** - This plan includes talk, text, data, and hotspot.
- **Premium Phone Plan (\$90)** - This plan includes talk, text, data, hotspot, and a TV streaming service.
- **Car + Insurance (\$700)** - You drive a car of your own! You must pay for auto insurance.
- **Bike + Repairs (\$40)** - You have decided to own a bike. You use it frequently and must make repairs often.
- **Public Transportation (\$60)** - The public transportation in your town can vary but you can take the train or bus wherever you need!
- **Your Choice** - Participants can create their extra expense card to address their personal wants.

### Unplanned Expense Cards

- **Dentist Visit (\$600)** - You've had tooth pain and need to have a cavity filled!
- **Urgent Care Visit (\$100)** - You've hurt your wrist and need to visit the doctor.
- **Car Repair (\$200)** - Your car needed a part replaced.
- **Vet Visit (\$300)** - Your pet needed medication and vaccines.
- **Home Repair (\$500)** - Your washer broke and flooded the laundry room!
- **Family Emergency with Travel (\$400)** - You must go home to see a family member.
- **School Event (\$50)** - Your kid is going on a school field trip.
- **Bike Repair (\$20)** - Your bike needs a new brake pad.
- **Library Late Fee (\$5)** - You forgot to turn in your library book last week.

- **Haircut (\$30)** - You need a haircut before a big presentation.
- **Your Choice** - Participants can create their unplanned expense card to address their personal lives.

## Icebreakers

*This content was adapted from documents developed by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance under a contract with Public Strategies.*

### The Four Cs

#### Instructions

- Ask each person to name a cartoon character, a color, a car, and a cuisine that best describes his or her personality and explain why.

### The Day After

#### Instructions

- For a quick warm-up on the second meeting, ask everyone to pantomime something they did the night before. Individuals or groups might act out a movie they went to see, a food they ate, or a scene witnessed at a bar. The other participants must try to guess the activity.

### Random Object Stories

#### Instructions

- Place all objects in the bag.
- Have the group arrange their chairs in a circle.
- Explain to participants that together you will create a story using the objects in the bag.
- Tell the group that this activity is about fun and creativity. Explain to them that as long as they are not being hurtful or offensive to others in the group, just about anything they say will work. Pass the bag around the circle of participants. When it is a participant's turn, he or she will randomly, without looking, take an object from the bag.
- The participant then has 10 seconds to come up with one sentence to add to the story using that object.
- Facilitator should go first, and co-facilitator second. Give participants a good example of being silly and creative, especially with the second sentence. It is also fun to put in a few objects that may be hard to identify. The key here is variety.
- Story continues until all players have gone or until all the objects are used.

### Quotation Game

#### Instructions

- Prior to class, find quotations or inspirational thoughts and write them on paper from the flip chart or on poster board. A larger group will need more quotes.
- Facilitator arranges the quotes on walls throughout classroom.

- When participants gather, they are instructed to find the quote that most inspires them.
- Have participants stand by the quote they have chosen. As a smaller group, have them discuss with each other why they chose that quote.
- If desired, go around the room and have participants discuss why they picked that quote, and what it means to them.

### Group Juggle

#### Instructions

- Have the group line up in a circle. Go around the circle and have each participant say their first name. Encourage participants to listen carefully to other participants' names and to practice using their names throughout the group. Using people's names demonstrates a basic respect for each other.
- The facilitator will choose someone across the circle, call out their name, make eye contact with that individual and then toss the beanbag to them. Easy underhanded tosses are the best.
- Instruct participants to remember who they toss the beanbag to, because they'll always throw it to that same person.
- To avoid anyone catching the beanbag twice while establishing the pattern, ask everyone to hold up one hand until they have caught the beanbag at which time, they can put their hand down. So, if participants are looking for someone to throw the beanbag to, they can just look for someone with their hand up.
- The person with the beanbag will then choose someone else in the circle who has not yet had the beanbag and throw to them. This process continues until everyone has had the beanbag once, and the last person will toss the beanbag back to the facilitator, completing the pattern.
- Once the pattern is complete, toss the beanbag around through the pattern a couple of times to reinforce it.
- After a couple of rounds, add more beanbags into the mix – thus the name Group Juggle. Continue until you have 6-10 beanbags going around, depending on the group size.
- It is fun to add other strange but harmless props to the mix toward the end like nerf balls, beanbags with tails, stuffed small dogs, and the ol' rubber chicken! It will be very chaotic at this point, so just go with it for three or four minutes.
- Stop the activity during an outbreak of laughter and celebrate the fun in chaos.

### Common Ground

#### Instructions

- If not already organized in tables, have participants form small groups around tables.
- Have each table come up with a list of six things they all have in common, then have them share these with the larger group.

## Balloon Tower

### Instructions

- Distribute one roll of 3/4 -inch-wide masking tape and one package of 72 balloons per group.
- The tower must be as tall as possible.
- The tower may not be taped to anything (floors, walls, tables, etc.).
- Only materials provided may be used to construct the tower.
- The group should discuss and consider the opinions and ideas of all members, then reach a collaborative agreement on the design and construction of the tower.