

LIVING LIFE ON PURPOSE

P.R.E.P.A.R.E.

Independent Living Services

Southern Christian Services for Children and Youth, Inc.

In Partnership With The

Mississippi Department of Human Services

Division of Family and Children's Services

Living Life on Purpose Presenter's Guide

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Acknowledgements

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Legend

Formatting

For ease of use, a variety of formatting was utilized in order to allow the presenter to know, at a glance, how to deal with the information in this guide.

Bold text indicates an instruction to the presenter. These are usually directives such as 'Ask:' or 'Discuss:', indicating something the presenter needs to do.

Italic text indicates something the presenter needs to say to the audience. This may be pointing out information on the slide or delving into a deeper discussion about information that has been presented.

Underlined text indicates something that appears on the slide. This may be useful to the presenter to allow them to see ahead of time what information will appear next.

A header image is included for each slide. This includes information such as the main topic under which the current section falls, the name of the current section of the presentation, the title of the slide, the slide number, and the icon associated with that slide's activity. An example is shown here.

Current section		Main Topic
Slide Title	Slide #	Icon

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Icons

The icons used throughout this guide and the presentation itself are used to indicate to the audience and the presenter, at a glance, how to approach the slide on which it appears. A listing of the icons with their related meanings is given below.



Lecture

This icon represents a slide where the presenter will be lecturing to the audience without inviting comment or feedback.



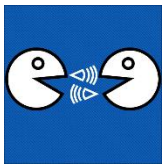
Group Response

This icon represents a slide where the presenter will be lecturing to the audience, but will be asking questions and inviting comments and feedback from the audience.



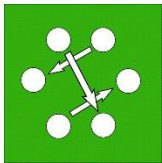
Handout

This icon represents a slide where youth will be asked to perform an activity on a handout they have been given. This may be answering questions, taking a pre- or post-test, or filling out a maze or puzzle.



Conversation

This icon represents a slide where youth will be asked to hold a brief conversation with a partner. Examples include asking/answering job interview questions or exploring your partner's cultural background.



Small Group Activity

This icon represents a slide where youth will be asked to perform some activity in a small group. Examples include brainstorming ideas to present to the larger group, completing a collaborative activity, or discussing the presented material.



Objectives

The purpose of this slide is to list objectives for the upcoming topic to be discussed.



Video

This slide contains a video clip to be shown to the audience. A brief discussion following the clip may be required to drive home the message from the video.

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Pre/Post-Test

**THE SLIDES
BEGIN ON THE
NEXT PAGE**

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The Basic Elements of Communication		
Living Life on Purpose (Title Slide)	Slide 1	
Communication		
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Communication The Basic Elements of Communication		
Birthday Ice Breaker	Slide 4	

Purpose

- To help get the youth to know their team members

Time

5 Minutes

Materials and equipment

None

Procedure

The facilitator of each team will ask them to without saying any words place themselves in order by birth month. When the youth feel like they are correct the facilitator will check to see if they got it right. First team to get it correct will win.

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Communication

The Basic Elements of Communication

Communicating Effectively

Slide 5



Introduce Video: *This video is a clip demonstrating the importance of communicating effectively.*

Play Video.

Discuss with youth: *If you aren't communicating effectively, then no matter how important your message is, it may come off as just noise.*

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Discuss with group:

Communication is the imparting or exchanging of information or news. Relating ideas from one person to another.

There are three parts to getting your message across:

1. *Substance (What you're saying)*
2. *Style (How you say it)*
3. *Feedback (Response)*

Substance is what you're saying. This includes:

- *Word Choice*
 - *Abstract vs. Concrete*: Are you using vague language or are you being direct?
 - *Active vs. Passive*: Are you doing things or are things happening to you?
 - *Informal vs. Formal*: Are you speaking in a respectful, restrained manner or in a relaxed, familiar way?
 - *Figures of Speech*: Are you using metaphors and slang language?
- *Sentence Variety*
 - *Length*: Short, choppy sentences; long, run-on sentences; or something in-between?
 - *Opening*: Do you start all your sentences the same way?

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Discuss with group:

Style is how you say it. This includes:

- Timing: When do you choose to communicate?
- Medium: What do you use to get your message across?
 - Verbal: Using spoken words.
 - Written: Using written words.
 - Body Language: Sending a message without using words.
- Point of View: How do you feel about what you're talking about?
- Audience Recognition: Who are you communicating with?
- Tone: What volume or emphasis are you using?

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Discuss with group:

Feedback is the response you get. This includes:

- *Verbal Response: Words.*
- *Non-verbal Response*
 - *Gestures: Body movements.*
 - *Posture: How the body is arranged – Leaning back, sitting up straight, leaning forward.*
 - *Limb Positioning: Arms crossed, legs crossed, hands on hips.*

Living Life on Purpose Presenter's Guide

Communication

The Basic Elements of Communication

Sign Language

Slide 9



Instruct youth: Look at your handout, “Sign Language”.
This is a method many people use to communicate.

Ask: Do you think signing is an example of substance or
style?

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Read this Quote: When you speak to a man in a language he understands, it goes to his head. When you speak to a man in HIS language, it goes to his heart. – Nelson Mandela

Ask: *Can you identify some barriers to communication?*

Provides some examples if the youth don't identify them:

- *Interrupting*
- *Monopolizing*
- *Walking Away*
- *Avoiding eye contact*
- *Doing something else when someone is talking*
- *Conversing on the side*
- *Changing the subject*
- *Intimidating*
- *Assuming*
- *Using negative body language*
- *Distracting*

Start the animation and explain it as follows:

When what you say and how you say it don't match up, then you're sending mixed signals. This leaves a lot of uncertainty with the listener, who is forced to guess at parts of your message.

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Discuss with youth:

You only have one chance to make a first impression. Think of an introduction as a thirty second ad to sell who you are and why the person receiving the information would want to have you around. Within the first seven seconds of meeting someone, they have formed an opinion of you: good, bad, or indifferent. The good news is that that opinion is based ALMOST ENTIRELY on how you present yourself to them, and that's something you can control.

1. Who's your audience?

a) Work, Social, or Family

1. *Work – People expect you to be professional, courteous and competent. They expect you to know what needs to be done and how to do it.*
2. *Social – People expect you to be interesting and enjoyable to be around. They don't care what you know unless it is entertaining to talk about.*
3. *Family – People expect you to be kind and reliable. They are willing to cut you some slack and expect you to do the same.*

b) Why does this matter?: Audience matters, because people have different expectations in different environments.

2. First Impression

1. Be Positive: *No matter where you are, nobody likes a Debbie Downer. People like to spend time around people who are uplifting.*
- a) Be Open: *If someone is trying to get to know you, then it's very frustrating to them if you're a closed book. If want to get to know them as well, you need to let them in a little. Not all at once, but over time.*
- b) Be Confident: *Nothing makes people listen more than someone who believes in what they're saying, and being confident gives that impression.*
3. Be Honest: *You don't want to try keeping up with a million little fibs, and trying to remember who you told what is a real pain. So, be honest, and if you don't want to share something, don't share it, don't make up something else.*
4. Keep it Short
5. Be Intriguing: *Keep the listener intrigued. Do not bore them with simple facts. Let the listener know who you really are. Show some personality!*

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Instruct the youth:

Turn to the person next to you at your table and engage in the following conversation.

Partner 1: Introduce yourself, then tell them something they may not know about you.

Partner 2: Respond to these five things using non-verbal cues ONLY (body language, eye focus, facial expressions, etc.) See if your partner can guess your response.

Ask: *What does it mean if your partner guesses your non-verbal cues incorrectly? Is this important?*

This is a classic example of a barrier to communication, when you're not using your style AND your substance to communicate your message. Non-verbal cues aren't always clear, so if you are confused by someone's cues, be sure to ask them what they meant.

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Discuss with youth:

- Answer promptly and politely: Don't be rude when you answer your phone, especially if you're not sure who is calling.
- Listen without interrupting: It's always rude to interrupt, don't talk over the other person when you're on the phone.
- Use more formal language: Especially if you're speaking to someone who is not a friend or family member, you should use formal, proper English. It's easier for everyone to understand.
- Never put anyone on hold without asking: Don't switch calls or put anyone on hold without asking for permission first, or at least tell them what you're doing. There's nothing more irritating than chatting away only to realize the other person put you on hold.
- Identify yourself first: Identify yourself before asking who the other person is.
- Know why you called: If you or they have a wrong number, apologize and hang up.
- If wrong number, apologize
- If it's important, leave a message: If you had something important to say, and the other party doesn't answer, leave a message. Otherwise, don't be surprised if they don't call you back right away.
- Tell the other person goodbye before you hang up.

Living Life on Purpose Presenter's Guide

Communication

The Basic Elements of Communication

Telephone Etiquette

Slide 14



Discuss with youth:

- Sometimes you need to mute your ringer: Your cell phone does not have to go everywhere you go. There are times when you should never answer your cell phone. Movie theatres, plays, and restaurants are no place for cell phones. Even more so, cell phones should be left in the car when you visit churches and funeral homes. At the very best, they should be on the vibrate setting during these times. If for any reason you do receive a phone call in one of these places, do not answer the phone.
- Don't answer if you're engaged in other activities: Do not let it be the end of you. If your cell phone rings while you are driving, wait until you have pulled over before you answer or return the call. If you are expecting an important call, your hands free attachment should be in your ear or in easy reach to allow you to answer your call effortlessly.
- Pay attention to your surroundings: Watch where you are going; be alert. Just because you are engrossed in your conversation does not mean you should not be alert. Not only can you trip or bump into someone and cause an embarrassing situation, but you are putting yourself in a position to be mugged or worse because you are not paying attention to what is going on around you.
- Don't yell: Use your quiet inside voice. Do not yell into your cell phone. Not only can the person you are speaking with hear you, but also so can everyone else within megaphone range. Be courteous of others right to peaceful enjoyment of whatever it was they were doing before you walked into the room.
- Know your own ringtone: Know your ring. Program a unique ring into your cell phone so you do not look like an idiot checking your phone whenever you hear a ring.
- Don't have personal conversations in public: Save it for later. Certain discussions should not happen on the cellphone. Arguments for example, where you may not be able to control your emotions should not happen while you are driving, or even in full view of other people. First of all, you will look insane. Secondly, you can cause a driving hazard or scare small children. Likewise, do not have conversations about your personal business or anything X-rated.
- Excuse yourself: Excuse yourself. With the invention of wireless or near invisible cell phone earplugs people cannot tell whether you are talking to them, someone on the cell phone, or your invisible friend. Always say "excuse me" before starting a cell phone conversation and politely turn away before speaking to your caller.
- Don't ignore the people you are with: Keep it short. In social situation where you are entertaining friends or clients, do not have long cell phone conversations. It gives the impression that you do not value the time of the person in front of you.

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Communication

The Basic Elements of Communication

Telephone Etiquette

Slide 15



Instruct youth:

Turn to your partner and briefly tell them about the most annoying experience you've ever had on the phone.

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Communication

Listening, Feedback, and Effective Questions

Listening, Feedback, and Effective Questions (Section)

Slide 16

Communication

Listening, Feedback, and Effective Questions

Questions

Slide 17



Ask: What is an open-ended question?

OPEN-ENDED QUESTION: Open-ended questions are those questions that will solicit additional information from the inquirer. Sometimes called infinite response or unsaturated type questions. By definition, they are broad and require more than one or two word responses.

Ask: What are some pros of open-ended questions?

PROS: Open-ended questions develop trust, are perceived as less threatening, allow an unrestrained or free response, and may be more useful with articulate users.

Ask: What are some cons of open-ended questions?

CONS: Can be time-consuming, may result in unnecessary information, and may require more effort on the part of the user.

Ask: What is a closed-ended question?

CLOSED-ENDED QUESTION: Closed ended questions are those questions, which can be answered finitely by either "yes" or "no." Also known as dichotomous or saturated type questions. Closed-ended questions can include presuming, probing, or leading questions. By definition, these questions are restrictive and can be answered in a few words.

Ask: What are some pros of closed-ended questions?

PROS: Quick and require little time investment, just the answer.

Ask: What are some cons of closed-ended questions?

CONS: Incomplete responses, requires more time with inarticulate users, can be leading and hence irritating or even threatening to user, can result in misleading assumptions/conclusions about the user's informational need; discourages disclosure.



Discuss with youth:

Listening Strategies:

- Face the speaker and maintain eye contact
- Keep an open mind
- Paraphrase what they are saying to yourself
- Don't interrupt or volunteer solutions
- Ask clarifying questions
- Look for non-verbal cues
- Provide asked-for feedback
- Be prepared to parrot the speaker
- Listen for the feelings of the speaker
- Use encouraging body language such as nodding and phrases such as "go on" or "o.k." to encourage the speaker to continue



Introduce Video: *This video portrays a series of scenes from Modern Family, where Phil learns the value of listening to his wife.*

Play Video.

Discuss with youth:

- 1. People feel valued and cared about when they are listened to*
- 2. Listening effectively means focusing on what the other person is saying instead of on how you will respond*
- 3. Many times, people just need to know that someone else understands what they are feeling*
- 4. Listening puts you in a position to be heard yourself*

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Discuss with youth:

PASSIVE COMMUNICATION is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem. These individuals believe: "I'm not worth taking care of."

Passive communicators will often:

- fail to assert for themselves
- allow others to deliberately or inadvertently infringe on their rights
- fail to express their feelings, needs, or opinions
- tend to speak softly or apologetically
- exhibit poor eye contact and slumped body posture

AGGRESSIVE COMMUNICATION is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive. Aggressive communication is born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness.

Aggressive communicators will often:

- try to dominate others
- use humiliation to control others
- criticize, blame, or attack others
- be very impulsive
- have low frustration tolerance
- speak in a loud, demanding, and overbearing voice
- act threateningly and rudely
- not listen well
- interrupt frequently
- use "you" statements
- have piercing eye contact and an overbearing posture

Continue on the next page...

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ASSERTIVE COMMUNICATION is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Assertive communicators will:

- state needs and wants clearly, appropriately, and respectfully*
- express feelings clearly, appropriately, and respectfully*
- use "I" statements*
- communicate respect for others*
- listen well without interrupting*
- feel in control of self*
- have good eye contact*
- speak in a calm and clear tone of voice*
- have a relaxed body posture*
- feel connected to others*
- feel competent and in control*
- not allow others to abuse or manipulate them*
- stand up for their rights*

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Communication

Listening, Feedback, and Effective Questions

Communication Styles

Slide 21



Instruct youth: *On your handout “Communication Styles”, can you respond to the statements in an assertive way, without being passive or aggressive?*

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Communication Styles Handout

Respond to the following situations in an assertive way:

You see a pasta dish on a menu that looks good but you're not sure how it is prepared.

I would: _____

Two classmates want to go to a fast food restaurant after school. You'd rather go to a restaurant that offers something besides burgers and fries.

I would: _____

You order a salad with dressing on the side. It arrives with the dressing on the salad.

I would: _____

You've planned to go walking with a friend after school. When you meet him at his house, he takes 30 minutes to get ready, which means you'll have to cut the walk short.

I would: _____

Your boyfriend/girlfriend complains that you are exercising too much and not spending enough time with them.

I would: _____

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Communication

Conflict Resolution & Anger Management Strategies

Conflict Resolution and Anger Management Strategies (Section)

Slide 22

Communication

Conflict Resolution & Anger Management Strategies

Recognizing Anger and Conflict

Slide 23



CONFLICT exists in any situation where facts, desires or fears pull or push individuals against each other or in divergent directions. Conflict often invokes negative emotional reactions in people, the most prominent of which is anger. Recognizing your own emotional state can help you learn to see conflict before it becomes an overblown argument and diffuse the situation.

Ask: *What are some physical signs or symptoms of anger?*

Provide the following examples:

- Clenching your jaws or grinding your teeth
- Headache
- Stomach ache
- Increased and rapid heart rate
- Sweating, especially your palms
- Feeling hot in the neck/face
- Shaking or trembling
- Dizziness

Ask: *What are some emotional signs or symptoms of anger?*

Provide the following examples:

- Feel like you want to get away from the situation
- Irritated
- Sad or depressed
- Guilty
- Resentful
- Anxious
- Striking out verbally or physically

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Discuss with youth:

As surprising as this may sound, our actions aren't spontaneous. We don't "just do" things. Often our actions come as the result of our emotions, which as it turns out, don't just happen either. Our Path to Action follows a pretty set series of events.

- *FACTS: Things that actually happen, without any emotional shades or conclusions applied to them.*
- *PERCEPTION: The judgments and conclusions we draw based on the facts, not the facts themselves. Your perception acts like a filter for facts.*
- *EMOTIONS: How you feel towards another person, based on the story you tell yourself.*
- *ACTION: The words, gestures, or actions you use to convey your emotions.*

It turns out, you can manage your emotions by retracing your path. Return to the source of your feelings. Separate facts from feelings. You can see and hear facts. Stories, on the other hand, are judgments and conclusions that trigger your movement to silence or violence.

When approaching a potential conflict, you want to STATE your path to let the other person know how you came to your conclusion. The first three steps are things you do, the last two are how you do them.

SHARING YOUR FACTS means letting the other person know what you've observed. "When I said hello, you didn't respond." or "You slammed the door when you came in."

TELLING YOUR STORY means telling the other person how you perceived them. "I felt like you weren't listening to me." or "You seemed really angry."

ASKING FOR OTHERS' STORIES means asking them to share the same information with you.

TALKING TENTATIVELY means telling your story like it's a story, not a fact. "It seemed like you got angry when I asked you to do something for me." is a story. "You're lazy and don't want to do anything." Is stated like a fact, and assumes you know what someone else is thinking or feeling. You don't.

ENCOURAGE TESTING means understanding that you don't have the whole story and giving the other person room to fill in the parts you don't know.

Living Life on Purpose Presenter's Guide

Communication

Conflict Resolution & Anger Management Strategies

Anger Management Skills

Slide 25



Ask: *What are some strategies you can use to not feel so angry?*

1. Take a timeout: Counting to 10 isn't just for kids. Before reacting to a tense situation, take a few moments to breathe deeply and count to 10. Slowing down can help defuse your temper. If necessary, take a break from the person or situation until your frustration subsides a bit.
2. Once you're calm, express your anger: As soon as you're thinking clearly, express your frustration in an assertive but non-confrontational way. State your concerns and needs clearly and directly, without hurting others or trying to control them.
3. Get some exercise: Physical activity can provide an outlet for your emotions, especially if you're about to erupt. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other favorite physical activities.
4. Think before you speak: In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same.
5. Identify possible solutions: Instead of focusing on what made you mad, work on resolving the issue at hand. Does your child's messy room drive you crazy? Close the door. Is your partner late for dinner every night? Schedule meals later in the evening.
6. Stick with 'I' statements: To avoid criticizing or placing blame — which might only increase tension — use "I" statements to describe the problem. For example, say, "I'm upset that you left the table without offering to help with the dishes," instead of, "You never do any housework."
7. Don't hold a grudge: Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation. It's unrealistic to expect everyone to behave exactly as you want at all times.
8. Use humor to release tension: Lightening up can help diffuse tension. Don't use sarcasm, though — it can hurt feelings and make things worse.
9. Practice relaxation skills: When your temper flares, put relaxation skills to work. Practice deep-breathing exercises, imagine a relaxing scene, or repeat a calming word or phrase, such as, "Take it easy." You might also listen to music, write in a journal or do a few yoga poses — whatever it takes to encourage relaxation.
10. Know when to seek help: Learning to control anger is a challenge for everyone at times. Consider seeking help for anger issues if your anger seems out of control, causes you to do things you regret or hurts those around you. You might explore local anger management classes or anger management counseling.

Living Life on Purpose Presenter's Guide

Communication

Conflict Resolution & Anger Management Strategies

M&M Activity

Slide 26



Purpose

- To help youth have conversation about anger and anger management

Time

15 Minutes

Materials and equipment

75 snack size M & M packets.

75 "Color guide" tags. (Cut and attached to each M & M packet) Found in leaders manual.

Procedure

Ask each youth in the color group to open there bag of M & M's. The facilitator will then ask the youth to pull one M & M out and answer the question on the "color guide" attached to the M & M's allowing the youth to eat the candy as they answer. They will continue this process for 12 minutes.

Color group facilitator process questions:

1. Are you surprised by any of the answers you heard? Why?
2. Do you have any new ideas on how to show self-control or cool off?
3. What do your responses say about your character?

Living Life on Purpose Presenter's Guide

Social Development

Social Development Objectives

Slide 27



Social Development

Self-Esteem

Self-Esteem (Section)

Slide 28

Social Development

Self-Esteem

My Characteristics

Slide 29



Instruct youth:

Turn to the person next to you and take turns telling each other your characteristics. These include things like:

- Likes/Dislikes
- Personality Characteristics
- Skills/Talents
- Cultural Characteristics
- Personal Choices
- Social Roles

Living Life on Purpose Presenter's Guide

Social Development

Self-Esteem

Self-Esteem, -Awareness, & -Identity

Slide 30



Ask: How would you define self-esteem?

SELF-ESTEEM: confidence in one's own worth or abilities; self-respect

Ask: How would you define self-awareness?

SELF-AWARENESS: conscious knowledge of one's own character, feelings, motives, and desires

Ask: How would you define self-identity?

SELF-IDENTITY: the recognition of one's potential and qualities as an individual

Living Life on Purpose Presenter's Guide

Social Development

Self-Esteem

Promoting Positive Self-Image

Slide 31



Introduce Video: *This video portrays a scene from Cloudy with a Chance of Meatballs, where the Flint encourages Sam to be true to herself.*

Play Video.

Discuss with youth:

- 1. Being yourself is more impressive than being like someone else. Flint liked Sam for who she was, not for who she pretended to be.*
- 2. Other people appreciate genuineness*
- 3. Real relationships are built on honesty, and that starts with being honest with yourself*
- 4. The only person who can determine your worth is you. Sam's value as a person didn't change because she put on glasses or wore a scrunchie.*
- 5. Spend your time with people who appreciate the real you*
- 6. Be the person who encourages others to be themselves*

Living Life on Purpose Presenter's Guide

Social Development

Behaviors Affect Yourself and Others

Behaviors Affect Yourself and Others

Slide 32

Social Development

Behaviors Affect Yourself and Others

Caring, Respectful, Responsible, Honest

Slide 33



Discuss with youth:

- Caring – displaying kindness and concern for others.
 - Uncaring – not displaying sympathy or concern for others.
- Respectful – showing regard or consideration for someone or something.
 - Disrespectful – lacking in respect or courtesy.
- Responsible – morally accountable for one's behavior, capable of being trusted.
 - Irresponsible – not showing a proper sense of responsibility.
- Honest - free of deceit and untruthfulness; sincere.
 - Dishonest – behaving or prone to behave in an untrustworthy or fraudulent way.

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Social Development

Behaviors Affect Yourself and Others

All Actions Have Consequences

Slide 34



Introduce Video: *This video portrays a scene from The Lorax, where the Onceler's short-sighted quest for profits finally catches up to him.*

Play Video.

Discuss with youth:

- 1. All actions have consequences. No person lives in a vacuum. Will you be a benefit or a detriment?*
- 2. Focusing only on yourself in the short term can leave you and everyone around you hurting*
- 3. Be willing to listen to good advice, people on the outside of a situation can often see clearer than those on the inside*

Living Life on Purpose Presenter's Guide

Social Development

Behaviors Affect Yourself and Others

Building Character

Slide 35



Discuss with youth:

1. Understand what character and integrity are. The definitions of these words are often stretched or misrepresented. Learn what they truly mean: In this use, Character is the sum of qualities shown up in a person or group, moral or ethical strength, and the description of a person's attributes, traits and abilities. Character is who you are. It defines you and guides your actions, hopefully in a positive way. Integrity is steadfast adherence to a strict moral or ethical code, being unimpaired, sound, whole and undivided; completeness. Integrity can be summed up simply as doing the right thing for the right reason even when no one is watching.
2. Choose a set of rules, morals, or principles that you believe will lead to a happy, satisfying, and righteous life, and a better world. You can subscribe to the ethics of a particular religion, or you can develop your own, based on your experiences.
3. Look at the choices you have made in your past, and observe how much you have or have not lived by those principles. Don't waste time feeling regretful or guilty. Remember that "...until a person can say deeply and honestly, I am what I am today because of the choices I made yesterday, that person cannot say, I choose otherwise." -Stephen R. Covey.
4. Decide what you must change in your behavior to align your life more closely to what you believe.
5. Be conscious every day of the decisions you make, however big or small, and how close they bring you to being the person you really want to become.

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Social Development

Behaviors Affect Yourself and Others

Building Character

Slide 36



Instruct youth:

Share with your neighbor one personal principle that you do currently uphold, or one that you would like to uphold.

Also, share how you either have been able to stand by this principle, or how you would plan to stand by this principle.

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Social Development

Behaviors Affect Yourself and Others

Sunshine Project

Slide 37



Purpose

- To help youth understand the importance of positive self-image
- To help youth to build a positive character

Time

15 Minutes

Materials and equipment

75 "Sunshine" paper

75+ crayons/markers/colored pencils

Procedure


Each youth will take 5 minutes color there name inside the sunshine. Then they will pass there sunshine to the left. That person will take one minute to write something positive about that person. They will continue this pattern until the original person has their own paper back.

Color group facilitator process questions:

- 1.How does it make you feel to hear positive things about yourself?
2. Do you agree with all the things others said about you? Why or why not?
3. Is there one thing positive you would love to hear when a person is talking about you? (Encouraging the youth that they can control with their own actions what others see in them)

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Social Development	Healthy Leisure Activities
Healthy Leisure Activities	Slide 38

Social Development	Healthy Leisure Activities
Healthy Extracurricular Activities	Slide 39 

Ask: How do you spend your spare time?

Provide the following examples:

Healthy Activities

- Sports teams
- Exercise
- Community Clubs
- Civic Organizations
- Volunteering
- Religious Activities

Resources

- Family
- Schools
- Library
- Park & Recreation
- Social Media
- Religious Organizations

Living Life on Purpose Presenter's Guide

Public Awareness and Outreach

Public Awareness and Outreach Objectives

Slide 40



Public Awareness and Outreach

Identifying Resources in Your Community

Identifying Resources in your Community (Section)

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Public Awareness and Outreach

Identifying Resources in Your Community

Community Agencies

Slide 42



Ask: youth if they can identify services offered by each of the following institutions, then fill in the ones they missed:

- Bank
 - Checking and Savings Accounts
 - Loans
 - Safe Deposit Boxes
 - Financial Investment Services
- Police Station
 - Emergency Response (911)
 - Animal Control
 - Traffic Reports
 - Fingerprinting Services
- Post Office
 - Sending Mail
 - PO Boxes
 - Change-of-Address
 - Passport Applications
 - Distance Voting
- Library
 - Professional Development
 - Enrichment Programs for Children
 - Community Events
 - Free Internet Access
- HUD
 - Rental Help
 - Homeless Resources
 - Disaster Relief
 - Counseling
- Social Security Office
 - Retirement Benefits
 - Disability Benefits
 - Supplemental Security Income
 - Medicare
 - Social Security Card
 - Name Change
- Circuit Clerk
 - Marriage Licenses
 - Registering to vote
 - Filing Civil Suits
 - Issues Jury Summons
 - Records Professional Licenses
- WIN Job Center
 - Job Placement
 - GED Classes
 - Unemployment Claims
 - Training Information

- Health Department

WOMEN'S SERVICES

- Breast & Cervical Cancer
- Domestic Violence/Rape
- Child Car Seats
- Newborn Screening
- WIC Nutritional Program

CHILDREN'S SERVICES

- Children's Health Insurance
- Children's Medical Program
- Dental and Oral Health
- Hearing Screening & Testing
- Immunization
- Immunization Registry

OTHER SERVICES

- Birth & Death Certificates
- Family Planning
- Home Health
- Public Health Laboratory
- Social Services
- STD/HIV Testing
- Vital Records

Living Life on Purpose Presenter's Guide

Public Awareness and Outreach

Identifying Resources in Your Community

Locating Community Resources

Slide 43



Discuss with youth:

MISSISSIPPI 211

2-1-1 is an easy to remember telephone number that, where available, connects people with important community services and volunteer opportunities. The implementation of 2-1-1 is being spearheaded by United Ways and comprehensive and specialized information and referral agencies in states and local communities. United Way of America (UWA) and the Alliance for Information and Referral Systems (AIRS) strongly support federal funding so that every American has access to this essential service.

601-360-0450 (Local)

866-472-8265 (Toll Free)

Purpose

- To help youth locate resources using different methods

Time

15 Minutes

Materials and equipment

7 Phone Books

7 Newspapers

Cell phones (If the youth have them with internet connection)

1 "Resource list"

Procedure

In the color group they are already seated in the facilitator will place the phone book, newspaper, and cell phones in the center. The presenter will then ask the youth to locate a resource. Once the team locates the information they will send one team member to the front to win. You will continue this process for 13 minutes.

Color group facilitator process questions:

1. Discuss the pros and cons of using each method of finding the resource

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Discuss with youth:

EMERGENCY: A serious situation that happens unexpectedly and demands immediate action.

Ask: What are some things that count as emergencies?

Ask: What are some things that DO NOT count as emergencies.

Utilizing 911

- Calmly and clearly state what the emergency is and where you are located
- Follow all instructions exactly as the operator tells you
- Let the operator hang up first
- When emergency teams arrive, get out of the way and answer all questions

Living Life on Purpose Presenter's Guide

Public Awareness and Outreach

Civic and Community Responsibility

Civic and Community Responsibility (Section)

Slide 45

Public Awareness and Outreach

Civic and Community Responsibility

Voter Registration

Slide 46



Discuss with youth:

- *You can register at age 18*
- *You must be a citizen of the United States of America*
- *You can register at registration drives or your county's Court House in the Circuit Clerks Office and online*
- *You can register to vote when you apply for your driver's license at age 18*

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Public Awareness and Outreach

Civic and Community Responsibility

Selective Service

Slide 47



Discuss with youth:

- *The selective service provides the Federal Government with a list of men from which to draw in case of a National Emergency that would require a rapid expansion of our Armed Forces.*
- *All males must register with the selective service within 30 days of their 18th birthday.*
- *To register you must have your Social Security Card or Social Security number to register.*
- *The Selective Service will accept late registration but not after a male has reached the age of 26.*
- *You can register at any U.S. Post office or online.*
- *Failure to register can result in jail time and financial fines up to 250,000.00. You will also be denied the right to receive federal student aid, federal employment, voting privileges and US citizenship.*

Living Life on Purpose Presenter's Guide

Public Awareness and Outreach

Civic and Community Responsibility

Volunteerism

Slide 48



Discuss with youth:

VOLUNTEERISM – donating your time, energy, and resources to benefit someone other than yourself.

Read this quote:

Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve...You only need a heart full of grace, a soul generated by love. – Martin Luther King Jr.

Ask: *Where are some places that you can volunteer?*

- Where can you volunteer?
 - Soup Kitchen
 - Humane society
 - Local Nursing Homes

Handout Instructions: On your handout "Volunteerism", write down your ideas about three problems that can be solved in your school, neighborhood, or community. Why not volunteer for an organization working to meet that need?

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Volunteerism Handout

Needs of youth at my school:

1. _____
2. _____
3. _____

Things that need to be done around school:

1. _____
2. _____
3. _____

Things that need to be done in my neighborhood:

1. _____
2. _____
3. _____

Things that need to be done in my community:

1. _____
2. _____
3. _____

Living Life on Purpose Presenter's Guide



Discuss with youth:

CIVIC ORGANIZATIONS are formed for the purpose of servicing a public or mutual benefit other than the pursuit or accumulation of profits for its owners or investors.

Examples of civic organizations

- ASPCA
- Big Brothers, Big Sisters of America
- Habitat for Humanity
- March of Dimes
- YMCA
- United Way
- American Red Cross
- Salvation Army