

# THE POWER OF INDEPENDENCE

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

# The Power of Independence Presenter’s Guide

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## Acknowledgements

This document is meant to serve as a guide for presenters of Module 3: The Power of Independence, a part of the Independent Living Curriculum of the P.R.E.P.A.R.E. Program of Southern Christian Services for Children and Youth, Inc. This material was funded through partnership with the Mississippi Department of Human Services: Division of Family and Children’s Services. The material was prepared by P.R.E.P.A.R.E. staff with development assistance from MDHS/DFCS.

## 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.



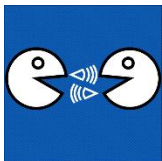
### **Group Response**

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.



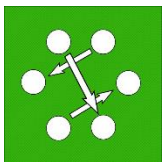
### **Handout**

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.

# The Power of Independence Presenter's Guide

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Pre/Post-Test



**THE SLIDES  
BEGIN ON THE  
NEXT PAGE**

# The Power of Independence Presenter's Guide

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The Power of Independence (Title Slide)

Slide 1

Welcome to GoodBurger

Slide 2



## Activity: Hamburger Build

### Purpose

- To help get the youth to know their team members

### Time

5 Minutes

### Materials and equipment

70 Sticky notes

20 – Bun	10 – Onion	10 - Mustard
10 – Lettuce	10 – Cheese	
10 – Tomato	10 - Hamburger	
10 – Pickles	10 - Ketchup	

### Procedure

The facilitator will gather the youth into one large circle. Each leader will go around to all the youth placing a sticky note on each person's back. Then the facilitator will ask the youth to assemble themselves in a ten layer hamburger without talking. (If there are less than an even 10, 20, 30 then they will make one with less than the ten layers) Once the youth assemble themselves they will get to pick a color for their team based off the order they placed in.

Layers included:

- |           |           |             |           |
|-----------|-----------|-------------|-----------|
| • Bun     | • Tomato  | • Onion     | • Ketchup |
| • Lettuce | • Pickles | • Cheese    | • Mustard |
|           |           | • Hamburger | • Bun     |

# The Power of Independence Presenter's Guide

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Responsible Egg, Part 1

Slide 3



## Activity: Responsible Egg

### Purpose

- To help youth understand the responsibilities of having a child

### Time

15 Minutes

### Materials and equipment

70 Plastic eggs (Put Markings in a few eggs for special prizes)

### Procedure

The facilitator will pass out one egg to each youth. They will then be instructed to keep the egg with them at all times during the retreat. If they leave their egg at any time anyone who sees can collect the egg. The person with the most eggs at the end of the retreat will receive a prize.

What the youth will not know is that there will be markings in some eggs that will automatically make them a winner as well

### Processing questions

The facilitator will talk to the youth about the responsibilities of taking care of another human. They will also talk about how once you have more than one child things become more difficult at times.

# The Power of Independence Presenter's Guide

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Understanding the Law Objectives

Slide 4



Understanding the Law

Understanding Terms (Section)

Slide 5

Understanding the Law

Understanding Terms

Adult vs. Juvenile

Slide 6



**Discuss:** Legally, adulthood is attained when you turn 18. Becoming a legal adult comes with some new rights (things you get/can do) as well as some new responsibilities (things expected of you). These include:

- At 18:
  - Responsibilities
    - Criminal Charges
    - No Parental Support
    - Binding Contracts
    - Jury Duty
    - Selective Service
    - Child Support
  - Rights
    - Vote
    - Make a Will
    - Sue
    - Make your own Contracts
    - Independence
- At 21:
  - Rights
    - Rent a car
    - Get a loan
    - Purchase Alcohol
    - Gambl

# The Power of Independence Presenter's Guide

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Understanding the Law

Understanding Terms

Adult vs. Juvenile

Slide 7



**Discuss:** *You may think that being an adult is way better than being a juvenile, but being a juvenile has its advantages.*

*Legally, a juvenile is someone who:*

- *A person who has not attained his eighteenth birthday.*
- *Generally presumed not to have the level of maturity, thought process, decision-making, experience, or wisdom of an adult*
- *Ultimate responsibility for your behavior/misbehavior falls on someone else, even if you have to suffer some of the consequences*

# The Power of Independence Presenter's Guide



1. **Ask:** What is legal emancipation?
  - a. *Legal emancipation means that a child has taken on some of the responsibilities of an adult and has been released into their own custody. You can be emancipated by getting married, joining the military, or being declared emancipated by a judge.*
2. **Ask:** Who is eligible to become emancipated?
  - a. *You must be at least fourteen years old.*
  - b. *You must willingly live separate and apart from your parents with the consent or acquiescence of your parents.*
  - c. *You must be managing your own financial affairs.*
  - d. *Your income must be from a legal source.*
  - e. *Emancipation must be in your best interests.*
  - f. *You should be in school.*
3. **Ask:** What are some pros and cons?
  - a. **New Rights**
    - i. *Live where you choose.*
    - ii. *Sign binding contracts.*
    - iii. *Keep your own earnings.*
    - iv. *Buy, sell, lease, or give away any interest you have in real or personal property.*
    - v. *Get a work permit without parental consent.*
    - vi. *Enroll yourself in school.*
    - vii. *Sue someone in your own name.*
    - viii. *Make a valid will.*
    - ix. *Consent to your own medical, dental, and psychiatric care.*
    - x. *Stay out as late as you want. (Curfew laws do not apply to emancipated minors.)*
  - b. **New Responsibilities**
    - i. *Support yourself financially.*
    - ii. *Get your own medical, dental, and automobile insurance.*
    - iii. *Pay all of your own bills.*
    - iv. *Make sure your income is from a legal source.*

# The Power of Independence Presenter's Guide

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Understanding the Law

Understanding Terms

Legal Rights

Slide 9



**Instruct Youth:** Turn to your partner and try to tell them their “Miranda Rights”

*The Miranda Rights are: “You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney. If you cannot afford an attorney, one will be provided for you.”*

# The Power of Independence Presenter's Guide

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*You have a variety of rights afforded to you by the state, in addition to your Miranda Rights. These include:*

- *Right to counsel*
- *Right against self-incrimination*
  - *Constitutional Right*
  - *Statutory Rights*
  - *Waiver of Right Against Self-Incrimination*
  - *Admission to Juvenile Court Counselor at Intake*
- *Right to Standard of Proof Beyond a Reasonable Doubt*
- *Right to an Open Hearing*
- *Right to Confidentiality of Records*
- *Right to Appointment of Guardian*



# The Power of Independence Presenter's Guide

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Understanding the Law

Understanding Terms

Legal Rights

Slide 11



*As a juvenile, there are certain rights offered to adults that are not offered to you. These are:*

- *Bail*
- *Right to trial by jury*
- *Right to speedy trial*
- *Right to self-representation*

# The Power of Independence Presenter's Guide

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Understanding the Law

Understanding Terms

Adult vs. Juvenile

Slide 12



**Instruct Youth:** *On your handout, “Adult vs. Juvenile”, see if you can decide whether the people in the narratives are considered to be legal adults or juveniles.*

# The Power of Independence Presenter's Guide

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## Adult vs. Juvenile

1. Janice just arrived in Los Angeles International Airport and was looking around the gate to see if she could find her mom. Just as she was starting to get worried, her mom called her on her cell phone and said she was running late because her car broke down. Janice offered to rent a car at the airport and pick her mom up.

Is Janice a juvenile or an adult? \_\_\_\_\_

2. Tom got picked up by the police for driving recklessly. They asked him if there was anybody they could call, but he said no. He had to wait in the county jail until the next day when he went before the judge for arraignment. A court-appointed attorney was there waiting for him. Tom demanded that he be allowed to represent himself, but the judge would not allow it.

Is Tom a juvenile or an adult? \_\_\_\_\_

3. Kerry wants to buy a new car, but she isn't old enough to get a loan from the bank. Thankfully, she's saved up enough money to purchase the car she wants outright. When she gets back to her apartment, she runs into her landlord, who informs her that the company that owns the apartment complex has made some changes to the lease for all the tenants. He asks her to come by later to sign the additional paperwork.

Is Kerry a juvenile or an adult? \_\_\_\_\_

# The Power of Independence Presenter's Guide

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## Understanding the Law

### Understanding Youth Court (Section)

Slide 13

## Understanding the Law

## Understanding Youth Court

### Youth Court Process

Slide 14



- **Ask: What does the Judge do?**
  - *The judge decides what is best for the youth. The judge issues court orders, reads reports, hears arguments, and decides whether the youth should be placed in custody of the state.*
- **Ask: What does the Guardian Ad Litem do?**
  - *An adult volunteer, assigned by the court to study and protect the best interests of the youth in a civil or criminal abuse or neglect case. The GAL and youth should talk on an ongoing basis. The GAL is your voice in the courtroom. However not all youth have a GAL appointed in their case.*
- **Ask: What does the CASA worker do?**
  - *An adult volunteer, assigned by the court to study and protect the best interests of the youth in a civil or criminal abuse or neglect case. The GAL and youth should talk on an ongoing basis. The CASA is your voice in the courtroom. However not all youth have a CASA appointed in their case.*

# The Power of Independence Presenter's Guide

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Understanding the Law

Understanding Youth Court

Youth Court Contacts

Slide 15



**Instruct Youth:** Look at your handout, “Youth Court Contacts”.  
This can be a handy tool for keeping up with the people who will  
be important to you in your dealings with the Youth Court.

# The Power of Independence Presenter's Guide

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## Youth Court Contacts

### Judge

Name: \_\_\_\_\_ Race: \_\_\_\_\_  
Male or Female Apparent age: \_\_\_\_\_

### Guardian Ad Litem

Name: \_\_\_\_\_ Race: \_\_\_\_\_  
Male or Female Apparent age: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

### CASA

Name: \_\_\_\_\_ Race: \_\_\_\_\_  
Male or Female Apparent age: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

### Social Worker

Name: \_\_\_\_\_ Race: \_\_\_\_\_  
Male or Female Apparent age: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

# The Power of Independence Presenter's Guide



- INITIAL HEARING
  - Parties Present
    - Parents
    - Extended Family
    - You
    - Parents' Counsel
    - Child's Counsel (GAL, CASA)
    - Social Worker
  - Issues addressed
    - Placement Decision
    - Appointment of Counsel
    - Paternity
    - Medical Determination
    - Next Court Date

*The main purpose of the initial hearing is to determine whether the youth should be placed in substitute care or remain with or be returned to the parents pending further proceedings. The critical issue is whether in-home services or other measures can be put in place to ensure the youth's safety.*



- ADJUDICATION HEARING
  - Held only if the parties cannot agree in the initial hearing concerning placement.
  - CPS attempts to prove maltreatment
  - Parents may be called to testify
  - Issues Addressed
    - Whether CPS has made reasonable efforts to avoid placement or to achieve reunification
    - Placement
    - All incomplete or unresolved issues from the initial hearing
    - Disposition Hearing Date.

*At the adjudication hearing, the court decides whether CPS can prove the allegations in its petition. The CPS attorney will present evidence through the testimony of the CPS caseworker, law enforcement officers, or other witnesses, including any experts. The attorneys for the parents and the youth will have the right to question or to cross-examine the witnesses and to present evidence. The parents may testify, as may other family members or neighbors who have knowledge of the facts alleged in the petition or of the care the parents provided their children.*



# The Power of Independence Presenter's Guide



- DISPOSITION HEARING
  - The court decides whether the youth needs help from the court and, if so, what services will be ordered. May include:
    - Counseling
    - Rehabilitative Services
    - Visitations
    - Follow-up Visits from CPS
  - Presentation of the Case Plan
    - Case Plan includes all actions the parent must take to regain custody and time frames for completing those actions
    - A more permanent placement decision is made at this hearing

*Before the disposition hearing, CPS should confer with the parents and develop with them a case plan that identifies the problems that led to CPS involvement with the family and are specified in the adjudication order. The case plan will state the goal for the child's permanent placement. When the goal is reunification, which it usually is at this stage of the proceedings, the case plan will:*

- *Identify the actions to be taken and the behavioral improvements to be achieved by the parents;*
- *Specify the services to be provided by CPS to support the parents in eliminating or in alleviating the identified problems;*
- *Set forth the time frame for completion of each component of the case plan;*
- *Articulate objective, measurable criteria for determining whether the necessary improvements have been achieved;*
- *Identify any special needs of the child and the proposed strategies and services for addressing those needs.*

# The Power of Independence Presenter's Guide



- REVIEW HEARING
  - Held at least every 6 months
  - Reviews the progress of the Case Plan. Including:
    - Whether the case plan is on target
    - Whether the youth's physical, emotional, and mental health needs are being met
    - Whether progress has been made toward achieving the case plan's objectives
    - What reasonable efforts were made to achieve reunification
    - Whether the youth should be returned home and, if not, why
    - What remains to be accomplished before reunification can occur
    - What timetable has been established for returning the youth home
    - Whether and how the case plan should be modified

*The review hearing is an opportunity to evaluate the progress that has been made toward completing the case plan and any court orders and to revise the plan as needed. If no progress has been made, and none seems likely, it is a chance to change the goal of the plan completely. Review hearings should guide the case to permanency for the child. Unless a permanent placement is accomplished on or before the date of the permanency hearing, the court must continue to review the case periodically.*

# The Power of Independence Presenter's Guide



- PERMANENCY HEARING
  - Permanent placement decision is made. Options include:
    - Returning the youth home
    - Returning the youth home by a specific date (no more than 3 months later), provided the court finds from the evidence that the parents are making significant progress toward completing the case plan
    - Terminating parental rights, if necessary, and permitting adoption by a relative, foster parent, or other nonrelative
    - Granting legal guardianship
    - Permanently placing the child with a relative, foster parent, or other nonrelative
    - Providing another specified permanent living arrangement if the court documents and finds that there is a compelling reason why it would not be in the best interests of the child to proceed with one of the other options

*The permanency hearing is fundamentally different as it is the point at which a definitive decision is made about the youth's permanent placement. ASFA requires that the permanency hearing occur no later than 12 months from the date the youth is considered to have entered foster care.*

# The Power of Independence Presenter's Guide

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Understanding the Law

Understanding Youth Court

Hearings and Timelines

Slide 21



**Instruct Youth:** Look at your Handout, “Youth Court Process”.  
Use this tool to help you remember important things about your visits to the Youth Court.

# The Power of Independence Presenter's Guide

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## Youth Court Process

**Date:** \_\_\_\_\_ **Type of Hearing:** \_\_\_\_\_ **Next Hearing:** \_\_\_\_\_

**Determinations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Type of Hearing:** \_\_\_\_\_ **Next Hearing:** \_\_\_\_\_

**Determinations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Type of Hearing:** \_\_\_\_\_ **Next Hearing:** \_\_\_\_\_

**Determinations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Type of Hearing:** \_\_\_\_\_ **Next Hearing:** \_\_\_\_\_

**Determinations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Power of Independence Presenter's Guide

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## Activity: Final Law Jeopardy

### Purpose

- To help youth understand the youth court process

### Time

15 Minutes

### Materials and equipment

7 Dry erase boards

7 Dry erase markers

### Procedure

In the color group the youth are already seated in they will each write \$1000 on their dry erase board with the dry erase marker. The facilitator will ask question from “Final Law Jeopardy”. The teams will each have one minute to answer the questions and choose a wager based on their confidence in their answers. After all teams answer and get the results the teams will increase or decrease the total by the amount of the wager. This process will continue through ten questions. The team with the largest dollar amount at the end will win.

# The Power of Independence Presenter's Guide

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- *Understand how nutrition impacts physical/emotional health*
- *Understand how to plan a nutritious and economical meal.*
- *Understand how to safely prepare and store food*
- *Understand the importance of household safety*
- *Understands household maintenance*

# The Power of Independence Presenter's Guide

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## Daily Living Skills

Nutrition and the Role it Plays (Section)

Slide 24

## Daily Living Skills

## Nutrition and the Role it Plays

Why Do We Eat?

Slide 25



**Ask:** *Can you name some reasons why we eat?*

**Discuss:** *Eating determines how well your body functions. While one perfect diet does not exist, it is important to realize that the foods you eat affect every cell in your body and determine your quality of wellness*

- *Eat for Energy*
- *Eat to prevent disease*
- *Eat for mental health*
- *Hydration*



# The Power of Independence Presenter's Guide

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Daily Living Skills

Nutrition and the Role it Plays

Healthy Eating

Slide 26



**Instruct Youth:** *With your partner, see if you can define moderation when it comes to your diet. Discuss why this is important.*

**Discuss:** *Eating in moderation would be, therefore, eating only as much food as your body needs and consuming only those foods that are not outside the boundaries of normal human consumption. The benefits of eating in moderation include weight loss, chronic disease management, and the promotion of general health.*

# The Power of Independence Presenter's Guide

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- Think nutritious food first, and then supplement the gaps
- Evaluate what is missing in your diet
- When in doubt, a daily multivitamin is a safe bet
- If your diet pretty much consists of sweetened and other low-nutrient drinks, fries, and burgers, then supplements are not the answer
- Respect the limits

# The Power of Independence Presenter's Guide

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**Instruct Youth:** Take a look at this nutrition label. With your partner, see if you can answer these questions?

- Is this food high in fat?
  - Somewhat, yes.
- How many calories will you have if you eat the whole thing?
  - 500
- Would you consider this food healthy?
  - Probably not due to the high fat and low fiber content.

# The Power of Independence Presenter's Guide

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- *Nutrition info is based on one serving. If you eat this whole container, you will eat two servings.*
- *Calories count, and they're not all created equal. Go for protein and whole grains, not fat and sugar.*
- *Try to eat as few of these as possible.*

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- Try to find foods high in protein, but low in fat, like lean meat, poultry, and fat-free dairy products.
- Eat as much of these nutrients as you can.
- Higher fiber usually means more nutritious grains.
- 20% DV is high, 5% DV is low, as a general rule.

# The Power of Independence Presenter's Guide

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## Daily Living Skills

Nutritious Meals (Section)

Slide 31

## Daily Living Skills

## Nutritious Meals

Recipes

Slide 32



- **Ask:** Where can you find recipes?
  - Pinterest
  - Internet
  - Family/friends
  - Cookbooks

# The Power of Independence Presenter's Guide

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Daily Living Skills

Nutritious Meals

Recipes

Slide 33



**Instruct Youth:** On your handout, “Meal Planning”, take a look at the dietary information presented. Using the tables, see if you can plan a healthy meal for yourself on page 3.

# The Power of Independence Presenter's Guide

## Meal Planning

### Males

Fruits	2 cups
Vegetables	3 cups
Grains	8 ounces
Proteins	6.5 ounces
Dairy	3 cups

### Females

Fruits	1.5 cups
Vegetables	2.5 cups
Grains	6 ounces
Proteins	5 ounces
Dairy	3 cups

A simple rule of thumb is to check the portions on your plate. Following these rules will ensure a healthy diet:

- Half of each plate should be fruits and vegetables.
- Eat the same amount of grains and vegetables
- Eat the same amount of fruits and protein
- Make your grains (at least half) whole grains
- Choose low-fat or non-fat dairy products



Fruit	Amount that counts as 1 cup of fruit	
Apple	½ large (3.25" diameter) 1 small (2.5" diameter) 1 cup sliced or chopped, raw or cooked	
Banana	1 cup sliced 1 large (8" to 9" long)	
Grapes	1 cup whole or cut-up 32 seedless grapes	
Orange	1 cup sections 1 large (3-1/16" diameter) 1 cup sections	
Strawberries	About 8 large berries 1 cup whole, halved, or sliced, fresh or frozen	
Dried fruit	½ cup dried fruit is equivalent to 1 cup fruit: ½ cup raisins ½ cup prunes ½ cup dried apricots	
Vegetables	Amount that counts as 1 cup of vegetables	
<b>Dark Green Vegetables</b>		
Broccoli	1 cup chopped or florets 3 spears 5" long raw or cooked	
Spinach & Greens	1 cup, cooked	
<b>Red and Orange Vegetables</b>		
Carrots	1 cup, strips, slices, or chopped, raw or cooked 2 medium	
Tomatoes	1 large raw whole (3") 1 cup chopped or sliced, raw, canned, or cooked	
<b>Beans and Peas</b>		
Dry beans and peas	1 cup whole or mashed, cooked	
<b>Starchy Vegetables</b>		
Corn, yellow or white	1 cup 1 large ear (8" to 9" long)	
Green peas	1 cup	
White potatoes	1 cup diced, mashed 1 medium boiled or baked potato (2½" to 3" diameter)	
Grains	Amount that counts as 1 ounce equivalent of grains	Common portions and ounce equivalents



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Bagels	1 "mini" bagel	1 large bagel = 4 ounce equivalents
Biscuits	1 small (2" diameter)	1 large (3" diameter) = 2 ounce equivalents
Breads	1 regular slice 1 small slice French	2 regular slices = 2 ounce equivalents
Cornbread	1 small piece	1 medium piece (2 1/2" x 2 1/2" x 1 1/4") = 2 ounce equivalents
Crackers	5 whole wheat crackers 7 square or round crackers	
Oatmeal	1/2 cup cooked 1 packet instant	
Popcorn	3 cups, popped	1 mini microwave bag or 100-calorie bag, popped = 2 ounce equivalents
Breakfast Cereal	1 cup flakes or rounds 1 1/4 cup puffed	
Proteins		
Proteins	Amount that counts as 1 ounce equivalent in the Protein Foods Group	Common portions and ounce equivalents
Meats	1 ounce cooked lean beef	1 small steak (eye of round, filet) = 3 1/2 to 4 ounce equivalents
	1 ounce cooked lean pork or ham	1 small lean hamburger = 2 to 3 ounce equivalents
Poultry	1 ounce cooked chicken or turkey, without skin	1 small chicken breast half = 3 ounce equivalents
	1 sandwich slice of turkey (4 1/2 x 2 1/2 x 1/8")	1/2 Cornish game hen = 4 ounce equivalents
Seafood	1 ounce cooked fish or shell fish	1 can of tuna, drained = 3 to 4 ounce equivalents
		1 salmon steak = 4 to 6 ounce equivalents
Eggs	1 egg	3 egg whites = 2 ounce equivalents 3 egg yolks = 1 ounce equivalent
Nuts and seeds	1/2 ounce of nuts (12 almonds, 24 pistachios, 7 walnut halves)	1 ounce of nuts or seeds = 2 ounce equivalents
	1 Tablespoon of peanut butter or almond butter	
Beans and peas	1/4 cup of cooked beans	1 cup split pea soup = 2 ounce equivalents 1 cup lentil soup = 2 ounce equivalents
	1/4 cup of cooked peas	
Dairy		
Amount That Counts as a Cup in the Dairy Group		
Milk	1 cup milk	
	1 half-pint container milk	
Yogurt	1 regular container (8 fluid ounces)	
	1 cup yogurt	
Cheese	1 1/2 ounces hard cheese (cheddar, mozzarella, Swiss, Parmesan)	
	2 ounces processed cheese (American)	
	2 cups cottage cheese	
Milk-based desserts	1 cup pudding made with milk	
	1 cup frozen yogurt	
	1 1/2 cups ice cream	

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Using this worksheet, prepare a healthy meal for yourself. Remember the rules of thumb:

- Half of each plate should be fruits and vegetables.
- Eat the same amount of grains and vegetables
- Eat the same amount of fruits and protein
- Make your grains (at least half) whole grains
- Choose low-fat or non-fat dairy products



# The Power of Independence Presenter's Guide

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Daily Living Skills

Nutritious Meals

Healthy Snacks

Slide 34



## Activity: Snack Attack

### Purpose

To help youth understand how easy it is to make a quick and easy healthy snack.

### Time

15 Minutes

### Materials and equipment

2 Cups Cheerios cereal in a plastic bag (7)

2 Cups Kix cereal in a plastic bag (7)

2 Cups Chex cereal in a plastic bag (7)

1 Cup M & M's in a plastic bag (7)

1 Cup peanuts in a plastic bag (7)

1 Cup raisins in a plastic bag (7)

7 Large bowls

7 Half cup measuring cups

Napkins to eat on

### Procedure

In the color group the youth are already seated in they will mix the ingredients together as a team as a team. As they are mixing the ingredients they will be looking at the product labels. Once they have mixed the ingredients they will each get the opportunity to eat one serving on the snack. Each team will the take a guess at how many calories each serving contains.

### Processing questions

The amount of calories is an average based off the ingredients in the snack. Is this a good or bad thing? Why?

# The Power of Independence Presenter's Guide

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## Daily Living Skills

Preparation & Storage (Section)

Slide 35

## Daily Living Skills

## Preparation & Storage

Food Safety

Slide 36



- Temperature is very important. Use a meat thermometer to check temperatures of meat to ensure accuracy
- Insert the thermometer into the thickest part of the meat, and take the reading when the needle stops moving—about fifteen seconds. On bone-in chicken, take the temperature next to the bone
- 165°F for chicken, pork, and ground meats.
- 155°F for whole beef or lamb.
- Cook seafood and fish until it is white in the center.

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- Clean - Wash hands and surfaces often.
- Separate - Use separate cutting boards for vegetables and raw meats
  - *If this is not possible, be sure to thoroughly clean the cutting board with hot, soapy water before cutting each ingredient and between cutting different slices of meat. Don't forget to wash your knife, too!*
- As a general rule, calculate backwards from the time it takes to thaw and marinate your meats properly, as well as preheating the oven or grill, and add cooking time to arrive within 10 minutes of when you want to serve your dinner.
  - *Example: I want to serve dinner at 9 p.m., and cooking will take 50 minutes. I want to marinate my entrée for 30 minutes after it thaws for 14 hours. Thawing, then, should start (if not done overnight) no later than 6 a.m. that morning*

# The Power of Independence Presenter's Guide

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Daily Living Skills

Preparation & Storage

Food Safety

Slide 38



- Discard any food left out at room temperature for more than 2 hours (1 hour if the temperature was above 90°F).
- Place food into shallow containers and immediately put in the refrigerator or freezer for rapid cooling.
- Use cooked leftovers within 4 days.
- Reheat leftovers to 165 °F.
- If you purchase fresh product and don't plan to use it within a day or two, go ahead and freeze it right away.
  - Fresh chicken, bagged beef and pork, and ground beef packaged in a tube can go straight into the freezer

# The Power of Independence Presenter's Guide

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Daily Living Skills

Preparation & Storage

Food Safety

Slide 39



**Instruct Youth:** With your partner, discuss the following case study and see if you can answer the questions below:

Dan Wilcox is having a party at his house this weekend. He's planning to grill out, and has a large package of ribs in his freezer ready for the occasion. He has also invited his friends to bring any other types of meat they want with them if they want to add some variety. Dan's grill is out on his back porch, next to the pool, in the open air. He also has some corn, carrots, and squash he wants to grill with the meat, in case any vegetarians show up.

1. What should Dan do to prepare for the party before any of his guests arrive?
2. How should Dan deal with any meat products his guests bring?
3. What should Dan do after the party to make sure his living/cooking areas are safe?

# The Power of Independence Presenter's Guide

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## Daily Living Skills

Household Safety (Section)

Slide 40

## Daily Living Skills

## Household Safety

Household Safety (Section)

Slide 41



**Introduce Video:** *This video demonstrates many important fire safety points:*

**Play Video.**

**Ask Youth:** *What fire safety tips did you learn from this video?*

1. *Check smoke detectors/fire alarms/fire extinguishers twice a year*
2. *Don't clutter outlets*
3. *Don't leave items unattended on the stove*
4. *Have a plan, including a safety route, in case of fire*
5. *If there is a fire:*
  - a. *Stay low, toxic gases released by the fire rise*
  - b. *Check doors before opening them, you could feed the fire with extra oxygen otherwise*
  - c. *Call 911 as soon as you are safe*



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## Do:

- Make sure to change the locks when you move in
- Fix poor lighting and keep bushes trimmed for visibility
- Keep a record, with pictures, of your belongings for insurance
- Lock your windows and doors if no one is inside, even if it's just for a few minutes

## Don't:

- Leave a key under the mat or in a fake rock
- Leave notes for guests or delivery men notifying them of your absence
- Let mail pile up in your mailbox or on your front steps

# The Power of Independence Presenter's Guide

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- Install child-resistant covers on all electrical outlets.
- Keep dangerous chemicals out of children's reach. For strings and ribbons, follow the six-inch rule.
- Always use a safety belt on your baby when she is sitting in a bouncy seat or a swing.
- Shorten curtain and blind cords.
- Place furniture well away from windows.
- Use corner bumpers on furniture and fireplace-hearth edges.
- Place houseplants out of children's reach.
- Keep cigarettes, matches, and lighters out of children's reach.

# The Power of Independence Presenter's Guide

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**Introduce Video:** *This video describes how to be prepared in case of a disaster.*

**Play Video:**

**Ask Youth:** *What were are some steps you should take to be prepared in case of a disaster?*

- *Have an emergency kit*
- *Have an emergency plan*
- *Know the potential threats*
- *Be informed*

*What should go in your emergency kit?*

- *Water*
- *Canned Food*
- *Can Opener*
- *Utensils*
- *Flashlights*
- *Extra Batteries*
- *Important Papers*
- *Weather Radio*

# The Power of Independence Presenter's Guide

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## Daily Living Skills

Household Maintenance (Section)

Slide 45

## Daily Living Skills

## Household Maintenance

Cleaning House

Slide 46



**Instruct Youth:** *With your partner, see if you can make a list of things in your house that need to be cleaned daily, a list of things that need to be cleaned weekly, and a list of things that need to be cleaned monthly.*

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- **Ask:** What are some things on your daily cleaning list?
  - *Some Suggestions include:*
    - *Make the beds.*
    - *Put away clothes and children's toys.*
    - *Wash dishes, spray and wipe off counters and cooktop or range.*
    - *Take out trash and recycling.*
    - *Clean cat litter boxes.*
    - *Wipe out bathroom sinks and spray shower doors*
- **Ask:** What are some things on your weekly cleaning list?
  - *Some Suggestions include:*
    - *Clean the kitchen*
    - *Clean the bathroom*
    - *Dust furniture and shelves*
    - *Shake or vacuum rugs*
    - *Vacuum living areas*
    - *Mop floors*
    - *Change bed linens*
    - *Sweep front entry and steps*
- **Ask:** What are some things on your monthly cleaning list?
  - *Some Suggestions include:*
    - *Wash windows*
    - *Clean mirrors*
    - *Wash trash areas*
    - *Clean the stove*
    - *Clean out the refrigerator*
    - *Dust blinds and clean curtains*
    - *Change air filters*

# The Power of Independence Presenter's Guide

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Daily Living Skills

Household Maintenance

Laundry

Slide 48



**Introduce Video:** *This video provides some helpful tips for doing laundry.*

**Play Video:**

**Ask Youth:** *Did you learn anything from this video about washing clothes?*

# The Power of Independence Presenter's Guide

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Parenting Objectives

Slide 49



- Recognizing the importance of:
  - Birthing classes
  - Parenting classes
  - Fatherhood classes
  - Child support

Parenting

Parenting Resources (Section)

Slide 50

# The Power of Independence Presenter's Guide

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- Where?
  - Childbirth classes are offered at most hospitals and birthing centers.
- Why?
  - Learn things you never knew about labor, delivery and postpartum care.
  - Address your fears.
  - Connect with your partner or labor coach.
  - Discuss options for handling pain.
  - Get the basics on medical interventions and possible complications.
  - Check out the facility.
  - Brush up on newborn care.
  - Create a social network.



# The Power of Independence Presenter's Guide



- Where?
  - *Parenting classes are typically available at churches, hospitals and community centers.*
- Why?
  - Basic Parenting Skills
    - *Parenting definitely does not come with a manual on how to do everything from birth through adulthood. Some parenting classes focus on the most basic of skills like changing a diaper, swaddling and bathing. During the first year of development, an infant typically reaches certain milestones like rolling over, sitting up, crawling and standing. While all children develop at different rates, a parenting class can give you a time frame as to when these milestones should occur -- and let you know when you should consult with your pediatrician if your infant isn't reaching a milestone. A parenting class will generally discuss other issues and problems that parents face like how to get an infant to sleep through the night -- and when and how to start potty training.*
  - Parenting Choices
    - *As a parent, it's not uncommon to sometimes ask yourself, "Am I doing this right?" Parenting classes can also discuss parenting skills, offering advice on how to handle problems that arise -- from tantrums in little ones to defiant behavior in older children. You can get the affirmation you need that you're making appropriate decisions regarding your child -- and talk with other parents facing the same issues. You might discover that there are other ways to address problems, as well as other methods for disciplining your child or dealing with parent/child power struggles. You might leave a class with a new perspective on your parenting choices.*
  - Socialization
    - *Parenting classes allow you to make new friends who are dealing with similar issues. Furthermore, your new friends will likely have children the same age, so you can set up play dates, giving your child a chance to socialize with others. Parenting classes are also a good way to obtain recommendations for pediatricians, child psychologists and nutritionists. Once the classes are over, you'll find these friends valuable if you want another parent's opinion on a problem you're facing or a choice you need to make.*

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- Where?
  - Typically the same places as parenting classes.
- Why?
  - Information and training tends to be targeted towards women
  - Fathers play a very important role in the lives of their children
  - Opportunity to meet and spend time with other dads

# The Power of Independence Presenter's Guide

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- Child support refers to the sum that the noncustodial parent must pay to the custodian.
- This sum serves as a parental contribution for the child's basic living expenses, such as food, clothing, shelter, health care, and education.
- When a court orders a parent to pay child support, the parent must pay directly to the child's custodian rather than directly to the child.

# The Power of Independence Presenter's Guide

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Parenting

Parenting Resources

Diaper Bag Challenge

Slide 55



## Activity: Diaper Bag Challenge

### Purpose

To help youth understand the pressures of daily tasks when you have a child and why it is important for any parent at any age to get help and guidance.

### Time

15 Minutes

### Materials and equipment

Memory tray (including diapers, wipes, pull ups, pacifier, teething gel, diaper cream, A&D ointment, burp cloth, washcloth, towel, milk, formula, sippy cup, bottle, ect.)

### Procedure

The facilitator will call each color group up to a table one at a time to view the items on the tray. Each group will have 30 seconds to view the tray. Once all the teams have had their 30 seconds the facilitator will ask the group to come up with a list of everything on the tray as detailed as they can make it. The team with the most correct items will win. If there is a tie on the amount of items remembered then the tie breaker will be the details of each item.

### Processing questions

The facilitator will need to talk about how as a parent our focus is not always what we want it to be, but we need to make it a priority. One of the best ways to make being focused a priority is to be as prepared as possible.