

MAKING A FRESH START

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

Making a Fresh Start Presenter's Guide

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Making a Fresh Start Presenter's Guide

Making a Fresh Start Presenter's Guide

Acknowledgements

This document is meant to serve as a guide for presenters of Module 6: Making a Fresh Start, 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

Making a Fresh Start Presenter's Guide

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.



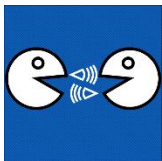
Group Response

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.



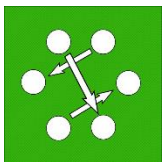
Handout

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**

Making a Fresh Start Presenter's Guide

Making a Fresh Start (Title Slide)

Slide 1

Housing Objectives

Slide 2



Housing

Identify Available Housing (Section)

Slide 3

Housing

Identify Available Housing

Single-Family Home

Slide 4



Discuss with youth: *A single-family home is a free-standing residential building. It is defined in opposition to a multi-family dwelling.*

Ask: *What could be some good things about renting a single-family home?*

What could be some bad things?

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Duplex

Slide 5



Discuss with youth: *A duplex is a house divided into two apartments, with a separate entrance for each.*

Ask: *What could be some good things about renting a duplex?*

What could be some bad things?

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Apartment

Slide 6



Discuss with youth: *An apartment is a suite of rooms forming one residence, typically in a building containing a number of these.*

Ask: *What could be some good things about renting an apartment?*

What could be some bad things?

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Mobile Home

Slide 7



Discuss with youth: *A mobile home is a large house trailer that is parked in one particular place and used as a permanent living accommodation*

Ask: *What could be some good things about renting a mobile home?*

What could be some bad things?

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Town House

Slide 8



Discuss with youth: *A town house is one of a series of similar houses attached in a row. Typically shares walls on both sides with other town houses and has more than one floor.*

Ask: *What could be some good things about renting a town house?*

What could be some bad things?

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Condominium

Slide 9



Discuss with youth: *A condominium is essentially an apartment that is owned by an individual, who may or may not own any of the other units in the building.*

Ask: *What could be some good things about renting a condominium?*

What could be some bad things?

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Finding Housing

Slide 10



Discuss with youth: *On your handout, “Finding Housing”, see if you can identify each method for locating a rental property. What are some pros and cons of each method?*

Making a Fresh Start Presenter's Guide

Finding Housing Handout



Pros:

Cons:



Pros:

Cons:



Pros:

Cons:



Pros:

Cons:

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Getting Some Support

Slide 11



Discuss with youth: *With your partner, discuss who you would go to for advice and help finding a place to live after you are released from custody.*

Making a Fresh Start Presenter's Guide

Housing

Identify Available Housing

Reading Between the Lines

Slide 12



Discuss with youth: *On your handout, “Reading Between the Lines”, see if you can identify what the abbreviations mean when they refer to housing ads, then answer the questions about the ads shown.*

Making a Fresh Start Presenter's Guide

Reading Between the Lines Handout

The following advertisements feature several different types of housing options. Read each ad and see if you can answer the questions.

#1	#1	#2	#3	
<p>Apt.s Unfurnished HYDE PARK Small Efficiency 2nd flr, a/c. \$295/mo + dep., util incl. No pets 555-3434</p>	<p>1. Which housing option would be the least expensive?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>#2 Rooms to Rent Univ Area. furn. \$60 deposit, \$60/wk. Private bath, phone & A/C. 999-2200</p>	<p>2. If you wanted to live alone, which option is best?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>#3 Accommodation To Share Crestwood - Share 2br/1ba home. Pets Negotiable. Sec. Dep Req'd. \$255/mo + 1/2 util. 666-4123</p>	<p>3. If you were concerned about having air conditioning, which option would you choose?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>4. If you wanted to have a pet, which options might be your best bet?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>5. If you didn't want to share a bathroom, which option would you choose?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>6. Considering what's important to you, which option would you pick?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Discuss with youth:

- Needs vs. Wants
 - What's the difference?
 - List some needs
 - List some wants
- Assess potential properties with respect to:
 - Affordability
 - Transportation
 - Accessibility
 - Amenities

Making a Fresh Start Presenter's Guide

Housing

Sharing Housing (Section)

Slide 14

Housing

Sharing Housing

Choosing a Roommate

Slide 15



Introduce Video: *Choosing a roommate can be a tricky process. In this video, we see some guys who didn't do such a good job of choosing roommates before moving in together.*

Play Video.

Discuss with youth: *What are some good things about having a roommate?*

What are some not so good things about roommates?

Housing

Sharing Housing

Choosing a Roommate

Slide 16



- Does this clip even seem real?
- Do you think if they had made an agreement of terms that this couldn't happen?
- Give some reasons why having a roommate is a good/bad idea?

Making a Fresh Start Presenter's Guide

Housing

Sharing Housing

I, Roommate

Slide 17



Discuss with youth: *On your handout, “I, Roommate”, fill out your characteristics that relate to your preferences for sharing housing.*

Making a Fresh Start Presenter's Guide

I, Roommate Handout

A big part of finding the right roommate is *being* the right roommate. It helps if you know yourself and your tendencies. Check one box in each set below that best describes you.

Are you someone who...

- | | |
|---|--|
| <input type="checkbox"/> Is neat (A) | <input type="checkbox"/> Saves money (P) |
| <input type="checkbox"/> Is messy (E) | <input type="checkbox"/> Spends money (B) |
| <input type="checkbox"/> Gets up early (N) | <input type="checkbox"/> Borrows from others (O) |
| <input type="checkbox"/> Stays up late (K) | <input type="checkbox"/> Doesn't like to borrow (I) |
| <input type="checkbox"/> Is usually on time (R) | <input type="checkbox"/> Spends free time alone or with a few people (D) |
| <input type="checkbox"/> Is usually late (S) | <input type="checkbox"/> Likes to be around a lot of people (M) |
| <input type="checkbox"/> Likes loud music (A) | <input type="checkbox"/> Can say "no" to friends (T) |
| <input type="checkbox"/> Likes moderate music (U) | <input type="checkbox"/> Has trouble saying "no" (L) |

Making a Fresh Start Presenter's Guide

Housing

Sharing Housing

Roommate Agreement

Slide 18



Activity: Roommate Agreement

Purpose

- To help youth understand the importance of having a roommate agreement
- To give youth experience negotiating an agreement

Time

20 Minutes

Materials and equipment

Roommate Agreement Forms, 1 per 2 youth

Procedure

The youth will use their “I, Roommate” handout to find a potential roommate in the large group. This should take no more than 5 minutes. The youth will then fill out a Roommate Agreement with their potential roommate.

Processing questions

Once youth have finished their roommate agreements, get one or two pairs of roommates to discuss their agreements out loud. Ask youth if they had any difficulties coming to an agreement.

Making a Fresh Start Presenter's Guide

Transitioning Objectives

Slide 19



Transitioning

What is a Transitional Living Plan? (Section)

Slide 20

Transitioning

What is a Transitional Living Plan?

Transitional Living Plan

Slide 21



Discuss with youth:

Transitional Living Plan (TLP)


A tool to help you organize your goals for leaving foster care

Includes

- Living Options
- Continuing Studies
- Employment
- Permanent Connections
- Parenting
- Continuing Support Services
- Important Documents

Making a Fresh Start Presenter's Guide

Transitioning	What is a Transitional Living Plan?
Transition Components	Slide 22

Transitioning		
River of Life	Slide 23	

Activity: River of Life

Purpose

- To help youth understand the importance of the people and resources around them
- To help youth understand the importance of teamwork

Time

30 Minutes

Materials and equipment

- Colored Bandanas (32)
- Painter Tape (1Roll)
- Blindfold (8)

Procedure

The youth will be divided into teams. Each team will have four bandanas and one blindfold. On each bandana there is a resource that these youth will need to succeed in life (ex: job, community resources, relationships, and education). The object of the game is to get each team must cross over a river using the bandanas as stepping stones. Each team will also have to choose one player that cannot see and one player that cannot talk. The trick is that at any time the youth stops touching the bandana they will lose it downstream and have to carry on in life without that resource.

Processing questions

After the game is over we will talk about how money is important, but all the resources they have are equally important.

Making a Fresh Start Presenter's Guide

Transitioning

What is a Transitional Living Plan?

Transitional Living Plan

Slide 24



Ask youth: Where will you live when you exit foster care?

Discuss with youth:

Some Options:

- Family, Friend, or Relative's Home
- Individual Renting or Ownership
- Renting with Roommate(s)
- Care Facility or Group Home

Transitioning

Transition Components

Apartment Placement

Slide 25



Discuss with youth: The apartment placement program.

Making a Fresh Start Presenter's Guide

Transitioning

Transition Components

Continuing Studies

Slide 26



Instruct youth:

With your partner, discuss your plans for continuing your education after you exit from foster care.

Some Options:

- *Community College*
- *University*
- *Vocational Training Program*

Transitioning

Transition Components

ETV

Slide 27



Discuss with youth: ETV funds and how to obtain them.

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Discuss with youth:

- Job opportunities for young adults with no education are limited
 - Daycares
 - Supermarkets
 - Restaurants
 - Convenience Stores
 - Recreation Facilities
 - Clerical Offices
- Utilize on-campus job search programs, which are available through most colleges or vo-tech programs

Making a Fresh Start Presenter's Guide

Transitioning

Transition Components

Stipends

Slide 29



Discuss with youth: Stipends and how to obtain them.

Transitioning

Transition Components

Permanent Connections

Slide 30



Discuss with youth:

- Positive, reliable caring adults in the youth's life who will stick by them while they are in care and who will continue to support them after they leave care
- Potential permanent connections
 - People with whom the youth has some emotional attachment (birth family, extended family, kin, adoptive family, mentors, foster family, etc.)

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- People with whom the youth would like to stay connected/re-establish contact
- People who the youth defines as family and/or supports

Transitioning

Transition Components

Parents in Foster Care

Slide 31



Discuss with youth: On your handout, “Parents in Foster Care”, see if you can identify the positive behaviors of a pregnant/parenting foster teen.

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Parents in Foster Care Handout

1. Assuming that a child is completely the mother's responsibility
2. Getting prenatal and postnatal care
3. Dropping out of school to take care of your child
4. Having another child with someone so that your first child can have a father figure
5. Getting health screenings and services, such as through Medicaid's early periodic screening diagnosis and treatment (EPSDT) program
6. Avoiding your child's mother so she won't ask you for money
7. Leaving your child with your parents so they can watch him
8. Accessing nutrition and wellness services (e.g., through WIC, TANF)
9. Gaining access to a consistent healthcare provider through a medical home
10. Taking your child with you on frequent outings with your friends
11. Going to family planning counseling to discuss ways to prevent future pregnancies
12. Letting your foster parents change all the diapers and put your child down for naps
13. Getting health education
14. Changing your child's diaper when you feel like it
15. Finding a new boyfriend right away to be a father figure to your child

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Transitioning

Transition Components

Mentors VS. Mentos

Slide 32



Mentos are described as “small oblate spheroids, with a slightly hard exterior and a soft, chewy interior.” The best mentors are the same way (ignoring the spheroids-shape thing): they have a slightly hard exterior (meaning they won't be afraid to give you constructive criticism) and a soft interior (ultimately they want you to succeed). If your mentor doesn't call out what you've done wrong or what you could do better, it's like have Gummi bears instead of Mentos—sure their nice to have, but they're not going to help you fix a suit you just got paint on.

Most people know the main benefit of Mentos—they're enjoyable candies you can snack on. Most people know the main benefit of Mentors—they're enjoyable people that help propel your career with expert guidance and perspective from years of experience. But an additional secret benefit has recently come up for Mentos and Mentors. For Mentos, it's the amazing ability they have to turn Diet Coke into an awesome fountain. For Mentors, it's the amazing ability to turn a mentor into a more knowledgeable, connected leader.

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Ask youth: What documents do you need when you leave foster care?

- Driver's License/State ID
- Social Security Card
- Birth Certificate
- Medicaid Card (if continuing)
- Proof of Insurance (if own a car)

Making a Fresh Start Presenter's Guide

Transitioning

Transition Components

My Goals

Slide 34



Discuss with youth: *On your handout, “My Goals”, fill out as many of the goals as you can. If you need help identifying some goals, see if your Color Group Leader has any ideas.*

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My Goals Handout

Fill out the following goals for yourself to accomplish before leaving foster care:

When I leave foster care, I will live _____. In order to make this happen, I will _____.

I want to continue my education after leaving foster care by _____.

I will _____ to make sure I can.

When I'm ready for a job, I want to _____. I will prepare for this by _____.

I want to make a permanent connection with _____. I will start by _____.

I want _____ for my child/future children.
I will _____ so they can have it.

I will remember to access _____ for continued support after leaving care.

I need to obtain my important documents such as _____.
I will find out how from _____.