

DOCUMENT RESUME

ED 435 847

CE 079 441

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TITLE Project Metamorphosis. Life Skills for State and Local Prisoners.
INSTITUTION Louisiana State Dept. of Corrections, Baton Rouge.
PUB DATE 1998-12-00
NOTE 403p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC17 Plus Postage.
DESCRIPTORS Academic Ability; Adult Education; *Correctional Education; Curriculum Guides; *Daily Living Skills; Decision Making; Individual Characteristics; Instructional Materials; *Interpersonal Competence; *Job Search Methods; Learning Activities; Money Management; *Parenting Skills; Recidivism; State Programs; Vocational Aptitude; Vocational Interests; Work Attitudes
IDENTIFIERS *Louisiana

ABSTRACT

This curriculum of life skills is designed to reduce recidivism, increase post-release employment and wage rates, and successfully integrate released inmates back into families and communities. It uses a newsletter format, with newsletters arranged into eight volumes. Each volume concerns a unit of related information, including an instructor introduction, minimum number of hours of instructional time, resources, and chart of newsletter contents categorized by academic, workplace, and cognitive development focus. Volume 1 is an introduction to the Metamorphosis program and helps learners think about personal styles, work interests and strengths, and academic abilities and needs. Although the content of the cover articles in volumes 2 and 4 forms an introduction for more in-depth use of a commercial material called Success Is a Thinking Skill, the information in each article is complete enough to stand alone without additional materials. The cover articles in volumes 3, 5, and 7 provide introductions for videos in a relationship series (Keys to Loving Relationships; Homes of Honor Parenting) that focus on interactions at work, with friends and spouses, and in parenting, yet are complete enough for independent use. Cover articles in volumes 6 and 8 provide the basis for real-life applications in getting jobs and managing money. Each volume includes these features for learner use: article(s) that provide introductions to the character traits found in the commercial material called Character First; computer-based assignments in two software programs; reflection questions; cloze exercise(s); and a comprehension exercise for a newsletter article. (YLB)

PROJECT

METAMORPHOSIS

"A marked change in character, appearance, condition, etc."



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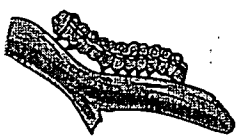
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A LIFE SKILLS CURRICULUM

POTENTIAL GROWS BETTER...

IN THE LIGHT OF KNOWLEDGE



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ED 435 847

DEPARTMENT OF
PUBLIC SAFETY AND CORRECTIONS



M. J. "MIKE" FOSTER, JR., GOVERNOR

RICHARD L. STALDER, SECRETARY

PROGRAM TITLE: *Life Skills for State and Local Prisoners*

PROJECT TITLE: *Project METAMORPHOSIS*

PROJECT LOCATION: *Elayn Hunt Correctional Center
Louisiana Correctional Institute for Women
Avoyelles Correctional Center (Second Year)*

AWARDEE: *Richard L. Stalder, Secretary
Louisiana Department of Public Safety & Corrections*

AWARD PERIOD: *December 1, 1997 thru November 30, 2000*

AWARD AMOUNT: *First year - \$429,047.00*

PROJECT DIRECTOR: *Larry D. Smith, Deputy Assistant Secretary
Office of Adult Services*

OBJECTIVES: *To reduce recidivism through higher post-release employment and wage rates and increased vocational, cognitive, and employability skills.*

PROCEDURES: *Inmates 12-18 months from release will work with staff to write an Individual Transition Plan linked to training, jobs, and support services in their home communities. Activities will include an enhanced literacy component as part of an expanded life skill curriculum that will be integrated with GED classes and vocational training. Inmates will exit the prison system with a Skills Portfolio that documents work skills mastered in prison work assignments, vocational training, cognitive skills training, and ABE/GED instructions.*

OUTCOMES/RESULTS/PRODUCTS: *Tracking and analysis of 1) post-release wage and employment rates through the Louisiana Department of Labor, 2) academic and skill credentials earned in prison and after release, 3) pre/post referenced tests to demonstrate increased life and job skills, and 4) recidivism rates. Products will include a new curriculum framework for integrating literacy, employability, cognitive skills training, and vocational skills.*

EDUCATIONAL LEVELS: *During the first year of program operations, Project Metamorphosis will accommodate grades 5-12 and will serve approximately 400 inmates (300 male and 100 female). Curriculum Writers have designed an educational program to include K-12 each year thereafter.*

PARTNERS: *State Literacy Center, Trinity Marine, Adult & Continuing Education, Governor's Office of Workplace Development, Greater Baton Rouge Hotel/Motel Association, Avondule Ship Yard, J. E. Merit Construction, EBR Chamber of Commerce, Louisiana Job Services Offices, Louisiana Department of Labor.*

PROJECT

METAMORPHOSIS

Life Skills for State and Local Prisoners

Prepared for

Louisiana Department of Public Safety and Corrections

by

Rhonda Holt Atkinson, Ph.D.

Frank J. Cook, Ph.D.

Carol Goux, M.Ed.

We are deeply indebted to these talented, educational professionals for the level of insight and research required to complete this document.

.... Larry D. Smith, Project Director

December, 1998

PROJECT METAMORPHOSIS

PREFACE

Project Metamorphosis is an effort by the Louisiana Department of Public Safety and Corrections to enhance education and training of state adult inmates through new resources and improved services that are intended to reduce recidivism. The goals of the project are reduced recidivism, higher post-release employment and wage rates, and successful integration of released inmates back into families and communities.

Three curriculum developers—Dr. Rhonda Atkinson, Dr. Frank Cook, and Ms. Carol Goux—were charged with two tasks: (1) development of a functionally-contextual educational curriculum of at least 100 hours of original instruction which integrated basic academic skills with employability skills and cognitive skills training that could be used with learners at a variety of skill levels and (2) recommendations for purchasing commercial materials that would help learners prepare for GED tests. The original curriculum was created because of the lack of commercial materials that provide a long-term scope and sequence aimed at generating a more productive “mind-set” within the prison population. In addition, each prisoner was to develop, with the assistance of corrections staff, an Individual Transition Plan to link education and training in prison to resources and jobs in Louisiana’s communities upon release. The Individual Transition Plan was designed to include a skills portfolio that would document educational, vocational, and life skills training, as well as SCANS and other job competencies mastered in prison work assignments.

The development of the final curriculum was based on many hours of reviewing and evaluating materials, assessing learner needs, surveying inmates, conferring with corrections staff, and discussing options. The curriculum utilizes a “newsletter” format because the curriculum developers felt that the format was appropriate for adult learners and could be easily duplicated for distribution to learners and other individuals in the corrections system. In addition, the newsletter format and information is easily adaptable to individual use, small group discussion, and large group instruction in either pull-out programs or subject/technical area classes.

Newsletters are arranged into eight “volumes.” Each volume concerns a unit of related information including an introduction for instructors, minimum number of hours of instructional time, list of additional resources, and chart of newsletter contents categorized according to academic, workplace, and/or cognitive development focus.

Volume 1 provides an introduction to the Metamorphosis program and helps learners think about personal styles, work interests/strengths, and academic abilities/needs. Although the content of the cover articles in Volumes 2 and 4 forms an introduction for more in-depth use of a commercial material called *Success is a Thinking Skill*, the information within each article is complete enough to stand alone without additional materials. Similarly, the cover articles in Volumes 3, 5, and 7 provide introductions for videos in a relationship series

(*Keys to Loving Relationships; Homes of Honor Parenting*) which focus on interactions at work, with friends and spouses, and in parenting, yet are also complete enough for independent use. Cover articles in volumes 6 and 8 provide the basis for real-life applications in getting jobs and managing money.

Each volume of the Project Metamorphosis newsletters also includes several other features for learner use. Each volume includes one or more articles which provide introductions to the character traits found in the commercial material *Character First*. This national program is used in many businesses. It helps develop positive work and lifestyle climates. The traits can be used as a kind of filter for thinking through other topics. Each newsletter also includes computer-based assignments designed for independent use. Computer-based assignments in two software programs were selected to reinforce work concepts and educational skills. *Employability and Work Maturity Skills* software helps learners think about job strengths, examine vocational interests, and learn about today's work world. *Vocational Basic Skills* software helps learners maximize valuable math and reading skills in the context of various occupations. Each newsletter contains reflection questions for independent consideration or group discussion. Each newsletter is also accompanied by at least one cloze exercise and one comprehension exercise for one of the newsletter articles.

CITED RESOURCES

Character First (1997). Character Training Institute, 520 West Main, Oklahoma City, OK, 73102.

Employability and Work Maturity Skills Software. McGee Enterprises, P.O. Box 5304, Brandon, MS , 39047; phone 601-992-0741.

Vocational Basic Skills Software. McGee Enterprises, P.O. Box 5304, Brandon, MS , 39047; phone 601-992-0741.

Success is a Thinking Skill. (1995). Mary Jo Armstrong. Correctional Alternatives, Inc., P.O. Box 50462, Denton, TX, 76206. 1-800-913-0303.

Keys to Loving Relationships (video series). Today's Family, 1482 Lakeshore Drive, Branson, MO, 65616; phone 417-335-4321; www.garysmalley.com.

Homes of Honor Parenting (video series). Today's Family, 1482 Lakeshore Drive, Branson, MO, 65616; phone 417-335-4321; www.garysmalley.com

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CURRICULUM FRAMEWORK

for Corrections Education

| SUBJECT | LITERACY LEVEL | ABE LEVEL | GED LEVEL |
|-------------|---|---|--|
| READING | Hec Intensive phonics, New Beginnings in Reading, Stories for Parents, Specific Skills Series A - C | Specific Skills Series D - E, EDL Module DA & EA (Language Clues, Reading Strategies Software, Go Books) | Specific Skills Series F - G, EDL Module FA & GA (Language Clues, Reading Strategies Software, Go Books) |
| MATH | Number Powers I: Addition, Subtraction, Multiplication, & Division | Number Powers II: Decimals & Percent; Working With Numbers, Math Refresher | Number Powers III: Algebra; GED Test 5, Mathematics, Working With Numbers Level F; Working With Numbers, Algebra |
| ENGLISH | English is not taught at this level except for the concepts introduced indirectly through HEC. | Exercising Your English Book I: Basic Sentence Structure, Grammar, and Usage | Exercising Your English Book II: Capitalization & Punctuation; Exercising Your English Book III: Sentence Type, Style, & Diction; GED Test 1: Writing Skills; Basic English Review |
| LIFE SKILLS | Learning Styles Inventory Software; Please Understand Me; Hidden Keys To Loving Relationships Video Series; Homes of Honor Parenting Video Series | | |

| SUBJECT | LITERACY LEVEL | ABE LEVEL | GED LEVEL |
|-------------------|--|------------------|---|
| Job Skills | Janus Employability Skills Program | | Leisure/Work Search Inventory; Barriers To Employment Success Inventory; Job Search Attitude Inventory |

MEASUREMENT PLAN

| PROJECT GOALS | OBJECTIVES | TASK/ACTIVITY | MEASURE |
|-------------------------|---|---|---|
| 1. To reduce recidivism | 1A). To build a system to support comprehensive life skills education | 1. Develop & distribute life skills education and training curriculum guide | *Guide development *Qualitative review of guide *Documentation of training *Survey of end users of guide |
| | | 2. Develop staff development and training plan | *Plan development *Qualitative review of plan *Pre/post knowledge assessment *Training evaluation participant forms |
| | | 3. Develop data collection system for life skills program | *Enhance data base *Analysis of follow-up data *Program review of data run |
| | | 4. Linkage to community resources | *List of statewide resources *Quarterly report of community contacts *Follow-up survey of offenders *Survey of employers |
| | | 5. Identification of job competencies, work history, etc. | *Skills portfolio production *Individualized data base *Follow-up survey of offenders |
| | 1B) To obtain and retain employment | 1. Inmate assessment | *Assessment plan *Review of instrumentation |
| | | 2. Life skills program completion | *Documentation of participation *Documentation of performance *Pre/post measures |
| | | 3. Development of Individual Transition Plan (ITP) | *ITP review *Analysis of assessment, program and placement relationships *Follow-up survey |
| | | 4. Job placement & supervision | *Records on placement- when, where, type, etc. *Length of time employed *Wages earned *Follow-up surveys *Employer interviews |
| | 1C) To improve life skills | 1. Participate in literacy component | *Table measure- pre/post *ABE measures *Interviews to get feedback on software used *Software test scores |
| | | 2. Participate in life skills development "menu" | *Life skills content area documentation *Report on progress in each content area *Inmate feedback *Staff feedback *Follow-up survey |
| | | 3. Develop Individual Transition Plan (ITP) | *Skills portfolio plan *Standardized forms *Pre/post release interviews *Qualitative review of plan |
| | | 4. On-going training and education | *Documentation of placement *Follow-up survey |
| | | 5. Increased job search and employability skills | *Pre/post criterion referenced tests *Post release tracking |

RELATED MATERIALS

**(INSTRUCTIONAL MATERIALS,
VENDORS/PUBLISHERS, ADDRESSES)**

INSTRUCTIONAL MATERIALS/ VENDORS/PUBLISHERS/ADDRESSES

LEARNING STYLES INVENTORY SOFTWARE

**Educational Activities, Inc.
P. O. Box 392
Freeport, NY 11520
1/800/645-3739**

PLEASE UNDERSTAND ME

**Cambridge Educational
P. O. Box 2153, Dept. CC16
Charleston, WV 25328-2153
1/800/468-4227**

JANUS EMPLOYABILITY SKILLS PROGRAM

**Globe Fearon Educational Publisher
Customer Service Center
4350 Equity Drive
P. O. Box 2649
Columbus, Ohio 43216
1/800/848-9500**

**LEISURE/WORK SEARCH INVENTORY
BARRIERS TO EMPLOYMENT SUCCESS INVENTORY
THE JOB SEARCH ATTITUDE INVENTORY
THE JOB SEARCH ATTITUDE INVENTORY MANUAL**

**Jist
720 North Park Avenue
Indianapolis, IN 46202-3490
1/800/648-5478**

SCANS

(The Secretary's Commission on Achieving Necessary Skills)

**United States Department of Labor
Superintendent of Documents
P. O. Box 371954
Pittsburgh, PA 15250-7954**

**WORKING WITH NUMBERS: REFRESHER
WORKING WITH NUMBERS: ALGEBRA
WORKING WITH NUMBERS: HEXAGON
READING STRATEGIES SOFTWARE
LEARNING 100 ON-LINE COURSEWARE (LEVELS AA-FA)**

**Steck-Vaughn Company
Post Office Box 26015
Austin, TX 78755
1/800/531-5015**

SRA SPECIFIC SKILLS SERIES

**S R A / McGraw Hill
220 Daniieldale Road
DeSoto, TX 75115-9960
1/800/843-8855**

DIRECTORY OF LOUISIANA MANUFACTURERS

**Paul Crombie
LA Department of Economic Development
Post Office Box 94185
Baton Rouge, Louisiana
225/342-5383**

**HEC READING HORIZONS (ACCELERATED VERSION FOR STAND ALONE)
DISCOVER INTENSIVE PHONICS (INTERMEDIATE/ADULT MANUALS)**

**Educational Solutions Corp.
Post Office Box 1008
Ruston, Louisiana 71273
318/251-6505**

BASIC ENGLISH REVIEW

**ITP Distribution Center
7625 Empire Drive
Florence, KY 41042**

**NUMBER POWER 1 (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION)
NUMBER POWER 2 (FRACTIONS, DECIMALS, PERCENTS
NUMBER POWER 3 (ALGEBRA)
EXERCISING YOUR ENGLISH (BOOKS I, II, & III)
NEW BEGINNINGS IN READING (BOOKS 1 THRU 8)
STORIES FOR PARENTS (ALL SIX TITLES)
GED TEST 1 -- WRITING SKILLS
GED TEST 5 -- MATHEMATICS**

**NTC/Contemporary Publishing Co.
4255 West Touby Avenue
Lincolnwood, Illinois 60646-1975**

VOLUME 1

Learning About Project Metamorphosis And Self

VOLUME 1:
Learning about Project Metamorphosis and Self
Designed for minimum 4 1-hour sessions.

Materials are designed to provide instructors with a variety of information. As the instructor, you may choose to use either some or all of the information and activities. Newsletter articles can be the focus of small group discussions for good readers. They can provide background information for instructors to lead less-able readers through important concepts. Reflection and comprehension activities are included in every newsletter to facilitate comprehension and provide opportunities for writing.

This volume includes the following:
Newsletters 1A, 1B, 2A, 2B

Print Resources

The following supplementary materials are available to enhance and extend learning as needed.

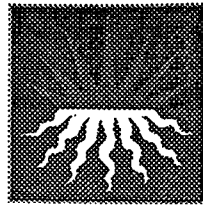
| MATERIAL | PUBLISHER | RESOURCE UNIT # |
|---|---|------------------------|
| Criminal Sentiments Scale | L. Rettinger (Carlton University, Ottawa, Canada, 1992 | Units 1-5 |
| Life Skills: Thinking for Yourself | Steck Vaugh; Austin, TX | Units 13-15 |
| Establishing Your Goals | Cambridge Adult Education; Simon & Schuster; Upper River, NJ | Units 49-56 |
| | | |

on separate pages, or as part of computer software assignments.

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|--|-------------|--|------------------------------------|--------------------------------|----------------------------------|--|
| 1A | 1) describe Metamorphosis program 2) Introduce goal-setting | Vol 1 1A | 1) New Project Brings Exciting Changes to You 2) Goal-Setting: Map to the Future 3) Goal-Setting Worksheet 4) Greatest Secret in the World-Part 1 5) What You Can Expect in Metamorphosis Sessions 6) Finding Main Ideas: Get the Point? 7) Before Next Session. . . (computer software) 8) Reflection 9) Understanding What you Read (2 comprehension; 2 cloze summaries) | X X X X X X | X X X X X X | X X X X | EMP: Planning for your Career |
| 1B | 1) Identify self-talk 2) Identify values | Vol 1 1B | 1) How to (Really) Stay Out of Prison 2) Self-Talk: What you Say is What You Get 3) Before Next Session . . . (computer software) 4) What's It To You: Values 5) Values Cards Activity 6) Reflection 7) Understanding What you Read (2 comprehension; 2 cloze summaries) | X X X X X | X X X X | X X X X X | EMP: Personal Values I & II; Inventory of Personal Values VBS locator assessments for math and reading |

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|---|-------------|--|-----------------------|------------------|----------------------------|---|
| 2A | 1) Identify personal styles 2) Specify goals | Vol 1 2A | 1) Your Style: Not Just Clothes Anymore 2) Specifying Your Values and Goals: Hitting the Target 3) Before Next Session . . . (computer software) 4) Reflection 5) Self-Assessments: MBTI Self-Test, Brain Dominance Inventory, Learning Style Inventory 6) Understanding What you Read (2 comprehension; 2 cloze summaries) | X X X X X | X X X X | X X X X X X | EMP: Personal Interests; Inventory of Personal Interests; Personal Aptitudes; Inventory of Personal Aptitudes VBS Math Whole Numbers Concepts A & B Please Understand Me (MBTI type) CITTES (learning style type) |
| 2B | 1) Compile and analyze assessment results for portfolio 2) Specify goals | Vol 1 2B | 1) YOU, Unlimited Stock: Portfolio Contents 2) Before Next Session . . . (computer software) 3) Goals: 10 Ways to Make Them Yours 4) Reflection 5) Portfolio Assessment Results (3 forms) 6) Understanding What you Read (1 comprehension; 1 cloze summary) | X X X | X X X X | X X X X X X | VBS Math Whole Numbers Concepts C |

PROJECT METAMORPHOSIS



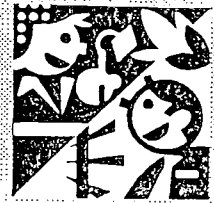
Volume 1 Number 1A

New Project Brings Exciting Changes to You

Congratulations! By joining Project Metamorphosis, you just became the president of your own company. You might call it YOU, Unlimited. The product will be a new you. This program helps you successfully return to work and life. Your staff stands ready to help you. You are in charge. We'll show you how, but change starts with you.

will be a collection of information. It will show your investments in yourself.

Each newsletter will have sections for your personal, academic, and work development.



"Congratulations! . . . you just became the president of your own company: YOU, Unlimited."

Personal Trainers at Work

If you were rich, you could hire a staff. They would help make your company successful. Sometimes their advice might be hard. But, it would be for the best. You, too, have a staff. Your staff has been working for you for some time. They have been thinking and planning. More staff will work directly with you.

As your personal staff, we give you our best advice. You will want us to demand the most from you. This will help you be your best when you leave prison. Each week your on-site staff will meet with you. Your staff will also give you tasks to do on your own. You can choose to do them or not. The time you spend on yourself is an investment in your future. You will create a portfolio. It

GOAL-SETTING: MAP TO THE FUTURE

IN PRISON, YOU DON'T HAVE TO THINK MUCH OF THE TIME. HERE, MOST DECISIONS ARE MADE FOR YOU. NOT SO ON THE OUTSIDE. SOON YOU'LL BE MAKING MOST OF THE DECISIONS--AND YOU MAY BE OUT OF PRACTICE. START THINKING TODAY ABOUT YOUR FUTURE. SUCCESSFUL PEOPLE OFTEN MAKE DECISIONS ABOUT WHAT THEY WANT TO ACHIEVE. THEY SET GOALS.

THE TIMELINE BELOW HELPS YOU SEE WHERE YOU ARE IN TERMS OF YOUR GOALS. PUT YOUR BIRTHDATE AND TODAY'S DATE AT POINTS A AND X. WHEN DO YOU THINK YOUR LIFE WILL END? THAT'S THE Z POINT. START THINKING ABOUT WHAT YOU REALLY WANT TO DO, BE, HAVE, AND GIVE IN LIFE. IN THIS PROJECT, YOU WILL REFINE YOUR GOALS IN THE WEEKS AHEAD. YOU HAVE UNTIL THE END OF YOUR LIFE TO COMPLETE YOUR GOALS. EVERY DECISION YOU MAKE EITHER TAKES YOU CLOSER--OR FARTHER--FROM THEM. RECORD YOUR GOALS ON THE NEXT PAGE



GOAL-SETTING

Directions: (1) Write one lifetime goal in each box in the first column. You may need more than one page to list all your goals. Include personal, educational, and work goals. (2) In the middle column, identify some things you can do in the next few years that will help you achieve each goal. (3) In the last column, write some things you can do in the next few months to achieve each goal.

| LIFETIME GOALS . By the time I reach the Z point, I want to . . . | MID-RANGE GOALS Things I can do in the next 3-5 years that will take me closer to my lifetime goals . . . | SHORT-TERM GOALS Things I can do in the next 6-12 months that will take me closer to my mid-range/lifetime goals. . . |
|--|--|--|
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| | | |
| | | |

The Greatest Secret In The World - Part 1

This is a waste of time. . . unless you're willing to change. Author Og Mandino shows you how to change in his book *The Greatest Secret In the World*. Mandino is also the Executive Editor of a magazine called *Success Unlimited*. His book is already used by athletes, doctors, students. . . and inmates at other prisons. His ideas worked for them. They can work for you. You are about to read Part 1. It is the first step for success. It tells how to maximize your use of this information.

Part 1: Today I Begin a New Life

Today I begin a new life. Today I shed my old self. Too long I have suffered from failure. In the past, I accepted this. No more. I hold the key to my future, if only I choose to use it.

Certain rules are the basis of success. These I now have. These laws will prevent failure. They will not necessarily mean success. Why? Because no two people think of success in the same way. Yet, everyone agrees on the meaning of failure. It is when people fail to reach their goals in life, whatever they may be. The only difference between those who fail and those who succeed is in their habits. Good habits are the key to success. Bad habits are the unlocked door to

failure. Thus, the first rule that I will obey is "I will form good habits and they will become mine. How? Through the parts of this program beginning with this one. Each part contains a rule that will drive a bad habit from my life. It will replace a bad habit with one that will bring me closer to success. Why? Because only a habit can subdue another habit. And habits are only achieved through discipline. They are not the discipline of others. They will be my own discipline--how I want to be. How will I discipline my mind? I will read each part every day in the prescribed way until given another part to read.

I will
K read it silently in the morning
K read it again after lunch
K read it again--this time aloud--before I go to sleep.

As I repeat the words they will become part of my active mind. They will also become part of my other mind--the mind that never sleeps and that often makes me act in ways I do not understand.

As my other mind makes new habits, I will become a changed person. I will be more energetic. I will be more positive. I will be happier than I ever believed possible. . . because. . .

Today I begin a new life. . .

Nothing will stop me--not others, and not myself. I will not lose a day from these readings, because that day cannot be reclaimed. Never will I let the shortness of the reading nor its simplicity cause me to treat the message lightly, for I am preparing for my future and . . .

Today I begin a new life.

Today my old self is as dust. I will walk tall among others and they will not know me because today I am a new person with a new life.

The Key to your Future

You hold the key to your future, but you have to use it. Reread the boldface words in this article. Reading and rereading this is not an idle pastime. It is a form of imprinting--changing your subconscious mind, and subsequently, your life.

Remember. . . **Today I begin a new life.** . . . the process begins with you.

---adapted from
The Greatest Secret in the World



Your staff has planned a variety of sessions for your future use. . .

What you Can Expect in Metamorphosis Sessions

Group sessions will focus on the the following topics. You'll get the most by choosing to partipate and contribute to the group:

Your Personal Styles: Volume 1 of the newsletters helps you learn about yourself. You will learn about your work nterests and strengths. You will think about your academic abilities and needs. You will find your learning style, personal style, and much more. These sessions help this program meet your specific needs..

Success is a Thinking Skill: Volumes 2 and 4 help you develop valuable thinking skills in decision-making and work.

What you learn will last a lifetime!

Keys to Relationships Video Series.

Volumes 3, 5, and 7 use a video series that looks at relationships. These include work, family, friends, spouses, and parenting.

Real-Life Application. Volume 6 focuses on getting and keeping a job. Volume 8 focuses on managing money.

Character First: This national program is used in many businesses. It helps develop positive work and lifestyle climates. It will be used as a kind of filter for thinking through other topics.

You will also get assignments to complete on your own outside of Metamorphosis sessions. These computer-based assignments will help you develop your work and educational skills.

Employability and Work Maturity Skills.

This software helps you think about your job strengths, examine vocational interests, and learn about today's work world.

Vocational Basic Skills. This software helps you maximize valuable math and reading skills in the context of various occupations.

Finding Main Ideas: Get the Point?

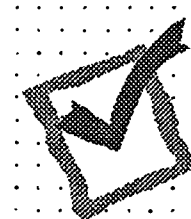
EVERTHING...PICTURES, STORIES, INFORMATION, CONVERSATIONS, JOBS, AND SO ON... HAS A POINT.

THE POINT IS THE MAIN IDEA. YOU FIND MAIN IDEAS BY FINDING WHAT THE DETAILS OF

SOMETHING SHARE. YOU FIND MAIN IDEAS WHEN YOU THINK ABOUT THE SINGLE IMPORTANT IDEA THAT SOMETHING IS ABOUT.

SOMETIMES MAIN IDEAS ARE STATED IN WORDS. MOST MAIN IDEAS ARE NOT STATED IN WORDS. YOU HAVE TO FIGURE THEM OUT FOR YOURSELF.

AS YOU LOOK AT INFORMATION ABOUT JOBS AND ABOUT YOURSELF, YOU WILL BE COLLECTING DETAILS. SOME DETAILS WILL BE STATED BY THE INVENTORIES AND TESTS YOU TAKE IN THESE SESSIONS OR ON A COMPUTER. BECAUSE YOU KNOW YOURSELF BETTER THAN ANYONE, YOU'LL HAVE TO FIGURE OUT OTHERS FOR YOURSELF. THE MORE DETAILS YOU COLLECT, THE CLEARER THE PICTURE YOU'LL GET ABOUT YOURSELF. THE WAY YOU PUT THE DETAILS TOGETHER IS YOUR PERSONAL MAIN IDEA ABOUT YOU AND YOUR FUTURE JOB. EVERY METAMORPHOSIS ACTIVITY HAS A CAREFULLY-THOUGHT-OUT POINT-YOU HAVE TO DECIDE HOW THAT MAIN IDEA BEST APPLIES TO YOU.



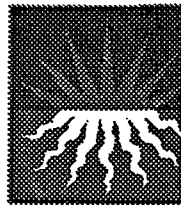
BEFORE NEXT

SESSION. . .

THE SECTION WITH THIS PICTURE WILL ALWAYS SHOW YOU WHAT ASSIGNMENTS YOU NEED TO COMPLETE ON YOUR OWN. YOU WILL HAVE 1-4 ASSIGNMENTS AFTER EACH SESSION. YOU MAY NOT GET TO COMPLETE ALL OF THEM. THAT'S OK. EVERY ONE YOU DO COMPLETE IS AN INVESTMENT IN YOURSELF. MOST ASSIGNMENTS WILL REQUIRE YOU TO WORK ON A COMPUTER. THIS WILL HELP YOU BECOME FAMILIAR WITH USING A COMPUTER. IT WILL ALSO HELP YOU LEARN ABOUT YOURSELF. YOU WILL GAIN VALUABLE SKILLS FOR THE WORK WORLD. YOU WILL BUILD MATH AND READING SKILLS FOR WORK.

EMPLOYABILITY AND WORK MATURITY SOFTWARE: PLANNING FOR YOUR CAREER SEE YOUR SESSION INSTRUCTOR IF YOU HAVE QUESTIONS.

REFLECTION



REFLECTION HELPS YOU RETHINK INFORMATION. IT GIVES YOU A WAY TO PROCESS NEW IDEAS. IT IS A WAY TO MAKE IT PART OF YOU. AS DESCRIBED IN THE GREATEST SECRET IN THE WORLD ON PAGE 2, *I REPEAT THE WORDS THEY WILL BECOME PART OF MY ACTIVE MIND. THEY WILL ALSO BECOME PART OF MY OTHER MIND--THE SOURCE THAT NEVER SLEEPS AND THAT OFTEN MAKES ME ACT IN WAYS I DO NOT UNDERSTAND. AS MY OTHER MIND MAKES NEW HABITS, I WILL BECOME A CHANGED PERSON.* PROJECT METAMORPHOSIS WILL GIVE YOU MANY OPPORTUNITES FOR REFLECTION. TODAY YOU BEGIN A NEW LIFE.

Look at the goals you set. List three ways in which your participation in Metamorphosis can help you achieve your goals.

What question(s) do you have about your participation in Project Metamorphosis?

1.

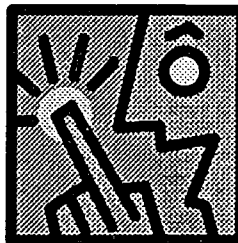
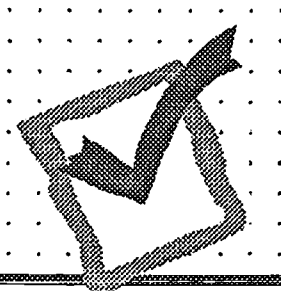
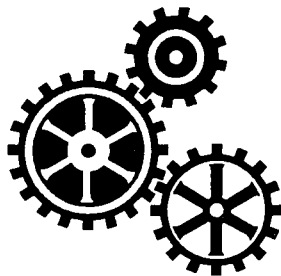
COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT WAS THE MAIN IDEA--THE POINT--OF THIS ASSIGNMENT IN TERMS OF YOUR LIFE AND PREPARATION FOR WORK OUTSIDE OF PRISON?

2.

3.

TODAY YOU BEGIN A NEW LIFE. . . Don't worry about whether you believe that to be true or not. . . If it WERE true, how would your life be different?



Watch for these symbols in future newsletters:

GEARS: WORK FOCUS

CHECK: ACADEMIC FOCUS

IDEA: PERSONAL FOCUS

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1A

Understanding What You Read

Read *“New Project Brings Exciting Changes to You”* on page 1. Then complete the following summary. Use words from the article if you wish.

Project Metamorphosis will help me successfully re-enter _____

_____ and _____.

I have a _____ who will help me. They will give me _____.

They will demand _____ from me. They will give me extra

_____. I will have a collection of information about

myself called a _____.

This will show my _____ in myself. Newsletters will

have sections on _____, _____,

and _____ development.

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1A

Understanding What You Read

Read "*New Project Brings Exciting Changes to You*" on page 1. Then answer the questions.

1. What will you gain from participating in Project Metamorphosis?

2. Look up the word *metamorphosis* in a dictionary. Why do you think this word was chosen as the name of this project?

3. What will the Metamorphosis staff do for you?

4. What are your responsibilities as a participant?

5. What kinds of topics will you find in each newsletter?

6. What is the main idea of this article?

7. Write the sentence from the article that you find most important to you.

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1A

Understanding What You Read

Read *The Greatest Secret in the World–Part 1* on page 3. Then answer the questions.

1. Who is Og Mandino? What kind of person do you think the author is?
2. Who are some of the people who use the book *The Greatest Secret in the World*? Why do you think they use this particular book?
3. How does the author define failure? Why doesn't the author define success?
4. What forms the key to success? Why?
5. According to Part 1, what is the first law you should obey?
6. At what 3 times of the day should you reread this page?
7. What 2 "minds" do you possess? How are they different?
8. What is the key to your future?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1A

Understanding What You Read

Read *"The Greatest Secret in the World-Part 1"* on page 3 Then complete the following summary. Use words from the article if you wish.

Author Og Mandino wrote a book called _____

_____.

Some of the people who already use this book are _____,

_____, _____, and _____. The key

phrase in part I is _____.

_____ can be defined in many ways. The meaning of

_____ is inability to reach goals in life, whatever

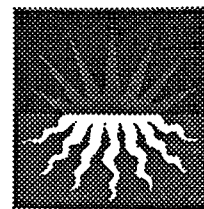
those might be. The difference between failure and success is in

_____, The first law is "_____."

I will reread this information _____ times each day. _____ hold the key to

my future.

PROJECT METAMORPHOSIS



Volume 1 Number 1B

How to (Really) Stay Out of Prison

Even though you're still IN prison, you need to start thinking now about what life will be like OUT of prison.

What you do and what you think makes all the difference.

Everything you do comes from a decision. You choose what to think and how to act.

First, starting today, *visualize yourself as you want to be*. Many people picture the worst. They think about what WAS. Instead, picture what you want to become. Be realistic, but start thinking about what will be DIFFERENT about your situation and about you. If you go back to the same place, will you fall back into the same habits? Consider a change of scenery--maybe a new state, city, or even a neighborhood.

Next, *change yourself*. Add to your education or training. Get a different job. Get new friends.

Third, *keep your senses about you*. Avoid alcohol and other drugs. Avoid people who might encourage you to use them.

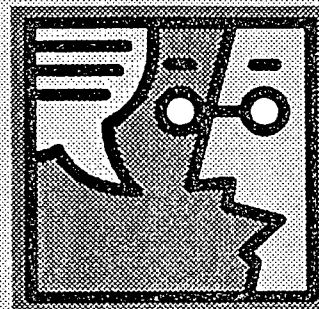
Fourth, *get help*. Go to a church or synagogue. Find a counselor or someone else who is a good listener and trained to help you. Create a support system to help you stay out of prison and meet your goals.

Fifth, *plan to obey parole requirements*. Figure out the purpose of each rule. Choose to see the rules as ways to help you stay out of prison rather than limitations to your freedom.

Sixth, *think about the goals you want to achieve and start working toward them now*. Review the goals you set. Make achieving them your priority.

Seventh, never forget that *life on the outside is better than life in prison*. Do whatever it takes to stay out.

Don't forget. . . . In last week's session, you started a new life.

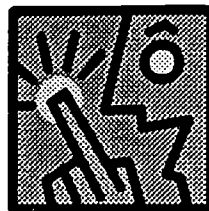


"Get a life that is worth staying outside to keep."

Last, *get a life that is worth staying outside to keep*.

Remember. Everything you do as part of Project Metamorphosis is an investment in yourself and your future. Your success is our long-term goal!

Self Talk: What You Say is What You Get



If you're like most people, you talk to yourself. This mental conversation is your thoughts. It directs and shapes your behavior. It is part of what you believe about yourself. It affects what you say. It affects what you do. What you say to yourself impacts your life. You are, to a great extent, what you believe about yourself. You can be your most enthusiastic supporter. You can also be your worst enemy. Most people make three kinds of comments to themselves. These are **child comments, critic comments, and adult comments.**

CHILD COMMENTS

Everyone has a part of them that reflects a child's point of view. This part of you developed first. It stays with you for life. It likes to have fun—and have it now! It enjoys life. It dislikes work. The child in you doesn't like to do anything boring, dull, or distasteful. It sometimes manipulates you or others. The child tries to do things that will avoid work. It doesn't think about the future. It doesn't think about goals in the future. The child wants what it wants now. It doesn't care what happens later. The child's main activity is lack of activity. It prefers to party, talk to friends, watch TV, or do anything that keeps the child from getting to work. The child usually thinks in first-person. It thinks in terms of *I want* and *What's in it for me?*

Luckily, the child in you often responds to logic and rewards. Like a real child who wants only to eat cookies, the child in you knows that a diet of

cookies is not good for you. It is usually happy with a cookie or two after a meal. Thus, **when you have work to do, you tell your child how that work contributes to future goals. Tell the child that a reward will come after work.** For instance, perhaps you have less-than-exciting task to do (maybe like those on the next page?). If the child in you sees those as steps toward your goals—a better job, financial security, and so on, then your child is more willing to work. You also need to reward yourself for your work. Although you are working toward future goals, you need to give yourself immediate feedback and rewards.

Here is what you may hear your child say:

I'm bored.

I'm tired.

This is no fun.

That's too much work.

I don't like this.

I don't want to do that.

What's the point?

Nobody else has to do that.

Why am I treated like this?

It's not fair.

CRITIC COMMENTS

You probably also have critic comments. These comments first came from others. They take the form of second person, directed to yourself. The critic is a kind of watchdog gone out of control. It causes you to doubt your abilities, goals, and self. It says that a task is too hard for you. It thinks you have the wrong background or ability to get the job done. With that kind of encouragement, why even try? Worry is the critic's chief activity. For instance, you may find yourself worrying about

finding a job more than applying for jobs. As a result, the critic reminds you that you are destined for failure. Critic comments are hard to control. They often are internalized as part of what you believe about yourself. Thus, the logic you used to control the child often fails. You probably can't out-talk the critic. **Instead, you must replace critic comments with better ones.** For instance, you replace, *You're not good at learning* with *I've learned some new things about learning and myself that make me a different kind of thinker.* Or, replace *You're never going to get a good job* with *I've developed some new skills and strategies which will help me get a job.* Controlling the critic takes time. You'll find that it takes a minimum of several weeks to begin to change the beliefs of the critic.

You may hear your critic say things like:

That's too hard for you.

You never succeed.

You can't. . .

You shouldn't. . .

You always. . .

You failed before. . .

You never. . .

You're not smart enough.

Remember, you can't bargain with your critic. Only long-term efforts at replacing critic comments with adult comments (See next section) will change them.

ADULT COMMENTS

The adult in you is the voice of reason and logic. It knows that some things are no fun. They must be done anyway. It knows that you're not perfect, but that you are a person of value. The adult looks for solutions. It learns from past mistakes. It supports future efforts. When the adult is in control of yourself, you think in first person, *I*.


The adult is a good problem-solver. It helps you make good decisions. The adult thinks about what it takes to achieve goals. It acts accordingly. The adult has a plan and follows it. It recognizes mistakes. It makes changes for the future.

The adult voice says things like:

*This is difficult, but I choose to do it.
I wasn't able to succeed before, but I now have some new strategies.
I'm a different person than I was then.
I am thinking differently than I used to.
I am making different decisions than I used to make.*

If you listen closely, you'll find that your voices talk all the time. They talk to you about your job. They talk to you in social or family situations. They talk to you about how you learn. Start listening to what you're telling yourself. Start thinking about where and when you first heard some of the comments--growing up at home, at school, with friends, at work. Who first said these comments? Parents? Teachers? Friends? Employers or co-workers? Now decide if the comments are still true. You're a different person at a different time. You can learn new skills. You can change your comments. . . and change your life.

BEFORE NEXT SESSION. . .

 TODAY YOU WILL START WORKING WITH THE VOCATIONAL BASIC SKILLS SOFTWARE AS WELL AS WITH THE EMPLOYABILITY SOFTWARE. THE ASSIGNMENTS HELP YOU INVENTORY AND CATALOG YOUR INTERESTS AND SKILLS. THIS WILL HELP YOU AS YOU SET FUTURE GOALS.

EMPLOYABILITY AND WORK MATURITY SOFTWARE: PERSONAL VALUES I AND II;
INVENTORY OF PERSONAL VALUES
VOCATIONAL BASIC SKILLS LOCATOR
ASSESSMENTS FOR BOTH MATH AND READING
SEE YOUR INSTRUCTOR IF YOU HAVE QUESTIONS.

WHAT'S IT TO YOU: VALUES

LIFE MANAGEMENT EXPERT STEVEN COVEY SAYS THAT THE KEY TO ACHIEVING YOUR GOALS IS FINDING YOUR "TRUE NORTH." LIKE A COMPASS WHICH ALWAYS POINTS NORTH, YOUR TRUE NORTH CONSISTS OF THOSE VALUES MOST IMPORTANT TO YOU. SO, WHAT IS IT TO YOU? FAMILY? MONEY? FAME?

THE VALUES ACTIVITY HELPS YOU SEE WHAT'S IMPORTANT TO YOU . . . AND TO THOSE AROUND YOU--YOUR FRIENDS, YOUR FAMILY, YOUR BOSS, AND SO ON. YOU CAN USE IT IN SEVERAL WAYS.

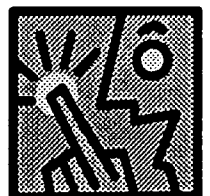
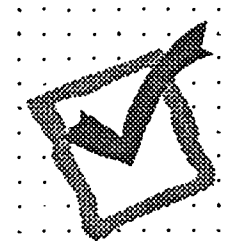
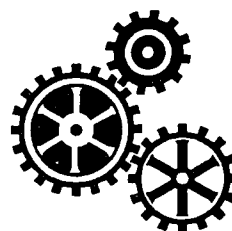
PERSONAL VALUES. ON YOUR OWN, GROUP THE CARDS ACCORDING TO WHAT'S IMPORTANT TO YOU. MAKE A LIST OF THE VALUES THAT ARE ALWAYS IMPORTANT.

JOB VALUES. EITHER BY YOURSELF OR IN SMALL GROUPS, DECIDE WHAT VALUES ARE IMPORTANT ON THE JOB. MAKE A LIST OF THE MOST IMPORTANT ONES.

FAMILY VALUES. EITHER BY YOURSELF OR IN SMALL GROUPS, IDENTIFY THE VALUES IMPORTANT TO FAMILIES--EITHER AS PARENTS, CHILDREN, SIBLINGS, SPOUSES, OR OTHERS. MAKE A LIST OF THE MOST IMPORTANT ONES.

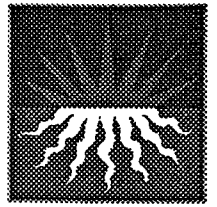
GROUP VALUES. EITHER BY YOURSELF OR IN SMALL GROUPS, IDENTIFY THE VALUES IMPORTANT TO YOUR FRIENDS. MAKE A LIST OF THE MOST IMPORTANT ONES.

EDUCATIONAL VALUES. EITHER BY YOURSELF OR IN SMALL GROUP, IDENTIFY THE VALUES IMPORTANT TO LEARNING. MAKE A LIST OF THE MOST IMPORTANT ONES.

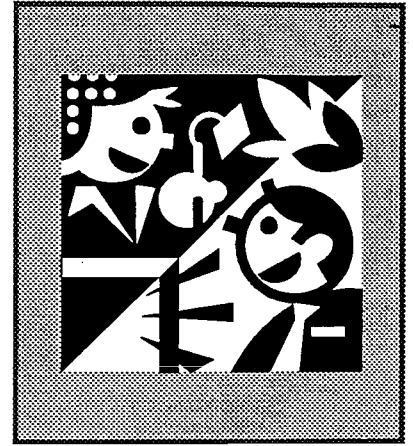


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REFLECTION



REVIEW THE TIPS FOR STAYING OUT OF PRISON ON PAGE 1. WHICH ONE WILL BE EASIEST FOR YOU TO DO? WHICH WILL BE HARDEST? HOW DO THOSE TWO DIFFER? WHAT'S YOUR TIP FOR STAYING OUT OF PRISON?



What kind of self-talk--child or inner critic--do you hear most often? How does that affect your behavior? Identify 3 comments you hear most often. What positive adult comment can you use to replace them?

What question(s) do you have about your participation in Project Metamorphosis?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENTS. HOW DID YOUR RESULTS ON THESE ASSIGNMENTS COMPARE TO THE VALUES ACTIVITY YOU COMPLETED IN CLASS? WHAT'S THE MAIN IDEA OF YOUR TRUE NORTH?

Remember. . . YOU BEGAN A NEW LIFE. . . What changes are you already noticing about yourself?

VALUES ACTIVITY

Each person should get a complete copy of the value cards pages. Each person should cut the cards apart. There are 4 major category cards: always valued, never valued, often valued, and rarely valued.

The other cards have the names of values and descriptions. WILD CARDS can be used to indicate personal values not included on one of the cards. Thus, if a person has a value other those already provided, s/he should write that value on one of the WILD CARDS.

First, each person should sort the cards according to personal values. Encourage each person to make a list of the items they always value. Either as individuals or in small groups, participants can resort the cards from the perspectives of job values, family values, group values, and educational values. After each sorting, the individual or group should make a list of the items that are always valued. If you divided participants into groups, you might ask the groups to compare their responses. Groups can also compare the items that are always valued according to perspective. Focus on the following questions:

- Why do you/employers/families/groups/education have the values you/they have? What causes values? Why are they important?
- For personal values, what kinds of jobs are compatible with your personal values?
- How do your personal values compare with job values? With family values? With group values? With educational values?
- When values differ, how can you reconcile differences?
- How might your values contribute to the formation and achievement of your goals?

| ALWAYS VALUED | NEVER VALUED | OFTEN VALUED | RARELY VALUED |
|---|---|---|---|
| MONEY Flourishing; prosperous; able to afford what I want | SECURITY Safety; worry-free; freedom from risk | INDEPENDENCE Self-determination; freedom from the control of others | HEALTH Physical and/or mental well-being |
| FAME Celebrity or acknowledgment of actions or personal traits | CREATIVITY Imagination; ability to design, craft, or create | EDUCATION The product or process of learning | RELIGION Faith or belief in a divine power |
| FAMILY Relationships with or connections to people by marriage or by blood | COMMUNITY Relationships with neighbors, friends, co- workers, area citizens | TRAVEL Moving from place to place as part of a job or to get to a job | WILD CARD |
| WILD CARD | WILD CARD | WILD CARD | WILD CARD |

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| | | | |
|---|--|--|--|
| <p>FAIRNESS Equitable treatment for all</p> | <p>TOLERANCE Respect for others and their culture</p> | <p>USING SYSTEMS Ability to successfully access and use integrated organizational units</p> | <p>CHALLENGE Opportunities to test physical or mental capabilities</p> |
| <p>SELF-ESTEEM Respect and acceptance of yourself</p> | <p>ADVENTURE Seeking challenges or risks; testing limits</p> | <p>SOLVING SYSTEMS PROBLEMS Ability to identify problems, enact solutions, and evaluate results in organizational units</p> | <p>ATTENTIVENESS Ability to value others by concentrating fully on them or on tasks important to them</p> |
| <p>OBEDIENCE Responding cheerfully to the directions and wishes of others; Followership; Ability to be a good follower</p> | <p>TRUTHFULNESS Earning future trust by accurately reporting past facts</p> | <p>GRATEFULNESS Telling others in word and action how much I appreciate them and what they do for me</p> | <p>GENEROSITY Giving and sharing time, talent, money, or other resources</p> |
| <p>ORDERLINESS Arranging self and surroundings for maximum efficiency</p> | <p>FORGIVENESS Ability to pardon others and let go of hurt</p> | <p>SINCERITY Earnestly doing what is right; transparent motives</p> | <p>INTEGRITY Acting according to personal standards; doing what is right</p> |
| <p>DEALING WITH OTHERS Relating to others effectively and with good will</p> | <p>LEADERSHIP Ability to direct others and shape programs effectively</p> | <p>TEAMWORK Ability to work with others to accomplish a common task</p> | <p>PUNCTUALITY Ability to get to work on time or complete tasks in a timely fashion</p> |

| | | | |
|---|---|--|--|
| <p>GROWTH Continued development in some aspect of life</p> | <p>INNER HARMONY Freedom from inner conflicts; life balance</p> | <p>ATTITUDE Your feeling about or approach to something</p> | <p>BELONGING Desire to be accepted by others or to be a member of a group</p> |
| <p>PEACE-MAKING Helping others solve differences or avoid conflicts</p> | <p>HELPING Taking care of others; doing what's needed</p> | <p>FRIENDSHIP Close companionship; ongoing personal relationships</p> | <p>RESPECT Honoring, valuing, or thinking highly of others</p> |
| <p>TRADITION Respecting the ways things have always been done</p> | <p>COMMON SENSE Logical or sound reasoning</p> | <p>STABILITY Desire for things to stay the same; preference for consistency</p> | <p>SELF-CONTROL Ability to curb desire; self-discipline</p> |
| <p>PERSISTENCE Ability to stick to tasks to finish them</p> | <p>PLEASURE Personal satisfaction, enjoyment, delight</p> | <p>PLAY Fun, leisure activities</p> | <p>APPEARANCE Looking good, staying fit, dressing well and appropriately</p> |
| <p>INTIMACY Deep emotional and spiritual connections to another individual</p> | <p>ADVANCEMENT Ambition; interest in getting ahead or getting promoted ; aspiring to higher levels</p> | <p>COMPETENCY Ability to achieve either mentally or physically</p> | <p>ACHIEVEMENT Successful completion of tasks or goals</p> |

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| | | | |
|---|--|---|--|
| <p>STATUS Owning things that you think will make others respect you more</p> | <p>RECOGNITION Achievements or efforts that cause others to take notice</p> | <p>AUTHORITY Expert; control; self-confidence</p> | <p>POWER Command or say-so; energy</p> |
| <p>COMPETITION Desire to win; do better than others</p> | <p>LEARNING Gaining knowledge or experience</p> | <p>CONCENTRATION Focusing effort or attention</p> | <p>RISK-TAKING Trying new things; undertaking activities in which you are not sure of the outcome</p> |
| <p>CALCULATING Working with numbers; math</p> | <p>COMMUNICATION Successful exchange of information, ideas, or feelings</p> | <p>READING Understanding of written language</p> | <p>THINKING Mental manipulation of ideas; imagining; reasoning</p> |
| <p>CONSISTENCY Work or behaviors that are always the same over time</p> | <p>CONFIDENCE Belief in yourself or others</p> | <p>DECISION-MAKING The way you make up your mind about something</p> | <p>MANAGING TIME The way you organize your day to accomplish tasks</p> |

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| | | | |
|---|---|---|---|
| <p>MANAGING GOALS Multi-tasking; ability to work toward several goals at the same time</p> | <p>COPING WITH STRESS Ability to manage demands or strains</p> | <p>SOLVING PROBLEMS Ability to identify problems, weigh options, enact solutions, and evaluate results</p> | <p>MOTIVATION Something that causes to you act</p> |
| <p>ADAPTING TO CHANGE Flexibility, tolerance</p> | <p>TAKING RESPONSIBILITY Accepting a task or action as your obligation</p> | <p>HONESTY Sincerity, truth</p> | <p>DEPENDABILITY Reliability; honoring commitments</p> |

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1B

Understanding What You Read

Read “How to (Really) Stay Out of Prison” on page 1. Then answer the questions.

1. Your future success is our long-term goal. How do you see your participation in Project Metamorphosis as an investment in your future?
2. The first step in choosing what to think and how to act is to visualize yourself as you want to be. What does the word “visualize” mean?
3. What are you doing right now to begin changing yourself?
4. Why do you need to “keep your senses about you” in order to really change yourself?
5. Is there help on the outside? What kind of a support system would you like to have there to help you stay out of prison?
6. What does “get a life that is worth staying outside to keep” mean to you?

**PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1B**

Understanding What You Read

Read *“How to (Really) Stay Out of Prison”* on page 1. Then complete the following summary. Use words from the article if you wish.

What you do and what you think make all the difference in (REALLY) staying out

of prison. Your first step, beginning today, is to _____

yourself as you _____

_____. It is important to be realistic in what you

picture, but to start thinking about how things could be _____.

The next step is to change yourself by adding to your _____

or _____. A church or synagogue, counselor, true

friends and family can all be part of a _____

_____ to help you stay out of prison. Avoiding alcohol,

drugs, and people who might be a negative influence will help you

_____. Life on

the outside is better than life in prison and so TODAY YOU BEGIN A NEW LIFE.

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1B

Understanding What You Read

Read “Self-Talk: What You Say is What You Get” on page 2. Then answer the questions.

1. How does your self-talk or mental conversation impact the way you feel about yourself?
2. If you listened only to the CHILD COMMENTS of your self-talk, how would you view the responsibilities of work and family?
3. How can you gain some control over the CHILD part of your own mental conversations?
4. Why do you think the CRITIC COMMENTS could be the most destructive to you as you begin your new life?
5. What is the best way to control the CRITIC COMMENTS in your self-talk?
6. Why are your ADULT COMMENTS considered the voice of reason and logic?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 1B

Understanding What You Read

Read *“Self-Talk: What You Say is What You Get”* on page 2. Then complete the following summary. Use words from the article if you wish.

What you say to yourself, or your mental conversation, is called _____

_____. These comments to yourself impact what you believe

about _____. Most people make three kinds

of comments to themselves. The voice of reason and logic is called the

_____. This voice’s strengths are _____.

_____ and _____.

_____. The CRITIC is the second type of inner

conversation you develop. This voice causes you to _____ your

_____, _____ and _____.

You can only change your CRITIC voice by _____

with _____. Your CHILD comments develop

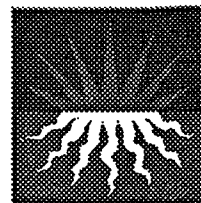
first. The child voice says you can play instead of _____. It doesn’t

care about your _____ or _____. All three

of these SELF-TALK voices speak all the time. As you BEGIN A NEW LIFE, you

can change their comments as you change your life.

PROJECT METAMORPHOSIS



Volume 1 Number 2A

Your Style: Not Just Clothes Anymore

You can change your hairstyle. You can change the style of clothes you wear. You can even change your mind. But, you can't really change your personal style. It's something you're born with. Your personal style defines you. It involves your likes and dislikes, your abilities, and your aptitudes. Most of the tasks you do this week will tell you about your style . . . and yourself.

MBTI Type

One of your computer tasks--*Please Understand Me*--helps you see how you interact with people, objects, and situations. The results will be a personality type. Your type will consist of 4 letters. There are no good or bad types. Once you complete the task, you will get a printed copy of your type and what it means. Most people are amazed at how well their type description fits them. Knowing your type helps you know more about yourself and how you work with others.

The first letter will be either an *I* (*Introvert*) or an *E* (*Extrovert*). These words usually tell if you are a shy or

outgoing person. Here they mean something different. They show your source of energy. *I* people get their energy from ideas--usually from themselves. *E* people are energized by others. They like groups.

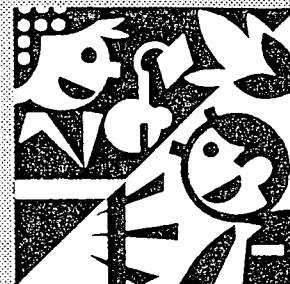
The second letter will be an *S* (*Sensing*) or *N* (*iNtuition*). These tell what you tend to notice first. *S* people get information from senses such as touch, sight, hearing. *N* people get information from gut instinct or conclusions.

The third letter will be a *T* (*Thinking*) or *F* (*Feeling*). This letter tells if you make decisions logically (*T*) or emotionally (*F*).

The last letter also tells how you make decisions. If it is a *P* (*perceiving*), you like to gather information and delay a decision. If it is a *J* (*judging*), you make decisions quickly--sometimes without as much information.

Learning Style

A second task--the *CITES inventory*--identifies your learning style. This tells how you like to get information--by hearing, seeing, doing, etc. Like MBTI type, there are no good or bad ways to learn. You were

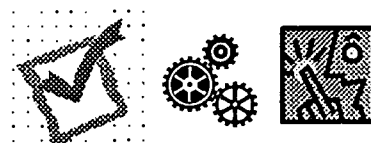


"Your personal style defines you. . . knowing your style helps you adapt situations to meet your needs better"

born with your style. However, knowing your style helps you better adapt things to meet your needs.

Interests and Aptitudes

You will also take a couple of assessments of your interests and aptitudes. Your interests are what you like to do. Your aptitudes are what you are capable of doing. Knowing these helps you set goals that you want and can achieve.



Specifying Your Values and Goals: Hitting the Target



So you've looked at your values. You know what's important to you. Maybe it's family. . . or fame. . . or fortune. But what about that value do you really want? Do you want to spend more time with your family or do you want a bigger family? Do you want to be famous with your friends or with your community or with the world? And what do you want to be famous for? If you value money, how much is enough for you?

Specifying your goals helps you focus your values. It helps you get what you really want. The statements below show you how to specify some of your values/goals. Look over the list of values you made last week. How can you specify them so that you hit the targets you want?

Here's a few examples:

I want . . .

freedom (What do you need to do to stay out of prison? What behaviors or ways of thinking do you need to change?)

affection (What kind of affection? From who or what? What will you do to meet others and nurture affection?)

happiness (What will make you happy?)

money (By offering what product or service? How much money will be enough?)

fame, status, expertise, or influence (By excelling at what?)

to be _____ (e.g., supervisor, manager) of a company (By taking what career steps?)

financial security (What dollar amount?)

more education (For what purpose? How much?)

to retire (At what age? With what income?)

to travel (Where? When? How? With whom?)

to work close to home (blocks or miles?)

to work in my home (What are the options?)

to have more time for family (How will you gain the hours?)

to be respected (by what action?)

to become more actively involved in church, community organizations, etc. (How? When?)

to be self employed. (What are your talents?)

to have a good job (What skills, training, preparation are required? What's a "good" job?)

responsibility (How much responsibility? What kinds of responsibilities? How will you show others that you can handle those responsibilities?)

power (Who or what do you want to influence or control? What responsibilities go with the power you want?)



BEFORE NEXT SESSION. . .

THESE ACTIVITIES WILL GIVE YOU MORE INFORMATION ABOUT YOURSELF.

EMPLOYABILITY AND WORK MATURITY SOFTWARE: PERSONAL INTERESTS: INVENTORY OF

PERSONAL INTERESTS; PERSONAL APTITUDES; INVENTORY OF PERSONAL APTITUDES

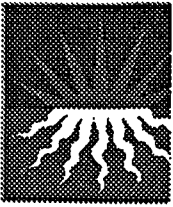
PLEASE UNDERSTAND ME: MBTI TYPE

CITES: LEARNING STYLE TYPE

VOCATIONAL BASIC SKILLS: WHOLE NUMBERS, CONCEPTS A & B

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REFLECTION



WHAT DID YOU FIND OUT ABOUT YOUR PERSONAL STYLE THAT YOU DIDN'T REALIZE BEFORE? HOW WILL THIS KNOWLEDGE HELP YOU ADAPT TO DIFFERENT SITUATIONS?



Review the long-term goals you identified last week. What are some ways in which you can specify them to make them more accurate?

How did identifying your values help you specify your goals?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
HOW WOULD YOU DESCRIBE THE MAIN IDEA OF YOUR PERSONAL STYLE? WHAT DETAILS ABOUT YOU CONTRIBUTE TO THE MAIN IDEA?

Did you BEGIN A NEW LIFE? If YES, how's it going? If NO, what can you do to begin today?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 2A

Understanding What You Read

Read *Your Style: Not Just Clothes Anymore* on page 1. Then answer the questions.

1. Describe your personal style according to your likes and dislikes, your strengths and weaknesses.
2. Why is it useful to learn more about your personality type?
3. Introvert usually means a shy person and extrovert usually means an outgoing person. In the MBTI TYPE Assessment, what are the meanings of introvert and extrovert?
4. What does a learning style inventory tell about a person?
5. You can change many things about yourself, but this article tells of two styles that you basically can not change. What are these two styles?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 2A

Understanding What You Read

Read *“Your Style: Not Just Clothes Anymore”* on page 1 . Then complete the following summary. Use words from the article if you wish.

This week most of your assignments helped you learn more about yourself. You

took inventories to learn more about your _____, your

_____, your _____

and _____. There are no _____ or

_____ personality types and there are no _____ or

_____ ways to learn. Knowing you personality style will help you

understand _____ and how you work and relate

to _____. The CITES inventory will help you identify your

learning style. Your learning style tells how you prefer to get _____.

People receive information in several different ways—by _____,

_____, or _____, or a

combination of these three. Learning more about your STYLE will help give you

the tools to BEGIN A NEW LIFE.

SELF-ASSESSMENTS

If participants are unable to complete software assessments, or if you want to use other assessments in class, the following printed instruments are included with these materials:

1. Learning Assistance Center MBTI Self-Test with separate sheet describing factors that relate to learning.
2. Learning Assistance Center Brain Dominance Inventory with scoring key and identification of right- and left-brain characteristics
3. Learning Style Assessment: Sensory Preferences

The following print materials are also available at your institution:

1. **Leisure/Work Search Inventory**
2. **Barriers to Employment Success Inventory**
3. **The Job Search Attitude Inventory**
4. **Janus Employability Skills Program: Job Planner, A Guide to Career Planning**

LEARNING ASSISTANCE CENTER

MBTI Self-Test

I prefer...

- | | | | |
|----|---------------------------|----|--------------------------------|
| 1. | A. loud parties | OR | B. quiet gatherings of friends |
| 2. | A. working on a project | OR | B. thinking about an idea |
| 3. | A. working with others | OR | B. working alone |
| 4. | A. managing many projects | OR | B. focusing on one project |
| 5. | A. talking about an idea | OR | B. writing about an idea |
| 6. | A. discussion classes | OR | B. lecture classes |
| 7. | A. outgoing people | OR | B. reflective people |
| 8. | A. being part of a crowd | OR | B. being alone |

Total A responses _____ = EXTRAVERT

Total B responses _____ = INTROVERT

I prefer...

- | | | | |
|----|---|----|--|
| 1. | A. practical applications of ideas | OR | B. theoretical considerations of a topic |
| 2. | A. lab courses/hands-on projects | OR | B. reading and listening |
| 3. | A. factual descriptions | OR | B. metaphorical descriptions |
| 4. | A. proven solutions | OR | B. untried solutions |
| 5. | A. to go places that I've been to before | OR | B. to go to new places |
| 6. | A. to attend to details | OR | B. to focus on main ideas |
| 7. | A. tasks in which I achieve goals quickly | OR | B. accomplishing goals over an extended period of time |
| 8. | A. information derived from logic | OR | B. information that results from conclusions |

Total A responses _____ = SENSING

Total B responses _____ = INTUITIVE

I prefer...

- | | | | |
|----|---|----|---|
| 1. | A. self-satisfaction in a job well-done | OR | B. appreciation of others for a job well-done |
| 2. | A. multiple-choice tests | OR | B. essay tests |
| 3. | A. logical arguments | OR | B. emotional appeals |
| 4. | A. impartial people | OR | B. compassionate people |
| 5. | A. rules and standards | OR | B. negotiation and compromise |
| 6. | A. for people to follow the rules | OR | B. to allow for exceptions to rules |
| 7. | A. professional expertise | OR | B. helpful attitude |
| 8. | A. to make decisions based on logic | OR | B. to let my heart influence a decision |

Total A responses _____ = THINKING

Total B responses _____ = FEELING

I prefer...

- | | | | |
|----|-------------------------------|----|-----------------------------------|
| 1. | A. to be on time | OR | B. to get places when I get there |
| 2. | A. well-thought-out decisions | OR | B. spur-of-the-moment decisions |
| 3. | A. organization | OR | B. flexibility |
| 4. | A. expected activities | OR | B. improvised activities |
| 5. | A. structured assignments | OR | B. unstructured assignments |
| 6. | A. step-by-step approaches | OR | B. random approaches |
| 7. | A. planned parties | OR | B. surprise parties |
| 8. | A. serious people | OR | B. casual people |

Total A responses _____ = JUDGING

Total B responses _____ = PERCEIVING

Extraversion (E)

- Likes to work with others
- Relatively short attention span
- Learns what instructor wants
- Acts quickly, but sometimes without completely thinking a situation through
- Prefers variety and active learning opportunities
- Prefers many activities or ideas to in-depth treatment of one idea
- Becomes impatient when working on long-term tasks

Sensing (S)

- Prefers a step-by-step approach
- Oriented to the present
- Likes to refine current skills
- Prefers realistic application
- Attentive to detail
- Patient
- Works steadily
- Prefers goal-oriented tasks
- Prefers direct experience
- Prepares well for tests involving practical application
- Likes audio-visuals
- Prefers to involve senses (underlining, flash cards, recitation)
- Needs to know rationale for a task before beginning
- Prefers to study from old tests

Thinking (T)

- Objective
- Task-oriented
- Firm
- Motivated by desire for achievement
- Applies standard criteria for evaluation
- Looks for organizational structure

Judging (J)

- Goal-oriented
- Prefers structure of deadlines
- Limits commitment
- Prefers to work on one task at a time
- Prefers closure in order to make decisions
- Persistent
- Rigid
- Perfectionist
- Prefers to play after work is completed
- Product more important than process
- Enjoys planning and organizing
- Likes to know only what is needed to accomplish a task

Introversion (I)

- Prefers to work alone
- Can concentrate for long periods of time
- Sets personal standards
- May delay action to think until too late to complete
- Prefers quiet, uninterrupted study site
- Prefers in-depth treatment of activities or ideas
- Able to follow through until completion of long-term tasks

Intuition (N)

- Tends to use a roundabout approach
- Oriented to the future
- Becomes bored after mastering a skill
- Prefers imaginative application
- Attentive to "big picture"
- Restless
- Works in bursts of energy
- Prefers open-ended assignments
- Prefers reading or thinking
- Prepares well for tests involving theoretical application
- Likes mental visualization and memory activities
- Prefers to involve right-brain strategies (mapping, drawing, charting)
- Comfortable with incomplete understanding of a task; believes task will "come together" after time

Feeling (F)

- Subjective
- Considers personal values
- Flexible
- Motivated by desire to be appreciated
- Applies personal criteria for evaluation
- Looks for personal relevancy

Perceiving (P)

- Self-directed
- Prefers flexibility in completing tasks
- Tends to overcommit
- Starts several tasks at once
- Delays closure in order to gather more information
- Distracted
- Flexible
- Tolerant of imperfection
- Prefers to play first and work later (if time permits)
- Process more important than product
- Enjoys thinking and adapting
- Likes to know everything before beginning a task

**LEARNING
ASSISTANCE
CENTER** **Brain Dominance Inventory**

1. **Do you prefer making decisions**
a. intuitively? b. logically?
2. **Which do you remember more easily?**
a. names b. faces
3. **Do you prefer:**
a. planning your activities in advance? b. doing things spontaneously?
4. **In social situations, do you prefer being the**
a. listener? b. speaker?
5. **When listening to a speaker, do you pay more attention to**
a. what the speaker is saying? b. the speaker's body language?
6. **Do you consider yourself to be a goal-oriented person?**
a. yes b. no
7. **Is your main study area**
a. messy? b. neat and well organized?
8. **Are you usually aware of what time it is and how much time has passed?**
a. yes b. no
9. **When you write papers, do you**
a. let ideas flow freely? b. plan the sequence of ideas in advance?
10. **After you have heard music, are you more likely to remember the**
a. words? b. tunes?
11. **Which do you prefer doing?**
a. watching a movie b. working a crossword puzzle
12. **Do you frequently move your furniture around in your home?**
a. yes b. no
13. **Are you a good memorizer?**
a. yes b. no
14. **When you doodle, do you create**
a. shapes? b. words?
15. **Clasp your hands together. Which thumb is on top?**
a. left b. right
16. **Which subject do you prefer?**
a. algebra b. trigonometry
17. **In planning your day, do you**
a. list the important activities in order to better see they are carried out? b. just let things happen?
18. **Are you good at expressing your feelings?**
a. yes b. no
19. **If you are in an argument with someone else, do you**
a. listen and consider the point of view of the other person? b. insist that you are right?
20. **When you use a tube of toothpaste, do you**
a. carefully roll it up from the bottom? b. squeeze it in the middle?

Your score

"X" the boxes that correspond with your answers. The set with more boxes marked reveals your "brain dominance".

| | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Right → | 1A | 2B | 3B | 4A | 5B | 6B | 7A | 8B | 9A | 10B |
| | 11A | 12A | 13B | 14A | 15B | 16B | 17B | 18A | 19A | 20B |
| Total # of Right Brain answers: | | | | | | | | | | |

| | | | | | | | | | | |
|---------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Left → | 1B | 2A | 3A | 4B | 5A | 6A | 7B | 8A | 9B | 10A |
| | 11B | 12B | 13A | 14B | 15A | 16A | 17A | 18B | 19B | 20A |
| Total # of Left Brain answers: | | | | | | | | | | |

Are you RIGHT brain dominant, LEFT brain dominant, or are you pretty balanced on either side? Take a look at the different characteristics of each:

| Left Brain Characteristics: | Right Brain Characteristics: |
|---|--|
| Verbal Logical Linear Concrete Time Oriented Details | Visual Intuitive Holistic Abstract Spatial Main Ideas |

Here are some study tools you may want to try:

| Left Brain Study Tools: | Right Brain Study Tools: |
|---|---|
| Outlines Lecture notes Cornell Format | Charts Maps Time lines Graphs Visualization |

Call or stop by the **Learning Assistance Center** if you would like to know more about how your brain dominance can be used to your advantage.

LEARNING STYLE INVENTORY: SENSORY PREFERENCES

Check the one column that best describes you for each of the following statements:

| | Almost always | Often | Occasionally | Rarely |
|--|------------------|-------|--------------|--------|
| 1. I remember things best when I hear them. | | | | |
| 2. I recall things I see in writing. | | | | |
| 3. I like to write down things I need to remember. | | | | |
| 4. I like to learn by doing. | | | | |
| 5. I find maps and graphics hard to understand. | | | | |
| 6. I like to work with my hands and make things. | | | | |
| 7. I like to draw and make visual images. | | | | |
| 8. I can tell if sounds match when I hear a pair of sounds. | | | | |
| 9. I write things over and over if I want to remember them. | | | | |
| 10. I can follow directions on maps. | | | | |
| 11. I learn best by listening to lectures or speeches. | | | | |
| 12. I often play with coins, rubber bands, pencils, paper clips or other items. | | | | |
| 13. I can spell words more easily aloud than in writing. | | | | |
| 14. I would rather read a news article in the paper than listen to a report on the subject on the radio. | | | | |
| 15. I often chew gum, smoke, or snack while I am reading or studying. | | | | |
| 16. I can easily picture things in my head. | | | | |
| 17. I need to write words several different ways before I can tell which one is spelled correctly. | | | | |
| 18. I would rather listen to information than read. | | | | |
| 19. I like to do jigsaw puzzles and mazes. | | | | |
| 20. I like to hold things in my hands (e.g., pencils, paper clips) while I learn. | | | | |
| 21. I prefer to listen to radio news reports than read articles in the paper. | | | | |
| 22. I learn by reading. | | | | |
| 23. I feel comfortable touching others (handshakes, pat on the back, hugs, etc.) | | | | |
| 24. I follow verbal directions more easily than written ones. | | | | |

SCORING

Each column gets a different point score as follows:

Almost always = 4 points

Often = 3 points

Occasionally = 2 points

Rarely = 1 point

Place the point value in the box next to the corresponding item. Add the points in each column to find your learning style preference.

| VISUAL | AUDITORY | TACTILE/KINESTHETIC |
|---------------|-----------------|----------------------------|
| #2 | #1 | #4 |
| #3 | #5 | #6 |
| #7 | #8 | #9 |
| #10 | #11 | #12 |
| #14 | #13 | #15 |
| #16 | #18 | #17 |
| #19 | #21 | #20 |
| #22 | #24 | #23 |
| Total | Total | Total |

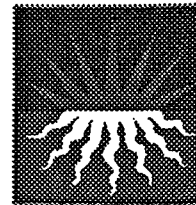
If your highest score was in the first column, you are probably a **VISUAL** learner. You learn best by seeing words and pictures. When information is presented to you verbally, try to picture what the speaker is trying to tell you. Focus on how people look at they are speaking. Use different colors or symbols to help you recall information.

If your highest score was in the center column, you are probably an **AUDITORY** learner. You learn best by listening. When presented with written instructions, ask for verbal directions instead. When you have to read something, try reading it aloud so that you can hear the words as well as see them.

If your highest score was in the last column, you are probably a **TACTILE/KINESTHETIC** learner. You learn best by touching or by moving. You are a hands-on learner. You also learn by watching others do things. You like to be active. You learn best by writing or doing. You may tend to fidget if you have to sit still for long periods of time.

If you have tied scores OR if all of your scores are about the same, you are probably **MULTISENSORY** learner. You learn best by using a combination of learning methods rather than any one style.

PROJECT METAMORPHOSIS



Volume 1 Number 2B

YOU, Unlimited Stock: Portfolio Contents

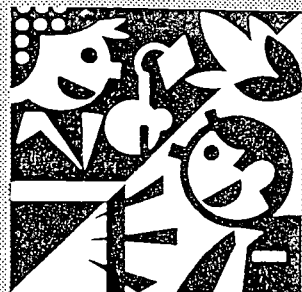
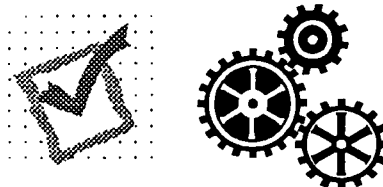
A *portfolio* is the collection of securities or stocks held by an investor. Most investors keep what's called a diversified portfolio. This means that it contains different stocks with different purposes.

As part of Project Metamorphosis, you will take part in the development of a personal portfolio. In terms of your company, *YOU, Unlimited*, your portfolio consists of the stock you take of yourself. Some things in your portfolio will be the results of the assessments you take of yourself. If you've kept up with the outside tasks, you should have the following in your portfolio:

CITES Learning Style Inventory
Please Understand Me (MBTI Type)
EMP Inventory of Personal Values
EMP Inventory of Personal Interests
EMP Inventory of Personal Aptitudes
VBS Math Assessment
VBS Reading Assessment

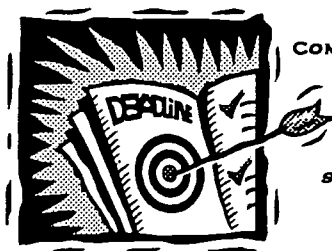
If you have not yet done these tasks, it's not too late. See your instructor for more information. These assessments will help you form starting points for some of

your goals. Your portfolio will increase in value as you continue participating in the Metamorphosis Project.



In terms of your company, *YOU, Unlimited*, your portfolio consists of the stock you take of yourself.

BEFORE NEXT SESSION. . .



COMPLETE THE FOLLOWING
**VOCATIONAL BASIC SKILLS : WHOLE
NUMBERS CONCEPTS C SEE YOUR
SESSION INSTRUCTOR IF YOU HAVE QUESTIONS.**

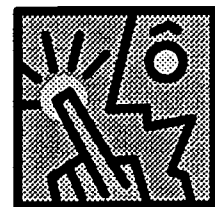
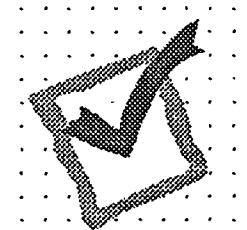
GOALS: 10 WAYS TO MAKE THEM YOURS

IT'S ONE THING TO SET GOALS. IT'S ANOTHER THING TO ACHIEVE THEM. THE FOLLOWING RECOMMENDATIONS WILL HELP YOU ACHIEVE YOURS.

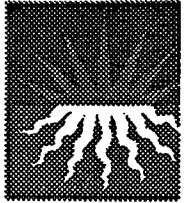
1. PUT YOUR GOALS IN WRITING AND KEEP THEM IN SIGHT. MOST PEOPLE FORGET ABOUT THEIR GOALS. WRITE YOURS DOWN. POST THEM WHERE YOU CAN SEE THEM.
2. SET MEASURABLE GOALS WITH DEADLINES. INSTEAD OF "GET MORE EXERCISE, YOUR GOAL COULD BE "EXERCISE FOR 30 MINUTES TWICE A WEEK." THIS HELPS YOU KNOW WHAT YOU WANT TO DO. IT HELPS YOU KNOW WHEN YOU WANT TO DO IT.
3. STATE GOALS IN A POSITIVE FORMS. YOUR MIND THINKS IN BIG IDEAS. IF YOUR GOAL IS TO "NOT HAVE A NEGATIVE ATTITUDE." YOU'LL FOCUS ON *NEGATIVE ATTITUDE*. THAT'S WHAT YOU'LL HAVE. INSTEAD, TRY, "BE MORE POSITIVE." THAT'S THE IDEA YOU WANT.
4. USE OTHERS FOR SUPPORT, BUT MAKE GOALS DEPENDENT ONLY ON YOU. ONCE YOU GET OUT, YOUR GOAL MAY BE TO GET A JOB. USE YOUR NETWORK OF CONTACTS--FAMILY, PAROLE OFFICERS, OTHERS--TO HELP YOU. BUT, DON'T MAKE SUCCESS DEPENDENT ON THEM. PERHAPS THEY DON'T KNOW OF ANY JOBS. YOU DON'T WANT TO SAY, "I COULDN'T GET A JOB BECAUSE NO ONE HELPED ME." YOU ARE RESPONSIBLE FOR YOUR OWN SUCCESS.
5. CREATE A REWARD SYSTEM. THERE'S NOTHING WORSE THAN LOOKING FOR --AND GETTING TURNED DOWN--FOR JOBS. SO, WHAT'S YOUR REWARD FOR TRYING? THINK OF A (LEGAL) REWARD THAT YOU WILL GIVE YOURSELF FOR TRYING.
6. NOTICE SELF-SABOTAGE AND SET YOURSELF UP FOR SUCCESS. WHAT DO YOU DO TO YOURSELF THAT MAKES YOU FAIL? FOR INSTANCE, IF YOU SPEND MORE MONEY THAN YOU MAKE, THEN DON'T GO WHERE

YOU'LL BE TEMPTED TO OVERSPEND. OR, DECIDE WHAT YOU WANT AND LIMIT YOUR PURCHASES TO THOSE THINGS.

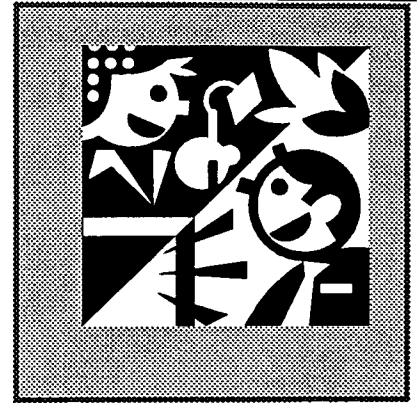
7. PICTURE SUCCESS. PICTURE SUCCESSFUL COMPLETION OF YOUR GOAL. THEN, PICTURE EACH STEP NEEDED TO ACHIEVE THAT GOAL.
8. LEARN FROM YOUR MISTAKES. THINK ABOUT THE CHOICES YOU MAKE. THINK ABOUT YOUR SELF-TALK. DECIDE WHAT WENT WRONG. CHANGE YOUR DECISION-MAKING AS NEEDED.
9. ENJOY WORKING ON YOUR GOALS. LIFE, EVEN IN PRISON, IS WHAT YOU HAVE RIGHT NOW. THINK ABOUT HOW TO ENJOY EACH STEP IN REACHING GOALS.
10. ENJOY SUCCESS WHEN YOU REACH YOUR GOALS. DON'T PUT DOWN YOUR WORK. IT'S NOT "JUST LUCK." YOU SET THE GOALS. YOU MADE THE CHANGES. YOU STUCK WITH IT. NOW, YOU'VE SUCCEEDED. BE PROUD OF YOURSELF.



REFLECTION



WHAT DO YOU THINK IS THE MOST VALUABLE THING IN YOUR PORTFOLIO? HOW WILL YOU USE THAT TO ACHIEVE YOUR GOALS?



Review the 10 tips for making goals yours. Which one do you think will be most valuable to you? Why? Which one might be hardest for you to do? Why?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL AND BASIC SKILLS SOFTWARE.

WHAT WAS THE MAIN IDEA--THE POINT--OF THIS TASK IN TERMS OF YOUR LIFE AND PREPARATION FOR WORK OUTSIDE OF PRISON?

How do your portfolio assessments contribute to your "True North?"

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 2B

Understanding What You Read

Read “Goals: 10 Ways to Make Them Yours” on page 2. Then answer the questions.

1. Why do you need to write goals and keep them in sight?
2. My goal is “Don’t smoke.” According to these tips, what’s wrong with that goal?
Why won’t I achieve it?
3. What is self-sabotage? How can you avoid it?
4. What does it mean to enjoy the pursuit of your goals? How can you do that in prison?
5. The last tips recommends that you “savor success.” What does that mean?
6. Why do need goals need to be measurable? Why do they need deadlines for completion?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 1 Number 2B

Understanding What You Read

Read *“Goals: 10 Ways to Make Them Yours”* on page 2. Then complete the following summary. Use words from the article if you wish.

This article gives 10 recommendations for achieving goals. First, put your goals in _____ and keep them in _____. Next, your goals should be _____ with established _____. This helps you know exactly what you want to do and when you want to have it completed. Third, goals should be _____, not negative. Fourth, get other people to _____ you, but don't rely on them for accomplishing your goals. Fifth, create a _____. This gives you something real to work for. Next, become aware of _____. That's when you do things that set yourself up to fail. Instead, set yourself up for _____. And, you should also _____ success. This means you should picture yourself achieving your goals. Next, learn from your _____. This keeps you from repeating actions, behaviors, and thinking that don't lead to success. Ninth, you should always _____. And last, you need to appreciate yourself when you reach your goals by _____.

PORTFOLIO ASSESSMENT RESULTS

for

DATE:

| | Results | Implications of Results |
|--|---------|-------------------------|
| CITES Learning Style Inventory | | |
| Please Understand Me: MBTI Type | | |
| EMP Inventory of Personal Values | | |
| EMP Inventory of Personal Interests | | |
| EMP Inventory of Personal Aptitudes | | |

ACADEMIC ASSESSMENTS

for

| Assessment | Current | 6 month Goal | 1 Year Goal | Long-Term Goal |
|--------------------------------|---------|--------------|-------------|----------------|
| VBS Math Assessment Results | | | | |
| VBS Reading Assessment Results | | | | |
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PORTFOLIO ASSESSMENT RESULTS

for

DATE:

| Assessment | Results | Implications of Results |
|------------|---------|-------------------------|
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| | | |

VOLUME 2

Success is a Thinking Skill: Work

VOLUME 2

Success is a Thinking Skill: Work Designed for minimum 10 1-hour sessions.

Volume 2 provides an introduction to Success is a Thinking Skill (Work Unit). It also emphasizes SCANS competencies and communication (verbal and nonverbal).

Materials are designed to provide instructors with a variety of information. As the instructor, you may choose to use either some or all of the information and activities. Newsletter articles can be the focus of small group discussions for good readers. They can provide background information for instructors to lead less-able readers through important concepts. Reflection and comprehension activities are included in every newsletter to facilitate comprehension and provide opportunities for writing.

This volume includes the following: Newsletters 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A/B.

Print Resources

The following supplementary materials are available to enhance and extend learning as needed.

| MATERIAL | PUBLISHER | RESOURCE UNIT # |
|---|--|-----------------|
| Communicating with Confidence | Cambridge Adult Education, Simon & Schuster, Upper River, NJ | Units 65-71 |
| You're Hired: Book 1, Charting Your Career Path | Contemporary Books, Chicago, IL | Units 76-78 |
| The World of Work | Steck Vaughn, Austin, TX | Unit 114 |
| Life Skills: Personal Development Workforce, Building Success | Contemporary Books, Chicago, IL | Unit 31-36 |

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|--|----------------------|---|-------------------------------|--|------------------------------------|--|
| 1A | 1) Introduce SIATS (Success is a Thinking Skill) 2) Practice reading & writing forms 3) Describe experiences in getting & keeping jobs | Vol 2 1A SIATS | 1) Success is a Thinking Skill 2) Successful Thinking at Work 3) Work and Self-Talk 4) Before Next Session ... (computer software) 5) Reading and Writing Forms 6) Application Practice Forms 7) Reflection 8) Understanding What you Read (1 comprehension; 1 cloze summary) SIATS: Activity B1, B6; Getting/ Keeping Jobs; Success in getting a job B2 | X X X X X | X X X X X X X X | X X X X X X | EMP: Occupational Information VBS <i>Work Effectiveness</i> How to Use the Computer VBS Math Whole Numbers Concepts D |
| 1B | 1) Identify SCANS competencies and skills 2) Identify and draw conclusions about job related qualities for work, class, and residence | Vol 2 1B SIATS | 1) SCANS: Job Skills for the Year 2000 2) Drawing Conclusions 3) Self-Talk... Thinking about Material Benefits 4) Before Next Session ... (computer software) 5) Reflection 6) Understanding What you Read (1 comprehension; 1 cloze summary) SIATS Deriving skills from the job you have: B3, B4, B5, B6, B7, B8 | X X X X | X X X X X | X X X X X | EMP: Material Benefits of Jobs; Value of Material Benefits; Inventory of Material Benefits VBS Math Whole Numbers Concepts E |

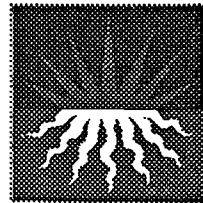
| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|--|----------------------|---|--|--|--|---|
| 2A | 1) Identify SCANS Personal Qualities 2) Identify character traits (obedience, orderliness) 3) Audit time | Vol 2 2A SIATS | 1) Using SCANS Personal Qualities & Resources 2) Character First: Obedience & Orderliness 3) Identifying Important Skills: Time Management 4) Time Audit Form 5) Before Next Session . . . (computer software) 6) Reflection 8) SCANS Personal Qualities Form 9) SCANS Resources Form 7) Understanding What you Read (2 comprehension; 2 cloze summaries) SIATS Being on time B9 Job Skills: Doing What Others say B10 | X X X X X X X X X X | X X X X X X X X X X | X X X X X X X X X X | EMP: Environmental Job Factors; Work Activities; Training & Skills for Jobs; Inventory of Job Factors |
| 2B | 1) Specify SCANS Interpersonal Skills competencies 2) Identify how interpersonal skills affect job success | Vol 2 2B SIATS | 1) Interpersonal Skills: SCANS Competency and Successful Thinking Skill 2) The Second Secret: Continuing to Work until You Succeed 3) Before Next Session . . . (computer software) 4) Reflection 5) SCANS Competencies in Interpersonal Skills Form 6) Understanding What you Read (1 comprehension; 1 cloze summary) SIATS Relating to Others B11, B12 | X X X X X X | X X X X X X | X X X X X X X X X X | EMP: Job factors and Personal Characteristics VBS <i>Work Effectiveness</i> Choosing the Right Job3 |

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|--|-------------|--|-----------------|----------------------------|-----------------------|---|
| 3A | 1) Identify relationship between verbal language and situational context 2) Identify SCANS competencies in systems 3) Identify how to use stated context clues | Vol 2 3A | 1) Getting the Meaning: Verbal Language 2) Systems: SCANS Competency and Language Context 3) Using Stated Context Clues in Reading 4) Before Next Session . . . (computer software) 5) Reflection 6) SCANS Competencies in Systems Form 7) Understanding What you Read (1 comprehension; 1 cloze summary) | X X | X X X X X | X X X X X | EMP: Conducting a Job search; Setting Job search VBS Math Whole Numbers Addition A & B |
| 3B | 1) Identify relationship between nonverbal and verbal language 2) Identify SCANS competencies in technology 3) Identify how to use unstated context clues | Vol 2 3B | 1) Nonverbal Language: Do Actions Speak Louder than Words? 2) Before Next Session . . . (computer software) 3) Thinking about Technology: SCANS Competency 4) Using Unstated Context Clues in Reading 5) Reflection 6) Observing Nonverbal Communication 7) SCANS Competencies in Technology Form 8) Understanding What you Read (1 comprehension; 1 cloze summaries) | X X X | X X X X X X | X X X X | EMP: Planning & Monitoring your Job Search: Job Search Documents VBS Work Effectiveness Communication Skills VBS Math Whole Numbers Addition C & D |

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|--|----------------------|--|-----------------------------|-------------------------------------|-------------------------------------|---|
| 4A | 1) Identify reasons why people don't change 2) Identify SCANS competencies in information 3) Compare help wanted ads in job searches 4) Apply SIATS to a job search project | Vol 2 4A SIATS | 1) Change is a Thinking Skill 2) Before Next Session . . . (computer software) 3) Thinking about Information: SCANS Competency 4) Finding Jobs: Using Help Wanted Ads in the Newspaper 5) Comparing Jobs in Classified Ads Form 6) Reflection 7) SCANS Competencies in Information Form 8) Understanding What you Read (1 comprehension; 1 cloze summary) SIATS Making Changes; Selecting a Project B13, B14 | X X X | X X X X X X | X X X X | EMP: Job Sources VBS Math Whole Numbers Addition E |
| 4B | 1) Apply steps in problem-solving 2) Identify SCANS competencies in Basic Skills 3) Identify abbreviations in classified job ads | Vol 2 4B SIATS | 1) What's the Problem? What's the Solution? 2) Before Next Session. . . (computer software) 3) SCANS Competency: (Not So) Basic Skills 4) Hip Wntd (Help Wanted) 5) Reflection 6) SCANS Skills in Basic Skills Form 7) Understanding What you Read (1 comprehension; 1 cloze summary) SIATS Thinking through project B17; Activity B7, B8, B9, B11, B4; B18, B19, B20, | X X X | X X X X X X X | X X X X X X X | EMP: Want Ads VBS Math Whole Numbers Addition F |

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|--------------|---|-------------------------|---|-----------------|---------------------------|---------------------------|---|
| 5A/5B (2) | 1) Apply steps in problem-solving 2) Identify SCANS Thinking Skills 3) Identify job sources 4) Rate word knowledge | Vol 2 5A/5B SIATS | 1) Judging Success with SCANS Thinking Skills 2) Looking for Work? Job Sources 3) Thinking about Words you Know (and Some You Don't) 4) Before Next Session . . . (computer software) 5) Reflection 6) SCANS Skills in Thinking Skills Form 7) Understanding What you Read (1 comprehension; 1 cloze summaries) SIATS Project Continue activities & B15, B16 Re-evaluation | X X X | X X X X X | X X X X X | VBS <i>Work Effectiveness</i> Asking Questions; Choosing the Right Job VBS Math Whole Numbers Subtraction A B, C, D |

PROJECT METAMORPHOSIS



Volume 2 Number 1A

Success is a Thinking Skill

Why are you here? Some researchers say that it may be caused by how you think about life and yourself.

The Link between Thinking and Crimes

Some people commit crimes because they don't think before they act. They want what they want now. They don't want to wait. They need satisfaction right away. They do what it takes to get money or drugs now.

Some don't think before they act because they think the world is outside their control. They think success comes from luck or chance. They blame other people or things for their failures. Sometimes they even learn to be helpless. They learn to be victims.

Some people never practiced thinking. They think more about *what is* than *what if*. They don't think about the results of their acts.

Still other people are rigid thinkers. This means that they do the same things over and over even if what they do doesn't work.

Failure to think about how behavior affects others is another

problem. This means that some people can't think from another person's point of view. Thus, they misjudge what others do or think.

Egocentricity is a related problem. This means that some people only think from their own viewpoint. They can't imagine another person's point of view. They think only in terms of themselves. They think everyone sees the world as they do. They have no real feelings for others.

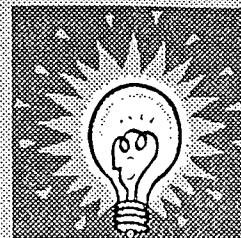
Values also play a part in criminal behavior. Some people just don't think that what they did was wrong.

Some people are easily frustrated. They anger easily. They can't control themselves. They act on emotion without thinking things through.

Thinking Your Way Out of Prison

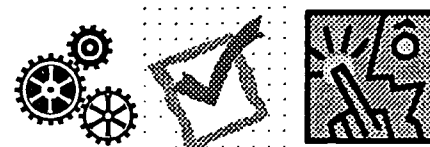
In the next few weeks, you will complete the one part of *Success is a Thinking Skill*. You will think about **perception**--how you see yourself and others

generalization--transferring strengths or solutions in one situation to other areas
abstraction--reasoning from thought rather than experience
reasoning--ordered thought



"Success is a thinking skill"

problem-solving--ability to think ahead, define obstacles, propose options, predict outcomes, implement a solution, and assess results
imagination--creative thinking
self-analysis--thinking about yourself in order to control your thoughts and actions
awareness of consequences--connecting behavior and effects
thinking ahead--goal oriented thought
point of view--thinking about things from the perspective of others.
delaying gratification--learning to wait for satisfaction



SUCCESSFUL THINKING

... AT WORK



PAST SESSIONS FOCUSED MOSTLY ON YOU.

YOU THOUGHT ABOUT YOURSELF. YOU THOUGHT ABOUT YOURSELF IN TERMS OF OTHERS. YOU LOOKED AT LEARNING STYLES, VALUES, APTITUDES, ABILITIES, AND SO ON. YOU PROBABLY FOUND THAT NO TWO PEOPLE ARE JUST ALIKE. THEY MAY HAVE THE SAME INTERESTS BUT DIFFERENT LEARNING STYLES. THEY COULD HAVE THE SAME ABILITIES BUT DIFFERENT APTITUDES.

SO, HOW DO PEOPLE GET ALONG? WHY DO SOME PEOPLE SEEM TO "FIT IN" WHILE OTHERS NEVER DO?

THE ANSWER IS THAT THEY THINK DIFFERENTLY. THEY KNOW THAT GETTING ALONG MEANS FINDING COMMON GROUND WITH OTHERS. THIS DOESN'T MEAN YOU GIVE IN TO OTHERS. YOU DON'T LOSE YOURSELF. IT MEANS YOU THINK ABOUT ANOTHER PERSON'S POINT OF VIEW. FINDING COMMON GROUND IS AN IMPORTANT THINKING SKILL. AND, IT CAN BE LEARNED.

THE NEXT SESSIONS SHOW YOU HOW TO THINK ABOUT WORK. YOU WILL THINK ABOUT WHAT YOU THINK ABOUT WORK. YOU WILL ALSO THINK ABOUT WHAT OTHERS THINK ABOUT WORK. YOU WILL THINK ABOUT WHAT IT TAKES TO GET A JOB. YOU WILL THINK ABOUT WHAT IT TAKES TO KEEP A JOB.



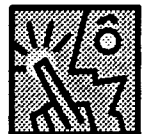
Work . . . and Self-Talk

Your self-talk tells you how you think about work. When you listen to yourself, what do you hear? If you hear things like, "Getting up early is too hard," "That job is boring," or "My boss makes me work too much," the child in you is in control. Think of your job from the boss's point of view. Why would you need to get

to work at a certain time? Who might need you to be there? What makes a job boring? What happens to a business when the "boring" work doesn't get done? Why would your boss value hard work? Most importantly, what rewards do or can you get from work? New skills? Money? Less worry? Use these and other rewards to help the child in you get to work.

If you hear things like, "You really can't do this job," "You'll lose this job just like you lost all the others," or "This job isn't good enough for you," then you are hearing your inner critic. Since you can't out-talk the inner critic, think of some statements to replace the negative ones. These might sound like the following: "I can do this job because I have new skills." I am a different person with different skills that will help me keep this job." "All jobs have value. If I think this job isn't good enough for me, I will do what it takes to advance myself so that I get a promotion. Or, "I will keep working at this one until I find something better because I know employers look for people with consistent work histories."

Think about your self-talk. You are learning the thinking skills that will change your self-talk and your life.



BEFORE NEXT

SESSION. . .

COMPLETE THE FOLLOWING COMPUTER ASSIGNMENTS. SEE YOUR INSTRUCTOR IF YOU HAVE QUESTIONS.



EMPLOYABILITY AND WORK MATURITY SOFTWARE:
OCCUPATIONAL INFORMATION
VOCATIONAL BASIC SKILLS: WORK EFFECTIVENESS, HOW TO USE THE COMPUTER
VOCATIONAL BASIC SKILLS: MATH WHOLE NUMBERS: CONCEPTS D



READING AND WRITING FORMS



For most jobs, you'll have to read and complete some sort of forms. You may have to complete a form to apply for the job. When you get it, you'll complete forms for taxes, insurance, or other reasons. Individual forms differ. The order may be different. However, most ask for about the same things.

Employers often have a space for **DATE**. Use whatever today's date is. If you're not sure, ask someone.

When asked for **NAME**, use your full legal name. Read carefully. You may be asked to put your last name first. **MI** means middle initial.

For **ADDRESS**, write the address to which your mail is sent. That way, if a prospective employer needs to send you more information before hiring you, you'll get it. Some forms also ask how long you've lived at that address.

For **SEX** or **GENDER**, write **F** for female or **M** for male. (This is not a *yes* or *no* question.)

For **PHONE**, use your home phone number or a number at which you can be reached easily.

SOCIAL SECURITY NUMBER. This may be abbreviated as **SS#**. You need to have this memorized or available for reference.

POSITION(S) desired or applied for. This one varies by job. Before going to complete an application, think about how you heard about this job and the position that was available. If you are not sure of how to spell the name of the position, get someone to help you before going to complete the application.

SALARY DESIRED. This can be difficult. You don't want to undersell yourself. But you don't want to price yourself out of a job. Before you apply, ask around. See if you can find other people who worked there. Check with similar companies to see what they pay. Your local librarian can help you look up salaries for jobs in special books.

EDUCATION. List the schools you attended and the highest grade you completed. Either memorize this information or write it in advance for easy reference.

WORK HISTORY or **EXPERIENCE**. Beginning with your last job, list all your past jobs and the length of time you worked at each one. You may also be asked for a salary history. This is the how much you made at each job. Some employers want to know **REASON FOR LEAVING** as part of your work history. Think about how your reasons sound to a prospective employer. Either memorize your list or make notes you can use in filling out forms.

REFERENCES. You may be asked for names of people who can vouch for your work or character. References are friends, former employers, teachers, or co-workers (not family members). They should be able to tell about what a good worker you are. They should know what you can do. They should be able to describe the work values (e.g., dependability, consistency, punctuality, quick learner, easy-to-get-along-with) that you have. Before applying for a job, ask people if they are willing to serve as your references. Get their current addresses and phone numbers. Ask them if they can serve as a "good" or "strong" reference. Talk to them about jobs you want. Let them know what new skills you've developed or how you've changed. Tell them how your experience, skills, and values match your prospective employer's needs. If you've been in prison for an extended period of time, your life skills instructor, job placement specialist, or other prison employee may be able to serve as a reference for you or write a letter of reference for you.

HAVE YOU BEEN CONVICTED OF A CRIME? This is a tough one. The answer is, of course, **YES**. You can also write **WILL DISCUSS IN INTERVIEW**. Whatever you do, don't lie about your past. The truth is that you have been in prison. You will be competing for jobs with people who have not. Think about an employer's point of view. In some cases, this will affect an employer's choice. Sometimes, it won't matter. That's reality. You may have to take a entry-level position because of it. You may have to work at minimum wage. You may be the oldest person working at a particular kind of job. You may think that your work in prison to improve yourself was a big waste of time. Look around you. There will be other people in entry-level jobs. That doesn't mean they'll stay there. Some work at minimum wage to get experience. Some work at minimum wage until they finish college or technical training. Just because you start at the bottom doesn't mean you will end up there. When you prove yourself, you'll get noticed for your efforts. You'll move on and up. **NOTE:** A special program bonds former inmates. This might encourage an employer to hire you. Ask your job placement specialist for more information.

You can use the following page to practice your form-filling skills. Your instructor can make copies of this page. Work on making your handwriting neat and easy-to-read. Many employers look at applications before calling or meeting applicants. Your application is their first impression of you. Make it a good one!

BEST COPY AVAILABLE

APPLICATION

DATE _____

POSITION DESIRED _____ SALARY DESIRED _____

NAME _____
Last First M.I

GENDER _____ SS # _____

ADDRESS _____

PHONE NUMBER _____

EDUCATION List the schools you attended, beginning with the most recent one.

HIGHEST GRADE COMPLETED _____

WORK HISTORY List your past jobs, beginning with the most recent one.

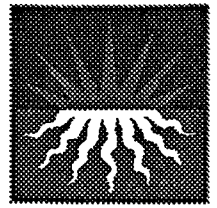
| Name & Address of Company & Type of Business | Length of Time Employed | Describe in detail the work you did | Ending Salary | Reason for Leaving | Supervisor Name |
|--|-------------------------|-------------------------------------|---------------|--------------------|-----------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

REFERENCES

| NAME | ADDRESS | PHONE # | RELATIONSHIP TO APPLICANT | YEARS ACQUAINTED |
|------|---------|---------|---------------------------|------------------|
| | | | | |
| | | | | |
| | | | | |

HAVE YOU EVER BEEN CONVICTED OF A FELONY? _____

REFLECTION



REVIEW THE ARTICLE *SUCCESS IS A THINKING SKILL* ON PAGE 1. WHAT KIND OF THINKING DO YOU THINK RESULTED IN YOUR PAST CRIMINAL BEHAVIOR? WHAT TYPES OF SKILLS MIGHT HELP YOU CHANGE THAT WAY OF THINKING?

What kinds of attitudes and behaviors help you get a job? Keep a job? How do these relate to your personal values? How can you find "common ground?"

Your goal is to be a manager at a fast-food restaurant. You are offered a job as counter-help at minimum wage. What steps can you take to move from an entry-level job into management?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENTS. THINK ABOUT ONE OF THE ASSIGNMENTS YOU COMPLETED. DESCRIBE HOW IT WILL HELP YOU THINK BETTER ON THE JOB.

In listening to your self-talk, what comments do you hear most often? Describe how you will control or change them.

Don't forget that you "started a new life" a couple of weeks ago. The first principle was "I will form good habits and they will become mine." What new good habits are you forming?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 1A

Understanding What You Read

Read *“Success is a Thinking Skill”* on page 1. Then answer the questions.

1. What is the main idea of this article?

2. The first section of the article identifies several thinking problems that could result in criminal behavior. Complete the chart by listing any three in the first column. In the second column, think of and record a specific crime that could result from that kind of thinking. The last section of the article lists thinking skills that you will develop by using *Success is a Thinking Skill*. In the last column of your chart, identify a thinking skill that you think will solve the thinking problem you identified in the first column.

| THINKING PROBLEM | EXAMPLE OF A CRIME THAT MIGHT RESULT | THINKING SKILL SOLUTION |
|------------------|--------------------------------------|-------------------------|
| | | |
| | | |
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PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 1A

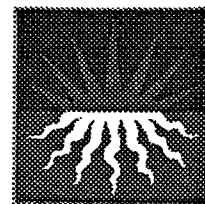
Understanding What You Read

Read *“Success is a Thinking Skill”* on page 1. Then complete the following summary. Use words from the article if you wish.

Some people don't think before they _____. Some people never practiced thinking. They never thought about the _____ of their actions. A _____ thinker does the same thing over and over even if it doesn't work. Some people misinterpret others because they don't know how to think from another _____.

People who think only from their own viewpoint have _____. _____ play a part because some people don't think what they did was wrong. Still others act on _____ rather than thinking things through. We will learn some new ways of thinking so that we can think our way out of _____. They include perception, generalization, abstraction, reasoning, _____, imagination, _____, awareness of _____, thinking _____, point of _____, and delaying gratification.

PROJECT METAMORPHOSIS



Volume 2 Number 1B

SCANS: Job Skills for the Year 2000

Are you ready for the work world in the year 2000? A few years ago, the U.S. Department of Labor formed a committee. The committee was called the Secretary's Committee on Achieving Necessary Skills. It was abbreviated SCANS. The committee determined the skills and tasks needed for jobs now and in the years to come. The committee said that future workers needed some foundation skills. Workers also needed specific competencies.

Foundation Skills

Foundation skills are important skills. Everything else builds on these. The committee identified three foundation skills:

BASIC SKILLS. Basic skills consist of reading, writing, arithmetic, and listening. Many people think of these as "school skills." But these are job skills, too. Many of the computer tasks you do help you learn or review basic skills.

THINKING SKILLS. These consist of speaking, creative thinking, decision-making, problem-solving, and visualization. You will practice all of these as part of the *Success is a Thinking Skill* activities.

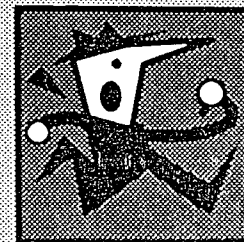
PERSONAL QUALITIES. Workers need personal qualities such as responsibility, social ability, and self-management. Project Metamorphosis helps you develop your personal qualities.

Competencies

Competencies are things workers need to be able to do. Jobs vary in the degree to which different competencies are needed, but you need all of them. There are five competencies.

RESOURCES. Resources are what you have to work with. Competency in this area means that you use materials wisely. You make the best use of what you have. Resources include time, money, materials, facilities, and people.

INFORMATION. The ability to use information extends basic skills. Information can be words or numbers. This competency means you know how to get the information you need. You know how to organize ideas. You can draw conclusions. You can communicate meaning to others. You can also use computers to



"Are you ready for the work world?"

process information. In-class activities and computer tasks help you develop these competencies.

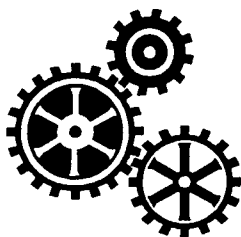
INTERPERSONAL. Interpersonal competencies describe how you relate to others. Competencies include teamwork, helping others, customer service, leadership, negotiation, and tolerance for cultural diversity. The *Keys to Relationships* video series will help you develop these competencies.

SYSTEMS. Hardly anyone or anything exists by itself. Everything and everyone is part of a bigger system. The system may involve people, organizations, or technology. You need to understand systems and how they work. You must be able to check the system for problems. You may even need to suggest how to improve the system. Your ability

to work in a system is a thinking skill. You will practice working in systems as part of this project. **TECHNOLOGY.** Technology involves the use of machines and computers to do work. The use of technology has increased in the past few years. Today, almost everything somehow connects to a computer. Phones, grocery check-out, and gas station pumps are all computerized. On the job you will need to know how to choose technology. You need to know how to use, maintain, and troubleshoot technology.

SCANS: Portfolio Contents

Your ability to show SCANS skills and competences should be included in your portfolio. Future editions of this newsletter will provide more information about each one. You will also get a checklist that you can use with future employers to show specific abilities you have.



DRAWING CONCLUSIONS

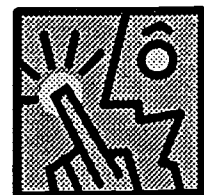
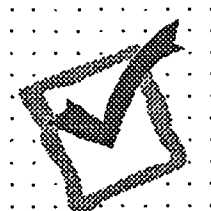
WHEN YOU READ, LISTEN, OR WATCH OTHERS, YOU LOOK FOR TWO KINDS OF INFORMATION. THE WORDS YOU READ OR HEAR TELL YOU WHAT THE WRITER OR SPEAKER SAYS. THAT INFORMATION IS STATED. YOU WATCH WHAT OCCURS. THAT IS INFORMATION WHICH IS VISIBLE. THE FIRST KIND OF INFORMATION, THEN, IS THAT WHICH IS DIRECTLY SAID OR EVIDENT TO YOU.

THE SECOND KIND OF INFORMATION IS WHAT YOU UNDERSTAND WITHOUT BEING TOLD. USING THIS KIND OF INFORMATION TO UNDERSTAND IS CALLED DRAWING CONCLUSIONS. YOU USE CLUES FROM WHAT IS DIRECTLY STATED OR SEEN AND DRAW CONCLUSIONS ABOUT WHAT IS HAPPENING. BECAUSE THE INFORMATION IS NOT STATED, YOUR PREDICTION MAY SEEM LIKE JUST A GUESS. IT'S ACTUALLY AN EDUCATED GUESS. THIS IS BECAUSE IT IS BASED ON STATED INFORMATION AND YOUR BACKGROUND KNOWLEDGE. DRAWING CONCLUSIONS IS A LEARNING SKILL. IT'S ALSO A THINKING SKILL.

FOR INSTANCE, WHEN YOU SEE THICK GRAY CLOUDS IN THE SKY, YOU PREDICT IT WILL RAIN. THAT'S A CONCLUSION. IT IS BASED ON PAST KNOWLEDGE. YOU MIGHT BE RIGHT AND RAIN FALLS. SOMETIMES YOUR CONCLUSION WILL BE WRONG. THE STORM WILL PASS. WHEN YOU SAY HELLO TO SOMEONE AND THEY IGNORE YOU, YOU MIGHT CONCLUDE THAT THE PERSON WAS RUDE. YOU COULD BE RIGHT. BUT, THE PERSON COULD ALSO HAVE A HEARING PROBLEM. MAYBE THEY DIDN'T HEAR YOU. OR, PERHAPS THEY WERE DEEP IN THOUGHT AND NOT PAYING ATTENTION. THEN YOUR CONCLUSION ABOUT THE PERSON WOULD BE WRONG.

REREAD THE FIRST PARAGRAPH IN THE PRECEDING STORY. ACCORDING TO WHAT IS STATED, A COMMITTEE SUGGESTS THAT WORKERS HAVE CERTAIN SKILLS AND COMPETENCIES. WHAT CONCLUSION CAN YOU DRAW ABOUT WORKERS WHO MIGHT NOT HAVE ALL OF THE SKILLS AND COMPETENCIES? WHAT DO YOU THINK MIGHT HAPPEN TO THEM? WHAT IF THERE AREN'T ENOUGH SKILLED AND COMPETENT WORKERS FOR A COMPANY TO HIRE? WHAT MIGHT THE EMPLOYER DO? WHAT IF YOU CAN SHOW AN EMPLOYER YOUR PORTFOLIO OF SKILLS AND PROVE THAT YOU ARE BOTH SKILLED AND COMPETENT IN ALL OF THE AREAS? WHAT CONCLUSIONS DO YOU THINK THE EMPLOYER WILL DRAW ABOUT YOU?

DRAWING CONCLUSIONS IS A SKILL. YOU WILL IMPROVE YOUR ABILITY TO DRAW CONCLUSIONS ABOUT PEOPLE, WORDS, AND SITUATIONS AS PART OF PROJECT METAMORPHOSIS.



SELF-TALK . . . THINKING ABOUT MATERIAL BENEFITS

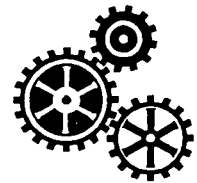
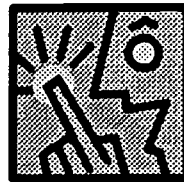
Why do people work? Why do you want to work? And, do you really want to work? What's the point?

The point of working differs for different people. Some people work because it gives them satisfaction. They see their jobs as things that help others. It's easy to see that in some jobs. Health workers make people well. Firefighters save lives and homes. Teachers help people learn. But every job helps others. Restaurant workers give people who cook dinner a break. A mechanic helps drivers feel safe about their cars. Garbage workers make the community a cleaner place. Seeing who benefits from the work you do is one way to get job satisfaction. It's one way to convince the child in you to stick with a job. It also helps your inner critic see a job's value.

Most people work for more than personal satisfaction. They work for material benefits. These are the real things you get from working. Money is the most common material benefit. There are others. Training and experience are important material benefits. How much does it cost to go to a technical school? If you could get training on the job AND get paid, you would benefit. Extra training might get you a raise. It could help you get another job. Insurance is another material benefit. Some employers pay part or all of insurance costs. Money for retirement is also a material benefit. This helps you prepare for a future income when you can no longer work. Vacation time might be another material benefit. This gives you paid time off.

The truth is that no job is perfect. Few jobs pay as much as workers would like. All jobs are boring from time to time. Knowing the material benefits a job offers helps you change your self talk. These benefits give the child in you some real rewards for work. They provide real reasons to convince your inner critic that a job is worth your time.

The activities you complete as part of *Success is a Thinking Skill* help you think about the benefits you get from jobs. Even at your job in prison, you the same kinds of skills and competencies that you will need for jobs outside of prison. Seeing those skills and focusing on them help you control your self-talk.

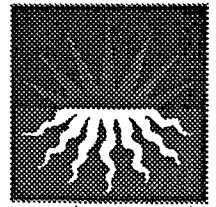


BEFORE NEXT SESSION.

COMPLETE THE FOLLOWING COMPUTER ASSIGNMENTS. ASK YOUR INSTRUCTOR IF YOU HAVE QUESTIONS.

EMPLOYABILITY AND WORK MATURITY SOFTWARE:
MATERIAL BENEFITS OF JOBS; VALUE OF MATERIAL BENEFITS;
INVENTORY OF MATERIAL BENEFITS
VOCATIONAL BASIC SKILLS: MATH WHOLE NUMBERS
CONCEPTS E

REFLECTION



REVIEW THE ARTICLE ON *DRAWING CONCLUSIONS* ON PAGE 2. GIVE AN EXAMPLE OF CONCLUSION THAT YOU RECENTLY DREW.

REVIEW THE *SCANS* SKILLS AND COMPETENCIES. RANK THEM IN ORDER FROM YOUR BEST ONE TO THE ONE THAT NEEDS MOST WORK.

1.

2.

3.

4.

5.

6.

7.

8.

Think about a job you had in the past. What were the material benefits?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE. WHAT DID YOU LEARN ABOUT MATERIAL BENEFITS?

Describe how you use one of the SCANS skills or competencies at your current prison job.

Don't forget that your new life is continuing. How are you changing your habits?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 1B

Understanding What You Read

Read "SCANS: Job Skills for the Year 2000" on page 1. Then answer the questions.

1. How is building SCANS foundation skills similar to building the foundation of a house? If you don't have adequate SCANS foundations skills, what conclusions can you draw about developing other skills?

2. Some people think that once they have Basic Skills, they are ready for the work world. Why are Thinking Skills and Personal Qualities just as important?

3. Do you think an adult can learn new thinking skills? Explain your answer.

4. For your present job in prison, how are you responsible for the following: time, money, materials, and people?

5. Why are Interpersonal Competencies just as important as Technical Competencies?

6. Imagine that you work for someone who has great technical skills. However, they lack skills in teamwork, negotiation, and cultural diversity. What conclusions can you draw about the work place? How would you react to this situation?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 1B

Understanding What You Read

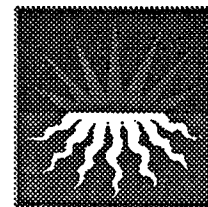
Read *“SCANS: Job Skills for the Year 2000”* on page 1. Then complete the following summary. Use words from the article if you wish.

According to the SCANS Report, valuable workers have competencies in personal qualities and resources. There are three factors in personal qualities.

_____ is the ability to follow through and get a job done. _____ is how you relate to groups.

_____ is the third factor. It is how you operate yourself. You also need to manage resources. _____ is an important resource. It helps you organize tasks efficiently. You may have responsibility for budgets. Therefore, _____ is a second resource to manage. All jobs involve management of materials, _____, equipment, and _____. _____ are also a valuable resource. The way that they are used contributes to either effective or ineffective work.

PROJECT METAMORPHOSIS



Volume 2 Number 2A

Using SCANS Personal Qualities & Resources

What does it take to be a valued worker? The SCANS report gives some guidelines.

SCANS: PERSONAL QUALITIES

You need skills in personal qualities. These are not so much what you do on a job. They are how you do the job.

There are three factors in personal qualities. The first is responsibility. This is knowing how to follow-through. When you are responsible, people know they can trust you to get the job done. Do you attend to details? Do you get work done on time? Do you have a good attitude? These are the traits of a responsible worker.

Social ability is a second factor. This is how you relate to groups. Are you friendly? Are you flexible? Are you polite? Do you understand how others feel? These traits show your real interest in others.

A third factor is self-management. This describes how you operate

yourself. Are you aware of what you do? Do you know what you do well? Do you know your limits? No boss knows you better than you do.

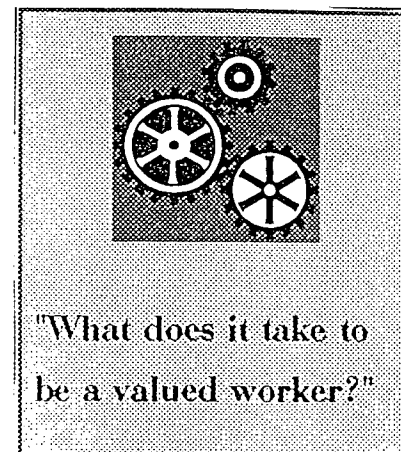
SCANS: RESOURCES

You also need to know how to manage what you have to work with on a job. Resources include everything.

Time is your first and most important resource. Time management includes goal-setting. It involves organizing tasks efficiently. It involves making schedules. It is getting things done on time.

Money is another resource. Depending on your job, you may have the responsibility to budget items. You may have some choice about how money is spent. You may be the person who sees that not enough sales will result in too little profit.

All jobs involve management of materials, supplies, equipment and space. Management is organization. Orderly management is more efficient. More work can get done. When things are wasted, someone loses money. You may think that it's just the boss that loses money. But when the boss loses money,



the company loses. When the company

loses, workers lose. They can lose benefits or even jobs.

People are also a valuable resource. The way that they are used results in either effective or ineffective work.

USING SCANS FOR PORTFOLIO DEVELOPMENT

Take a look at the SCANS forms. Each item in the first column is an important job trait. What do you already know how to do? Write specific examples in the second column. If you don't have experience in an area, talk to your job placement specialist about ways that you can develop that skill.

CHARACTER FIRST

THE WORD *CHARACTER* MEANS DIFFERENT THINGS. THE QUALITIES THAT DEFINE A PERSON DETERMINE CHARACTER. THESE CAN BE POSITIVE OR NEGATIVE. THEY SHOW A PERSON'S SENSE OF HONOR AND INTEGRITY. THEY HELP FORM A PERSON'S REPUTATION. CHARACTER IS NOT SOMETHING YOU HAVE WHEN YOU ARE BORN. IT REFLECTS YOUR VALUES. YOU DEVELOP CHARACTER THROUGH THINKING AND PRACTICE.

BEGINNING TODAY, YOU WILL THINK ABOUT CHARACTER QUALITIES. YOU WILL THINK ABOUT HOW TO APPLY THESE AT WORK. YOU WILL THINK ABOUT HOW TO USE THESE IN LIFE. THE FIRST TWO CHARACTER QUALITIES ARE OBEDIENCE AND ORDERLINESS.

OBEDIENCE

THE WORD OBEDIENCE OFTEN HAS A BAD REPUTATION. MANY PEOPLE THINK IT MEANS GIVING IN. THEY THINK OBEDIENCE IS A SIGN OF WEAKNESS.

OBEDIENCE IS A JOB SKILL. IT RELATES TO *SCANS* PERSONAL QUALITIES. OBEDIENCE IS A CONSCIOUS CHOICE. IT IS DOING WHAT YOU ARE ASKED. IT IS THE HIGHEST FORM OF SELF-MANAGEMENT BECAUSE IT IS A CHOICE. IT REQUIRES YOU TO TAKE RESPONSIBILITY. WHEN YOU TAKE RESPONSIBILITY, YOU GO THE EXTRA MILE WITHOUT COMPLAINING. IT HELPS YOU WORK EFFECTIVELY IN GROUPS. YOU HAVE A GOOD ATTITUDE WITH OTHERS. PEOPLE IN YOUR GROUPS MAY BE YOUR CO-WORKERS. THEY MAY BE YOUR CUSTOMERS. IT MAY BE YOUR

BOSS. OBEDIENCE HELPS GET JOBS DONE.

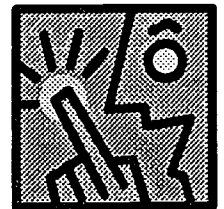
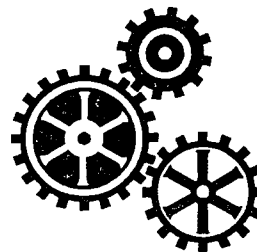
THINK ABOUT YOUR SELF-TALK.

DISOBEDIENCE OFTEN OCCURS WHEN THE CHILD IN YOU TAKES OVER. IT MAY OCCUR IF YOUR INNER CRITIC THINKS YOU ARE TOO GOOD FOR SOMETHING A JOB REQUIRES. YOU CAN SAY, "I DON'T HAVE TO DO THIS." YOU ARE RIGHT. YOU DON'T HAVE TO. YOU CAN CHOOSE TO. YOU CAN LEARN TO LOOK AT THE NEEDS OF A JOB RATHER THAN WHAT YOU WANT!

ORDERLINESS

ORDERLINESS INVOLVES EFFICIENT MANAGEMENT OF RESOURCES. IT IS ORGANIZING FOR GREATEST EFFECTIVENESS. IT MEANS THAT YOU PICK UP AFTER YOURSELF. YOU PUT THINGS WHERE THEY BELONG, EVEN IF YOU DIDN'T GET THEM OUT. YOU USE THINGS IN THE RIGHT WAYS. THIS INCLUDES ALL RESOURCES: TIME, MONEY, MATERIALS, FACILITIES AND PEOPLE.

YOUR SELF-TALK AFFECTS YOUR ABILITY TO ORGANIZE. THE CHILD IN YOU MAY THINK KEEPING ORDER IS NO FUN. YOUR INNER CRITIC MAY SEE IT AS ANOTHER OPPORTUNITY TO FAIL. IF SO, CHANGE YOUR SELF-TALK TO ACHIEVE GREATER ORDER. CHANGE YOUR SELF-TALK TO CHANGE THE RESULTS YOU GET.

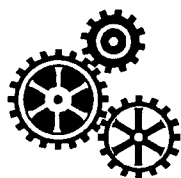


| TIME AUDIT FOR | DATE | | | | AM | | PM (Circle One) | |
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Identifying Important Skills: Time Management



According to *Success is a Thinking Skill*, being on time and doing what others say are important job skills. Both traits relate to SCANS and to character development. They involve time management. Time management is structuring life. It's a work skill. It helps you develop computational skills as well.



In prison, much of your time is managed for you. You wake up at a certain time. You eat at certain times. You work at certain times. But some of your time is yours.

Within limits, you can do what you want. You now know that time is a resource. How are you managing it? How are you using your time now to achieve your future goals?

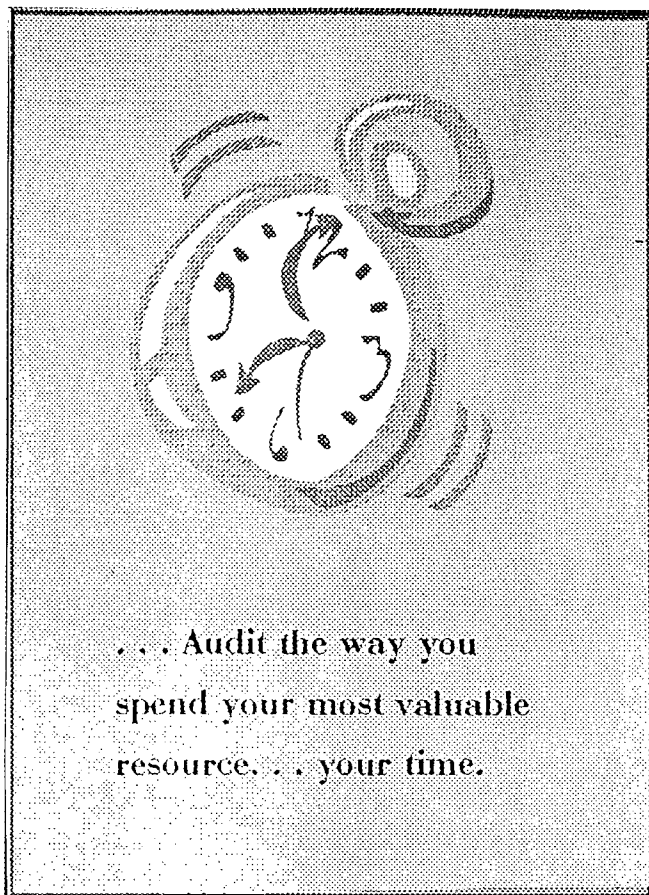
TIME AUDIT

Accountants often audit a company's financial records to see how resources are spent. You can use the following chart to audit the way you spend your most valuable resource--your time.

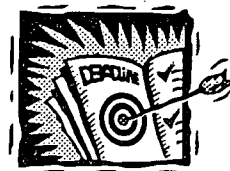
For one week, keep track of your time. You will need two forms (days and nights). Write what you do each half-hour. Each block on the chart equals 30 minutes.

When the week is over, look at how you spent your time. Organize items into groups. Count the number of hours you sleep or nap. Count the hours you eat. Count the numbers you work. Determine what you do with the rest of your time. Figure out the percentage of time you spend on each area each week.

Your time is your life. It is one of the most valuable resources you have. See what you do with your time and with your life.



BEFORE NEXT SESSION. . .



COMPLETE THE FOLLOWING COMPUTER ASSIGNMENTS. ASK YOUR INSTRUCTOR IF YOU HAVE QUESTIONS.

EMPLOYABILITY AND WORK MATURITY SOFTWARE:
ENVIRONMENTAL JOB FACTORS, WORK ACTIVITIES; TRAINING & SKILLS FOR JOBS; INVENTORY OF JOB FACTORS
VOCATIONAL BASIC SKILLS: MATH WHOLE NUMBERS CONCEPTS F

SCANS SKILLS
in
PERSONAL QUALITIES
for

| SKILL: RESPONSIBILITY | EXAMPLE |
|--|----------------|
| Exerts a high level of effort and perseverance toward goal attainment. | |
| Works hard to become dependable, caring, trustworthy, and honest, even when assigned an unpleasant task. | |
| Displays high standards of attendance and punctuality, in approaching and completing tasks. | |
| SKILL: SOCIAL | EXAMPLE |
| Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings. | |
| Asserts self in familiar and unfamiliar social situations. | |
| Relates well to others. | |
| Responds appropriately as the situation requires. | |
| Takes an interest in what others say and do. | |

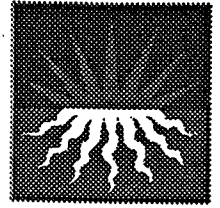
| SKILL: SELF-MANAGEMENT | EXAMPLE: |
|---|-----------------|
| Knows own skills and abilities with realistic accuracy. | |
| Sets well-defined and realistic personal goals. | |
| Monitors progress toward goal attainment and motivates self through goal achievement. | |
| Exhibits self-control and responds to feedback unemotionally and non-defensively. | |
| Is a "self-starter". | |

SCANS COMPETENCIES in RESOURCES for

| COMPETENCY: TIME MANAGEMENT | EXAMPLE |
|--|---------|
| Identifies tasks to be completed. | |
| Ranks tasks in order of importance. | |
| Makes and follows an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, and tasks deadlines. | |
| Avoids wasting time. | |
| Accurately evaluates and adjusts schedule as needed. | |
| COMPETENCY: MONEY MANAGEMENT | EXAMPLE |
| Makes and uses a budget. | |
| Accurately calculates future money needs based on projected costs and revenues. | |

| | |
|---|----------------|
| Accurately tracks the differences between actual costs/revenues and estimated budget. | |
| Takes appropriate and effective actions to resolve budget differences. | |
| COMPETENCY: MATERIAL & FACILITY MANAGEMENT | EXAMPLE |
| Carefully plans the steps involved in getting, storing, and distributing resources. | |
| Safely and efficiently gets, moves, or stores resources. | |
| Maintains resources in good condition. | |
| Distributes resources to the end user. | |
| COMPETENCY: MATERIAL & FACILITY MANAGEMENT | EXAMPLE |
| Accurately assesses peoples' knowledge, skills, abilities, and potential. | |
| Identifies present and future workload. | |
| Makes effective matches between individual talents and workload. | |
| Actively monitors performance and provides feedback. | |

REFLECTION



HOW DO PERSONAL QUALITIES AND ABILITY TO MANAGE RESOURCES MAKE A PERSON A BETTER WORKER?

Remember that you are still president of your own company.--YOU, Unlimited. How does the quality of your own obedience contribute to your company? How does it help you form good habits?

What is the relationship between self-talk and qualities of character?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE. WHAT WAS THE MAIN IDEA OF THE ASSIGNMENT?

According to Success is a Thinking Skill, being on time and doing what others say are important job skills. How do these relate to the character qualities of obedience and orderliness?

Review the results of your time audit. If you continue to spend your time in the same way, what conclusions can you draw about your ability to achieve your goals?

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PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2A

Understanding What You Read

Read *“Using SCANS Personal Qualities & Resources”* on page 1. Then answer the questions.

1. SCANS Personal Qualities includes responsibility, social ability, and self-management. Rank these in order of importance as they relate to you. Explain why you chose this order.
2. In which Personal Quality are you strongest? Which Personal Quality will you need to develop? Remember, no employer knows you better than you do!
3. Why is time considered your most important resource?
4. Give an example of how you manage materials while in prison.
5. How does the management of materials affect the efficiency of a business of home?

**PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 2A**

Understanding What You Read

Read *“Using SCANS Personal Qualities and Resources”* on page 1. Then complete the following summary. Use words from the article if you wish.

Personal Qualities and Resources are two other SCANS Guidelines.

**Personal Qualities include _____, _____
_____, and _____.**

**People who get the job done on time are _____ workers. How
you control and operate yourself is _____.**

**We also need to manage our resources. Our most important resources are
_____ and _____. Both**

Personal Qualities and Resource Management are important in the workplace.

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 2A

Understanding What You Read

Read “*Character First*” on page 2 Then answer the questions.

1. How does a person’s self-talk help them develop character? What would negative self-talk do to a person’s character?
2. Name some times that you have “chosen” to be obedient and then saw positive results of that action.
3. Name a time when you have “chosen” to be disobedient. What was the result of that action?
4. Why is choosing to be obedient important in the workplace?
5. Do you think orderliness is a character trait that is important in the workplace? Explain why or why not.

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 2A

Understanding What You Read

Read "*Character First*" on page 2. Then complete the following summary. Use words from the article if you wish.

The qualities that define a person are called _____.

These qualities can either be _____ or

_____. A person is not born with

_____. It is developed through

_____ and _____.

_____ is a character quality that means doing what you are asked. We can make a conscious choice to be

_____. Another character quality is

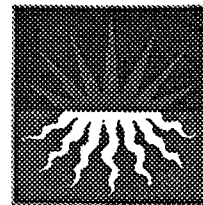
_____. This means that you are efficient in the

_____ of _____. Our

_____ affects our ability to be

obedient. To what inner voice are you listening?

PROJECT METAMORPHOSIS



Volume 2 Number 2B

Interpersonal Skills: *SCANS* Competency and Successful Thinking Skill



No matter what you do in life, you will interact with others. Your ability to do so--and do so well--is a key job skill. It's a thinking skill which leads to success both on the job and in life. Six factors relate to interpersonal skills.

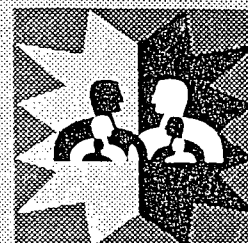
TEAM PLAYER. Players have different roles in team sports. Some roles may seem better than others. But, players form a unit. They have a common goal. They work together to achieve that goal. Bosses have goals, too. They hire a team to help them. Different workers have different roles. Some jobs may seem better than others. But workers must work together to get the job done. Being a team player means that you look out for other team members. You help each other. When you don't help others you don't help yourself.

TEACHES OTHERS NEW SKILLS. As you learn, you perfect your skills. Once you

become an expert, you can help others learn skills. This form of teamwork also helps you learn leadership skills. As you talk and help others, you will think about your job in new ways.

CUSTOMER SERVICE. Helping customers gives the business a good reputation. It also gives you a good reputation. It shows you know your job. It shows you take time to help others. Who are your customers? Buyers are one kind of customer. Co-workers are another kind. When they need work or information from you, you serve them. Your service to them is as important as your service to people who buy your product.

LEADERSHIP. You may wonder how leadership fits with being a team player. True leadership is not just bossing people around. It is focusing effort. Good leaders are good speakers, but better listeners. They are even better thinkers. They know what the goals are. They help others reach those goals more easily.

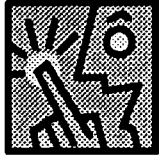


"No matter what you do in life, you will interact with others."

NEGOTIATION. Negotiation is resolving differences to move forward. It's a trait of a leader. It involves listening to others. It involves thinking. It helps team members make choices that everyone can live with.

WORKS WITH DIVERSITY. Different people will work on your team. They may not be like you. Your ability to respect their work, no matter their color, gender, ethnic group, or other difference is an important interpersonal skill. Look beyond the differences. You may have values, interests, or abilities in common. If nothing else, you have work in common.

The Second Secret: Keep Working until You Succeed



In the first part of The Greatest Secret in the World, you began a new life.

You learned an important rule: to form good habits and make them yours. In this part, you'll learn another important rule.

I will keep working until I succeed. The prizes of life are lifetime goals. They are at the end of life, not at the start. I may not know how long it will take to reach my goals, but I will keep working toward them. I may fail, but success is just around the corner if I keep working.

I will keep working until I succeed. I will never think of defeat. I will not use words like *quit, can't, impossible, failure, and hopeless.* They no longer apply to me. I will keep working until I succeed.

I may grow tired. Still, I will keep working. I may despair. I will keep working. I will work around obstacles. I will focus on my goals. And I will keep working until I succeed.

I will not let a day end in failure.

I will think of the day's successes. I will think about future successes. I will not let small successes make me too comfortable. This can lead to failure. It can keep me from going on. Success in my lifetime goals lies ahead. **I will keep working until I succeed.**

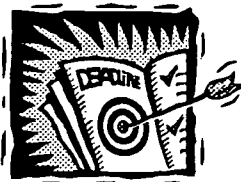
As long as I live, I will keep working until I succeed. I know another rule of success. If I work long enough, I will succeed.

I will work long enough. I will succeed. **I will keep working until I succeed.**

I now have a second rule. It will drive another bad habit from my life. It will replace a bad habit with a more successful one. Why? Because only a

habit can subdue another habit. And habits are only achieved through discipline. They are not the discipline of others. They will be my own discipline--how I want to be. How will I discipline my mind? I will read this part every day in the prescribed way until given another.

1. I will read it silently in the morning
2. read it again after lunch
3. read it again--this time aloud--before I go to sleep.



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING COMPUTER ASSIGNMENTS. ASK YOUR INSTRUCTOR IF YOU HAVE QUESTIONS.

EMPLOYABILITY AND WORK MATURITY SOFTWARE: JOB FACTORS AND PERSONAL CHARACTERISTICS

VOCATIONAL BASIC SKILLS: WORK EFFECTIVENESS: CHOOSING THE RIGHT JOB

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SCANS COMPETENCIES
in
INTERPERSONAL SKILLS
for

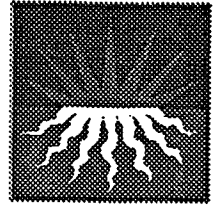
| COMPETENCY: PARTICIPATES AS A MEMBER OF A TEAM | EXAMPLE |
|---|----------------|
| Does own share of tasks needed to complete a goal. | |
| Encourages team members by listening and responding appropriately to their contributions. | |
| Builds on individual team members' strengths. | |
| Resolves differences for the benefit of the team. | |
| Takes personal responsibility for achieving goals. | |
| Responsibly challenges existing procedures, policies, or authorities. | |
| COMPETENCY: TEACHES OTHERS— HELPS OTHERS LEARN | EXAMPLE |
| Help others apply ideas to tasks through coaching or other means. | |

| | |
|--|----------------|
| Identifies training needs. | |
| Conveys job information to allow others to see its applicability and relevance to tasks. | |
| Assesses performance and provides constructive feedback/reinforcement. | |
| COMPETENCY: SERVES CLIENTS/ CUSTOMERS | EXAMPLE |
| Actively listens to customers to avoid misunderstandings and identify needs. | |
| Communicates in a positive manner especially when handling complaints or conflict. | |
| Gets additional resources to satisfy client needs. | |
| COMPETENCY: EXERCISES LEADERSHIP | EXAMPLE |
| Communicates thoughts, feelings, and ideas to justify a position. | |
| Encourages, persuades, convinces, or otherwise motivates an individual or group. | |
| Makes positive use of the rules/values of others. | |

| | |
|--|----------------|
| Establishes credibility through competence and integrity. | |
| Takes minority viewpoints into consideration. | |
| COMPETENCY: NEGOTIATES TO ARRIVE AT DECISIONS | EXAMPLE |
| Researches opposition and the history of the conflict. | |
| Sets realistic and attainable goals. | |
| Presents facts and arguments. | |
| Listens to and reflects on what has been said. | |
| Clarifies problems and resolves conflicts. | |
| Adjusts quickly to new facts/ideas. | |
| Proposes and examines possible options. | |
| Makes reasonable compromises. | |

| COMPETENCY: WORKS WITH CULTURAL DIVERSITY | EXAMPLE |
|--|---------|
| Respects one's own culture and those of others and how they differ. | |
| Respects the rights of others while helping them make cultural adjustments where needed. | |
| Bases impressions on individual performance, not on stereotypes. | |
| Understands concerns of members of other ethnic and gender groups. | |

REFLECTION



HOW ARE INTERPERSONAL SKILLS THINKING SKILLS?

Which of the five interpersonal skills is "continuing to work until you succeed" an important rule to follow? Which is easiest for you? Why? Which is most difficult for you? Why?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENTS.

HOW CAN JOB FACTORS AND PERSONAL CHARACTERISTICS HELP YOU CHOOSE THE RIGHT JOB?

How can "continuing to work until you succeed" control the self-talk of the child within you? How can it help control your inner critic?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 2B

Understanding What You Read

Read "*Interpersonal Skills: SCANS Competency and Successful Thinking Skill*" on page 1. Then answer the questions.

1. How is being an employee like being a member of a sports team?

2. All jobs require us to work with people different from ourselves. What are some ways you can work cooperatively with people of different color, gender, and ethnic groups?

3. Look up the word *negotiate* in the dictionary. What does it mean? How would you use this interpersonal skill in your present job in prison?

4. *Good leaders are good speakers, but better listeners.* Why would a leader need to be a good listener?

5. There are two types of "customers." How do you provide customer service to each type?

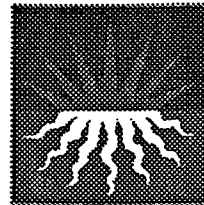
PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 2B

Understanding What You Read

Read *“Interpersonal Skills: SCANS Competency and Successful Thinking Skill”* on page 1. Then complete the following summary. Use words from the article if you wish.

No matter what you do in life, you will interact with others. This requires _____ skills. There are six factors that relate to interpersonal skills. The first is being a _____. This means that you work together to get the job done. The second is _____. This makes the team stronger. It helps you learn leadership skills. The third factor is _____ service. Your customers are people who _____. Customers can also be _____. _____ is the fourth factor. It helps you focus effort. _____ is the fifth factor. It involves resolving differences to move forward. The last factor involves working with _____. This means that you work with people who are different from you in some way.

PROJECT METAMORPHOSIS



Volume 2 Number 3A

Getting the Meaning: Verbal Language

Verbal language is words. It's words you say. It's words you hear. Together they form communication. They form an exchange of ideas. You want to get meaning from what others say. You want them to get meaning from what you say.

Words exist in contexts. A context is what surrounds words. There are two kinds of context. Physical context is the place in which words are used. Language context is the nonverbal and verbal information. You often choose your language context based on the physical context.

Physical Context

Where you communicate is a physical context. Who you speak to is also part of the physical context. These affect how you say things. They may affect what you say. They can even affect how others understand you.

In prison/out of prison. . . work/home. . . friends/family. . . co-workers/boss. Each place or person forms physical context. Part of good communication is seeing where you are or who you are with and matching language as needed. You

speak differently to friends than to a boss. You talk differently to a child than to an aged aunt. You change to meet the context. Seeing and using the context, then, is a thinking skill. You think about what you say. You think about how you say it. You think about how it will sound.

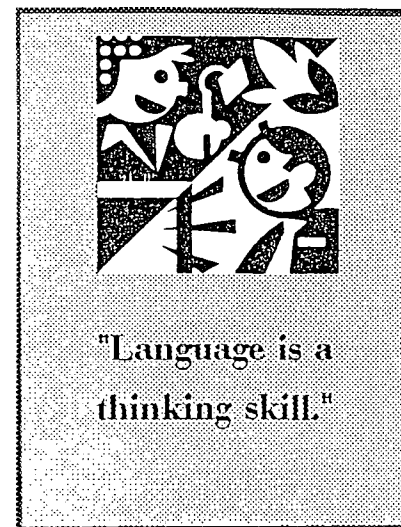
Language Context

Think about the word *count*. It usually means to number items. In prison, it means something a little different. It's usually used as a verb--to count something. In prison, it's a noun--the name of a process.

You may think people know what you mean. You may think you know what other people mean. That may not be the case. The context in which words are used may be different. This results in misunderstandings.

Making the Most of Context

Language is a tool. It's a tool you can learn to use well. You use it differently according to context. The following tips help you make the most of context and your use of language.

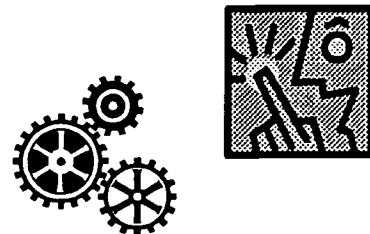


Observe the context. Figure out where you are. See what the context needs.

Observe how others use the context. Watch people on TV or in other situations. See what kinds of language they use.

Ask others to help. Ask people you trust to listen to what you say. See if what you said is what you mean. Ask them to help you change your speech as needed.

Think about your own speech. Decide what you want to say. Choose how you want to say it. Language is a thinking skill.



SYSTEMS: SCANS COMPETENCY AND LANGUAGE CONTEXT

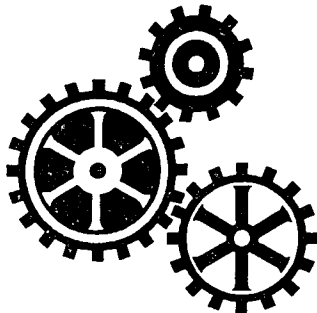
ACCORDING TO THE SCANS REPORT, WORKERS NEED TO WORK WITHIN JOB SYSTEMS. THERE ARE THREE FACTORS IN WORKING IN SYSTEMS.

SYSTEM UNDERSTANDING. JOB SYSTEMS FORM CONTEXTS. THE CONTEXTS CAN BE OTHER PEOPLE. THEY CAN BE MACHINES AND TECHNOLOGY. THEY CAN BE ORGANIZATIONS. WORKING WELL IN A SYSTEM MEANS THAT YOU UNDERSTAND THE SYSTEM. YOU PAY ATTENTION TO THE CONTEXT. YOU THINK ABOUT THE SYSTEM'S GOALS. YOU THINK ABOUT THE SYSTEM'S NEEDS. YOU THINK ABOUT THE POINTS OF VIEW OF OTHERS IN THE SYSTEM. THE SYSTEM DEPENDS ON YOU TO WORK WELL. IT DEPENDS ON YOUR ABILITY TO COMMUNICATE WITH OTHERS.

MONITORING AND CORRECTING PERFORMANCE. ONCE YOU UNDERSTAND A SYSTEM, YOU CAN CHECK IT FOR PROBLEMS. YOU CAN THINK OF SOLUTIONS. WHEN YOU FIND A PROBLEM, YOU HAVE TO TELL THAT TO OTHERS. YOU HAVE TO UNDERSTAND WHAT THEY MEAN IN ORDER TO FIX THE SYSTEM.

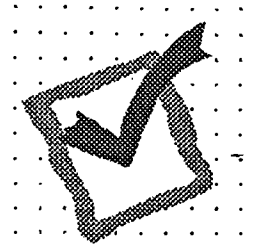
IMPROVES AND DESIGNS SYSTEMS. AS YOU WORK WITH SYSTEMS, YOU WILL BECOME EXPERT. YOU WILL HAVE GOOD IDEAS TO IMPROVE THE SYSTEM. YOU WILL NEED TO EXPLAIN YOUR VIEWS TO OTHERS.

KEEP TRACK OF YOUR COMPETENCIES IN SYSTEMS. USE THE CHART TO IDENTIFY THOSE YOU HAVE. WRITE EXAMPLES FOR EACH ONE. IF YOU NEED HELP, SEE YOUR JOB PLACEMENT SPECIALIST.



Using Stated Context Clues in Reading

Using the context helps you find meanings of new words. There are many kinds of clues that context gives. Stated context clues are written clues. They can be words or punctuation marks.



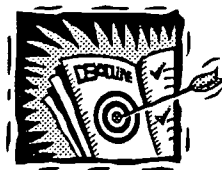
Definition clues join words with meanings. Look for words like *is, are, means, was, is called*.

Contrast clues show that the meaning is opposite to the words in the sentence. Look for words like *however, but, on the other hand, yet*.

Comparison clues show how two or more things are alike. Look for words like *similarly, also, both, as well as*.

Example clues tell you that an instance of the unknown word follows. Using what you know about the given information, you figure out the word's meaning. Look for words like *for example, for instance, e.g., i.e., such, like*.

Punctuation marks within sentences also show meaning. Look for information within commas , , parentheses (), dashes -, and brackets [].



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

EMPLOYABILITY AND WORK MATURITY SOFTWARE:

CONDUCTING A JOB SEARCH; SETTING JOB SEARCH GOALS

VOCATIONAL BASIC SKILLS: MATH WHOLE NUMBERS

A AND B

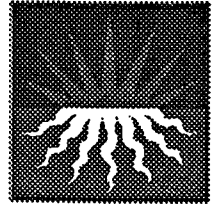
SEE YOUR SESSION INSTRUCTOR IF YOU HAVE QUESTIONS.

SCANS COMPETENCIES
in
SYSTEMS
for

| COMPETENCY: UNDERSTANDS SYSTEMS | EXAMPLE |
|--|----------------|
| Knows how a system's personnel, organizational, or technological structures relate to goals. | |
| Responds to the demands of the system/organization. | |
| Knows the right people to ask for information and where to get resources. | |
| Works within the formal and informal codes of the social/organizational system. | |
| COMPETENCY: MONITORS AND CORRECTS PERFORMANCE | EXAMPLE |
| Identifies trends and gets needed information about how the system should work. | |
| Detects changes from system's intended purpose. | |
| Troubleshoots the system. | |
| Makes system changes to fix system functioning. | |

| COMPETENCY: IMPROVES AND DESIGNS SYSTEMS | EXAMPLE |
|---|----------------|
| Makes suggestions for improving the functioning of the system/organization. | |
| Recommends alternatives based on relevant feedback. | |
| Responsibly challenges the status quo to benefit the larger system. | |

REFLECTION



IDENTIFY TWO PHYSICAL CONTEXTS IN WHICH YOU REGULARLY COMMUNICATE. DOES YOUR VERBAL LANGUAGE DIFFER IN EACH ONE? IF SO, WHY? IF NOT, WHY NOT?

Which of the four tips for making the most of context is most difficult for you? Why?

What systems exist in prison? How do you apply the three factors in working in systems to your prison experience?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENTS.

CHOOSE ONE OF THE ASSIGNMENTS. WHAT WAS THE MAIN IDEA OF THE ASSIGNMENT?

Reread the article on page 1. Give one example of a type of context clue used in the article.

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 3A

Understanding What You Read

Read “*Getting the Meaning: Verbal Language*” on page 1. Then answer the questions.

1. Give 2 examples of physical contexts. How are they alike? How are they different?

2. What is the relationship between verbal language and context?

3. Think of a word that has more than one meaning. Write 2 sentences which show the meaning according to context.

4. What are four ways that you can make the most of context?

5. Why is language a thinking skill?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 3A

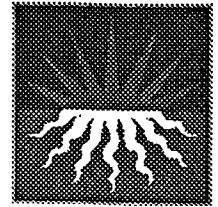
Understanding What You Read

Read *“Getting the Meaning: Verbal Language”* on page 1. Then complete the following summary. Use words from the article if you wish.

Verbal language is words. Words exist in _____ . There are two kinds of context. The _____ context is the place in which words are used. It is _____ you are. It is _____ you speak to. The _____ context is the nonverbal and verbal information that surround a word. When people don't understand context, they may _____ meaning. You can make the most of context by doing four things. First, _____ .
Second, _____ .
Third, _____ .
Fourth, _____ .

Language is a thinking skill.

PROJECT METAMORPHOSIS



Volume 2 Number 3B

Nonverbal Language: Do Actions Speak Louder than Words?

You may have heard that actions speak louder than words. What does that mean? It means that what you do often means more than what you say. What you do is nonverbal language. It can be gestures. It can be what you wear. It can be other things. It is another way to communicate.

People show feelings and attitudes through nonverbal cues. People say that they believe nonverbal cues more than spoken words.

The context of a nonverbal cue helps you get the right meaning. Individual and cultural differences affect how nonverbal cues are sent and received.

There are many types of nonverbal cues. Most are habits. You may not know what messages you send. You may not understand the messages others send you.

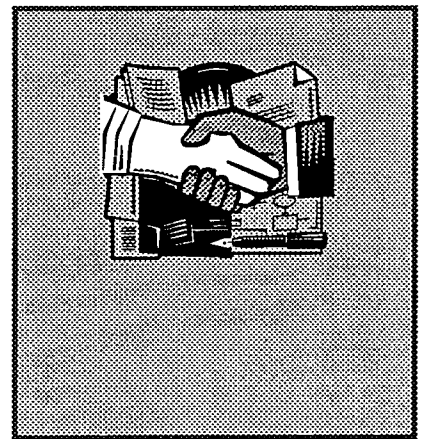
Body posture and walk. Standing straight shows confidence. Slouching shows disrespect. It looks like you don't care. Crossing your arms over your chest shows you have a closed mind. It can also mean that you are protecting yourself or are defiant.

Arms at your side show openness. Walking is body posture in motion. How you walk--speed and movement--tells something about you. Your body posture and walk should be different at home than at work. At work, you should look like you are ready and eager to work. Watch others on the job to see how they look.

Tone. Tone of voice shows attitude. A voice can sound bored, excited, angry, mean, and so on. It shows feelings. You need different tones for different contexts. You use a different tone at home than at work. At work, you need a professional tone. What does that sound like?

Distance. A kind of invisible line surrounds each person. When people cross the line, that person feels uncomfortable. They get too close for comfort. Distance is affected by context. You get closer to someone you love than to a stranger. You get closer to a co-worker than to a boss.

Hand gestures. Gestures are symbols. They have meanings. A



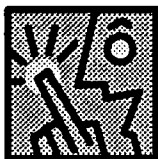
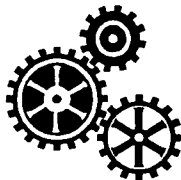
handshake means that a bargain is sealed. A raised fist shows anger. Thumbs-up shows readiness.

Body gestures. Shrugging your shoulders shows that you don't know or don't care. Tapping a foot shows impatience. Hands on your hips shows anger. Nodding your head shows agreement.

Facial Expression. Facial expression is the visual form of tone. Your face shows your mood. It shows boredom. It shows anger. It shows sadness. It shows what you feel. Like tone, you can learn to have professional facial expressions.

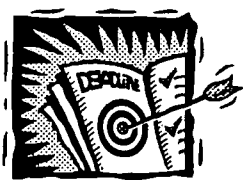
Eye contact. Looking people in the eye shows that you trust them and they can trust you. It shows your interest. When you don't look at people, they think you don't care.

Appearance. How you look tells others things about yourself. If you wear dirty, sloppy clothes, that may say that you don't care. People may think you're not a careful worker. If you wear certain kinds of clothes or jewelry, it may say that you identify with a certain group of people. Think about how those people fit into the context of a specific job. It may fit some



contexts. It may not fit others. If you want to fit into the work world, you have to dress the part.

Watch your own nonverbal cues in different contexts. Watch others. See if your cues say what you mean to say. Ask others if their cues correctly say what they mean. When you do this, nonverbal language is no longer just a habit. It becomes another thinking skill.



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

EMPLOYMENT AND WORK MATURITY SKILLS:

PLANNING AND MONITORING YOUR JOB SEARCH; JOB SEARCH DOCUMENTS

VOCATIONAL BASIC SKILLS: WORK EFFECTIVENESS, COMMUNICATION SKILLS; MATH WHOLE NUMBERS, ADDITION C AND D

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THINKING ABOUT TECHNOLOGY:



SCANS COMPETENCY

EACH DAY, THE WORLD USES MORE TECHNOLOGY. LIKE NONVERBAL LANGUAGE, TECHNOLOGY HAS A LANGUAGE ALL ITS OWN.

ACCORDING TO THE SCANS COMPETENCIES, THERE ARE THREE FACTORS INVOLVED IN TECHNOLOGY.

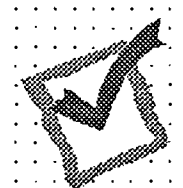
SELECTING TECHNOLOGY. TODAY'S JOBS NEED YOU TO KNOW WHAT TECHNOLOGY IS AVAILABLE. YOU HAVE TO KNOW WHICH IS BEST SUITED FOR WHICH TASK.

APPLYING TO TECHNOLOGY. THIS MEANS THAT YOU KNOW HOW TO USE A MACHINE TO ATTAIN A GOAL.

MAINTAINING AND TROUBLESHOOTING TECHNOLOGY. ONCE YOU CAN USE THE TECHNOLOGY, YOU WILL KNOW HOW TO TAKE CARE OF IT. YOU WILL KNOW HOW TO FIX IT WHEN SOMETHING GOES WRONG.

YOU CAN USE THE SCANS FORM TO SHOW YOUR COMPETENCIES IN TECHNOLOGY. IF YOU DON'T HAVE AN EXAMPLE OF A COMPETENCY, ASK YOUR JOB PLACEMENT SPECIALIST HOW TO GAIN THAT EXPERIENCE IN THAT AREA.

LIFELONG LEARNING: USING UNSTATED CONTEXT IN READING



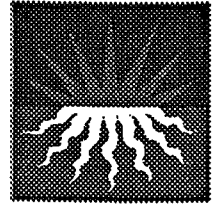
SOME LANGUAGE IS STATED IN WORDS. YOU GET OTHER MEANINGS FROM SIGNS, SYMBOLS, AND GESTURES. THE SAME THING IS TRUE IN READING. SOME MEANING IS STATED IN WORDS. OTHER MEANINGS ARE UNDERSTOOD BY THE READER BASED ON THE SURROUNDING WORDS--THE CONTEXT. HERE, YOU DRAW CONCLUSIONS ABOUT MEANING. YOU LOOK AT THE OTHER WORDS THAT ARE USED. YOU THINK ABOUT WHAT YOU ALREADY KNOW. YOU MAKE A GUESS ABOUT THE MEANING OF THE UNKNOWN WORD. GOOD READERS DON'T ALWAYS KNOW THE EXACT MEANING OF EACH WORD. THEY USE CONTEXT. IT HELPS THEM FIGURE OUT WHAT THEY NEED. THINK ABOUT THIS SENTENCE: THE DRIVER SHOUTED *VEHEMENTLY* WHEN HIS CAR WAS CRUSHED IN THE ACCIDENT. YOU MAY KNOW THE WORD *VEHEMENTLY*. YOU DO KNOW HOW DRIVERS FEEL WHEN THEIR CARS ARE CRUSHED. WORDS LIKE *LOUDLY* AND *ANGRILY* ARE CLOSE ENOUGH TO GIVE YOU THE MEANING YOU NEED. THEY GIVE YOU THE MEANING FROM CONTEXT.

SCANS COMPETENCIES
in
TECHNOLOGY
for

| COMPETENCY: SELECTS TECHNOLOGY | EXAMPLE |
|---|----------------|
| Visualizes the necessary methods and applicable technology. | |
| Judges specifications for selecting technology. | |
| Judges which machine/tool will produce the desired results. | |
| Selects technology to meet goals. | |
| COMPETENCY: APPLIES TECHNOLOGY TO TASK | EXAMPLE |
| Understands how different parts of machines interact and how machines interact with broader production systems. | |
| On occasion installs machines including computers. | |
| Sets up machines or systems of machines efficiently to get desired results. | |
| Accurately interprets machine output. | |

| | |
|--|-----------------------|
| <p>Detects errors from program output.</p> | |
| <p>COMPETENCY: MAINTAINS AND TROUBLESHOOTS TECHNOLOGY</p> | <p>EXAMPLE</p> |
| <p>Maintains and troubleshoots technology including identifying, understanding, and performing routine preventative maintenance and service on technology.</p> | |
| <p>Detects more potential or more serious problems.</p> | |
| <p>Generates workable solutions to correct problems.</p> | |
| <p>Makes good suggestions and recommendations.</p> | |
| <p>Recognizes when to get additional help.</p> | |

REFLECTION



COMPARE THE NONVERBAL LANGUAGE OF AN INMATE YOU KNOW WITH THE NONVERBAL LANGUAGE OF ONE SOMEONE WHO WORKS AT THE PRISON. WHAT ARE SOME OF THE SIMILARITIES? WHAT ARE THE DIFFERENCES? WHAT DO YOU THINK ACCOUNTS FOR THE SIMILARITIES AND DIFFERENCES?

Consider the three factors in the SCANS Technology Competency. What has been your experience with each of these factors?

How can you use unstated context to figure out meanings of words you don't know?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT JOB SEARCH DOCUMENTS ARE AVAILABLE TO YOU?

How might orderliness and obedience be reflected in nonverbal language?

How are you *continuing to work until you succeed?*

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OBSERVING NONVERBAL COMMUNICATION

Watch yourself in different situations. Get others (inmate, teacher, supervisor) to watch you when you are unaware. See how you communicate nonverbally. Determine if how you look is what you mean.

OBSERVER: Self _____ Other (name) _____

SITUATION: Work (type) _____ Class Meal
Living Quarters Other _____

Describe each of the following and tell what they meant:

BODY POSTURE AND WALK

VOCAL TONE

DISTANCE

HAND GESTURES

BODY GESTURES

FACIAL EXPRESSION

EYE CONTACT

APPEARANCE

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 3B

Understanding What You Read

Read “Nonverbal Language: Do Actions Speak Louder than Words?” on page 1. Then answer the questions.

1. “Actions speak louder than words.” Do you agree or disagree with this statement? Explain your answer.
2. Imagine that you see two people talking. One is sitting with arms crossed. The other is tapping one foot very fast. How would you interpret their nonverbal cues?
3. What are some factors that affect the nonverbal cues a person uses?
4. What are some messages you receive from a person’s tone of voice?
5. How should physical context affect a person’s tone of voice?
6. Many nonverbal cues you send are habits. How could listening to your “adult voice” help you learn to control or change misleading cues?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 3B

Understanding What You Read

Read *“Nonverbal Language: Do Actions Speak Louder Than Words?”* on page 1. Then complete the following summary. Use words from the article if you wish.

Another way people give and get meaning is by _____

_____. Some people believe this is more

important than spoken language. There are many types of actions that send messages about how you think or feel. Standing up straight or slouching are examples of a person's _____.

A bored, excited, or happy voice shows _____.

Your face is the visual form of _____. Your face

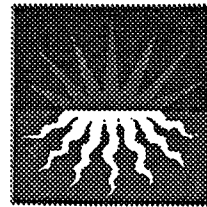
can show what you _____. The way you

dress affects your _____. Just as you can

change your verbal language to fit a particular _____, you can

change your actions, or nonverbal cues, to fit the situation.

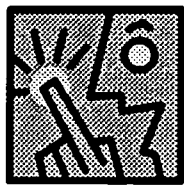
PROJECT METAMORPHOSIS



Volume 2 Number 4A

Change is a Thinking Skill

If you always do what you've always done, you'll always get what you've always gotten.



The solution is change. Change isn't just something that happens. It's something you think about. Making changes is a successful thinking skill.

Why don't people change? There are several reasons:

SECURITY. Change means that you lose something to gain something else. Some people don't want to give up what they have. . . even if it doesn't work.

FEAR OF FAILURE. New things feel strange. Some people fear that they won't know how to do new things. They might look foolish. They think it's better to stick with the old ways rather than possibly fail or look silly doing something different.

RELATIONSHIPS. Change sometimes means that people move on. New interests, abilities, or jobs sometime leave others behind. Some people don't want to change because

they don't want to lose the group they identify with.

FEAR OF THE UNKNOWN. Change may mean a temporary loss of direction. People know where they've been. If they've never been where they're going, they're not sure they will like it.

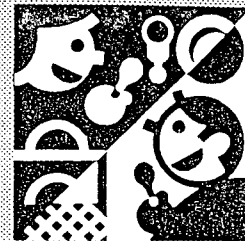
TERRITORY. Change often means that people go somewhere different.

Boundaries and limits may change.

Some people think that it's better to stay where you are even if it's not a good place to be.

Prison is actually a good place to make changes. Here, you don't have to worry about things that often go with change. You don't have to worry that you'll lose your job. You don't have to worry about what your friends or family will think.

Things are already going to be different when you get out of prison. You'll be older. Life on the outside has gone on while you've been in prison. Everything's changed. Change will happen. You might as well think about the changes you want for yourself. Remember, you began a new life and you will keep working until you succeed. What changes do you choose to make?



"If you always do what you've always done, you'll always get what you've always gotten."



**BEFORE
NEXT**

SESSION. . .

COMPLETE THE FOLLOWING:

EMPLOYMENT AND WORK

MATURITY SKILLS: JOB SOURCES

VOCATIONAL BASIC SKILLS:

WHOLE NUMBERS, ADDITION E

THINKING ABOUT INFORMATION:



SCANS COMPETENCY

IN TODAY'S JOBS, YOU CAN'T JUST COUNT ON WHAT YOU KNOW NOW. WHEN NEEDED, YOU HAVE TO FIND AND USE MORE INFORMATION. COMPETENCY IN INFORMATION INVOLVES FOUR FACTORS.

GETS AND ASSESSES INFORMATION. YOU NEED TO KNOW WHAT YOU NEED. YOU NEED TO KNOW WHO MIGHT HAVE WHAT YOU NEED. YOU NEED TO KNOW WHERE THE INFORMATION MIGHT BE. YOU HAVE TO DECIDE IF WHAT YOU GET IS WHAT YOU NEED.

ORGANIZES AND MAINTAINS INFORMATION. THIS RELATES TO THE CHARACTER OF ORDERLINESS.

INFORMATION MUST BE KEPT IN WAYS THAT CAN BE USED EASILY.

INTERPRETS AND COMMUNICATES INFORMATION.

YOU WILL NEED TO DRAW CONCLUSIONS ABOUT INFORMATION. YOU WILL THINK ABOUT IT AND USE IT TO MAKE DECISIONS. YOU HAVE TO TELL OTHERS WHAT YOU THINK.

USES COMPUTERS TO PROCESS INFORMATION.

THIS COMPETENCY ALSO RELATES TO COMPETENCIES IN TECHNOLOGY. MORE AND MORE INFORMATION IS STORED AND USED ON COMPUTERS. THE SOFTWARE TASKS YOU DO IN PROJECT METAMORPHOSIS GIVE YOU SOME FAMILIARITY WITH COMPUTERS. ASK YOUR JOB PLACEMENT SPECIALIST HOW TO GET MORE SKILLS IN USING COMPUTERS.

USE THE SCANS COMPETENCIES IN INFORMATION FORM TO RECORD YOUR OWN COMPETENCIES IN THIS AREA. IF YOU CAN'T THINK OF EXAMPLES FOR A SPECIFIC AREA, ASK YOUR JOB PLACEMENT SPECIALIST HOW YOU CAN GET THAT KIND OF EXPERIENCE.

Lifelong Learning: Finding Jobs Using Want Ads in the Newspaper



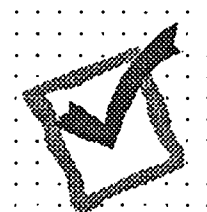
Lots of sources help you find and get jobs. You can ask friends and relatives for job leads. You can talk to people at state or local employment agencies. The newspaper is another place to look for jobs. You find job listings in the *classified ads* section of a newspaper. This section is often in the back pages.

Each newspaper places ads a little differently. They may include things other than jobs. They may have ads for things to sell. They may advertise services. They may have places to buy or rent. Somewhere in the classified ads you will find *employment* or *help wanted* ads.

Part of thinking about jobs is matching what you want and can do with what employers need. You may get training for a great job, but there is no demand for it. Or, the jobs may pay less than you can live on. You can get a good idea of employer needs and rates of pay from the newspaper.

You can use want ads in many ways. You can use them to compare very different jobs. You could compare being a cook, a clerk, and a welder. You can use ads to compare similar jobs. You could compare welding jobs for different employers. You can use a chart to compare. No matter if jobs are like or different you want to look at the same factors. These include

position
educational or experience requirements
material benefits
location
hourly rate of pay
how to apply
other



Get a newspaper. Find several ads.

Look at what you find. What conclusions can you draw about jobs? How are they alike in terms of educational or experience requirements? How are they the same in terms of pay? What changes do you need to make to get the job you want?

JOBS IN CLASSIFIED ADS

| | JOB 1 | JOB 2 | JOB 3 |
|---|-------|-------|-------|
| Position | | | |
| Educational or Experience Requirements | | | |
| Material Benefits | | | |
| Location | | | |
| Hourly Rate of Pay | | | |
| How to Apply | | | |
| Other | | | |

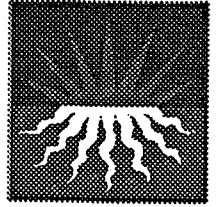


SCANS COMPETENCIES
in
INFORMATION
for

| COMPETENCY: GETS AND EVALUATES INFORMATION | EXAMPLE |
|--|----------------|
| Identifies need for information. | |
| Gets information from existing sources or creates it as needed. | |
| Judges information in terms of relevance and accuracy. | |
| COMPETENCY: ORGANIZES AND MAINTAINS INFORMATION | EXAMPLE |
| Understands and organizes information from computer, visual, oral and physical sources. | |
| When needed, changes information into other formats to organize it more efficiently (e.g., by sorting, classifying, etc.). | |

| COMPETENCY: INTERPRETS AND COMMUNICATES INFORMATION | EXAMPLE |
|---|----------------|
| Determines information to be communicated. | |
| Identifies the best methods to present information (e.g., overheads, handouts). | |
| If needed, converts information to desired format. | |
| Communicates information clearly and effectively. | |
| COMPETENCY: USES COMPUTERS TO PROCESS INFORMATION | EXAMPLE |
| Enters, changes, gets, stores, and verifies data and other information. | |
| Chooses format for display (e.g., line graphs, bar graphs, tables, pie charts, text). | |
| Ensures the accurate conversion of information into the chosen format. | |

REFLECTION



REVIEW THE REASONS FOR LACK OF CHANGE ON PAGE 1. DESCRIBE A SITUATION IN WHICH YOU THINK CHANGE IS NEEDED BUT HASN'T OCCURRED. IN YOUR OPINION, WHICH REASON ACCOUNTS FOR THE LACK OF CHANGE?

What change do you want to make in your life? What reasons for lack of change might be affecting you? How can you solve that problem?

Review the factors in the Information SCANS competency. Which is easiest for you to do? Which is most difficult? Why?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT JOB SOURCES DID THE ASSIGNMENT DISCUSS? WHICH HAVE YOU USED? WHICH WERE NEW TO YOU?

Take a look at the classified ads for jobs. How does what you can do and want compare with the jobs which are available?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 4A

Understanding What You Read

Read "*Change is a Thinking Skill*" on page 1. Then answer the questions.

1. What are the five basic reasons that people don't change?
2. Why might a person leave prison and return to the exact same lifestyle, even if that lifestyle wasn't good?
3. Why does change involve thinking and planning?
4. What actions must a person take in order to make a change?
5. What makes you fear changes in your life?

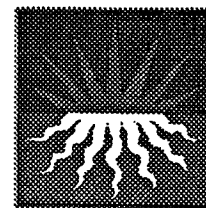
PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 4A

Understanding What You Read

Read "*Change is a Thinking Skill*" on page 1. Then complete the following summary. Use words from the article if you wish.

Change is a _____ skill. Some people find it hard to make changes in their lives. To change a person has to _____ something in order to _____ something else. Anything new feels strange. Some people are _____ they won't be able to do new things. Meeting new people and groups means a change in _____ . Going to new places means a change in _____ . Change brings people where they've never been before. It can make people feel unsure. Just remember _____ will happen no matter what. You can plan the changes you want.

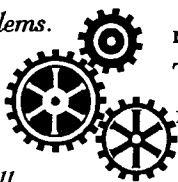
PROJECT METAMORPHOSIS



Volume 2 Number 4B

What's the Problem? What's the Solution?

Everyone has problems. The difference is how they think about them. Problem-solving is a thinking skill.



Some problems involve jobs. One problem is choosing which job you want. Another problem is finding a job. Still another is interviewing. Getting a job is also a problem. Once you get a job, keeping it may be a problem. It's easy to get overwhelmed by problems. You don't have to solve all your problems at once. Good thinkers solve problems one by one.

This week you will choose a project. Your project will help you think through solving problems at work. Choose a project that makes sense to you. Don't worry about what other people's problems are. This is your chance to solve an important problem for you.

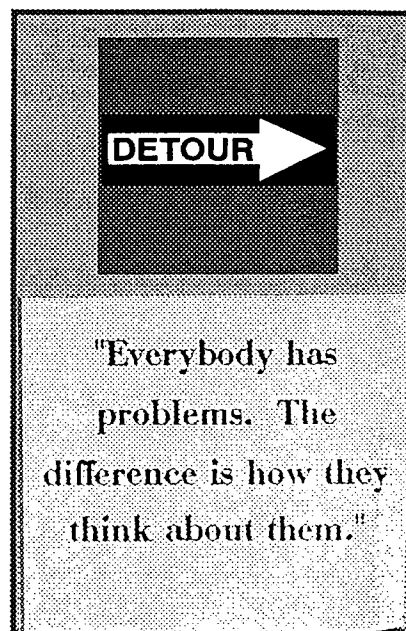
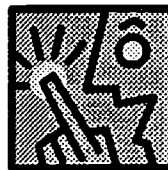
No matter what problem you choose, the thinking skills are the same. The first step is identifying the problem. This means figuring out what's really going on. Sometimes people are always late for work. That's a problem. A boss may think that they are lazy or don't care. But the real problem

may be that they don't have a car. That's a different problem. Finding the real problem is the first step in thinking successfully about it.

The second step is thinking of possible solutions to the problem. At this point, you want to be creative. Think of as many options as you can. Ask others for their advice. Thinking is a skill you can't see. But, you can ask others how they think about things. That helps you see other points of view. For each option, you think about the consequences.

Those could be obstacles. They could be bad results. Sometimes your final decision is between a good choice and a better choice. It may help to think of rewards for each choice. What are the benefits as well as the consequences? Now you enact the solution you chose. That's not the last step. The last step is to assess your results. Did things work out as well as you thought? Have you given the solution enough time to work?

If your solution doesn't work, you can use another important thinking skill. You can rethink the problem and change your mind.



BEFORE NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

EMPLOYABILITY AND WORK

MATURITY SKILLS: WANT ADS

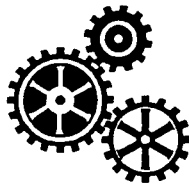
VOCATIONAL BASIC SKILLS:

MATH WHOLE NUMBERS ADDITION F

SEE YOUR
INSTRUCTOR IF
YOU HAVE
QUESTIONS.



**SCANS COMPETENCY:
(NOT SO) BASIC
SKILLS**



LEARNING ISN'T JUST FOR CLASSROOMS ANYMORE. TODAY'S WORKERS NEED TO BE LIFELONG LEARNERS. SOMETIMES PROBLEMS OCCUR AT WORK. IT MIGHT LOOK LIKE A WORKER CAN'T DO THE JOB. THE REAL REASON MIGHT BE THAT THEY CAN'T READ, WRITE, LISTEN, OR USE MATH WELL ENOUGH. THE SCANS REPORT RECOMMENDS THE FOLLOWING:

READING. WORKERS NEED TO UNDERSTAND WRITTEN JOB MATERIALS. THEY NEED TO FIND MAIN IDEAS AND IMPORTANT DETAILS. THEY NEED TO DRAW CONCLUSIONS ABOUT WHAT THEY READ AND EVALUATE IT.

WRITING. WORKERS MUST COMMUNICATE IN WRITING. THEY MUST KEEP WRITTEN RECORDS. THEY MAY NEED TO CREATE WRITTEN DOCUMENTS. THEY MUST USE APPROPRIATE SPELLING, GRAMMAR, PUNCTUATION, AND FORM.

ARITHMETIC. AS NEEDED, WORKERS NEED TO PERFORM BASIC COMPUTATIONS. THEY MUST UNDERSTAND BASIC NUMERICAL CONCEPTS. THEY NEED TO KNOW HOW TO ESTIMATE AMOUNTS. THEY NEED TO KNOW HOW TO UNDERSTAND QUANTITIES ON GRAPHS AND CHARTS.

LISTENING. WORKERS NEED TO UNDERSTAND, INTERPRET, AND RESPOND TO WHAT THEY HEAR.



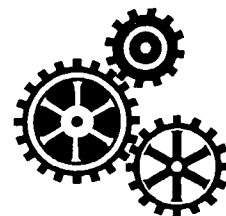
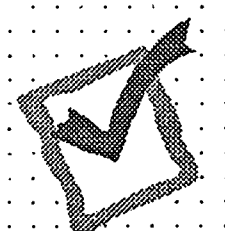
HOW ARE YOUR (NOT SO) BASIC SKILLS? USE THE FORM TO RECORD EXAMPLES OF HOW YOU FULFILL EACH COMPETENCY.

Lifelong Learning: Hlp Wntd (Help Wanted)

Many classified ads need to tell a lot in a little space. They use abbreviations to save space. Some abbreviations are easy to figure out. Others are harder. You might see some of the following abbreviations in the ads you read:

- 401K--refers to a retirement plan
- X'Int--excellent
- @--at
- O/T--overtime
- F/T--fulltime (40 hours per week; usually means that benefits are included)
- P/T--part-time
- salary DOE--salary depends on experience
- EOE--equal opportunity employer--hires diverse group of employees
- w/--with
- exp nec--experience necessary
- appt--appointment
- lv mess--leave message
- reps--representatives
- techs--technician
- transp--transportation
- emp--employment
- opptys--opportunities
- temp--temporary
- HMO--health maintenance organization (refers to medical benefits)

Ask your job placement specialist or instructor about other abbreviations you read in want ads.

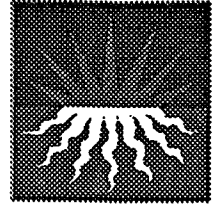


SCANS SKILLS
in
BASIC SKILLS
for

| SKILL: READING | EXAMPLE |
|---|---------|
| Locates, understands, and interprets written information to perform tasks of other writers. | |
| Learns from text by determining the main idea or essential message. | |
| Identifies relevant details, facts, and specifications. | |
| Infers or locates the meaning of unknown or technical vocabulary. | |
| Judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories. | |
| SKILL: WRITING | EXAMPLE |
| Communicates thoughts, ideas, information, and messages in writing. | |
| Records information completely and accurately. | |
| Composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts. | |

| | |
|---|----------------|
| Uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. | |
| Includes supporting documentation and attends to level of detail. | |
| Checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation. | |
| SKILL: ARITHMETIC | EXAMPLE |
| Performs basic computations. | |
| Uses basic numerical concepts such as whole numbers and percentages in practical situations. | |
| Makes reasonable estimates of arithmetic results without a calculator. | |
| Uses tables, graphs, diagrams, and charts to obtain or convey quantitative information. | |
| SKILL: LISTENING | EXAMPLE |
| Receives, attends to, interprets, and responds to verbal messages to comprehend, learn, evaluate, appreciate, or support the speaker. | |

REFLECTION



REVIEW THE STEPS IN SOLVING PROBLEMS. WHICH ONE IS USUALLY MOST DIFFICULT FOR YOU?

Why are SCANS basic skills
"not so basic?"

Why is the phrase "continue to work until you succeed" important in solving
problems?

*COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT
FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.*

WHAT WAS THE MAIN IDEA?

How does your self-talk affect your basic skills? Why?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 4B

Understanding What You Read

Read *“What’s the Problem? What’s the Solution?”* on page 1. Then answer the questions.

1. How is problem-solving a thinking skill?
2. How does problem-solving involve making changes?
3. What are the steps in problem-solving? Explain each step.
4. Why should you generate as many solutions to a problem as you can?
5. If your solution doesn’t work, what should you do?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 4B

Understanding What You Read

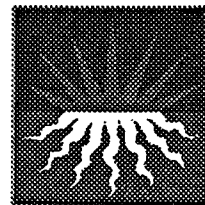
Read *“What’s the Problem? What’s the Solution?”* on page 1. Then complete the following summary. Use words from the article if you wish.

Problem-solving is a _____ skill. Problems can overwhelm us. We can work through a process to solve our problems. The first step is to _____ the _____.

Sometimes there are many problems. We must find the _____ problem. The second step is to think of _____ to the problem. For each option, you think about the _____, or the results. You think about the _____.

Now you enact the solution you have chosen. The last step is to _____ your _____. Remember, you can always rethink the whole process and _____ your mind.

PROJECT METAMORPHOSIS



Volume 2 Number 5A/B

Judging Success with SCANS Thinking Skills

As you've seen, thinking is a skill. It's a skill that leads to success. It's a skill you can learn. Thinking is also one of the SCANS job skills areas. The SCANS report suggests that workers be competent in the following thought processes:



SPEAKING. Have you ever spoken before really thinking about what you were going to say? If so, you know that speaking is a thinking skill. Speaking involves organizing your thoughts. It is holding conversations. It is understanding verbal and nonverbal cues. Speakers need to talk clearly and at the right volume. They need to be good listeners. They need to ask questions when needed.

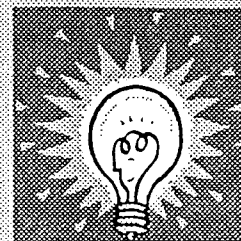
CREATIVE THINKING. Employers like people with good ideas. You don't have to be an inventor to think creatively. Creative thinking is using

information in new ways.. It is making connections. It is rethinking goals and other ideas.

DECISION-MAKING. Making good decisions helps you make choices on the job. Decision-making involves taking actions, solving problems, setting goals, and making choices.

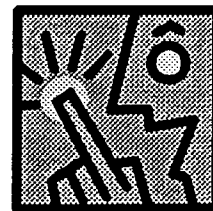
PROBLEM-SOLVING. SCANS suggests the same steps for solving problems that you are learning. You need to know how to find and identify problems. You need to generate reasons for the problem and options for solving it. You need to do something to fix the problem. You need to assess the solution. You need to change the solution as needed.

SEEING THINGS IN THE MIND'S EYE. If you can close your eyes and picture an apple, you can see things in the mind's eye. An apple is something you've seen. Good thinkers can imagine things they haven't seen. Seeing things in the mind's eye is imagination.



"Thinking... a skill that leads to success... a skill you can learn"

Much of what you do in Project Metamorphosis contributes to your thinking skills. Decide which of your thinking skills will be the best examples to record on the SCANS form for your portfolio.



LOOKING FOR WORK?

JOB SOURCES

YOU'VE SPENT THE LAST FEW WEEKS

THINKING ABOUT YOURSELF. YOU'VE

BEEN THINKING ABOUT THE KIND OF JOB YOU WANT.

WHEN YOU GET OUT OF PRISON, YOU WILL LOOK FOR WORK.

WHERE WILL YOU FIND IT? THERE ARE SEVERAL GOOD

PLACES TO TRY:

NEWSPAPER. CLASSIFIED /WANT ADS LIST AVAILABLE JOBS.

YOU MUST READ ADS CAREFULLY TO KNOW IF YOU ARE RIGHT FOR A JOB. YOU HAVE TO READ TO KNOW HOW TO APPLY FOR THE JOB. YOU MAY NEED TO APPLY QUICKLY BEFORE SOMEONE ELSE GETS THE JOB. THE BEST LIST OF ADS IS USUALLY IN THE SUNDAY EDITION OF THE PAPER.

PERSONAL NETWORK. A NETWORK IS YOUR SUPPORT SYSTEM. THEY ARE PEOPLE WHO KNOW YOU. THEY CAN PUT IN A GOOD WORD FOR YOU. THEY CAN BE FRIENDS, FAMILY, FORMER EMPLOYERS, OR PEOPLE YOU KNOW IN OTHER WAYS. YOU NEVER KNOW WHICH ONE MIGHT KNOW OF A JOB. UNLESS THEY CAN READ YOUR MIND, THEY WON'T KNOW WHAT YOU WANT. TELL YOUR PERSONAL NETWORK WHAT YOU NEED. ASK THEM FOR HELP.

STATE EMPLOYMENT AGENCIES. THIS IS A FREE SERVICE THAT LISTS JOB OPENINGS. THEY HAVE COUNSELORS THAT CAN HELP. THEY MATCH YOUR NEEDS AND EXPERIENCE TO POTENTIAL EMPLOYERS.

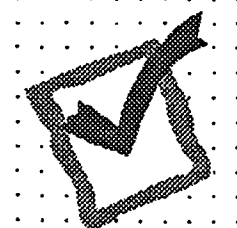
OTHER EMPLOYMENT AGENCIES. THESE AGENCIES ALSO LIST JOB OPPORTUNITIES. THEY ARE NOT FREE. YOU PAY A FEE FOR GETTING A JOB. SOMETIMES THE EMPLOYER PAYS THE FEE FOR YOU.

UNIONS. UNIONS ARE ORGANIZED GROUPS OF PEOPLE WHO HAVE THE SAME KIND OF WORK. UNIONS MAY KNOW WHICH EMPLOYERS ARE HIRING. YOU MAY NEED TO JOIN THE UNION TO APPLY.

COLD CALLING. COLD CALLING OCCURS WHEN YOU WALK IN AND ASK FOR A JOB. WHILE THIS MAY WORK, YOU CAN GET LOTS OF REJECTIONS. IF YOU DO CALL COLD, LOOK FOR COMPANIES THAT LOOK BUSY BUT THAT HAVE TOO FEW WORKERS.



Lifelong Learning: Thinking about Words You Know (and Some You Don't)

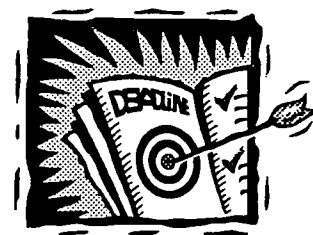


You communicate in words. You hear words. You see words. You say words. You write words. Some you know well. Some you don't. One way to think about words is to rate how well you understand them. You can use a 4-level rating.

- For words you've **never seen or heard**, give them a 0.
- For words you've **heard or seen**, but you're **not sure of their meanings**, give them a 1.
- For words that you **sort of know**, give them a 2.
- For words that you **know very well**, give them a 3.

As you listen and read, think about how you rate the words you hear and see. Your rating is the first step in increasing your understanding of words..

BEFORE NEXT SESSION. . .



COMPLETE THE FOLLOWING:

VOCATIONAL BASIC SKILLS: *WORKEFFECTI-*

***VENESS* ASKING QUESTIONS; CHOOSING THE RIGHT JOB**

VOCATIONAL BASIC SKILLS: MATH WHOLE NUMBERS, SUBTRACTION A, B, C, D

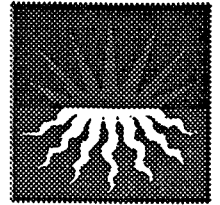
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SCANS SKILLS
in
THINKING SKILLS
for

| SKILL: SPEAKING | EXAMPLE |
|---|----------------|
| Organizes ideas and communicates oral messages appropriate to listeners and situations. | |
| Participates in conversation, discussion, and group presentations. | |
| Selects an appropriate medium for conveying a message. | |
| Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion. | |
| Speaks clearly and communicates a message. | |
| Understands and responds to listener feedback. | |
| Asks questions when needed. | |

| | |
|--|-----------------|
| SKILL: CREATIVE THINKING | EXAMPLE |
| Uses imagination freely. | |
| Combines ideas or information in new ways. | |
| Makes connections between seemingly unrelated ideas. | |
| Reshapes goals in ways that reveal new possibilities. | |
| SKILL: DECISION-MAKING | EXAMPLE |
| Specifies goals and constraints. | |
| Generates alternatives, considers risks, and evaluates and chooses best alternative. | |
| SKILL: PROBLEM-SOLVING | EXAMPLE |
| Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be). | |
| Identifies possible reasons for a problem. | |
| Devises and implements a plan of action to resolve a problem. | |
| Evaluates and monitors progress and revises plan as indicated by findings. | |
| SKILL: SEEING THINGS IN THE MIND'S EYE | EXAMPLE: |
| Organizes and processes symbols, pictures, graphs, objects or other information and visualizes the outcome. | |

REFLECTION



WHY DO YOU THINK THINKING SKILLS ARE A SCANS COMPETENCY?

Which thinking skill is easiest for you? Which is most difficult? How are you changing your skills in your most difficult area?

In looking for work, which job sources have you used? Why?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

IS THERE A RELATIONSHIP BETWEEN ASKING QUESTIONS AND CHOOSING THE RIGHT JOB? WHAT IS IT?

Review the information in the SCANS Thinking Skill form. Choose and write any 5 words and rate your understanding of them. How does rating your understanding help you?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 5A/B

Understanding What You Read

Read “*Judging Success with SCANS Thinking Skills*” on page 1. Then answer the questions.

1. What are the five SCANS thinking skills?
2. How is creative thinking like seeing things in the mind’s eye? How is it different?
3. What is involved in decision-making?
4. What do creative thinkers do?
5. What are the steps in problem-solving?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 2 Number 5A/B

Understanding What You Read

Read "*Judging Success with SCANS Thinking Skills*" on page 1. Then complete the following summary. Use words from the article if you wish.

Thinking is a skill. It's a skill that can lead to _____. It's a skill you can _____. There are five thought processes in thinking skills. The first one is _____. It involves organizing your thoughts before you talk. You use it when you talk to others. You understand _____ and _____ cues. To be a good speaker, you need to be a good _____. The second thinking skill is _____ thinking. It is using information in _____. _____ is a third thinking skill. This skill helps you make good _____ at work. The fourth skill is _____. The steps you are learning for problem-solving are the same ones recommended by _____. The last thinking skills is _____. This is the same as imagination.

Keys to Loving Relationships: Videotapes 1 - 9
(Tape #10 Omitted)

VOLUME 3

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154

153

VOLUME 3

Keys to Loving Relationships: Videotapes 1-9

Designed for minimum 9 1-hour sessions.

Volume 3 provides an introduction to the video series *Keys to Loving Relationships*. It provides applications to work situations and reviews academic learning skills. Although each newsletter accompanies a specific tape and refers to the tape, the information in the newsletters is complete enough to stand alone for those inmates who receive the newsletter but who are not in Project Metamorphosis.

Materials may be used in a variety of ways. Videos vary in length. Most are about 30 minutes long. We recommend that you preview each tape prior to class. You may choose to watch the video as part of class time or supervised viewing time could be arranged prior to class in order for class time to focus on reflection and discussion. You could use inmate tutors to facilitate small group discussion.

Newsletters include 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A.

NOTE: An instructional guide accompanies the video series.

VOLUME 3

Print Resources

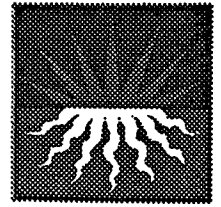
The following supplementary materials are available to enhance and extend learning as needed.

| MATERIAL | PUBLISHER | RESOURCE UNIT # |
|-------------------------------|--|-----------------|
| Communicating with Confidence | Cambridge Adult Education, Simon & Schuster, Upper River, NJ | Units 65-71 |

| Session | Objective | Material | Articles and Activities | Personal | Work | Academic | Computer Software |
|---------|---|--------------------------------|---|------------------|------------------|------------------|---|
| 1A | Identify how honor contributes to interpersonal relationships | Vol 3 1A Keys video 1 | 1) Key 1: Honor 2) Lifelong Learning: Thinking About Words 3) The Greatest Secret in the World: Part 3 4) Character First: Gratefulness 5) Before Next Session . . . (computer software) 6) Reflection 7) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X X | X X X X | EMP: Barriers to Employment; Identifying Barriers to Employment VBS <i>Work Effectiveness</i> Don't Practice Bad Habits VBS Math Whole Numbers Subtraction E |
| 1B | Identify essential elements in relationships | Vol 3 1B Keys video 2 | 1) Key 2: Creating Loving Relationships 2) Lifelong Learning: Facts and Opinions 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X | X X | X X X X | EMP: Overcoming Barriers to Employment; Developing a Plan to Overcome Barriers VBS Math Whole Numbers Subtraction F |
| 2A | Identify how to overcome anger and respond to criticism | Vol 3 2A Keys video 3 | 1) Key 3: Handling Anger 2) Before Next Session . . . (computer software) 3) Lifelong Learning: Drawing Conclusions 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X X | X X X X | EMP: Relationships with Co-Workers VBS <i>Work Effectiveness</i> Maintaining Good Relationships VBS Math Whole Numbers Multiplication A & B |
| 2B | Apply verbal and nonverbal communication to interpersonal relationships | Vol 3 2B Key video 4 | 1) Key 4: Using Communication to Increase Intimacy & Understanding 2) Lifelong Learning: Nouns and Adjectives 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X | X X | X X X X | EMP: Relationships with Customers VBS Math Whole Numbers Multiplication C & D |
| 3A | Identify ways to overcome negative emotions | Vol 3 3A Key video 5 | 1) Key 5: Becoming Friends with Your Family (and Others) 2) Lifelong Learning: Finding Main Ideas 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X X | X X X X | EMP: Resolving Conflicts VBS: <i>Work Effectiveness</i> Settling Disagreements VBS Math Whole Numbers Multiplication E |

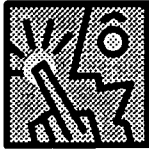
| Session | Objective | Material | Articles and Activities | Personal | Work | Academic | Computer Software |
|---------|---|-------------------------------|--|------------------|-------------|------------------|--|
| 3B | Identify personality type and how personality affects interpersonal relationships | Vol 3 3B Key video 6 | 1) Key 6: Personality-Who Are You? 2) Lifelong Learning: Using Context for Meaning 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X | X X X X | VBS Math Whole Numbers Multiplication F |
| 4A | Identify factors that contribute to unhealthy relationships | Vol 3 4A Key video 7 | 1) Key 7: Changing Unhealthy Relationships 2) Lifelong Learning: Organizing What You Hear and Read 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X | VBS <i>Work Effectiveness</i> Following Instructions VBS Math Whole Numbers Division A & B |
| 4B | Describe how communication affects relationships | Vol 3 4B Key video 8 | 1) Key 8: Increasing Communication Skills 2) Lifelong Learning: Restating Information 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X | X X X | X X X X | VBS Math Whole Numbers Division C & D |
| 5A | Describe how to transform trials to benefits | Vol 3 5A Key video 9 | 1) Key 9: Transforming Trials to Benefits 2) Lifelong Learning: Charting Information 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X | VBS <i>Work Effectiveness</i> Accepting Work Assignments VBS Math Whole Numbers Division E & F |

PROJECT METAMORPHOSIS



Volume 3 Number 1A

Key 1: Honor



Relationships. There's good ones. There's bad ones. Sometimes we can't live with others. But we can't live without them. This volume of Project Metamorphosis concerns relationships. It shows you how to improve them. The focus is personal relationships. Much of what you learn also applies to the work world. Relationships don't just happen. You make them happen. Their quality depends, in part, on choices you make. Relationships, like success, are thinking skills. This series helps you think about relationships. It helps you learn new skills.

HONOR: WHAT DO YOU VALUE?

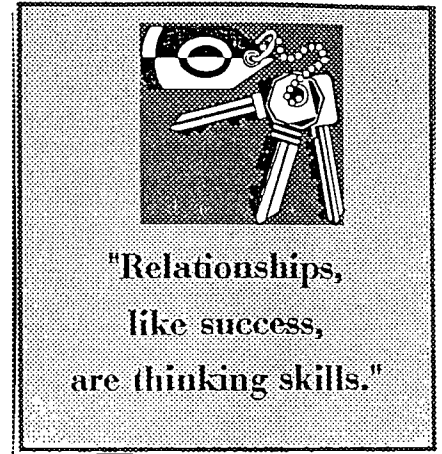
Picture a rock in your hand. Imagine a small one. Think of one the size of a quarter. It's no big deal. It's just a pebble. Take another look at your pretend rock. This time, pretend that someone told you that your rock is an unpolished diamond. It's the largest one ever found. And,

you're holding it in your hand. It's yours. Wow! Do you feel differently about the rock? Is it worth more to you? That feeling of excitement and high value is honor. Honor is an attitude. It's an emotion. Think about the rock again. The rock never changed. The only change was how you thought about it. That's your self-talk. At first, you probably thought, "Just a rock--no value--not worth my time." When you thought it was a diamond, you may have thought, "This is worth a lot of money. I'll be rich." Your self-talk--which you control--determines honor. You control your attitudes. You control your emotion. You choose what to honor by what you value.

RELATIONSHIPS WITH MEN AND WOMEN

Relationships are connections. You can have personal connections. You can have working relationships. You relate to your family. You relate to friends. You relate to men and women.

Men and women tend to think differently. They process ideas differently. They have different communication styles. You need to know how both men and women think. This helps you understand yourself better. It helps you understand your



relationships with others.

THE EFFECT OF THE BRAIN ON RELATIONSHIPS

Are you right- or left-handed? The hand you use most is your dominant hand. It may feel strange and awkward to do things with your non-dominant hand. Your brain also has right and left sides. Each side thinks about things in different ways. The right side is more creative, visual, and emotional. The left side is more factual, verbal, and practical. You have a side of your brain that you prefer. This is your dominant side. If you've not already done so, your Metamorphosis instructor can give you a survey to help you figure out your dominant side.

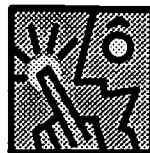
It's easier to honor others when you understand how they think. The video in Key 1 shows you how.

LIFELONG LEARNING: THINKING ABOUT WORDS IN THE LAST VOLUME OF NEWSLETTERS, YOU LEARNED HOW TO RATE YOUR KNOWLEDGE OF WORDS. (0, NEVER SEEN IT; 1, SEEN IT, BUT NOT SURE OF MEANING; 2, SORT OF KNOW THE MEANING; 3, KNOW THE MEANING VERY WELL). CIRCLE 10 WORDS IN THIS NEWSLETTER. RATE YOUR KNOWLEDGE OF EACH. HOW CAN YOU INCREASE YOUR UNDERSTANDING OF WORDS YOU RATE 0 OR 1?



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The Greatest Secret in the World: Part 3



Today you'll learn a third principle of success. Don't forget to read this section 3 times each day. Read it in the morning. Read it after lunch. Read it aloud before you go to sleep. As you repeat the words, they will become part of your active mind and your other mind-- the part that never sleeps and makes you act.

I am nature's greatest miracle. No one is exactly like me. I am unique. I am unmatched. I am different. I will be proud of my differences.

I am nature's greatest miracle. I am rare. There is value in being rare. Thus, I am valuable. I am the product of generations of learning and experience. I am better equipped for success than anyone who came before me.

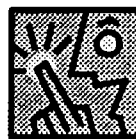
Unless I use what I have, my mind and body will grow stale and die. Most people use only a small part of their brains. I am different. I am not average. I will increase my achievements beginning today.

I am nature's greatest miracle. I was created for a purpose. In the past, I did not consider this fact, but it has changed my life. Now I will increase my skills. Now I will practice and improve myself. Why? Because I am worth the investment in myself. I am nature's greatest miracle. Nature

is never defeated. It overcomes everything. **I will succeed because I am unique. . . and because I am nature's greatest miracle.**

Source: Adapted from *The Greatest Secret in the World* by Og Mandino

CHARACTER FIRST:



GRATEFULNESS

GRATEFULNESS IS LETTING OTHERS KNOW BY YOUR WORDS AND ACTIONS HOW THEY BENEFIT YOUR LIFE. GRATEFULNESS ISN'T JUST AN ATTITUDE. IT IS AN ACTION. IT'S A WAY YOU CHOOSE TO BEHAVE.

MOST PEOPLE CAN'T READ YOUR MIND. THEY DON'T KNOW IF YOU'RE GRATEFUL. YOU HAVE TO SHOW OR TELL THEM. YOU SHOW GRATEFULNESS BY THANKING OTHERS. WHEN YOU PRAISE OTHERS OR TELL THEM THEY DID WELL, YOU SHOW GRATEFULNESS.

GRATEFULNESS IS NOT JUST FLATTERY OR COMPLIMENTS. IT IS TRULY BEING APPRECIATIVE FOR WHAT OTHERS DO.

GRATEFULNESS ALSO RELATES TO YOUR PERSONAL SATISFACTION WITH LIFE. YOU MAY NOT THINK THAT THERE IS MUCH TO BE GRATEFUL FOR IN PRISON. . . BUT THERE IS IF YOU LOOK FOR IT.

THERE ARE A LOT OF THINGS THAT YOU DON'T HAVE. GRATEFULNESS HELPS

YOU BE MORE CONTENT WITH WHAT YOU DO HAVE. IN PRISON, YOU HAVE A PLACE TO LIVE. YOU HAVE FOOD TO EAT. YOU HAVE YOUR HEALTH. YOU HAVE CHANCES TO LEARN. YOU HAVE THIS PROGRAM TO HELP YOU DEVELOP YOURSELF. YOU PROBABLY HAVE FRIENDS AND FAMILY WHO SUPPORT YOU. YOU HAVE YOURSELF AND YOU ARE NATURE'S GREATEST MIRACLE.

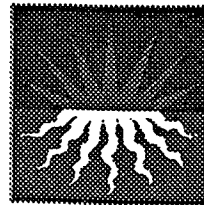
GRATEFULNESS IS AN IMPORTANT JOB SKILL. THERE'S A LOT TO BE GRATEFUL FOR AT WORK. YOU CAN BE GRATEFUL THAT YOU HAVE A JOB. YOU CAN BE GRATEFUL FOR THE WORK EXPERIENCE YOU GAIN. YOU CAN BE GRATEFUL FOR YOUR BOSS. YOU CAN BE GRATEFUL FOR YOUR CO-WORKERS. YOU CAN BE GRATEFUL FOR JOB BENEFITS. THINK ABOUT THE JOB YOU DO IN PRISON. WHAT ARE YOU GRATEFUL FOR? TO WHOM CAN YOU SHOW YOUR GRATITUDE?



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:
EMPLOYABILITY AND WORK MATURITY SKILLS: BARRIERS TO EMPLOYMENT;
IDENTIFYING BARRIERS TO EMPLOYMENT
VOCATIONAL BASIC SKILLS: MATH WHOLE NUMBERS, SUBTRACTION E; *WORK EFFECTIVENESS*, DON'T PRACTICE BAD HABITS

REFLECTION



HOW CAN HONOR AFFECT YOUR RELATIONSHIPS AT WORK?

The Golden Rule states that you should "love your neighbor as yourself." What does it mean to honor yourself? How can honoring yourself affect your actions and attitudes toward others?

How can you raise the honor you have for someone?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT ARE SOME OF YOUR BARRIERS TO EMPLOYMENT?

What are some things that you are grateful for? Who can you express your appreciation to for what they've done?

Why are you nature's greatest miracle?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 1A

Understanding What You Read

Read *Key 1: Honor* on page 1. Then answer the questions.

1. What is honor?
2. What are relationships?
3. What are the differences between left- and right-braining thinking?
4. Why is forming a relationship a thinking skill?
5. What does dominant mean?
6. What is the relationship between self-talk and honor?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 1A

Understanding What You Read

Read *Key 1: Honor* on page 1. Then complete the following summary. Use words from the article if you wish.

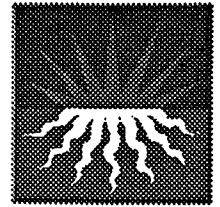
Relationships don't just happen. You make them happen. Their quality depends, in part, on _____ you make. Relationships are _____ skills. _____ is a feeling of excitement and high value. It is an emotion. It is an attitude. Your _____ determines honor. You choose what to honor by what you _____.

Relationships are _____. Men and women think differently. Understanding how people think helps you understand your relationships with others.

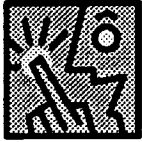
Your brain has _____ sides. Each side processes ideas differently. The left side is _____, _____ and _____. The right side is _____, _____.

You have a side you use most. This is your _____ side. It is easier to honor others when you understand how they think.

PROJECT METAMORPHOSIS



Volume 3 Number 1B



Key 2: Creating Loving Relationships

It just happened. I fell in love. . . .
I don't know what happened. I
was away. We grew apart. We just
fell out of love, I guess. . .

There's more to it. Love takes both knowledge and skill in how to love someone. Often what bugs us most about people are things put there by other people. They affect how we think. That changes our self-talk. It changes what we believe is true. Real love finds and provides the facts needed to build good relationships. What is true? What is not true? What do you value? How do you show it? Relationships need four things to survive and grow: **Security.** Everybody likes to feel safe. It's knowing that no matter what happens, the other person will be there. This doesn't mean that one person is a doormat. No one has to put up with abuse. Security is commitment.

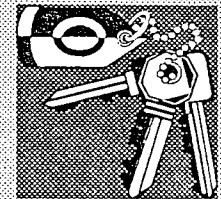
Meaningful Communication.

Meaningful communication is more than words. It is feelings. It requires good listening and thinking skills. It

involves both verbal and nonverbal skills. **Romantic Emotional Experiences** This may sound like just sex, but it's much more. It's an attitude, not just an act. **Touch.** When you were an infant, touch was one of the first ways in which others communicated with you. Arms rocked you. Hands soothed you. Laps held you. These were comforting feelings. Physical contact--hugs, pats, touches--still communicates your feelings.

Love isn't just a feeling. It's a decision. It's one of the most important decisions you make. You choose who to love. You choose how to love. You think about what you need and what your mate needs. You make a plan and follow it. Loving others is a skill you can learn.

Showing love to a mate is hard when you're in prison. Talking about plans for the future is one way to develop love. You can talk about plans for security. You can begin now to communicate meaningfully. You can plan future romantic emotional experiences. You can tell your mate what you've learned about love. Together you can build the relationship you both want. The video for Key 2 shows you how.



"Love takes both knowledge and skill in how to love someone."



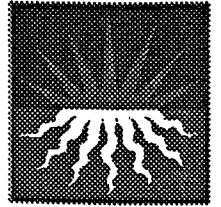
**BEFORE
NEXT
SESSION. . .**

**COMPLETE THE FOLLOWING:
EMPLOYABILITY AND WORK
MATURITY SKILLS: OVERCOMING
BARRIERS TO EMPLOYMENT;
DEVELOPING A PLAN TO
OVERCOME BARRIERS
VOCATIONAL BASIC SKILLS:
MATH WHOLE NUMBERS,
SUBTRACTION F**



LIFELONG LEARNING: FACTS AND OPINIONS FACTS DESCRIBE INFORMATION THAT CAN BE PROVEN TO BE TRUE (THE ROOM IS 10 FEET BY 9 FEET. THERE ARE 7 DAYS IN EACH WEEK. TODAY IS MONDAY.). OPINIONS EXPRESS QUALITIES OR INFORMATION THAT IS OPEN TO QUESTION. (IT IS A HOT DAY--WHAT DOES HOT MEAN? THAT IS A BIG ROOM--WHAT IS BIG?) REREAD THIS ARTICLE. FIND THREE FACTS. FIND THREE OPINIONS.

REFLECTION



HOW CAN YOU HELP YOUR MATE FEEL SECURE ABOUT YOUR COMMITMENT TO HIM/HER?

Think about your values. In terms of fact-finding, what do you value about the person you love?

What is the relationship between honor and love?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT IS YOUR PLAN FOR OVERCOMING YOUR BARRIERS TO EMPLOYMENT?

What essential element of loving relationships do you value most? Which do you think your mate values most? How can you resolve the differences?

Which were harder to find--facts or opinions? Does this surprise you? How does that affect communication?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 1B

Understanding What You Read

Read *Key 2: Creating Loving Relationships* on page 1. Then answer the questions.

1. How does fact-finding contribute to good love relationships?
2. What four things do relationships need to survive and grow?
3. What is security?
4. What is involved in meaningful communication?
5. Why is love a decision-making process?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 1B

Understanding What You Read

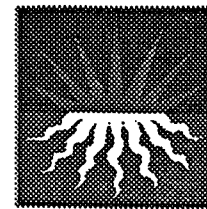
Read *Key 2: Creating Loving Relationships* on page 1. Then complete the following summary. Use words from the article if you wish.

Love requires both knowledge and skill in how to love someone. Love is affected by what other people _____ about the person we love. That affects our _____. Real love finds and provides the _____ needed for good relationships.

Relationships need four things in order to grow: (1) _____, (2) _____, (3) _____, and _____.

Love isn't just a feeling. Love is a _____. Loving others is a skill you can _____.

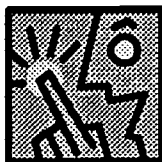
PROJECT METAMORPHOSIS



Volume 3 Number 2A

Key 3: Handling Anger

I know a trick. I can change your feelings. Here's how the trick works.



Look at the keys in the box on the right. Count to five. You should now feel very sad. Did it work? Are you feeling very sad? No? Sometimes the trick doesn't work the first time. Please try again. Look at the keys. Count to five. You should now feel very happy. Do you? No?

The truth is that there is no trick. I can't change your feelings. The real truth is that nobody can change your feelings. Nobody can really make you sad, happy, mad, or whatever. You make your own feelings by what you tell yourself. You control your feelings.. Feelings are thinking skills.

ABC'S OF EMOTIONS

Anger is the #1 destroyer of relationships. What causes anger? How do you control it? A researcher named Albert Ellis came up with the ABC's of emotions.

A is for Activating event. An activating event is something that happens. Let's say that the activating event is a job interview. The interviewer asks you if you've ever been in prison.

B is for your Belief about the

event. Your belief is what you tell yourself. It's your self-talk. You think "That guy's a real jerk. What difference does it make if I've been in prison. I've done my time."

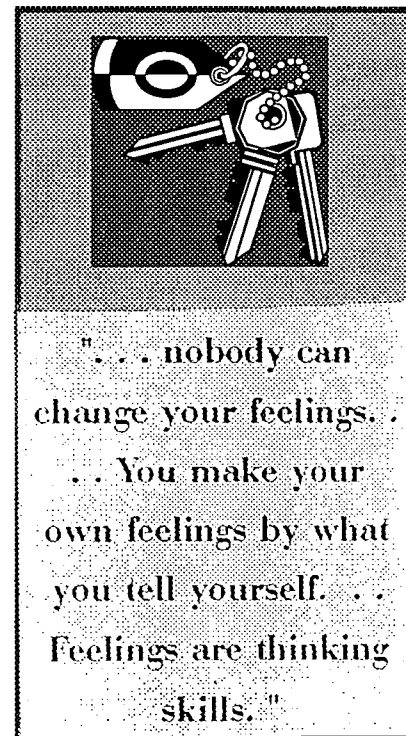
C is an upsetting emotional Consequence. You say, "That's none of your business. I don't have to answer that question." Perhaps you get angry or defensive.

Maybe you even get up and leave.

CHANGING BELIEFS

Thoughts--your self-talk--cause feelings. Negative emotions often come from beliefs that are inaccurate. Think about your belief about the interviewer. What if your belief had been the following: "This guy is in business. He needs people he can depend on. I can see that he might worry if I've been in prison. He'd be right to worry. I need to say things that will convince him that I am different. I need to tell him about the experience I've gained. He may hire me. He may not. Other more qualified people may have applied. They may be better for the job. I'll be honest and do the best I can."

Some beliefs are inaccurate. Here are a few you might see in yourself and try to change:
Perfection. Everything and everyone should be perfect. Few things and people



**BEFORE
NEXT**

SESSION. . .

COMPLETE THE FOLLOWING:
**EMPLOYABILITY AND WORK
MATURITY SKILLS: RELATIONSHIPS
WITH CO-WORKERS
VOCATIONAL BASIC SKILLS: MATH
WHOLE NUMBERS, MULTIPLICATION A
& B; WORK EFFECTIVENESS,
MAINTAINING GOOD RELATIONSHIPS**

are. Accept reality.

Approval. People like/dislike me. The truth is that most people don't think about us as much as we think they do.

Shoulds and Oughts. Things or people should do this or that. People ought to do this or that. Decide what *is* rather than what you think it *should be*. You can't control others.

Exaggeration. Things that *always* or *never* occur. (e.g., They *always* talk about me. I *never* get the good jobs.). Think in terms of what really happens.

Victim. These are feelings of helplessness. (I couldn't help it. I was under pressure. Everyone was against me. It wasn't fair.)

HANDLING ANGER

Anger is a strong emotion. It sometimes hides other feelings. Anger replaces feelings you'd rather not look at or think about. Maybe you really feel hurt about something. Instead of saying that, you get mad. Some people feel more powerful when they're angry. They feel bigger and meaner. They think others will pay more attention if they are angry. They use anger to build themselves up. Other people let anger become an unlit fuse. They put up with a lot and then they explode. Still others use anger to create feelings of excitement.

Some people think handling anger is just self-restraint. If you try hard enough, you can control

yourself. You've probably found that generally doesn't work. You have to look for the real reason for the anger--the activating event. You have to think about your beliefs about the event--your self-talk. Here are some ways to do so:
Identify the activating event. What happened? .

Think about your beliefs. Why did that make you angry? What did you think? Was your thinking accurate?

Change your beliefs. Avoid focusing on negative explanations (I didn't get a letter today. Nobody cares.). Create positive explanations (I'm glad my friends stay busy while I'm in prison. I'll write them a letter and tell them that.)

Become aware of your real feelings. See if your anger hides other feelings.

Pay attention to your anger triggers. Talk about your feelings.

Try to express power and strength in other ways. Think about being courageous, strong, and powerful, rather than just mad.

Vent anger in safe ways. If you tend to get physical when you get mad, engage in physical activity when you feel anger coming on. Work out or work hard. Write a furious letter and tear it up.

Accept others and yourself, flaws and all. No one is perfect. We often get most angry about traits we dislike in ourselves. Perhaps you get mad when your mate is late. The truth may be that you're never on time. You're blaming others for faults that you also have.

Accept criticism for what it is and who it comes from. The real purpose of criticism is to improve you or a situation. Think about the results of changed behavior.

Focus on how you will be a better person or how the situation will be better. Think about the spirit in which criticism is made. Is the critic honestly trying to help you or is that person just mad? Remember, no one can make you angry but you.

EFFECT OF YOUR ANGER ON YOURSELF AND OTHERS

Anger is the #1 destroyer of relationships. It shuts down communication. It closes the other person's spirit. This causes disagreement, emotional distance, and rebellion. It damages you and others.

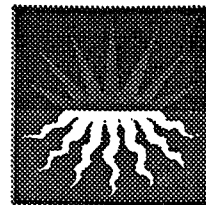
No one is perfect. It's normal to feel angry from time to time. You can resolve conflicts and restore harmony by doing the following:

1. *Identify the activating event and belief.*
2. *Resolve anger through clear communication.* Describe your feeling (I'm sad, confused, upset, etc.). Tell what you think happened. Tell your belief about it (I didn't get a letter and I don't think you care.). Tell what you want to happen (I'd feel more secure if you wrote me once a week.) Sometimes we think people should just know what we want and expect. Again, few of us can read minds.
3. *Seek forgiveness or forgive others. . . and really mean it.*



LIFELONG LEARNING: DRAWING CONCLUSIONS WHEN YOU DRAW CONCLUSIONS, YOU PREDICT WHAT MIGHT HAPPEN. YOU FIGURE OUT CONSEQUENCES OF ACTIONS. LOOK AT EACH WAY TO HANDLE ANGER. WHAT MIGHT HAPPEN IF YOU DON'T DO THESE WITH YOUR FRIENDS AND FAMILY? WHAT MIGHT HAPPEN IF YOU DON'T DO THESE ON THE JOB? WHAT CONCLUSIONS CAN YOU DRAW?

REFLECTION



THINK ABOUT A TIME WHEN YOU GOT REALLY ANGRY. WHAT WAS THE ACTIVATING EVENT? WHAT WAS YOUR BELIEF ABOUT THE EVENT?

How does your ability to draw conclusions help you handle anger on the job?

What is the relationship between self-talk and anger?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENTS FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE AND THE VOCATIONAL BASIC SKILLS SOFTWARE.

DESCRIBE THE KINDS OF RELATIONSHIPS THAT YOU USUALLY HAVE WITH CO-WORKERS. WHAT CAN YOU DO TO MAINTAIN GOOD RELATIONSHIPS?

Can other people "make" you angry? Why or why not?

What are the steps in conflict resolution?

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Anger is a strong emotion. It often replaces other emotions. Anger makes some people feel more _____. Anger can also be an _____ ready to explode. Still others use anger to create feelings of _____.

Anger can be handled in several ways. First, identify the _____. Think about your _____ about the event. Try to _____ your beliefs. Become aware of your real _____. Pay attention to your anger _____. Try to express _____ and _____ in other ways. Vent anger in _____ ways. Accept others and yourself. Accept _____ for what it is and who it comes from.

Anger damages you and others. You can resolve conflicts by identifying the _____ and _____. Use _____ to resolve anger. Seek _____ or _____ others.

PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 2A

Understanding What You Read

Read Key 3: *Handling Anger* on pages 1-2. Then answer the questions.

1. Why are feelings thinking skills?
2. What is the #1 destroyer of relationships?
3. What are the ABC's of emotions?
4. What is the relationship between self-talk and emotions?
5. What are some inaccurate kinds of beliefs that people may have?
6. What are some reasons for anger?
7. What are three ways to handle anger?
8. What is the effect of your anger on yourself and others?
9. Describe the process of conflict resolution?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 2A

Understanding What You Read

Read *Key 3: Handling Anger* on pages 1-2. Then complete the following summary. Use words from the article if you wish.

Nobody can change your feelings except _____.

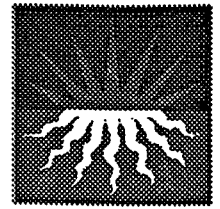
You control your _____. Feelings are
_____ skills.

_____ is the #1 destroyer of relationships.

Albert Ellis came up with the _____ of emotion. A stands for
_____. B stands for your _____ about
the event. C is an _____.

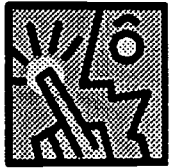
Thoughts—your _____—cause feelings. Negative
emotions often come from _____ beliefs. Some inaccurate
beliefs include _____, approval,
_____ and _____, exaggeration,
and _____.

PROJECT METAMORPHOSIS



Volume 3 Number 2B

Key 4: Using Communication to Increase Intimacy & Understanding



When you think, you often think in pictures. They help lock ideas into our minds. They also unlock feelings. This kind of communication helps create intimacy--closeness with others. It contributes to understanding.

Artists use different colors and strokes to create different kinds of pictures. Some pictures just look like lines and colors. Other pictures look very real. Some pictures create emotions in us. They remind us of things we experienced. They show us the artist's emotions.

The words you choose create pictures, too. You decide what to say. You decide how to say it. This is a thinking skill.

Some word pictures are unclear and abstract (*That's nice. I feel strange.*) Others are more visual (*The new red car was shiny and clean.*) Still others create an emotion (*Being in prison feels like living in black and white photographs. Life on the outside is a full-color experience.*)

Good word pictures change lives. They help focus attention. They make communication come alive. They lock words into our hearts. They form the gateway to intimacy. There are several steps to creating good word pictures:

Have a purpose. Decide what you want to communicate. Do you want to clarify meaning? Do you want to increase intimacy? Do you want to honor others and build self-esteem? Do you need to correct others?

Find out the other person's interest. Don't use word pictures about cars if the person has no interest in cars. Create a word picture that appeals to that person.

Draw word pictures from nature, objects, stories, or history.

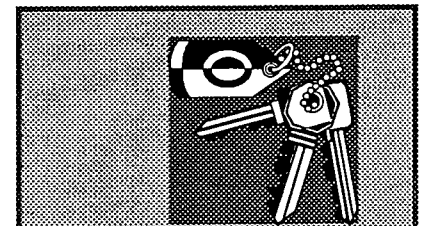
Practice creating word pictures.

Match your nonverbal language to what you say.

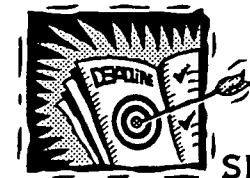
Choose a convenient time to talk.

Be persistent. Life is a series of snapshots, not just one or two.

Communication and closeness develop over time. Key 4 shows you how.



"The words you choose create different pictures. . . . communication is a thinking skill."



BEFORE

NEXT

SESSION. . .

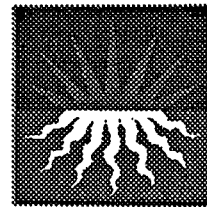
COMPLETE THE FOLLOWING:
EMPLOYMENT AND WORK
MATURITY SKILLS: RELATIONSHIPS
WITH CUSTOMERS
VOCATIONAL BASIC SKILLS: MATH,
WHOLE NUMBERS MULTIPLICATION C
& D



LIFELONG LEARNING: NOUNS AND ADJECTIVES NOUNS AND ADJECTIVES HELP YOU MAKE GOOD WORD PICTURES. NOUNS ARE NAMES OF PEOPLE, PLACES, AND THINGS. *DOG, JOB, AND TIME* ARE NOUNS. ADJECTIVES DESCRIBE NOUNS. *CUTE, LARGE, AND BLUE* ARE ADJECTIVES. SOME WORDS CAN BE EITHER DEPENDING ON THEIR USE. *WORD* IS OFTEN A NOUN. BUT IN *WORD PICTURES*, IT DESCRIBES *PICTURE*. CIRCLE 5 NOUNS IN THIS NEWSLETTER.

UNDERLINE 5 ADJECTIVES.

REFLECTION



CREATE A WORD PICTURE TO DESCRIBE YOUR FEELINGS ABOUT LOOKING FOR A JOB WHEN YOU GET OUT OF PRISON.

How could you use word pictures on the job?

How do nouns and adjectives help you create word pictures?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

HOW CAN YOU DEVELOP GOOD RELATIONSHIPS WITH CUSTOMERS?

Why is it important to choose the right time to describe your word picture to someone?

What purpose do you have for creating a word picture for your friends or family?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 2B

Understanding What You Read

Read *Key 4: Using Communication to Increase Intimacy & Understanding* on page 1. Then complete the following summary. Use words from the article if you wish.

When you think, you often think in pictures. They help lock _____
_____. They also unlock _____.

This kind of communication creates _____, or closeness
with others. The words you choose create different pictures. Communication is
a _____. Some word pictures are
_____. Some are visual. Some create
_____. Good word pictures change _____.

They help focus _____. They form the gateway to
_____.

There are several steps in creating word pictures: First, _____.

Find out the other person's _____. Draw word pictures from
_____, objects, _____, or

_____ creating word
pictures. Match _____ to
what you say. Choose a _____. Be
persistent.

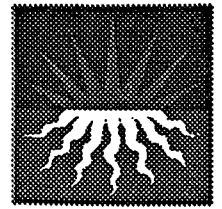
PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 2B

Understanding What You Read

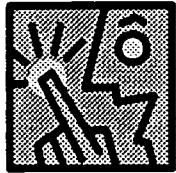
Read Key 4: *Using Communication to Increase Intimacy & Understanding* on pages 1. Then answer the questions.

1. What is intimacy?
2. How does thinking in pictures create intimacy?
3. What do good word pictures do?
4. What are the steps in creating good word pictures?

PROJECT METAMORPHOSIS



Volume 3 Number 3A

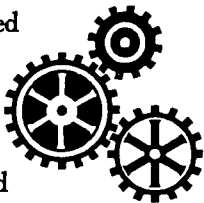


Key 5: Becoming Friends with Your Family (and Others)

Have you ever thought about the phrase "making friends?" It means that friendship isn't something you have. It's something you do. You can be friends with family, co-workers, and others.

CREATING FRIENDSHIPS

You create bonds of friendship at home through shared activities. The activities should be things you like to do together. Shared problems either at home or at work also create bonds. Crisis situations require you to work together against an outside force.



AVOIDING NEGATIVE EMOTIONS

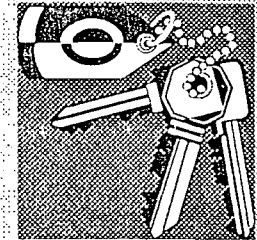
Negative emotions occur at home, work, and with friends.

Sometimes we're not happy because we choose to be unhappy. We often choose to be angry, worried, hurt, or sad based on our self-talk.

We create our own emotions. Just as others can't "make us mad," they can't "make us happy." We make ourselves happy. Thus, happiness is often a choice. We have to take responsibility for our feelings.

SERVICE AS A SOURCE OF HAPPINESS

Happiness is often a by-product of service. When we focus on others and help them, we feel more fulfilled. We feel happier. Happiness occurs when energy flows out of us--not toward us. Key 5 shows you how to be a better friend and eliminate negative emotions.



"Friendship isn't something you have. It's something you do."



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

EMPLOYABILITY AND WORK

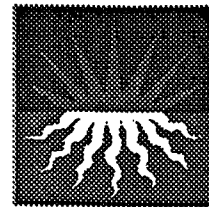
MATURITY SKILLS: RESOLVING CONFLICTS

VOCATIONAL BASIC SKILLS: MATH, WHOLE NUMBERS, MULTIPLICATION E; WORK EFFECTIVENESS, SETTLING DISAGREEMENTS



LIFELONG LEARNING: FINDING MAIN IDEAS EVERYTHING HAS A MAIN IDEA. REREAD THE ARTICLE. WHAT IS THE MAIN IDEA OF EACH SECTION (*CREATING FRIENDSHIPS, AVOIDING NEGATIVE EMOTIONS, SERVICE AS A SOURCE OF HAPPINESS*)? WHAT IS THE MAIN IDEA OF THE ENTIRE ARTICLE? WHAT IS THE MAIN IDEA OF THE TAPE IN KEY 5? ARE THESE MAIN IDEAS THE SAME? HOW CAN YOU APPLY THE MAIN IDEA TO YOUR LIFE?

REFLECTION



WHAT ARE SOME ACTIVITIES YOU CAN PLAN TO DO WITH YOUR FAMILY WHEN YOU GET OUT OF PRISON?

How does serving others create happiness?

Describe the main idea of a crisis situation which deepened your relationship with another person.

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENTS FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE AND VOCATIONAL AND BASIC SKILL SOFTWARE.

HOW CAN YOU RESOLVE CONFLICTS AND SETTLE DISAGREEMENTS ON THE JOB?

What negative emotion do you have most often? How is it affected by your self-talk?

What is the relationship between the character trait of *gratefulness* and making friends?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 3 Number 3A

Understanding What You Read

Read *Key 5: Becoming Friends with Your Family (and Others)* on page 1. Then answer the questions.

1. What are two ways to create friendships?
2. How is avoiding negative emotions a thinking skill?
3. Why is happiness a by-product of service?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 3A

Understanding What You Read

Read *Key 5: Becoming Friends with Your Family (and Others)* on page 1. Then complete the following summary. Use words from the article if you wish.

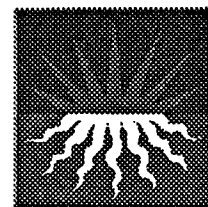
Friendship isn't something you have. It's sometime you _____. You can create bonds of friendship through _____ and through _____.

Our self-talk often negatively affects our emotions. _____ is a choice. We have to take responsibility for _____.

Happiness is often a by-product of _____ to others.

Happiness occurs when energy flows _____ of us, not _____ us.

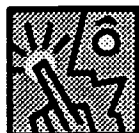
PROJECT METAMORPHOSIS



Volume 3 Number 3B

Key 6: Personality-- Who Are You?

In Project Metamorphosis, you've learned a lot about yourself. You assessed how you learn and think. In Key 6, you'll learn more about yourself. You'll find out how you relate to others. You'll find out how others relate to you.



PERSONALITY TYPES (WITH A DIFFERENCE)

Have you ever wondered why you didn't get along with some people? Have you ever known someone that drove you crazy? Were you ever the one that drove others crazy? Chances are that it was the person's strong points--out of balance--that didn't mesh with your personality type. There are four unique types:

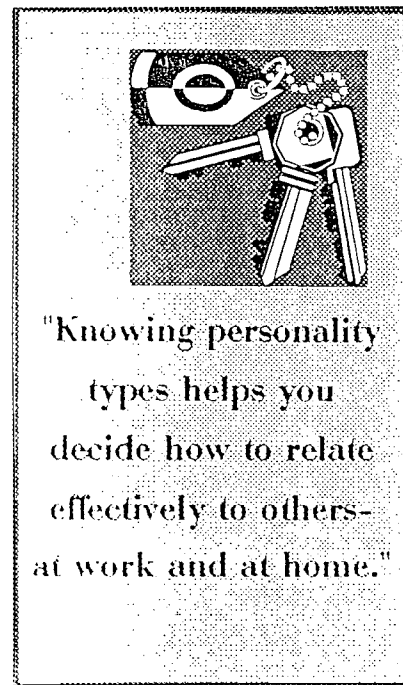
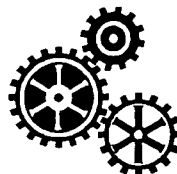
LION: Lions are bold. They take charge of situations. They are under pressure. They are always on the go. They like to do things immediately. They find it hard to rest.

OTTER: Otters are sociable. They

like to be in groups. They are fun-loving. They don't mind foolishness. They get bored easily. They sometimes goof off too much. **Optimistic** by nature, they always see the bright side of things.

GOLDEN RETRIEVER: Golden retrievers are sensitive and kind. They like to help others. They do not change easily. They like consistency. They don't like to make decisions or say "no."
BEAVER: Beavers work hard. They like for things to be done right. They are serious. They demand a lot of themselves and others. They are consistent. They are careful.

Few of us are all one type or another. We have different amounts of each type. Some types have problems getting along with each other. Knowing types helps you decide how to relate to others--at work and at home. Key 6 shows you how to use these types to maximize your relationships with friends and family and on the job.



"Knowing personality types helps you decide how to relate effectively to others--at work and at home."



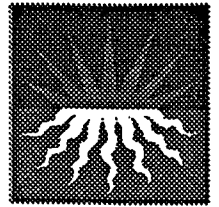
BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:
VOCATIONAL BASIC SKILLS: MATH
WHOLE NUMBERS, MULTIPLICATION F



LIFELONG LEARNING: USING CONTEXT FOR MEANING. YOU CAN USE SURROUNDING WORDS--THE CONTEXT--TO FIGURE OUT THE MEANINGS OF WORDS YOU DON'T KNOW. SOME OF THE WORDS IN THE ARTICLE ABOUT PERSONALITY ARE IN BOLD TYPE. LOOK AT THE SENTENCE OR PARAGRAPH WHICH CONTAINS EACH WORD. THINK ABOUT THE MAIN IDEA OF THE SENTENCE OR PARAGRAPH. SEE IF YOU CAN FIGURE OUT THE WORDS YOU DON'T KNOW FROM CONTEXT.

REFLECTION



HOW MIGHT KNOWING SOMEONE'S TYPE HELP YOU HONOR THEM MORE EFFECTIVELY?

Do you think your
personality type is accurate?
Explain. .

Which type do you think your friends and family are? How can you relate to them more effectively?

IS PERSONALITY TYPE A KIND OF CONTEXT THAT HELPS YOU FIGURE OUT THE "MEANING" OF PEOPLE? EXPLAIN.

Part 3 of The Greatest Secret in the World said that you were nature's greatest miracle. How does your type relate to your ability to believe that?

How could knowing your boss's type help you on the job?

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PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 3B

Understanding What You Read

Read *Key 6: Personality—Who Are You?* on page 1. Then answer the questions.

1. What is personality?

2. According to the article, what are 4 personality types? Create a chart that compares the four types.

| TYPE | | | | |
|-----------------|--|--|--|--|
| CHARACTERISTICS | | | | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 3B

Understanding What You Read

Read *Key 6: Personality: Who Are You?* on page 1. Then complete the following summary. Use words from the article if you wish.

Sometimes we don't get along with others because our personalities

_____ . There are

_____ personality types.

_____ types are bold. They take charge. They are always on the go. They like to do things _____ .

_____ types are sociable. They like to have fun. They get

_____ easily. They look at the _____ sides

of things. _____ are another type. They are

sensitive and _____. They like to _____. They

do not _____ easily. They like for things to remain the

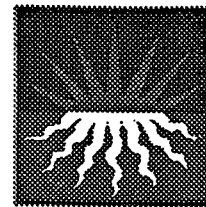
same. They don't like _____ or

_____ . Few of us are one kind of personality

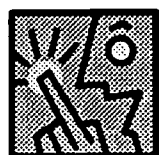
or the other. We possess _____ of each

type.

PROJECT METAMORPHOSIS



Volume 3 Number 4A



Key 7: Changing Unhealthy Relationships

Everyone knows that some things are unhealthy. Some are clear. Drugs are illegal. Alcohol can be abused. Tobacco products have warnings on them.

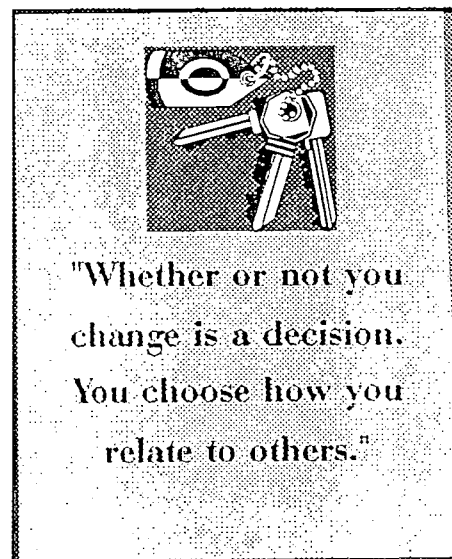
Some unhealthy things are harder to spot. Some people develop allergies or diseases which are affected by what they eat or do. Some food that looks OK isn't good. Some products are recalled because they weren't safe. It's often hard to tell what's healthy and what's not--especially if unhealthy is all you've ever known.

Relationships with family, friends, or co-workers can be unhealthy, too. Some bad relationships are clear to see. Others are harder because we've lived with them all our lives. We learned to live in unhealthy ways because we didn't know there were other ways. We teach those unhealthy habits to others as we live our lives.

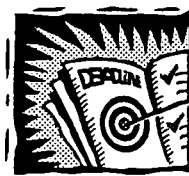
Everyone has either been a parent

or had someone who parented them. What we do as parents affects our kids. But, it also affects kids in our families for four generations to come. By now, you may be thinking that your parents (and theirs, and theirs, and theirs) are to blame for your life. That may be, in part, true. But, blame looks back. Key 7 shows you how to look forward. It shows you how to change unhealthy relationships. You'll see different parenting styles. Parenting styles often become working styles. You see the same kinds of styles in the workplace that you see in the home.

Healthy relationships foster independent thinking. It leads to open communication and shared feelings. It builds confidence and safety. We all make mistakes. Healthy relationships help us get past mistakes. This creates positive connections at home and at work. Whether or not you change is a decision.. You choose how you relate to others.



"Whether or not you change is a decision. You choose how you relate to others."



BEFORE NEXT SESSION. . .

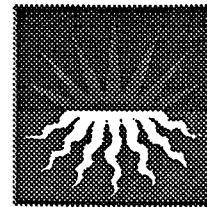
COMPLETE THE

FOLLOWING:

VOCATIONAL BASIC SKILLS: MATH
WHOLE NUMBERS, DIVISION A & B;
WORK EFFECTIVENESS, FOLLOWING INSTRUCTIONS.

LIFELONG LEARNING: ORGANIZING WHAT YOU HEAR AND READ IDEAS ARE ORGANIZED, OR GROUPED, IN DIFFERENT WAYS. A LIST IS A GROUP OF ITEMS WITH NO ORDER (BREAD, MILK, FRUIT, MEAT). SEQUENCES GROUP IDEAS IN ORDER (E.G., FIRST, SECOND, NEXT, LAST). YOU CAN GROUP BASED ON COMPARISONS. COMPARISONS SHOW HOW THINGS ARE ALIKE AND DIFFERENT. IDEAS CAN BE GROUPED AS CAUSES AND EFFECTS. THEY CAN BE GROUPED AS PROBLEMS AND SOLUTIONS. THE SAME INFORMATION CAN SOMETIMES BE GROUPED IN MORE THAN ONE WAY. REREAD THE ARTICLE. WATCH THE VIDEO. WHAT ARE SOME WAYS TO ORGANIZE THE IDEAS IN THEM?

REFLECTION



WHAT CONNECTIONS EXIST BETWEEN PARENTING AND RELATIONSHIPS?

What are the effects of healthy relationships?

Some bosses treat employees like children. Why do you think this might be so?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

WHY IS FOLLOWING INSTRUCTIONS A VALUABLE JOB SKILL?

How could the information in the article be organized? How does finding the organization help you understand the article better?

As nature's greatest miracle, what power do you have to change unhealthy relationships?

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PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 4A

Understanding What You Read

Read *Key 7: Changing Unhealthy Relationships* on page 1. Then answer the questions.

1. What are some things that are unhealthy?
2. How can relationships be unhealthy?
3. What relationship exists between unhealthy relationships and parenting?
4. What are the benefits of healthy relationships?
5. How do relationships require thinking skills?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 4A

Understanding What You Read

Read *Key 7: Changing Unhealthy Relationships* on page 1. Then complete the following summary. Use words from the article if you wish.

It's clear that some things are unhealthy. These include

_____.

Other things may look OK but aren't. These include

_____.

Relationships can also be unhealthy. They can look OK, but not be OK. We learn to live in unhealthy ways because _____.

We _____ those habits to others as we live our lives.

Everyone has either been a parent or had someone who parented them. What we do affects our _____ and _____ generations to come. Parenting styles often become _____ styles.

Healthy relationships foster _____

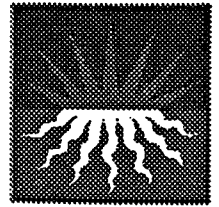
_____.

Healthy relationships _____ and

_____.

You choose how you relate to others.

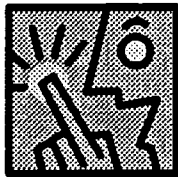
PROJECT METAMORPHOSIS



Volume 3 Number 4B

Key 8: Increasing Communication Skills

How much time do you think the average couple "really talks" each week? (Take a guess. The answer appears at the end of this article.) And, the workplace tends to be "all business." There may be a lot of talk, but little communication. You have to think about what you really want to say in order to get your point across.



LEVELS OF COMMUNICATION

So, what are we saying if we're not really talking? Communication takes place on five levels:

LEVEL 1 (lowest level) is mostly social talk. "What's happening?" "How are you doing?" "What's going on?" These words fill time. We don't really expect people to tell us how or what they're doing.

LEVEL 2 is fact sharing. "Looks like rain." "We need some milk." "Finish the job by noon." "Paychecks are ready."

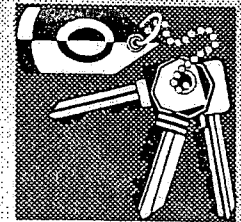
LEVEL 3 includes some opinions. This involves more risk for the speaker. While there may be

agreement on the facts, opinions are left open to (sometimes unpleasant) discussion. "You should take an umbrella." "You should save some of your paycheck." "That would be a good job for you to get." For most people, level 3 is the highest level they reach. **LEVEL 4** shares feelings. "I'm worried about money." "I appreciate your business." "I feel bad about the argument." **LEVEL 5** shares needs. "I need you to be home more." "I want you to get to work on time." "I need you to take more responsibility."

REACHING HIGHER LEVELS OF COMMUNICATION

Your ability to communicate with others is a valuable personal skill. It's also one of the SCANS competencies. The goal of communication is to move to what people feel and need. The following tips help you reach higher levels of communication.

DRIVE-THROUGH TALKING. Use the same techniques to speak that you use to order fast food. Say what you want to say. Ask the listener to repeat or restate what you said. If right, you say, "Yes, that is what I meant." If wrong,



"You have to think about what you really want to say in order to get your point across."

you rephrase and repeat the process. This helps you check to see that what you said was what was understood. This process works at home, with friends, or on the job. It stops confusion.

RELATIONSHIP MENU. List things (e.g., responsibility, honesty, good attitude) that are important to the unit. The unit could be the family or co-workers. This describes important values for the unit.

WELL-DONE PRAISE. For sixty seconds, shower a person with verbal praise. Focus on positive actions. Show how you appreciate and honor the person. You'll be



surprised how well the person listens to what you say in the future

SALT PRINCIPLE. Salting food creates a need for water. Salting your talk creates a need for the listener to hear what you want to say. Tell the listeners why what you say is important to them. Convince them that they need what you have to say. If you want people's attention, wait to get their interest.

EMOTIONAL WORD

PICTURES. As described in the Key 4 video, word pictures create powerful images. They reach the listener's more emotional right brain thinking.

FEELINGS RATINGS. Rate your feelings and needs. For example, you could say, "On a scale of 1-10, my happiness is

about 5." or "In terms of my ability to do this, on a scale of 1-10, I feel like a 10." This gives the listener an idea of where you stand and where you want to go.

PAY YOUR BILLS. Like bills you want to pay right away, clear up misunderstandings now. Letting things wait often makes matters worse.

(ANSWER: 17 minutes per week)



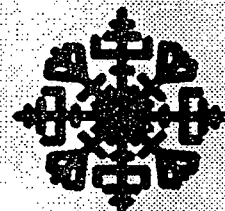
**BEFORE
NEXT
SESSION. . .**

COMPLETE THE

FOLLOWING:

VOCATIONAL BASIC SKILLS: MATH

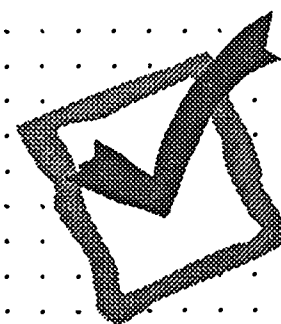
WHOLE NUMBERS, DIVISION C & D



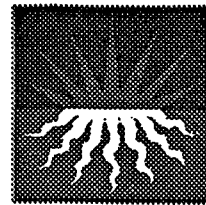
Remember: You will
succeed because
you are nature's
greatest miracle.

LIFELONG LEARNING: RESTATING INFORMATION WHEN LISTENING ON THE JOB AND AT HOME, YOU OFTEN NEED TO RESTATE WHAT YOU'VE HEARD. THIS HELPS YOU GET THINGS RIGHT. IT KEEPS YOU FROM MISUNDERSTANDING. YOU CAN PRACTICE RESTATING INFORMATION IN WRITTEN FORM. THIS HELPS YOU THINK ABOUT THE WORDS YOU WANT TO USE. IT ALLOWS OTHERS TO CHECK YOUR ACCURACY. IT LETS YOU SEE HOW OTHERS RESTATE IDEAS. CHOOSE ONE OF THE LEVELS OF COMMUNICATION OR THE TECHNIQUES FOR REACHING HIGHER LEVELS OF COMMUNICATION. RESTATE THE MEANING IN THE SPACE BELOW OR ALOUD.

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REFLECTION



WHAT LEVEL OF COMMUNICATION DO YOU THINK YOU USE MOST OFTEN? WHY?

What levels of communication do you think your parents used most with you? Is your level of communication the same or different? Why? How is communication a thinking skill?

HOW DOES YOUR ABILITY TO RESTATE IDEAS HELP YOU ON THE JOB?

Which way to reach higher levels of communication do you like best? Why?

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PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 4B

Understanding What You Read

Read *Key 8: Increasing Communication Skills* on page 1. Then answer the questions.

1. How much time does the average couple “really talk” each week?
2. The article identifies 5 levels of communication. Describe and give an example of communication at each level.
3. What is the goal of communication?
4. Choose one way to reach a higher level of communication. Restate the meaning in your own words.

PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 4B

Understanding What You Read

Read *Key 8: Increasing Communication Skills* on page 1. Then complete the following summary. Use words from the article if you wish.

There is often a lot of talk, but not much _____ in the home or workplace. There are five levels of communication.

Level 1 is _____. An example of Level 1 talk is _____.

Level 2 is _____. An example of Level 2 talk is _____.

Level 3 is _____. An example of Level 3 talk is _____.

Level 4 is _____. An example of Level 4 talk is _____.

Level 5 is _____. An example of Level 5 talk is _____.

Good communication is a valuable personal skill. It is also one of the _____ competencies. The goal of communication is to _____.

There are several things you can do to reach higher levels of communication.

These include _____ talking, relationship

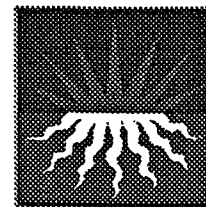
_____, well-done _____,

_____ principle, emotional

_____, feelings

_____, and pay your _____.

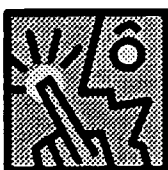
PROJECT METAMORPHOSIS



Volume 3 Number 5A

Key 9: Transforming Trials to Benefits

Things don't always go well at work. Bad things occur to people. Life isn't just what happens. At home or on the job, it's how you handle life that determines success.



You can control hurtful things from your past. You can make things positive, if you choose. This attitude gives you new freedom over negative feelings and emotions.

Every problem brings chances for change, growth, and learning. Finding the good in bad times is a thinking skill. You decide how to face problems. There are several practical ways to change trials into life-changing benefits.

FACE FACTS. People often let self-talk get out of hand. They project what could have been instead of what is or was. Just face facts. Look at the real damage that occurred. The facts are often less damaging than what we think about the facts.

AVOID EXTREMES. Sometimes people exaggerate. They think of worst-case scenarios. This can cause

panic. Panic hampers clear thinking. **DON'T PLAY THE BLAME GAME.**

Some people are too busy finding fault to find answers. Blame often produces anger. The damage is done. It's time to move on. We have to take responsibility to look for opportunity.

ALLOW (BUT DON'T DWELL ON) GRIEF). It's OK to be sad, mad, disappointed, or whatever when bad things happen. Without grief, you deny the pain. You may bury pain. These often resurface as anger. Pain and grieving are healthy emotions that must be felt for healing.

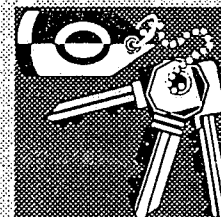
HUNT FOR TREASURE. The following process helps you find the best in trials. *List the things you like and appreciate about yourself.*

List major life trials that affected self-esteem. Order them according to importance.

List people who form your emotional support network.

List benefits you could get from each life trial.

KEEP LOOKING. Some problems don't have solutions. Don't just look for answers. Keep looking for opportunities..



"Finding the good in bad situations is a thinking skill. You decide how to face problems."



BEFORE
NEXT

SESSION. . .

COMPLETE THE FOLLOWING:
VOCATIONAL BASIC SKILLS:
MATH WHOLE NUMBERS, DIVISION
E & F; WORK EFFECTIVENESS,
ACCEPTING WORK ASSIGNMENTS

LIFELONG LEARNING: CHARTING INFORMATION CHARTING IS A WAY TO ORGANIZE IDEAS. IT HELPS YOUR RIGHT BRAIN PROCESS IDEAS VISUALLY. IT HELPS YOU THINK ABOUT THINGS IN DIFFERENT WAYS. YOU CAN USE THE CHART ON THE NEXT PAGE TO HELP YOU HUNT FOR TREASURE.

TRANSFORMING TRIALS TO BENEFITS

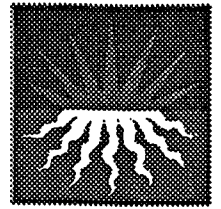
In the space below, list the things you like and appreciate about yourself. These are your strengths.

| |
|------------------|
| STRENGTHS |
| |

In the first column, list 3 major trials you've faced. These could be work (e.g., company closed, you were fired) or personal (e.g., divorce, death, unplanned pregnancy, sickness, prison sentence). In column 2, list the people who formed your support network during that trial. In column 3, identify possible benefits you could have gained. In column 4, list strengths you have that you could have used to overcome the trial.

| MAJOR TRIAL | PERSONAL NETWORK | POSSIBLE BENEFITS | STRENGTHS |
|--------------------|-------------------------|--------------------------|------------------|
| | | | |
| | | | |
| | | | |

REFLECTION



BEING IN PRISON IS A TRIAL. WHAT PERSONAL BENEFITS CAN YOU SEE TO YOUR BEING IN PRISON? -

Your being in prison is probably a trial for your family. What personal benefits might they gain from the experience?

What is the relationship between self-talk and thinking about trials as benefits?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

HAVE YOU EVER BEEN GIVEN A WORK ASSIGNMENT THAT YOU DIDN'T WANT? HOW DID YOU HANDLE THAT? WHAT WAS THE OUTCOME? WHY DO YOU THINK THE EMPLOYER WANTED THAT ASSIGNMENT DONE?

What relationship exists between the character trait of gratefulness and your ability to change trials into benefits?

Which way of changing trials into benefits is most difficult for you? Why?

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PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 5A

Understanding What You Read

Read *Key 9: Transforming Trials to Benefits* on page 1. Then answer the questions.

1. How does our attitude give us freedom over bad things?
2. Trials can become doors that open to new opportunities. How is this possible?
3. Why is it important to be realistic and face the facts in a trial?
4. What happens when your mind exaggerates the situation?
5. What is the most common result of blame?
6. Why is it important to face pain and grief and deal with these emotions?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 3 Number 5A

Understanding What You Read

Read *Key 9: Transforming Trials to Benefits* on page 1. Then complete the following summary. Use words from the article if you wish.

All people experience hurts and trials. You can _____
hurtful things from your past. Your _____ gives you new
freedom over negative feelings and emotions.

Every _____ brings a chance for change, growth, and
learning. There are several practical ways to change trials into benefits. The first
is to _____ by looking at what has
really occurred. Next, you should _____
and not panic. Third is _____.
Anger is often a product of blame. You should allow _____
and _____ but not dwell on them. And,
last, you should _____
for _____. By
looking for the pearls in every trial and hurt, you develop the thinking skill of
finding the _____ in every
_____ situation.

VOLUME 4

Success Is A Thinking Skill: Decision-Making

VOLUME 4

Success is a Thinking Skill: Decision-Making Designed for minimum 12 1-hour sessions.

Volume 2 provides an introduction to Success is a Thinking Skill (Decision-Making Unit). It also emphasizes Character First traits and the effects of poverty on cognitive development.

Materials are designed to provide instructors with a variety of information. Each newsletter can be used for two sessions. As the instructor, you may choose to use either some or all of the information and activities. Newsletter articles can be the focus of small group discussions for good readers. They can provide background information for instructors to lead less-able readers through important concepts. Reflection and comprehension activities are included in every newsletter to facilitate comprehension and provide opportunities for writing.

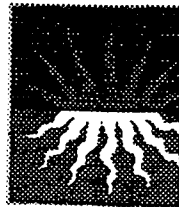
| | | | | | | | |
|-------|--|-----------------------------|---|------------------------------|---------------------|------------------------------|--|
| 1A/1B | To explain how to use decision-making as a successful thinking skill | Vol 4 1A/1B SIATS | <p>1) Decision-Making is a Successful Thinking Skill</p> <p>2) The Greatest Secret: Part 4</p> <p>3) Before Next Session . . . (computer software)</p> <p>4) Lifelong Learning: Problem-Solving</p> <p>5) Reflection</p> <p>6) Understanding What you Read (1 comprehension; 1 cloze summaries)</p> <p>SIATS: E1, Activity E6,</p> | X X X | X X X | X X X X | VBS <i>Math</i> , Decimal Concepts A & B VBS, <i>Work Effectiveness</i> , Increasing Job Effectiveness |
| 2A/2B | To identify how situations contribute to decision-making | Vol 4 2A/2B SIATS | <p>1) Why Are You Here? (The Answer May Surprise You)</p> <p>2) Before Next Session . . . (computer software)</p> <p>3) Lifelong Learning: Assessing Your Resources</p> <p>4) Reflection</p> <p>5) Understanding What you Read (1 comprehension; 1 cloze summary)</p> <p>SIATS: E2, E3, E10</p> | X X X X | X X X | X X X X | EMP: Understanding Your Paycheck; Managing Your Checking Account; Balancing Your Checkbook VBS <i>Math</i> Decimal Concepts C & D |

| | | | | | | | |
|-------|---|-------------------------|---|------------------|------------------|-----------------------|---|
| 3A/3B | To identify how people around you affect your decision-making | Vol 4 3A/3B SIATS | <p>1) Whose Success Is It, Anyway? People Who Affect your Thinking</p> <p>2) Character First: Punctuality. . . On and Off the Job</p> <p>3) Before Next Session . . . (computer software)</p> <p>4) Lifelong Learning: Punctuation</p> <p>5) Reflection</p> <p>6) Understanding What you Read (1 comprehension; 1 cloze summaries)</p> <p>SIATS: E6, E8</p> | X X X X | X X X X | X X X X X | <p>VBS: <i>Work Effectiveness, Worker's Rights and Benefits</i> Valued Work Practices</p> <p>VBS: <i>Reading, Choose Any A</i> (Note: Choose B-L on the same topic); <i>Math</i> Decimal Concepts E</p> |
| 4A/4B | To describe how support systems assist you in the decision-making process | Vol 4 4A/4B SIATS | <p>1) Coping with Life: Creating Support Systems</p> <p>2) Before Next Session . . . (computer software)</p> <p>3) Lifelong Learning: Punctuation</p> <p>4) Reflection</p> <p>5) Understanding What you Read (1 comprehension; 1 cloze summary)</p> <p>SIATS: E3, E4, Activity E2, E11</p> | X X X | X X X | X X X X X | <p>EMP: Deciding How to Spend Your Money; Choosing the Best Buy; Developing a Personal Budget</p> <p>VBS <i>Math</i> Decimal Addition A and B; <i>Reading, Choose Any B</i></p> |
| 5A/5B | To identify how to think ahead in making decisions | Vol 4 5A/5B | <p>1) Success is Thinking Ahead</p> <p>2) Lifelong Learning: Logical Thinking Part 1</p> <p>3) Character First: Deference and Meekness</p> <p>4) Before Next Session . . . (computer software)</p> <p>5) Reflection</p> <p>6) Understanding What you Read (1 comprehension; 1 cloze summary)</p> <p>SIATS: E5, E7, E9, E12</p> | X X X | X X X X | X X X X | <p>EMP: Managing Yourself</p> <p>VBS <i>Work Effectiveness, Valued Work Practices, Math</i> Decimal Addition C & D; <i>Reading Any C</i></p> |

| | | | | | | | |
|-------|---|----------------|--|----------------------|---------------------------------|--------------------------------|--|
| 6A/6B | To identify how happiness is a decision which contributes to change and problem-solving | Vol 4 6A/6B | 1) Deciding to Be Happy: Making Changes and Solving Problems 2) Before Next Session . . . (computer software) 3) Character First: Enthusiasm 4) Reflection 5) Lifelong Learning: Thinking Logically Part 2 5) Understanding What you Read (1 comprehension; 1 cloze summaries) SIATS: E13-E14, D14-D17 | X X X X | X X X X X X X | X X X X X X | EMP: Job Sources, Interviewing for a Job VBS Math, Decimal Addition, E, F and G; Reading, Any D |
|-------|---|----------------|--|----------------------|---------------------------------|--------------------------------|--|

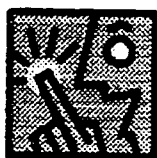


PROJECT METAMORPHOSIS



Volume 4 Number 1A/1B

Decision-Making is a Successful Thinking Skill



In Volume 2 of the Project Metamorphosis newsletters, you learned that success

was a thinking skill. You learned that how you think is as important as what you think. Volume 4 is also about successful thinking skills. It is about making choices. It is about making decisions.

What will be your biggest problem when you leave prison? Getting a job? Staying out of trouble? Renewing relationships? Regaining self-esteem? Having too little money? No matter which one you chose, the truth is that they are all the same problem. Each one is a question of choices.

Prison takes away many freedoms. You don't get to choose where to live. You are told when to get up and when to go to sleep. You have to follow rules other people make. Many decisions are made for you. In a way, that can be a relief. You don't have to think about getting a job. You don't have to think about money. You don't have to

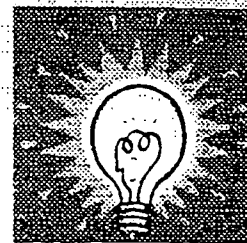
think very much about relationships. You don't have to think much at all. Just do as you're told and you'll do OK.

But beginning now, start thinking about your thinking. Think about the choices you can make each day. You choose your attitudes. You choose how to think about yourself. You choose how to think about your future. No one can take these freedoms from you.

TWO CHOICES

One story about decision-making and choices concerns a guy named Jerry. He was the kind of person you love to hate. He was always in a good mood. When asked how he stayed positive, he said, "Each day I wake up and I have two choices. I can be in a bad mood. Or I can be in a good mood. I choose to be in a good mood." "Each time something bad happens, I can choose to be a victim. Or I can choose to learn from it. I choose to learn."

"But it's not that easy," you may think. When told that, Jerry said, "Sure, it is. Life is about choices. When you get down to it, everything



**"Life is about choices. . .
Everything is a choice."**

is a choice. You choose how to react to things. You choose how others affect your mood. You choose to be in a good or bad mood. It's your choice how you live your life." You can make good or bad choices.

You may be thinking that some guys, like Jerry, have all the luck. Everything goes their way. But it doesn't. One night Jerry was robbed. He was shot and left for dead. And Jerry was lucky. Someone found him. They took him to the hospital. He was in bad shape. He needed 18 hours of surgery. It took him 6 months to get better. When asked about the experience, Jerry said, "I had two choices. I could choose to live. Or, I could choose to die. I chose to live." Jerry said that when he got to the hospital he could tell that the hospital staff thought he was going to die. A nurse asked him if was allergic to anything. Jerry said, "Yes." The staff stopped and waited to see what he was

allergic to. Jerry said, "I'm allergic to bullets!" Over their laughter, Jerry said, "I choose to live. Operate on me as if I am alive, not dead."

You, too, have two choices. You can either choose to learn from your prison experience. . . or not. You can choose to be positive or negative. You can choose to live life fully . . . or not. Attitude, is everything in making choices.

Although you don't have all your freedoms, you're making choices each day. This volume will show you how to make better choices. It will help you create new resources. The choice is yours.

MAKING CHOICES: MAKING DECISIONS

In this session you will assess how you make decisions. You make decisions in relation to other things. You may make different choices depending on who you're with. For instance, you might choose to say one thing when you're around your family and another thing around your friends. You make different choices depending on where you are. You do different things in prison than you do on the outside. People, places, and situations can affect your choices. . . if you choose to let them.

This session will help you look at what drives your choices. You will think about decisions you made in the past. You will think about what choices you want to make in the future.



BEFORE NEXT

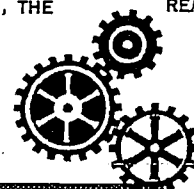
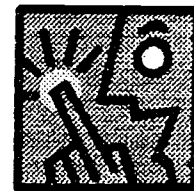
SESSION. . .

COMPLETE THE FOLLOWING:

- VOCATIONAL BASIC SKILLS: MATH DECIMAL CONCEPTS A & B; WORK EFFECTIVENESS, INCREASING JOB EFFECTIVENESS



LIFELONG LEARNING: PROBLEM-SOLVING PROBLEM-SOLVING IS A KIND OF DECISION-MAKING. MOST PEOPLE THINK THAT THE MOST IMPORTANT PART OF SOLVING A PROBLEM IS FINDING AN ANSWER. FOR EXAMPLE, PERHAPS A WORKER ALWAYS DOES A SLOPPY JOB. THE OBVIOUS ANSWER IS THAT THE WORKER NEEDS TO "DO A BETTER JOB." BUT WHAT'S REALLY HAPPENING? THE REAL PROBLEM MAY BE THAT THE WORKER DOESN'T HAVE ENOUGH TIME TO DO A GOOD JOB. MAYBE THE WORKER DOESN'T KNOW HOW TO DO THE JOB. PERHAPS THE WORKER LACKS SOME SKILLS FOR THE JOB. SO, THE REAL ANSWER MAY BE QUITE DIFFERENT. THE REAL ANSWER MAY BE MORE TIME. IT COULD BE MORE TRAINING. IT COULD BE NEW SKILLS. SOMETIMES FINDING AN ANSWER DOESN'T MEAN THAT YOU HAVE THE ANSWER. PROBLEM SOLVING IS A LIFELONG THINKING SKILL THAT YOU NEED TO LEARN, TO WORK, AND TO MAKE DECISIONS.



The Greatest Secret: Part 4

The preceding article described a guy named Jerry. Jerry lived his life the way he wanted it to be. He made choices about how he approached life. The fourth secret will help you do that, too.

What if today were the last day of your life? What would you do? What kind of day would you want to have? We never know if today is our last day or not. Anything can happen. This secret shows you how to really live.

Don't forget to read this secret three times a day. Read it to yourself in the morning. Read it again at lunch. Read it aloud before you go to sleep. As you repeat the words they will become part of your active mind. They will also become part of your other mind--the mind that never sleeps and that often makes your act in ways you do not understand.

I will live this day as if it is my last. What shall I do with my last day on earth? I will not feel sad about yesterday's disappointments. I will not regret yesterday's heartaches. Why should I throw good after bad? Yesterday is gone. I will not dwell on it.

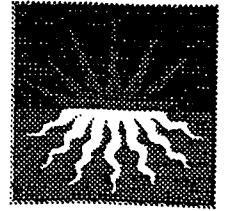
I will live this day as if it is my last. I will appreciate this day for the opportunity that it is. I will live my life well, just for today. I will appreciate others, just for today. This day is priceless because it is my last one. I won't waste a minute. I won't get high because I don't want to miss a minute of my last day. I will give my last day my best efforts. Today is priceless. Today is my last day to prove my worth.

I will live this day as if it is my last. I will tell my children that I love them. Tomorrow they will be gone and so will I. Today I will help others. Tomorrow they won't need me and I will not be here to hear their cries. Today I will work. Tomorrow I will have nothing to give.

I will live this day as if it is my last. If it is my last day, it will be my greatest day. It will be the best day of my life. I will enjoy every minute. I will savor my food. I will make each hour count. My last day must be my best.

I will live this day as if it is my last. And if it is not, I will give thanks and continue on.

REFLECTION



WHY MIGHT DECISION-MAKING BE YOUR GREATEST PROBLEM WHEN YOU LEAVE PRISON? WHAT CAN YOU DO NOW TO SOLVE THAT PROBLEM?

List any three things that you do each day. Identify two choices that you have in each one.

How can living each day as your last help you make good choices?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

HOW CAN YOU INCREASE YOUR EFFECTIVENESS ON THE JOB?

List three things that you do on your job. Identify two choices that you have in each one.

Summarize the story about Jerry. What did the story mean to you?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 1A/1B

Understanding What you Read

Read "Decision-Making is a Thinking Skill" on pages 1-2. Then answer the questions.

1. List several freedoms you have in prison. What choices can you make about each freedom?
2. What two choices did Jerry have each morning when he woke up?
3. What choices do we have when bad things happen to us?
4. How does your attitude affect the decisions you make?
5. How do other people affect the choices you make?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 1A/1B

Understanding What you Read

Read "Decision-Making is a Thinking Skill" on pages 1-2. Then complete the following summary. Use words from the article if you wish.

It is time to start thinking about your thinking. Everyday you make

_____. You choose your _____.

You choose how you _____ about yourself. Every day,

when you wake up, you choose to be in a _____

_____ or a _____.

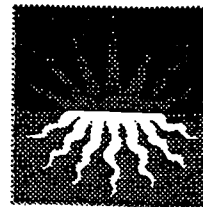
_____. When bad things happen, we choose to be a

_____ or to _____.

Life is about choices. You choose how other people affect your

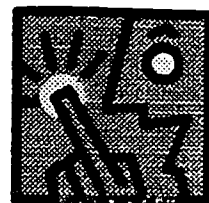
_____. The choice is yours.

PROJECT METAMORPHOSIS



Volume 4 Number 2A/2B

Why Are You in Prison? (The Answer May Surprise You)



Why are you in prison? Were you in the at the wrong place at the wrong time? Did you hang out with the wrong people? Did you need money? Were you on drugs or alcohol? Was crime something other members of your family did? Did you plan a crime or did it just happen? The Lifelong Learning section of the last newsletter discussed problem-solving. It said that the answer does not always solve the problem. What you need is the problem's cause. Unless you know why a problem occurs, you may never solve the problem. This session helps you look at what's going on when problems occur. This is called the situation. The choices you make about situations often depends on your resources.

RESOURCES FOR MAKING CHOICES

Ruby K. Payne writes about poverty. She says that people live in different ways depending on the resources that they have. What does that mean? It means that people make choices based on how they view their world. Although some things in their world could change, they may make the same choices. Their ability to change--or not

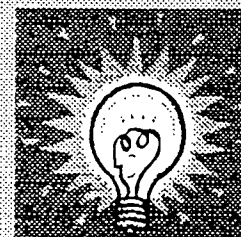
change--affects their "success.." For example, maybe you used to wear a certain style of clothing. Everyone wore it. It's the right thing to wear. But suppose styles change. Nobody wears that style anymore. It's just not cool. Now, if you wear it, you'll be different. In terms of style, you'll be making the wrong choice. In one situation, the style is right. In another, the style is wrong. What are some of your resources? How do they affect the choices you make?

Financial Resources

Financial resources are enough money to buy things (like groceries) and services (like medical care). Depending on how you much you have, you could be rich, poor, or in the middle class. Financial resources are relative. You might be poor, but if everyone you know is in the same situation, you might think of your world as "average." For instance, if no one you know has a car, then not having a car is no big deal. If no one you know wears a certain kind of shoe, than not having those shoes is no big deal. If you have those items, you might be thought of as "rich." In the same way, if everyone you know has an expensive new car, you will feel "poor" unless you have one, too.

Emotional Resources

The way you respond to people and situations are your emotions. If you have few resources, you may just react when things happen. If you have choices about



"Unless you know why a problem occurs, you may never solve the problem. . . Choices you make often depend on your resources"

how you respond, you have more resources. Many of the Project Metamorphosis topics concern your emotional resources. Emotional resources are the most important resource because they help you form new habits. New or difficult situations pose problems for everyone. Emotional resources help you handle them successfully. They give you the power to learn new ways of doing things.

Mental Resources

Mental resources concern the way you process ideas and manage life. You need to be able to figure things out. This may require basic skills in

reading, writing, speaking, listening, and math. The ability to get and use information helps people be independent.

Spiritual Resources

Some people think of spiritual resources as faith. It is a belief in a higher power other than yourself. Spiritual resources give believers a purpose for living and help in times of trouble.

Physical Resources

Even a small cold can help you appreciate good health when you get well. Physical resources involve good health. It is freedom from illness. It is the ability to move without pain or difficulty.

Support Systems

The old saying, "There is strength in numbers" describes support systems. Support systems are those people who help us. They keep us from feeling that we are all alone in the world. While your support systems may not physically fight others for you, they assist you by providing other resources for you. If you lack physical resources, your support system might take you to the doctor or care for you. If you

lack financial resources, they might lend you money or share expenses with you. If you lack spiritual resources, they might pray for you. If you lack emotional resources, they might listen to you and encourage you. If you don't know where to go for help, they provide the mental resources you need.

Role Models/Appropriate Relationships

Who do you admire? Who do you want to be like? These are your role models? What kind of people are your role models? Appropriate relationships are respectful. They are nurturing for children. They are never abusive. They do not encourage self-destructive behavior. Role models help people learn how to live successful lives.

Knowledge of Hidden Rules

Every group has rules. Some are clearly defined. Others are hidden and just "understood" by members of the group. The hidden rules of one group may break defined rules of another group. For instance, in some groups how you act is more important than what you say. Lying, then, may not be very important if you do the right things. Yet, lying on a witness stand is an offense even if it doesn't seem like a big deal. To

succeed in a group, you have to know the hidden rules as well as the defined rules.

USING AND DEVELOPING RESOURCES

Knowing what resources you have helps you use them better. If you lack resources in an area, you can take steps to create new ones. This session helps you look at what's happening when you make decisions. It will help you think about who or what you could use to make better choices.



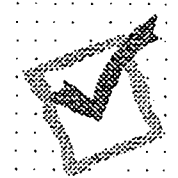
BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS:
 - UNDERSTANDING YOUR PAYCHECK;
 - MANAGING YOUR CHECKING ACCOUNT; BALANCING YOUR CHECKBOOK
- VOCATIONAL BASIC SKILLS:
 - MATH, DECIMAL CONCEPTS C & D

LIFELONG LEARNING ASSESSING YOUR RESOURCES

WHAT RESOURCES DO YOU HAVE? ASSESSING YOUR RESOURCES HELPS YOU FIGURE OUT WHAT YOU HAVE TO WORK WITH. IT HELPS YOU FIGURE OUT WHICH RESOURCES YOU NEED TO GROW.



CHECK THE RESOURCES YOU HAVE. GIVE AN EXAMPLE OF EACH ONE YOU HAVE.

_____ FINANCIAL RESOURCES _____

_____ EMOTIONAL RESOURCES _____

_____ MENTAL RESOURCES _____

_____ SPIRITUAL RESOURCES _____

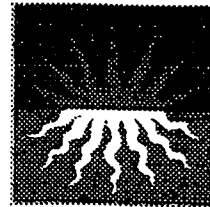
_____ PHYSICAL RESOURCES _____

_____ SUPPORT SYSTEMS _____

_____ ROLE MODELS/APPROPRIATE RELATIONSHIPS _____

_____ KNOWLEDGE OF HIDDEN RULES _____

REFLECTION



WHAT KIND OF RESOURCE IS KNOWING HOW TO READ THE INFORMATION ON A PAYCHECK? IF YOU DIDN'T HAVE THAT RESOURCE, HOW COULD YOU DEVELOP IT?

Who have been your role models? What have they taught you? Was that information good or bad for you?

According to the article, emotional resources are the most important. Why are emotional resources more important than physical resources?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE. THINK OF THREE THINGS THAT USUALLY APPEAR ON A PAYCHECK WHAT WOULD BE THE CONSEQUENCE OF NOT UNDERSTANDING WHAT EACH ONE MEANS?

What support systems either inside or outside of prison can help you get a job after you are released? How will you maximize your use of these support systems.

Rank the resources according to their importance to you. Why did you rank them in that order?

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 2A/2B

Understanding What you Read

Read "Why Are You in Prison? (The Answer May Surprise You)" on pages 1-2. Then answer the questions.

1. What is meant by "your ability to change"?
2. What are the eight resources that affect the choices you make?
3. Why are emotional resources the most important?
4. How could a good support system help you?
5. Have you ever been in a situation where you didn't know the "hidden rules"?
Explain what happened?
6. What could you do to make sure you know the "hidden rules" before you apply for a job?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 2A/2B

Understanding What you Read

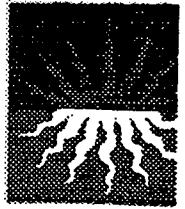
Read "Why Are You in Prison? (The Answer May Surprise You)" on pages 1-2. Then complete the following summary. Use words from the article if you wish.

All of us have resources that affect choices we make. The most important resource is _____ . This is the way we respond to people and situations. Having enough money to buy things is our _____ resource. The way we learn and use information is our _____ resource. Faith in a higher power is a _____ resource.

_____ are our health and wellness. Those people who help us are our _____ . We also have to know the _____ .

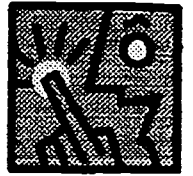
Knowing our resources helps us make better choices.

PROJECT METAMORPHOSIS



Volume 4 Number 3A/3B

Whose Success Is It, Anyway? People Who Affect Your Thinking



Have you ever heard someone say, "It's not what you know, it's who you know?" That usually means that in some situations, friends and family make the difference. They can help you get favors, jobs, or other things that you might not have gotten on your own. In these cases, who you know helps you succeed. Sometimes "who you know" affects your success in bad as well as good ways.

SHORT-TERM EXPOSURE

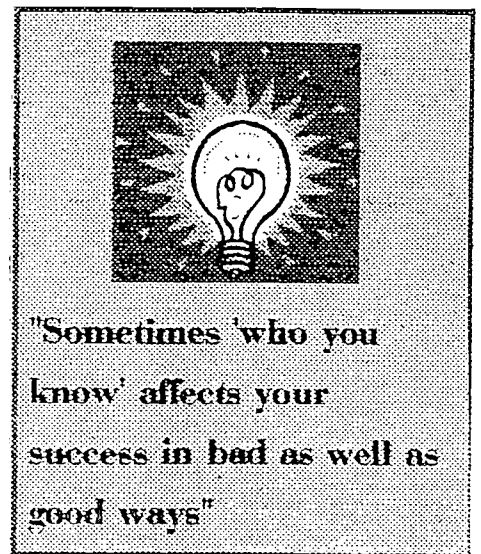
Sometimes people that you only see occasionally affects your behavior. An example of this might be friends. Maybe some friends encouraged you to cut school when you were growing up. Maybe they encouraged criminal behavior when you grew up. Or maybe you had other friends that you went to church with either as a child or adult. If you found yourself acting differently depending on which friends you were with, you were swayed-- either for good or bad--by them. The amount of time that you were affected depended on how long

you were around them.

The problem is acting in certain ways and not knowing why. In looking back, you may want to think about what YOU wanted. What caused you to act as you did? Did you want to be part of the crowd? Did you want them to like you? Did you want to impress them? Without them, how would you have behaved? Would you have done the same thing... or something different? By the way, where are these people now? Did your short-term exposure to them have life-time effects for you? Are you acting the same even though they are no longer around?

LONG-TERM EXPOSURE

The effects of short-term are easy to see. This is because you have a before and after, now and then times of comparison. The effects of long-term exposure is more difficult to see because you're never apart from it. It's always there. It's the way you've always lived. For instance, an event that makes a family suddenly poor (illness, lost job) is called situational poverty. This differs from families who stay poor over generations. That is called generational poverty. For families that stay poor, their lifestyle



becomes a way of life handed down from parents to children. It's how things are. What isn't seen is how that lifestyle forms a pattern of thinking, attitudes, and behavior that continues. Even if you rebelled against your family you were affected by them without knowing it. One step in changing your attitudes, thinking, and behavior is to recognize their effect on you.

EFFECTS OF GENERATIONAL POVERTY

According to Ruby Payne, author of *A Framework for Understanding Poverty* (1998), generational poverty has many effects. Which of the following applies to you?

NOISE LEVEL: You may have grown up where there was constant sound. The TV was almost always on. Everybody talked at once. The effect is that you are most comfortable when the noise level is high. Although some groups may see it as rude, you may see nothing wrong with interrupting, talking while others are talking, or talking back. This may have caused conflicts at school or on the job.

COMMUNICATION: You may have grown up using only informal speech. Informal speech uses few words. It often uses poor grammar. The effect is an underdeveloped vocabulary. This results in poor communication because you don't have words to really explain what you want to say. Your ability may be judged on how you use language. This may cause you to lose jobs, relationships, or other things.

ALL-OR-NOTHING, HERE-AND-NOW THINKING: All-or-nothing thinking means that you always think in opposites. Things are either good or bad. They're right or wrong. You own something or you don't. You like a person or job or you don't. There's never an in-between. Thus, if you don't like a job, person, or situation, you might quit rather than try to work things out. Or, if you like someone or something, you'll ignore their faults.

You may even feel like you completely "own" a person or that others "own" you. You feel left out or angry if that person pays

attention to someone or something else. Others may accuse you of "getting above yourself" if you try to improve your life. There is a sense of us versus them. Them could be the police, your employer, or anyone outside of your social group. Your friends or family may think that if you change, you'll become one of them. Here and now thinking means that you only think of the present. You don't care what happens in the future. It doesn't matter what happened in the past. Thus, if you quit a job or end a relationship, you don't think about how you will pay bills or feel tomorrow. Planning ahead or setting goals may be difficult for you. You may not have done well in school because you didn't see the "future" in it. Jobs are only to get money, not to further a career. Here and now thinking also creates a belief in fate or luck. The focus is on why things don't go your way. You take no responsibility for failures--or successes. You may not realize which choices you have.

ORGANIZATION: When you grew up, your home may have been messy and cluttered. Organization wasn't valued. Important things were lost. Chaos was accepted. This lifestyle doesn't work at school or on the job. It may affect your ability to get started on a task and follow it through. It may affect how carefully you work. Lack of organization may make you late to work. As a result, you may have to create excuses for poor or missing work.

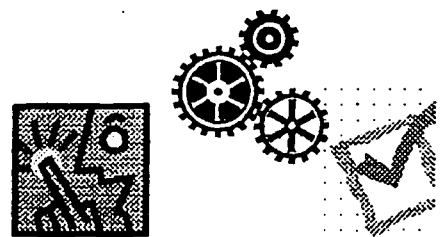
PERSONALITY: The focus may have been on how much fun a person is. Humor and ability to entertain

self. You may feel the need to clown around or laugh. This may have caused you problems at school or work.

ROLES: Females are often the caretakers. They rescue others and put up with anything from males. This can create a passive-aggressive form of power. The females may act powerless, but are often most powerful. In order to be "men," males must work hard physically, be able to fight, and be good lovers. In conflicts, the male may fight or run away from a problem rather than resolve it. If problems occur, a man might fight then run away from the law and his home. If he returns home, the cycle repeats. Men socialize with men. Women socialize with women.

WHOSE SUCCESS IS IT?

Changing the effects of a lifetime are easier said than done. If you saw yourself in any of preceding sections, perhaps you are now thinking about why you are the way you are. Change is not easy. Your participation in Project Metamorphosis says that you want to change. Your attention to these sessions will help you develop new ways of thinking and acting. Then, what you do will be on your terms. Your successes--at work, in learning, or in life--will be yours.



CHARACTER FIRST: PUNCTUALITY. . . ON AND OFF THE JOB



WHAT DIFFERENCE DOES IT
MAKE IF YOU'RE ON TIME?
WHY DO BOSSES--AND
OTHER PEOPLE--GET
UPSET WHEN YOU'RE LATE?

YOU MAY THINK OF PUNCTUALITY AS
JUST BEING ON TIME. IT'S MUCH
MORE THAN THAT. BEING
PUNCTUAL IS SHOWING HIGH
ESTEEM FOR OTHER PEOPLE AND
THEIR TIME. BEING ON TIME
HONORS YOUR
COMMITMENTS TO
OTHERS.
PUNCTUALITY IS A
FORM OF PERSONAL DISCIPLINE. IT
IS BOTH A JOB SKILL AND A LIFE
SKILL.

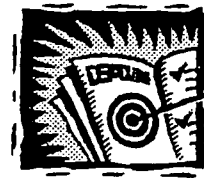


YOU CAN BUILD PUNCTUALITY BY
DOING THE FOLLOWING:

- TAKE TIME TO PREPARE.
GETTING READY FOR AN EVENT
OR TASK SHOWS YOUR
INTEREST AND ATTENTION.

LOOK AHEAD TO WHAT NEEDS TO
BE DONE NEXT.

- REMEMBER IMPORTANT DAYS. KEEP
DEADLINES AT WORK IN MIND.
HONOR FRIENDS AND FAMILY BY
REMEMBERING BIRTHDAYS,
ANNIVERSARIES, OR OTHER
IMPORTANT DATES. IF YOU HAVE A
BAD MEMORY, KEEP A WRITTEN
RECORD OF IMPORTANT DATES.
- SET PRIORITIES. SOME THINGS
ARE IMPORTANT. SOME THINGS
ARE URGENT. THESE ARE NOT THE
SAME THINGS. SOME THINGS THAT
SEEM URGENT ARE NOT VERY
IMPORTANT. SOME THINGS JUST
NEED TO BE DONE "SOMETIME." IF
YOU HAVE TROUBLE DECIDING
WHICH ARE WHICH, ASK A
SUPERVISOR OR OTHER PERSON TO
HELP YOU SET PRIORITIES.
- DON'T MAKE PROMISES YOU CAN'T
KEEP. DON'T TELL OTHERS YOU
CAN DO SOMETHING IF YOU DON'T
HAVE TIME TO GET IT DONE. BE
REALISTIC ABOUT YOUR TIME.

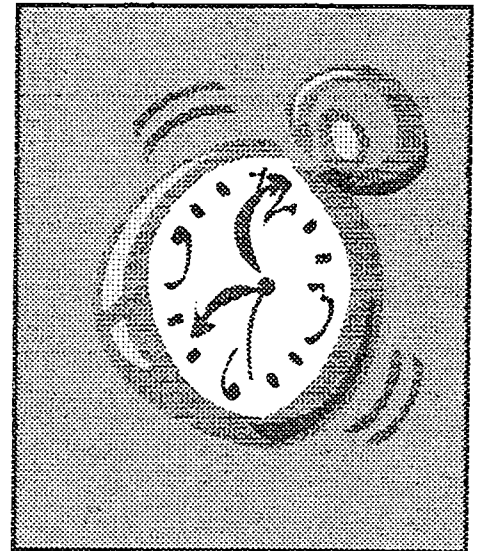


BEFORE NEXT
SESSION. .

COMPLETE THE

FOLLOWING:

- VOCATIONAL BASIC SKILLS:
*WORK EFFECTIVENESS, WORKER'S
RIGHTS & BENEFITS; VALUED
WORK PRACTICES; DECIMAL
CONCEPTS E*
- VOCATIONAL BASIC SKILLS:
*READING, CHOOSE ANY A (NOTE:
CHOOSE B-L ON SAME TOPIC).*



LIFELONG LEARNING: PUNCTUATION. PUNCTUAL AND PUNCTUATION SHARE THE SAME ROOT BASIC MEANING. BOTH HAVE TO DO WITH POINTS. PUNCTUALITY CONCERNS POINTS IN TIME. PUNCTUATION CONCERNS POINTS IN SENTENCES. THERE ARE THREE BASIC KINDS OF PUNCTUATION THAT APPEAR AT THE ENDS OF SENTENCES. THEY "POINT" TO CHANGES IN THOUGHT.

PERIODS (.) YOU PLACE PERIODS AT THE ENDS OF SENTENCE THAT SIMPLY TELL INFORMATION OR THAT GIVE ORDERS.

EXAMPLES: TODAY IS FRIDAY. FINISH THE JOB TOMORROW.

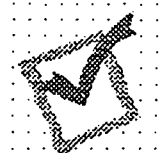
EXCLAMATION POINTS (!) EXCLAMATION POINTS ARE USED AT THE ENDS OF SENTENCES TO SHOW EXCITEMENT OR URGENCY.

EXAMPLES: HELP! THERE'S A FIRE!

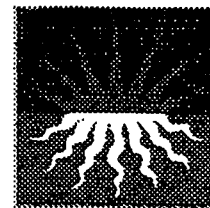
QUESTION MARKS (?) QUESTION MARKS ARE USED TO REQUEST ANSWERS.

EXAMPLES: WHAT IS YOUR NAME? WHEN WILL YOU COMPLETE THE JOB?

ON A SEPARATE SHEET OF PAPER, WRITE TWO SENTENCES THAT END IN PERIODS. WRITE TWO SENTENCES THAT END IN EXCLAMATION POINTS. WRITE TWO SENTENCES THAT END IN QUESTION MARKS.



REFLECTION



THINK OF SOMEONE THAT YOU KNEW FOR A SHORT TIME THAT AFFECTED YOUR LIFE. DESCRIBE WHAT THAT PERSON DID TO AFFECT YOUR LIFE. WHY DID THEY AFFECT YOU? WAS THE EFFECT GOOD OR BAD?

Did any of the long-term exposure effects apply to you? If so, explain.

Why is punctuality a character trait?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
WHAT ARE THREE "VALUED" WORK PRACTICES?

Think about the environment in which you were raised. How did it affect your thinking?

Choose one sentence in the article on pages 1-2 that you agree with. Explain why you agree. Choose one that you disagree with. Explain why you disagree.

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 3A/3B

Understanding What you Read

Read "Whose Success Is It, Anyway? People Who Affect Your Thinking" on pages 1-2. Then answer the questions.

1. How can short-term exposure to a person or group influence you in a bad way?
2. How can short-term exposure influence your behavior in a good way?
3. Why is it more difficult to recognize the way long-term exposure has affected our behavior?
4. Identify the type of communication in your home when you were growing up. How does this style of communication affect your ability to communicate on the job? With your boss? With customers?
5. What is wrong with thinking only about the "here-and-now"?
6. Why is organization an important personal and workplace skill?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 3A/3B

Understanding What you Read

Read "Whose Success Is It, Anyway? People Who Affect Your Thinking" on pages 1-2. Then complete the following summary. Use words from the article if you wish.

Many different people affect the way we behave and think. Their influence can be divided into two main types. These are _____

_____ and _____

_____ exposure. The most difficult influence to recognize and change are the effects from _____ exposure.

Families pass on a lifestyle that forms a pattern of

_____, _____, and behavior. When families stay poor over generations, this is called

_____.

There are many effects of this kind of lifestyle. There is often a high _____ level, or constant sound. People use informal speech and have poor _____

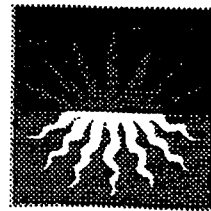
skills. People think in opposites. It is either _____ or _____.

There is no future. It is all _____ and _____.

Things are often messy and cluttered. There is little _____.

All of these affect the way we think and make decisions.

PROJECT METAMORPHOSIS

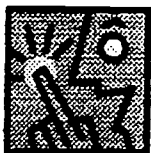


Volume 4 Number 4A/4B

Coping with Life: Creating Support Systems

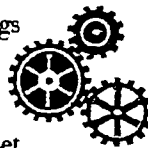
Have you ever seen the ocean? Some people like to walk along the beach. They like to watch the waves. Some people even like to wade in the water and feel the waves. Some waves are small. Some are large. Some are big enough to knock a person down.

Waves can be dangerous, but they are not unpredictable. If you watch the waves, you'll see what kind of wave is coming. You have time to get out of the way.



Life is a lot like ocean waves. The waves are like our problems. Some problems are small. Some are big. Some are so big that they knock us down. Life, for anyone, is easy to handle when our situations are OK. The trick to coping with the biggest waves of life is knowing how to handle them. You may be a good thinker when it comes to handling yourself. You may be a good thinker in a group. Your problem may be thinking your way out of bad situations. Perhaps you were under pressure. You might not have had

enough money. Maybe things were bad at home or at work. Your family or friends might have been upset with you. These situations can cause us to react rather than act. They make us do things that we might not normally do.



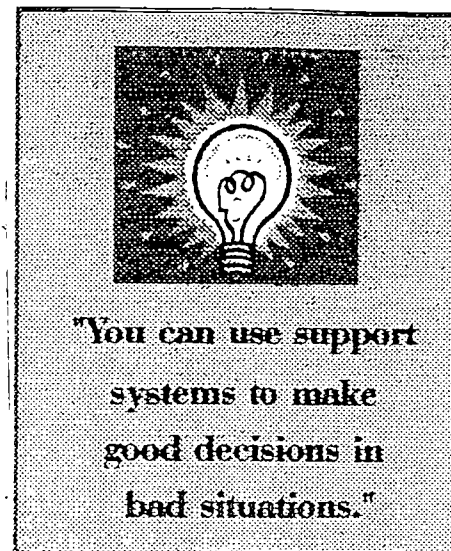
How do other people do it? How do they make good decisions in bad situations? One thing that helps people cope are good support systems. They use the support systems when the waves of life threaten to knock them down. They use them before it's too late.

A support system is a group of friends, family, and backup resources that help in times of need. A time of need can be any bad situation. It can be lack of money. It can be bad times at home or work. It can be pressures of any kind.

KINDS OF SUPPORT SYSTEMS

There are many kinds of support systems. Each supports you in different ways. Some are better for some problems than for others. Thus, you need to have as many of the following support systems as you can.

COPING SKILLS. Coping is handling problems. Coping skills are techniques



you learn. Coping skills include many things. They might be parenting skills. They might be better reading, communication, or math skills. Project Metamorphosis is one of your support systems. It helps you learn new coping skills. Before your release, think of some skills you still want to learn. Your Project Metamorphosis staff can tell you about which support systems in your community can help you. **CHOICES.** Some people do things because they don't think there's another choice. Decision-making involves choices. If you have no choices, there's no decision to make. Talking to others may help you find other choices you didn't know you had.

You can talk to several people. The



more people you ask, the more choices you could have. The final choice is still yours. The people in your support system just help you find options.

KNOW-HOW. Sometimes what you need is know-how. Know-how is knowing how to do things. Life is too big and complex. Nobody knows how to do it all. You need a support system with people who know how to do different things. The people you talk to should be those whose opinions you value. These people should have some "expert" knowledge. For instance, think about who you would ask if you wanted to fix a car. You wouldn't ask someone who didn't know how to drive. You wouldn't ask someone who didn't have a car. You wouldn't ask someone who didn't know about car repair. You would ask someone that you thought knew about cars. Different people know different things. If the person you ask doesn't know the answer, ask that person to refer you to someone who might. Keep after it. The first person you ask may not have the answer you need.

BREAKS. Sometimes problems are so bad that you need help. Your support system can't change the situation. It can't solve the problem for you. It can give you a place or

time to get away for a break.

Sometimes you need a mental break. Your support system can give you someone who will listen to you. They will let you vent your problems. You can be angry, upset, or sad with them and they will still support you. This doesn't mean that you can hurt or abuse them. Your support system is a place to let your feelings out. Sometimes, this lets you look at bad problems differently.

A physical break can be just as helpful. If you are having family problems, it might be good to have a place to stay for a few days. If you have problems with your children, it would help for someone else to care for them for a couple of hours. You're not running away. You're taking a break. You're going to regain your strength. This helps you cope.

SELF-TALK. Other Project Metamorphosis newsletters have discussed self-talk. Self-talk describes what you say to yourself. It is what you think. Your self-talk is a kind of support system you have inside.

There are two kinds of self-talk. First, self-talk can cheer you on. Too many people put themselves down. They tell themselves that whatever the situation, they can't handle it. You can use your self-talk to encourage yourself. Think about what you would tell a good friend or someone you love who is

in a bad situation. Would you say the following: "It's never going to get better." "You're a loser." "You'll never do it." If you are a good friend, probably not. Why not treat yourself as well as you would treat a friend? Be a friend to yourself.

A second kind of self-talk tells you how to do things. This kind doesn't tell you more answers. It helps you stay on track to find more answers. You use this self-talk when you think through what needs to be done. Then you think about the instructions you've set for yourself. The thinking skills you are learning help you develop this kind of self-talk.



BEFORE NEXT SESSION. . .

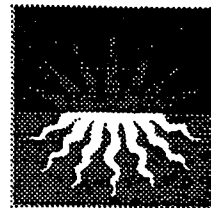
COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS: DECIDING HOW TO SPEND YOUR MONEY; CHOOSING THE BEST BUY; DEVELOPING A PERSONAL BUDGET
- VOCATIONAL BASIC SKILLS: MATH, DECIMAL ADDITION A AND B; READING, CHOOSE ANY B

LIFELONG LEARNING: PUNCTUATION THE LAST NEWSLETTER REVIEWED PUNCTUATION THAT ENDS SENTENCES. PUNCTUATION ALSO OCCURS WITHIN SENTENCES. A COMMA (,) IS AN EXAMPLE OF THIS TYPE. LIKE OTHER PUNCTUATION TYPES, COMMAS POINT TO CHANGES. COMMAS OFTEN SHOW SMALL BREAKS OR PAUSES. COMMAS HAVE MANY USES. YOU USE COMMAS TO SEPARATE THINGS IN A LIST. EXAMPLE: THE DAYS OF THE WEEK ARE **MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY, AND SUNDAY.** YOU USE COMMAS TO SET OFF

ITEMS IN DATE. EXAMPLE: **JUNE 5, 1998.** WHEN WRITING A LETTER, USE A COMMA AT THE BEGINNING AND END OF THE LETTER. EXAMPLE: **DEAR MOM, YOUR SON,** WRITE A SHORT LETTER TO SOMEONE. USE A COMMA AFTER THE GREETING. TELL THAT PERSON THE DATE YOU THINK YOU WILL BE RELEASED. INCLUDE A LIST OF 3 THINGS YOU LEARNED IN PROJECT METAMORPHOSIS. CLOSE YOUR LETTER. USE COMMAS IN THE DATE, THE LIST, AND IN YOUR CLOSING.

REFLECTION



THINK OF A BAD SITUATION WHICH CAUSED YOU TO MAKE A BAD CHOICE. WHICH OF THE SUPPORT SYSTEMS, IF ANY, DID YOU USE? WHICH WOULD HAVE BEEN USEFUL? WHY?

The article compares life's problems to ocean waves. Tell a small, large, and overpowering "wave" of life that you've had.

Name three people in your support system. What kind of support does each provide?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT FACTORS SHOULD YOU CONSIDER IN DECIDING HOW TO SPEND YOUR MONEY? WHAT FACTORS SHOULD YOU CONSIDER IN MAKING THE BEST BUY? HOW IS BUDGETING A DECISION-MAKING SKILL?

Compare the two types of self-talk you need. Which one is harder for you to do? Why? What can you do to learn this type?

How is using support systems a decision-making skill?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 4A/4B

Understanding What you Read

Read "Coping with Life: Creating Support Systems" on pages 1-2. Then answer the questions.

1. Explain the simile, "The problems of life are like ocean waves."
2. What are some of the functions of a support system?
3. Why is it a good idea to have as many different support systems as you can?
4. What support systems do you already have? How could you develop other support systems to help you?
5. How can you improve your self-talk so that it is a support system in your life?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 4A/4B

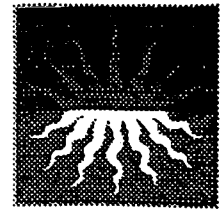
Understanding What you Read

Read "Coping with Life: Creating Support Systems" on pages 1-2. Then complete the following summary. Use words from the article if you wish.

Sometimes the problems in life seem to be more than we can handle. In this newsletter, life's problems are compared to an

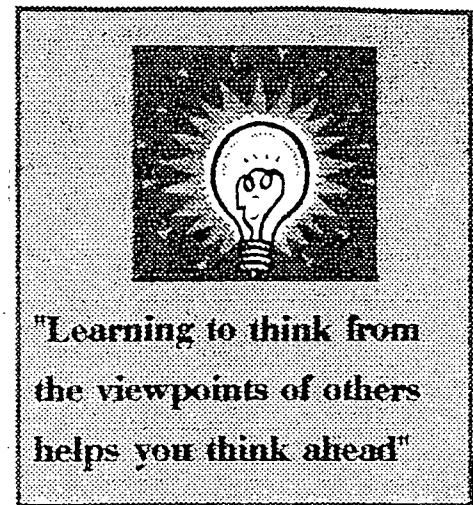
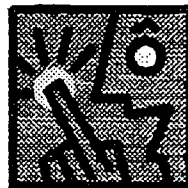
_____ . There are ways we can keep from drowning in our problems. Having a _____ helps us cope with problems. A support system is groups of _____, _____, and backup resources that can help us. Our support systems can give us different kinds of help. They might help us with handling problems or _____ . Some examples of these skills might be _____, _____, and _____ . Another support system might help us in finding answers or _____ . We need help from people who know how to do different things. Other support systems give us time away for a mental _____ or a physical _____. We can be a support system for ourselves. We do this through our _____ . All of these support systems help us cope with life.

PROJECT METAMORPHOSIS



Volume 4 Number 5A/5B

Success is Thinking Ahead



"I just didn't think".

"I got confused."

"I was so mad I couldn't think straight".

"I never know what I'll do next"

How are these sentences alike? They all describe someone whose lack of thinking causes problems.

Some people don't need a bad situation to get into trouble. They don't have to be swayed by others to do things. They seem to bring problems on themselves. Such people act emotionally. Their feelings control them. They need to act logically. This means that they think about their choices and decisions. Why do some people act emotionally? There are several reasons:

LACK OF ROLE MODELS

Some people grow up in homes where emotions control behavior. Few, if any, adults model or show them how to think through situations. Instead, the adults model emotional thinking.

DYSFUNCTIONAL SYSTEMS

Everyone lives in and with groups. Your family was a group. School was another group you lived in. Prison forms your current group. Each group has rules, roles, and relationships. These form systems. The system meets the needs of group members and the group as a whole. When people know what to do, the system functions. Sometimes needs are not met. People may not act according to the rules, roles, or relationships. Then, the group doesn't function or work well. The system becomes dysfunctional. This makes it hard to tell who is a good role model and who isn't. When you learn how to act in the system, you may or may not be learning functional ways to act.

INABILITY TO THINK FROM OTHER VIEWPOINTS

Children depend on others. This means that the thinking that they follow often comes from others. This is because they lack knowledge or experience. They need adults to tell them what foods to eat. Adults need

to tell them why school is important. Adults need to tell them how to stay safe. As children grow, they learn for themselves. They start deciding--rightly or wrongly--on their own. They choose what to eat. They decide if school is important. They may or may not do things which are safe. They are becoming independent. As they grow, they should develop interdependent thinking. This means they think about how what they do affects others. They learn that some choices don't affect others much. Choosing what to eat mainly affects only the person who is eating. However, if that person eats all the food in the house, other people's choices are

changed. Decisions about school importance seem like an independent choice. But they're not. Lack of schooling affects future jobs. That may affect a person's future family income. Choices about safety are also interdependent. A person could shoot a gun in a house. That person might not aim at anyone. But, if the bullets go through walls (and they do), they could hurt or kill whoever's on the other side. Learning to think from the viewpoints of others helps you think ahead. It helps you make better decisions.

INABILITY TO CHANGE

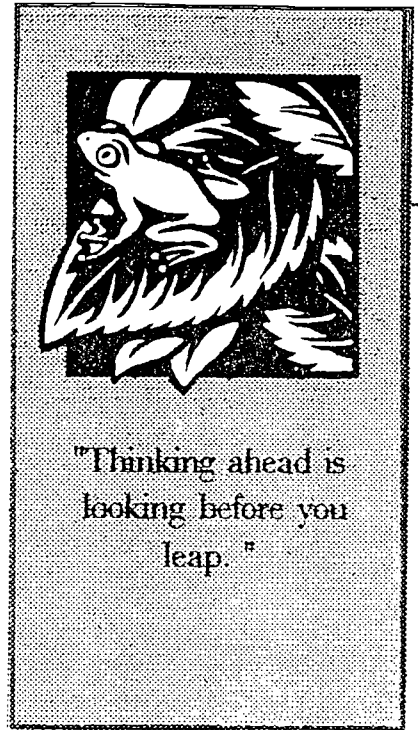
Change of any kind is difficult. Change in thinking is hard because it doesn't "feel right." It often takes time and effort to change. Others may not want you to change. The following tips help you make changes in thinking:

- Think about current behaviors. Think about their causes. Set new goals for new actions.
- Learn new thinking skills. Project Metamorphosis helps you learn these.
- Develop support systems. Use Project Metamorphosis staff as your support system. Ask them to help you think of ways to develop systems outside of prison.
- Change your surroundings. Think about ways you can

change old patterns. Avoid old hang-outs. New jobs, people, and activities encourage new ways of thinking.

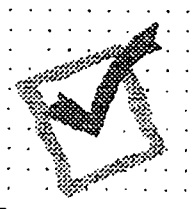
- Use procedural and encouraging self-talk. This helps you stay motivated and on track.
- Get new role models. Your role models don't have to necessarily know that they are your role models. Watch people who you believe are successful thinkers. If possible, ask them how they think or make choices. Ask them to help you think of other choices or from other viewpoints.

Thinking ahead is looking before you leap. This session of Success is a Thinking Skill shows you how.



LIFELONG LEARNING: LOGICAL THINKING, PART 1

LOGICAL THINKING TAKES THREE THINGS. FIRST, YOU NEED A REASON FOR THINKING. THE REASON IS WHY YOU WANT TO DO OR KNOW SOMETHING. NEXT, YOU NEED INFORMATION WHICH HELPS ACHIEVE THAT PURPOSE. LAST, YOU NEED A WAY TO STRUCTURE THINKING. YOU NEED A PLAN FOR THINKING THINGS THROUGH. YOU MUST POSSESS THE ABILITY TO STRUCTURE THINKING IN ORDER TO THINK LOGICALLY. WHAT HAPPENS WHEN YOU DON'T?



- IF YOU CAN'T ORGANIZE AND SEQUENCE IDEAS, YOU CAN'T PLAN.*
- IF YOU CAN'T PLAN, YOU CAN'T PREDICT WHAT MIGHT HAPPEN.*
- IF YOU CAN'T PREDICT, YOU CAN'T TELL CAUSES FROM EFFECTS.*
- IF YOU CAN'T TELL CAUSES FROM EFFECTS, YOU CAN'T IDENTIFY CONSEQUENCES.*
- IF YOU CAN'T IDENTIFY CONSEQUENCES, YOU CAN'T CONTROL IMPULSES.*
- IF YOU CAN'T CONTROL IMPULSES, YOU MAY COMMIT CRIMES AS A RESULT.*

KNOWING WHAT YOU NEED TO LEARN IS THE FIRST STEP IN LEARNING IT. WHERE DO YOU HAVE PROBLEMS WITH LOGIC? WHAT HAVE BEEN THE RESULTS? HOW CAN YOU LEARN THAT KIND OF LOGICAL THINKING?

ADAPTED FROM PAYNE, R.S. (1997). *A FRAMEWORK FOR UNDERSTANDING POVERTY*. BAYTOWN, TX: RFT PUBLISHING. P. 121

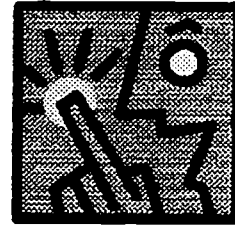
CHARACTER FIRST: DEFERENCE AND MEEKNESS

THINKING AHEAD OFTEN MEANS THINKING ABOUT HOW YOUR ACTIONS AFFECT OTHERS. DEFERENCE AND MEEKNESS HELP YOU DO THIS.

DEFERENCE

DEFERENCE IS LIMITING FREEDOM SO THAT YOU DON'T OFFEND THE TASTES OF THOSE AROUND YOU. DEFERENCE IS NOT THE SAME AS OBEDIENCE. WHEN YOU ARE OBEDIENT, YOU FOLLOW RULES. DEFERENCE IS A CHOICE YOU MAKE. IT IS THE OPPOSITE OF RUDENESS. IT HONORS THE PREFERENCES OF OTHERS. IT IS A WAY TO THINK ABOUT OTHERS. IT DOESN'T MEAN THAT YOU GIVE IN TO OTHERS ON ISSUES OF CHARACTER. YOU DON'T LET OTHERS ABUSE YOU. THEY DON'T RUN YOUR LIFE. FOR INSTANCE, IF A PERSON DOESN'T LIKE SMOKE, AVOID SMOKING AROUND THEM. THAT'S A CHOICE YOU MAKE. TO SMOKE AROUND THEM MEANS YOU DON'T HONOR THEIR PREFERENCE. DEFERENCE GIVES YOU A WAY TO START THINKING ABOUT THE VIEWPOINTS OF OTHERS. WHEN YOU USE DEFERENCE, YOU . . .

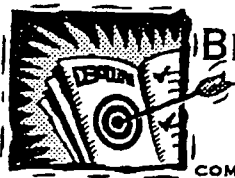
- USE GOOD MANNERS.
- RESPECT OTHERS.
- HONOR HOW OTHERS LIKE TO DO THINGS.
- LET OTHERS GET THE LAST WORD IN.
- ARE SENSITIVE TO THE NEEDS OF OTHERS, EVEN WITHOUT BEING TOLD.
- WORK AS HARD AT PROVING OTHERS RIGHT AS AT PROVING YOURSELF RIGHT.
- ARE A GOOD, POSITIVE INFLUENCE ON OTHERS.



MEEKNESS

SOME PEOPLE THINK THAT MEEKNESS IS ACTING LIKE A WIMP. MEEKNESS IS JUST THE OPPOSITE. IT IS YIELDING PERSONAL RIGHTS AND EXPECTATIONS IN ORDER TO SERVE OTHERS. IT IS STRENGTH UNDER CONTROL. IT IS DECIDING WHAT'S WORTH FIGHTING FOR AND WHAT ARE ONLY SMALL PROBLEMS. WHEN YOU LOSE YOUR TEMPER OVER SMALL MATTERS, YOU LET EMOTIONS CONTROL YOU. THE WORD TEMPER ACTUALLY MEANS TO MODIFY OR TO CONTROL. YOUR TEMPER SHOULD CHECK YOUR WORDS AND ACTIONS WHILE THEY ARE STILL THOUGHTS. IT SHOULD CAUSE YOU TO THINK BEFORE ACTING. ANGER IS A REAL AND NECESSARY EMOTION. THERE ARE MANY THINGS WHICH SHOULD ANGER YOU. YOUR TEMPER CONTROLS HOW YOU COMMUNICATE YOUR ANGER. MEEK PEOPLE . . . :

- DON'T APPLAUD THE DEFEATS OF OTHERS. THEY DON'T "RUB IT IN."
- ARE GOOD SPORTS. IF THEY LOSE OR FAIL, THEY DON'T BLAME OTHERS. THEY DON'T GET ANGRY. THEY MAINTAIN CONTROL OF THEIR EMOTIONS
- WATCH WHAT THEY SAY. THEY DON'T PUT OTHERS DOWN. THEY THINK ABOUT HOW THEIR WORDS AFFECT OTHERS.
- REMEMBER THAT THERE'S A DIFFERENCE BETWEEN *RIGHT* AND *RIGHTS*. THEY DON'T OVERPOWER OTHERS BECAUSE OF THEIR RIGHTS. THEY CHOOSE TO DO THE RIGHT THING.
- THINK BEFORE THEY ACT. THEY DON'T LET PRESSURES OF THE MOMENT OVERWHELM THE RESULTS OF THE FUTURE. THEY ACT RATHER THAN REACT.

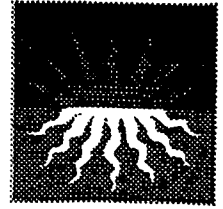


BEFORE NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS: MANAGING YOURSELF
- VOCATIONAL BASIC SKILLS: *WORK EFFECTIVENESS*, VALUED WORK PRACTICES; MATH DECIMAL ADDITION C & D; *READING*, ANY C

REFLECTION



ARE YOU IN CONTROL OF YOUR EMOTIONS OR DO THEY CONTROL YOU? GIVE AN EXAMPLE WHICH SUPPORTS YOUR CHOICE.

What relationships exist between role models and functional systems? Who have been your role models? Did these individuals show you how to think ahead?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
DO YOU THINK MANAGING YOURSELF IS A FORM OF DECISION-MAKING? WHY? WHAT ARE SOME VALUED WORK PRACTICES THAT ALSO HELP YOU MANAGE YOURSELF?

What's the difference between meekness and deference? How do these traits involve decision-making?

Which of the ways for changing thinking have you tried? What were the results? How can you learn more ways?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 5A/5B

Understanding What you Read

Read "Success is Thinking Ahead" on pages 1-2. Then answer the questions.

1. What is the difference in acting emotionally and acting logically?
2. How does a lack of good role models affect the way a person acts?
3. What is a dysfunctional system? Give an example.
4. How does thinking from the viewpoint of others help you think and plan ahead?
5. What are some of the things you can do to help you make changes in your thinking? Which ones have you tried? Which ones have been most useful?

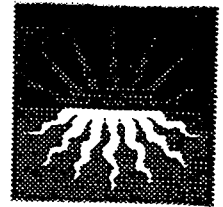
PROJECT METAMORPHOSIS NEWSLETTER
Volume 4 Number 5A/5B

Understanding What you Read

Read "Success is Thinking Ahead" on pages 1-2. Then complete the following summary. Use words from the article if you wish.

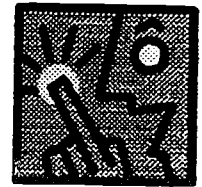
Some people are controlled by their feelings and emotions. There are several reasons why they act emotionally. Many people grew up in homes with few _____ . There were no adults to show them how to think. Sometimes the group or system in which you live does not work . It then becomes a _____ . It may not be teaching you appropriate skills. We may not think from the viewpoint of _____ . This means that we think about the way our actions effect other people. We may not be able to _____ . Others may not want us to change. It takes _____ and _____ to change.

PROJECT METAMORPHOSIS



Volume 4 Number 6A/6B

Deciding to Be Happy: Making Changes & Solving Problems



Few people are happy with themselves. Everybody wants to make changes in their lives. They want their problems to go away. Then, they'll be happy, right?

According to Dennis Prager, author of "Happiness is a Serious Problem", that's not true. He says that there is little correlation between the circumstances of people's lives and how happy they are. In other words, some people have great lives. They should be happy. Some people have terrible problems. They should be unhappy. But you've probably known happy people who had awful problems. And you've probably known unhappy people who seemed to have it all.

Prager says that anyone can be unhappy. It's easy to do. Deciding to be happy often takes real courage and work.

Why should you try? First, you owe it to yourself. No one deserves happiness more than you. Second, you owe it to your family, friends, and co-workers. Ask anyone who grew up in an unhappy home or who has unhappy friends what it was like. Your happiness affects those around you.

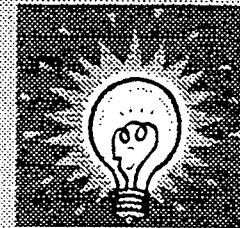
How do you do it? How do you decide to be happy? Prager has several tips:

STOP COMPARING YOURSELF TO OTHERS

It's easy to look around and find people whose lives seem better than ours. They're not in prison. They have money. They have good jobs. Who wouldn't be happy? But, everyone has unseen parts of life. One person might have money and a good job, but a wife dying of cancer. . . or a child that died at birth. . . or a former business that failed. What you see is not always the whole story. The "life" you're using for comparison may not be as happy as it looks. Decide to be happy with the life you have

DON'T FOCUS ON WHAT'S MISSING

Many people think, "I would be happy if only . . . I weren't in prison. . . I had more money. . . I had a good job. . . I had. . . whatever they think is missing. And maybe that's true. Sometimes, though, people spend so much time focusing on what's missing that they miss what's there. Prager suggests that you identify what's missing in your life. Think about whether or not getting it will really make you happy. Then do one of three things. Work to get it. Replace it with



"Deciding to be happy often takes real courage and work"

something you can get. Or, forget about it. You decide what it takes.

DON'T LOOK FOR PERFECTION

Sometimes people think that things have to be perfect in order for them to be happy. Few things in life are perfect. People, jobs, and situations hardly ever live up to their ideals. If you wait for perfection, you'll probably never be happy. Why wait? Decide to be happy with what you have now.

DECIDE TO MAKE THE BEST OF WHAT YOU'VE GOT

First, be grateful for what

you have. You're in prison now. Why should you be grateful for that? You've lost your freedom, but you have food and shelter. You have your health. You can see and hear. You can walk and talk. You have medical attention. You have something to do. You have an opportunity to learn. You have a future.

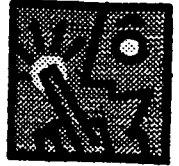
Second, get started and keep going. What would you do if you knew that you would be successful? There's no guarantee of success. But if you never try, you'll never know.

Third, don't worry if things aren't easy. Life hardly ever is but don't stop. Some progress is better than none. If you can't complete your goal, take a step toward it. Or, just get ready to take that step. The time you spend takes you that much closer. Go fast when you can. Go slow when have to. But, decide to keep working toward happiness.

This session of Success is a Thinking Skill shows you how to choose and complete a project for achieving your goals.

CHARACTER FIRST: ENTHUSIASM

ENTHUSIASM IS FINDING JOY IN TASKS. IT IS LOOKING FOR THE BEST POSSIBLE OUTCOME AND WORKING TOWARD IT. IT IS A DECISION TO MAKE THE BEST OF THINGS AND LIFE.



IN A STUDY OF EMOTION, DOCTORS ASKED ACTORS TO MAKE FACES UNRELATED TO THEIR ACTUAL FEELINGS. HEART RATES CHANGED ACCORDING TO THE EXPRESSIONS. THUS, OUR EXPRESSIONS DON'T JUST SHOW FEELINGS. THEY HELP GENERATE NEW FEELINGS. HOW YOU FEEL ABOUT SOMETHING DEPENDS ON HOW YOU VIEW IT. HOW YOU FEEL ABOUT IT AFFECTS PERFORMANCE AND SUCCESS. YOU CAN CHOOSE TO BE ENTHUSIASTIC. THE FOLLOWING TRAITS DESCRIBE ENTHUSIASTIC PEOPLE. WHICH DESCRIBE YOU?

- **MAKES GOOD USE OF DOWN TIME.** THIS INCREASES PRODUCTIVITY. THIS RESULTS IN FEELINGS OF ACCOMPLISHMENT. THIS PROVIDES FUEL FOR MORE ENTHUSIASM.
- **FOCUSES ON THE POSITIVE.** ENTHUSIASTIC PEOPLE ARE NOT THE SAME AS OPTIMISTIC PEOPLE. ENTHUSIASTIC PEOPLE ARE AWARE OF PROBLEMS. THEY CHOOSE TO FOCUS ON WHAT CAN BE DONE RATHER THAN WHAT CAN'T BE DONE. THEY DON'T ASK, "WILL IT WORK?" THE ASK, "HOW CAN WE MAKE IT WORK?"
- **PLANS FOR SUCCESS.** ENTHUSIASTIC PEOPLE DON'T EXPECT TO FAIL. THEY PLAN AND WORK FOR SUCCESS.
- **LEARN FROM FAILURES.** EACH FAILURE IS AN OPPORTUNITY TO GROW AND LEARN WHAT TO DO DIFFERENTLY IN THE FUTURE. THOMAS EDISON INVENTED THE LIGHT BULB. HE HAD THOUSANDS OF FAILURES BEFORE HE FOUND THE RIGHT COMBINATION. FEW THINGS SUCCEED THE FIRST TIME.
- **AIM HIGH.** ENTHUSIASTIC PEOPLE SET HIGH GOALS. EVEN IF THEY DON'T ACHIEVE THEM, THEY ACHIEVE MORE THAN MOST PEOPLE THOUGHT WERE POSSIBLE.
- **ENCOURAGE OTHERS.** ENTHUSIASM IS CONTAGIOUS. THE MORE YOU TRANSFER TO OTHERS, THE MORE YOU HAVE.
- **ARE RESOURCEFUL.** ENTHUSIASTIC PEOPLE ARE FLEXIBLE. ALTHOUGH ENTHUSIASTIC PEOPLE DON'T QUIT, THEY KNOW WHEN TO CHANGE DIRECTIONS.
- **ENJOY LEARNING NEW THINGS.** ENTHUSIASTIC PEOPLE FIND OPPORTUNITIES TO GROW.
- **ARE HAPPY.** ENTHUSIASTIC PEOPLE CHOOSE TO BE HAPPY.

LIFELONG LEARNING: THINKING LOGICALLY, PART 2

LOGICAL THINKING HELPS YOU THINK THINGS THROUGH. TO DO SO, YOU MUST ALSO BE ABLE TO DO THE FOLLOWING:



FOCUS ATTENTION. THIS INVOLVES LOOKING AT SITUATIONS WITH CARE. IT IS CONCENTRATING ON DETAILS ONE AT A TIME. IT IS ALSO FITTING THE DETAILS TOGETHER TO GET THE MAIN IDEA OF A SITUATION.

SET GOALS. THIS REQUIRES THE ABILITY TO THINK ABOUT THE FUTURE. IT INVOLVES PLANNING AND SCHEDULING EVENTS TO ACHIEVE GOALS.

DELAY GRATIFICATION. THIS REQUIRES CONTROL OF IMPULSES AND EMOTIONS. IT IS PUTTING OFF IMMEDIATE PLEASURES FOR FUTURE BENEFITS.

HAVE WORD TOOLS. WORDS HELP DEFINE AND ORGANIZE LIFE. WORDS ARE THE BUILDING BLOCKS OF IDEAS. THEY ARE THE TOOLS FOR LEARNING AND COMMUNICATION.

WHICH OF THESE KINDS OF THINKING ARE EASY FOR YOU? WHICH DO YOU NEED TO BUILD? HOW COULD YOU BUILD THESE THINKING SKILLS?

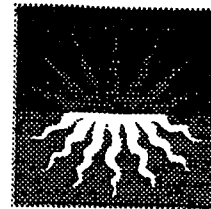


BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

- **EMPLOYABILITY AND WORK MATURITY SKILLS:** JOB SOURCES; INTERVIEWING FOR A JOB
- **VOCATIONAL BASIC SKILLS:** MATH, DECIMAL ADDITION E, F & G; READING ANY D

REFLECTION



DO YOU THINK YOU ARE A HAPPY PERSON? WHAT CAN YOU DO TO DECIDE TO BE HAPPY?

What is the relationship between happiness and enthusiasm?

Are you a logical thinker? Why or why not?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

IDENTIFY SOME SOURCES FOR FINDING JOBS?

WHAT TIPS COULD YOU GIVE A PERSON WHO IS GOING FOR A JOB INTERVIEW?

Did you grow up in a happy home? Have you worked in places where people were unhappy? What were the effects on you?

Can thinking logically contribute to your happiness? How?

**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 4 6A/6B**

Understanding What you Read

Read "Deciding to Be Happy: Making Changes & Solving Problems" on pages 1-2. Then answer the questions.

1. According to Dennis Prager, what is the relationship between the circumstances in a person's life and happiness?
2. How is happiness a choice we make?
3. What happens when we compare ourselves to others?
4. Instead of focusing on what's missing, what should we do?
5. How can you make the best of what you've got right now?

PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 4 6A/6B

Understanding What you Read

Read "Deciding to Be Happy: Making Changes & Solving Problems" on pages 1-2. Then complete the summary. Use words from the article if you wish.

Most all of us want to be happy. We believe we would be happy if our _____ would go away. Pager says this is not true. He has found little relationship between _____ and _____. Some people have great lives and should be happy. Others have terrible problems and should be unhappy. But happiness doesn't work this way. We must _____ we want to be happy. This decision takes both _____ and hard _____. There are several things we can do when we decide to be a happy person. The first is to stop _____ ourselves to _____. What we see is often not the whole picture. Next, we should not _____ on what is _____. We should stop looking for _____. Few things in life are perfect. Last, we have to decide to make the _____ of what we _____. We look for any good or treasure. We decide to be happy with what we have now.

VOLUME 5

Keys To Loving Relationships: Videotapes 11 - 18

VOLUME 5

Keys to Loving Relationships: Videotapes 11-18

Designed for minimum 9 1-hour sessions.

Volume 5 continues the video series **Keys to Loving Relationships (Volume 3, Videotapes 1-9)**. It provides applications to work situations and reviews academic learning skills. Although each newsletter accompanies a specific tape and refers to the tape, the information in the newsletters is complete enough to stand alone for those inmates who receive the newsletter but who are not in Project Metamorphosis.

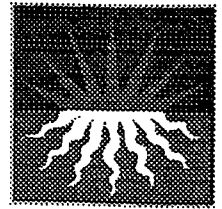
Materials may be used in a variety of ways. Videos vary in length. Most are about 30 minutes long. We recommend that you preview each tape prior to class. You may choose to watch the video as part of class time or supervised viewing time could be arranged prior to class in order for class time to focus on reflection and discussion. You could use inmate tutors to facilitate small group discussion.

NOTE: An instructional guide accompanies the video series; however, the guide is currently out of print. New guides will not be available until after September.

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|---|---------------------------------|--|----------------------|-----------------|---------------------------|--|
| 1A | Identify how to change unwanted behaviors | Vol 5 1A Keys video 11 | 1) Key 11: Changing Unwanted Behaviors 2) Lifelong Learning: Understanding Idioms 3) Before Next Session . . . (computer software) 4) The Greatest Secret in the World: Part 5 5) Change . . . on the Job 6) Reflection 7) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X X | EMP: Interview Performance and Appearance VBS Reading, Any E; Math, Decimal Subtraction A & B |
| 1B | Identify ways to reduce conflicts | Vol 5 1B Keys video 12 | 1) Key 12: Reducing Conflicts 2) Before Next Session . . . (computer software) 3) Suggestions for Resolving Conflict 4) Lifelong Learning: Synonyms and Antonyms 5) Conflicts . . . on the Job 6) Reflection 7) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X X X | EMP: Interview Behavior VBS Reading, Any F; Math, Decimal Subtraction C |
| 2A | Identify how personal space affects relationships | Vol 5 2A Keys video 13 | 1) Key 13: Personal Space: The Relationship Principle 2) Organization . . . on the Job 3) Before Next Session . . . (computer software) 4) Lifelong Learning: Critical Reading 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X X | EMP: Answering Interview Questions VBS Reading, Any G; Math, Decimal Subtraction D |
| 2B | Identify ways to manage anger | Vol 5 2B Key video 14 | 1) Key 14: Anger: The Healthy/Unhealthy Emotion 2) Before Next Session . . . (computer software) 3) Four Ways to Express Anger 4) Lifelong Learning: Teamwork 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X X | EMP: Job Search Follow-Up VBS Reading, Any H; Math, Decimal Subtraction E |

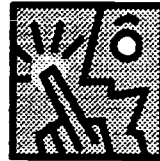
| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|---|--------------------------------|--|-----------------|-------------|----------------------|---|
| 3A | Identify how to overcome anger with forgiveness | Vol 5 3A Key video 15 | 1) Key 15: Overcoming Anger with the Power of Forgiveness 2) Character First: Forgiveness 3) Lifelong Learning: Listening Skills 4) Before Next Session . . . (computer software) 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X X | X X X | X X X X | EMP: Overview of Employers' Expectations VBS: Reading, Any J; Math, Decimal Subtraction F |
| 3B | Describe how to maintain a healthy emotional state | Vol 5 3B Key video 16 | 1) Key 16: Keeping Emotional Tanks Filled . . . at Home and at Work 2) Lifelong Learning: Summarizing 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X | EMP: World of Work: Worker's Rights and Responsibilities VBS: VBS: Reading, Any I; Math, Decimal Subtraction G |
| 4A | Identify factors that contribute to unhealthy relationships | Vol 5 4A Key video 17 | 1) Key 17: Changing Unhealthy Relationships 2) Lifelong Learning: Organizing What You Hear and Read 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X | VBS Work Effectiveness Personal Appearance; Personal Qualities; Positive Work Attitudes VBS Reading, Any K; Math Decimal Multiplication A & B |
| 4B | Describe how to survive the crises in life | Vol 5 4B Key video 18 | 1) Key 18: Surviving the Crises in Your Life 2) Handling Crises . . . on the Job 3) Lifelong Learning: Understanding Realism and Fantasy 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X X | X X | X X X X | VBS Reading, Any L; Math, Decimal Multiplication C |

PROJECT METAMORPHOSIS



Volume 5 Number 1A

Key 11: Changing Unwanted Behaviors



We all have some type of behavior or habit that really annoys us or those around us. Some of the time our behaviors occur as a spur-of-the moment response. Many of the irresponsible acts we commit are unplanned. They are the result of a response to peer pressure and impulsiveness. We just didn't think. Sometimes we are even shocked by what we have said or done. Alcohol/drug abuse, sexual irresponsibility, causing disturbances, abuse, and violence are all behaviors or habits that can be changed. We can STOP allowing people and circumstances to "pull our string". Circumstances and other people do not make our decisions for us.

Making the Decision to Change

You have to make the decision that you want to change. Changing unwanted behaviors is a thinking skill.

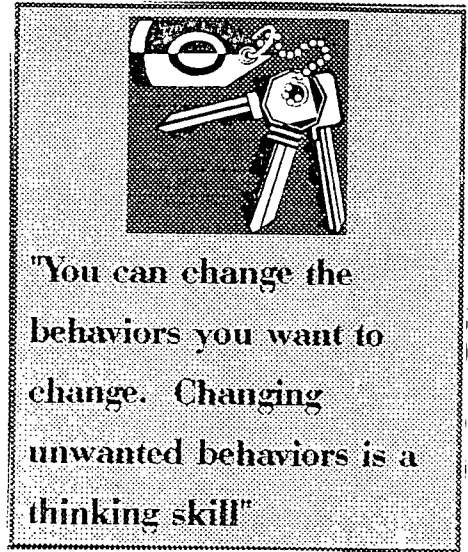
Look at this formula.

$$\text{Behavior} = \text{Perceptions} + \text{Attitudes} + \text{Feelings} + \text{Decisions}$$

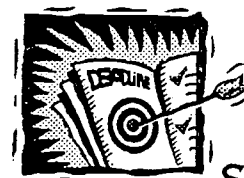
This formula says we are not rats who respond to a stimulus. Instead, we think about what our environment tells us. We think and have feelings about the messages we are getting. Finally, and most importantly, we decide what to do. If we leave out the decision-making step, our behavior is controlled by perceptions and feelings. We simply react.

Responsibility for Change

"The buck stops here." This means you must take full responsibility for your own behaviors and habits. You must see the need for change. You need to understand that some of your behaviors and habits may have come from your family or where you live. Once you know this, it is time to move forward. Blame will not help you make changes. Your life is no longer controlled by the past. You can change the behaviors you want to change



"You can change the behaviors you want to change. Changing unwanted behaviors is a thinking skill"



BEFORE
NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK
- MATURITY SKILLS: INTERVIEW
- PERFORMANCE AND APPEARANCE
- VOCATIONAL BASIC SKILLS:
- READING, ANY E; MATH, DECIMAL
- SUBTRACTION A & B



LIFELONG LEARNING: UNDERSTANDING IDIOMS HAVE YOU EVER HEARD SOMEONE SAY, "LEAVE NO STONE UNTURNED," "IT'S TIME TO FACE THE MUSIC," OR "THIS SHOULD BREAK THE ICE"? THESE EXPRESSIONS ARE CALLED IDIOMS. THEY CAN MAKE UNDERSTANDING WHAT YOU READ MORE DIFFICULT. AS A READER, YOU MUST LEARN TO INTERPRET THE MEANING OF THE IDIOM. FIND TWO IDIOMS IN THIS NEWSLETTER. TELL WHAT EACH MEANS. CAN YOU THINK OF OTHER IDIOMS THAT YOU HAVE HEARD?

The Greatest Secret. . .Part 5 Mastering Your Emotions

You've changed. You're a different person than you were before you became part of Project Metamorphosis. You've been investing in yourself. Beginning with the first session, you began a new life. You're continuing to work until you succeed. You are, indeed, nature's greatest miracle.

Today you'll learn another principle of success. Don't forget to read this section 3 times each day. Read it in the morning. Read it after lunch. Read it aloud before you go to sleep. As you repeat the words, they will become part of your active mind and your other mind--the part that never sleeps and makes you act. The fifth secret will be your not-so-secret weapon in successfully using the keys to relationships.

Do you have "good" days and "bad" days? On a good day, everything goes well. On a bad day, nothing goes right. Research indicates that emotions often occur in cycles. You will have good times. You will also have bad times. How you think about them is up to you.

The secret is this: **Today I will control my emotions.** I won't be so happy that I don't stop to consider the consequences of my actions. I won't think that bad times are the end. Good times will re-occur. Today's sadness is the beginning of tomorrow's joy.

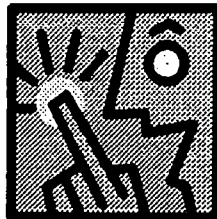
Today I will control my emotions. Why? Because I know that a weak person is one who lets thought control actions. And I am not a weak person. And strong is the person who acts to control thoughts. I am a strong person. **Today I will control my emotions.**

I know I will have bad times. I may not always be happy. I may often struggle. But I will always be in control. If I am sad, I will laugh. If I am afraid, I will go ahead. If I feel inferior, I will recall my past successes. If I feel unimportant, I will recall my goals. **Today I will control my emotions.**

Even in good times, I will control my emotions. I will not let others talk me into things that I don't want to do. I will not give in to others just because I am in a good mood. **Today I will control my emotions.**

There are things that I couldn't do if I had to do them for a lifetime. I won't worry about controlling my emotions in the future. All I'll worry about is today. And today **I will control my emotions.**

Source: Adapted from *The Greatest Secret in the World* by Og Mandino



CHANGE. . . ON THE JOB



NO MATTER WHAT JOB YOU'LL HAVE IN THE FUTURE, CHANGE WILL BE A PART OF IT. CHANGE USUALLY OCCURS IN FOUR PARTS. PROBLEMS OCCUR IF YOU GET STUCK OR IF YOU SKIP OVER A PART. EVEN A WELCOME CHANGE--LIKE GETTING OUT OF PRISON--INVOLVES THE SAME 4-PART PROCESS.

PART 1: DENIAL. DENIAL MEANS THAT YOU FAIL TO CONSIDER THE EFFECTS OF THE CHANGE--EITHER FOR BETTER OR WORSE. DENIAL IS PRETENDING THAT NO CHANGES WILL TAKE PLACE. IGNORING CHANGE OR MINIMIZING CHANGE DOESN'T MEAN THAT IT'S NOT THERE. IF YOU THINK THINGS WILL BE THE SAME AS BEFORE, THINK AGAIN.

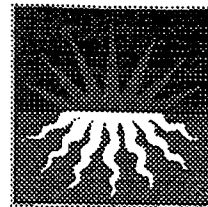
PART 2: RESISTANCE AFTER PASSING THROUGH DENIAL, RESISTANCE OFTEN SEEMS TO MAKE MATTERS WORSE. RESISTANCE IS STUBBORNNESS. IT IS A DESIRE TO RETURN TO "THE WAY THINGS WERE." BUT THAT'S IMPOSSIBLE. THINGS HAVE CHANGED.

RESISTANCE OFTEN RESULTS IN FEELINGS OF ANGER, LOSS, AND HURT. YOU MAY WANT TO BLAME OTHERS AND COMPLAIN. YOU MAY FEEL PHYSICALLY SICK. YOU MAY BE FEARFUL AND EVEN DOUBT YOURSELF. KEEP IN MIND THAT THIS IS A NORMAL PART OF CHANGE.

PART 3: EXPLORATION EXPLORATION GIVES YOU PERMISSION TO THINK ABOUT THE FUTURE. IT MAY FEEL CHAOTIC, WITH BOTH POSSIBILITIES AND PROBLEMS. THIS A TIME TO REVIEW GOALS. IT IS A CHANCE TO LEARN NEW SKILLS. IT IS A TIME TO ASSESS RESOURCES.

PART 4: COMMITMENT THE FINAL STAGE OF CHANGE IS COMMITMENT. DECISIONS HAVE BEEN MADE. CHANGE IS ACCEPTED. THIS IS A TIME OF FOCUSED DETERMINATION.

REFLECTION



What are some of your behaviors and habits that you would like to change?

What is one of your unwanted behaviors?

USE THE FORMULA BELOW TO IDENTIFY HOW YOU THINK ABOUT EACH BEHAVIOR (E.G., WHAT ARE YOUR PERCEPTIONS, ATTITUDES, FEELINGS, AND DECISIONS RELATED TO THAT BEHAVIOR?)

BEHAVIOR = PERCEPTIONS
+ ATTITUDES + FEELINGS
+ DECISIONS

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT TIPS ON APPEARANCE WOULD YOU GIVING SOMEONE WHO IS INTERVIEWING FOR A JOB?

Think about Scroll IV: *I am the Master of My Emotions*. How do your emotions affect your behaviors?

Can you think of a time when emotions rather than thoughtful decision-making controlled your behavior? Describe what happened.

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Understanding What You Read
Volume 5 Number 1A

Read Key 11: *Changing Unwanted Behaviors* on page 1. Then answer the questions.

1. What are some of the reasons we behave without thinking first?

2. What does it mean to allow someone to "pull our string"?

3. If we don't "think" about our behaviors, what controls the way we react?

4. Why does the responsibility to change begin and end with you?

5. Explain the idiom "the buck stops here". What does it have to do with accepting the responsibility to change?

Understanding What You Read
Volume 5 Number 1A

Read *Key 11: Changing Unwanted Behaviors* on page 1. Then complete the following summary. Use words from the article if you wish.

Most people have some behaviors and habits that they want to change.

Some of these behaviors are a _____ to our group of friends, or peers. Often this type of behavior is _____.

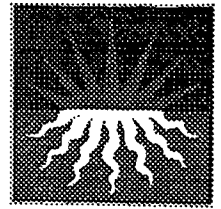
This means that it was unplanned. Our goal in changing behaviors is to _____ before we react. The formula in the newsletter tells us that Behavior = _____ +

_____ + _____.

_____ We must take

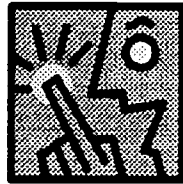
_____ for our behavior and habits. Even though we know our family and environment had a part in causing the problem, _____ will not help us make change. When the "buck stops here," it stops with us.

PROJECT METAMORPHOSIS



Volume 5 Number 1B

Key 12: Reducing Conflicts



A synonym is a word that means the same or about the same as another word. The following words are synonyms for the word *conflict* - *encounter, battle, fight, struggle, controversy, and opposition*. All of these words sound like really bad things. Conflicts happens all the time in every relationship. Conflicts can occur in families. They can occur between friends. Conflicts can also happen at work. Since conflicts are going to happen, you need to know how to deal with the struggle. The way you think about conflicts can either lead to more problems or successful growth. You need to think about how to use conflicts for gro and change.

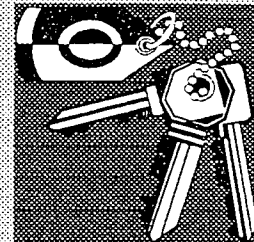
Why We Have Conflicts

There are four main reasons that conflicts occur in relationships. The first reason is a problem of power and control. One person wants to be the boss and make the decisions. When we disagree over who has authority, conflict occurs. If we feel that someone--a friend, relative, co-worker, or boss-- is trying to tell us what to think and control us, this causes conflict. In this case we can not be who we are. Second, insecurity also causes conflic. Insecurity makes us feel unsafe. If we have

emotional needs that are not met, we may have conflict. The good thing is that a conflict does not have to be the end of a relationship. It can be an open door to a better relationship.

Using Conflict to Move Into a Better Relationship

Conflicts, or disagreements, don't have to be the end. They can be an open door to move to better understanding of another person or situation. Remember the 5 levels of communication in Key 8? Conflict helps us move to the 4th level-- Feelings. In a conflict, we can share our feelings and emotions. Conflicts open the door so that we can express our needs and feelings in a relationship. Conflicts allow us to express emotional responses and affection. In other words, we get to make-up. In order to keep the door open during a conflict, use a normal tone of voice. Don't scream. Never use sarcasm. Avoid saying "You" statements that cast blame. The goal of any conflict is to resolve it. When a conflict is resolved, there is a win/win situation. Both people feel like winners. Feelings of safety are restored. The door is opened for a better relationship.



"The way you think about conflicts can either lead to more problems or to successful growth."



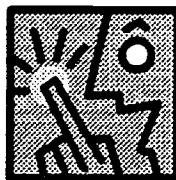
BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK
MATURITY SKILLS: INTERVIEW
BEHAVIOR
- VOCATIONAL BASIC SKILLS:
READING, ANY F; MATH DECIMAL
SUBTRACTION C

Suggestions for Resolving Conflict

1. **Be specific.** Use concrete facts and statements. Don't use general statements or "always" and "never" statements.
2. **Be an active listener.** Pay attention to what is being said. Focus your entire attention on the speaker. Pay attention to the feelings behind the words.
3. **Use I Messages.** Begin your sentences with I. When we use "You" statements we usually are blaming.
4. **Avoid absolutes.** Statements that use "should", "ought", "never", or "always" tend to exaggerate the issue under discussion.
5. **Do not attempt to determine who is right and wrong.** In most cases determining the winner and loser means that both will be losers. The conflict will remain unresolved. Cooperation forms a win/win situation.
6. **No solution lasts forever.** Try something out and then evaluate the situation.
7. **Solve one problem at a time.** Look at one small problem at a time. Look for solutions in small steps.
8. **Deal with problems as they occur.** Delays tend to cause resentment or confusion. Deal openly with problems as they happen.
9. **Watch your attitude.** Our attitude and emotions give our own meaning to the facts. They make us see only what we want to see.
10. **Avoid faulting others.** Keep it clean. No name calling. No yelling or screaming. No blaming. No accusing.
11. **Give time to change.** Be Patient. Change is slow. Look for small signs of change. Praise the small efforts.



CONFLICTS. . . ON THE JOB



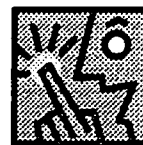
YOU CAN'T GET AWAY FROM WORK CONFLICTS, WHETHER YOU'RE ON THE JOB IN PRISON OR ON THE OUTSIDE. CONFLICTS RESULT IN STRESS. ALTHOUGH YOU CAN'T AVOID STRESS, YOU CAN LEARN TO MANAGE IT. TAKING RESPONSIBILITY FOR YOUR OWN STRESS IS THE FIRST STEP IN COPING. AFTER THAT, TRY THE FOLLOWING:


CHANGE YOUR ATTITUDE. DEVELOP A SENSE OF HUMOR ABOUT THE SITUATION. CREATE A NETWORK OF SUPPORT. TALK TO OTHERS. GET PROFESSIONAL COUNSELING OR HELP.

CHANGE YOURSELF. LEARN NEW SKILLS IN COMMUNICATION, GOAL-SETTING, AND CONFLICT-RESOLUTION. ASK FRIENDS OR OTHER WORKERS FOR HONEST OBJECTIVE FEEDBACK ABOUT THE CONFLICT. ASK A SUPERVISOR FOR CONSTRUCTIVE CRITICISM ABOUT YOUR OWN PERFORMANCE.

CHANGE YOUR ENVIRONMENT. ONE OF THE FREEDOMS YOU'LL ENJOY ON THE OUTSIDE IS THE ABILITY TO CHANGE JOBS. SOME JOBS JUST AREN'T A GOOD MATCH. CHANGING DOESN'T MEAN YOU CAN'T DO THE WORK. IT DOESN'T MEAN YOU GAVE UP.

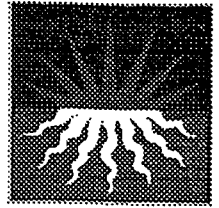
IT JUST MEANS THAT YOU CHANGED YOUR MIND.



 **LIFELONG LEARNING: SYNONYMS AND ANTONYMS** SYNONYMS ARE WORDS THAT ARE THE SAME OR ALMOST THE SAME IN MEANING. GLAD, HAPPY, MERRY, AND CHEERFUL ARE ALL SYNONYMS. THE OPPOSITE, OR ANTONYM, OF GLAD IS SAD, DEPRESSED, OR DEJECTED. LOOK IN THE NEWSLETTER AT THE MANY SYNONYMS FOR THE WORD CONFLICT. CAN YOU THINK OF SOME ANTONYMS FOR "CONFLICT"? MANY DICTIONARIES LIST AN ANTONYM OR SYNONYM FOR A WORD. A BOOK CALLED A *THESAURUS* LISTS ANTONYMS AND SYNONYMS FOR MANY WORDS.

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REFLECTION



Think about conflicts you have had in your family life. Can you identify the reason for the conflict?

Review the list of suggestions for resolving conflict on page 2. If these help resolve conflicts, their opposites will help create conflicts. Choose 3 suggestions (e.g., for #11, instead of *Give time for change, Be impatient.*) Which of the opposite suggestions has created additional conflicts in your life?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHAT TIPS ON BEHAVIOR WOULD YOU GIVE SOMEONE WHO IS INTERVIEWING FOR A JOB?

Remember: You are the master of your emotions. What is the relationship between mastering your emotions and conflict?

Think about a conflict that occurred at work. Make a list of all the FACTS for and against the issues. Then list your FEELINGS for and against the issues. Look closely at the FACTS. The more FACTS you have written, the more clearly you see the solution.

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**Understanding What You Read
Volume 5 Number 1B**

Read Key 12: *Reducing Conflicts* on page 1. Then answer the questions.

1. What does the word conflict mean?

2. Give an example of a conflict that might occur in a family.

3. What are the four main reasons that conflicts occur?

4. What can be good about a conflict?

5. What good communication skills are needed during a conflict?

Understanding What You Read
Volume 5 Number 1B

Read *Key 12: Reducing Conflicts* on page 1. Then complete the following summary. Use words from the article if you wish.

Conflicts can occur in any relationship. Conflict sounds like a really bad thing. Some words that mean the same as conflict are

_____, _____ and _____.

All of these words are called _____.

Conflicts don't have to be bad. We can use our conflicts to _____ and _____.

Conflicts help us move to the communication level of

_____. At this level we can express our _____ and _____.

Conflicts are really an open _____ to a better

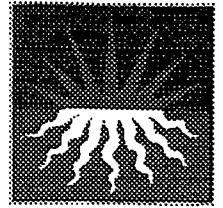
_____.

The goal of all conflicts is to resolve

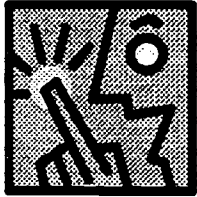
it. This gives both people a feeling of _____ / _____. Both of

them feel like winners.

PROJECT METAMORPHOSIS



Volume 5 Number 2A



Key 13: Personal Space: The Relationship Principle

We are all unique individuals. None of us is exactly alike. We all have a space around us that tells the rest of the world, "This is me. This is who I am." In Key 13, this space is called a fence. You can think of it as a "defense." It could be a property line or a state line. This fence or space keeps in who we are as a person. We can let people into our space if we want. We can keep other people out. Some of us don't have a well-defined space around us. We may have a fence that has been torn down by abuse or anger. If we have always felt like we were worthless or useless, our fences have been destroyed.

Key 13 tells us it is healthy to build a fence or have a defined space. If we have the following feelings: anger, threat, fearfulness, frustration, suffocation, we need to work at building a healthy fence. All of these emotions can destroy who we are. We need a space around us. The healthiest persons are those who feel free to become themselves. Disease, ill-temper, and tragedy, keep us

from developing this sense of self.

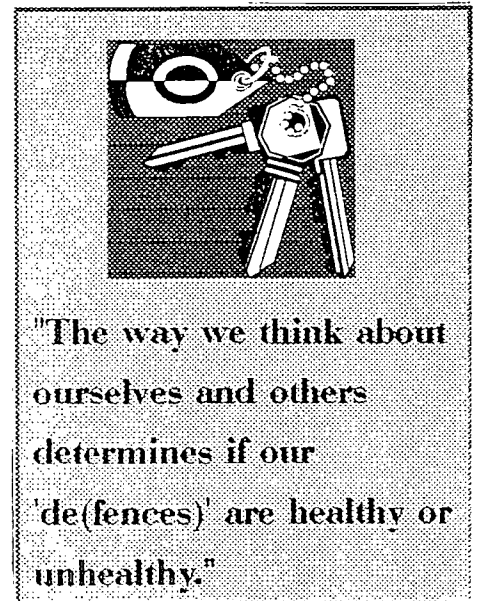
There are three kinds of fence that we can build. Two are unhealthy. One is healthy.

The first fence says, "No Trespassing". People with this fence are usually very controlling. They will bulldoze your fence. They won't let you near their fence. Often these people have been hurt by their past experiences. To protect themselves, they keep everyone away. Their fence tells us, "Go Away, Violators Will Be Prosecuted".

The other unhealthy fence is for "Members Only". This fence keeps the person and everyone they like inside a closed gate. No one outside is allowed in. They feel that it is them against the world. They control anyone inside their fence.

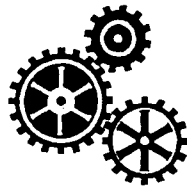
The healthy fence has a sign that says, "Welcome". The gate has a handle on both sides. We feel free to open the gate and allow others in. We also feel comfortable and free to close the gate and say, "No".

There will always be people who say and do something we don't like. These people will try



to tear down your fence or jump over your fence. Think back to Key 12. Conflicts will occur when we gently tell people that our gate is closed right now. All of our skills will be needed to keep our healthy fence in place. The way we think about ourselves and others determines if our "de(fences)" are healthy or unhealthy.

ORGANIZATION . . . ON THE JOB



BEFORE NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS: ANSWERING INTERVIEW QUESTIONS
- VOCATIONAL BASIC SKILLS: READING, ANY G; MATH DECIMAL SUBTRACTION D

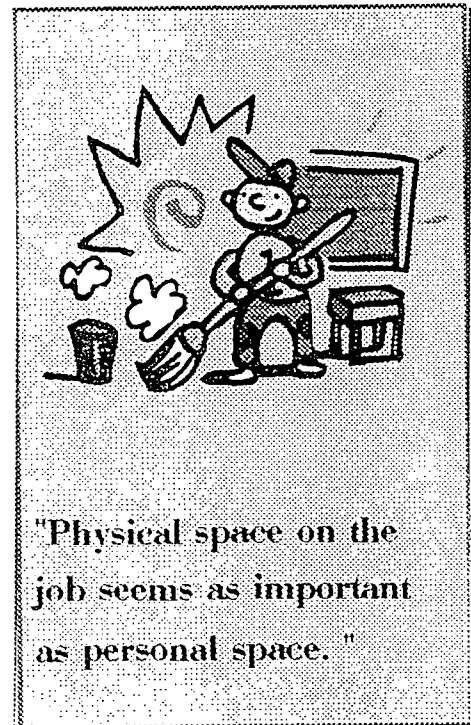
PHYSICAL SPACE ON THE JOB OFTEN SEEMS AS IMPORTANT AS PERSONAL SPACE. THE WAY YOU ORGANIZE CAN DRIVE OTHERS (AND SOMETIMES YOURSELF) CRAZY. THE WAY OTHERS ORGANIZE CAN DRIVE YOU CRAZY, TOO. KNOWING HOW OTHER PEOPLE ORGANIZE HELPS YOU RESPECT HOW THEY ORGANIZE THEIR SPACE. WHICH TYPE ARE YOU? WHICH TYPES DESCRIBE YOUR CO-WORKERS?

SOME PEOPLE SEEM TO THRIVE ON CLUTTER. THEY MAY LOOK DISORGANIZED, BUT THEY USUALLY KNOW EXACTLY WHERE THINGS ARE IN THE MESS. THESE PEOPLE ARE OFTEN RIGHT-BRAINED. THEY ORGANIZE IN SPACE. WHEN THINGS ARE "PUT AWAY," THE SPATIAL ORGANIZER IS LOST. THUS, THESE PEOPLE FEEL COMFORTABLE WITH EVERYTHING AROUND THEM WHERE THEY CAN SEE IT. WHEN PEOPLE COME BEHIND SPATIAL ORGANIZERS AND "CLEAN UP," THEY GO CRAZY.

SOME PEOPLE ARE CLUTTERED, BUT FAIL TO THRIVE. THEY OFTEN CAN'T FIND THINGS. THEY WOULD ORGANIZE IF THEY KNEW HOW TO DO SO. THEY APPRECIATE HELP IN ORGANIZING AND CLEANING UP. ONCE THEY GET A SYSTEM, THEY CAN KEEP IT GOING.

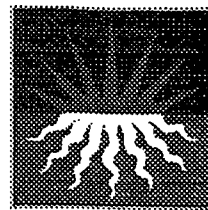
SOME PEOPLE ARE OVER-ORGANIZED. TO THEM, ORGANIZATION OF A JOB OFTEN SEEMS MORE IMPORTANT THAN THE JOB ITSELF. THEY WORRY ABOUT EVERY DETAIL FOR THEMSELVES AND FOR OTHERS. IT DRIVES THEM CRAZY WHEN OTHERS ARE DISORGANIZED. THEY DRIVE OTHER PEOPLE CRAZY BY TRYING TO OVER-ORGANIZE THEM.

SOME PEOPLE ARE FLEXIBLE-ORGANIZERS. THEY ATTEND TO DETAILS, BUT DON'T BLOW THE IMPORTANCE OF DETAILS OUT OF PROPORTION. THEY ARE ORGANIZED, BUT CAN WORK WITH THOSE WHO ARE NOT ORGANIZED AS WELL.



LIFELONG LEARNING: CRITICAL READING A CRITICAL READER READS ALL MATERIALS IN A QUESTIONING WAY. YOU CONSTANTLY ASK "WHY?". YOU THINK ABOUT YOUR OWN EXPERIENCES AS YOU READ. YOU THINK ABOUT THE AUTHOR'S REASON FOR WRITING THE MATERIAL. YOU ASK IF THE AUTHOR'S FACTS ARE TRUE. ARE THE AUTHOR'S CONCLUSIONS CORRECT? GO BACK AND CRITICALLY READ THIS NEWSLETTER. TRY TO RELATE THE AUTHOR'S INFORMATION TO YOUR OWN LIFE EXPERIENCES. DO YOU THINK THE AUTHOR'S IDEAS ABOUT A HEALTHY FENCE ARE CORRECT?

REFLECTION



Think about some of the relationships you have had in your family. What type of fence did you build around yourself in each of those situations? How can you change your fences?

As you critically read this newsletter, what do you think was the author's purpose in writing this information?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
WHAT TIPS WOULD YOU GIVE SOMEONE ABOUT ANSWERING INTERVIEW QUESTIONS?

What is the relationship between physical space and personal space?

Is it easy for you to forgive people who have bulldozed down your fence? Why or why not?

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**Understanding What You Read
Volume 5 Number 2A**

Read Key 13: *Personal Space: The Relationship Principle* on page 1. Then answer the questions.

1. What are some of the reasons people have not built a healthy fence around themselves?

2. What are the two types of Unhealthy fences?

3. Give some specific examples of the way people act if they have built Unhealthy fences.

4. What is the HEALTHY fence we can all have?

5. Why do we all need to develop this HEALTHY fence?

6. Examine your own life. What can you do right now to begin building a HEALTHY fence?

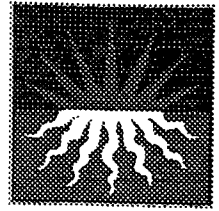
Understanding What You Read
Volume 5 Number 2A

Read *Key 13: Personal Space: The Relationship Principle* on page 1. Then complete the following summary. Use words from the article if you wish.

Each of us is created uniquely. The space around us tells the world _____ . This space or fence keeps in who we are as a _____. If we have never build a fence or developed a defined space, we may feel _____, _____, or _____ . To be a healthy person we can't feel controlled by another person. We need to feel _____ to be _____ .

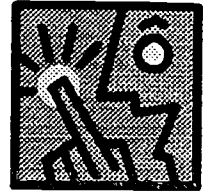
There are three main types of fences that people build around themselves. The two kinds of unhealthy fences are _____ and _____. Both of these fences are usually built by very controlling people. The HEALTHY fence says, _____. The knob on the gate has a handle on both sides. The person in this fence feels _____ to let others inside the gate. But this person also feels safe to say _____ .

PROJECT METAMORPHOSIS



Volume 5 Number 2B

Key 14: Anger: The Healthy/ Unhealthy Emotion



All of us have felt angry. It is OK to feel angry at times. Anger can be a healthy emotion. Anger can motivate us to change. Anger can make us correct things that are wrong in our environment.

Anger can also be a very unhealthy emotion. Anger can control our actions. Anger can destroy a relationship. The feelings of anger can take control of us. We might act out those feelings by yelling, screaming, or fighting. When this happens we have lost control of our emotions. As an angry person, we do things that are mean.

SOURCES OF ANGER

Angry feelings come from fear, frustration, and hurt. Some people let the circumstances around them control their emotions. They feel good when good things happen. They feel angry when bad things happen. They are very helpless. External things totally control the way they feel. Many angry people have never why thought about why they are controlled by anger. These people never take responsibility for their own emotions.

RESULTS OF ANGER

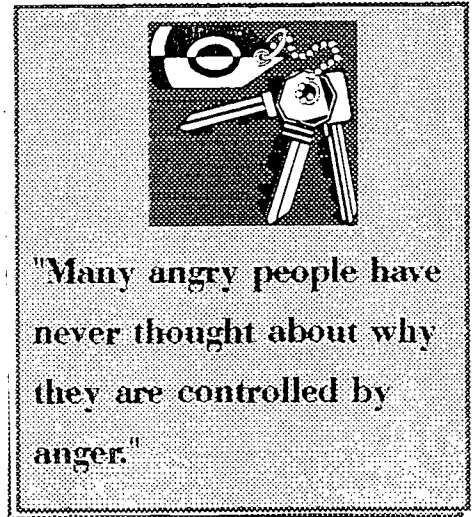
Anger damages us. There are seven things that anger does to destroy us. First, prolonged anger

can be buried deep inside us. If this happens, we become cautious, mistrustful, and distant. We are not able to enter into successful relationships. Second, unresolved anger hardens our heart. We become spiritually dead. We are unable to love. Third, angry people never hear positive things. Everything becomes negative. You can't relate to an angry person. Fourth, deep anger lowers our self-worth. Next, too much anger can be buried and it starts to eat at us from the inside. It often reappears in the next generation. Sixth, unresolved anger controls us so that we replay an event over and over in our minds. Finally, anger freezes our emotional maturity level. We never grow past our age at the time of the anger. This is the reason people with uncontrolled anger react and look like small children having temper tantrums.

ANGER IN THE WORKPLACE

Anger is less acceptable in today's workplaces. Companies often use a team approach. Anger damages team efforts, and lessens production. In some places, anger can cause you to lose a job. Some employers provide training and counseling to help workers manage conflicts and anger.

Although workers aren't supposed to get angry, they still do. If they don't know how to express feelings or resolve anger, they may express it in inappropriate ways. They may take anger out on friends or family. They



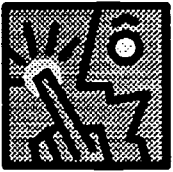
may not work as hard or as fast. They may look for ways to "get even." They may talk or gossip about others. Their anger is under the surface, but just as damaging.



BEFORE
NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS: JOB SEARCH FOLLOW-UP
- VOCATIONAL BASIC SKILLS: READING, ANY H; MATH, DECIMAL SUBTRACTION E



FOUR WAYS TO EXPRESS ANGER

ANGER IS AN EMOTION. IT PRODUCES ENERGY THAT CAN BE GOOD OR BAD. THERE ARE FOUR WAYS TO EXPRESS THIS RELEASED ENERGY OF ANGER.

1. **REPRESSION** IGNORING, DENYING, OR SQUILCHING THE FEELINGS OF ANGER. IF THIS CONTINUES FOR TOO LONG, WE BECOME EMOTIONALLY DEAD. WE COULD HAVE ULCERS, HEART AILMENTS, OR COMPULSIVE BEHAVIORS.
2. **ACTING OUT** LETTING THE ANGER TAKE CONTROL OF YOU. WE BEHAVE ACCORDING TO THE FEELINGS OF THE ANGER. WE YELL, SCREAM, FIGHT, AND HURT OTHERS. WE TOTALLY LOOSE OUR SENSE OF CONTROL AND REASON.
3. **INDIRECT REPORT** OWNING UP TO YOUR FEELINGS, BUT BLAMING THE ANGER ON EXTERNAL EVENTS OR CIRCUMSTANCES. FOR EXAMPLE, "I'M ANGRY BECAUSE YOU'RE SUCH A LAZY PERSON. YOU NEVER DO ANYTHING TO HELP ME!"
4. **DIRECT REPORT** OWNING UP TO YOUR FEELINGS AND EMOTIONS AND SAYING SO. FOR EXAMPLE, "I FEEL ANGRY. WHEN _____ BECAUSE _____ THERE IS A SEPARATION BETWEEN OUR FEELINGS AND THE ISSUE. THIS ALLOWS US TO EXPRESS OUR ANGER AND BEGIN TO FIGURE OUT A WAY TO SOLVE THE PROBLEM.

OF THESE 4 WAYS TO EXPRESS ANGER, WHICH IS THE BEST? IF YOU SAID DIRECT REPORT YOU'RE RIGHT.

CAN YOU THINK OF A TIME WHEN ACTING OUT MIGHT BE OK? WHAT ARE SOME HEALTHY WAYS OF ACTING OUT?

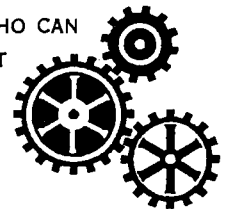
TRY TO THINK OF A TIME OR PLACE WHEN WE MIGHT NEED TO REPRESS THE FEELING OF ANGER. DEEPLY BURIED ANGER IS VERY HARMFUL, BUT TEMPORARY REPRESSION CAN BE VERY USEFUL. THINK OF A SITUATION AT WORK WHERE YOU WOULD NEED TO REPRESS YOUR ANGRY FEELING.

DO YOU THINK INDIRECT REPORT IS EVER A HEALTHY WAY TO EXPRESS ANGER? YOU'RE RIGHT. IT ISN'T. WE HAVE LEARNED THAT BLAMING OTHERS OR SITUATIONS IS NEVER HEALTHY FOR US. WE CAN MAKE THE DECISION TO EXPRESS OUR FEELINGS OF ANGER IN HEALTHY WAYS.



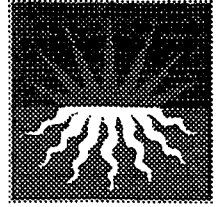
LIFELONG LEARNING: TEAMWORK. THE WORKPLACE CALLS FOR EMPLOYEES WHO CAN WORK ON AS A TEAM. THIS TEAM APPROACH HELPS INCREASE THE AMOUNT OF WORK THAT CAN BE DONE. THE QUALITY OF THE WORK DEPENDS ON THE ABILITY OF THE TEAM TO PULL TOGETHER. THE TEAM MUST HAVE A COMMON GOAL. THIS REQUIRES THE TEAM MEMBERS TO HAVE A GOOD WORKING RELATIONSHIP. UNCONTROLLED ANGER COULD COMPLETELY DESTROY A TEAM. ROLL PLAY SOME COMMON WORKPLACE SITUATIONS.

PRACTICE THE WAYS OF EXPRESSING YOUR ANGER IN A HEALTHY WAY. CONTROLLING ANGER IS AN INTERPERSONAL SKILL THAT IS IMPORTANT IN THE WORKPLACE.



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REFLECTION



Think about the last time you felt angry. How did you express that anger?

Pretend there was a video tape of your angry reaction. Replay that video in your mind. Watch your actions carefully. Try to analyze the feelings that caused you to react.

Now, own up to your angry feelings. Try expressing your anger using the Direct Report. I felt angry when _____ because _____

WHAT IS THE EFFECT OF ANGER IN THE WORKPLACE?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.

WHY IS JOB SEARCH FOLLOW-UP IMPORTANT?

In which way do you usually express anger? Why? What is the usual outcome?

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Understanding What You Read
Volume 5 Number 2B

Read Key 14: *Anger: The Healthy/Unhealthy Emotion* on page 1. Then answer the questions.

1. When is anger a healthy emotion? Write about a specific example.

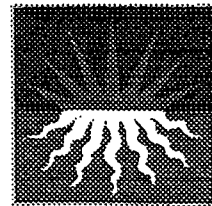
2. When a person is controlled by anger, how might they react?

3. Where do feelings of anger come from?

4. What are the seven ways anger can destroy us?

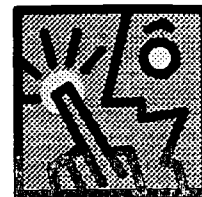
5. Explain how controlling our anger is a DECISION we can make.

PROJECT METAMORPHOSIS



Volume 5 Number 3A

Key 15: Overcoming Anger with the Power of Forgiveness



*"It is far better to forgive
and forget than to
resent and remember"*

--Anonymous

Anger can be like a cancer that eats away at us. The late Corrie ten Boom and her family were put in a Nazi extermination camp during World War II. It was a horrible place. They suffered very cruel things. Corrie was the only one in her family to survive. Corrie became a very famous author and speaker about the power of forgiveness. She knew that buried anger would destroy her. What the Nazis guards had not done to her, anger would. Corrie knew that deep anger is a sickness in the soul. She was able to forgive the Nazi guards who killed her family and did horrible things to her. Because of her forgiveness, she was able to return to the outside world. She was able to rebuild her life.

As you have already learned, fear, frustration, and hurt can produce deep anger. Key 15 described 7 steps to take to release anger. The following steps help us reach forgiveness.

STEPS TO FORGIVENESS

STEP 1 Analyze and define what has happened to you. What have you lost? What did

someone take away from you? This might be a physical object. It might be a sense of safety in a case of abuse. Think very carefully about what exactly someone has prevented you from doing. Write these things on paper if you can.

STEP 2 Allow yourself to grieve.

Feel your loss. Look at what happened to you and don't try to pretend it was nothing. Don't minimize your loss. Don't deny the event. Don't deny what it did to you. Feel the grief. This is part of the releasing of anger.

STEP 3 Try to increase your understanding of your offender.

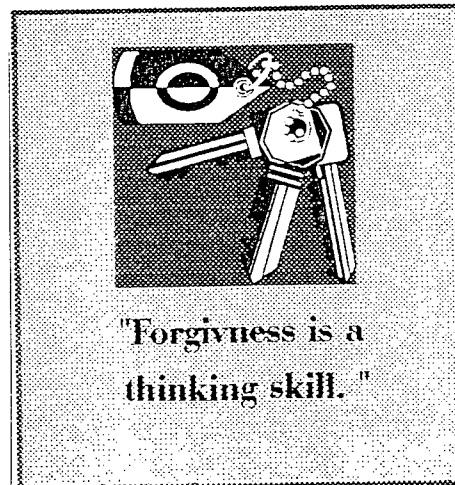
This is hard to do. Try to get some understanding of why they offended or hurt you. What was their motive? What is their background? Are they so filled with anger that they spilled that anger on you? What caused their anger? This difficult step will move you toward forgiveness.

STEP 4 Release the offender.

Forgiveness can mean to untie or release. Anger holds the offender tied to you. The offense keeps replaying in your mind. Every time it replays, you experience the offense and pain all over again. You are the one who continues to suffer. We either release the anger or it consumes us.

STEP 5 Begin to Treasure Hunt.

Look for anything good that came out of the hurt. We can't hold gratefulness and anger at the same time. The more grateful we become, the more anger falls off. This doesn't



*"Forgiveness is a
thinking skill."*

mean that we want the hurt again. It is in the past. It is over.

STEP 6 Write a letter to your offender.

Your anger is released onto the page. Tell the person what you have lost. Write your feelings. Now tear up the letter.

STEP 7 Try to figure out a way you can be involved in the healing of your offender.

This is the hardest step. Sometimes we are not able to get to this step. That is OK.

Remember, forgiveness is for our health. We are the ones who continue to suffer when anger is buried deep inside. Forgiveness is something good we can do for ourselves. Forgiveness is a thinking skill.



CHARACTER FIRST: FORGIVENESS

FORGIVENESS IS THE FIRST STEP TOWARD HEALING. IT MEANS THAT YOU CLEAR THE RECORD OF THOSE WHO WRONG YOU. IT DOESN'T MEAN THAT THE OFFENSE IS NO LONGER WRONG. IT IS AN ACTIVE COMMITMENT TO OVERCOME THE WRONG. FORGIVENESS DOES NOT HOLD GRUDGES FOR PAST OFFENSES. IT DOESN'T DENY THAT YOU WERE HURT. FORGIVENESS LETS PAST MISTAKES GO AND TRULY FORGETS THEY OCCURRED. IT RESTORES THE SITUATION. AS LONG AS YOU KEEP RECALLING AN OFFENSE, YOU ALLOW YOURSELF TO BE CONTROLLED BY IT. FORGIVENESS BENEFITS BOTH THE OFFENDER AND THE OFFENDED. YOU FORGIVE PEOPLE, NOT ACTIONS.

THE WORD *FORGIVE* CONTAINS TWO SMALLER WORDS: *GIVE* AND *FOR*. YOU GIVE UP YOUR RIGHT TO GET EVEN FOR THE SAKE OF CORRECTING A WRONG. YOU GIVE TIME AND ENERGY TO THE PERSON WHO HURT YOU IN ORDER FOR THE THAT PERSON TO CHANGE. YOU GIVE A WISE RESPONSE FOR THE SAKE OF SHOWING YOUR SELF-CONTROL AND ABILITY TO THINK THROUGH A SITUATION. FORGIVENESS DOESN'T JUST AFFECT YOUR MENTAL HEALTH. IT AFFECTS YOUR PHYSICAL HEALTH. AN INABILITY TO FORGIVE RESULTS IN BITTERNESS THAT CAN MAKE YOU SICK. BITTERNESS AFFECTS YOUR HEART, BLOOD PRESSURE, BONE DEVELOPMENT AND OTHER ASPECTS OF YOUR HEALTH.

THE BEST WAY TO LEARN FORGIVENESS IS TO EXPERIENCE FORGIVENESS. TO DO SO, ADMIT YOUR OWN WRONGDOINGS. ASK THE PERSON YOU HURT TO FORGIVE YOU. NEXT, YOU REPENT. THIS MEANS THAT YOU CHOOSE TO BEHAVE DIFFERENTLY IN THE FUTURE. THE OTHER PERSON MAY NOT CHOOSE TO FORGIVE YOU. THAT'S OK.. DON'T LET THEIR DECISION CHANGE YOUR FUTURE ACTIONS. IT WILL TAKE TIME TO REBUILD RESPECT AND GAIN TRUST FROM THOSE YOU HURT.

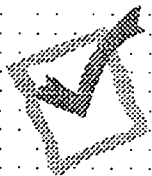
FORGIVENESS IS EASIER SAID THAN DONE. THE OFFENSE CAN BE SO AWFUL THAT IT SEEMS LIKE THE PERSON WHO WANTS TO FORGIVE JUST CAN'T FORGIVE. FORGIVENESS, THEN, IS A THINKING SKILL. IT IS A CHOICE THAT OVERRIDES FEELINGS. DON'T WAIT UNTIL YOU'RE READY TO FORGIVE. THE LONGER YOU WAIT, THE MORE YOU THINK ABOUT IT. THE MORE YOU THINK ABOUT IT, THE HARDER IT IS TO PUT YOUR FEELINGS ASSIDE AND FORGIVE.



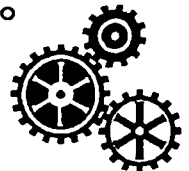
**BEFORE
NEXT
SESSION. . .**

COMPLETE THE FOLLOWING:

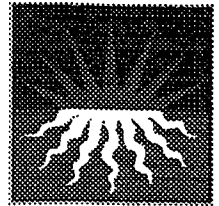
- **EMPLOYABILITY AND WORK MATURITY SKILLS: WORLD OF WORK: WORKER'S RIGHTS AND RESPONSIBILITIES**
- **VOCATIONAL BASIC SKILLS: READING, ANY I; MATH, DECIMAL SUBTRACTION F**



LIFELONG LEARNING: LISTENING SKILLS WHEN WE ARE WORKING, WE SPEND MUCH OF OUR TIME LISTENING. WE LISTEN TO OUR BOSS. WE LISTEN TO CUSTOMERS. WE LISTEN TO OUR CO-WORKERS. LISTENING IS A MAJOR PART OF GOOD COMMUNICATION SKILLS. THERE ARE FIVE LISTENING SKILLS THAT ARE CRITICAL FOR SUCCESS AT WORK. THEY ARE LISTENING FOR CONTENT; LISTENING TO CONVERSATIONS; LISTENING TO REMEMBER LONG-TERM INFORMATION; LISTENING FOR EMOTIONAL MEANING; AND LISTENING TO FOLLOW DIRECTIONS. EMPLOYERS ARE LOOKING FOR PEOPLE WITH GOOD LISTENING SKILLS. YOU CAN IMPROVE YOUR LISTENING SKILL AS YOU GO THROUGH THE KEYS SERIES. TRY TO REMEMBER THE MAIN IDEA OF EACH TAPE. TRY TO REMEMBER THE ORDER IN WHICH INFORMATION WAS GIVEN. TRY TO RETELL ONE OF THE STORIES OR EXAMPLES USED ON THE TAPE.



REFLECTION



Think about the anger that you feel. Analyze what happened. Look at it as closely as you can. Remember that you are the master of your own emotions. Try to put your emotions aside. Only look at the facts

Think of all the misunderstandings that can happen when we don't really listen. Have you ever played that game, Gossip? What usually happened to the message by the time it got around the circle?

Think about the character trait of gratefulness. How are gratefulness and forgiveness related?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
WHAT IS THE RELATIONSHIP BETWEEN YOUR RIGHTS AND RESPONSIBILITIES AS A WORKER?

Review the steps to forgiveness. Which one would be most difficult for you? Why?

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Understanding What You Read
Volume 5 Number 3A

Read *Key 15: Overcoming Anger with the Power of Forgiveness* on page

1. Then answer the questions.

1. In Step 1 of reaching forgiveness, what does it mean to "analyze" something?

2. In Step what is a synonym for "grieve"? What is an antonym for "grieve"?
Write a short story about a time when you felt "grief".

3. Why is forgiveness so important for our own emotional health? Who benefits the most from forgiveness?

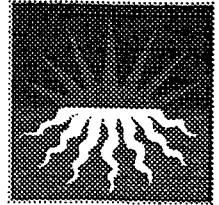
4. What does it mean to mentally release something? Do you think this would be difficult or easy to do? Explain your answer.

Understanding What You Read
Volume 5 Number 3A

Read *Key 15: Overcoming Anger with the Power of Forgiveness* on page 1. Then complete the following summary. Use words from the article if you wish.

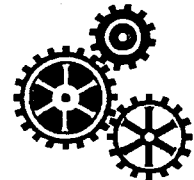
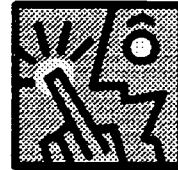
There are seven steps that we can take to release anger. These steps help us move toward _____ . To forgive actually means to _____ or _____ something or someone. The first step is to _____ or _____ what has happened. What has the offense taken from us or kept us from gaining. Next, we should allow ourselves to feel _____. We never want to deny our pain. Third, we should try to _____ our offender. Then we can _____ the offender. If the offender stays tied to us, we are held in the anger. If we hold anger deep inside, it can _____ us. Now we need to hunt for _____. What good has come out of the hurt? Are we a better person because of the pain we suffered? In the sixth step we write a letter to our offender. It is good to say out loud the words _____. In the last step, we try to help our offender _____. Forgiveness helps release us from _____.

PROJECT METAMORPHOSIS



Volume 5 Number 3B

Key 16: Keeping Emotional Tanks Filled. . . at Home and at Work



What happens when a car starts to run out of gas? It sputters. It stalls. Finally it stops. It can't go any further, because it has no fuel.

Relationships with family and friends can be like a car running out of gas. If you don't keep the emotional tank filled, the relationship sputters and stops.

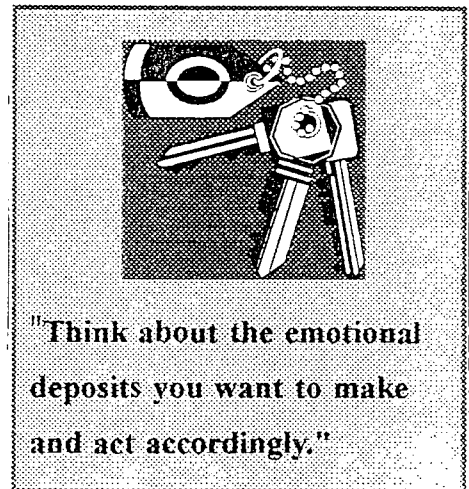
A relationship is also like a bank account. All the positive things that happen are deposits. All the negative or bad things are withdrawals. If there are more withdrawals than deposits, the relationship runs out of energy. This principle applies to marriage, friendship, and work relationships. Deposits enrich our lives. Withdrawals drain us. Our relationships need more deposits than withdrawals to keep the emotional tanks filled.

Deposits Are Positive

Think back over your life. What are the deposits that have been made into your life account? Deposits don't have to be major events. A deposit could be a time when someone showed you respect. It may be when someone thanked you. Something you made or built that you were proud of may be a deposit. A deposit could be a time when someone really listened to you. It could be a job you had. It might be a hug or a smile from a friend or relative. For each of us, what we see as a deposit or positive experience may be different.

Withdrawals Are Negative

Think about your personal relationship withdrawals. When someone makes a withdrawal in our life, we feel a loss of energy. The major withdrawals in our lives are when others have been too controlling. A withdrawal can be when someone was absent or distant. Maybe someone was arrogant, abusive, or just rude. Like positive deposits, what bothers one person might not affect another.



"Think about the emotional deposits you want to make and act accordingly."

Tracking Your Life Account

Now that you have identified your life deposits and withdrawals, you can keep track of your emotional bank account. You can't always control what others say and do. You can control your own talk and actions. You deposit positive things into your own account by what you say to yourself and what you do.

Tracking the Life Accounts of Others

You also need to keep track of the deposits and withdrawals you make in lives of your family and friends. Your time in prison has probably been a withdrawal in the lives of your family and friends. Even though you are still in prison, you can make deposits. Think about the deposits those individuals have made in your life and thank them. Rekindle romance and other relationships by taking an interest in their lives. Don't just talk. Communicate your feelings and get them to tell you what their feelings are. Spend time discussing the changes you are experiencing. Spend time discussing the ways in which they've changed while you were in prison.

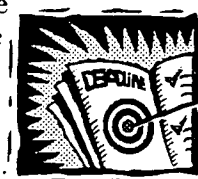
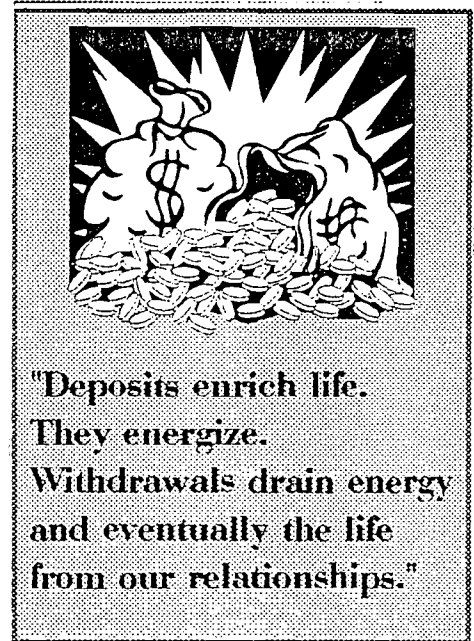
Tracking Life Accounts on the Job

At work, you also want to have more deposits than withdrawals. You need to make more deposits than withdrawals to your co-workers and employer. Being

on time for work is a deposit. Consideration for co-workers is a deposit. Good grooming is a deposit. Offer assistance to do some extra work that was not required. Eagerness to learn something new is a deposit. Customer service is a deposit. Gratefulness and forgiveness are deposits.

A withdrawal would be coming to work late. Always making excuses and blaming other workers could be a withdrawal. If you are unwilling to share responsibility, your boss might see that as a withdrawal. Each job will be different. You will need to determine which things are deposits and which are withdrawals. Employers and co-workers are different also. Observe and study them. Think about the emotional deposits you want to make and act accordingly.

Remember the following: Deposits enrich life. They energize. Withdrawals drain energy and eventually the life from our relationships.



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

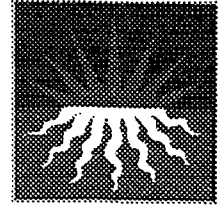
- EMPLOYABILITY AND WORK MATURITY SKILLS: OVERVIEW OF EMPLOYERS' EXPECTATIONS; ATTENDANCE & PUNCTUALITY
- VOCATIONAL BASIC SKILLS: READING, ANY J; MATH, DECIMAL SUBTRACTION G

LIFELONG LEARNING: SUMMARIZING A SUMMARY GIVES THE MAIN IDEA AND THE MOST IMPORTANT FACTS OF SOMETHING IN A SHORTENED FORM. SUMMARIZATION HELPS YOU BALANCE YOUR LIFE DEPOSITS AND WITHDRAWALS. HAVE YOU EVER ASKED SOMEONE WHAT HAPPENED ON A TELEVISION SHOW? THE ANSWER MIGHT GO ON AND ON. THEY MIGHT TELL YOU WHAT EVERYONE ON THE SHOW SAID. THEY MIGHT TELL YOU WHAT EVERYONE WAS WEARING. SOMETIMES THE ACCOUNT OF THE SHOW IS ALMOST AS LONG AS THE REAL TELEVISION SHOW ITSELF. A BETTER WAY TO TELL ABOUT THE SHOW IS TO GIVE A SUMMARY. THINK OF THE MAIN IDEA OF THE SHOW. WHAT WAS THE MAIN PLOT? WHO ARE THE MAIN CHARACTERS? WHAT ARE THE MOST IMPORTANT FACTS. SUMMARIZING IS ALSO AN IMPORTANT JOB SKILL. EMPLOYERS NEED A GOOD SUMMARY OF EVENTS THAT OCCURRED.

WRITE A SUMMARY OF THE ARTICLE "KEY 16: KEEPING YOUR EMOTIONAL TANK FILLED".
WRITE A SUMMARY OF YOUR LIFE DEPOSITS AND WITHDRAWALS.

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REFLECTION



Think about a relationship that you have right now. Talk to that person. Find out what would be a deposit for them. Try to make a deposit in their emotional account.

List the three biggest deposits in your life account. List the three biggest withdrawals. Do the deposits outweigh the withdrawals? What can you do to balance your account?

How could forgiveness be a deposit?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE. WHY ARE EMPLOYERS INTERESTED IN PUNCTUALITY AND ATTENDANCE? HOW ARE PUNCTUALITY AND ATTENDANCE RELATED TO YOUR DECISION-MAKING?

Consider your job in prison. Make a list of the deposits you can make. What would be a withdrawal?

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**Understanding What You Read
Volume 5 Number 3B**

Read Key Key 16: *Keeping Our Emotional Tank Filled* on page 1. Then answer the questions.

1. How is a relationship like a car running on gas?

2. If a relationship is like a bank account, what is a deposit in the relationship?

3. What is a withdrawal in the relationship?

4. Why is important to have more deposits than withdrawals?

5. How can you make deposits in a job?

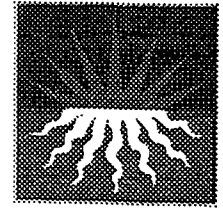
Understanding What You Read
Volume 5 Number 3B

Read *Key 16: Keeping Our Emotional Tank Filled* on page 1. Then complete the following summary. Use words from the article if you wish.

In order to have a healthy relationship, we need to keep our

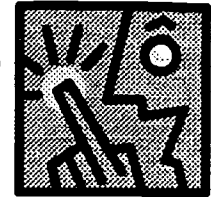
_____ filled. This is just like
keeping gas in a car. If we want the car to run, it needs gas. Relationships
can also be compared to a _____
_____. Positive things that go into the relationship
are _____. Negative things that drain the
relationship are _____. Our goal is to have more
_____ than _____. Deposits put
_____ into the relationship. This principle applies to
relationships in _____, with
_____, and at _____.

PROJECT METAMORPHOSIS



Volume 5 Number 4A

Key 17: Energizing Relationships with Encouragement



Encouragement is a way to give positive energy to another person. We can never give too much encouragement. Our mates, children, friends, and co-workers all need encouragement. We can encourage others through our words and actions. We help develop someone's self-esteem through encouragement. We can decide to become an encouraging person. We can choose how to see a given situation. If we focus on the positive and say something about it, we choose to be encouraging.

Gifts of Encouragement

Our encouragement is like a gift to others. There are seven gifts of encouragement that you can give.

Acceptance. We can accept people as they are. We don't say we'll accept them "if" they will change, or improve, or be different. Acceptance is unconditional.

Showing Faith. This means we have confidence in the other person. We choose to believe in another person even though there may be little evidence to support our faith. We might say "I believe you are really trying. I see you are doing your best."

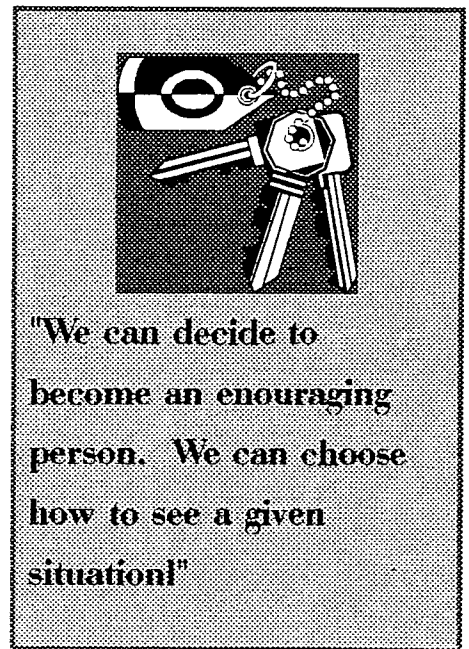
Praising the Effort. Sometimes people may not reach their goals, but we can see they are trying. Each small effort should be recognized as it happens, especially with children. When we recognize even small improvements, we give encouragement to continue.

Focus on the Other's Strengths. One person's strength might be another's weakness. A person's strength might also be something that really bugs us. We can still acknowledge it as a strength in the other person. We can learn to find value in our differences.

Listening. When we listen, we focus our attention on the speaker and what is said. We avoid being distracted by the television, radio, or other people. We try to listen for the feelings behind the words. We don't think about what we will say next.

Feeling Empathy. Empathy means that you put yourself in the other person's place. You understand how that person feels. This does not mean that you agree with the other person. Seeing a situation through another person's eyes gives you understanding.

Respect. Respect says that you value the other person as a human being. When we show respect for someone, we build that person's self-esteem. Respect says, "I trust you. I have faith in your ability to handle this situation."



"We can decide to become an encouraging person. We can choose how to see a given situation!"

How We Discourage Others

Just as encouragement is something that gives to others, discouragement is something that takes away from others. There are four ways to discourage others:

Controlling. This tells another person, "You're not good enough. You don't know how to do this. I'm in charge. Just let me do it by myself." Control destroys self-esteem. It rejects the other person's efforts.

Intimidation. Intimidation is when you exert power over others. This threatens their security. It makes them feel like failures. No matter how hard they try, it is never going to be good enough. They will never be able to meet your standards or expectations.

Over-Criticism. Over-criticism occurs when people feel threatened by everything that is said. Every comment is a "put-down". Offense is easily and often taken. People who are too sensitive to criticism usually responds in anger. They want to strike back.

Failure to See Progress
Sometimes we don't recognize effort on another person's part. We discourage by not seeing the small steps. Most changes don't occur overnight. Change may take months or years. It is important to encourage each step in the right direction.

We can choose to be an encouraging person. We can choose to build relationships. We can choose to strengthen relationships.

CUSTOMER SERVICE. . . ON THE JOB

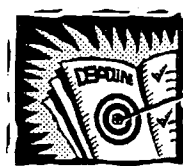
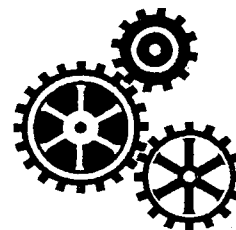
BUSINESSES DEPEND ON CUSTOMERS TO SUCCEED. THE KIND OF SERVICE YOU PROVIDE TO CUSTOMERS HELPS THE BUSINESS. IF THE BUSINESS FAILS, YOU'RE OUT OF A JOB. THUS, IT'S ALSO YOUR BUSINESS TO SEE THAT THE SERVICE YOU GIVE CUSTOMERS IS THE BEST. YOU CAN USE MANY OF THE SAME GIFTS OF ENCOURAGEMENT WITH CUSTOMERS. YOUR ABILITY TO APPRECIATE AND ENCOURAGE CUSTOMERS IS GOOD FOR BUSINESS. IT'S GOOD FOR YOU. CUSTOMERS WILL COME BACK FOR GOOD SERVICE.

WHO ARE YOUR CUSTOMERS? YOU MAY THINK THAT CUSTOMERS ARE ONLY PEOPLE WHO BUY YOUR PRODUCT. THAT'S ONE KIND, BUT THERE ARE THREE OTHERS.

MOST OF US WORK WITH OTHERS. THEY DEPEND ON US TO GET THE JOB DONE. WE PROVIDE THEM WITH SERVICES OR PRODUCTS. THUS, YOUR CO-WORKERS ARE ALSO YOUR CUSTOMERS. THEY ALSO DESERVE TOP SERVICE FROM YOU.

YOUR EMPLOYER IS YOUR CUSTOMER. THE EMPLOYER IS BUYING WORK FROM YOU. THEY ALSO EXPECT--AND DESERVE--YOUR BEST EFFORTS.

FINALLY, YOU ARE YOUR OWN CUSTOMER. EVEN IF YOU WORK FOR OTHERS, YOU ARE WORKING FOR YOURSELF. YOU OWE YOURSELF YOUR BEST EFFORTS AT ALL TIMES. REMEMBER, YOU ARE INVESTING IN YOURSELF. YOU DESERVE THE BEST YOU CAN OFFER!

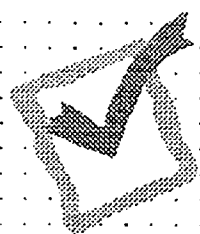


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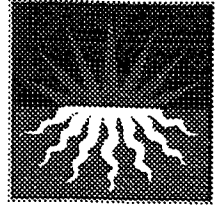
COMPLETE THE
FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS: PERSONAL APPEARANCE; PERSONAL QUALITIES; POSITIVE WORK ATTITUDES
- VOCATIONAL BASIC SKILLS: READING, ANY K; MATH DECIMAL MULTIPLICATION A AND B

LIFELONG LEARNING: USING EMPATHY WE TALKED ABOUT THE MEANING OF "EMPATHY" IN THIS NEWSLETTER. EMPATHY IS ALSO A SKILL WE USE IN READING. IT LETS YOU GET MORE INVOLVED IN WHAT YOU READ. THIS MEANS THAT YOU LOOK FOR SOMETHING FAMILIAR IN WHAT YOU ARE READING. YOU TRY TO SHARE THE FEELINGS OF THE CHARACTERS. HAVE YOU EVER HAD THE SAME FEELINGS AS THE MAIN CHARACTERS IN A BOOK, MOVIE, OR TV SHOW? DO ANY OF THE CHARACTERS REMIND YOU OF PEOPLE YOU KNOW? GIVE AN EXAMPLE OF A TIME WHEN YOU EMPATHIZED WITH A CHARACTER.



REFLECTION



Think back to Key 6: Personality. How could understanding personality types help you become more encouraging?

In order to encourage the strengths in others, we need to recognize our own strengths. Make a list of six or seven of your own strengths.

Choose a family member or friend. Make a list of that person's strengths. Remember to look for the differences. That person's strength may be a weakness for you.

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
WHAT PERSONAL QUALITIES AND JOB ATTITUDES ARE DESIRABLE AT WORK? WHY?

Think about your prison job. Who are your customers? What kind of service do you give each one?

How can gifts of encouragement facilitate the character trait of forgiveness?

**Understanding What You Read
Volume 5 Number 4A**

**Read Key 17: *Energizing Relationships With Encouragement* on page 1.
Then answer the questions.**

1. How is encouragement like a gift?
2. What does it mean to encourage by focusing on the other's strengths?
3. Compare a good listener to a person who doesn't really listen.
4. What does it mean to feel empathy? Give an example of a time when you felt empathy.
5. What would be a discouragement to you?

**Understanding What You Read
Volume 5 Number 4A**

Read Key 17: *Energizing Relationships With Encouragement* page 1. Then complete the following summary. Use

words from the article if you wish.

Encouragement gives energy to another person. We can encourage others through our _____ and _____.

When we choose to encourage, we focus on the _____

things, not the negative. There are many gifts of encouragement. When we see a person as they are and don't ask them to change this is

_____. If we show faith in another person, we say we

_____ in them. Every small step a person makes

should be recognized. We do this by _____

_____. We are each different. We each have strong and weak

areas. We can encourage others by focusing on their

_____. If you put yourself in the other person's place,

you can understand their feelings. This is called

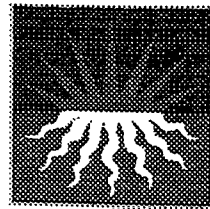
_____. We also give encouragement by

_____, or focusing our attention. We all like and

need encouragement. We can _____ to be an

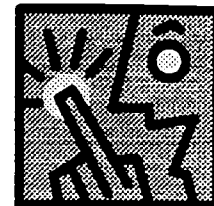
encouraging person.

PROJECT METAMORPHOSIS



Volume 5 Number 4B

Key 18: Surviving the Crises in Your Life



Conflicts can cause a crisis in our lives. As time goes on, we change. Change can cause a crisis. Any relationship-- marriage, dating, children, friendships, or work, will have times of crisis. As we go through these difficult times, we can learn to see a crisis as a challenge. We can choose to see it as an opportunity to grow. The severity of the crisis does not determine whether or not we reach a solution. It is our willingness to think about and deal with the challenge that results in survival.

When we go through a crisis, we can feel drained of energy. Sometimes we may feel helpless. Other times we feel as if we have no control. These negative feelings have the potential to cause depression, pain, and compulsive behaviors. But, we are the master of our own emotions. There are things we can do to increase our energy as we face a crisis. These help us feel that we have some control over our lives.

Key 18 suggests that we slow down and assess our lives every ten years. We should check to see how our identity is doing. Our identity is made up of every part of our lives that makes us who we are. Some common areas of your

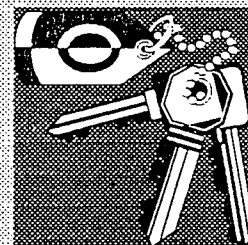
identity are the following: who you are as a worker; who you are as a mate; who you are as a parent; who you are as someone's child; who you are as a friend; your spiritual life; your recreational or fun side; your physical make-up or health. We should check or inspect each part of our identity. Our goal is to keep what is really happening in each area close to our expectations for that area. When reality differs greatly from our expectations, we have difficulty, or crisis. We want to keep five areas of our identity healthy at all times. This way, if we go through a crisis in one area, we have four other healthy areas.

Five Steps to Keeping Expectations Close To Reality

First, choose five areas in your lives that make up who you are. Some examples might be work, mate, parent, brother or sister, child, spiritual, friend, and recreation.

Next, rank these five areas in order of importance. Ask yourself, "Which area is the most important?" There are no right or wrong answers. Each person will rank things differently.

Third, try to keep these top five areas healthy. "Don't put all of your energy into only one area. When you do, the other areas suffer. Don't want let your expectations get too far



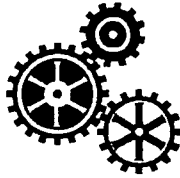
"It is our willingness to think about and deal with the challenge that results in survival."

from reality in any of the five areas.

Fourth, evaluate your expectations. Drop some of your unrealistic expectations. We use a lot of energy trying to meet unrealistic expectations. This can cause a crisis. Discuss your expectations with others. Make a judgement about each expectation.

Finally, adopt new expectations that work. This is not a fast process. You need to go slowly and carefully. You have to be willing to work and change.

HANDLING CRISES. . . ON THE JOB



*ARGUMENTS WITH CO-
WORKERS. . . A POOR WORK
EVALUATION. . . WORKPLACE INJURIES .
. . . JOB LAYOFFS . . .* EVERYBODY
FACES A CRISIS AT WORK FROM TIME
TO TIME. SOME PEOPLE SURVIVE.
OTHERS SEEM TO FAIL. WHAT MAKES
THE DIFFERENCE?

FIRST, IF OTHER ASPECTS OF YOUR
IDENTIFY ARE OK (E.G., FAMILY,
FRIENDS, PARENTING, ETC.), THEN YOU
HAVE A RESERVE OF PERSONAL
SUPPORT TO RELY ON. IF EVERYTHING
IN YOUR LIFE SEEMS BAD, THEN YOU
HAVE FEWER RESERVES.

SECOND, IF YOU HAVE A
NETWORK OF SUPPORTIVE FRIENDS AND
FAMILY, THEY LITERALLY "CATCH" YOU IN
BAD TIMES. IF YOU DON'T HAVE A
NETWORK OF SUPPORT OR IF YOU HAVE
"HOLES" IN YOUR NETWORK, TRY TO
CREATE OR FILL THEM WHEN TIMES ARE
GOOD.

THIRD, ASSESS WHAT YOU CAN DO
ABOUT THE CRISIS. THERE ARE TWO
KINDS OF CRISIS: (1) THOSE THAT YOU
CAN CONTROL OR AFFECT AND (2)
THOSE THAT YOU CANNOT CONTROL OR
AFFECT. YOU HAVE TWO OPTIONS: (1)
ACTION OR (2) NO ACTION. EVERY
CRISIS CAN BE GROUPED BY THOSE
TYPES.

IF YOU HAVE A CRISIS THAT YOU
CAN CONTROL OR AFFECT, THEN YOU
SHOULD TAKE ACTION. THIS WILL HELP
YOU MASTER THE SITUATION. FOR
INSTANCE, PERHAPS YOU GET A POOR
WORK EVALUATION. THIS IS PROBABLY
SOMETHING THAT YOU COULD WORK ON
AND CHANGE. TAKING ACTION HELPS
YOU MASTER THE SITUATION. IF YOU
HAVE A CRISIS THAT YOU CAN CONTROL
AND YOU TAKE NO ACTION, YOU HAVE
GIVEN UP.

IF YOU HAVE A CRISIS THAT YOU
CANNOT CONTROL OR AFFECT AND YOU
TRY TO CHANGE THE SITUATION, YOU
WILL NOT BE ABLE TO DO SO.
CONTINUED EFFORT IS USELESS. YOU
WILL NOT SUCCEED NO MATTER HOW
HARD YOU TRY. FOR INSTANCE,
PERHAPS YOU GET LAID OFF BECAUSE

YOUR COMPANY GOES OUT OF
BUSINESS. THERE IS NOTHING YOU
CAN DO TO GET THAT PARTICULAR
JOB BACK. THAT IS OUT OF YOUR
CONTROL. YOU CAN CHOOSE TO
LOOK FOR ANOTHER JOB. YOU CAN
GO BACK TO SCHOOL TO LEARN NEW
SKILLS. YOU MIGHT EVEN BE ABLE
TO START YOUR OWN BUSINESS. NO
MATTER WHAT YOU DO, THE JOB YOU
HAD IS GONE. WHEN YOU HAVE A
CRISIS THAT YOU CANNOT CONTROL
OR AFFECT, YOU TAKE NO ACTION
TOWARD THAT SITUATION. YOU
CHOOSE TO LET GO.

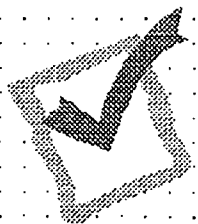


**BEFORE
NEXT**

SESSION. . .

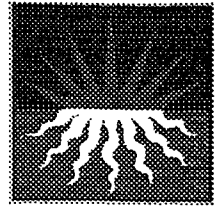
COMPLETE THE FOLLOWING:

- VOCATIONAL BASIC
SKILLS: *READING, ANY L;
MATH, DECIMAL
MULTIPLICATION C*



LIFELONG LEARNING: UNDERSTANDING REALISM AND FANTASY FICTION IS A KIND OF
WRITING MADE UP IN THE AUTHOR'S HEAD. FICTION IS INFORMATION THAT IS NOT TRUE. IT IS A
STORY. SOME FICTION SEEMS VERY REAL. IT DESCRIBES PEOPLE AND EVENTS THAT SEEM LIKE THEY
MIGHT REALLY HAPPEN. YOU MAY NOT BE ABLE TO TELL IF SOMETHING IS FICTION UNLESS THE
AUTHOR OR SOMEONE TELLS YOU SO. THIS KIND OF FICTION IS CALLED *REALISM*. SOMETIMES THE
CHARACTERS AND EVENTS ARE VERY UNBELIEVABLE. THIS IS CALLED FANTASY. HOW CAN YOU TELL
THE DIFFERENCE BETWEEN REALISM AND FANTASY? THINK ABOUT BOOKS, MAGAZINE ARTICLES,
TELEVISION SHOWS, AND MOVIES. WHAT IS REALISM AND WHAT IS FANTASY? GIVE AN EXAMPLE OF A
TV SHOW OR MOVIE THAT SEEMS REAL. GIVE AN EXAMPLE OF A TV SHOW OR MOVIE THAT IS A FANTASY. SOMETIMES PEOPLE
LIVE THEIR LIVES MORE IN FANTASY RATHER THAN REALITY. THEY DON'T STOP TO REALIZE THAT THINGS REALLY DON'T
HAPPEN THAT WAY IN REAL LIFE. THINK OF AN EXAMPLE IN YOUR LIFE IN WHICH WHAT YOU THOUGHT WAS TRUE WAS REALLY
A FANTASY. HOW CAN YOU SEPARATE THE TWO IN THE FUTURE?

REFLECTION



Think back to Key 13, Personal Space: The Relationship Principle. Think about the healthy fence around you. Remember that this fence keeps in who we are as a person. Now think of at least five areas that make up who you are. List those areas.

Rank these areas in the order of importance to you.

Now think about what you expect of yourself and others in each of these areas. Being very honest with yourself, what is real about your expectations in each area? What is fantasy?

How is your self-talk related to what you expect in the areas of who you are?

Why is good communication important in what you expect from others?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM VOCATIONAL BASIC SKILLS. WHAT DID YOU LEARN ABOUT YOUR VOCATIONAL AREA OF INTEREST FROM READING LESSON L?

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Understanding What You Read
Volume 5 Number 4B

Read Key 18: *Surviving the Crises in Your Life* on page 1. Then answer the questions.

1. Look up the word "crisis". Write the meanings. Write a synonym and an antonym. Write a sentence using the word "crisis".

2. How can a crisis affect a person?

3. Name a crisis in your life. How were you affected by that crisis?

4. What does it mean when we talk about our "expectations"?

5. Give an example of when your "real" life was very different from your "expectations".

VOLUME 6

Finding And Keeping Jobs

VOLUME 6

FINDING AND KEEPING JOBS Designed for 10 1-hour sessions.

Materials are designed to provide instructors with a variety of information. As the instructor, you may choose to use either some or all of the information and activities. Newsletter articles can be the focus of small group discussions for good readers. They can provide background information for instructors to lead less-able readers through important concepts. Reflection and comprehension activities are included in every newsletter to facilitate comprehension and provide opportunities for writing. This volume and volume 8 should form the basis for role-plays and other hands-on activities.

This volume of newsletters includes the following: 1A/B, 2A/B, 3A/B, 4A/B, 5A/B.

PRINT RESOURCES

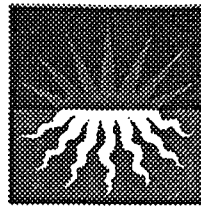
The following supplementary materials are available to enhance and extend learning as needed.

| MATERIAL | PUBLISHER | RESOURCE UNIT # |
|--|---|------------------------|
| Life Skills: Personal Development Workforce, Building Success | Steck-Vaughn, Austin, TX | 31-42 |
| Finding a Job | Pacemaker, Simon & Schuster, Belmont, CA | 57-64 |
| You're Hired | Contemporary Books, Chicago, IL | 76-78 |
| Keeping a Job | Pacemaker, Simon & Schuster, Belmont, CA | 79-85 |
| The World of Work | Steck-Vaughn, Austin, TX | 114-121 |
| Job Interview Guide | Steck-Vaughn, Austin, TX | 122-134 |
| Don't Get Fired | Contemporary Books, Chicago, IL | 139-154 |

| Session | Objective | Material | Articles and Activities | Personal | Work | Academic | Computer Software |
|---------|-----------------------------------|----------------|---|----------------------|----------------------------|------------------|--|
| 1A/1B | Identify reasons to work | Vol 6 1A/1B | <ol style="list-style-type: none"> 1) Jobs: Why Work? 2) The Greatest Secret in the World: Part 6 3) Character First: Thoroughness... On and Off the Job 2) Before Next Session... (computer software) 3) Lifelong Learning: Making a Plan 4) Reflection 5) Understanding What you Read (1 comprehension; 1 cloze summary) | X X X X | X X X X | X X X X | VBS Basic Skills Reading, Any A (Note: Choose new topic, Continue for B-L); Math, Decimal Multiplication D, E, and F |
| 2A/2B | Describe how to get the right job | Vol 6 2A/2B | <ol style="list-style-type: none"> 1) Getting the Right Job... For You 2) Character First: Truthfulness... On and Off the Job 3) Lifelong Learning: Classifying 4) Before Next Session... (computer software) 5) Reflection 6) Understanding What you Read (1 comprehension; 1 cloze summary) | X X X | X X X X | X X X X | VBS Reading, Any B; Math, Decimal Multiplication G and Decimal Division A |
| 3A/3B | Discuss how to apply for jobs | Vol 6 3A/3B | <ol style="list-style-type: none"> 1) Finding and Applying for Jobs 2) Application Forms 3) Character First: Discretion... On and Off the Job 4) Lifelong Learning: Communication 5) Before Next Session... (computer software) 6) Reflection 7) Understanding What you Read (1 comprehension; 1 cloze summary) | X X X | X X X X X X | X X X X | VBS Reading, Any C; Math, Decimal Division B and C |

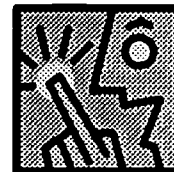
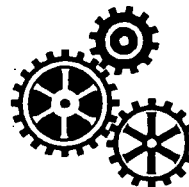
| Session | Objective | Material | Articles and Activities | Personal | Work | Academic | Computer Software |
|---------|---------------------------------------|----------------|--|----------|--------|------------------|--|
| 4A/4B | Identify interviewing Do's and Don'ts | Vol 6 4A/4B | <ul style="list-style-type: none"> 1) Interviewing for Jobs: Do's and Don'ts 2) Character First: Sincerity and Virtue... On and Off the Job 2) Lifelong Learning: Finding Main Ideas and Supporting Details 3) Before Next Session ... (computer software) 4) Reflection 5) Understanding What you Read (1 comprehension; 1 cloze summary) | X X | X X | X X | VBS Reading, Any D; Math Decimal Division D and E |
| 5A/5B | Describe ways to keep a job | Vol 6 5A/5B | <ul style="list-style-type: none"> 1) Keeping the Job You Get 2) Character First: Reverence, Loyalty, and Initiative... On and Off the Job 3) Lifelong Learning: Understanding and Recalling Sequence of Events 4) Before Next Session ... (computer software) 5) Reflection 6) Understanding What you Read (1 comprehension; 1 cloze summary) | X X | X X | X X X X | VBS Reading, Any E and F; Math Decimal Division F and G |

PROJECT METAMORPHOSIS



Volume 6 Number 1A/1B

Jobs: Why Work?



Why do people work? There are many reasons for getting a job and earning money.

1. To buy what you need.
2. To buy what you want.
3. To save for later use.
4. For peace of mind.
5. For independence.
6. To care for those who depend on you.
7. To care for those you love.
8. To stay out of trouble.

There are many kinds of careers. All take some kind of training and/or experiences. There are jobs in farming, industry, health care, education. There are mechanical jobs, construction jobs, transportation jobs, etc.

There are at least three things that can either help or hurt you in looking for a job. They are:

1. **Motivation** - How interested are you in finding work? Why are you interested?
2. **Determination** - How much do you really want to work?
3. **Self-knowledge** - Do you really know your interest, ability and values?

On the list below, place in order of importance *YOUR* reasons for working:

- _____ To be creative
- _____ Self-esteem
- _____ Love and care for others
- _____ Safety (housing, etc.)
- _____ Food
- _____ To stay out of trouble
- _____ Independence
- _____ To buy luxury items
- _____ To save money
- _____ For peace of mind
- _____ Other _____
- _____ Other _____

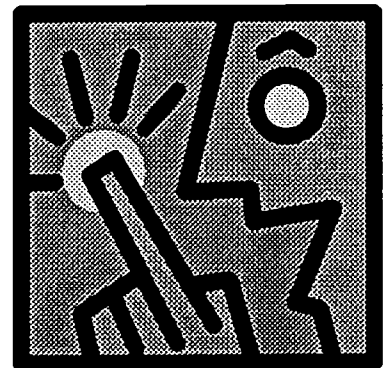


The Greatest Secret In The World - Part 6

Og Mandino says the following in his book *The Greatest Secret in the World*. "***If a business day is a social success, it has been a business failure.***" He followed up this statement by saying that socializing--hanging out with friends--is easy and fun. Work--including the work that goes into getting a job--is hard. As a result, most people procrastinate. They put off what they know they should do. The secret in this issue is to act now. You've come too far and made too much progress not to put the "new you" into action.

Don't forget to read this part every day in the prescribed way until given another part to read: You should read it silently in the morning, read it again after lunch, and read it again--this time aloud-- before you go to sleep. **As you repeat the words they will become part of your active mind. They will also become part of your other mind--the mind that never sleeps and that often makes you act in ways you do not understand.** As your other mind makes new habits, you will become a changed person.

My dreams are worthless. My plans are no good. My goals are unreachable. All of this is true, unless followed by action. I will act now. I now know that my fears prevented me from acting. I am no longer afraid. I will act now. I will not delay. I will not hesitate. I will not stop. I will repeat these words over and over. I will act now. I will act now. These words train my mind. They prevent failure. I will act now. I will act now. Only action determines my worth in the market place. To increase my worth, I will increase my actions. I will act now. I will act now. For now is all I have. Yesterday is gone. Tomorrow is not yet here. I will act now. I will act now. Success will not wait. I am responsible for what I do. I will act now. I will act now. This is the time. This is the place. I am the one. I will act now. I will act now.



CHARACTER FIRST: THOROUGHNESS. . . ON AND OFF THE JOB

LOOKING FOR A JOB IS A JOB IN ITSELF. LIKE OTHER JOBS, IT TAKES THOROUGHNESS.

THOROUGHNESS MEANS COMPLETE AND CAREFUL ATTENTION TO DETAILS. IT INVOLVES ALL OUT, FULL-SCALE EFFORT. EVERYONE WANTS A GOOD, HIGH-PAYING JOB. NOT EVERYONE TAKES THE TIME AND EFFORT TO GET SUCH JOBS. THOROUGHNESS IS KNOWING WHAT WILL AFFECT SUCCESS. IT IS MAKING SURE THESE GET DONE. IT IS THE DIFFERENCE BETWEEN THOSE WHO ARE COMMITTED TO SUCCESS AND THOSE WHO WANT SUCCESS BUT WHO ARE NOT COMMITTED.

MANY FACTORS ARE IMPORTANT IN GETTING A JOB. YOU MUST KNOW WHERE TO LOOK FOR JOBS. YOU MUST KNOW HOW TO FILL OUT JOB APPLICATIONS. YOU MUST KNOW HOW TO DRESS FOR INTERVIEWS. YOU MUST KNOW HOW TO ACT IN INTERVIEWS. IF YOU DON'T KNOW ALL OF THESE THINGS, YOU ARE NOT THOROUGH IN YOUR JOB PREPARATION.

A THOROUGH UNDERSTANDING OF A JOB'S REQUIREMENTS ALSO MEANS THAT YOU UNDERSTAND HOW—OR IF—YOU FIT INTO A BUSINESS. IT TELLS YOU IF YOUR QUALIFICATIONS AND EXPERIENCE MEET THE NEEDS THE COMPANY HAS. YOUR THOROUGHNESS HELPS ASSURE A GOOD FIT BETWEEN YOU AND THE JOB.

ALTHOUGH YOU NEED TO BE THOROUGH IN LOOKING FOR A JOB, THOROUGHNESS IS A THINKING SKILL THAT YOU CAN USE ALL THE TIME. IT INVOLVES CONCENTRATION, ENERGY, CREATIVITY, AND ALERTNESS. IT ALSO TAKES A GOOD ATTITUDE AND HARD WORK.

TO BE THOROUGH, USE THE FOLLOWING STEPS:

1. THINK ABOUT THE IMPORTANT PARTS OF WHAT YOU NEED TO DO.
2. MAKE A PLAN.
3. THINK OF POSSIBLE PROBLEMS THAT COULD OCCUR.
4. THINK OF SOLUTIONS FOR EACH PROBLEM.
5. CHOOSE TO WORK WHOLE-HEARTEDLY TO ACHIEVE SUCCESS.



BEFORE NEXT
SESSION. . .
COMPLETE THE
FOLLOWING:

VOCATIONAL BASIC SKILLS:
READING, ANY A (NOTE: CHOOSE A
NEW TOPIC; CONTINUE FOR B-L);
MATH, DECIMAL MULTIPLICATION D, E
AND F



LIFELONG LEARNING: MAKING A PLAN DO YOU SOMETIMES HAVE TROUBLE GETTING ALL YOUR WORK DONE? YOU CAN MAKE A PLAN TO HELP YOU ORGANIZE YOUR TIME AND YOUR WORK.

STEPS IN MAKING A PLAN

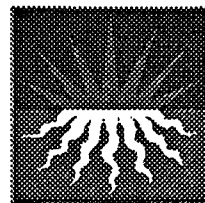
1. IDENTIFY EXACTLY WHAT YOU NEED TO DO.
2. DECIDE WHAT MATERIALS YOU NEED TO USE. WRITE A LIST OF MATERIALS IN THE ORDER THEY WILL BE NEEDED.
3. DETERMINE WHERE YOU CAN GET EACH NEEDED ITEM.
4. FIGURE HOW MUCH TIME IT WILL TAKE FOR EACH STEP.
5. BE SURE YOU KNOW HOW MUCH TIME YOU HAVE TO COMPLETE THE WORK AND WHEN THE ENTIRE JOB MUST BE COMPLETED.

AT WORK, YOUR BOSS MAY GIVE YOU A TASK THAT IS BEYOND YOUR REGULAR WORK ACTIVITIES. YOUR WILLINGNESS AND ABILITY TO COMPLETE THE WORK IS IMPORTANT TO YOUR FUTURE SUCCESS. MAKE A PLAN FOR THE FOLLOWING WORK ASSIGNMENT.

YOU WORK AT MCDONALD'S. IN ADDITION TO YOUR REGULAR WORK, YOUR BOSS NEEDS YOU TO INVENTORY THE NUMBER AND CONDITION OF THE UTENSILS USED IN FOOD PREPARATION. WITH THE HELP OF YOUR TEACHER, USE THE FIVE STEPS ABOVE AND MAKE A PLAN TO COMPLETE THE ASSIGNMENT.



REFLECTION



THINK ABOUT THE THREE THINGS THAT CAN HURT OR HELP YOU GET A JOB (SEE PAGE 1). WILL THESE FACTORS HURT YOU OR HELP YOU? EXPLAIN.

Describe how the character trait of thoroughness can help you get a job.

What can you do to "act now" in getting a job in the future?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

WHAT TOPIC DID YOU CHOOSE? WHY? WHAT NEW INFORMATION DID YOU LEARN ABOUT THE TOPIC?

Think about what you need to do to get a job. Using the steps in the Lifelong Learning information, make a plan for getting a job. Your job placement specialist can help you.

Look at how you ranked your reasons for working (See page 1). Why did you rank them as you did?

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**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 1A/1B**

Understanding What You Read

Read "Jobs: Why Work?" on page 1. Then answer the questions.

1. Name 5 reasons for getting a job and earning money.
2. What do different careers have in common?
3. What three things can help or hurt you in looking for a job?
4. What do these words mean?

motivation

determination

self-knowledge

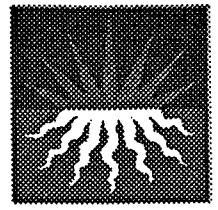
**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 1A/1B**

Understanding What You Read

Read "Jobs: Why Work?" on page 1. Then complete the following summary. Use words from the article if you wish.

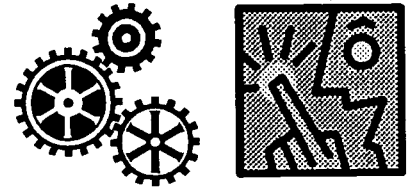
There are many reasons to work. Working helps you buy what you _____ or _____ . You can _____ money for the future. It can give you _____ of _____. It helps you be _____. Jobs help you care for others. It can even help you stay out of _____. There are many kinds of careers. All of them take _____ and/or _____. The three things that can help or hurt you in looking for a job are _____, _____, and _____.

PROJECT METAMORPHOSIS



Volume 6 Number 2A/2B

Getting the Right Job. . . for You



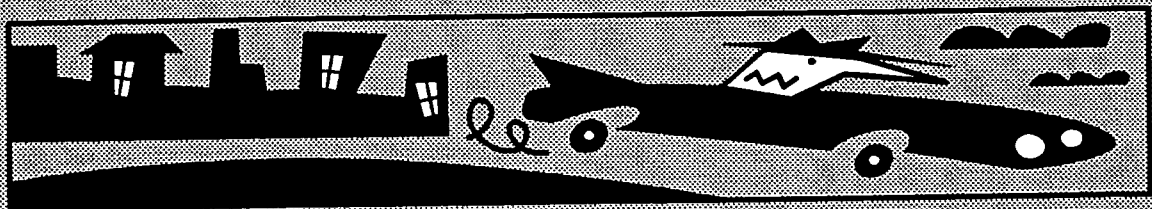
Work means many things to many people. You can expand your personal definitions of work by exploring what needs you want your work to meet for you. You can also make better career choices by knowing what questions to ask about jobs or careers.

Work is an important part of life for most of us. The reasons for working vary. The rewards and benefits that come with the work vary, too. How you define work may depend on how your work meets your needs and desires. These needs are sometimes called "human needs." You need some things to survive. These include food, shelter and clothing. Some things meet personal desires. These might be love, self-esteem and creativity.

Knowing What Job is Right for You

You probably would like work if you could choose a job that was right for you. To find the right job for you calls for you to know or understand yourself. How can you know yourself?

1. *Think about your talents.* These are things that you can do well.
2. *Think about your personality.* This is the special way you feel and act.
3. *Think about your values.* These are the ideas, beliefs and actions important to you.
4. *Think about what brings you satisfaction.* This is what makes you feel good or brings you pleasure, joy, or happiness.



"Working means many things to many people."

**CHARACTER FIRST:
TRUTHFULNESS. . . ON
AND OFF THE JOB**

YOUR APPLICATION SPEAKS FOR YOU. AS SOMEONE WHO BEEN IN PRISON, YOU MAY FEEL THAT YOU FACE A PROBLEM. YOU WANT THE JOB. YOU'RE JUST NOT SURE THAT YOUR POTENTIAL EMPLOYER CAN HANDLE THE TRUTH ABOUT YOUR BACKGROUND.

TRUTH COMES FROM THE SAME WORD AS TRUST. YOU EARN FUTURE TRUST BY CORRECTLY REPORTING THE PAST AND BY WHAT YOU DO IN THE PRESENT. YOU MAY THINK THAT IF YOU DON'T TELL THE TRUTH AND GET THE JOB, YOU WILL HAVE TIME TO MAKE A GOOD IMPRESSION BEFORE YOUR BOSS FINDS OUT THE TRUTH. IT'S A GAMBLE. IF YOU BEGIN A JOB WITH A LIE--AND THE LIE GETS OUT--YOU WILL HAVE THE REPUTATION OF A PERSON WHO CAN'T BE TRUSTED. AS PART OF PROJECT

METAMOPHOSIS, YOUR JOB PLACEMENT COUNSELOR CAN HELP YOU SOLVE THIS PROBLEM. THAT PERSON CAN LINK YOU WITH EMPLOYERS WHO KNOW YOUR BACKGROUND AND WHO WANT TO HIRE YOU FOR WHO YOU ARE TODAY.

TRUTHFULNESS FORMS A BASIS FOR LIFE THAT IS SURE AND STRONG. IT COMES FROM WHAT YOU THINK.

IF BASE YOUR LIFE ON DESIRES, YOU MAY FIND THAT GETTING THOSE THINGS DOESN'T MAKE YOU HAPPY. FOR INSTANCE, MAYBE WHAT YOU WANT IS MONEY. SO YOU GET MONEY. YOU FIND THAT IT'S NOT ENOUGH. SO YOU DECIDE YOU WANT A CAR. YOU GET A CAR. IT'S STILL NOT ENOUGH. THIS CYCLE WILL GO ON UNTIL YOU DECIDE WHAT YOU REALLY VALUE.

IF YOU BASE YOUR LIFE ON WHAT IS POPULAR, YOU WILL FIND THOSE THOSE THINGS WILL CHANGE AS TRENDS CHANGE. THE CLOTHES YOU LIKED IN HIGH SCHOOL AREN'T IN STYLE ANYMORE. THE PEOPLE THAT SEEMED COOL LOST THEIR POPULARITY. KEEPING UP IS A RACE YOU CAN'T WIN.

**BEFORE NEXT
SESSION. . .**
COMPLETE THE
FOLLOWING:



VOCATIONAL BASIC SKILLS:
*READING, ANY B; MATH, DECIMAL
MULTIPLICATION G AND DECIMAL
DIVISION A*

IF YOU CHOOSE BASED ON WHAT IS EASY, OTHERS MAY TAKE ADVANTAGE OF YOU. OR YOU MAY NOT GET THE BEST LIFE HAS TO OFFER.

IF YOU BASE LIFE ON YOUR EXPERIENCES, YOU WON'T KNOW WHAT YOU BELIEVE UNTIL THE END OF LIFE.

RATHER THAN CHOOSING YOUR BELIEFS, BELIEFS RESULT FROM YOUR UNDERSTANDING OF TRUTH. THE CHARACTER FIRST PROGRAM HELPS YOU FIGURE OUT WHAT YOUR BELIEFS ARE. WHAT DO YOU THINK?

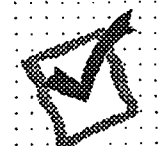
LIFELONG LEARNING: CLASSIFYING UNDERSTANDING HOW THINGS ARE ALIKE IS AN IMPORTANT THINKING SKILL. WE OFTEN NEED TO KNOW HOW THINGS OR IDEAS GO TOGETHER. THIS IS CALLED CLASSIFYING. FOR INSTANCE, WHAT DO PENS, PENCILS, AND CRAYONS HAVE IN COMMON? YES, THEY ARE ALL USED FOR WRITING.

LOOK AT THE LIST OF WORDS BELOW. FIND THE THREE THINGS THAT ARE "PRECIOUS STONES".

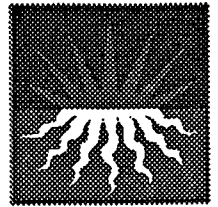
| | | |
|------------|-----------|---------|
| BOOK | LIFEGUARD | PEARL |
| NEWSPAPER | RUBY | POOL |
| BACKSTROKE | MAGAZINE | DIAMOND |

YOU'RE RIGHT IF YOU SAID RUBY, PEARL, AND DIAMOND. ON A SEPARATE SHEET OF PAPER, CLASSIFY THE OTHER SIX WORDS. CLASSIFYING IDEAS CAN BE HARDER. ON A SEPARATE SHEET OF PAPER, CLASSIFY THE SIX SENTENCES BELOW INTO TWO GROUPS. REMEMBER TO GROUP TOGETHER THE ONES THAT HAVE SOMETHING IN COMMON. BE SURE TO LABEL EACH GROUP.

1. A LOUD CHEER ROSE FROM THE PACKED STADIUM AS THE PITCHER HURLED THE FIRST BALL OF THE SEASON.
2. JIM AND I PACKED OUR GEAR, CLIMBED INTO THE CANOE, AND BEGAN PADDLING DOWNSTREAM.
3. THE VENDORS INCHED THEIR WAY UP AND DOWN THE ISLES SELLING HOTDOGS AND DRINKS.
4. AS WE PITCHED OUR TENT, WE WERE CAUGHT IN A SUDDEN DOWNPOUR THAT SOAKED US TO THE SKIN.
5. FOR DINNER WE COOKED THE FISH WE HAD CAUGHT THAT AFTERNOON.
6. THE BATTER WALLOPED THE FIRST PITCHED BALL OVER THE LEFT-FIELD FENCE FOR A HOME RUN!



REFLECTION



THE ARTICLE ON PAGE 1 LISTS 4 THINGS TO KNOW ABOUT YOURSELF: TALENTS, PERSONALITY, VALUES, AND WHAT GIVES YOU SATISFACTION. WHICH ONE DO YOU KNOW MOST ABOUT? WHICH ONE DO YOU KNOW LEAST ABOUT? WHY?

Is it important to be truthful about your talents, personality, values, and what gives you satisfaction? Why or why not?

What is the relationship between the words *truthfulness* and *trust*?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL AND BASIC SKILLS SOFTWARE.
CLASSIFY WHAT YOU LEARNED ABOUT DECIMALS.

How can classifying be a job skill? How can it help you define yourself or a job?

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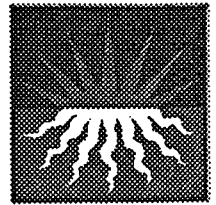
**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 2A/2B**

Understanding What You Read

Read “Character First: Truthfulness. . . On and Off the Job” on page 2. Then answer the questions.

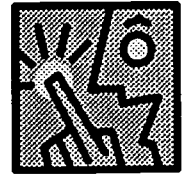
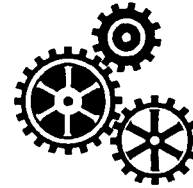
1. How does a written application speak for you?
2. How do you earn future trust?
3. What often happens to people who base their lives on things (e.g., desires or money)?
4. What happens to people who base their lives on what is popular?
5. What happens to people who base their lives on what is easy?
6. What happens to people who base their lives on experience?
7. What should beliefs result from ?

PROJECT METAMORPHOSIS



Volume 6 Number 3A/3B

Finding and Applying for Jobs



One of the best ways for finding a job is to tell everyone you know that you are looking for work. Talk to them about the kind of work you want. Other ways of finding a job are:

1. Help wanted ads
2. Personnel Offices (Human Services)
3. State Employment Agencies
4. Job bulletin boards
5. Private employment agencies

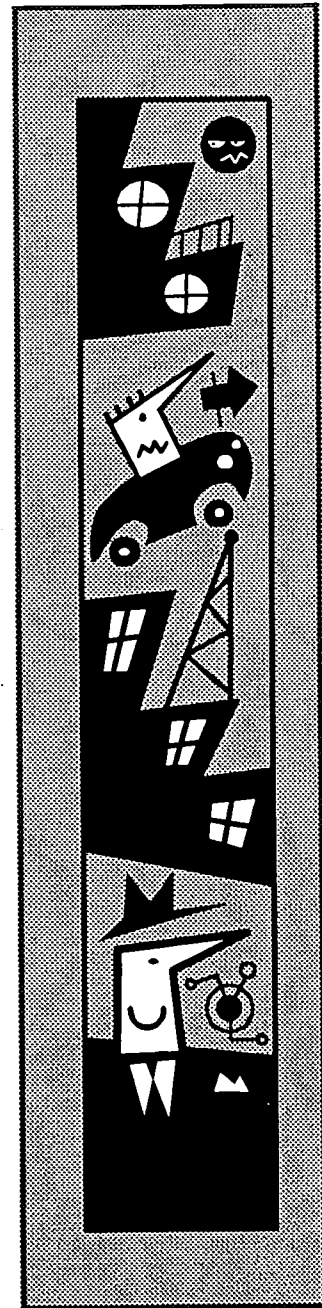
Sometimes a good way to apply for a job is by telephone. Many newspaper ads give the telephone number.

You want to make a good impression when you apply. Speak clearly and politely. Use good English. Plan what you're going to say before you make your telephone call:

1. Tell the person who you are
2. The purpose for the call (the job)
3. Be ready to give your telephone number and
4. Ask for an appointment

You might also apply for a job by letter. In this letter:

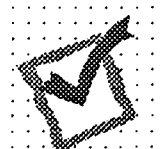
1. Tell what job you're seeking
2. Ask for an application
3. Be sure your letter is neat and correctly written
4. Ask for an interview
5. Give your skills
6. Give your address and telephone number
7. Give references



APPLICATION FORMS

To apply for most jobs, you need to complete a job application. Many applications asks for the following information:

1. Personal Information
 - A. Name
 - B. Address
 - C. Social Security Number
 - D. Age
 - E. Date of Birth
 - F. Telephone Number
2. Position
 - A. The job you are applying for
 - B. Expected salary
 - C. Work schedule
3. Education
 - A. High School: Name and location
 - B. College: Name, location, and degree(s)
 - C. Special skills
4. Military
 - A. Branch of Service
 - B. Dates of Service
 - C. Rank
 - D. Type of Discharge
 - E. Duties/Training
5. Experience (work)
 - A. Name, Position, Reasons for leaving, Salary
 - B. Name, Position, Reasons for leaving, Salary
 - C. Name, Position, Reasons for leaving, Salary
6. References
 - A. Name, Address, Telephone number, Occupation
 - B. Name, Address, Telephone number, Occupation
 - C. Name, Address, Telephone Number, Occupation
7. Your Signature -- Means that you agree to let the company check out the information you gave on this form



CHARACTER FIRST: DISCRETION. . . ON AND OFF THE JOB

DISCRETION IS KNOWING AND AVOIDING WORDS, ACTIONS, AND ATTITUDES THAT MIGHT BRING UNDESIRABLE RESULTS. IT IS KNOWING THAT HOW YOU SAY THINGS IS JUST AS IMPORTANT AS WHAT YOU SAY. DISCRETION IS UNDERSTANDING CAUSE AND EFFECT RELATIONSHIPS. IT IS RELATED TO YOUR ABILITY TO ISOLATE FACTORS THAT BRING NEGATIVE EFFECTS.

SOME PEOPLE THINK THAT ALL YOU HAVE TO DO FOR AN INTERVIEW IS SHOW UP. THAT DOESN'T ALWAYS GET THE JOB. INSTEAD, YOU HAVE TO PREPARE FOR AN INTERVIEW. DISCRETION IS PART OF YOUR PREPARATION. YOU HAVE TO KNOW WHAT TO SAY. YOU ALSO NEED TO KNOW HOW TO SAY IT. YOU NEED

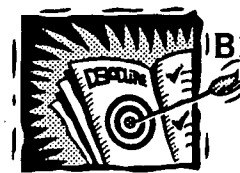
TO THINK ABOUT HOW WHAT YOU SAY AFFECTS OTHERS. THE FOLLOWING TIPS HELP YOU IMPROVE YOUR INTERVIEWING- AND LIFE SKILLS:

PLAN WHAT YOU WANT TO SAY. THINK ABOUT YOUR WORK EXPERIENCE AND SKILLS. CHOOSE WHAT YOU WANT YOUR FUTURE EMPLOYER TO KNOW ABOUT YOU. THINK ABOUT HOW YOU CAN BEST COMMUNICATE THAT INFORMATION.

STOP, LOOK, AND LISTEN. TRY TO FIND OUT SOMETHING ABOUT THE PLACE WHERE YOU WILL INTERVIEW. ASK ABOUT COMPANY RULES. FIND OUT ABOUT WHAT THE BUSINESS VALUES. LISTEN TO WHAT OTHERS SAY. LOOK FOR WAYS THAT YOUR ABILITIES CAN MEET THEIR NEEDS.

DEVELOP GOOD MANNERS. A COMPANY IS A COMMUNITY. THE WAY YOU TREAT OTHERS SAYS A LOT ABOUT THE KIND OF PERSON YOU ARE.

DEVELOP YOUR UNDERSTANDING ABOUT CAUSES AND EFFECTS. ALMOST EVERY DECISION HAS SOME SORT OF CONSEQUENCE. THE MORE YOU THINK OF THE RESULTS OF YOUR WORDS OR



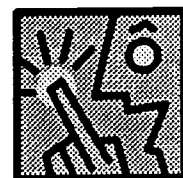
BEFORE NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

VOCATIONAL BASIC SKILLS:

READING, ANY C; MATH, DECIMAL
DIVISION B AND C

ACTIONS, THE BETTER YOU CONTROL THEM.



LIFELONG LEARNING: COMMUNICATION THE WAY YOU SPEAK AFFECTS YOUR ABILITY TO GET A GOOD-PAYING JOB. IN THE WORK PLACE, YOU ARE EXPECTED TO USE A MORE FORMAL SPEAKING STYLE. YOU NEED TO USE COMPLETE SENTENCES. YOU WILL NEED TO USE CERTAIN WORDS. WHEN YOU ARE WITH FRIENDS, YOU MAY SPEAK MORE CASUALLY. YOUR WORDS MAY BE MORE GENERAL. YOU MAY USE MORE NON-VERBAL GESTURES. YOU MAY USE INCOMPLETE SENTENCES. (JOOS, 1967) IN FORMAL LANGUAGE, THE SPEAKER OR WRITER GETS STRAIGHT TO THE POINT. IN CASUAL LANGUAGE, THE SPEAKER OR WRITER GOES AROUND THE ISSUE BEFORE COMING TO THE POINT.

THE WAY YOU ORGANIZE AND STORE INFORMATION IN YOUR BRAIN ALSO HAS A FORMAL AND A CASUAL PATTERN. THE FORMAL PATTERN STARTS AT THE BEGINNING OF A STORY AND GOES IN TIME ORDER TO THE END.

FORMAL STORY STRUCTURE (PAYNE, 1998)

BEGINNING _____ PLOT (WHAT HAPPENS) _____ ENDING

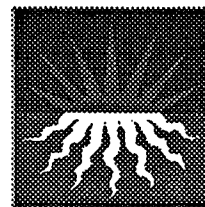
THE CASUAL PATTERN OFTEN BEGINS WITH THE END OF THE STORY OR THE MORE EXCITING PART OF THE STORY. THERE ARE OFTEN COMMENTS ABOUT THE CHARACTER AND HIS/HER VALUE. HERE, THE MOST IMPORTANT PART OF THE STORY IS THE CHARACTERIZATION. (PAYNE, 1998)

THINK OF AN INTERESTING STORY. WRITE THE STORY DOWN USING THE SAME WORDS AS THE WAY YOU TALK. LOOK AT THE WAY THE STORY IS ORGANIZED. WITH THE HELP OF YOUR TEACHER, REWRITE THE STORY USING FORMAL LANGUAGE AND FORMAL STORY STRUCTURE.



BEST COPY AVAILABLE

REFLECTION



HOW HAVE YOU OBTAINED JOBS IN THE PAST? WHAT RESOURCES DID YOU USE TO FIND JOBS?

Pretend that you are calling for an interview. Write what you would say. Practice your call with a partner. Ask that person if you should change anything in your call.

What is discretion? How do you use it in job interviews?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE. SUMMARIZE THE CONTENT OF THE READING PASSAGE USING FORMAL STORY STRUCTURE. REWRITE IT USING A MORE CASUAL PATTERN.

Imagine that you are an interviewer. Think about the items usually included in a job application. Which ones are most important to you? Why?

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**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 3A/3B**

Understanding What You Read

Read "Finding and Applying for Jobs" on page 1. Then answer the questions.

1. What is one of the best ways of finding a job?
2. What are two places that have job information that you can look at on your own?
3. What are three places that you can go that have personnel to help you find jobs?
4. What four things should you include in a phone call for an interview?
5. What are two things to ask for in a letter of application?
6. What are three things you should give in a letter of application?
7. How should a letter of application look?

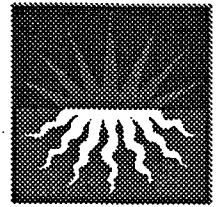
**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 3A/3B**

Understanding What You Read

Read "Finding and Applying for Jobs" on page 1. Then complete the following summary. Use words from the article if you wish.

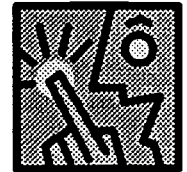
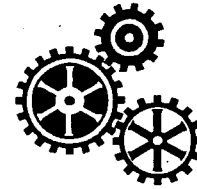
One of the best ways to find a job is to tell _____ . You should tell them the kind of _____ you want. You can also find jobs in _____ , _____ , _____ , _____ , _____ and _____ . When you call for an interview, you should speak _____ and use good _____ . When you call you should tell the person who you are, the _____ of the call and your _____ number. You should ask for an _____ . If you apply in a letter, you include the _____ of the job you want. You ask for an _____ . You make sure your letter is _____ and correctly written. You can also ask for an _____ . Be sure to give your _____ , your _____ and phone number, and your _____ .

PROJECT METAMORPHOSIS



Volume 6 Number 4A/4B

Interviewing for Jobs: Do's (and Don'ts)



What you do in an interview affects your chances of getting the job. What you don't do also affects your chances.

When you go for an interview, DO . . .

1. Look clean and neat
2. Come alone
3. Come early
4. Practice answering questions you think will be asked
5. Bring a list of questions you want to ask
6. Bring a pen, resume, social security card and a completed application form
7. Look straight at the employer's face when you speak
8. Tell how your skills will help you on the job
9. Explain your ideas and opinions

When you go for an interview, DON'T . . .

1. Don't come looking dirty and nasty
2. Don't bring a friend
3. Don't come late
4. Don't talk too much
5. Don't ask too many questions about lunch breaks, vacations, etc.
6. Don't chew gum, smoke or nervous habits
7. Don't talk about your personal problems
8. Don't talk badly about your past employers

For practice, find three (3) want ads asking for work that you might apply for. Tell what you need to do to apply for the job. Do you think you would get the job? Why?



CHARACTER FIRST: SINCERITY & VIRTUE ... ON AND OFF THE JOB

SO FAR, SO GOOD. YOU APPLIED FOR A JOB. YOU COMPLETED THE APPLICATION. YOU WERE CALLED FOR AN INTERVIEW. YOU'RE PREPARED FOR THE INTERVIEW. NOW IT'S TIME TO SHOW YOUR FUTURE BOSS WHO YOU REALLY ARE. TO DO SO, YOU NEED TO BE SINCERE. YOU ALSO NEED TO BE AWARE OF VIRTUE.

SINCERITY

SINCERITY IS A KIND OF TRUTH. IT IS BEING REAL AND HONEST ABOUT YOURSELF AND YOUR MOTIVES. SINCERITY FORMS TRUST. IF PEOPLE FIND THAT YOU ARE NOT WHAT YOU SAID YOU WERE, THEY WILL NOT TRUST YOU.

SINCERITY PRESENTS RATHER THAN REPRESENT. PRESENTING SHOWS THE REAL THING. REPRESENTING OFFERS A SUBSTITUTE. YOU WANT YOUR

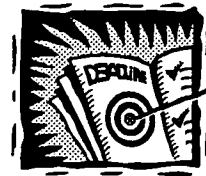
FUTURE BOSS TO KNOW THE REAL YOU.

AN INTERVIEW REQUIRES THAT YOU BALANCE SINCERITY WITH DISCRETION. SINCERITY DOESN'T MEAN THAT YOU HAVE TO TELL AN EMPLOYER YOUR LIFE STORY. YOUR SINCERITY SHOULD SHOW YOUR INTENTIONS ABOUT THE JOB. IT SHOULD BE ABOUT WHAT YOU WANT TO DO. IT SHOULD BE ABOUT WHY YOU WANT TO DO IT. YOU HAVE TO THINK ABOUT WHAT YOU SAY AND HOW YOU SAY IT.

VIRTUE

CHARACTER IS WHO YOU ARE. YOUR REPUTATION IS WHAT OTHERS THINK OF YOU. VIRTUE IS THE LINK BETWEEN THEM. IT CONNECTS WHO YOU REALLY ARE WITH HOW OTHERS SEE YOU. VIRTUE EXERTS INFLUENCE. PEOPLE WHO ARE POSITIVE AND MORAL ARE VIRTUOUS. THEY ARE GOOD INFLUENCES. PEOPLE WHO ARE NEGATIVE INFLUENCES ARE NOT VIRTUOUS. WHAT YOU THINK, DO AND SAY CAN INFLUENCE OTHERS. YOU CONTROL THE KIND OF INFLUENCE YOU WANT TO HAVE

JUST AS YOU ARE BEING



BEFORE
NEXT
SESSION. . .

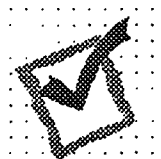
COMPLETE THE FOLLOWING:

VOCATIONAL BASIC SKILLS:

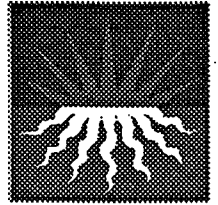
READING, ANY D; MATH, DECIMAL
DIVISION D AND E

INTERVIEWED FOR A JOB, YOU ARE INTERVIEWING YOUR PROSPECTIVE BOSS. YOUR FUTURE BOSS IS TRYING TO SEE IF YOU ARE RIGHT FOR THE JOB. YOU NEED TO SEE IF THE JOB IS RIGHT FOR YOU. YOU NEED TO COMPARE WHAT THE JOB REALLY IS WITH WHAT OTHER PEOPLE SAY THE JOB IS. YOU NEED TO ASSESS THE WORK ENVIRONMENT TO SEE IF IT IS RIGHT FOR YOU. YOU NEED TO SEE IF THE ATMOSPHERE IS POSITIVE OR NEGATIVE.

LIFELONG LEARNING: FINDING MAIN IDEAS AND SUPPORTING DETAILS REREAD THE STORY YOU WROTE IN THE *LIFELONG LEARNING* ASSIGNMENT IN THE LAST NEWSLETTER. USING YOUR STORY WRITTEN IN FORMAL STORY FORM, PUT THE STORY INTO THE SEQUENCE CHAIN ON THE NEXT PAGE. NOW TAKE THE SAME STORY AND PUT IT INTO THE MAIN IDEA AND THE SUPPORTING DETAIL CHART ON THE PAGE THAT FOLLOWS.



REFLECTION



REVIEW THE LIST OF INTERVIEW DO'S AND DON'T'S ON PAGE 1. WHICH ONES INVOLVE VERBAL LANGUAGE. WHICH ONES INVOLVE BODY LANGUAGE?

What is sincerity? What is virtue?
How do you use these character
traits in job interviews?

In what ways are you "interviewing" your boss in a job interview? What
can YOU tell about a boss in an interview?

*COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT
FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.*

**WHAT IS THE MAIN IDEA OF THE PASSAGE YOU READ? LIST
THREE SUPPORTING DETAILS FOR THE MAIN IDEA.**

*Act out interview situations. Act out a situation where you DO
everything you should. Act out a situation where you DONT do
the things you should to get the job.*

**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 4A/4B**

Understanding What You Read

Read “Interviewing for Jobs: Do’s and Don’ts” on page 1. Then answer the questions.

1. How should you look for an interview?
2. Why should you come alone?
3. What should you practice before and interview?
4. What are some things to bring to an interview?
5. Where should you look when speaking in an interview?
6. What should you tell about your skills?

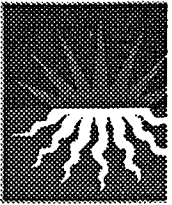
PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 4A/4B

Understanding What You Read

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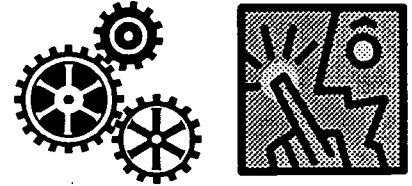
What you do in an interview affects your _____ of getting the _____. When you go for an interview, _____ the following: Look clean. Come _____. Come _____. _____ answering questions. Bring a list of _____ you want answered. Bring a _____, your _____, _____ card, and a completed _____. Look at the employer's _____ when you interview. Tell how your _____ will help you on the job. Explain your _____ and _____. When you go for an interview, don't do the following: Don't look dirty. Don't bring a _____. Don't be _____. Don't _____ too much. Don't ask too many _____ about the wrong things. Don't chew _____, smoke, or display other nervous habits. Don't talk about personal _____. Don't talk badly about past _____.

PROJECT METAMORPHOSIS



Volume 6 Number 5A/5B

Keeping the Job You Get



Congratulations! You got the job. Now all you have to do is keep it!

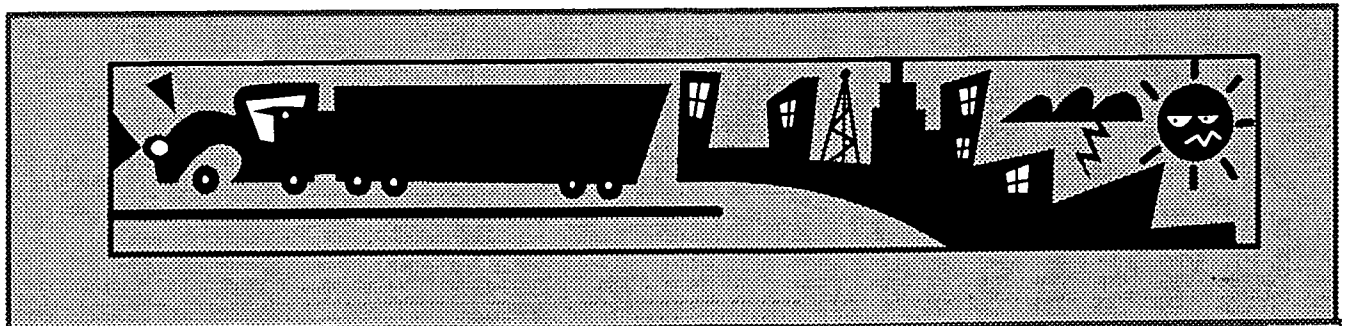
Getting a job and keeping it are two different things. Of course, you can lose a job through no fault of your own. Perhaps the company isn't making money. Maybe it was bought out by another company.

But there are things that you can do which can cause you to lose a job. Many workers lose their jobs because they:

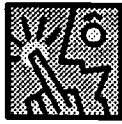
1. Don't get along with others
2. Are not willing to compromise
3. Can't work independently
4. Have a bad attitude
5. Gossip and talk too much
6. Lazy
7. Negligent or careless

To be successful at your job, you will need to get along with your supervisor. You will have to get along with co-workers. You will have to get along with customers. Your attitude will help you. This can be done by:

1. Showing respect for the ideas and feelings of others
2. Being dependable
3. Following rules
4. Accepting criticism
5. Learn from your mistakes
6. Being cooperative
7. Being honest



CHARACTER FIRST:



REVERENCE, LOYALTY, AND INITIATIVE. . . ON AND OFF THE JOB

GETTING AND KEEPING A JOB ARE DIFFERENT. TO KEEP A JOB, YOU HAVE TO CONTINUE TO SHOW GOOD CHARACTER TRAITS. YOU MUST ALSO BE REVERENT AND LOYAL. YOU MUST SHOW INITIATIVE.

REVERENCE

MOST PEOPLE USE REVERENCE WHEN TALKING ABOUT CHURCH OR GOD. ACTUALLY, REVERENCE MEANS TO RESPECT AUTHORITY. IT'S NOT THE SAME AS RESPECTING A PERSON. WHEN YOU RESPECT AUTHORITY, YOU HONOR THE POSITION THAT THE PERSON HAS. YOU MAY NOT AGREE WITH YOUR BOSS. YOU MAY NOT RESPECT THE PERSON WHO IS YOUR BOSS. BUT, YOU SHOULD RESPECT THE POSITION OF BOSS. WHY? BECAUSE SOMEONE WITH MORE AUTHORITY PLACED THAT PERSON IN THAT POSITION. YOUR REVERENCE SHOWS YOUR AWARENESS OF THE AUTHORITY BEHIND THE JOB.

YOU SHOW CHARACTER BY HOW YOU RESPOND TO LIFE'S PROBLEMS. MANY PROBLEMS MAY SEEM TO COME FROM THOSE IN AUTHORITY. THEY PRESSURE US TO BE DILIGENT, PATIENT, THOROUGH, AND SO ON. BY ACCEPTING A JOB, YOU ACCEPT THE AUTHORITY OF THOSE ABOVE YOU. YOU ACCEPT THOSE PRESSURES. THIS DOESN'T MEAN THAT YOU LET YOURSELF BE ABUSED. THERE IS NEVER A GOOD REASON FOR

THAT. IT MEANS THAT YOU DIFFER HONOR FOR PEOPLE FROM HONOR FOR THE JOBS THEY HOLD. REVERENCE IS THE ATTITUDE BEHIND OBEDIENCE AND DILIGENCE.

LOYALTY

LOYALTY IS COMMITMENT. IT IS FULFILLING RESPONSIBILITIES NO MATTER THE CIRCUMSTANCES. IT IS BEING FAITHFUL TO FRIENDS, FAMILY, JOBS, OR OTHER INTERESTS. YOU BASE LOYALTY ON YOUR PRINCIPLES. YOU DECIDE WHAT'S MOST IMPORTANT IN YOUR LIFE. YOU GIVE IT THE MOST ATTENTION WITHOUT LOSING SIGHT OF OTHER PRIORITIES. THUS, YOU HAVE TO KNOW WHERE YOUR LOYALTIES REALLY LIE. THIS MAY BE BASED ON YOUR NEEDS, INTERESTS, OR RELATIONSHIPS.

YOU SHOW JOB LOYALTY BY DOING YOUR BEST WORK. YOU SHOW LOYALTY BY DOING WHAT YOU SAY YOU WILL DO. YOU SHOW LOYALTY WHEN YOU DON'T TALK ABOUT PEOPLE BEHIND THEIR BACKS. YOU



BEFORE NEXT SESSION. . .

COMPLETE THE
FOLLOWING:

VOCATIONAL BASIC SKILLS:

READING, ANY E AND F; MATH, DECIMAL DIVISION, F AND G

SHOW LOYALTY WHEN YOU MAINTAIN YOUR PERSONAL INTEGRITY. THIS MEANS THAT YOU AVOID DOING ANYTHING THAT MIGHT DAMAGE YOUR NAME OR CHARACTER. IT MEANS THAT YOU KEEP YOUR STANDARDS.

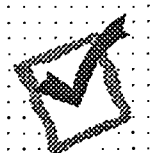
INITIATIVE

INITIATIVE IS SEEING AND DOING WHAT NEEDS TO BE DONE EVEN BEFORE YOU'RE ASKED. INITIATIVE IS ACTION, BUT NOT RECKLESS ACTION. IT IS A THINKING SKILL. YOU MUST THINK AHEAD TO KNOW WHAT NEEDS TO BE DONE. INITIATIVE IS RESPONDING TO CHARACTER TRAITS. IF YOU SEE SOMEONE IN NEED, YOUR CHARACTER TRAIT OF GENEROSITY SUGGESTS THAT YOU HELP. IF YOU SEE TRASH ON THE GROUND, YOUR TRAIT OF ORDERLINESS SUGGESTS THAT YOU PICK IT UP. INITIATIVE IS TAKING THE LEAD. THUS, IT IS OFTEN A PATHWAY TO GREATER RESPONSIBILITIES AND LEADERSHIP.

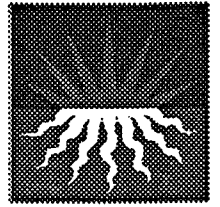
LIFELONG LEARNING: UNDERSTANDING AND RECALLING SEQUENCE OF EVENTS THE SEQUENCE OF EVENTS TELLS WHAT HAPPENED WHEN. IT TELLS THE ORDER OF THINGS. IN FORMAL STORY STRUCTURE, MOST STORIES HAVE A "START TO FINISH" SEQUENCE. THE SEQUENCE OR ORDER HELPS YOU RECALL AND UNDERSTAND WHAT YOU READ AND HEAR.

KEY WORDS HELP YOU SEE THE SEQUENCE. WORDS LIKE *BEFORE, AFTER, FIRST, SECOND, LAST, THEN, FOLLOWING, FINALLY, AND LATER* HELP US UNDERSTAND SEQUENCE. THE SENTENCES BELOW DESCRIBE A DAY OF YARDWORK. THEY ARE OUT OF SEQUENCE. FIGURE OUT THE CORRECT SEQUENCE NEEDED TO COMPLETE THE WORK. WRITE THE SENTENCES IN ORDER ON A SEPARATE SHEET OF PAPER.

- A. FINALLY I HOSED DOWN THE WHOLE AREA AND HEADED FOR A CHAIR IN THE SHADE.
- B. AT LAST I WAS READY TO DRAG THE BAGS TO THE CURB.
- C. THE FIRST THING I DID WAS PICK UP THE DEBRIS IN THE YARD.
- D. BEFORE I DID ANYTHING ELSE ON SATURDAY, I STARTED MY YARDWORK.
- E. THEN I RAKED THE LOOSE GRASS CUTTINGS AND BAGGED THEM.
- F. NEXT I MOWED THE LAWN.
- G. FOLLOWING A WATER BREAK, WHICH I DESERVED AFTER MOWING AND RAKING, I CLEANED THE PATIO.
- H. THE SECOND STEP WAS THE TO SWEEP THE CEMENT.
- I. I STARTED BY SCRUBBINHG THE LAWN CHAIRS.



REFLECTION



THINK ABOUT THE SKILLS INVOLVED IN GETTING A JOB. WHICH ONES MIGHT ALSO HELP YOU KEEP A JOB?

How does attitude help you keep a job?

Choose one of the following character traits: reverence, loyalty, or initiative. Which is most difficult for you? Why?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

LIST SEQUENCE OF EVENTS IN THE READING PASSAGE YOU READ.

How do reverence, loyalty, and initiative contribute to attitude?

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**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 5A/5B**

Understanding What You Read

Read "Keeping the Job You Get" on page 1. Then answer the questions.

1. How can you lose a job through no fault of your own?
2. What are some things you can do that will cause you to lose a job?
3. Who do you have to get along with in order to be successful at your job?
4. How do you develop a good attitude for your job?

**PROJECT METAMORPHOSIS NEWSLETTER
VOLUME 6 Number 5A/5B**

Understanding What You Read

Read "Keeping the Job You Get" on page 1. Then complete the following summary.

Use words from the article if you wish.

Getting a job and keeping it are two different things. You can lose a job through

no _____ of your own. There are also things you can do that

can cause you to _____ a job. If you don't get along with

_____, you could lose a job. You have to be willing to

_____. You must be able to work _____.

You need to have a _____ attitude. If you _____

or talk too much, you can lose your job. If you are _____,

_____, or _____, you could lose

a job. To be successful, you must get along with your _____.

_____, and _____.

Your _____ can help you do this. You need to

_____ the ideas and feelings of others. You need to be

_____. You need to follow the _____. You

must be able to accept _____. You should learn from your

_____. You should be

_____ and _____.

VOLUME 7

Parenting Series: Videotapes 1 - 8

VOLUME 7

Parenting Series: Videotapes 1-8

Designed for minimum 8 1-hour sessions.

Volume 7 focuses on parenting but also addresses work and other relationships. Many of the principles which contribute to good family relationships contribute to other good relationships. This series, then, is for everyone. Participants will learn how to be better parents. They will gain insights into how what their parents did contributed to their adult development. Although each newsletter accompanies a specific tape and refers to the tape, the information in the newsletters is complete enough to stand alone for those inmates who receive the newsletter but who are not in Project Metamorphosis.

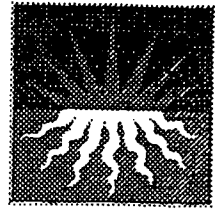
Materials may be used in a variety of ways. Videos vary in length. Most are about 30 minutes long. We recommend that you preview each tape prior to class. You may choose to watch the video as part of class time or supervised viewing time could be arranged prior to class in order for class time to focus on reflection and discussion. You could use inmate tutors to facilitate small group discussion.

NOTE: An instructional guide accompanies the video series. Additional teaching suggestions are found in it.

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|---|-------------------------------------|--|----------------------|-----------------|---------------------------|--|
| 1A | Identify different parenting styles and their effects on children | Vol 7 1A Parenting video 1 | <ol style="list-style-type: none"> 1) Key 1: Types of Parents 2) Lifelong Learning: Comparison and Contrast 3) Before Next Session . . . (computer software) 4) Character First: Alertness and Attentiveness at Home and on the Job 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X X | VBS <i>Reading</i> , Any G; <i>Math</i> , Fractions Concepts A |
| 1B | Identify personality traits in children | Vol 7 1B Parenting video 2 | <ol style="list-style-type: none"> 1) Parenting 2: Children Have Personalities. 'Too! 2) Before Next Session . . . (computer software) 3) Character First: Gentleness and Benevolence. . . at Home and at Work 4) Lifelong Learning: Comparison and Contrast 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X X X | VBS <i>Reading</i> , Any H; <i>Math</i> , Fractions Concepts B |
| 2A | Describe how the relationship principle helps keep spirits open | Vol 7 2A Parenting video 3 | <ol style="list-style-type: none"> 1) Parenting 3: The Relationship Principle: Keeping an Open Spirit 2) The Greatest Secret . . . Part 7 3) Before Next Session . . . (computer software) 4) Lifelong Learning: Prefixes 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X X | EMP: Coping with Stressful Situations VBS <i>Reading</i> , Any I; <i>Math</i> , Fractions Concepts C |
| 2B | Identify ways to communicate value and love | Vol 7 2B Parenting video 4 | <ol style="list-style-type: none"> 1) Parenting 4: Ways to Communicate Value and Love 2) Before Next Session . . . (computer software) 3) Lifelong Learning: Suffixes 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X | X X X X | VBS: <i>Reading</i> , Any J; <i>Math</i> , Fractions Concepts D |

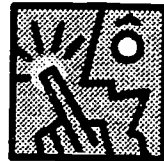
| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|---|-------------------------------------|---|----------------------|-----------------|-----------------------|--|
| 3A | Identify how to teach children rules and limits | Vol 7 3A Parenting video 5 | <ul style="list-style-type: none"> 1) Parenting 5: Teaching Children Rules and Limits 2) Family Rules: Sample Contract for Small Children 3) Character First: Discernment at Home and Work 4) Lifelong Learning: Thinking about Words 5) Before Next Session . . . (computer software) 6) Reflection 7) Understanding What You Read (1 comprehension; 1 cloze) | X X X X | X X X | X X X X X | EMP: Changing a Behavior or Habit VBS: <i>Reading</i> , Any K; <i>Math</i> , Fractions Concepts E |
| 3B | Describe how to develop a close-knit family | Vol 7 3B Parenting video 6 | <ul style="list-style-type: none"> 1) Parenting 6: Developing a Close-Knit Family 2) Lifelong Learning: Main Idea 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X | EMP: Doing your Job VBS: <i>Reading</i> , Any L; <i>Math</i> , Fractions Concepts F |
| 4A | Describe how encouragement and motivation empower relationships | Vol 7 4A Parenting video 7 | <ul style="list-style-type: none"> 1) Parenting 7: The Power of Encouragement and Motivation 2) Lifelong Learning: Prefixes and Suffixes 3) Before Next Session . . . (computer software) 4) Poem 5) Reflection 6) Understanding What You Read (1 comprehension; 1 cloze) | X X X | X X | X X X X | EMP: Understanding Your Job Description VBS <i>Math</i> , Fractions Concepts G |
| 4B | Describe how to "salt" your conversation | Vol 7 4B Parenting video 8 | <ul style="list-style-type: none"> 1) Parenting 8: "Salting" Your Conversations at Home & Work 2) Lifelong Learning: Simile and Metaphor 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What You Read (1 comprehension; 1 cloze) | X X | X X X | X X X X | VBS <i>Reading</i> , Any A (Note: Choose new topic); <i>Math</i> , Fractions addition A, B, and C |

PROJECT METAMORPHOSIS



Volume 7 Number 1A

Parenting 1: Types of Parents



Some of you are parents. Some of you aren't. Some parents have grown children. Being in prison makes parenting even harder (. . . as if it isn't hard enough!) But, everyone can learn from this series. Why? We all have or had someone who parented us. The way we were parented affects our adult lives. It affects how we relate to others. It affects how we feel about ourselves. This is our self-esteem. Children sense if parents value, or honor, them. Children know if parents value them more than money, property, entertainment, or friends.

Think back to Key 1: Honor. What does it mean to honor someone? Honor is showing high value for someone. Honor is an attitude. This parenting series begins with honor.

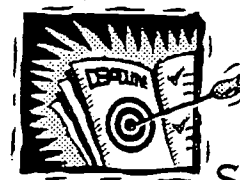
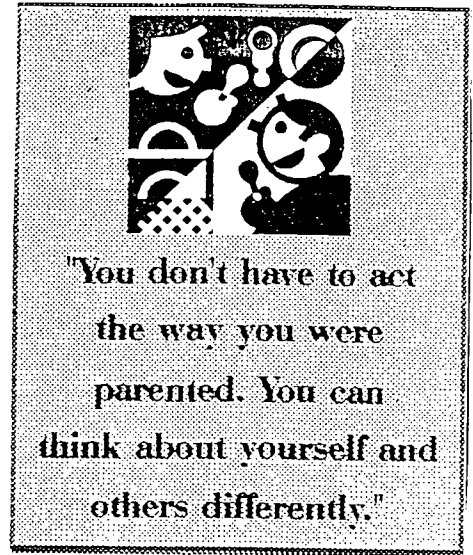
There are four parenting styles. Each style has strengths and weaknesses. Each style affects a child. This session helps you see your parenting style. It helps

you figure out what style your parents had. Remember, how you were parented affects many things you do now.

Basic Parenting Styles

Dominant Parent Dominant parents don't show much love or warmth. They have lots of rules. These parents don't explain reasons for rules. The rules are strict. Dominant parents are controlling and demanding. They don't encourage or praise their children. This style produces many negative qualities in children. Their children may be very aggressive. Their children may be too passive. If you had a dominant, controlling parent, you may also be controlling. You could be passive. Even if you don't have children, you may try to control others. Or, you may let others take advantage of you.

Neglectful Parent Neglectful parents have few rules. They take little control. They also lack love and warmth. Neglectful parents don't really care what their kids do as long as



BEFORE
NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

- VOCATIONAL BASIC SKILLS:
READING, ANY G; MATH FRACTIONS
CONCEPTS, A



LIFELONG LEARNING: COMPARISON AND CONTRAST WHEN WE COMPARE THINGS, WE ARE LOOKING FOR THE WAY THEY ARE ALIKE OR SIMILAR. WHEN WE CONTRAST THINGS, WE ARE LOOKING AT THEIR DIFFERENCES. OUR LAST NEWSLETTER ON PARENTING STYLES IS A GOOD PLACE TO PRACTICE THESE SKILLS. LOOK AT THE FIRST TWO PARENTING STYLES. WHAT CAN YOU FIND THAT IS SIMILAR ABOUT THEM? WHAT IS DIFFERENT? NOW LOOK AT THE LAST TWO PARENTING STYLES. WHAT IS SIMILAR, OR THE SAME? WHAT IS DIFFERENT?

they aren't bothered. These parents stay away from home as much as they can. When they are home, they don't pay attention to their kids. They don't listen to them. These parents often make promises that they never keep. This style also hurts a child's self-esteem. Children of neglectful parents don't learn how to care for themselves or others. They don't care about school. Thus, they do poorly in school. They drop out of school as soon as they can. If you had a neglectful parent, you may be a neglectful adult. You may not care for yourself or others.

Permissive Parent Permissive parents are often loving, warm, and supportive. The problem is that they have few rules. They set few limits. Permissive parents give in to the demands of the child. When there is no discipline, children often run wild. This parent does love their child. They accept almost any behavior from their children. Children parented by permissive parents often grow up to be undisciplined adults. Such adults lose jobs. They fail at relationships. They like to do whatever feels good, even if it hurts others. If you had permissive parents, you may be an adult who can't control your behavior. You may be an adult who runs wild.

Balanced Parent Balanced parents have the best style. This parent balances the need for rules and limits with love and encouragement. Children grow up knowing the rules. They know that rules are for a reason. They also feel loved and accepted by their parents. These parents train their children to follow the rules. They give clear warnings. They express encouragement and support. While this is the best style, nothing is perfect. You may have had balanced parents, but rebelled against them.

It is very difficult to have a balanced parenting style. This style takes time and effort. At times we may slip into one of the other styles. We can all recall times when our parents were either Dominant, Neglectful, or Permissive. They probably didn't know any better. If we have children, we can see ourselves in these styles. We tend to act as we were parented. The goal is to move from these styles into a more Balanced Parenting style. You don't have to act the way you were parented. You can think about yourself and others differently. You can be different. Honestly identifying your style is the first step. Changing your parenting style is a decision. It's a change that affects your children. It affects the people around you. It affects you.

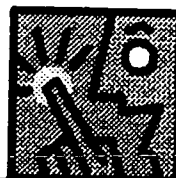
CHARACTER FIRST: ALERTNESS AND ATTENTIVENESS AT HOME AND ON THE JOB

THE FIRST STEPS TO BEING A BETTER PARENT, BETTER WORKER, OR BETTER PERSON ARE ALERTNESS AND ATTENTIVENESS.

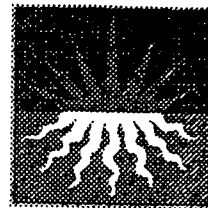
ALERTNESS. ALERTNESS IS THE SAME AS AWARENESS. IT IS NOTICING YOURSELF AND OTHERS. WHEN YOU ARE ALERT, YOU KNOW WHAT'S GOING ON. KNOWING WHAT'S GOING ON HELPS YOU GIVE THE RIGHT RESPONSE. YOU ARE IN A STATE OF READINESS. ALERTNESS HELPS YOU SET PRIORITIES. YOU THINK ABOUT YOUR VALUES. YOU DECIDE WHAT TO DO FIRST. WHEN YOU ARE ALERT, YOU KNOW YOU ARE RESPONSIBLE FOR WHAT YOU DO. AS A PARENT, YOU CAN BE ALERT TO YOUR PARENTING STYLE. YOU CAN BE ALERT TO YOUR CHILD'S NEEDS. AS A WORKER, YOU CAN BE ALERT TO OTHERS ON THE JOB. YOU CAN BE AWARE OF THEIR NEEDS. YOU CAN BE AWARE OF SAFETY NEEDS. YOU CAN DECIDE WHAT NEEDS TO BE DONE. YOU CAN TAKE RESPONSIBILITY FOR GETTING IT DONE.

ATTENTIVENESS. ONCE YOU ARE AWARE OF OTHERS, YOU CAN ATTEND TO THEM. THIS MEANS THAT YOU SHOW THE WORTH OF A PERSON OR TASK BY GIVING IT YOUR UNDIVIDED ATTENTION. WHEN YOU FOCUS FULLY ON A PERSON OR JOB, YOU SHOW THAT YOU VALUE IT. TALKING TO YOUR CHILD WHILE WATCHING TV TELLS THE CHILD THE YOU VALUE TV AS MUCH AS THE CHILD. CONTINUING TO WORK WHILE YOUR BOSS TELLS YOU SOMETHING SHOWS YOUR BOSS THAT YOU AREN'T PAYING ATTENTION TO HIM OR HER. THIS DOESN'T MEAN THAT YOU ALWAYS HAVE TO STOP WHAT YOU ARE DOING. YOUR ALERTNESS TELLS YOU WHEN THE SITUATION REQUIRES MORE ATTENTION. THE FOLLOWING THINGS SHOW ATTENTIVENESS AT HOME AND ON THE JOB:

- ◆ STOP, LOOK, AND LISTEN. GIVE THE PERSON UNDIVIDED ATTENTION. LOOK OTHERS IN THE EYE. DON'T JUST HEAR THEM. THINK ABOUT WHAT THEY ARE SAYING. THINK ABOUT WHAT THEY MEAN.
- ◆ ASK QUESTIONS. THIS SHOWS THAT YOU FOCUSED ON THE TOPIC. QUESTIONS ALSO SHOW YOUR INTEREST.
- ◆ BE A LEARNER. WHEN YOU SEEK TO LEARN FROM OTHERS, IT SHOWS THAT YOU VALUE THEIR KNOWLEDGE.
- ◆ MANAGE TIME WELL. MAKE CHOICES ABOUT WHAT TO DO. FOCUS ATTENTION ON THE TASK AT HAND.
- ◆ STAY ALERT. WATCH FOR CHANGES IN THE SITUATION THAT MAY REQUIRE A DIFFERENT RESPONSE FROM YOU.



REFLECTION



How did the way you were parented affect you as a young child?

If you have children, are you parenting the same as your parents? What would you like to change about the way you are parenting?

HOW DO ALERTNESS AND ATTENTIVENESS HELP YOU BE A MORE BALANCED PARENT? HOW DO THESE CHARACTER TRAITS CONTRIBUTE TO YOUR WORK PERFORMANCE?

Think about your parents. What was their basic style of parenting?

Reflect on the word "Honor". Was there honor in your home when you were growing up? Is there honor in your home now? If not, what can you do to restore honor?

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Understanding What You Read
Volume 7 Number 1A

1. How does the way we were parented affect our own parenting style?

2. How does the way we were parented affect our behavior and attitudes as an adult?

3. Explain why the Balanced Parent is the best parenting style.

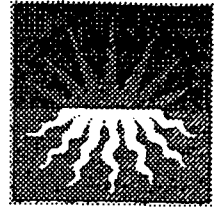
4. What are the harmful characteristics of the Dominant and the Neglectful parenting styles?

5. How is the Permissive parenting style better than the Dominant or Neglectful style?

Understanding What You Read
Volume 7 Number 1A

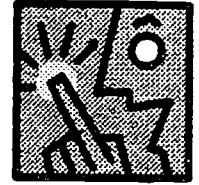
The way we were parented affects our behavior and attitudes as adults. If we felt _____ and _____ as a child, we feel better about ourselves as adults. There are four basic styles of parenting. The best parenting style is the _____
_____. We may have trouble staying in this style all the time. This style of parenting balances _____ with _____
_____. This style of parenting lets a child know they are _____. The _____ and _____ parenting styles are the most damaging to a child. Children parented in either of these ways often feel _____. These two styles are both low on _____
_____. The Neglectful style is high on _____ and low on _____. Even if we don't have children of our own, we can think of times when we acted in each of these four parenting styles. Our goal is to move out of the harmful styles and into the _____.

PROJECT METAMORPHOSIS



Volume 7 Number 1B

Parenting 2: Children Have Personalities, Too!



Think back to Key 6: Personality. What was your personality type? Were you a Lion, Otter, Golden Retriever or Beaver? Review your type. Think about how you relate to other types. You may have qualities from all four personality types. You probably are strongest in one style. This is also true for children. Think about the problems that could occur between a Lion parent and a Lion child! Now think about what could happen if the parent is a Lion and the child is an Otter. It is important for us to discover the personality style of our children. This helps us understand their behavior and attitudes.

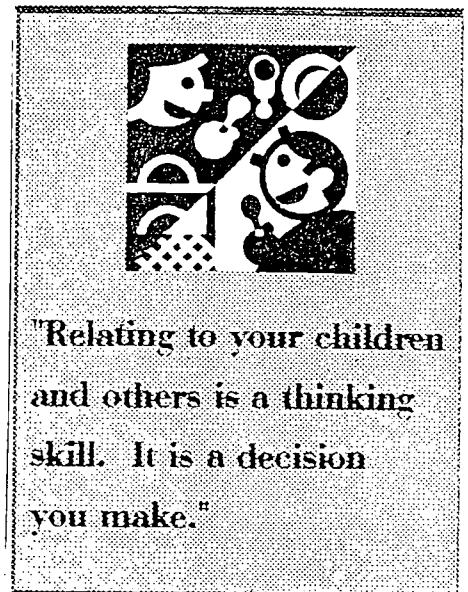
Why Do They Act Like That? Personality isn't something we are born with. Environment affects personality. Our parents and their parenting style affect our personality. Birth order also affects our personality. Oldest children tend to be more bossy. They like to give orders. Middle children are often more quiet. Youngest children are often very social. Other factors, like being an only child, affect our personality. Living with one parent affects personality. Being the only boy in a family of all girls has an effect. Being the only girl in a family of all boys has an

effect. However, we are born with certain genes. These genes give us certain traits. Despite outside influences, they give us our "natural personality style", or "natural bent".

It is important to know that we can change certain things about our personality style. We can "adjust" extreme qualities in our personality. When we know the "natural bent" of our children, we can better understand them. We can value their unique qualities. We can recognize their personality strengths and weaknesses.

We learned in Key 6 that someone's strength--if out of balance--can irritate us. Children are adjusting or growing into their personalities. If their personality strengths are out of balance, it may drive us crazy. Sometimes our child's strengths don't mesh with our style. That can drive us crazy, too. This session tells how to value and honor the differences in our personalities. It shows how our parenting style or the way we were parented relates to a child's personality.

You can change the way you relate to your child. Understanding them and understanding yourself is the first step. Relating to your children (and others) is a thinking skill. It is a decision you make.



BEFORE NEXT SESSION...

COMPLETE THE FOLLOWING:

- VOCATIONAL BASIC SKILLS:
READING, ANY H; MATH, FRACTIONS
CONCEPTS B

CHARACTER FIRST: GENTLENESS AND BENEVOLENCE. . . AT HOME AND WORK

NO MATTER WHERE YOU ARE--AT HOME OR AT WORK--YOU HAVE TO DEAL WITH PEOPLE. THE WAY YOU DEAL WITH THEM SHOWS YOUR CHARACTER. GENTLENESS AND BENEVOLENCE ARE TWO RELATED CHARACTER TRAITS. THEY HELP YOU DEAL WITH ANY KIND OF PERSONALITY IN YOUR FAMILY OR ON THE JOB.

GENTLENESS

GENTLENESS IS SHOWING PERSONAL CARE AND CONCERN IN MEETING THE NEEDS OF OTHERS. IT IS BEING KIND AND CONSIDERATE. IT IS THE OPPOSITE OF BEING HARSH, SEVERE OR VIOLENT. IT IS NOT THE SAME AS WEAKNESS. GENTLENESS IS A CHOICE YOU MAKE ABOUT HOW YOU TREAT OTHERS. IT IS A SENSE OF CONTROL. IN SOME CULTURES, CHILDREN IN IMPORTANT OR RICH FAMILIES GET SPECIAL TRAINING ON HOW TO BE POLITE AND WELL-MANNERED. THESE CHILDREN LEARN THAT TREATING OTHERS WITH PERSONAL CARE AND CONCERN SHOWS THAT YOU VALUE YOURSELF AND OTHERS. YOU MAY NOT BE RICH. YOU MAY NOT COME FROM AN IMPORTANT FAMILY. BUT, YOU CAN LEARN HOW TO TREAT OTHERS.

GENTLENESS BEGINS IN THE HOME. IT CONTINUES ON THE JOB AND THROUGHOUT LIFE. WHEN THINGS ARE GOING WELL, IT IS EASY TO ACT GENTLY. WHEN A CRISIS OR

PROBLEM OCCURS AT HOME OR AT WORK, WE TEND TO ACT OR SPEAK ROUGHLY. WHEN WE TREAT A MACHINE ROUGHLY, IT CAN BREAK. ROUGH ACTIONS AND SPEECH CAN BREAK PEOPLE. MACHINES HAVE NO MEMORY. WHEN FIXED, THEY GO ON. PEOPLE REMEMBER. EVEN AFTER THE PROBLEM IS FIXED, MEMORIES LINGER.

THERE ARE THREE ASPECTS TO GENTLENESS:

1. GENTLENESS REQUIRES AWARENESS OF OTHERS. YOU NEED TO SEE THE NEEDS AND FEELINGS OF OTHERS. YOU THEN ACT ACCORDINGLY. THERE ARE TIMES WHEN A GENTLE PERSON MAY ACT RUDE. BUT, THE GENTLE PERSON IS AWARE OF HOW HIS OR HER WORDS OR ACTIONS WILL BE PERCEIVED.
2. GENTLENESS IS LEARNED. BY YOUR ACTIONS AND WORDS, YOU MODEL GENTLENESS FOR OTHERS. IF YOU YELL AT YOUR CHILD OR CO-WORKER RATHER THAN ASKING, YOU MODEL AGGRESSIVE DEMANDING BEHAVIOR. GENTLENESS TAKES TIME TO LEARN.
3. GENTLENESS REQUIRES INNER STRENGTH. GENTLENESS IS NOT EASY. IT IS VERY DIFFICULT TO DO. LIFE (AND OTHER PEOPLE) CAN BE FRUSTRATING. IT TAKES GREAT PERSONAL STRENGTH TO RESTRAIN YOURSELF RATHER THAN BLOW UP IN ANGER. YOUR ABILITY TO CONTROL YOURSELF WHEN OTHERS SEEM OUT OF CONTROL IS A TRUE MARK OF CHARACTER.

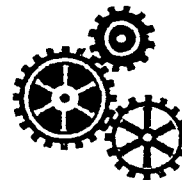
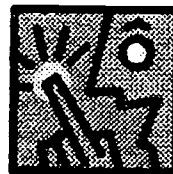
BENEVOLENCE

BENEVOLENCE IS SIMILAR TO GENTLENESS. BENEVOLENCE ALSO SHOWS CARE AND CONSIDERATION FOR OTHERS. BUT, BENEVOLENCE IS

DIFFERENT. BENEVOLENCE IS MEETING THE NEEDS OF OTHERS WITHOUT PERSONAL GAIN. IT IS UNSELFISHNESS. SOME PEOPLE THINK OF IT AS "THE GOLDEN RULE." THAT MEANS TO TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU. BENEVOLENCE IS NOT THE SAME AS GIVING INTO THE DEMANDS OF OTHERS. IF YOU GIVE YOUR CHILD ONLY CANDY, YOU ARE NOT BEING BENEVOLENT. LIKE GENTLENESS, IT IS EASY TO BE BENEVOLENT WHEN THINGS ARE GOING WELL. IT IS MORE DIFFICULT TO TRULY BE BENEVOLENT WHEN TIMES ARE HARD. BENEVOLENCE IS A SIGN OF CHARACTER AND LEADERSHIP.

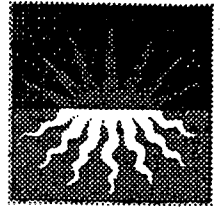
BENEVOLENCE IS A CHOICE YOU MAKE. ARE YOU A BENEVOLENT PERSON? SEE WHICH OF THE FOLLOWING DESCRIBES YOU. BENEVOLENT PEOPLE . . .

- ◆ ARE NOT ENVIOUS.
- ◆ ACT APPROPRIATELY
- ◆ ARE NOT EASILY UPSET
- ◆ ARE NOT QUITTERS
- ◆ HELP MAKE OTHERS SUCCESSFUL
- ◆ GIVE THE BENEFIT OF THE DOUBT
- ◆ ASSUME THE BEST IN OTHERS
- ◆ DO NOT STAND IN THE WAY OF JUSTICE
- ◆ GIVE TO OTHERS EVEN AT THEIR OWN EXPENSE
- ◆ ARE UNSELFISH
- ◆ DON'T GET "THE BIG-HEAD."
- ◆ FOCUS ON OTHERS RATHER THAN SELF
- ◆ ARE KIND



LIFELONG LEARNING: COMPARISON AND CONTRAST IN THE LAST NEWSLETTER, YOU LEARNED THAT TO COMPARE WAS TO FIND THE WAY THINGS ARE THE SAME. TO CONTRAST IS TO FIND THE DIFFERENCES. THINK ABOUT YOUR PERSONALITY TYPE AND YOUR CHILD'S PERSONALITY TYPE. IF YOU DON'T HAVE CHILDREN, THINK ABOUT THE PERSONALITY TYPE OF YOUR PARENTS. COMPARE OR FIND THE WAYS YOU ARE THE SAME. CONTRAST OR FIND THE WAYS YOU ARE THE DIFFERENT. MAKE A LIST OF EACH.

REFLECTION



How does understanding a child's personality style help you honor them?

Think of all the personality styles in your family or at work. How does this help you understand the way they behave?

HOW ARE BENEVOLENCE AND GENTLENESS ALIKE? HOW ARE THEY DIFFERENT?

If you understand a person's personality style, does that change the way you react toward that person? How can it help your relationship?

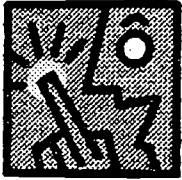
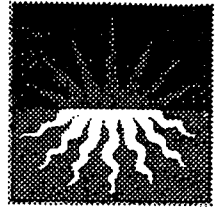
How do benevolence and gentleness help you "greet each day with love in your heart?"

Understanding What You Read
Volume 7 Number 1B

1. What are some of the influences on our "natural" personality style?
2. How does knowing a child's personality style affect your understanding of that child?
3. Give an example of what might occur if both the parent and the child are Lions.
4. How does our "natural" personality type affect our parenting style?

Understanding What You Read
Volume 7 Number 1B

The four basic personality types are _____,
_____, _____, and
_____. We have some traits from each style. We
usually have one _____ style. Parents and children
may have different personality styles. Or, they may have the same basic
style. We are not born with our _____. It is
influenced by _____,
_____, and many other things. However,
our _____ give us our basic or _____
personality type. Children adjust their personalities as they grow. It is
important for us to know the _____ and
_____ of their personality type. Understanding a
personality type help us understand that person's behavior and attitudes.



Parenting 3: The Relationship Principle: Keeping an Open Spirit

Each of us has a body, soul, and spirit. Our body is what you see. It is our physical makeup. Our soul is our mind, will, and emotions. Our spirit is who we are deep inside. It is like our conscious. It is where we have our deepest feelings. It is where we experience deep relationships. Our goal is to have these three areas healthy and in balance.

Many things can cause us to lose the balance between body, mind, and spirit. If we are hurt, offended or angered, our spirit begins to close. As the spirit closes, so does the soul and body. We can see this in a person's body language. They turn away. They avoid being touched. They avoid conversation. When a person's spirit is closed, their mind is closed. They don't want to hear anything you have to say. They will not agree with you on anything. Closed spirits take place in all relationships. These can be at home, with friends, at work, and in prison. It can occur between mates, friends, parents and children, and co-workers.

If you don't have children,

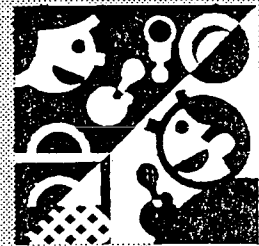
think back to your relationship with your parents. If you have children, think about your relationship with them. In most homes it is almost impossible to keep from offending or hurting each other. Offenses and hurts build up. When the problem isn't resolved, the spirit stays closed.

When children's spirits close, they won't like their parents. They won't do what their parents want. They won't like or respect what the parent likes. They will argue. They will turn to their friends or others. They won't make eye-contact. Has this happened to your children? Did it happen to you when you were a child?

The worst thing we can do is leave anger unresolved. We have to let anger go. Unresolved anger will destroy a relationship. It will close the spirit. There are things we can do to open a child's spirit. These same principles work in all relationships.

Steps to Reopen a Child's Spirit

1. Become Tenderhearted
Show your tenderness in your body language. Get down to eye-level with the child. Relax your muscles. Soften your voice. Show that you care.



"When a person's spirit is closed, their mind is closed."

Acknowledge that they are offended.

2. Increase Understanding

Try to understand the child's pain and hurt. Ask questions that allow the child to express their feelings.

3. Recognize the Offense

Admit when you offend your child. Sometimes it is not what you do, but how you do it that is offensive or hurtful. If you were harsh or controlling, admit it. This is one of the hardest things for parents to do. When you admit that you have offended others, you tell them they are valued.

4. Attempt To Touch Children especially need to be held. This is true of boys and girls. This is often hard for Dads. This touch may be a simple pat on the back. It may be a hug.

5. Seek Forgiveness Don't defend yourself. In parent-child relationships, you are the adult. You know when you over-reacted. Ask forgiveness from the person you offended.

This session will give you 84 ways that you can offend your children. Review this list. Think about your relationships as a child and as a parent.

**BEFORE NEXT
SESSION. . .**



COMPLETE THE FOLLOWING:

- **EMPLOYABILITY AND WORK
MATURITY SKILLS: COPING WITH
STRESSFUL SITUATIONS**
- **VOCATIONAL BASIC SKILLS:
READING, ANY I; MATH FRACTIONS
CONCEPTS C**

THE GREATEST SECRET . . . PART 7

If I can speak different languages but have not love, I am just noise. If I could tell the future but don't love others, what good would it do? If I had enough faith to make mountains move, but don't love, I would be nothing. If I gave all I own to the poor, but don't love, it would be of no value. All the special gifts and powers from God will someday end, but love goes on forever. The greatest gift is love.

Adapted from I Corinthians in the Bible

No matter your religious beliefs, the power of love changes everything you do. When you love, you act in love. This secret gives you the power to change your world through love. Remember to read this section 3 times each day. Read it in the morning. Read it after lunch. Read it aloud before you go to sleep. As you repeat the words, they will become part of your active mind and your other mind--the part that never sleeps and makes you act.

I will greet this day with love in my heart. This is the key to everything. Strength can split a shield. It can even destroy a life. Only the unseen power of love can open hearts. Until I master this, my efforts will fail. I will make love my greatest weapon.

How will I do this? I will look on everyone and everything with love. I will welcome the good times. They make me happy. I will endure sadness. It teaches me lessons. I will greet this day with love in my heart. I will praise others. I will encourage others. I will try to applaud others for their efforts. I will not criticize for that is not loving. I will not gossip for that is not loving. I will greet this day in love in my heart.

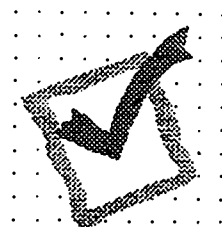
I will act with love. I will react to others with love. Love will protect me and help be become stronger. When I see others, I will silently say, "I love you." Though spoken in silence, these words will affect my attitude toward others. I will greet this day with love in my heart.

Most importantly, I will love myself. I will not do things to harm myself. I will not overindulge. I will care for my body, mind, and spirit. I will greet this day with love, and I will succeed.

Adapted from The Greatest Secret in the World by Og Mandino

LIFELONG LEARNING: PREFIXES A PREFIX IS A WORD PART ADDED TO THE BEGINNING OF A WORD. A PREFIX CHANGES THE MEANING OF A BASE WORD. IF WE KNOW THE MEANING OF THE PREFIX, WE CAN UNDERSTAND THE WORD. HERE IS A LIST OF COMMON PREFIXES, THEIR MEANINGS, AND AN EXAMPLE OF EACH. WRITE TWO OTHER EXAMPLES OF WORDS WITH EACH PREFIX.

| PREFIX | MEANING | EXAMPLE |
|--------|----------------------|---------------------|
| DIS | NOT, THE OPPOSITE OF | DISLIKE, DISCONNECT |
| IM | NOT | IMPOSSIBLE, IMMORAL |
| PRE | BEFORE | PREVIEW, PRECOOK |
| RE | AGAIN, BACK | REREAD, REBOUND |
| UN | NOT, THE OPPOSITE OF | UNCOVER, UNREAL |



Understanding What You Read
Volume 7 Number 2A

1. What is the difference between body, soul, and spirit?

2. How does closing a person's spirit also close their soul and body?

3. What kinds of things can close a person's spirit?

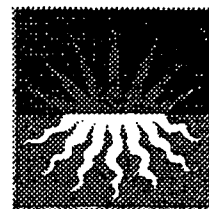
4. Look at the steps to reopen a closed spirit. Which one is the most difficult for you? Why is it the most difficult?

Understanding What You Read
Volume 7 Number 2A

Every person is made up of _____, _____, and _____
_____. Where we have our deepest feelings and relationships is our _____. Our physical make-up is our _____. The soul is our _____, _____, and _____. If we offend or anger someone, we close their _____.

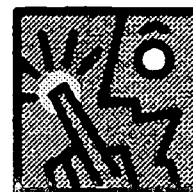
Unless we resolve the problem, a wall will form in our relationship. There are five steps we can take to open a person's spirit. The first is to become _____. We do this by softening our voice. We relax our muscles. Step two is to _____
_____. Next, we _____
_____. We admit we have offended the other person. Fourth, we attempt to touch. This may be a hug or a pat on the back. At work, this could be a handshake. Last, we _____
_____. These steps help mend relationships in our families, with friends, and at work.

PROJECT METAMORPHOSIS



Volume 7 Number 2B

Parenting 4: Ways to Communicate Value and Love



Everyone needs to feel loved. We need to feel valued. We need to know that others care for us. This is very true of children. Children need to know that we love them no matter what. We may not get them out of every bad situation, but we will always love them. Children need to know we value them. If a child grows up feeling unloved, they will have trouble in adult relationships. If they feel they are not valued, they will have no self-esteem.

In the U.S., about two million children have one or both parents in prison. Children who are separated from their parents can be damaged for life. Some studies say that a child whose parent is in prison is five times more likely to become a delinquent. Thus, it is very important that your child knows you love them. Since you are in prison, your child may feel abandoned. They need to know you value and care about them. There are five ways that we let children know they are loved.

Make a Decision to Highly Value Your Child. This is a choice you make. You place the value of your child over things. You value your

child in spite of your own problems or pain.

Show Value Through Touch. Babies actually died because they weren't touched. Children need to be touched in an appropriate way. Little children need to be held and hugged. As children get older, they can get a bear hug or an arm around their shoulder. Boys and girls both need this. Children need to be touched at least 12 times a day.

Say Words of Affection. We can't assume that children know we love them. They need to hear us say we love them. They need to hear this from both moms and dads. This may not come easily for you. You may feel uncomfortable at first. Once you choose to value your child, you can say the words, "I love you."
Study Your Child. Learn their strengths and weaknesses. Knowing your child's personality type will help you. We can give encouragement in weak areas. We can praise our child's strengths.

Be Committed To Your Child. No matter what happens, we will love our children. If they get into trouble, we will be there. This doesn't mean we will fix everything. But, we will always love them.

In the U.S., about 2 million children have one or both parents in prison.



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

- VOCATIONAL BASIC SKILLS: READING, ANY J; MATH FRACTIONS CONCEPTS, D

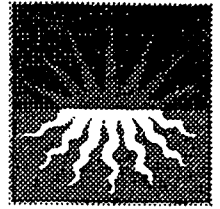
Being in prison makes it hard to show your commitment and love. Your child needs to hear your words of love as much as possible. You can write cards or letters. You can make sure the person caring for your child knows what you want for your child.

LIFELONG LEARNING: SUFFIXES A SUFFIX IS A WORD PART ADDED TO THE END OF A WORD. LIKE A PREFIX, A SUFFIX CAN CHANGE A BASE WORD'S MEANING. BELOW ARE SOME OF COMMON SUFFIXES, THEIR MEANING, AND AN EXAMPLE. WRITE TWO MORE EXAMPLES FOR EACH SUFFIX. CIRCLE THREE WORDS IN THE ARTICLE THAT HAVE SUFFIXES.

| SUFFIX | MEANING | EXAMPLE |
|--------|------------------------|---------------------|
| FUL | FULL OF | FEARFUL, DOUBTFUL |
| LY | IN A CERTAIN WAY, LIKE | LOVELY, SADLY |
| NESS | IN A STATE OF | KINDNESS, HAPPINESS |
| MENT | AN ACT OR STATE OF | EXCITEMENT |
| BLE | ABLE TO DO | CHANGEABLE |
| LESS | WITHOUT | PENILESS |



REFLECTION



What messages did you get from your parents? Did your parents communicate their love to you? How can you communicate your love to your children while you are still in prison?

We do not have to parent the way our parents did. We can choose to break the cycle. What can you do right now to make your child feel valued?

ONE OF THE SUGGESTIONS FOR COMMUNICATING VALUE AND LOVE IS STUDYING YOUR CHILD. HOW COULD THIS SUGGESTION HELP YOU VALUE YOUR CO-WORKERS?

Letting others know they are valued is important in any relationship. At work, how can you show you value and respect another person?

Understanding What You Read
Volume 7 Number 2B

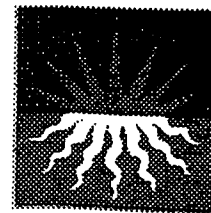
1. Why is important to let children know they are loved and valued?
2. What added problems do children face when a parent is in prison?
3. What is meant by "appropriate" touch? Give some specific examples.
4. Why is it difficult for some people to express words of affection?
5. What are some things we can do to show we value a person at work?
6. What are some specific things you can do while in prison to show you value and love your child?

Understanding What You Read
Volume 7 Number 2B

All humans have the need to feel _____ and _____ . Children especially need the security of feeling loved. If a child grows up feeling unloved, they may not be successful in adult _____. They may have very low _____. Children with one or both parents in prison need special care. Because you are gone, the child may feel _____. Studies show that your child is _____ times more likely to get in trouble with the law. Because of this, your child needs to know he/she is valued and important.

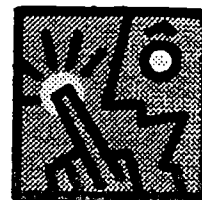
There are five ways to let children know they are valued. The first is to make a _____ to value your child. This is a choice you make. You place the value of your child above other things. Next, we communicate this value through _____. Third, children need to hear _____ . Then, you should _____. _____ . Learn your child's strengths and weaknesses. Last, you should _____ to your child. Children need to feel our unconditional love.

PROJECT METAMORPHOSIS



Volume 7 Number 3A

Parenting 5: Teaching Children Rules and Limits



Think about your own family. Were there rules about the right way to behave? Were there rules about the wrong way to act? Did you know how your parents felt about fighting, name-calling, and lying? Did your parents yell at you? Did they spank or hit you? Did you understand why you were being punished? Are you doing the same things with your own children, or grandchildren? Do you yell at them to "stop?" Then, do you punish them? Finally, do you try to get them to stop crying? There is a better way.

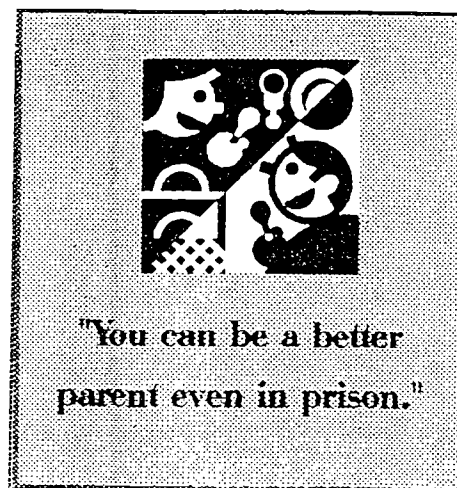
Children want a set of fair rules to live by. Living in a house with no rules is very frustrating. Parents have to teach children the way to act. Parents teach by their example. Parents teach by explaining. We must be **consistent**. This means you expect the same good behavior every day. The results for wrong behavior are the same every day. Children need to be praised when they are following the rules. Consistency also applies to you. Children need to know what to expect.

Parents must learn to speak so their children will listen. Have you ever said, "I've told you five times to pick up your stuff!" or "How many times do I have to

tell you to stop fighting?" Have you said, "I've had it. If this doesn't stop, you'll be sorry."? We've all said things like this. We need to try something new. First, we need to stop what we are doing. Go to the child. Make eye contact. Now, don't beg or plead. Don't scream or yell. Don't get angry. Make your request in a calm voice. Use direct statements like "This is what I expect you to do." Clear, direct statements get the message across.

Family rules need to be set. Children need to know the rules. Keep the rules simple. For example, "Don't hit, bite, pinch, or kick others." Rules can change as children get older. Make sure that the rules are for everyone. Don't expect your children to obey a rule that you do not plan to follow. If the rule is "No name calling," then parents must follow the rule too. Limit the family rules to five or six. It is hard to remember too many rules.

In this session, you will learn about setting limits or rules. You will learn how to have a family meeting. In a family meets, all members take part in setting up the rules. For each rule there is a **consequence**. The consequence is what happens if the rule is broken. Using this way to set rules and consequences helps us be consistent. This set of rules and consequences is called a **contract**. A contract is an agreement or promise.



The family contract says that everyone agrees to the rules and consequences.

So, how does this help you now? You're in prison. You can't have a family meeting. But you can let your child know the behavior you expect. You can write the behavior you want. You can ask your child to write you each week. The child can tell how they did. You can praise their good behavior. You can tell them you are disappointed by wrong things. Being a parent is hard work. It takes lots of effort and energy. You can be a better parent even in prison. Taking this class shows you want to learn new things. There is much you can begin to do right now.



**FAMILY RULES: SAMPLE CONTRACT
FOR SMALL CHILDREN**

1. OBEY MOM OR DAD WITHOUT COMPLAINING, ARGUING, OR NAGGING.

CONSEQUENCE: NO TOYS FOR 1 HOUR.

2. PICK UP TOYS AND CLOTHES AND SHOES EVERY DAY BEFORE GOING TO BED.

CONSEQUENCE: NO TELEVISION FOR 24 HOURS.

3. NO NAME CALLING.

CONSEQUENCE: NO TELEVISION FOR 24 HOURS.

4. NO TEASING, HITTING, OR BITING.

CONSEQUENCE: NO SNACK.

5. BATHE, BRUSH YOUR TEETH, AND GO TO BED ON TIME.

CONSEQUENCE: GO TO BED A HALF HOUR EARLIER THE NEXT NIGHT.



**BEFORE NEXT
SESSION. . .**

COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK MATURITY SKILLS: CHANGING A BEHAVIOR OR HABIT
- VOCATIONAL BASIC SKILLS: READING, ANY K; MATH. FRACTIONS CONCEPTS E

CHARACTER FIRST: DISCERNMENT AT HOME AND WORK

Discernment is the ability to understand the deeper reasons behind actions. It is understanding cause and effect. It is knowing why things happen. This is the basis of good problem-solving. Discernment is important because problems happen at home. They happen at work. Discernment helps you look at problems with new eyes. It is more than knowing the difference between right and wrong. It is understanding why some things are right and others are wrong. This helps you understand and follow rules at work. It helps you make rules for home. It also helps you explain reasons for rules both at home and at work. Some traits of discernment are listed below:

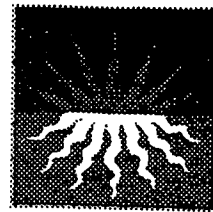
Discerning people . . .

- ◆ understand personality types. They know that people act differently for different reasons.
- ◆ keep their cool. They don't just blow up. They look for causes for problems.
- ◆ learn from others. They watch how others solve problems. They ask questions about causes.
- ◆ solve problems. They look for causes and effects. They don't blame others.
- ◆ know their materials and tools. They know what their equipment is capable of.
- ◆ know themselves and the people around them. They know what they can do. They know what others can do.
- ◆ are forgiving. They know that nobody and few situations are perfect. They help make things better, not worse.

LIFELONG LEARNING: THINKING ABOUT WORDS YOU HAVE LEARNED HOW TO RATE YOUR WORD KNOWLEDGE. (0, NEVER SEEN IT; 1, SEEN IT, BUT NOT SURE OF MEANING; 2, SORT OF KNOW THE MEANING; 3, KNOW THE MEANING WELL). THERE ARE SOME WORDS IN THIS NEWSLETTER THAT MAY BE NEW FOR YOU. LOOK AT THE WORDS IN DARK PRINT. RATE YOUR KNOWLEDGE OF THESE WORDS. CAN YOU FIGURE OUT THEIR MEANINGS?



REFLECTION



Think about the way you were parented. Did you know the rules in your house? Did you know the consequences for breaking the rules? What would have been a rule that could have changed the course of your life? What would have been the reason for the rule?

How does discernment make you a more balanced parent?
How does discernment make you a better worker?

Using the sample contract, make a rule for your workplace. What would be an appropriate consequence for breaking the rule?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE.
THINK OF A BEHAVIOR OR HABIT YOU WANT TO CHANGE. HOW CAN YOU CHANGE IT?

How can knowing rules and consequences help a relationship at home or at work?

Remember that praise for doing the right thing is important. What are some things that you would like to be praised for doing?

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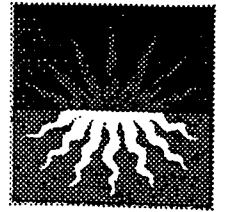
Understanding What You Read
Volume 7 Number 3A

Living in a house with no rules is hard on everyone. Children want a set of _____ to live by. Knowing the rules helps parents to be _____. This means parents expect the same good behavior every day. When children break the rules there will be _____. This is what happens or results if the rule is broken. Children should know the family rules and the consequences. This set of rules and consequences is called a _____.

Understanding What You Read
Volume 7 Number 3A

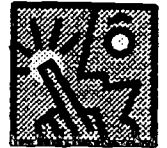
1. Why is it important to set family rules?
2. What happens if we just assume everyone knows the rules?
3. What are some things parents should do when speaking to their child?
4. What are consequences?
5. What is a family contract?
6. How can you use this information while still in prison?

PROJECT METAMORPHOSIS



Volume 7 Number 3B

Parenting 6: Developing a Close-Knit Family



There are things that close-knit families do. These are things that are characteristic of a close-knit family. A characteristic is a quality, mark, or trait. You can look at these six things and see what is missing in your family. You can look at your family when you were a child and see what was missing. Your family can be people you are related to. They can also be people you choose to become close to.

CHARACTERISTICS OF A CLOSE-KNIT FAMILY

Family members appreciate each other. They praise each other. They value each other. They recognize each person's strengths.

Close-knit families spend time together as a family. They do things everyone enjoys. They plan fun things to do together.

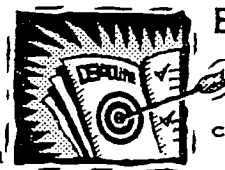
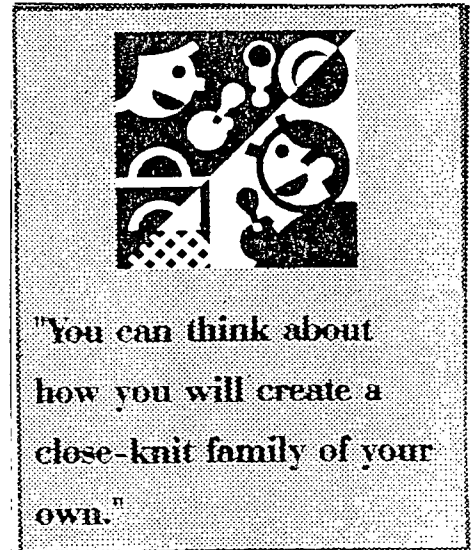
They communicate well. Key 4 gave you information about good communication skills. Families spend time talking to each other. They pay attention to each other. They listen to each other. They work at understanding each other. **Close-knit families are committed to each other.** They care about each other. They want the family members to be happy and successful.

Close-knit families have a spiritual life. They worship together. They go to religious activities together. **They can deal with crisis.** This does not mean they like the bad times. They look for treasure or good things that come from the crisis.

This session focuses on two characteristics of a close-knit family: spending time together and dealing with crisis.

Right now you can't spend time with your family. You can think about things you will do when you get released. You can talk to your children about the things they would like to do. You can begin to talk about "our" family. You and your family are the most important part of your child's world. You can make the decision to spend time with your family when you are out of prison.

Your being in prison is a crisis for your family. This is something you can begin to work on now. You can use this crisis to draw your family closer. During the crisis there is stress. The family is upset. There is conflict. Your child may be angry with you. You have learned ways to handle this anger. You can deal with the conflict. Use this time of crisis to strengthen your family. Both of these require thought. You can think about how you will create a close-knit family of your own.



BEFORE NEXT SESSION...

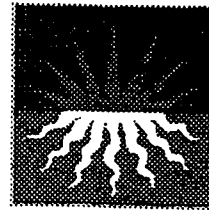
COMPLETE THE FOLLOWING:

- EMPLOYABILITY AND WORK
MATURITY SKILLS: DOING YOUR JOB
- VOCATIONAL BASIC SKILLS:
READING, ANY L; MATH, FRACTIONS
CONCEPTS F



LIFELONG LEARNING: MAIN IDEA YOU NEED TO KNOW THE MAIN IDEA OF EVERYTHING YOU READ, HEAR, OR DO. THE MAIN IDEA TELLS YOU WHAT IS MOST IMPORTANT. EVERY STORY, ARTICLE, CONVERSATION, AND JOB HAS A MAIN IDEA. MOST PARAGRAPHS HAVE A MAIN IDEA. WHAT IS THE MAIN IDEA OF THE ARTICLE ABOVE? DOES THE TITLE HELP YOU CHOOSE THE MAIN IDEA? WHAT'S THE MAIN IDEA OF YOUR JOB?

REFLECTION



Choose one thing that you would like to do to create a close-knit family. How will you accomplish that when you get out of prison? What can you do now to implement that suggestion?

How does honor help build a close-knit family?

Sometimes a crisis will tear apart a family. Has your family ever had a crisis where this happened? What could you have done to pull them back together?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE EMPLOYABILITY AND WORK MATURITY SOFTWARE. WHAT DOES IT MEAN TO "DO YOUR JOB?"

How can having the character trait of gratefulness help you build a close-knit family?

You can create your own family by choosing people you want to be close to. How can you use these suggestions to make your "family" a close-knit one?

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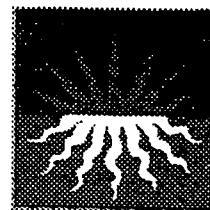
Understanding What You Read
Volume 7 Number 3B

1. What does the word "characteristics" mean?
2. How do you show appreciation for someone?
3. What does it mean to be committed to someone?
4. What is a crisis? Give an example of a crisis in your life.

Understanding What You Read
Volume 7 Number 3B

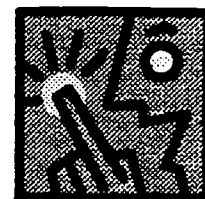
Close-knit families have six things is common. These six things are called _____ . This means the same thing as a _____ or _____ . The first is that close-knit families _____ each other. They praise and value one another. Next, they _____ . They like to be together. Third, they have good _____ . They spend time talking together. Then, close-knit families are _____ to each other. Fifth, they share a _____ . Last, they can handle a _____ . They know how to find the treasure in a bad time. Which of these things can you begin to work on right now?

PROJECT METAMORPHOSIS



Volume 7 Number 4A

Parenting 7: The Power of Encouragement and Motivation



Some of us are parents. But all of us have a child within us. We can choose to encourage or discourage our children. We can choose to encourage or discourage ourselves. Encouragement and motivation are powerful. They can change our children. They can change us. We decide how to treat our children. We decide how to treat ourselves.

They have the courage to grow and learn. They can find their strengths. Discouraged children have little self-esteem. They do not choose positive ways to act.

Ways to Encourage and Motivate

You can either encourage (or discourage) your child. You think about what you want. You choose what to do. You show encouragement if you . . .


We all want the best for our children. We want the best for ourselves. We have a lot of hopes for them. We have hopes for ourselves, too. There are ways we can encourage our children. There are ways we can encourage the "child" within us. We can motivate them to be their best. We can motivate ourselves to be our best, too. What is encouragement? It is a way to help develop a child's self-esteem. It is a way to develop our self-esteem. It is a way to show children they are loved. It shows that we believe in them. When we encourage ourselves, it shows we love and believe in ourselves.

Look at the words **encourage** and **discourage**. Look at the base word. It is **courage**. Courage is a part of self-esteem. When we encourage, children learn to believe in themselves. You learn to believe in yourself.

Love and accept your child. Each child--each person--has strengths and weaknesses. Each child in a family is different. They have different interests. Study your child. Study yourself. What is the child's natural bent? We don't expect perfection. We see value in who they are. Accept them for who they are, not who they could be.

Have faith in your child. Believe they can do things. Believe that you can do things. Say things like, "You are learning this well." "I knew you could do that." "You are working hard." "You are a good thinker."

Notice effort and improvement. Children learn at different rates. Look for the small changes. When you see any improvement, say so. Let them know you appreciate every little step they make. Appreciate yourself.



"Some of us are parents. All of us have a child within us. . . We decide how to treat our children. We decide how to treat ourselves."

Stay Positive. Stop using negative words about your child. Listen when your child speaks to you. Show excitement about your child's work and interests. Listen to your self-talk. Replace negative comments with positive ones.

Understanding What You Read
Volume 7 Number 4A

Encouragement helps to build a child's self esteem. Encouragement is a way to motivate a child. To give encouragement we need to

_____ and _____ each child. We see value in who they are. We know each child is different. We should also have _____ in our child. We need to believe in them. We give encouragement when we notice _____ and _____ . We stop saying and acting negative. We are _____. We listen and show interest.

Understanding What You Read
Volume 7 Number 4A

1. What do the words encourage and discourage mean?

2. How does encouragement affect the way a child feels about himself?

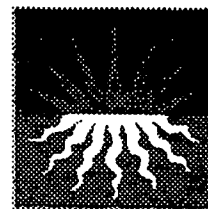
3. What does it mean to "accept your child for who they are, not who they could be"?

4. Why is it important to recognize "effort" as well as accomplishments?

5. How could having "double standards" affect the relationships between child and parent?

6. How does expecting negative behaviors or saying negative things to a child lead to negative actions?

PROJECT METAMORPHOSIS



Volume 7 Number 4B

Parenting 8: "Salting" Your Conversations at Home & Work



Do your children or co-workers tune you out? Do they ignore you when you say things to them? Do they look like they're listening, but five minutes later can't remember what you said?

Sometimes parents need to get a child's attention before they start to talk. This same idea works with mates, friends, and at work. Instead of shoving our ideas at another person, we first get them interested. This is what TV commercials do. Have you ever listened to Paul Harvey on the radio? His "rest of the story" uses the salt principle. The salt principle creates curiosity. It causes the other person to listen carefully.

Gossip uses the salt principle. Gossip is a negative use. When a person comes up and says, "You're not going to believe what I heard!", you are immediately interested. Then the person says, "I promised not to tell anybody." Now you're even more interested. This person is using the salt principle.

How to Salt Your Conversations

You can get your children-- and others--to listen to what you

say by using the following:

Know what you want to communicate. Have your ideas organized. Clearly identify the value or information you want the person to get.

Know the other person's interests. Share just a little of the story. Make them curious to hear more. Show the person how what you will tell them relates to their interest or their job.

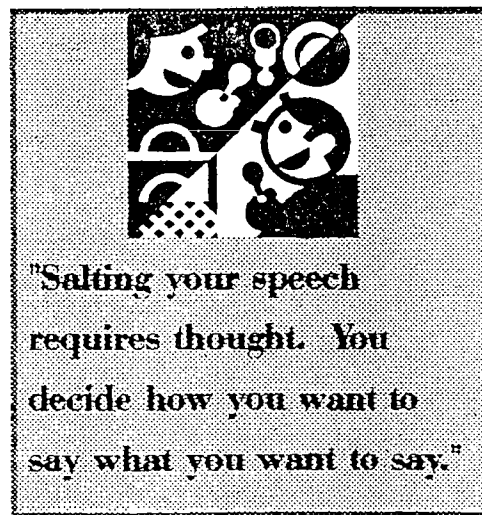
Ask questions. This shows your interest in the other person. Your interest in them will help them develop an interest in you. Asking questions at work shows you value the other person's knowledge.

Choose the right time. Don't tell people something when they are in the middle of a project. Wait until there is a natural stopping place.

If you lose the person's attention, stop and add more salt. Don't tell your important information unless you have full attention. You can wait until another time. You can keep adding more salt.

You do not want to manipulate or control your child or anyone else. You add salt to get a person's attention. It catches their interest. You can then use their interest to inform, teach, or guide them.

Salting your speech requires thought. You decide how you want to say what you want to say.



BEFORE

NEXT

SESSION. . .

COMPLETE THE FOLLOWING:

- VOCATIONAL BASIC SKILLS:
MATH FRACTIONS ADDITION, A, B, C; READING, ANY A (NOTE: CHOOSE NEW TOPIC)



LIFELONG LEARNING: SIMILE AND METAPHOR A SIMILE COMPARES TWO THINGS. IT USUALLY JOINS THE TWO THINGS WITH THE WORD "LIKE" OR "AS". AN EXAMPLE WOULD BE, "HE RACED *LIKE LIGHTENING* DOWN THE STREET." A METAPHOR ALSO COMPARES THINGS. IT DOES NOT USE "LIKE" OR "AS". IN THE METAPHOR, ONE THING IS SAID TO *BE* ANOTHER. FOR EXAMPLE, "LONG *FINGERS* OF SUNLIGHT CAME THROUGH THE TREES." WHAT TWO THINGS ARE BEING COMPARED IN THE SIMILE? WHAT THINGS ARE BEING COMPARED IN THE METAPHOR?

Understanding What You Read
Volume 7 Number 4B

The salt principle is like putting salt on food. It makes us thirsty. The more salt, the more we want to drink. Salting a conversation is used to get a person's _____ . TV _____ use this. They make us want to know more so we will buy. A negative example of the salt principle is _____. We don't use "salt" to _____ or _____ another person. To salt a conversation you first need to know what you want to _____. We also need to know the other person's _____. We can ask _____ to keep the person interested. Sometimes we need to wait for a better time. If we don't have the person's full _____, stop and wait for another time.

VOLUME 8

Money Management

VOLUME 8

Money Management

This session focuses on money issue such as understanding a paycheck, making wise buying decisions, creating a budget, and understanding credit. Materials are designed to provide instructors with a variety of information. As the instructor, you may choose to use either some or all of the information and activities. Newsletter articles can be the focus of small group discussions for good readers. They can provide background information for instructors to lead less able readers through important concepts. Reflection and comprehension activities are included in every newsletter to facilitate comprehension and provide opportunities for writing. This session can be used as the basis for more-depth roleplays and simulations of money management concepts.

This volume of newsletters includes the following: 1A/1B, 2A/2B, 3A/3B, 4A/4B, 5A/5B.

PRINT RESOURCES

The following supplementary materials are available to enhance and extend learning as needed.

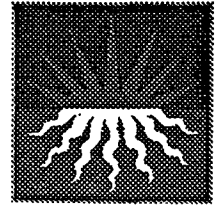
| MATERIAL | PUBLISHER | RESOURCE UNIT # |
|--------------------------------|--|-----------------|
| Money and Consumers | Steck-Vaughn, Austin, TX | 72-75 |
| Managing Your Money | Cambridge Adult Education, Simon & Schuster, Upper River, NJ | 98-105 |
| Payday: Managing Your Paycheck | Steck-Vaughn, Austin, TX | 106-113 |

| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|--|----------------|--|------------------|------------------|------------------|--|
| 1A/1B | Introduce money management | Vol 8 1A/1B | 1) Deciding How to Spend Your Money 2) Before Next Session . . . (computer software) 3) Lifelong Learning: Time Lines 4) Reflection 5) Understanding What you Read (1 comprehension; 1 cloze summary) | X X | X X X | X X X X | VBS Basic Skills <i>Reading</i> , Any A and B (Note: Choose new topic); <i>Math</i> , Fractions Addition D and E |
| 2A/2B | Describe how to read a checkbook | Vol 8 2A/2B | 1) Getting a Paycheck 2) Character First: Cautiousness. . . On and Off the Job 3) Lifelong Learning: Relationships 4) Before Next Session . . . (computer software) 5) Reflection 6) Understanding What you Read (1 comprehension; 1 cloze summary) | X X X X | X X X X | X X X X | VBS <i>Reading</i> , Any C; <i>Math</i> Fractions, Addition F and G; VBS Making Decisions on the Job |
| 3A/3B | Describe how to estimate costs and count change | Vol 8 3A/3B | 1) Money: Estimating Costs 2) Character First: Creativity and Thriftiness. . . On and Off the Job 3) Lifelong Learning: Hidden Rules 4) Before Next Session . . . (computer software) 5) Reflection 6) Understanding What you Read (1 comprehension; 1 cloze summary) | X X X X | X X X X | X X X X | VBS <i>Reading</i> , Any F and G; <i>Math</i> Fractions, Subtraction C and D VBS Increasing Your Value to Your Employer |
| 4A/4B | Describe how trust affects borrowing and lending money | Vol 8 4A/4B | 1) Borrowing and Lending Money 2) Lifelong Learning: Reading Classified Ads 3) Before Next Session . . . (computer software) 4) Reflection 5) Understanding What you Read (1 comprehension; 1 cloze summary) | X X | X X X X | X X X X | VBS <i>Reading</i> , Any D and E; <i>Math</i> Fractions, Subtraction A and B VBS Safety Practices |



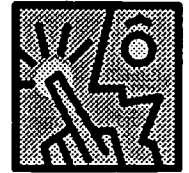
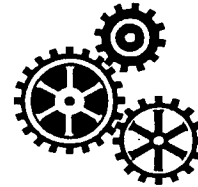
| Session | Objective | Material | Articles & Activities | Personal | Work | Academic | Computer Software |
|---------|-----------------------------|----------------|--|------------|------------------|------------------|--|
| 5A/5B | Discuss how to budget funds | Vol 8 5A/5B | 1) Budgeting Your Money 2) Lifelong Learning: Using Classified Ads 3) Before Next Session ... (computer software) 4) Reflection 5) Understanding What you Read (1 comprehension, 1 cloze summary) | X X | X X X X | X X X X | VBS Reading, Any H and I; Math Fractions, Subtraction E VBS Improving Job Skills |

PROJECT METAMORPHOSIS



Volume 8 Number 1A/1B

Deciding How to Spend Your Money



What was the last thing you bought? Food at the market? Some new clothes? A new pair of shoes? Something to eat for lunch? Whatever you bought, one thing is for sure—you had to think about your purchase. You had to think about whether the item was good for you.

You work hard for your money. You want to spend it wisely. You want to make good choices about what you buy. In this Volume, you will learn how to make good choices.

Even when you know what you want and how much you can spend, a buying decision can be hard. You don't want to make a mistake. How do you know you'll be happy with your decision? You want to make wise decisions. This is something you can learn to do.

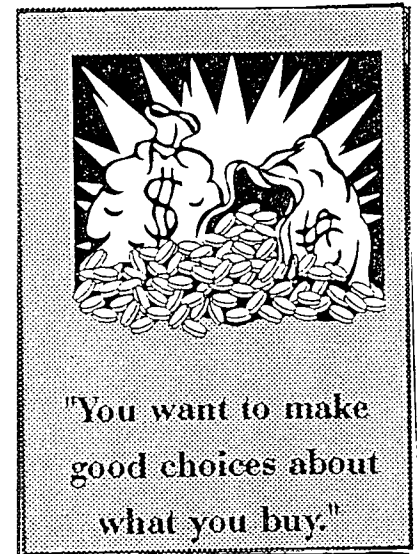
Each day, you make decisions. What should you wear today? What should you have for dinner? What television program should you watch? These are easy decisions. You don't have to think about them very long. You can make up your mind quickly.

Other decisions are harder. Should you spend your money? What should you buy? Or, should you save your money?

You have to think carefully about these decisions. Your money is valuable. You don't want to waste it. You have to make wise decisions.

A wise decision means making a good choice. It means you've thought about your actions. It means you've decided what is best for you.

A wise decision is something you're proud of. You don't feel bad about what you've decided to do. You don't change your mind later. You don't wish to do it over. One way to make a wise decision is to follow a decision-making process. These steps help you think through your decisions.



BEFORE
NEXT
SESSION. . .

COMPLETE THE FOLLOWING:

VOCATIONAL BASIC SKILLS:
READING, ANY A AND B (NOTE:
CHOOSE NEW TOPIC); MATH,
FRACTIONS ADDITION D AND E

MAKING DECISIONS

Step 1: Name the problem. Every decision deals with a problem. The problem is what you're trying to make up your mind about. The problem is a question that you need to answer. Thus, it often helps to write the problem as a question. This makes it more clear.

Step 2: Think about what's causing the problem. A cause is something that makes something else happen. You need to think about what makes your question hard to answer. Why is it hard to make up your mind?

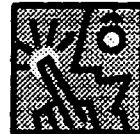
Step 3. List possible solutions. A solution is an answer to a problem. Most problems have more than one solution. That's what makes it hard to reach a decision. You have many choices. In order to make a wise decision, you need to think about all the choices. You need to think about all the ways that you could solve the problem. Listing possible solutions helps you to think clearly about your choices. It is important to include all your choices on your list. Don't think any choice is silly!

Step 4. Think about the outcome. The next step is to think about every solution. What are its good points? What are its bad points? After you've thought about the first solution, you move to the next one on your list. You think about its good points and bad points. You should think about how each solution will affect you. You should think about how it will affect others. This is called the outcome. An outcome is what happens. You continue until every solution has been examined. You can use this list to help you make your final decision.

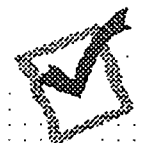
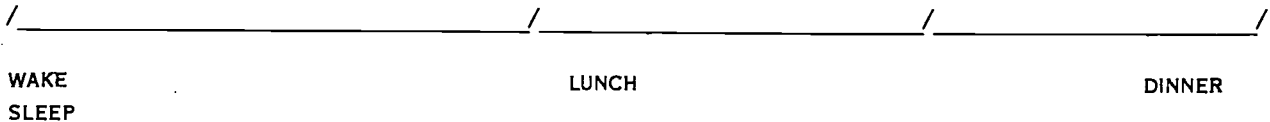
Step 5. Decide on your final solution A decision is a personal thing. You decide based on your situation. You might decide to do one thing. Someone else might decide to do something else.

List, in order, the five (5) steps in making a wise decision:

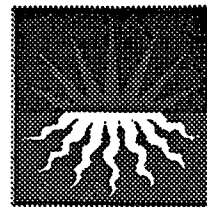
- A. Think about the outcome 1. _____
- B. Think about the cause 2. _____
- C. Decide the final solution 3. _____
- D. Name the problem 4. _____
- E. List possible solution 5. _____



LIFELONG LEARNING: TIME LINES TIMELINES HELP US SEE THE ORDER OR SEQUENCE IN WHICH EVENTS TAKE PLACE. TIMELINES HELP US ORGANIZE WHAT WE READ. THEY ALSO HELP US ORGANIZE AND SEE HOW WE SPEND OUR TIME. MAKE A TIMELINE OF YOUR DAY. PUT IN THE MAJOR EVENTS AND WHAT HAPPENS IN BETWEEN.



REFLECTION



COMPARE THE WAY YOU MAKE BUYING DECISIONS WHICH THE 5-STEP DECISION-MAKING PROCESS. DESCRIBE THE DIFFERENCES.

Think of something you want to buy. Tell how you would use the 5-step decision-making process to make your choice.

What is the hardest step for you in using the 5-step decision-making process?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

CREATE A TIMELINE WHICH SHOWS THE EVENTS IN THE PASSAGE YOU READ.

Is making decisions about money more or less difficult than other decisions? Explain.

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 1A/1B

Understanding What You Read

Read "Deciding How to Spend Your Money" on pages 1 and 2. Then complete the following summary. Use words from the article if you wish.

When you buy things, you have to _____ about whether the item is good for you. You want to spend your money _____.

Some decisions are easy. Others are _____ to make. A wise decision is a _____ choice. It is something you're proud of.

One way to make wise decisions is to use a decision-making _____.

_____.

There are five steps in this process. First, name the _____.

Second, think about what's _____

the problem. Third, list possible _____.

Fourth, think about the _____.

Last, decide on your final _____.

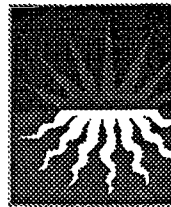
PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 1A/1B

Understanding What You Read

Read "Deciding How to Spend Your Money" on pages 1 and 2. Then answer the questions.

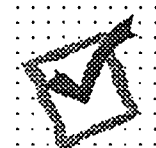
1. What are some of the decisions you made today?
2. What is a wise decision?
3. How should you feel about making wise decisions?
4. What are the steps in the decision making process?

PROJECT METAMORPHOSIS



Volume 8 Number 2A/2B

Getting a Paycheck



Congratulations! You started your job. You worked a full week. Now it's time to be rewarded. It's payday!!!

You've probably thought about what you will do with your money. Maybe you will pay some bills. Maybe you will buy something new. Maybe you'll save a bit. There is just one problem. Do you know exactly how much money you will get? This newsletter tells you how to understand your paycheck. Perhaps your situation will be like the following:

Bob is watching the clock. He can't wait until his shift is over. At seven, he'll punch-out. Then he'll get his paycheck. It's his first paycheck for his new job.

Bob has been on the job for one week. He is a stock clerk at a local grocery. He works the night shift, from 11:00 P.M. to 7:00 A.M., five days a week. This means that Bob works 40 hours a week.

Bob makes \$7.00 an hour. He knows how much he will earn for one week's work. He multiplied 40 hours by \$7.00 per hour. Bob found that he will earn \$280.00 a week.

Bob can hardly wait to get that check in his hands. He already knows what he will do with the money. He plans to buy a few things, and pay a few bills. He might even save a few dollars.

At the end of his shift, Bob punched out. When he got his paycheck, he eagerly ripped open the envelope. Bob stared at the amount.

"Something's wrong," he thinks. The check isn't for \$280.00. It's for much less. "Where's the rest of my money?" wonders Bob.

Like many people, Bob didn't know that money would be taken out of his check before he got it. He didn't realize that there is a difference between the money you earn and the money you take home. Bob's paycheck was less than he expected. Does this mean he earned less money? No! He worked 40 hours. He received \$7.00 for each hour he worked. He earned \$280.00.

Bob's gross pay was \$280.00. Gross pay is the total amount of money earned. Bob's paycheck shows his net pay. Net pay is the amount of money you actually receive, the "take-home" pay. Net pay is always less than gross pay. Why? Because some money is subtracted from your earnings. These are called deductions. Bob's deductions added up to \$56.00. $\text{Net pay} + \text{deductions} = \text{gross pay}$. Bob's paycheck was for \$224.00.

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See if you can answer the following:

Activity #2

1. How did Bob know how much money he would earn for a week's work?
2. What do you think happened to Bob's money?
3. Can you identify three (3) usual deductions?

Activity #2

1. Read about each person. Use multiplication to figure out the person's gross pay.

A. Al works 15 hours a week. He gets \$6.50 an hour. What is Al's gross pay for one week of work?

B. Marty works 35 hours a week. He gets \$8.25 an hour. What is Marty's gross pay for one week of work?

C. Linda is paid once a month. She works 12 hours each week. Linda gets \$7.50 an hour. What is Linda's gross pay for one month of work (4 weeks)?

2. Read about each person. Use subtraction to find the person's net pay.

A. Zoe earned \$176.00 for one week's work. Her deductions totaled \$30.55. What was Zoe's net pay?

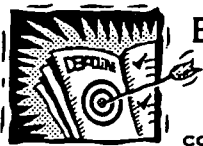
B. One week Mitch earned \$204.00. His deductions added up to \$39.59. What was Mitch's net pay?

C. Sam's gross pay for two weeks was \$379.00. His deductions for the same two-week period added up to 59.93%. What was Sam's net pay?



LIFELONG LEARNING: RELATIONSHIPS YOU'VE ALREADY LEARNED THAT YOUR EMOTIONAL WELLBEING CAN BE COMPARED TO A BANK ACCOUNT. ALL RELATIONSHIPS HAVE AN EMOTIONAL BANK ACCOUNT. IN RELATIONSHIPS THERE ARE DEPOSITS AND THERE ARE WITHDRAWALS MADE OTHER PERSONS. ON A SEPARATE

SHEET OF PAPER, MAKE A CHART OF DEPOSITS AND WITHDRAWALS. THE THINGS YOU VALUE IN A RELATIONSHIP WOULD BE DEPOSITS. WHAT ARE THE THINGS THAT WOULD BE WITHDRAWALS? BY UNDERSTANDING WHAT DEPOSITS WE NEED, WE CAN BUILD STRONGER RELATIONSHIPS.



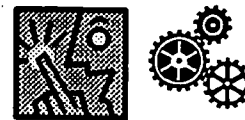
**BEFORE NEXT
SESSION. . .**

COMPLETE THE FOLLOWING:

VOCATIONAL BASIC SKILLS: READING, ANY C, MATH, FRACTIONS ADDITION F AND G;

VOCATIONAL BASIC SKILLS: MAKING DECISIONS ON THE JOB

CHARACTER FIRST:



CAUTIOUSNESS . . .

ON AND OFF THE JOB

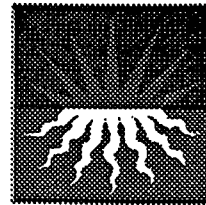
TRAFFIC LIGHTS HAVE THREE COLORS. GREEN MEANS GO. RED MEANS STOP. YELLOW MEANS USE CAUTION. CAUTIOUSNESS IS A CAREFUL ATTITUDE. IT INVOLVES KNOWING WHEN TO DO SOMETHING AS MUCH AS KNOWING WHAT TO DO.

CAUTIOUSNESS IS AN IMPORTANT JOB SKILL. MANY JOBS REQUIRE THAT YOU TAKE CARE. . . OF YOUR TOOLS, YOUR ENVIRONMENT, YOUR CO-WORKERS, AND YOURSELF.

TO BE CAUTIOUS, YOU NEED TO COMMUNICATE CLEARLY. YOU NEED TO LISTEN CAREFULLY. YOU NEED TO THINK AHEAD. YOU ALSO NEED BACKUP PLANS IN CASE YOUR FIRST PLAN DOESN'T WORK. ADVICE FROM OTHERS CONTRIBUTES TO CAUTION. THEY CAN HELP YOU SEE PROBLEMS THAT YOU MIGHT HAVE OVERLOOKED.

YOU ALSO NEED TO BE CAUTIOUS WITH YOUR MONEY. BANKS AND CREDIT CARD COMPANIES ARE IN BUSINESS TO MAKE MONEY. THEY OFTEN OFFER DEALS THAT SEEM TOO GOOD TO BE TRUE. THERE'S A REASON FOR THAT. THEY WANT TO GET YOU HOOKED TO THEIR COMPANIES. USE CAUTION WHEN GETTING A BANK ACCOUNT, CREDIT CARD, OR LOAN. GET ADVICE FROM FRIENDS THAT YOU THINK MANAGE MONEY WELL.

REFLECTION



WHAT KINDS OF THINGS MIGHT BE DEDUCTED FROM A PAYCHECK? WHY?

How does cautiousness relate to job skills?

Is important to have more relationship deposits than withdrawals at work? Explain.

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

WHAT PROCESS DOES THIS ACTIVITY RECOMMEND FOR MAKING DECISIONS?

Think about the last paycheck you got. Were you surprised at the amount of deductions on it? What did you do to find out what the deductions were for?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 2A/2B

Understanding What You Read

Read "Getting a Paycheck" on pages 1 and 2. Then complete the following summary. Use words from the article if you wish.

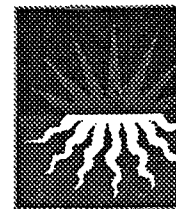
When you get a job, you will get a _____ as payment. Many people think that the number of _____ they work times their _____ rate equals the amount of their _____. Most people are surprised to find that the amount of the check is _____. The amount you get is called your _____ pay, or take-home pay. total amount you earn is called _____ pay. _____ are what is taken away. _____ pay + _____ = _____ pay.

Understanding What You Read

Read "Getting a Paycheck" on pages 1 and 2. Then answer the questions.

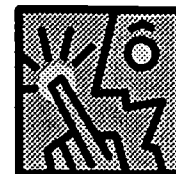
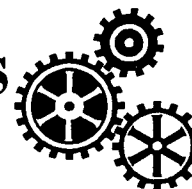
1. What is gross pay?
2. What is net pay?
3. Which is more—gross pay or net pay? Why?
4. What are deductions?
5. What formula can you use to determine gross pay?

PROJECT METAMORPHOSIS



Volume 8 Number 3A/3B

Money: Estimating Costs



No matter how much you make, you want to be sure you're getting charged the right amount. You may want to be sure that you have enough money to pay for all of your purchases. You do these by estimating costs. You also want to make sure you get the right change back. You do this by counting change.

ESTIMATING COSTS

You often buy more than one thing at a store. That is when you should estimate the total cost of your purchase. When you estimate the cost, you have a rough idea of how much something is. You don't know the exact amount, but you do know about how much you will spend.

How do you estimate? You round numbers to the nearest dollar or half-dollar. If an item cost \$2.99, you estimate its cost to be \$3.00. It costs \$1.39, you estimate its cost to be \$1.50.

Every time you choose an item, you estimate its cost. Then you add up the estimates. The total gives you a good idea of how much you will spend.

COUNTING CHANGE

Whenever you buy something, don't forget to count your change. Make sure of the amount you give the clerk. Figure the cost of your purchases. Determine how much change you should get back. You get this amount by subtracting. The cost subtracted from the amount given equals the change you get back. If the amount of your purchases equals \$12.40 and you give the clerk a \$10.00 bill and a \$5.00 bill, that equals \$15.00. How much are you due back?



BEFORE NEXT SESSION. . .

COMPLETE THE FOLLOWING:

VOCATIONAL BASIC SKILLS:

READING, ANY D AND E; MATH,

FRACTIONS SUBTRACTION A AND B

VOCATIONAL BASIC SKILLS:

SAFETY PRACTICES

CHARACTER FIRST: CREATIVITY AND THRIFTINESS. . . ON AND OFF THE JOB

NO MATTER HOW MUCH MONEY YOU MAKE, IT'S PROBABLY NOT ENOUGH TO DO OR BUY ALL YOU WANT. MAKING A BUDGET HELPS YOU SET SPENDING PRIORITIES. CREATIVITY HELPS YOU MAKE THE MOST OF YOUR MONEY. THRIFTINESS HELPS YOU MAKE WISE MONEY CHOICES. CREATIVITY

CREATIVITY IS LOOKING AT A NEED, TASK, OR IDEA IN NEW WAYS. IT IS FINDING DIFFERENT ANSWERS TO OLD PROBLEMS. TWO THINGS AFFECT YOUR ABILITY TO THINK CREATIVELY. FIRST, YOU HAVE TO KNOW WHAT YOU HAVE TO WORK WITH. YOU HAVE TO BE REALISTIC AND ACCURATE ABOUT YOUR PROBLEMS AND RESOURCES. SECOND, YOU HAVE TO PREPARE YOUR MIND. THIS MEANS THAT MAY NEED TO THINK

ABOUT THINGS IN
DIFFERENT WAYS.



CREATIVITY

DOESN'T HAVE TO BE ORIGINAL. YOU CAN BE CREATIVE BY COPYING GOOD IDEAS YOU SEE. FOR INSTANCE, MAYBE YOU SEE THAT SOME PEOPLE SEEM TO MANAGE MONEY BETTER THAN YOU ALTHOUGH THEY MAKE LESS MONEY. HOW DO THEY DO IT? YOU FIND OUT THAT THEY USE COUPONS FOR GROCERIES. YOU START TO USE COUPONS FOR GROCERIES TO SAVE MONEY, TOO. OR, YOU START USING COUPONS FOR OTHER SERVICES LIKE FAST FOOD MEALS OR GASOLINE.

CREATIVITY ALSO TAKES KNOWLEDGE. YOU NEED TO KNOW WHAT RESOURCES YOU HAVE. PERHAPS YOU HAVE FRIENDS OR RELATIVES THAT WILL SHARE CHILDCARE EXPENSES WITH YOU. MAYBE YOU CAN CARPOOL WITH A NEIGHBOR. YOU NEED TO KNOW WHAT AND WHO CAN HELP.

KNOWING WHY YOU DO THINGS CAN ALSO HELP YOU BECOME CREATIVE. PERHAPS YOU SHOP AT

A CERTAIN GROCERY BECAUSE YOUR FAMILY ALWAYS WENT THERE. YOU MAY FIND THAT ANOTHER STORE HAS BETTER PRICES OR IS CLOSER. SHOPPING AT ONE STORE MAY SIMPLY BE A HABIT.

FINALLY, CREATIVITY TAKES TIME AND EFFORT. YOUR FIRST IDEA OR TWO MAY NOT WORK. PERSISTENCE AND PATIENCE WILL HELP YOU FIND THE CREATIVE ANSWERS YOU NEED.



THRIFTINESS

THRIFTINESS IS THE OPPOSITE OF EXTRAVAGANCE. EXTRAVAGANCE IS EXTRA SPENDING. IT'S BUYING THINGS YOU DON'T NEED. THE WORD *THRIFTY* RELATES TO THE WORD *THRIVE*. TO THRIVE MEANS TO LIVE LIFE IN A HEALTHY GROWING MANNER. THRIFTINESS HELPS YOU AVOID EXTRAVAGANCE. AS A RESULT, YOU HAVE FEWER BILLS. YOU HAVE LESS STRESS. YOU DON'T JUST SURVIVE. YOU THRIVE.

TO REALLY WORK, THRIFTINESS HAS TO BECOME PART OF YOU. YOU HAVE TO THINK ABOUT YOUR NEEDS VERSUS YOUR WANTS. USUALLY, IT'S NOT WHAT YOU DO ON OCCASION THAT'S A PROBLEM. IT'S WHAT YOU DO DAILY

THAT COUNTS. FOR INSTANCE, EATING OUT IS A KIND OF EXTRA SPENDING. IF YOU EAT OUT ONCE IN A WHILE, YOUR BUDGET CAN HANDLE IT. IF YOU EAT OUT EVERY DAY, IT MAY WRECK YOUR BUDGET.

THRIFTINESS APPLIES TO OTHER RESOURCES AS WELL AS MONEY. YOU CAN WASTE TIME, ABILITY, OTHER PEOPLE, OR MATERIALS AS EASILY AS YOU CAN WASTE MONEY. SEEING THE VALUE OF PEOPLE, YOURSELF AND YOUR WORK MATERIALS HELPS YOU MAKE BETTER CHOICES.

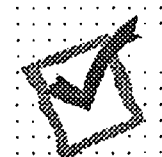
THRIFTINESS IS NOT THE SAME AS STINGINESS. STINGINESS IS HOARDING THINGS OF VALUE FOR YOURSELF. THRIFTINESS IS EXTENDING VALUE AS FAR AS YOU CAN. KEEP WHAT YOU NEED, BUT BE GENEROUS IN GIVING



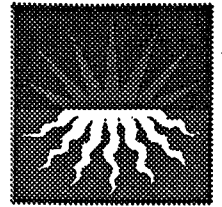
LIFELONG LEARNING: HIDDEN RULES DO ALL GAMES USE THE SAME SET OF RULES? NO, THEY DO NOT. EACH GAME HAS A DIFFERENT SET OF RULES. THERE ARE ALSO DIFFERENT SETS OF RULES FOR THE STREET AND FOR THE WORKPLACE. WE HAVE ALREADY LOOKED AT THE DIFFERENCE BETWEEN CASUAL AND FORMAL LANGUAGE PATTERNS. IN ORDER TO BE SUCCESSFUL IN THE WORKPLACE, YOU MUST IDENTIFY AND UNDERSTAND THE HIDDEN RULES. LOOK AT THE FOLLOWING STATEMENTS. IN THE WORKPLACE, THESE RULES ARE USUALLY TRUE.

EXPLAIN THE MEANING OF EACH RULE.

1. MONEY IS TO BE MANAGED.
2. ACHIEVEMENT IS HIGHLY VALUED.
3. THE FUTURE IS VERY IMPORTANT.
4. DECISIONS ARE MADE BASED ON HOW THEY AFFECT THE FUTURE.



REFLECTION



Why is it good to estimate the cost of your purchases? Why is it a good idea to count your change?

Think about a place you worked. What were some of the stated rules? What do you think were some of the hidden rules? Who made the stated rules? Who do you think made the hidden rules?

What is the relationship between creativity and money management?

*COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.
DESCRIBE SOME OF THE SAFETY PRACTICES YOU LEARNED.*

Do you think rich people are ever thrifty? Why or why not?

Do you think you are more of a creative person or a thrifty person in money management? Explain.

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PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 3A/3B

Understanding What You Read

Read "Character First: Creativity and Thriftiness. . . On and Off the Job" on pages 1 and 2. Then complete the following summary. Use words from the article if you wish.

No matter how much money you make, it's probably not enough to do or buy all you want. _____ is a character trait that helps you make the most of your money. It is looking at needs, tasks, or ideas in new _____. To be creative, you need to know what you have to _____ with. You also need to prepare your _____. You don't have to be _____. You can copy good ideas. Creativity takes _____ so that you know what you have to work with. You also need to know _____ you do what you do. Finally, creativity takes _____ and effort.

_____ is a character trait that helps you make wise money choices. It is the opposite of _____. The word thrifty relates to the word _____. To really work, thriftiness has to become part of _____. It applies to resources other than money. You can be thrifty in your use of _____, _____, _____, or _____.

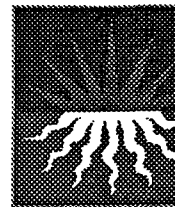
PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 3A/3B

Understanding What You Read

Read "Character First: Creativity and Thriftiness. . . On and Off the Job" on pages 1 and 2. Then answer the questions.

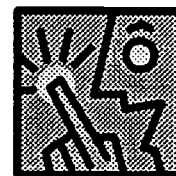
1. What is creativity?
2. What two things affect your ability to think creatively?
3. The article says that you don't have to be original to be creative. Give an example of how you can be creative.
4. What kind of knowledge helps you be creative?
5. How does knowing why you do things help you be more creative?
6. What is thriftiness?
7. What does it mean for thriftiness to be a lifestyle?
8. Besides money, what else can be used in a thrifty way?

PROJECT METAMORPHOSIS



Volume 8 Number 4A/4B

Borrowing and Lending Money



Who are the people you trust? You probably trust your family, your friends, or a special person in your life. But there are other people in whom you place your trust. They are the people you have an agreement with about money.

All financial arrangements are based on mutual trust. This means that two people trust each other. They have faith in each other. Store owners want to know about a customer's past history with money. They want to know before giving credit or lending their goods, services or money.

LIFELONG LEARNING: READING CLASSIFIED ADS ONE OF THE BEST WAYS TO FINE A JOB OR RENT AN APARTMENT IS TO LOOK IN THE CLASSIFIED ADS OF YOUR LOCAL NEWSPAPER. TO READ CLASSIFIED ADS QUICKLY AND EASILY, MOST NEWSPAPERS PUT ADS UNDER *BROAD HEADINGS*, SUCH AS AUTOMATIVE, RENTAL, AND HELP WANTED. UNDER EACH HEADING, INFORMATION IS WRITTEN IN THE SHORTEST FORM POSSIBLE. ADVERTISERS ABBREVIATE WORDS AND PHRASES THAT ARE LONG, SUCH AS WSW FOR "WHITE SIDEWALLS," EXC. FOR "EXCEPT," W/ FOR "WITH." CAN YOU UNDERSTAND THE FOLLOWING ADS?

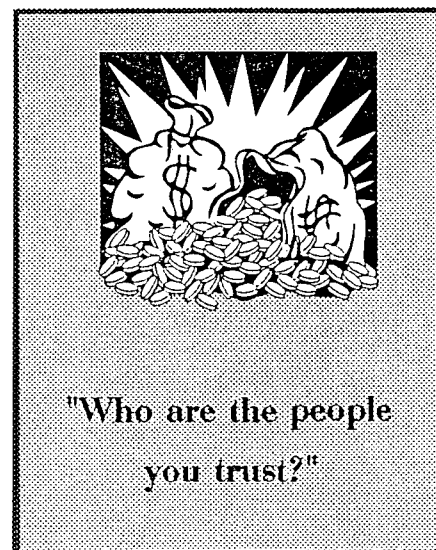
WANTED: WAITRESS W/ MIN. OF 2 YRS. EXP. CALL 978-0855 AFTER 5 FOR APPT.

NEEDED ASAP, SEC/TYPIST W/ PRO. SKILLS. MUST TYPE AT LEAST 65 WPM. JOB INCLUDES MED. BNFT., 2-WK. VAC. CALL 388-4967 FOR APPT.

NO EXP. NEC. START TODAY, P/T OR F/T. EARN YOUR WAY SELLING SPORT EQUIP. MUST PUT UP \$500 FOR SALES KIT. GD. DRIVING RECORD A MUST. 920-1472

OPP. FOR ADV. WITH UP-AND-COMING SALES CO. NAME YOUR OWN HRS. CALL TAGGART'S SUPPLY HOUSE. EOE. REFS. REQ. CALL 319-7592 EVE. OR SAT.

LOOK IN THE *HELP WANTED* SECTION OF A NEWSPAPER. FIND SEVERAL JOBS FOR WHICH YOU COULD APPLY. READ THE ADS CAREFULLY TO GET ALL THE NECESSARY INFORMATION. ON A SEPARATE SHEET OF PAPER, DESCRIBE THE JOB. LIST THE INFORMATION IMPORTANT TO GETTING EACH ONE.



**BEFORE
NEXT**

SESSION. . .

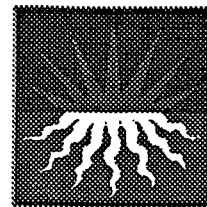
COMPLETE THE FOLLOWING:

**VOCATIONAL BASIC SKILLS:
READING, ANY F AND G; MATH,
FRACTIONS SUBTRACTION C AND
D
VOCATIONAL BASIC SKILLS:
INCREASING YOUR VALUE TO
YOUR EMPLOYER**

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REFLECTION



What is trust? How is it important in money management?

Suppose you were a store-owner. Would you want to do business with a person who is a credit risk? Explain why.

Have you ever been a poor credit risk? How did that affect you? How could you rebuild trust so that you would be a good credit risk?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

WHAT ARE SOME WAYS IN WHICH YOU CAN INCREASE YOUR VALUE TO YOUR EMPLOYER?

What do you find easiest about using want ads? What is most difficult?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 4A/4B

Understanding What You Read

Read "Lifelong Learning: Reading Classified Ads" on page 1. Then answer the questions. Then complete the following summary. Use words from the article if you wish.

Looking in the _____ is a good way to find a job or rent an apartment. To read classified ads quickly and easily, most newspapers put ads under broad _____. Information in ads is written in the _____ form possible. Advertisers use _____ such as exc. for _____ or w/for _____.

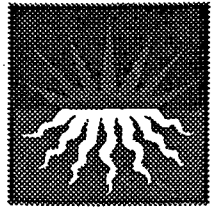
PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 4A/4B

Understanding What You Read

Read "Lifelong Learning: Reading Classified Ads" on page 1. Then answer the questions.

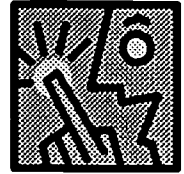
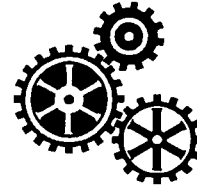
1. What are two things you can find in the classified ads of a newspaper?
2. How classified ads arranged?
3. What are some of the headings you might find in classified ads?
4. Why do advertisers abbreviate words in classified ads?
5. What are three common abbreviations that you might find in a classified ad?

PROJECT METAMORPHOSIS



Volume 8 Number 5A/5B

Budgeting Your Money



You've been waiting for this day all week. It's payday! You will finally have some money to spend (or keep). Wait! Have you decided how to spend your money? Are you going on a shopping spree? Do you have bills to pay? Are you going to save anything? These are good questions. They need to be answered before pay-day! You must plan, make a budget.

HANDLING YOUR LIVING EXPENSES

A budget is a plan for using money. To make a budget, you first list all the money you get during an average month. You add up amounts and find your monthly income. Then you determine your living expenses. That is how much you need to spend on each type of fixed cost. This includes rent, food, utilities, and so on. Finally, you decide on a way to follow your budget that is best for you.

MAKING PURCHASES

How do you decide on what to buy? Do you buy things because you really want them? Or, do you buy things because they were on sale? How often do you stop and think before buying? The answers to these questions are important. They show whether you are a wise shopper or not. Your money is valuable. You don't want to waste it. You want to get good value for your money by making wise choices.



BEFORE NEXT SESSION. . .



COMPLETE THE FOLLOWING:
VOCATIONAL BASIC SKILLS:
READING, ANY H AND I; MATH, FRACTIONS SUBTRACTION E;
VOCATIONAL BASIC SKILLS:
IMPROVING JOB SKILLS

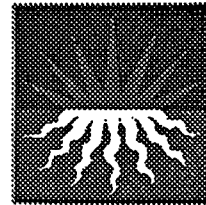
LIFELONG LEARNING: USING CLASSIFIED ADS THE CLASSIFIED ADS CAN HELP YOU LOCATE AN ITEM YOU WANT TO BUY. READ THE FOLLOWING AUTOMOTIVE LISTING. THEN ANSWER THE FOLLOWING QUESTIONS:

- '88 SUBURBAN, 454 ENG., TOWING PKG., EXTRAS, 50,000 MI. EXC. COND. \$7885.
- '86 JEEP, 4-SP. TRANS., AM/FM CASS. 71,000 MI. SACRIFICE, \$4200
- 1965 FORD PICKUP, 352 V8, ORIG. OWNER, LIKE NEW. ASKING PRICE \$1995.
- XLT, 17K MILES, NEW TRANS., 2-TONE, NEW ENG., NEEDS BODY WORK. \$4495.
- '80 MAZDA, MINT COND., 4-DOOR., BROWN W/ TAN INT., SOUND PKG. BEST OFFER

1. WHAT COLOR IS THE MAZDA?
2. WHICH VEHICLE HAS BELONGED TO ONLY ONE OWNER?
3. HOW FAR HAS THE XLT BEEN DRIVEN?
4. FOR WHICH VEHICLES ARE THE OWNERS WILLING TO BARGAIN?
5. WHICH VEHICLE HAS HAD AN ENGINE REPLACEMENT?
6. WHICH VEHICLE HAS PROBABLY CAUSED THE OWNER MUCH MECHANICAL DIFFICULTY?
7. WHICH OWNER MAKES THE SUGGESTION THAT THE VEHICLE IS WORTH MORE THAN THE ASKING PRICE?



REFLECTION



WHAT ARE THE STEPS IN MAKING A BUDGET

Why should your income be greater than your living expenses?

Why is knowing why you buy something important in budgeting your money?

COMPLETE THIS SECTION AFTER YOU COMPLETE THE COMPUTER-BASED ASSIGNMENT FROM THE VOCATIONAL BASIC SKILLS SOFTWARE.

WHAT ARE SOME WAYS TO IMPROVE JOB SKILLS?

Could classified ads help you improve job skills? How?

PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 5A/5B

Understanding What You Read

Read "Budgeting Your Money" on page 1. Then answer the questions. Then complete the following summary. Use words from the article if you wish.

A _____ is a plan for how to spend your money. To make a budget, you first list all the _____ you get during an average _____. This is your monthly _____. Then you determine your living _____. This is how much you need to spend of each type of _____ cost. The next step is to decide what purchases to make. You want to get good _____ for your money

66

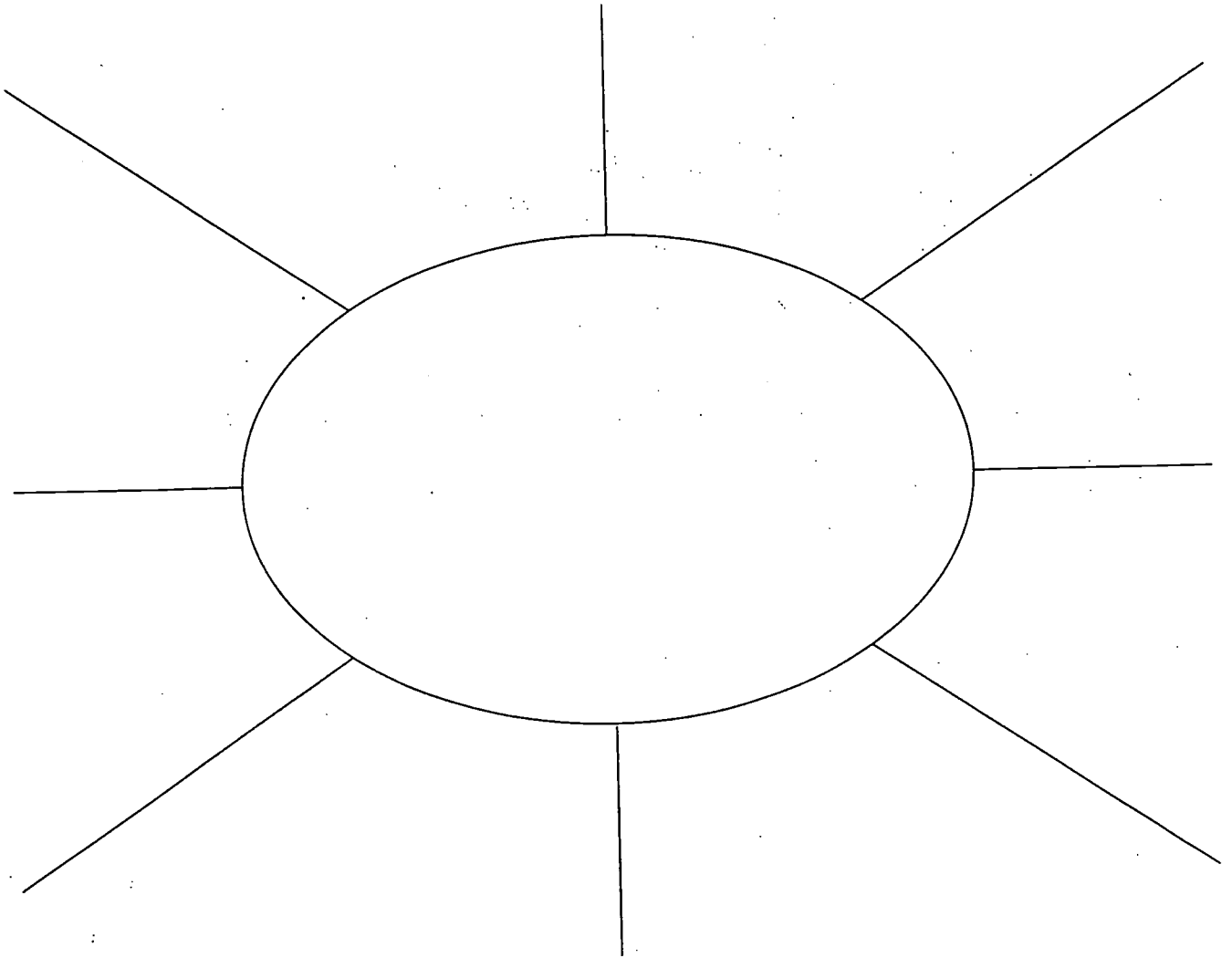
PROJECT METAMORPHOSIS NEWSLETTER
Volume 8 Number 5A/5B

Understanding What You Read

Read "Budgeting Your Money" on page 1. Then answer the questions.

1. What is a budget?
2. What are some questions that you might need to answer before payday?
3. How do you find your monthly income?
4. What are examples of fixed expenses?

The Web



Details

+



**Main
Idea**

“Story Map”

Title: _____

Setting:

Characters:

Problem:

Event 1

Event 2

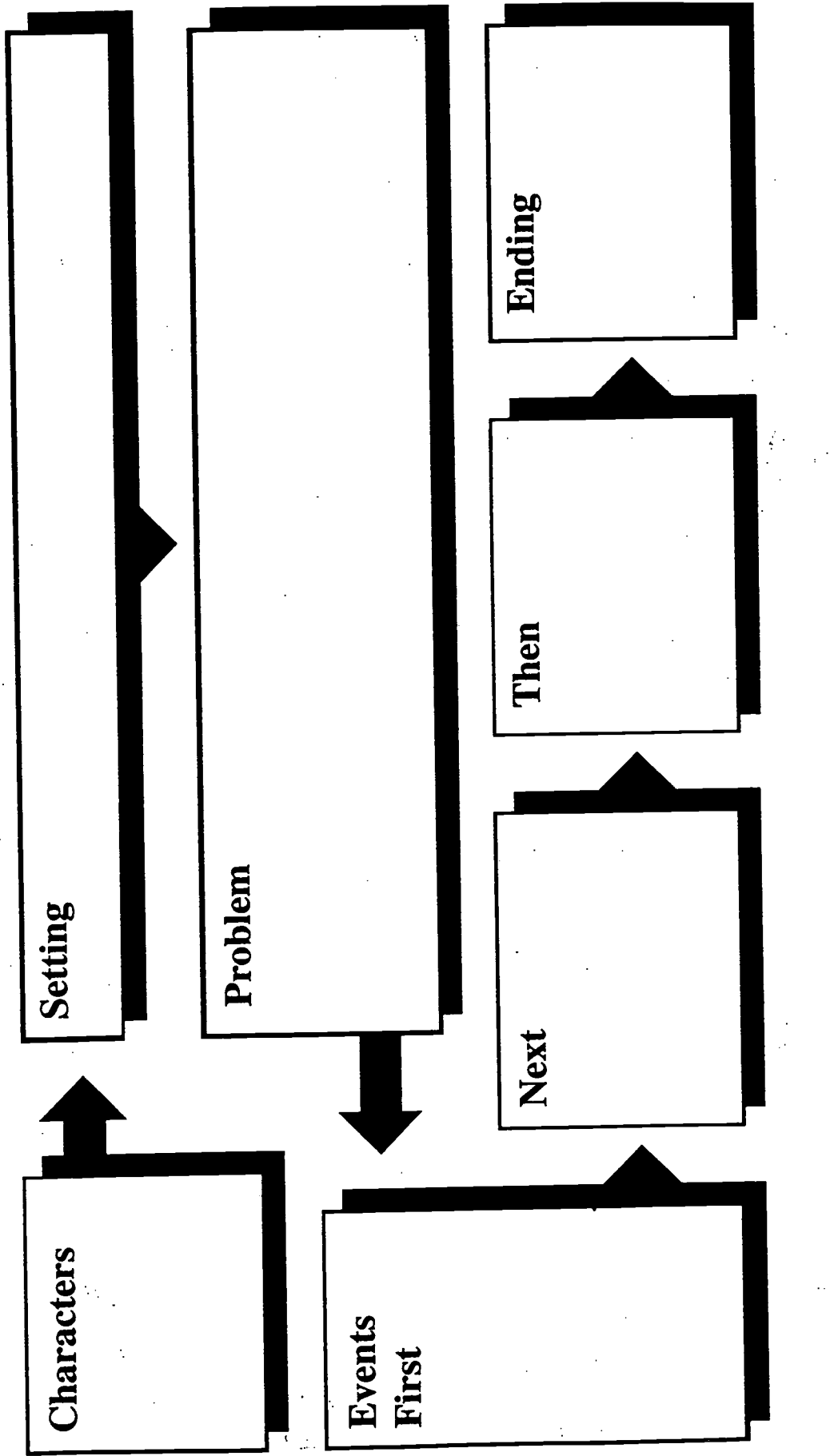
Event 3

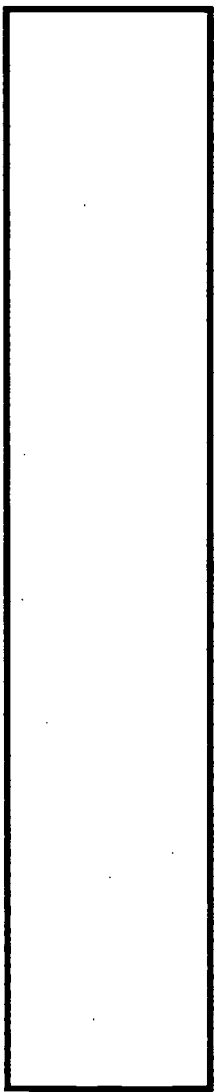
Event 4

Event 5

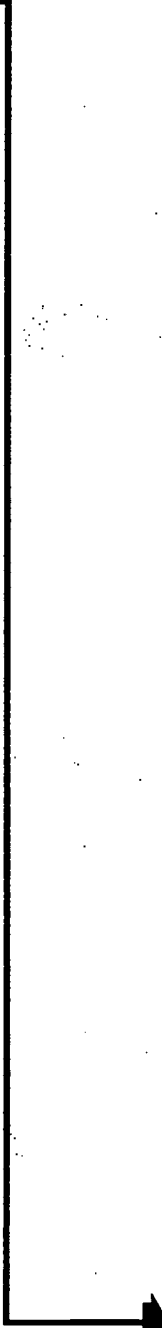
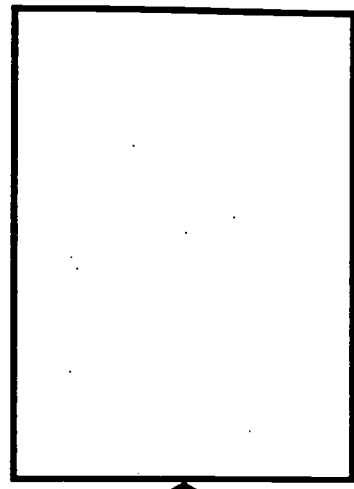
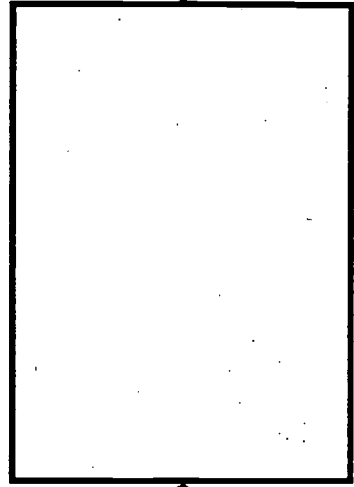
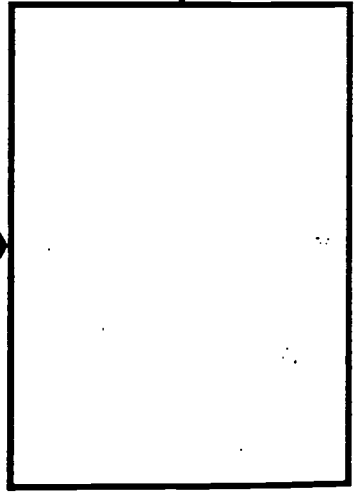
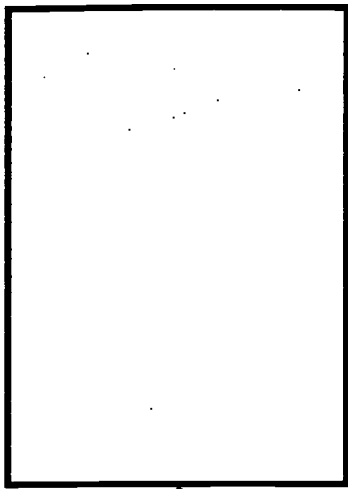
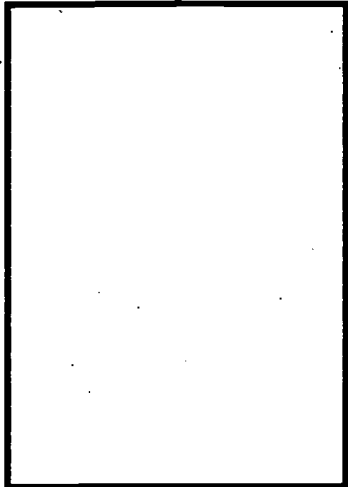
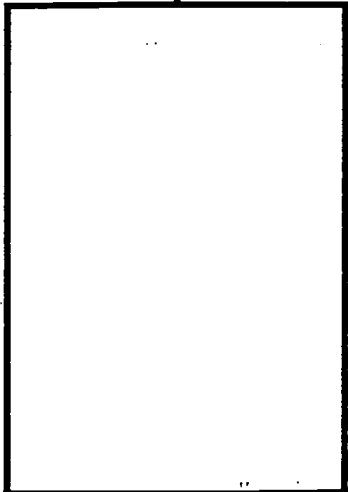
Solution:

“Story Map”





Sequence Chain for



402

403



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| | E-Mail Address: | Date: 8/18/99 |