

Life Skills Manual

Community Based Services Program

Disclaimer

The information provided in this manual and accompanying handouts are for reference only, and are to be used as a guide for lesson and program planning. Neither the NSDRC nor the compiler of this guide is responsible for the implementation or results of following the suggestions presented. Use of this guide implies acceptance of this disclaimer.

North Shore Disability Resource Centre
3158 Mountain Highway
North Vancouver BC V7K 2H5
Ph: 604-985-5371 Fax: 604-985-7594
Email: info@nsdrc.org Website: www.nsdrc.org

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

Lesson 1	Self-Esteem	p. 11
	☞ <i>Self-Esteem Test</i>	HL1-1
	☞ <i>Keys to Building Self-Esteem</i>	HL1-2

SOCIAL SKILLS

Communication

Lesson 2	Body Language	p. 13
Lesson 3	Active Listening	p. 15
	☞ <i>Keys to Effective Listening</i>	HL3-1
Lesson 4	Assertiveness 1	p. 17
	☞ <i>Tips for Being Assertive</i>	HL4-1

Anger Management

Lesson 5	Identifying Feelings	p.21
	☞ <i>Feelings Chart</i>	HL5-1
Lesson 6	Recognizing Anger	p. 23
	☞ <i>Anger Journal</i>	HL6-1
	☞ <i>Anger Journal Board</i>	HL6-2
Lesson 7	Coping Skills – Relaxation	p. 25
	☞ <i>Information on Deep-Breathing Technique</i>	HL7-1
Lesson 8	Coping Skills – Assertiveness 2	p. 27
	☞ <i>Information on Assertive Behaviour</i>	HL8-1

Conflict Resolution

Lesson 9	Resolving Conflict	p. 29
	☞ <i>Steps to Resolve a Conflict</i>	HL9-1

Relationships

Lesson 10	Understanding Relationships	p. 31
	☞ <i>The CIRCLES Program</i>	HL10-1
	☞ <i>CIRCLES Personal Graph</i>	HL10-2
Lesson 11	Friendship	p. 33
	☞ <i>Making Friends</i>	HL11-1

Life Skills Manual – Preview

©NSDRRC – All rights reserved. Not For Resale. This page may be reproduced for personal or educational use provided it is reproduced in its entirety.

TELEPHONE SKILLS

Lesson 12	Telephone Etiquette	p. 35
Lesson 13	Using the Telephone	p. 37
	☞ <i>Personal Information Sheet</i>	<i>HL13-1</i>
Lesson 14	Finding Phone Numbers	p. 39
	☞ <i>Frequently Called Numbers</i>	<i>HL14-1</i>
Lesson 15	Asking for Information	p. 41
	☞ <i>Sample Obtaining Information Scripts</i>	<i>HL15-1</i>
Lesson 16	Leaving/Taking Messages	p. 43
	☞ <i>Sample Message Scripts</i>	<i>HL16-1</i>
	☞ <i>Sample Answering Machine Messages</i>	<i>HL16-2</i>

DECISION MAKING

Lesson 17	The Decision Making Process	p. 45
	☞ <i>Sample Decision-making Process</i>	<i>HL17-1</i>
	☞ <i>Common Decision-making Strategies</i>	<i>HL17-2</i>
	☞ <i>Analyzing a Decision</i>	<i>HL17-3</i>
Lesson 18	Solving Problems	p. 47
	☞ <i>Common Decision-making Strategies</i>	<i>HL18-1</i>
	☞ <i>The Problem Solving Process</i>	<i>HL18-2</i>

ORGANIZATION AND TIME MANAGEMENT

Lesson 19	Identifying Goals and Setting Priorities	p. 51
	☞ <i>Goal Setting Worksheet</i>	<i>HL19-1</i>
Lesson 20	Getting Organized	p. 53
	☞ <i>Daily Schedule</i>	<i>HL20-1</i>
	☞ <i>Weekly Planning Calendar</i>	<i>HL20-2</i>
	☞ <i>To Do List</i>	<i>HL20-3</i>
Lesson 21	Making Appointments	p. 55
	☞ <i>Weekly Appointment Calendar</i>	<i>HL21-1</i>
	☞ <i>Frequently Called Numbers</i>	<i>HL21-2</i>
Lesson 22	Keeping Appointments	p. 57
	☞ <i>Be-On-Time Checklist</i>	<i>HL22-1</i>
	☞ <i>Weekly Appointment Calendar</i>	<i>HL22-2</i>

MONEY MANAGEMENT

Introduction to Money

Lesson 23	Understanding Money	p. 59
	☞ <i>Money Skills Activity Package A</i>	
	○ Examples of Canadian Coin	<i>HL23-1</i>
	○ Examples of Canadian Currency	<i>HL23-2</i>

Life Skills Manual – Preview

©NSDRC – All rights reserved. Not For Resale. This page may be reproduced for personal or educational use provided it is reproduced in its entirety.

Lesson 24	<ul style="list-style-type: none"> ○ Which coin is it? 	HL23-3
	Using Money	p. 61
	☞ <i>Shopping List</i>	HL24-1
	☞ <i>Money Skills Activity Package B</i>	
	<ul style="list-style-type: none"> ○ Sample Purchases ○ What's it worth? ○ How much change? 	HL24-2 HL24-3 HL24-4

Banking and Banking Services

Lesson 25	Introduction to Banking Services	p. 63
	☞ <i>Banking Terms</i>	HL25-1
Lesson 26	Chequing and Saving Accounts	p. 65
	☞ <i>Which Account?</i>	HL26-1
	☞ <i>Account Comparison Chart</i>	HL26-2
	☞ <i>Service Charge Comparison</i>	HL26-3
	☞ <i>Keeping Track of Your Money</i>	HL26-4
	☞ <i>Sample Cheque, Deposit and Withdrawal Forms</i>	HL26-5
Lesson 27	Debit Cards	p. 67
	☞ <i>Understanding Debit Cards</i>	HL27-1
Lesson 28	On-line (Internet) Banking	p. 69

Bill Payment

Lesson 29	Paying Bills	p. 71
	☞ <i>Sample Bill – TELUS</i>	HL29-1
	☞ <i>Simplified Sample Bill</i>	HL29-2

Shopping

Lesson 30	Comparative Shopping	p. 73
	☞ <i>Finding the Best Deal</i>	HL30-1
	☞ <i>Comparison Shopping List</i>	HL30-2
Lesson 31	Making Returns	p. 75

Financial Management

Lesson 32	Budgeting	p. 77
	☞ <i>What's My Income</i>	HL32-1
	☞ <i>Monthly Money Tracker</i>	HL32-2
	☞ <i>Creating a Budget/Spending Plan</i>	HL32-3

SAFETY

Lesson 33	Stranger Awareness	p. 79
	☞ <i>Relationship Circle</i>	HL33-1

Life Skills Manual – Preview

©NSDRC – All rights reserved. Not For Resale. This page may be reproduced for personal or educational use provided it is reproduced in its entirety.

	☞ <i>How to Behave Around Strangers, Acquaintances, and Friends</i>	HL33-2
	☞ <i>Block Parent® Information</i>	HL33-3
	☞ <i>Creating a Safety Notebook</i>	HL33-4
Lesson 34	Street Safety	p. 83
	☞ <i>Stay Safe on the Street</i>	HL34-1
	☞ <i>Sample Street Signals and Signs</i>	HL34-2
Lesson 35	Animal Safety	p. 87
	☞ <i>Why Dogs Bite</i>	HL35-1

TRANSPORTATION

Public Transit

Lesson 36	Riding the Bus	p. 89
	☞ <i>Guidelines for Public Transportation</i>	HL36-1
Lesson 37	Choosing Your Route	p. 93
	☞ <i>North Vancouver Bus Route Map</i>	HL37-1a
	☞ <i>West Vancouver Bus Route Map</i>	HL37-1b
	☞ <i>Sample Bus Schedule</i>	HL37-2
	☞ <i>Determining Departure Time Involving Transfers</i>	HL37-3
	☞ <i>Modified Route and Schedule Planning</i>	HL37-4

Other

Lesson 38	Handi-dart	p. 97
Lesson 39	Taxi-cabs	p. 99

HEALTH AND PERSONAL HYGIENE

Personal Hygiene

Lesson 40	Cleanliness	p. 101
	☞ <i>Proper Hand washing Technique</i>	HL40-1
Lesson 41	Taking Care of your Teeth	p. 103
	☞ <i>Proper Tooth-brushing Technique and keeping teeth healthy</i>	HL41-1

Physical Fitness

Lesson 42	Benefits of Staying Active	p. 105
Lesson 43	Developing a Fitness Plan	p. 107
	☞ <i>Three Activity Groups</i>	HL43-1
	☞ <i>Weekly Planning Calendar</i>	HL43-2

Nutrition

Lesson 44	Healthy Eating	p. 109
	☞ <i>Daily Food Intake Tracker</i>	<i>HL44-1</i>
	☞ <i>Healthy Eating Check-up</i>	<i>HL44-2</i>
	☞ <i>Canada's Food Guide and You</i>	<i>HL44-3</i>
	☞ <i>Tips for Healthy Eating</i>	<i>HL44-4</i>

HOUSEKEEPING

Food Preparation

Lesson 45	Food Safety	p. 111
	☞ <i>Four Steps to Fight Bacteria</i>	<i>HL45-1</i>
	☞ <i>Proper Handwashing Technique</i>	<i>HL45-2</i>
	☞ <i>Temperature Rules for Safe Doneness</i>	<i>HL45-3</i>
Lesson 46	Kitchen Basics	p. 113
	☞ <i>Stay Safe in the Kitchen</i>	<i>HL46-1</i>
Lesson 47	Following a Recipe	p. 115
	☞ <i>Old Fashioned Peanut Butter Cookies</i>	<i>HL47-1</i>

Cleaning

Lesson 48	Doing Dishes	p. 117
Lesson 49	Basic Housecleaning	p. 121
	☞ <i>Danger Symbols</i>	<i>HL49-1</i>
	☞ <i>How to clean a Bathroom</i>	<i>HL49-2</i>
	☞ <i>How to clean a Kitchen</i>	<i>HL49-3</i>

Laundry

Lesson 50	Doing Laundry	p. 123
	☞ <i>Common Laundry Symbols</i>	<i>HL50-1</i>

APPENDIX A – CERTIFICATE OF COMPLETION	p. 125
---	--------

APPENDIX B – ADDITIONAL RESOURCES	p. 127
--	--------

INTRODUCTION

Welcome to the Life Skills Training Manual!

The intent of this manual is to present Life Skill and Child/Youth Care Workers with ideas and plans for meeting contract goals for people we support through the Life Skills and Special Services programs at the North Shore Disability Resource Centre.

The overall goal of the manual is to provide a foundation of skills to enhance the self-confidence and independence of the person we support. To that end, the manual covers many different life skills necessary for independent or semi-independent functioning in various settings. Skill sets covered include communication and social skills, money skills, transportation skills, personal and self-help skills, as well as skills related to the home environment. It is not meant to be an exhaustive step-by-step program that must be followed in consecutive order, but rather a guide to aid in planning overall activities to reach identified objectives.

The primary goal of the Life Skill or Child/Youth Care Worker is to assist the person we support in achieving confidence in their abilities at whatever level they may be. For this reason, the first lesson focuses on self-esteem. It is recommended that this be the starting point for all programs and reviewed on a regular basis. Other lessons can then be followed as required. Where lessons build on previous lessons, this is identified at the beginning of the lesson.

Lessons are divided into Objectives, Handouts (if included), Action Steps and Signs of Generalization. The Objectives identify the goals of the lesson. Handouts, where included, provide supplemental information or worksheets used with the Action Steps. The Action Steps provide a logical sequence of activities to follow to reach the Objectives of the lesson. They involve a variety of teaching methods including instruction, discussion, modeling, role-playing and doing. Signs of Generalization are signs to look for to determine if the person receiving service has understood the Objectives of the lesson, has incorporated this knowledge and is ready to move on. Teaching Tips are included to provide suggestions and strategies for teaching particular skills.

The level of ability of the individual receiving support must be kept in mind when assessing success in all lessons. The primary goal is the achievement of some change in behavior or skill level. Lessons should be adjusted to meet the needs of the individual. A list of Additional Resources is included to assist in customizing the lessons and to provide further practice.

Unless otherwise noted, all picture symbols are copyright of Boardmaker™. Picture boards can be designed at the CBS office using this software.

Life Skills Manual – Preview

©NSDRC – All rights reserved. Not For Resale. This page may be reproduced for personal or educational use provided it is reproduced in its entirety.

A selection of lessons from the manual

Lesson 1

SELF ESTEEM

The most fundamental element in developing independence is developing healthy self-esteem. The National Association for Self-Esteem in the United States has defined self-esteem as “The experience of being capable of meeting life’s challenges and being worthy of happiness.” When healthy self-esteem is present in an individual, the chances for success in all aspects of life are increased, and when challenges arise they are met with a winning attitude and effective strategies. Self-esteem, the valuing of yourself as an individual who understands you are a part of a greater community, underlies all successful life skill development.

OBJECTIVES

- ❖ An understanding of self-esteem is developed
- ❖ An individual’s strengths and positive attributes are identified
- ❖ The balance between individual fulfillment and responsibility is identified and understood

MATERIALS NEEDED

Handout Self-Esteem Test

Handout Keys to Building Self-Esteem

ACTION STEPS

- Brainstorm what self-esteem means. Try to identify what it is, what its characteristics are, why it is important to have it, and how a person can develop it. Keep this information for later in the lesson.
- As mentioned above, self-esteem has been defined as “The experience of being capable of meeting life’s challenges and being worthy of happiness.” Discuss the two aspects of this definition “being capable of meeting life’s challenges” and “being worthy of happiness”, and identify what this means to you.
- Answer the questions in the handout Self-Esteem Test. Analyze how you did. What did you answer True to? These are areas that you are confident in. What questions did you answer False to? These are

areas that you need to work on. The rest of the manual should help address some of these challenges and help build confidence.

- The handout *Keys to Building Self-Esteem* provides some strategies for building up self-esteem. Discuss different ways they could be implemented in daily life.
- Identify situations in which you feel very confident. List the reasons why you feel this way in these situations. Some reasons may be that you are good at it, you find it easy, others appreciate that you can do it, etc. Use this list to develop some strategies for how you build your own self-esteem.
- Identify different situations in which you don't feel very confident. Pick one and brainstorm ways you can apply the principles you discovered above and those listed in the handout for building self-esteem. Role-play the situation using the strategies you have identified. Practice until you feel confident you could do this in the actual situation.
- How does attitude affect self-esteem? Discuss how your attitude helps or hinders the way you deal with these situations.

SIGNS OF GENERALIZATION

The person we support demonstrates responsible and confident behaviour most of the time. They demonstrate the keys to self-esteem when faced with new or difficult situations and learn from their mistakes.

The accompanying Handouts

LESSON 1: SELF ESTEEM

SELF ESTEEM TEST

This self esteem test is extremely quick and simple, just answer TRUE or FALSE to each question (if you cannot answer 100% TRUE then answer FALSE):

1. Other people are not better off or more fortunate than me
2. I accept myself as I am and am happy with myself
3. I enjoy socializing
4. I deserve love and respect
5. I feel valued and needed
6. I don't need others to tell me I have done a good job
7. Being myself is important
8. I make friends easily
9. I can accept criticism without feeling put down
10. I admit my mistakes openly
11. I never hide my true feelings
12. I always speak up for myself and put my views across
13. I am a happy, carefree person
14. I don't worry what others think of my views
15. I don't need others' approval to feel good
16. I don't feel guilty about doing or saying what I want

SCORE: Total number of TRUE answers you gave

- 15-16 YOU HAVE A HIGH LEVEL OF SELF ESTEEM!
- 12-14 NOT BAD BUT ROOM FOR YOU TO IMPROVE
- 8-11 LOW SELF ESTEEM - IT'S HOLDING YOU BACK
- BELOW 8 YOUR ESTEEM IS DRASTICALLY LOW

Source: Karl Perera, <http://www.more-selfesteem.com>

Life Skills Manual – Preview

©NSDRC – All rights reserved. Not For Resale. This page may be reproduced for personal or educational use provided it is reproduced in its entirety.

LESSON 1: SELF ESTEEM

KEYS TO BUILDING SELF ESTEEM

1. Face your fears – They aren't as bad as you think they will be. Facing your fears will increase your confidence.
2. Take responsibility for your actions – See the connection between the choices and actions you have made that have led to your present situation. This awareness gives you power over the present moment.
3. Forget your past failures – Learn from them but don't assume something that went wrong before is going to happen again. Avoid making the same mistakes again but don't limit yourself by assuming you failed before so you can't succeed this time. Try again, you're wiser and stronger. Don't be trapped in the past!
4. Set goals for yourself – When you know what you want you can make choices to achieve it. You deserve your dreams to come true.
5. Reward yourself when you have achieved something – If you don't, why should anyone else? Isn't everything easier when you take time to help yourself?
6. Talk to other people – We often make assumptions about a situation or person that are not true. Your attitude and behaviour can be negatively affected so if you have any doubt or question ask and don't assume you know why or how.
7. If you do fail don't be defeated – Accept it, learn and try something else. You are not going to be defeated by one failed attempt are you? Doesn't everyone fail before they succeed? All you need is a different approach.

Source: Karl Perera, <http://www.more-selfesteem.com>

Lesson 16

LEAVING/TAKING MESSAGES

When leaving messages over the phone with someone or on an answering machine, it is important that the message is both clear and complete. Information such as who is calling, the time of your call, what the call is about, and the number where you can be reached should be provided.

When taking messages for someone else, get the name of the person who called, their phone number and with whom they wanted to speak.

OBJECTIVES

- ❖ All necessary information, including name, contact number, and time of call is provided when leaving messages
- ❖ All necessary information is recorded when taking messages for others.

MATERIALS NEEDED

Handout Sample Message Scripts
Handout Sample Answering Machine Messages
Communication Board if necessary (see below)

ACTION STEPS

- Discuss the protocols for leaving messages. When you need to leave a message on someone's voice mail or answering machine, wait for the beep or similar signal before you start talking, speak clearly and keep the message short. Let the person you're calling know who called them, when you called, where you can be reached, and what the call is regarding. See the handout Sample Message Scripts.
- If you need to leave a message at a professional office, make sure you provide your full name and phone number, and the reason for your call. It's also a good idea to leave a time when it is good to call you back. See the handout Sample Message Scripts.

Teaching Tip

Role play this skill having the person you support practice leaving messages while you act as the answering machine. Use the scripts in the handout Sample Answering Machine Messages for assistance. Personalize the messages by inserting the names of people or places the person you support would call.

If the person you support has an answering machine at home, have them practice leaving messages there. Remember to arrange with whoever is at home a time to do this.

- When taking messages for others, you will have to write down the important information. At the very least you will have to remember who called and the time. Keep a pen and paper by the phone to do this.

Teaching Tip

A communication board can be designed at the NSDRC office using Boardmaker® that would allow the person we support to check appropriate boxes as necessary. Speak with your Program Manager/Team Leader if you think this tool would be useful.

 **SIGNS OF GENERALIZATION**

The person we support leaves appropriate messages when necessary and takes messages for others when/if required.

SAMPLE MESSAGE SCRIPTS

1. Messages to leave with a friend, someone you know.

“Hi! It’s (your name). It’s Monday afternoon. I’ll be home tonight so give me a call. Bye for now!”

OR

“Hi there! It’s (your name) calling you back. I’d love to meet you for coffee on Wednesday. Let me know what time. Talk to you soon!”

2. Messages to leave at a professional office.

Hello. My name is (your name). My number is (your phone number). I would like to make an appointment with (name of person you would like to make the appointment with). I am available most afternoons. Please call me back to set up a time. Thank-you.

OR

Hello. This is (your name) calling. My number is (your phone number). I would like to speak with (who you want to speak with) regarding (what the call is regarding). I would appreciate it if he/she could call me back as soon as possible. Thank you.

LESSON 16

**SAMPLE ANSWERING MACHINE
MESSAGES**

1. Hello. This is the Smith residence. We are unable to come to the phone right now so please leave a message after the beep.
2. Hey! You've reached Sally. Leave a message!
3. The offices of Dr. Smith are now closed. Our office hours are 8:30 to 4:30, Monday to Friday. If you would like to book an appointment, leave your name and number after the tone and we will return your call. Thank you.
4. You've reached the voice mail of Joe Black. Today is Wednesday. I am in the office but will be in meetings most of the day. Please leave me a detailed message and I will return your call.

Lesson 34

STREET SAFETY

Every year people are hit by cars when crossing the street, when walking beside the road or when walking in and around parked vehicles. Good street safety skills involve not only looking both ways before crossing, but also being constantly aware of traffic moving around you and keeping yourself visible at all times.

OBJECTIVES

- ❖ Knowledge of the dangers regarding traffic, crossing the street and moving around vehicles is demonstrated
- ❖ Streets are crossed safely and independently

MATERIALS NEEDED

Handout *Stay Safe on the Street*

Handout *Sample Street Signals and Signs*

Useful Signs (available from the Community Based Services Office)

ACTION STEPS

- Discuss the meaning of street safety and what it involves. Discuss the rights and responsibilities of being a pedestrian. As a pedestrian it is your responsibility to be aware of your surroundings and what traffic is doing when you are walking beside the road and/or wanting to cross the street. You have the right to cross the street safely and traffic is required to stop and allow you to cross at corners and marked crossing points.
- Discuss some guidelines for being safe around traffic referring to the handout *Stay Safe on the Street*. Be particularly aware of these points:
 - There are two types of intersections – controlled and uncontrolled. What are the differences between them? How does one go about crossing the street at each?
 - Identify different signals and signs that are used at intersections to indicate where and when it is safe to cross. Some examples are provided in the handout *Sample Street Signals and Signs*.
 - Only cross the street at intersections. Wait for traffic to come to a complete stop before stepping out onto the street. Remember that vehicles can come from anywhere (driveways, side-streets, alleyways, parking spots) so you must stay aware and be visible.

Teaching Tip

Life Skills Manual – Preview

©NSDRC – All rights reserved. Not For Resale. This page may be reproduced for personal or educational use provided it is reproduced in its entirety.

Other signs and examples are provided in the package *Useful Signs* which is available for sign-out in the Community Based Services office. This package can also be used for discussing signs in general. Use the information included with the package for ideas.

- Go to a busy intersection and observe people crossing the street. Identify when people are crossing the street correctly and safely and when they are not. Things to watch for include:
 - ✓ Did they look both ways before crossing?
 - ✓ Did they wait for traffic to stop before stepping off the curb?
 - ✓ Did they wait for the walk signal to come on?
 - ✓ Did they walk purposefully across or did they dawdle?
- Practice crossing the street, always remembering to cross at intersections. A good place to start is at a four-way stop in a quiet neighbourhood because cars have to stop and wait for you to cross. Remember the following points:
 - Wait for cars to stop before stepping onto the road.
 - Be visible. Let the driver know you want to cross and stand where they can see you.
 - Cross the street with purpose – don't run but don't dawdle.

Teaching Tip

Repeat this activity several times with the person you support until they demonstrate understanding and confidence. Allow them to cross on their own when they are able to indicate that it is safe to cross without prompting.

Ask probing questions such as “What would happen if you crossed in front of a moving car?” and “Why do cars need to see you?”

As the person you support becomes comfortable with quiet intersections, increase the level of challenge gradually at other intersections on busier streets and with different types of cross walks. Shadow them as they become more confident.

When their confidence has increased, have the person you support cross the street on their own while you wait for them. A good place to practice this is at a controlled intersection where they could walk around all four corners while you observe. **Always ask the person you support to determine when it is safe to cross the street.**

- Other things to be aware of when walking along a street:
 - Stay on the sidewalk where possible. If there is no sidewalk, pedestrians should walk along the left-hand side of the road, traveling against the flow of traffic or toward on-coming traffic.
 - Be aware of driveways and alleyways, and that vehicles may be turning into or out of them.
 - Be aware of others on the sidewalk and keep their personal space. Respect other people's right to use the sidewalk by keeping to the right

and walking single file if the space is very small and someone is coming toward you.

- When passing someone in front of you while walking, make sure it is safe to do so by looking ahead and behind, and then going around the person on the left-hand side.

SIGNS OF GENERALIZATION

The person we support crosses the street safely without prompting by crossing only at intersections, waiting for traffic to stop, and moving purposefully across the street. When walking, the person we support stays on the sidewalk or stays to the left-hand side of the road when there is no sidewalk.

STAY SAFE ON THE STREET

Follow these guidelines for staying safe on the street.

General considerations:

- Always be aware of the movement of traffic around you.
- Travel along sidewalks where possible. When sidewalks are not available, stay on the left-hand side of the road and travel facing the direction of oncoming traffic.
- Do not push or jostle others when walking beside a road.
- When needing to cross the street, always cross at an intersection.
- Do not cross the street from between parked vehicles.
- Always look both ways before crossing the street – Look Left, then Right, then Left again – repeat this as many times as necessary to make sure traffic has stopped or that there are no vehicles (including bicycles) coming toward you.
- When crossing, do not dawdle. Cross with purpose, but don't run.

Special Considerations at Night:

- Be seen – wear reflective or light coloured clothing so motorists can see you.
- Cross roads only at brightly lit intersections.

When Crossing at Intersections – Controlled:

- Wait for the traffic and/or pedestrian light to indicate that you are permitted to cross the street. This does not mean however, that it is safe to do so. Be aware of vehicles that are turning right or those that could run the red light. Wait until traffic has stopped before stepping into the street.
Note: Some intersections have audio signals. These indicate when traffic has been signaled to stop and the direction in which a pedestrian may cross. Learning to identify these signals may be beneficial for some people we support.
- Do not start crossing the street if the wait or hand signal is flashing, or if the audio signal has stopped.

When Crossing at Pedestrian Crosswalks:

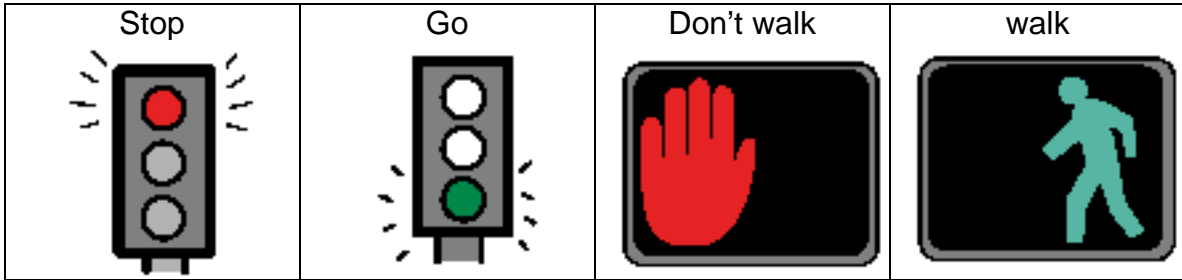
- If there is a pedestrian crossing light, push the button to start the light flashing.
- If there is no crossing light, stand close to the curb and indicate to traffic that you wish to cross.
- Wait until traffic has come to a stop before going across. On larger streets, you may have to start across halfway and wait until the opposing traffic stops before continuing.

If there is no controlled intersection or marked pedestrian crosswalk:

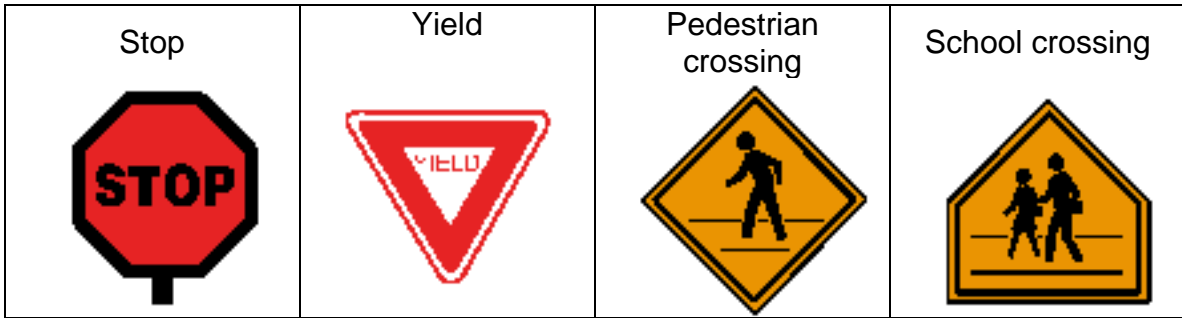
- Go to an intersection. Make sure you are visible to drivers. Wait for traffic to stop, or wait for a break in traffic before crossing the street. Cross with purpose, but do not run.
- If there is no intersection, make sure that you are in an open stretch of road where you can see traffic and drivers can see you. Wait for a break in traffic, or for traffic to stop. Cross with purpose, but do not run.

SAMPLE STREET SIGNALS AND SIGNS

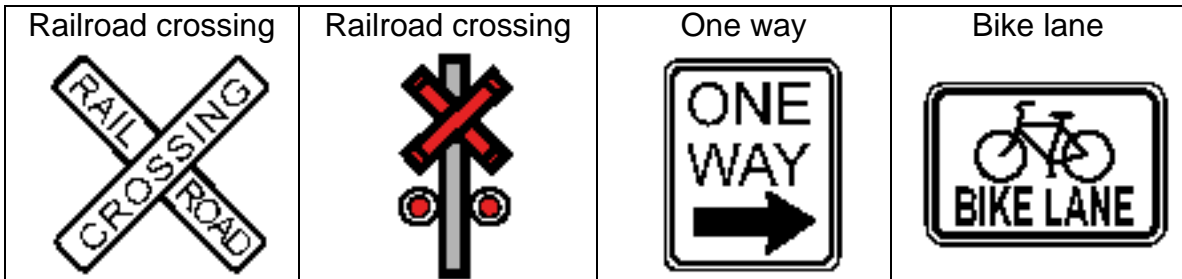
Traffic Lights



Street Signs



Other Signs



Appendix A

CERTIFICATE OF COMPLETION

This is to certify that

_____ *(Name of Person We Support)*

has completed

Lesson _____ *(Number and Title of Lesson)*

of the Life Skills Manual

on _____ *(Date Completed)*

_____ *(Signature of Worker)*

ADDITIONAL RESOURCES

The following are available for loan at the Community Based Services office.

Games

Food Pyramid Bingo – Teaches the basics of good nutrition using enlarged, easy to read bingo cards.

Life Skills Games: You Tell Me Program – Learning Basic Information
Community Skills Program – Learning to function in your neighbourhood
Money Skills Program – Learning to manage your money
All About You Program – Learning about yourself
Looking Good Program – Learning to improve your appearance
Health Skills Program – Learning to take care of your health
Workplace Skills Program
Behaviour Skills Program
Social Skills Program

Time Families Games

Books and other printed resources

Social Skills Activities for Secondary Students with Special Needs, by Darlene Mannix (1998: Jossey-Bass, San Francisco, CA).

Stepwise Breakfast Cookbook

Stepwise Lunch Cookbook, by Beth Jackson (1998: Therapro, Inc., Farmington, MA)

Job Search; Facts, Forms & Roll Plays, by Ellen McPeck Glisan and Ann Blanchard (ND: PCI educational publishing)

On-line internet resources

Life Skills for Vocational Success. Workshops, Inc.: Birmingham, AL, 1998.

<http://www.workshopsinc.com/manual/index.html>

Practical Money Skills for Life™. Visa U.S.A, 2004.

http://www.practicalmoneyskills.com/english/at_school/teachers/specialneeds/lev_3/lesson_05/

Or see the Canadian site at <http://www.practicalmoneyskills.ca/moneyskills>