

**ADJUSTMENT PHASE FOR YOUTHS AND NEW CAREGIVERS/PARENTS**  
**PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)**

Prepared by Sutherland Miller, Ph.D.

**SESSION 4 (YOUTHS): Planning for My Future - Part 1 (Afternoon, 2 hours)**

**OBJECTIVES:**

1. Youths will identify what is important to them.
2. Youths understand the steps involved in setting goals.
3. Youths will be able to determine what is needed to reach goals and how to obtain it.
4. Youths will set new goals.

**RATIONALE:**

Goal achievement depends on careful goal analysis procedures, determination of what is required to reach a goal, and planning for skill and resource requirements. This session models the steps needed. The main concept is that skills, abilities, and resources are applied to a specific goal alternative and not dealt with in a general way that does not bring about concrete results.

**SUMMARY OF EXERCISES:**

1. Introduce the participants and the session's content. Do a lottery. Give out "Thanks" (10 minutes)
2. Use value cards to enable youths to prioritize what is important to them. (20 minutes)
3. Practice goal setting: definition, characteristics, evaluation, and selection. (30 minutes)
4. Determine what is needed to achieve goals and plan how to get what is needed. (30 minutes)
5. Set new goals. (15 minutes)
6. End with selecting a between session task and group appreciation. (15 minutes) **[Note: please remind participants to bring memento of deceased parent to next session]**

**MATERIALS:**

**ATHANKS@**

Lottery tickets

Lottery prize

Newsprint and marking pens

Value cards

"Goal Setting Questions"

Project Talk Youth Resource Directory

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Happens In These Sessions?  
(15 minutes)

**[The purposes of this exercise are to create a comfortable and rewarding atmosphere, to explain how the sessions work, and to review issues that arose at lunch time. A lottery, "Thanks," goal review, and explanations are used here.]**

#THE FACILITATOR SAYS

Welcome back. I hope you had a pleasant lunch.

This afternoon we are going to meet without your caregivers so you have a chance to focus on the youth perspective.

First, did anything come up over lunch that you wanted to bring up for discussion?

Maybe you had a reaction to this morning's session on grief.

DEAL WITH ANY LUNCH TIME ISSUES.

I want to make some comments before we get going.

Even though you have lost someone important to you, you still own your life and are responsible for deciding what kind of life you want to have and how you are going to reach your goals.

Your mother or father would have wanted you to achieve some personal goals such as graduate, get a job, have a family and be successful.

Even though you may be hurting, you can find a way to have a good life.

Today you are going to start defining your goals and figuring out how to get there.

We will use the Abuying a car@approach.

What is the buying a car approach you ask?

If you were crazy about cars and wanted one, you would know the features you desired: the horse power, the type of engine, the gas mileage, automatic or manual, anti-lock brakes, anti-theft device, stereo, air bags, and so on.

Next you would check out which cars met your standards and wants.

You would go from dealer to dealer checking things out.

Once you made a decision about the car of your dreams you would see what was needed to get it and then work on getting a driver's license, buying insurance, and finding out a way to pay for the car.

That's the method we will practice today.

Now let's begin the session.

We often start our sessions with a lottery.

I will pass out the lottery tickets, and then we'll draw a prize.

Everyone, write your name on a ticket.

**#PASS OUT THE LOTTERY TICKETS. HAVE EACH GROUP MEMBER WRITE HIS/HER NAME ON ONE, COLLECT THEM, MIX THEM UP, AND DRAW A WINNER. THEN GIVE OUT THE PRIZE.**

An important thing that we do in these sessions is to let people know when we like what they said or did.

When we like that they came to the session.

When we like something they said.

When we like the way they present themselves.

When we like a quality about them.

One way to show our appreciation is to give them a "Thanks."

This is a "Thanks."

**#HOLD UP A "THANKS."**

Everyone will receive a pile of "Thanks," and I hope yours are all gone - given to other people in the group - by the time we end today.

Here are your "Thanks."

**#GIVE TWENTY "THANKS" TO EACH GROUP MEMBER.**

Now we need to know who is here.

We will go around the room.

Please tell us your first name and one quality that you like best about yourself.

For example, "My name is Darius, and I like that I try to stay positive even when I'm feeling down."

So, let's hear what you like.

**HAVE EACH YOUTH GIVE HIS/HER FIRST NAME AND TELL THE GROUP ONE THING LIKED BEST ABOUT HER/HIMSELF.**

That was very good, and I hope you don't forget your strengths.

They come in handy when times are tough.

Some teenagers have trouble even thinking about their good qualities, but I bet they could say:

**I don't give up easily.**

**I usually make good decisions.**

**I care about my family.**

**I am loyal to my friends.**

**I accept people - faults and all.**

**I get angry, but it passes.**

**I don't hurt people.**

Before a person can set good long-term goals, that person needs to be clear on what is important to him or her.

That is next.

Exercise 2: What Is Important to Me?  
(20 minutes)

**[The purpose of this exercise is to help youths clarify their values. Sorting value cards into priority groups is the way employed here.]**

Now we are going to give you a chance to find out what you believe is important.

The values that you hold will guide your life and provide the secret to the decisions you make.

Everyone has values.

Almost no one admits to wrong values.

Values are usually stated in the positive direction.

How teenagers arrange their importance reflects on who they think they are.

I am going to give you a stack of cards.

Each card has a value on it. While most of these values may be very important to you, some will be more important than others.

Sort your cards into three piles: **(1) most important, (2) important, and (3) less important.**

Work quickly. Don't spend lots and lots of time trying to make a decision.

Go by your first reaction.

GIVE OUT THE VALUE CARDS. EACH YOUTH HAS A COMPLETE SET. HAVE THEM ARRANGE THEM INTO THREE GROUPS (1) MOST IMPORTANT, (2) IN THE MIDDLE, AND (3) LESS IMPORTANT. ALLOW FIVE MINUTES.

## VALUE CARDS

Acceptance	Approving of yourself and others
Beauty	Appreciating nature and the arts
Caring	Being concerned about someone or something
Community	Respecting and building your community
Commitment	Giving yourself to someone or something you have confidence in or believe in
Compassion	Feeling sympathy for others
Confidence	Believing, trusting and relying on someone or something
Cooperation	Working with others to get something done
Courage	Facing things
Courtesy	Being polite and helpful
Diligence	Sticking with it. Working hard on something.
Ecology	Being concerned about all living things and their environments
Education	Learning those things society believes to be most important
Equality	Being fair
Family	Respecting the family and its traditions
Friendship	Supporting and helping friends
Harmony	Free from inner turmoil
Honesty	Telling the truth. Being trustworthy.
Humor	Being able to see the funny side of things
Imagination	Using daring and creativity
Integrity	Having high ethical and moral standards. Standing up for what you believe

Independence	Being your own person
Inter-dependence	Depending on each other. Knowing you need and can count on others
Knowledge	Knowing about things. Having facts and figures easily at hand
Love	Sexual and spiritual intimacy
Planning	Considering your future. Making options for yourself
Respect	Being considerate
Responsibility	Being accountable and dependable
Self-worth	Valuing yourself. Knowing you matter just because you are you
Self-control	Being in charge of yourself. Regulating your emotions, desires and actions
Self-respect	Appreciating yourself. Having pride in yourself
Spirituality	Searching for meaning and salvation
Trust	Having faith in someone or something
Tolerance	Recognizing and respecting others' beliefs and actions that are different from your own.

You have the values in three piles. **(1) Most important. (2) In the middle. (3) Less important.**

Now pick the five most important values from the **Most important** pile and the three least important from the **Less important** pile.

WAIT A FEW MINUTES FOR YOUTHS TO MAKE THEIR SELECTIONS.

Now pick the most important one.

If people are willing, call out your highest values, and I'll write them here on the newsprint.

We can see where the group is coming from.

HAVE THE YOUTHS CALL OUT THEIR MOST IMPORTANT VALUES AND THE FACILITATOR WRITES THEM ON NEWSPRINT.

What are some examples from the least important pile?

ENCOURAGE SHARING OF LOW RANKED VALUES.

What do you think of the choices the group made?

ENCOURAGE A DISCUSSION OF THE GROUP'S VALUES.

After knowing what is important to you, setting your goals can be easier.

That's what we will work on next.

Exercise 3: How Do I Set My Goals?  
(30 minutes)

**[The purpose of this exercise is to improve goal setting. Modeling and work in pairs is the approach taken.]**

WRITE ON NEWSPRINT THE FOLLOWING:

WORK  
EDUCATION  
HOUSING  
HEALTH  
SOCIAL  
LEISURE

Here are some areas of everyday life.

I want you to choose an area in which you are not that happy at the moment - an area you want to change.

**Work@** - maybe you have a part time job that you don't like or maybe you want a job and don't have one or don't know how to get where you want to go.

**Education@** - one of your courses is giving you a lot of trouble.

**Housing@** - you don't like the area where you live..

**Health@** - it bothers you that you smoke so much.

**Social@** - You don't like some of your friends.

**Leisure@** - you are bored after school.

We are going to work in pairs this afternoon.

SOME GROUPS MAY FIND IT MORE DIFFICULT TO WORK IN PAIRS IN EARLY

SESSIONS. GROUP LEADERS NEED TO STAY SENSITIVE TO THESE ISSUES.

First, we will show you how to do the task and then we want you to try it.

Our demonstrations will be much quicker than happens in real life, but are designed to give you a feel for the process.

Has everyone got an area in his or her life that you want to change - where you are unhappy?

MAKE SURE EACH YOUTH HAS CHOSEN AN AREA. THEN DIVIDE THE GROUP INTO PAIRS.

Step 1 is to make a list of what you don't like in that area at this moment.

For example, if the area was work and your part-time job, you might not like the hours, the pay, the benefits, the supervisor and so on.

THE FACILITATOR CHOOSES A YOUTH TO HELP MODEL DOING THE GOAL SETTING TASKS. YOUTH READS "GOAL-SETTING QUESTIONS" TO FACILITATOR.

We will give you a brief demonstration of making a list of what you don't like.

### GOAL SETTING QUESTIONS

QUESTION #1: What is your area?

FACILITATOR: School.

QUESTION #2: What don't you like or what makes you unhappy?

FACILITATOR: My English course is too hard. I don't like the teacher. The material is boring, and I am getting poor grades on the writing part of it. Also too much homework.

OK now you make a list of what makes you unhappy in a certain area.

The one person in the pair helps the other one.

Ask questions, probe.

ALLOW FIVE MINUTES FOR WORK ON THE LIST. ASK FOR SEVERAL EXAMPLES TO MAKE SURE THE YOUTHS GOT IT.

Are there any questions about getting clear what you don't want?

ANSWER QUESTIONS ON STEP ONE.

The second step is to turn what you don't like into what you would like and make a list.

For example, if the area was work and the teenager didn't like the pay, what he or she would like is to make \$7.50 per hour.

Let us show you.

FACILITATOR SHOULD ASK YOUTH TO CONTINUE ROLE PLAY USING "GOAL-SETTING QUESTIONS"

QUESTION #3: What would you want to make you happy in English?

FACILITATOR: An interesting course. A teacher I liked. Not too hard or too easy. Do better in writing. Not too much home work. I didn't think of it before, but sometimes I don't understand what I read. I wish I understood more.

OK, now turn the things you didn't like into what you would want like we just did.

ALLOW FIVE MINUTES TO MAKE A LIST OF WHAT IS WANTED. ASK FOR SEVERAL EXAMPLES TO MAKE SURE THE YOUTHS UNDERSTOOD. COACH AS NEEDED.

How did that go?

Are there questions on making a list of what you would like?

#### ANSWER QUESTIONS.

At this point we know what you would like to make you happy in a certain area of your life.

What are some options that might fulfill some of what you want?

For example, if the area was work, you would make a list of available jobs .

Let us show you with the example we have been presenting on the English class.

QUESTION #4: You mentioned a bunch of things - a more interesting class, a teacher you liked and less homework. What is the most important to you?

FACILITATOR: I want to go to college, and I won't be able to do that if I don't pass this English class.

QUESTION #5: Well what are some options?

FACILITATOR: What do you mean by options?@

QUESTION #6: Like trying to transfer to Mr. Burns class. That could be your goal. You might like him better, and he assigns readings by African writers. What other possible goals are there?

FACILITATOR: I could quit school and just forget about it. I could drop out of English. I Could try it again next year. I could ask for help. I could enroll in the after-school tutoring program. I could ask the teacher to choose more interesting material.

Now you work on the different possible goals that might fulfill what you are looking for. One person in the pair help the other.

HAVE THE PAIRS WORK ON OPTIONS. FOR EXAMPLE, WORK = DIFFERENT JOBS. HOUSING = DIFFERENT APARTMENTS AND LIVING ARRANGEMENTS. ALLOW 10 MINUTES. WHEN FINISHED ASK FOR EXAMPLES, TO MAKE SURE THE TASK WAS UNDERSTOOD.

How did that go?

CHECK ON QUESTIONS AND CLARIFICATIONS.

The first step was to list what you didn't like in an important area of your life.

The second step was to turn the dislikes into what you would want in that area to make you satisfied and successful.

The third step was to think of goals that would accomplish what you want.

The fourth step is to compare the possible goals to the list of qualities you wanted and make a choice.

For example, if you were trying to decide on which job was to become your goal, you would see if it paid what you wanted, had the right hours, provided benefits, was the right distance away, had interesting tasks, and so on.

Before you practice comparing and choosing a goal, let us demonstrate it.

FACILITATOR CAN CHOOSE ANOTHER YOUTH TO READ QUESTIONS.

QUESTION #7: Let's take a look at your different possible goals. How does dropping out of school provide you with what you want?

FACILITATOR: It doesn't. Dropping the course doesn't either.

QUESTION #8: What about having a goal of getting into Mr. Burns course?

FACILITATOR: And doing well. But he gives lots of homework and expects good writing. I don't know how much he helps teach you how to write.

QUESTION #9: What about the after school tutor program?

FACILITATOR: It would help on the writing and understanding more,. But it doesn't fix find a better teacher and more interesting material. Could I combine and have going through the tutor program and switching to Mr. Burns?

QUESTION #10: Sure. It sounds good to me. You mentioned not being sure whether Mr. Burns helped students write better. What does that tell you?

FACILITATOR: That I don't know enough about Mr. Burns and his class.

QUESTION #11: What can you do to find out more?

FACILITATOR: Ask some of the people who take his class.

QUESTION #12: What about talking with Mr. Burns himself?

FACILITATOR: Hang on! That would scare me. I'm pretty sure I want to get into his class, do well, and take the tutorial program. Those are my goals.

QUESTION #13: That sounds good, but it doesn't stop here. What skills and resources do you need to do well?

OK, in pairs compare the different options and pick one that will be your goal.

ALLOW TEN MINUTES FOR EVALUATION AND SELECTION. WHEN FINISHED ASK FOR A COUPLE OF EXAMPLES TO MAKE SURE THE GROUP UNDERSTOOD THE PROCESS. COACH AS IS NEEDED.

Good goals are concrete: getting a specific job, acquiring a specific living arrangement, passing a specific course.

Good goals meet the conditions that make you happy.

Good goals allow you to be **satisfied** - pleased with yourself - and **successful** - meeting other people's standards.

What questions do you have about this brief presentation of setting goals?

ANSWER QUESTIONS AND CLARIFY.

How did you experience helping each other?

ENCOURAGE SHARING.

In our next exercise we will check out the skills and resources needed to accomplish a goal.

Exercise 4: What Skills and Resources Do I Need?

(30 minutes)

**[The purpose of this exercise is to increase youth's abilities to identify and obtain skills and resources needed to achieve a goal. Brainstorming, telling personal stories, and reviewing resources are the approaches used.]**

As we mentioned earlier, it doesn't stop with deciding on a goal.

You want to reach that goal.

What does it take to reach it?

First, I am going to divide up what it takes into two categories: skills and resources.

There are four kinds of skills: physical (throwing a basketball through a hoop), intellectual (making a plan), social (carrying on a conversation), and emotional (controlling one's anger).

Can you give me examples of skills in each category?

BRIEFLY GO OVER EACH TYPE OF SKILL AND ASK FOR AN EXAMPLE.

Think of a personal experience that you had with learning a new skill.

What was the skill, how did you get someone to teach it to you, who taught it to you, and how was it learned?

ENCOURAGE AS MANY YOUTHS A POSSIBLE TO TELL A PERSONAL STORY ABOUT LEARNING A NEW SKILL.

Resources can be both people and things which help, which make things possible, and which are often required to do the job well.

A tutor is a resource, and so is a book, a quiet place, lunch money, a uniform.

Can you give me other examples of resources?

ENCOURAGE OTHER EXAMPLES OF RESOURCES.

Who can tell us a story about how you obtained a resource that you needed?

ENCOURAGE TELLING STORIES ABOUT OBTAINING A RESOURCE.

I want you to work on getting skills and resources and doing it in small groups.

DIVIDE THE GROUP IN HALF AND HAVE EACH PART WORK IN A CORNER OF THE ROOM.

We know that our student wants to switch into and then pass Mr. Burns' English class.

Mr. Burns teaches literature from many cultures and expects a lot from his students.

We know that our student wants to improve understanding literature, write better, have less homework, read interesting literature, and pass the course.

In your small groups decide on the skills needed by the student and where they could be obtained.

Also pick a reporter who will tell the big group what you came up with.

You have ten minutes.

Remember that there are four kinds of skills: physical (throwing a basketball through a hoop), intellectual (making a plan), social (carrying on a conversation), and emotional (controlling one's anger).

I will come around and serve as a consultant if you ask for me.

HAVE THE GROUPS DETERMINE THE SKILLS NEEDED AND WHERE TO OBTAIN

THEM FOR TEN MINUTES. THE FACILITATOR CAN GIVE OUT THANKS AS APPROPRIATE.

Let's hear what you came up with.

HAVE THE REPORTERS PRESENT THE RESULTS OF THE BRAINSTORMING AND THEN DISCUSS.

Now we will do the same thing for resources.

REPEAT THE SMALL GROUP PROCESS, BRAINSTORMING ABOUT RESOURCES NEEDED AND WHERE TO GET THEM. THE FACILITATOR GIVES OUT THANKS AS APPROPRIATE. AFTER 10 MINUTES HAVE A REPORTER PRESENT THE RESULTS AND DISCUSS.

Do you have any questions about skills and resources?

ANSWER QUESTIONS AS NEEDED.

Today we will be giving you the Project Talk Youth Resource Directory that will give you some ideas of places you can go for assistance when you have clarified your goals.

HAND OUT RESOURCE DIRECTORY OR TELL YOUTHS WHEN YOU WILL DO SO

Help is out there for you - you need to access it to get to where you want to be.

Save this directory for when you are ready to take your first step.

You can also ask a Project Talk staff person, such as one of us or your interviewer, for a referral for help at any time.

Now it is time to consider your personal goals.

Exercise 5: What Are Some Short-term Goals of Mine?  
(15 minutes)

**[The purpose of this exercise is to develop goals which can be monitored over the course of the workshop. Short term goals are set and commitments are made.]**

It is a good idea to take what we have been practicing and apply it out in the real world.

What goal would you like to set that can be accomplished over the next few months?

Is there an area in your life where you want to make some changes?

Your goal for now can be to work on just part of the situation.

Think about what you have to do or have to be successful and satisfied.

Remember also the qualities of a good goal:

- Clear
- Realistic
- Not too much or too little
- Easy to see if it was completed

Take a few minutes and select a short-term goal.

ALLOW FIVE MINUTES FOR SELECTING A SHORT TERM GOAL.

I am going to ask each person to share her/his goal if the person feels comfortable doing so.  
Tell the group if you want them to give you feed back.

GO AROUND THE ROOM AND HAVE EACH PERSON SHARE HIS OR HER GOAL WITH THE GROUP. IF THE YOUTH WANTS FEEDBACK FROM THE GROUP, THE YOUTH CAN ASK FOR IT. GIVE OUT THANKS.@

We are going to meet again without your caregivers in about a month to follow-up with you on far you got towards reaching your short-term goal.

We hope everyone will have taken at least some steps towards his or her goal by then.

We will also remind you about it as we go along.

We are near the end of the day=s session.

Exercise 6: We Are at the End.  
(15 minutes)

**[The purposes of this exercise are to transfer what was learned in the workshop to real life in the community and to build group cohesion. Deciding what step to take and group appreciation are the methods employed.]**

We are at the end of this afternoon's session.

You just made a selection of a short-term goal.

Usually achieving a goal takes a number of steps.

What is the first step toward your goal that you are going to take between now and the next meeting?

ALLOW A MAXIMUM OF FIVE MINUTES FOR DECIDING ON THE FIRST STEP. THEN  
HAVE THE YOUTHS REPORT BACK.

Tell us what you decided.

GO AROUND THE ROOM AND ENCOURAGE SHARING.

Don't forget that you also set a goal this morning to do something realistic about the grief that you feel. So you have two goals to work on before we meet next time.

Also, this is important: Next time please bring a memento of your deceased parent with you. Something to remember him or her by.

It could be a letter, a picture, a post card, a sea shell, a ribbon - anything that recalls a time with that person.

Don't forget now.

If any of you are in touch between sessions, please remind each other about the three things you need to do.

We like to end with group appreciation.

Please let other youths here know that you appreciated what they said or did, their style, their presence or any other positive aspect of them.

Move about and make people feel good.

ENCOURAGE GIVING GROUP APPRECIATION. MODEL IT. MAKE SURE NO ONE IS LEFT OUT.

Thanks for everything.

Will see you at .....(time and place) on.....(day and date).

END OF SESSION 4 FOR YOUTHS

## VALUE CARDS

Acceptance	Approving of yourself and others
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Caring	Being concerned about someone or something
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Tolerance	Recognizing and respecting others beliefs and actions that are different from your own.

GOAL SETTING QUESTIONS

QUESTION #1: What is your area?

[GROUP LEADER ANSWERS]

QUESTION #2: What don't you like or what makes you unhappy?

[GROUP LEADER ANSWERS]

QUESTION #3: What would you want to make you happy in English?

[GROUP LEADER ANSWERS]

QUESTION #4: You mentioned a bunch of things - a more interesting class, a teacher you liked and less homework. What is the most important to you?

[GROUP LEADER ANSWERS]

QUESTION #5: What are some options?

[GROUP LEADER ANSWERS]

QUESTION #6: Like trying to transfer to Mr. Burns class. That could be your goal. You might like him better, and he assigns readings by African writers. What other possible goals are there?

[GROUP LEADER ANSWERS]

QUESTION #7: Let's take a look at your different possible goals. How does dropping out of school provide you with what you want?

[GROUP LEADER ANSWERS]

QUESTION #8: What about having a goal of getting into Mr. Burns course?

[GROUP LEADER ANSWERS]

QUESTION #9: What about the after school tutor program?

[GROUP LEADER ANSWERS]

QUESTION #10: Sure. It sounds good to me. You mentioned not being sure whether Mr. Burns helped students write better. What does that tell you?

[GROUP LEADER ANSWERS]

QUESTION #11: What can you do to find out more?

[GROUP LEADER ANSWERS]

QUESTION #12: What about talking with Mr. Burns himself?

[GROUP LEADER ANSWERS]

QUESTION #13: That sounds good, but it doesn't stop here. What skills and resources do you need to do well?

[GROUP LEADER ANSWERS]

**PROJECT TALK**  
**COMMUNITY RESOURCES FOR YOUTHS**

**Directory of Services:**

1. New York City YOUTHLINE

1-800-246-4646

Available 7 days a week, 24 hours a day. Anonymous and confidential resource line and crisis intervention for teens. Helps locate services in your area.

**Multiple Services:**

1. The Door

555 Broome St. at 6th Ave.

New York, NY 10013

212-941-9090

Call to set up an appointment

**Ages:** 12 -21

Provides medical services, counseling services, legal assistance, food, child care, education and pre-vocational programs, career counseling, GED, job training and placement.

2. Covenant House

460 West 41st St. (near 10th Ave.)

New York, NY 10036

212-613-0300

Walk-in service, open 24 hours a day, 7 days a week

**Ages:** under 21 years of age

Provides a crisis shelter, medical care, legal assistance, counseling, food, clothing, job placement and training program. Other services include a semi-supervised transitional living program and a program for pregnant teens or teens with children.

**Counseling Services:**

1. Jewish Board of Family and Children's Services

(All boroughs)

212-473-4300

2. Brooklyn Center for Psychotherapy

300 Flatbush Ave.

Brooklyn, NY 11217

718-622-2000

3. Youth Counseling League

138 E. 19th St.

New York, NY

212-473-4300

**Employment Services:**

1. New York Department of Employment  
220 Church St. 5th Floor  
New York, NY 10013  
1-800-JOBS-NYC

2. Job Corps- U.S. Dept. Of Labor  
201 Varick St., Rm. 897  
New York, NY 10014  
212-337-2281

**GED Services:**

1. Board of Education 1590 Bedford Ave. Brooklyn, NY 11225 718-604-2306	42-15 Crescent St. Long Island City, NY 11101 718-361-9480
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2. Henry Street Settlement  
301 Henry St.  
New York, NY 10002  
212-254-3100 212-473-1474

3. CUNY College  
Various College Campuses  
GED: 212-794-5300  
BASIC SKILLS: 212-794-5511

**Hotlines:**

1. AIDS Hotline  
1-800-TALK-HIV GMHC Hotline: 212-807-6655

2. Alcohol & Drug Information  
1-800-729-6686

3. Crime Victims Hotline  
212-577-7777

4. Suicide Hotline  
212-673-3000

**Legal Services:**

1. Legal Aid Society  
212-255-6673  
718-645-3111

**Medical Services**

1. Bellevue Teen Outreach Prevention Service  
First Ave. & 27th St.  
New York, NY  
212-263-8973

2. Project HEALTH  
1-800-825-5448

3. Ryan Community Health Center  
110 W. 97th St.  
New York, NY  
212-749-1820

4. Soundview Health Center  
731 White Plains Rd.  
Bronx, NY  
718-589-8775

5. Staten Island University Hospital  
718-226-2640

**Substance Abuse:**

1. The Loft  
161 Atlantic Ave. Rm. 203  
Brooklyn, NY 11201  
718-802-0398

2. Promesa  
1776 Clay Ave.  
Bronx, NY 10457  
718-583-1300

3. Phoenix House  
164 West 74th St.  
New York, NY 10023  
212-595-5810

4. Lower East Side Service Center  
46 East Broadway  
New York, NY  
212-431-4610