# Suggested Career Transition Period (CTP) Activities for TEAP

## Introduction

The activities will provide students with strategies to remain healthy during the Career Transition Period (CTP), and after they leave Job Corps. They contain discussion topics, classroom lessons, and worksheets.

## Getting Ready

Before completing these activities:

* Brief the class or group on issues of confidentiality and respect. Ensure that everyone understands that discussions do not leave the room and that this should be a safe place to explore questions and differing views.
* Read through the activities as many of the activities require materials and preparation.

## Outline of CTP Activities

* Module 1: Wellness and Employability
  + Activity: Drug Testing in the Workplace
  + Worksheet: Employability Plan
* Module 2: Finishing Strong – CTP as a Recipe for Lifelong Success
  + Activity: Recap of Time at Job Corps
  + Worksheet: Overcoming Barriers
  + Activity: Discussion Topics for CTP
* Module 3: Accessing Employee Assistance Program (EAP) Services After Job Corps
  + Activity: Accessing a Company’s Employee Assistance Program (EAP)

### Module 1: Wellness and Employability

## Activity: Drug Testing in the Workplace

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| **Instructor Overview** | Drug testing frequently occurs in an employment setting. After Job Corps, some students will be tested for drugs as a condition of employment and some will be subject to random testing or testing after an accident. This activity helps students consider the ramifications of drug use and the potential effects drug use may have on their lives. |
| **Overview** | Drug testing laws vary from state to state and policies vary between companies. After Job Corps, some students will be tested for drugs as a condition of employment and some will be subject to random testing or testing after an accident.  This activity is designed to help students think about the ramifications of drug use and the potential effects drug use may have on their lives. |
| **Learning Objectives** | Students will be able to:   * Describe the need to abstain from drugs to remain employable |
| **Materials** | * None |
| **Getting Ready** | * Review state laws regarding drug testing in the workplace. The American Civil Liberties Union provides a downloadable PDF at <http://www.aclu.org/drug-law-reform/state-state-workplace-drug-testing-laws>. |
| **Pre-Activity Discussion** | * Introduce state laws surrounding workplace drug testing. |
| **Activity** | * Have students break into small groups of two or three. * Have students discuss the following questions:   + What might happen if you tested positive for drugs on a job interview?   + How might this affect your future? |
| **Post-Activity Discussion** | * Bring students back and ask them to share their answers. * Offer encouragement. They have come this far! |

**Worksheet: Employability Plan**

As you prepare to leave Job Corps, it becomes very important to identify those behaviors that you will need to continue practicing to be successful. It may also be necessary to identify those areas of your life where you still have to change certain behaviors. Your family may also need to be involved in these decisions if you plan to share a home with them.

The following exercise asks you to outline important behaviors you will need to continue working on and to identify a plan for making these changes.

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| **Behavior I Will Work On** | **How I Will Make These Changes** |
| **Example:** Not using drugs | 1. Attend a 12-step group twice a week. 2. Continue to develop friendships with other non-using peers I have met. 3. Avoid situations where drugs and alcohol may look attractive to me. |

1)

2)

3)

### Module 2: Finishing Strong – CTP as a Recipe for Lifelong Success

## Activity: Recap of Time at Job Corps

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| **Instructor**  **Overview** | This section is designed to create a feeling of competence and success in students by reminding them that they have successfully completed the first three phases of Job Corps. These activities are meant to be delivered near the end of a student’s time in Job Corps. |
| **Overview** | Students in CTP have made tremendous strides so far. This activity is designed to help students reflect on what has made them successful so far. |
| **Learning Objectives** | Students will be able to:   * Identify three common challenges experienced during CTP * Identify ways to cope with common challenges * Develop a plan for how to overcome these challenges * Identify one or two specific concerns and related goals they have during CTP |
| **Materials** | * Chalkboard or whiteboard * Worksheet |
| **Getting Ready** | * Review all portions of activity * Print worksheets |
| **Pre-Activity Discussion** | Congratulate students for making it this far in the program. |
| **Activity – Part I** | Have students brainstorm the factors that have helped them to be successful during the first two phases of Job Corps and write these on the whiteboard or chalkboard. If students have difficulty with this, it might help to discuss general groupings of factors as listed below.   * Personal/individual strengths: high motivation, focus on goals and better future, love of trade * External structure and routine: waking up at set time, set daily schedule and expectations * Support/mentoring: helpful and supportive instructors, independent living advisors, counselors, health and wellness staff * Access to healthcare services: support with not using drugs/alcohol, medication for mental health and/or health problems, etc. |
| **Activity – Part II** | As a group, have students identify common challenges and worries they have during the CTP phase. What are the potential challenges they may have transitioning to work and leaving Job Corps? (List these on the whiteboard.) If students have difficulty with this, it might be helpful to raise some of the following issues:   * Access to healthcare (e.g., access to medication and medications) * Conflict with family members/challenges of moving back home (e.g., how to have adult relationships with parents) * Sleeping (e.g., problems getting to sleep, staying asleep, or getting up in morning) * Healthy living (e.g., eating well/regularly, access to gym/recreation/exercise, avoiding drugs/alcohol) * Developing healthy relationships, setting boundaries * Conflict with supervisors * Conflict with coworkers * Parenting challenges (e.g., kids sick, feeling isolated as parent, not knowing how to parent)   ***Optional additional activity:***  You may provide students with specific information on how to cope with several areas that are frequently challenging during this period on your center. You may decide to brainstorm and problem solve around this collaboratively as a group, or provide students with written information with ideas on how to cope with particular challenges, or you may provide an additional brief presentation on several areas, as time allows. |
| **Activity – Part III** | Provide each student with a pen and one or two *Overcoming Barriers* worksheets.   1. Ask students to take a few minutes to identify one or two challenges they feel they may have during CTP. Write each area on top of the *Overcoming Barriers Worksheet*. 2. Provide an example of how to complete the *Overcoming Barriers Worksheet*. Ideally, elicit challenge from a group member or use one raised during general discussion. 3. Allow ten minutes for students to complete their own *Overcoming Barriers Worksheet*. Walk around and assist students as needed. If the group is cohesive and open with each other, students could complete this activity in pairs to assist each other. |
| **Post-Activity Discussion** | Discuss that transitioning to work and life after Job Corps is a process. Encourage students to keep a copy of the *Overcoming Barriers* worksheet to use later. Discuss your availability to assist students with any particular challenges they might want to explore further (this could be done individually or in a group). |

**Worksheet: Overcoming Barriers**

1. What are you worried might hold you back during CTP? That is, what stresses you out about completing Job Corps?
2. What is your goal for CTP?
3. List at least three reasons why meeting this goal is important to you.
4. List three things you can do to meet your goal:
5. What is the first step you will take in meeting your goal?
6. Some things that could get in the way of meeting your goal. Give two possible obstacles to meeting your goal and ways to handle the obstacles.

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| **Possible Obstacles** | **How will you handle the obstacles?** |
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1. Support from others is very important. How can others help you meet your goal?

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| **Who will help you meet**  **your goal?** | **How will they help you?** |
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1. How will you know if your plan to meet your goal is working?
2. What will you do if your plan is not working?
3. If you are struggling during CTP, who will you contact for help (e.g., Job Corps staff member you trust, family member, friend, crisis support phone line)?

## Activity: Discussion Topics for CTP

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| **Overview** | As students prepare to leave Job Corps, they may be apprehensive about the impending changes in their lives. Below is a partial listing of discussion topics. You may choose to focus on a few or touch on most or all of all. |
| **Learning Objectives** | Students will be able to:   * List strategies to deal with common issues |
| **Materials** | * None |
| **Getting Ready** | * Review topics and solutions * Add any additional topics |
| **Pre-Activity Discussion** | * None |
| **Activity** | Discuss the following topics with students:   |  |  | | --- | --- | | **Conflict with parents, supervisors, peers** | * + Assertive communication skills   + Distress reduction strategies   + Coping with different communication styles   + Anger management | | **Sleep problems** | * + Sleep hygiene/strategies to get to sleep and stay asleep   + Issues with sleeping medication | | **Stress** | * + Stress reduction strategies   + Controlling responses to stress | | **Developing healthy relationships** | * + Boundaries, relationship building skills   + Education regarding dating violence/healthy romantic relationships | | **Parenting Challenges** | * + Parenting styles, behavior management | | **Access to healthcare** | * + How to find/access health resources | | **Relapsing on drugs/alcohol** | * + Access to resources, developing relapse prevention plan prior to leaving Job Corps | | **Housing/living resources** | * + How to access resources in area | | **Returning to violent community** | * + Realistic safety planning | | **Increasing mental health symptoms** | * + Recognizing mental health problems | | **Continuing healthy behaviors initiated in Job Corps** |  | |
| **Post-Activity Discussion** | Ask students if they have any other topics they would like to discuss. |

### Module 3: Accessing Employee Assistance Program (EAP) Services After Job Corps

## Activity: Accessing a Company’s Employee Assistance Program (EAP)

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| **Instructor Overview** | Students receive substance-use related services while in Job Corps. These services can be tricky to navigate in the real world.  Many workplaces offer substance use services in the form of an Employee Assistance Program (EAP) program. There are also services available in the community to help people cope with substance-use issues. |
| **Overview** | Many employees offer EAP programs to help employees with mental health and substance abuse issues. These services are similar to Job Corps’ TEAP program. |
| **Learning Objectives** | Students will be able to:   * Articulate how to access an EAP program |
| **Materials** | * Computer |
| **Getting Ready** | * Research your own EAP program or an EAP program from a local company |
| **Pre-Activity Discussion** | * Introduce the concept of an EAP program. * Share about your EAP program’s offerings or the offerings of a local company. |
| **Activity** | * Have students research a company’s EAP program. This could be for a company for which they plan to work or for a random company. |
| **Post-Activity Discussion** | Have students share what they found. |