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## Learn How to Identify and Use Resources

### TRANSITION OBJECTIVE

Students will learn the importance of using resources and gain the skills to use resources effectively.

### RELEVANCE TO SUCCESSFUL TRANSITION

Successful people know the value of finding and using resources effectively. Resources commonly available include the newspaper, telephone book, the Internet, friends and family or organizations that can provide the needed assistance. Most young people need instruction in how and where to look for resources when they need them.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

A person who has helped me with a goal is . . .

### ❑ STEP 2: Convene Roundtable

"One resource I have to help me with my goals is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will recognize the value of using resources and learn how to find and use them effectively."

### ❑ STEP 4: Activity - 20 Minutes

Start a discussion about the President of the United States. Briefly go over the name of the current president and typical responsibilities. Using a screen image of the handout **Everyone Needs Resources** have students take turns reading the information. In pairs, have students answer the questions and share their answers with the class. This activity provides information about the U.S. government and emphasizes the importance of finding and using resources.

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PERSONAL MANAGEMENT: Unit 4
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### Everyone Needs Resources

Everyone needs resources, even the President of the United States. The President has an enormous job, working to support life, liberty, and the pursuit of happiness of the American people. This includes: supporting safety in American cities; providing excellent education for American children; supporting growth of jobs in America; creating positive relationships with other countries and maintaining the military to keep our country safe.

To be effective, the President cannot work alone. According to the Constitution of the United States, our government is made up of three branches: executive, legislative and judicial branches. At head of the executive branch the President must work with the other two branches of the government. The legislative branch consists of the Senate and House of Representatives. The judicial branch is headed by the Supreme Court. All three branches must work together to uphold the Constitution of the United States. In addition, the President works with many other advisors and experts who provide information and support.

For example, to decrease crime in American cities, the President would call together the attorney general and other advisors to study the problem. These people would then contract other experts, such as law enforcement agencies from each state, for information and recommendations. After all of the information has been compiled, the President would make recommendations to the legislative branch. At this point the legislative branch may enact a new law to decrease crime in American cities.

Discuss and answer these questions:

1. What are the major things a President must do to run the U.S.?
2. What kinds of resources would the President use to improve education in America?
3. How does the President find the resources?
4. What would happen if the President did not use resources and decided to do everything on his/her own?

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PERSONAL MANAGEMENT: Unit 4
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### ---RESOURCE ROUNDUP---

- 1
 

GOAL/ACTION: \_\_\_\_\_  
 WHAT I NEED: \_\_\_\_\_  
 WHO CAN HELP: \_\_\_\_\_
- 2
 

GOAL/ACTION: \_\_\_\_\_  
 WHAT I NEED: \_\_\_\_\_  
 WHO CAN HELP: \_\_\_\_\_
- 3
 

GOAL/ACTION: \_\_\_\_\_  
 WHAT I NEED: \_\_\_\_\_  
 WHO CAN HELP: \_\_\_\_\_

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**□ STEP 5: Activity - 25 Minutes**

Ask students to look at their list of goals from Lessons 3-6. On the worksheet **Resource Roundup** students complete the Goal/Action lines in the Sections 1-3. Next, in groups of four, students brainstorm the types of resources they will need to accomplish each goal or action. Then they write these in each of the *What I Need* lines of the worksheet. Students will then complete the three Who Can Help lines using the information about community agencies from Lesson 7.

Encourage students that any idea is a good one. This is the time to look at all possibilities

(for example, Goal: go to college; Need: tuition and book money, a car to get there, help in class, etc.). The next step is where to look. Circulate and offer assistance to each group. Tell students to use their imaginations and not to put any limits on what they think they need.

**□ STEP 6: Evaluate Outcomes**

One reason to find and use resources is "\_\_\_\_\_."

**□ STEP 7: Connecting Activity**

Go online to find websites about the President of the U.S. and one Senator from your state.

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## KEY WORDS

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**resources****assistance****action plan****provide****MATERIALS AND PREPARATION**

- Student Handouts: **Everyone Needs Resources**, page 177; **Resource Roundup**, page 178.
- Prepare to talk about the president.
- Prepare to offer suggestions as students begin to consider what they need.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing
- Thinking Skills: Creative Thinking, Problem Solving
- Personal Qualities: Responsibility, Self-Esteem, Self-Management