

10 Identify the Community Services You Are Using

TRANSITION OBJECTIVE

Students will learn about the services provided by specific community agencies.

RELEVANCE TO SUCCESSFUL TRANSITION

To effectively advocate for oneself, it is important to know what is available in the community. There is a wide variety of services in every community, from amusement parks and churches to post offices and shopping centers.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Places I go besides school and home are . . .

❑ STEP 2: Convene Roundtable

"A place I get help in the community is ____."

❑ STEP 3: Advance Organizer

"Today you will learn about services available in your community and identify those you use."

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PERSONAL MANAGEMENT: Unit 4 LESSON 10

Community Services

Check all of the places you visit independently on a regular basis. For each item you check, please answer the question.

- ☐ Amusement Park - When do you go?
- ☐ Bank - Do you have an account?
- ☐ Barber/Hairdresser - How often do you go?
- ☐ Car Repair - When do you take the car in?
- ☐ Car Wash - How often do you have the car washed?
- ☐ Child-Care Center - Who do you take?
- ☐ Clothing Store - Do you buy your own clothes?
- ☐ College Campus - Why did you go?
- ☐ Community Center - What activities are you involved in?
- ☐ Convenience Store - How often do you go?
- ☐ Department of Motor Vehicles - Why did you go?
- ☐ Dentist's Office - Do you make your own appointments?
- ☐ Department Store - Do you buy your own things?
- ☐ Doctor's Office - Do you make your own appointments?
- ☐ Donut Shop - How often do you go?
- ☐ Drug Store - Do you have prescriptions filled?
- ☐ Dry Cleaners - What clothes do you take?
- ☐ Fast Food Restaurant - Do you order and pay?
- ☐ Fire Station - Why did you go?
- ☐ Gas Station - Do you pump the gas?
- ☐ Grocery Store - What do you shop for?

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for each one checked. Use examples in your community to describe the items as well as how and why they are used. For those services not used, ask students why they think those services are not used. Briefly discuss how to access each service.

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PERSONAL MANAGEMENT: Unit 4 LESSON 10

Community Services

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- ☐ High School - How do you get to school?
- ☐ Hospital - Why were you there?
- ☐ Lessons - What lesson do you take?
- ☐ Library - Do you have a library card?
- ☐ Mail - How often do you go?
- ☐ Movies - How often do you see a movie?
- ☐ Park - When do you go to the park?
- ☐ Pizza Carry-Out - What pizza do you like?
- ☐ Police Station - Why did you go?
- ☐ Post Office - How often do you go?
- ☐ Shoe Repair - When did you go last?
- ☐ Shopping Center - How often do you go?
- ☐ Sports Practice - What do you practice?
- ☐ Sports Events - Which ones do you see?
- ☐ Traffic Court - Why did you go?

Name three of the most important community services you use on a regular basis.

1. _____

2. _____

3. _____

What new community services will you begin to use in the next six months?

1. _____

2. _____

3. _____

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❑ STEP 4: Activity - 25 Minutes

Using the **Community Services** handout on the screen image read through each of the items and then have students check those they use. Demonstrate this by checking those you use and answering the questions

❑ STEP 5: Activity - 20 Minutes

In pairs, have students complete the last section of the **Community Services** handout. After they have filled in the blank lines, have students share their answers with their partner. Next, ask for volunteers to share one or two of their answers with the class. To expand the list, ask the class to brainstorm any other community services not on this list.

□ STEP 6: Evaluate Outcomes

One reason I want to use community services is "_____."

□ STEP 7: Connecting Activity

Have students define the Key Words and prepare for a vocabulary contest. To hold the contest, students form groups of three and number off from one to three. Each group chooses a name. To start, name a word and give groups one minute to discuss the spelling and use it in a sentence. Next call a number from one to three, then call the name of a group. Student number 3 from that group spells the word or uses the word in a sentence. If this student is correct, call

another word and start the process again. If the student is incorrect, call the name of another group and have the student number three spell or use the word in a sentence. If correct, go on to another word, if incorrect go to another group. Keep score on the board for each group: Each try is worth five points, add five for a correct answer and subtract five for an incorrect answer. Start with easiest words and build to the harder words.

Students can also play Scrabble using the board game or electronic/Internet version. Students earn extra credit if they use a "Key Word."

KEY WORDS

shopping	traffic	hospital	police station	amusement
repair	convenience	department	grocery	dentist
doctor	clothing	practice	post office	movie
event	court	mail	order	volunteer
drive	bank	account	barber	hairstylist
child care	center	motor vehicles	appointment	prescriptions
restaurant	fast food		dry cleaner	fire station

MATERIALS AND PREPARATION

- Student Handouts: **Community Services**, pages 180-181.
- Prepare a screen image of the handout. Have transparency pens.
- Prepare examples.
- Prepare game activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Responsibility, Sociability, Self-Management