

# 14 Contact Community Organizations and Agencies

## TRANSITION OBJECTIVE

Students will identify and contact agencies and organizations that could be helpful to them.

## RELEVANCE TO SUCCESSFUL TRANSITION

Once students can identify their support systems, they must practice contacting and seeking assistance.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

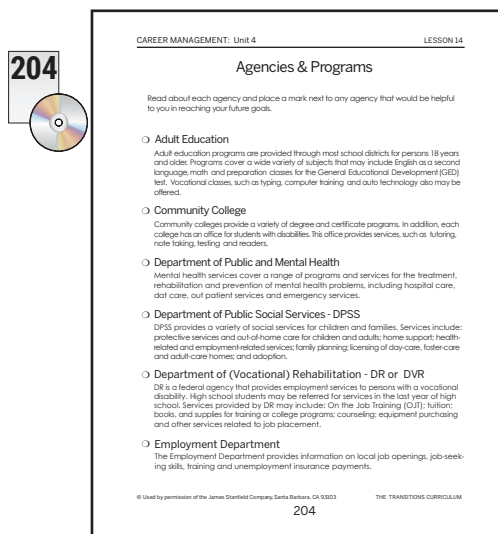
It is healthy to seek assistance because . . .

### ❑ STEP 2: Convene Roundtable

"I know it is important to seek assistance because \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn how to find and seek help from community agencies and organizations."



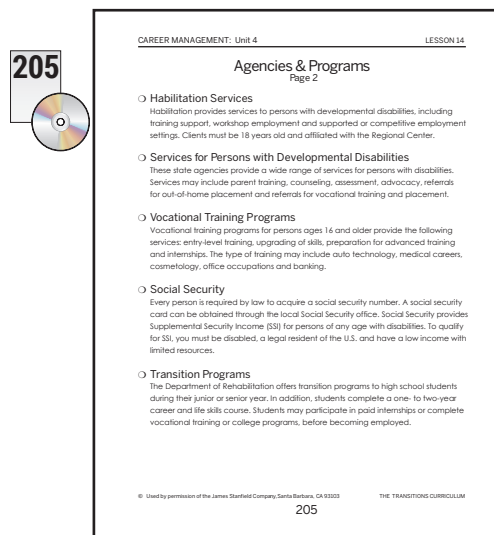
### ❑ STEP 4: Activity - 20 Minutes

Go over the two-page handout **Agencies & Programs** with the students. Some programs and agencies may have different titles. Have students identify which are community

organizations and which are public agencies. Tell students to become familiar with this information because they will need to use it to solve several problems. Distribute phone books and newspapers for students to write phone numbers, web addresses and names of people to contact at each place.

### ❑ STEP 5: Activity - 25 Minutes

Have students use the information from the handouts **Agencies & Programs** and **Circles of Support** to solve the problems described on the worksheet **Seek Assistance**. In this activity, students work individually or in pairs to determine who can provide assistance in each problem scenario.



### □ STEP 6: Evaluate Outcomes

When I need assistance, one place I can look is “\_\_\_\_\_.”

### □ STEP 7: Connecting Activity

Invite a speaker to present information from one of the organizations or agencies.

Have students name all of the resources they can use to get information about agencies and programs (e.g., online yellow pages, dial 411, online search engines, newspaper, phone book, community director).

206



CAREER MANAGEMENT: Unit 4
LESSON 14

### Seek Assistance

Use the Internet, newspaper, phone book and other resources from this unit to find solutions to these problems.

- \_\_\_\_\_ Your baby is sick and you have no medical insurance.
- \_\_\_\_\_ You filed your tax return but the IRS is asking for another form.
- \_\_\_\_\_ You need to register for the draft.
- \_\_\_\_\_ You lost your Social Security card and need another one.
- \_\_\_\_\_ You need assistance with housing.
- \_\_\_\_\_ You have lost your job and need to apply for food stamps.
- \_\_\_\_\_ You lost your job and need to be retrained for a new job.
- \_\_\_\_\_ You are having a hard time staying off of drugs.
- \_\_\_\_\_ You ran away from home and you need help.
- \_\_\_\_\_ You would like to make a little money by recycling cans and plastic.
- \_\_\_\_\_ You think you may be pregnant.
- \_\_\_\_\_ You moved into a new apartment and would like to get a free cat.
- \_\_\_\_\_ You would like your two-year-old son to go to Head Start.
- \_\_\_\_\_ You have high credit card bills and need financial counseling.
- \_\_\_\_\_ You had unprotected sex and want to be tested for H.I.V.
- \_\_\_\_\_ You broke up with your girlfriend and are feeling depressed.

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THE TRANSITIONS CURRICULUM

## KEY WORDS

solve

problems

rely

seek

### MATERIALS AND PREPARATION

- Student Handouts: **Agencies & Programs**, pages 204-205; **Seek Assistance**, page 206.
- Prepare to discuss how to access organizations and agencies.
- Prepare to have phone books and newspapers available for students.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening
- Thinking Skills: Problem Solving
- Personal Qualities: Responsibility, Self-Management