

11 Practice Being Your Own Best Resource

TRANSITION OBJECTIVE

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

RELEVANCE TO SUCCESSFUL TRANSITION

Students need to know that they can build self-determination by being their own best resources by taking action to use the resources they already know in their community. This will help students learn to count on themselves.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I can solve my own problems by . . .

❑ STEP 2: Convene Roundtable

"When I solve a problem on my own I feel ____."

❑ STEP 3: Advance Organizer

"Today you will learn that you can stand up for yourself and be your own best resource when you need help."

❑ STEP 4: Activity - 20 Minutes

Talk to the class about resources they already know about that are useful to them in solving their own problems. Encourage them to discuss public transportation to get to work or to think about how to open a savings account. Discuss who they might call for child care, emergency transportation and banking or financial companies. Point out that they need to go to family and friends to ask for assistance and yet they need to rely on their own ability to solve their problems as much as possible. Discuss and discourage over-reliance on social services systems and emphasize self-advocacy, self-determination and personal integrity.

Address the possibility of resources not being readily available and help students see that they can actually count on themselves for solutions. For example, you might use this scenario: "You have decided that you

want to enter a technical school, but you do not have the necessary money. No one in your family has ever been in a program like this, nor do they have the funds to help you out. What are some avenues you could explore?" Help students see that they would have to find people who could give them information. Some solutions might be: Call the school's financial aid office, talk to a bank loan officer, wait until they earn more money or take one class at a time while they live at home and work part time.

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PERSONAL MANAGEMENT: Unit 4 LESSON 11

SCENARIOS

1. You need transportation to your job, which is five miles from your home and two miles from your school. You work from 4:00 p.m. to 10:00 p.m. on weekdays, and from 8:00 a.m. to 12:00 p.m. on Saturdays. What will you do?
2. You are a junior in high school and would like to go to a junior college near your home. You don't know how to apply or if you have the money to pay tuition. What should you do now?
3. You think you might be interested in a career as a dental hygienist. You like the idea of working in a dental office. How can you find out what it takes to become a hygienist?
4. You want to play on a softball team, but your school doesn't have one. What could you do to fulfill this desire?
5. You want to buy a nice mountain bike for your brother's birthday, but don't know much about them or what they cost. What should you do?
6. You have real interest in working with people who are deaf. How would you go about getting into this area?
7. You like to act, but your part-time job prevents you from being involved in the school's drama club. What could you do to solve this problem?
8. You feel unhappy and worried most of the time. It's starting to affect your school work and make you not want to be with friends. What will you do to improve things?

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❑ STEP 5: Activity - 30 Minutes

Using the **Scenarios** handout students solve the situations in groups of three. Assign one scenario to each group. Give groups

ten minutes to decide together how they would find a solution for the situation. Have a spokesperson for each group briefly tell the class their solution to the scenario. If time allows, give groups a second **Scenarios** and repeat the process.

❑ **STEP 6: Evaluate Outcomes**

One way I can be my own resource is "_____."

❑ **STEP 7: Connecting Activity**

Have students go online to find a resource they could use in the future. Students then

report the following information in small groups: name of resource, location, phone number, website, name of contact person, why this will be a good resource for them and the services this resource has that they need. Examples include: a local college, military recruitment center, technical school (cosmetology, computers, secretarial, medical/dental), employment agency, auto repair shop or a real estate/rental agency. Have students keep score on the information they procure by awarding five points for each item of information. The student with the highest score is the winner.

KEY WORDS

solutions

self-initiative

resourceful

independent

integrity

MATERIALS AND PREPARATION

- Student Handout: **Scenarios**, page 183.
- Prepare discussion about accessing resources.
- Prepare Scenario activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Math, Listening, Speaking
- Thinking Skills: Creative Thinking
- Personal Qualities: Responsibility, Sociability, Self-Management, Integrity/Honestly