

# 12 Practice a Process to Analyze Your Resources



## TRANSITION OBJECTIVE

Students will apply a process to use in analyzing their resources.

## RELEVANCE TO SUCCESSFUL TRANSITION

Once we are aware of what our needs are and what is available to us, we can start to access the resources we need. It is important for students to practice analyzing and using the most logical resources to assist them in solving their problems.

## INSTRUCTIONAL SEQUENCE

### □ STEP 1: Update Journal

I know how to find the help I need by . . .

### □ STEP 2: Convene Roundtable

"One way to find the right resource is \_\_\_\_."

### □ STEP 3: Advance Organizer

"Today you will practice a process to help you identify the best resource to solve your problem."

writing in the costs and requirements of each resource.

### □ STEP 5: Activity - 30 Minutes

Have students now use **Resource Circles** to diagram the resources they have available at this time. Go over this worksheet by using a screen image to demonstrate your own **Resource Circles**, then walk students through each step to help filling in their circles. Working in pairs, have students follow directions to write their names in the center circle. Next, they write the names of helpful people they know well in the middle circle and finally, they write names of community agencies and services that provide support in the outer circle. These could include the Department of Rehabilitation, Employment Development Department, March of Dimes, Epilepsy Society, Alcoholics Anonymous and other local services and agencies.

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PERSONAL MANAGEMENT: Unit 4 LESSON 12

### Resource Analysis

Name all of the resources you have studied and answer the questions in each column.

Name of resource	Is it free?	How much does it cost?	What are the access requirements?

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### □ STEP 4: Activity - 20 Minutes

Review information from Lessons 7-9 including all of the resources that the students have heard about from class presentations and speakers. Remind students that friends and family are some of the most important resources. As you review, have students complete the **Resource Analysis** worksheet,

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PERSONAL MANAGEMENT: Unit 4 LESSON 12

### Resource Circles

**Directions:** Use the Resource Circles to make a diagram of resources that can provide support. First, write your name in the center circle because you are your own greatest resource. Next, in the inner circle, write the names of people you know well and are resources to you in your life now such as: family, friends, teachers, neighbors and co-workers. Finally, in the outer circle, write the names of community agencies and services that can help you now and in the future.

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☐ **STEP 6: Evaluate Outcomes**

One of the most important resources in my circle is “\_\_\_\_\_.”

☐ **STEP 7: Connecting Activity**

Have students telephone or email an agency they previously identified as resources to

get information about the eligibility process and specific services they could receive from the agency. Follow-up by having students report this information to other small discussion groups. Also ask them to share their experiences in contacting the agencies and which method was most successful (telephone, email or other).

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**KEY WORDS**

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**resources****agencies****organizations  
access****eligibility****requirements**

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**MATERIALS AND PREPARATION**

- Student Handouts: **Resource Analysis**, page 184; **Resource Circles**, page 185.
- Prepare a screen image of handout and prepare to review Lessons 7-9.
- Prepare a screen image of the handout.

**SCANS FOUNDATION SKILLS**

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