

Lesson Five: Finding and Using Community Resources

Sometimes people face barriers they need help to overcome. All communities offer different types of resources to help people facing barriers. This activity will allow participants to think about a specific situation and decide which types of resources would be beneficial. Participants will also visit community resource websites to find local resources available for the people described in their assigned scenario.

STANDARDS ALIGNMENT

North Carolina Guidance Essential Standards:

- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

North Carolina Career Development Coordinator Standards:

- Standard II.d. Adapt their services to accommodate diverse student populations.

ISTE Standards Constructor 3.c

- Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

North Carolina Community College System College and Career Ready Adult Basic Education Standards

- LA.4.10: Read and comprehend complex informational texts independently and proficiently. CCR Anchor 10

Workforce Development Standards

- 20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

STUDENT OBJECTIVES

At the close of the lesson, learners will be able to say... I can

- determine types of resources a person may need in a specific situation.
- locate information on local resources to help people in times of need.

MATERIALS NEEDED

- computer, projector, internet access, screen to show video
- **I can** statements on poster board or handout
- handouts for each group (it's ok for more than one group to receive same scenario)

DELIVERY SUGGESTIONS

The suggested time for the following lesson is 60 minutes. Participants need computer access, and room arrangement in groups of two or three. Maximum number of participants is 25-30.

The following lesson is appropriate for:

- middle school students
- high school students
- adult learners

INSTRUCTIONS

1. State and share **I can** statements with learners, so they will know the purpose of the lesson.
2. Divide participants into small groups of 2 or 3. Each group should have access to the internet and a device. Give a handout to each group.
3. Ask groups to read the scenario and discuss among themselves which resources might be appropriate for the person described. After discussing in small groups, have each group report out by reading their scenario and stating the types of resources they suggest. Allow learners in other groups to offer insight or suggestions. Refer to instructor tips page for suggestions.
4. Discuss with participants some local resources they are aware of in their community. Show videos for NC211 (<https://bit.ly/3AobdQt>) and FindHelp.Org (<https://bit.ly/3isnPjr>). Discuss how these websites might be helpful.
5. Ask groups to choose 3-5 types of resources needed for the person described in their scenario. Then group members should use NC211, FindHelp.org or another website to find local information they would share with the person described in the scenario if that person were their friend or neighbor. Participants should use their zip code or city when asked.
6. Have groups share a few resources they found for the person in their scenario with the larger group. Allow for discussion about resources participants may not have been aware of before this exercise.

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7. Discuss how people needing resources can access the resource once they have the information. Potential discussion questions: Should they call or email or go in person? When should they follow up if they haven't heard back? Should they keep a log of when they called and who they talked to?
8. Close by returning to the **I can** statements. Read each and ask participants to acknowledge if they feel they have accomplished the statement.
9. You may choose to ask participants to provide formal feedback by accessing the following link: <https://conta.cc/3Cx9sSO>

LESSON CONTRIBUTOR

Brandi Bragg

Career Pathways Facilitator

NENC Career Pathways

brandi.bragg@nencpathways.org



MEET MARCUS

WHAT RESOURCES DOES MARCUS NEED?

Marcus recently separated from the military after 6 years of service. Marcus has PTSD, which means that some days are more difficult for him than others, and he has to be careful of triggers like loud noises. Due to his diagnosis, Marcus is unable to drive but he's bored staying at home all the time. He would like to get a part-time job or volunteer.



List below the resources Marcus needs. Then visit NC211.org or FindHelp.org to list local resources Marcus could use.



MEET KIM

WHAT RESOURCES DOES KIM NEED?

Kim is 19, blind and a recent high school graduate. She has never held a job and is very shy and soft spoken. She's not sure what she wants to do or what she would be good at, but she knows that she wants to earn a paycheck so she can move out of her parents' house and become more independent. Kim would also like to make friends but doesn't know how.



List below the types of resources Kim needs. Then visit NC211.org or FindHelp.org to list local resources Kim could use.



MEET JOE

WHAT RESOURCES DOES JOE NEED?

Joe has a recent conviction for possession of marijuana. While in jail, he worked on his GED but wasn't able to complete it because he struggles with literacy. As a condition of his probation, Joe needs to work and pay fees. Joe is currently living in the homeless shelter, and only eats when the shelter has food available.



List below the types of resources Joe needs. Then visit NC211.org or FindHelp.org to list local resources Joe could use.



MEET FELICIA

WHAT RESOURCES DOES FELICIA NEED?

Felicia is a single mom who currently works at a grocery store as cashier/stocker. She wants a better paying job but only has her high school diploma. She is concerned about the cost of tuition and books. Because Felicia and her children have survived an abusive past, her children struggle with being left with childcare providers.



List below the types of resources Felicia needs. Then visit NC211.org or FindHelp.org to list local resources Felicia could use.

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Suggested resources: Employment Services, Post-Secondary Education Agencies, Domestic Violence Services, Child Care Services, Tuition Assistance Services,

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Suggested resources: Veterans Services, Mental Health Services, Vocational Rehabilitation Services, Transportation Services, Employment Services, Volunteer Agencies

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Suggested resources: Youth Employment Services, Post-Secondary Education Agencies, Peer Support Services, Vocational Rehabilitation, Division of Services for the Blind, Housing Services, Transportation Services

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Suggested resources: Re-Entry Services, Literacy Services, Adult Education Services, Employment Services, Housing Services, Food Pantries