



**Learning Target:** At the end of this activity, students will be able to identify resources and agencies that can support them in reaching their employment goal.

**Pre-ETS Connection:** Self-Advocacy, Workplace Readiness

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

---

[Self-Advocacy Activity: Community Resource Mapping](#)

[Statewide Community Resources](#)

[Supports and Partnerships](#)

[Webcast: Virtual Community Resource Maps: Tools, Tips, and Tricks](#)

[Virtual Transition Fair: Employment Programs and Resources](#)

[Community Resource Mapping: Community of Practice](#)

[Resource Log Template](#)

## Materials and Preparation

---

- Computers or tablets if completing activity with technology
- Printed resources as needed: Fact Sheet, Resource Log Planner and Template, Resource Log Planner and TN Pathfinder Guide, Resource Interview Form

## Providing Accommodations

---

- Arrange for accommodations for your students with fine motor needs such as operating a computer mouse. For example, allow students to point to the screen while someone else clicks the options for them
- Use a peer to help guide students through the activities
- Read the content out loud to the students
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with the teacher to ensure any new vocabulary is inputted into the students' Augmented and Alternative Communication (AAC) devices

## Vocabulary Review

---

- Review the suggested vocabulary using the online vocabulary review or [print out course vocabulary flashcards](#).



## Think About

---

- Do you have any obstacles or challenges that are keeping you from getting a job?
- What resources or people currently support you with reaching your goals?
- What resources are in your local community that can help you get a job?
- What information or support do you need to be able to feel ready for a job?
- How do you keep track of the websites, agencies, and other community resources that can support you?

## Play the Game

---

- Instruct students to play the game found on the Get Involved page
- Students can play the game independently, work in small groups, or play as a class

## School-Based Activity

---

**Discuss:** Instruct students to read through the fact sheet independently, with a partner, or as a group. After reviewing the information on the fact sheet, use the Think About questions to prompt discussion about the different ways students can receive services and supports from agencies, websites, and individuals in their community to support their employment goals.

**Explain:** Emphasize that there are many different types of resources available to help people get a job. Resources can be agencies, websites, local businesses, service providers, teachers, family, or even friends and neighbors. Gathering different types of resources help people to be prepared to have a successful employment experience.

One way to start gathering and tracking resources is to create a resource log that lists agencies, websites, businesses, or individuals that students would like to investigate to see if they can provide the support the student needs. Not all people need the same type of support or services, so it is important to think about the person's individual needs when starting to build a resource log.

- Students will begin to gather resource options that can support them with their individual needs and help them to understand and gain employment
- Students will identify questions they have about employment, advocacy, and finances and benefits
- Students will brainstorm and research different agencies, websites, businesses, or individuals who can support them with getting the information or supports they need



- Students have 2 options for completing this activity:
  - Option 1: [Resource Log Planner and Template](#)
    - Students create a list of questions they have or supports they need using the form.
    - Students select the type of resource that can answer the question or provide the support.
    - On page 2, students will create a list of national, state, or local resources that will support them with their goal of employment.
  - Option 2: [Resource Log Planner and TN Pathfinder Guide](#)
    - Students create a list of questions they have or supports you may need using the form.
    - Students select the type of resource that can answer the question or provide the support.
    - On page 2, Students can follow the steps to create an account profile on [Tennessee Disability Pathfinder](#).
    - Bookmark resources and agencies that can support them with their goal of employment.

## Community-Based Extension

---

Students will select an agency that they are interested in exploring. Students will complete an interview to gather information about the services and supports that this agency can provide.

- Download the [Agency Interview Form](#)
- Guide students to select an agency that they would like to explore
- Students can add their own questions by filling in the blank question space on the form
- Assist students in scheduling an in-person, virtual, or phone interview with a representative from the local agency or business
- Students will record answers to the questions using the fillable form
- After the interview, guide students to answer the reflection questions