



Learning Target: At the end of this activity, students will be able to explain how a community resource map can support them reach their goals after high school.

Pre-ETS Connection: Self-Advocacy

Time Recommended: 60 Minutes

TransitionTN Additional Resources for Instructors

Self-Advocacy Community Resource Mapping Activity:

<https://transitiontn.org/vr/self-advocacy/>

Statewide Community Resources:

<https://transitiontn.org/vr/wp-content/uploads/2020/05/ACRM-Statewide-community-resources-.pdf>

Webcast – Community Resource Mapping:

<https://transitiontn.org/virtual-community-resource-maps-tools-tips-and-tricks/>

Creating Student Resource Maps Training:

<https://vimeo.com/722979296>

Community Resource Mapping for Pre-ETS Providers Training

<https://transitiontn.org/community-resource-mapping-pre-ets-training/>

Creating Student Resource Guides:

<https://sites.google.com/view/mymapscop/home>

Materials and Preparation

- Computers or tablets if completing activity with technology
- Printed resources as needed (fact sheet, activity cards, recording form, etc.)



Providing Accommodations

- Arrange accommodations for students who have fine motor skills needs such as using a computer mouse. For example, instead of operating a computer mouse, have students 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 entered into the students' Augmented and Alternative Communication (AAC) devices.
- In the school-based activity, you can have students complete one, multiple, or all examples. You can tailor the activity to best fit your student's needs.

Vocabulary Review

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

Think About

- What types of resources can go on your community resource map?
- What resources are in your community that can help you get a job?
- What resources or people currently support you?
- What are the different ways you can create a community resource map?
- How can using a community resource map help you with finding a job?

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 a community resource map can support them with continuing their education.

Explain: Emphasize that communities have different resources that can give support to people differently. Students will need different resources for different areas of their lives. When students know their needs, it can help them decide which resource will support them the most.

One way to organize resources is to create a community resource map. Community resource maps can include agencies, businesses, colleges, vocational training programs, inclusive higher education, websites, service providers, teachers, family, or even friends. Having their resources organized in one place will help students identify resources and their contact information easily.

As students begin preparing to create their community resource maps, they will need to determine a format to use. They will also need to identify different types of resources that will benefit them.

- In this activity, students will review examples of community resource maps.
- Students will download or print the [Map Review Activity](#)
- Students will read each example and review the resources identified on the map
- Students will answer the questions about each community resource map

Community-Based Extension

After students have completed the school-based activity, they can begin to identify resources for their own community resource maps. Students will need to download the [Recording Form](#) for this activity. Students will identify two resources or organizations they would like to learn more about. The student can interview a staff member or go on a visit to gain more information. Students will gather information about the services and supports they can provide. After completing the form, have the student answer the reflection questions and decide if this is a resource they want to add to their community resource map.