# EPISODE 5 Not It

Theme: **RESPONSIBILITY** 

## EPISODE CONCEPT needs assessment

#### STUDENT OBJECTIVE\*

I can define the term needs assessment and apply it to a variety of situations.

### **EPISODE CHALLENGE**

Nobody wants to deal with the new client Herb—and it's no wonder.
He's annoying, needy, and strange looking. The staffers keep passing him around like a hot potato; no one wants the responsibility. A closer look at his file, however, reveals the true nature of his problems—and allows him to get the care he needs.

## **PREPARE: EPISODE MINI LESSON**

**BEFORE CLASS:** Copy the map below onto the board. Include only the category headings and the term *needs assessment* at the top. Alternatively, you may project the uncompleted map on the next page of this lesson onto a whiteboard. Answers in blue are suggestions only.

Keep the completed map on the board so that students can refer to it as they play Episode 5.

## **TAP PRIOR KNOWLEDGE (10-12 MIN)**

Tell students that Episode 5 is about getting the right kinds of help to victims of a hurricane. Refer to the model on the board. Tell students its purpose is to help them understand the term *needs assessment*.

Brainstorm with students a list of things a hurricane victim might need in the days following the storm. Write them in the LIST box. Explain that the headings *Food and Shelter, Medical,* and *Social Services* are categories of different kinds of needs. Help students complete the model by sorting the needs into categories.

#### WORD/CONCEPT needs assessment LIST hunger no phone serious injury no dry clothes no home no water first aid worry about anxiety about friends & family the future lost pets need medicine **GROUP SOCIAL SERVICES FOOD & SHELTER** MEDICAL **CATEGORY CATEGORY CATEGORY** hunger serious injury worry about no home first aid friends & family need medicine no water lost pets no dry clothes anxiety about no dry clothes the future no phone

## **GET READY TO APPLY (1-2 MIN)**

Tell students that in Episode 5 a client's problems fall into several categories. Based on what they learned, how might categorizing problems be a part of a *needs assessment*? (In cases where a client has multiple problems, the client can be matched with professionals who have the right kinds of expertise.)

<sup>\*</sup> Display this objective at start of class and ask a student to read it aloud.

WORD/CONCEPT		
LIST		
GROUP		
RESOURCES CATEGORY	SOCIAL SERVICES CATEGORY	MEDICAL CATEGORY