

Lesson Six: Teacher Sheet

Lesson Synopsis

Students practice what they have learned about self-advocacy and gain confidence with their own self-advocacy style.

Lesson Objectives

1. Describe why self-advocacy takes practice.
2. Describe why self-advocacy preferences may change over time.
3. Create and use personalized self-advocacy tools and techniques that make sense for the person using them.
4. Support other students in finding the right mix of individualized self-advocacy tools and techniques that maximize advocacy effectiveness.

Lesson Activities

1. Introduce lesson concepts.

A Teacher PowerPoint includes basic lesson concepts and two self-advocacy scenarios for students to discuss when utilizing the Student Centerpiece. Teachers can tailor the scenarios or provide alternative scenarios as needed.

2. Student Centerpiece

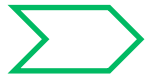
Students review various self-advocacy tools and strategies. The students should have an opportunity to showcase tools they have used and designed themselves. Students also discuss how they might approach different self-advocacy scenarios provided in the Teacher PowerPoint. See if any students suggest that Yoshimi could have done a Sensory Checklist before going to the game. Students shouldn't feel pressured to come up with one single correct answer. The point of these exercises is to demonstrate that a wide variety of self-advocacy approaches exists.

Students also describe themselves. They should be encouraged to think how their personalities might influence their self-advocacy style. The purpose of the exploration is for students to reflect on which self-advocacy approaches feel most comfortable and effective for them as individuals.

3. Enrichment Activities

Please refer to the *Lesson 6 Block 3: Enrichment Activities Sheet* for activity ideas and details.

Lesson 6 Block 2: Student Centerpiece



Hidden Social Rule:
Everyone has a different self-advocacy style.

Self-Advocacy: Review

So far, you've learned a lot about self-advocacy. You also practiced using several self-advocacy tools such as the Sensory Checklist, 5-Point Regulation Scales, Communication Cards, and Conversation Plans. Look over a few that you designed yourself. Do you have a favorite? Did one work better than another?

Self-Advocacy Brainstorm

Look at the following scenarios. What might you suggest for Yoshimi and Jamal? Does everyone in your class agree? Or do some students have different suggestions? Would the suggestions work for you in similar situations?

Scenario 1: Yoshimi

- Rob invites Yoshimi and a bunch of other students to the basketball game on Saturday. Yoshimi is excited to go.
- Once at the basketball game, Yoshimi is overwhelmed by the amount of noise. Also, the smell of the hotdogs is making her sick.
- What tools could Yoshimi use to advocate for herself in this uncomfortable situation?

Scenario 2: Jamal

- Jamal got all dressed up as a snail for Halloween. He was excited to go to the Halloween Party. But he was worried, too.
- Jamal has a hard time chatting when he is at a crowded party. He even loses his voice sometimes when people ask him lots of questions.
- Can you think of a self-advocacy tool that Jamal could use at the party?

Your Self-Advocacy Style

Some self-advocates are bold. They speak out whenever they need help or something is wrong. Other self-advocates are quieter. They may come from cultures where it isn't polite to speak out. Or they may feel shy.

Some self-advocates like their tools to be very basic. For example, in Lesson 3, Sheila's 5-Point Anxiety Scale was plainly numbered 1 to 5 with a few basic clues about what to do for each level. Did anyone in your class make a more elaborate 5-Point Scale?

Whether you are protesting at the White House in Washington, D.C., or trying to get through math class, knowing your self-advocacy style will help you pick and design techniques, tools, and strategies that make sense for you.

Describing Me

In general, I'm:

<input type="checkbox"/> Quiet	<input type="checkbox"/> Inventive	<input type="checkbox"/> Traditional	<input type="checkbox"/> Friendly	<input type="checkbox"/> Proactive	<input type="checkbox"/> Bold	<input type="checkbox"/> Serious
<input type="checkbox"/> Artistic	<input type="checkbox"/> Fun	<input type="checkbox"/> Brave	<input type="checkbox"/> Innovative	<input type="checkbox"/> Curious	<input type="checkbox"/> Outgoing	<input type="checkbox"/> Shy

OR: _____

My Personality and Self-Advocacy

How does your personality influence your self-advocacy style? _____

My Favorite Self-Advocacy Tools

Lesson 6 Block 3: Enrichment Activity Sheet

Self-Advocacy Dramatizations

Students act out all the different tools, approaches, techniques, and methods of self-advocating in a fictitious or real self-advocacy scenario. This activity provides a lively and dynamic opportunity to try out self-advocacy while still within the protection and familiarity of a safe environment.

Real-World Self-Advocacy Practice

Students share difficult or challenging situations with each other and elicit from peers self-advocacy suggestions.

Students then take these suggestions and try them out in real-world scenarios.

After attempting to advocate for themselves in these real-world situations, students report back to the class on what happened. What worked? What didn't work? Would a different tool, technique, or approach be more effective next time?

As part of this activity, students could make 5-Point Scales, Communication Cards, Conversation Plans, or use a Sensory Checklist.

Self-Advocacy Demonstration

Students document a self-advocacy success. They may showcase a tool they created and how they used it. They may produce a poster explaining how they advocated through a situation. Students with special interests or talents might demonstrate a self-advocacy success through video, digital media, or an art project.

This activity may be more suited to advanced learners, but beginning learners could possibly work on the project together. The project can be completed in one class session or over several, and can be done together or individually, depending on the needs of the students.

Each student should come away from this project feeling as though he or she is a unique and competent self-advocate.