

Lesson 2

Understanding What It's All About

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

MATERIALS

1. Completed ME! and YOU! Scales
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc. for student to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

LESSON OPENING

- Review the meaning of “self-awareness” and “self-advocacy” covered during the last lesson.
 - *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to work on improving. Things you enjoy doing. Things you dislike doing.*
 - *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Identify a place and time that self-awareness knowledge and self-advocacy skills could be helpful. Think about some of the answers we brainstormed during our last lesson. Look back at worksheet 1-1 if you need some help thinking of an answer.*
- Provide students 2-3 minutes to respond verbally to this question.

- *Today we are going to talk a little more about self-advocacy and self-awareness. We are going to start by comparing your ME! and YOU! Scales.*

PROCEDURES

1. Students compare the completed ME! and YOU! Scales

Handout: Distribute completed *ME! Scales* from the last class and have students take out their completed *YOU! Scale*.

- *Everyone take out the completed YOU! Scale from your parent/guardian.*
- *I want you to take a minute to read over the answers on the YOU! Scale.*
- Provide students 2-3 minutes to read the answers.
 - *Now take a minute to read the answers you wrote on your ME! Scale during our last lesson.*
- Provide students 2-3 minutes to read the answers.
 - *Now put both of the scales next to each other and compare the answers.*
 - *What are some answers on your ME! Scale that are the same as the answers on your YOU! Scale?*
 - *What are some answers on your ME! Scale that are different to the answers on your YOU! Scale?*
 - *Find three items on the scales that you would like to have a different answer to. Circle each of those items. Your three answers can come from the YOU! Scale or the ME! Scale, or a combination of both scales.*
- Provide time and opportunity for students to discuss the items they chose and why they want different answers for those items.

2. Handout: Distribute worksheet 1-2: My Improvement Plan to each student to complete.

- Go over instructions with the students. (*see teacher edition (TE) of worksheet*)
- Provide time for students to complete the worksheet.
- Provide an opportunity for students to share their answers if they wish.

- Have students turn in completed worksheet 1-2 for grading.

3. Handout: Distribute a copy of the ME! Book Instructions and Table of Contents to each student.

- Go over instructions with the students.
- Provide time for each student to organize his/her ME! Book.

Extension Activity: Students work in small groups to create stories based on personal experiences.

- Divide students into groups of 2-5 depending on number of students and space available for group work.
- Distribute graded worksheets 1-1 from lesson 1. Students may use their answers and Mike's story on the back as a guide while writing their story.
- Instruct each group to create a story about their experiences at school.
 - *For this activity each group will create one story about a student. You may choose one person in your group to write the story about or you may each contribute your experiences and combine those experiences into a story about one character. You need to discuss your experiences with your group before you make a decision about how to write your story.*

Guiding Questions: Provide each group with a copy of the following questions to help guide them as they create their story.

1. What is your character's name?
2. What grade is he/she in and how old are they?
3. What does your character struggle with most at school?
4. What is your character doing to improve in the areas he/she struggles with?
5. Does your character attend class in the lab/resource room? If so, for what subject(s)?
6. Does your character take tests in the lab/resource room?
7. What are some things your character does well?
8. Give an example of when and how your character uses self-advocacy.
9. What are your characters plans after high school graduation?
10. You can also add information to your story as your group sees necessary.
11. You may also create a picture of your character.

Once students have completed their stories, have each group share their story aloud. Ask students to identify parts of the story in which the character displays good examples of self-advocacy and/or self-awareness. Discuss the different examples students described as post-high school graduation plans. Have each group hand in their written story.

4. Introduce KWL chart to class. See *Using A KWL Chart* for more information on KWL charts if needed.

- Explain to students that the class will use a KWL chart to keep track of what is learned and what will be learned as the class covers self-awareness and self-advocacy.
- Draw a KWL chart on the board, overhead, or chart paper.
- Have students work as a class to list everything they know about self-awareness and self-advocacy. List these in the K (know) column of the KWL chart.
- Have students follow the same procedure to list everything they want to know about self-awareness and self-advocacy. List these in the W (want to know) column of the class KWL chart.
- Follow the same procedure to add student input in the L (learning) column of the KWL chart.
- Explain to students that they need to review the items in the W (want to know) column at the beginning and end of each lesson to make sure they are getting answers to all of their questions.

LESSON CLOSURE

Discussion point(s): Ask students to define self-awareness and self-advocacy.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary or helpful.
- Remind students that the class will be using the KWL chart throughout the lessons. Encourage students to think of things to add to the chart during the next class.
- Remind students to file their completed and graded work into the correct section of their ME! Book and turn in worksheet 1-2: My Improvement Plan.

Handout: Distribute Unit 1 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

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- *Today we are going to talk a little more about self-advocacy and self-awareness. We are going to start by comparing your ME! and YOU! Scales.*

PROCEDURES

1. Students compare the completed ME! and YOU! Scales

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- *Everyone take out the completed YOU! Scale from your parent/guardian.*
 - *I want you to take a minute to read over the answers on the YOU! Scale.*
 - Provide students 2-3 minutes to read the answers.
 - *Now take a minute to read the answers you wrote on your ME! Scale during our last lesson.*
 - Provide students 2-3 minutes to read the answers.
 - *Now put both of the scales next to each other and compare the answers.*
 - **Modification: Have students highlight the same answers in one color and highlight different answers in another.**
 - *What are some answers on your ME! Scale that are the same as the answers on your YOU! Scale?*
 - *What are some answers on your ME! Scale that are different to the answers on your YOU! Scale?*
 - *Find three items on the scales that you would like to have a different answer to. Circle each of those items. Your three answers can come from the YOU! Scale or the ME! Scale, or a combination of both scales.*
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- Go over instructions with the students. *(see teacher edition (TE) of worksheet)*
 - Provide time for students to complete the worksheet.
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- Have students turn in completed worksheet 1-2 for grading.

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