

**Me!**

# **Teacher Materials**

## Understanding Self-Awareness and Self-Advocacy - TE

Student \_\_\_\_\_

Date \_\_\_\_\_

1. Self-awareness - Self-awareness refers to a person knowing about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
  - a. What are some things you do well? \_\_\_\_\_ answers will vary \_\_\_\_\_
  - b. What are some things you need to work on improving? \_\_\_\_\_ answers will vary \_\_\_\_\_
  - c. What are things you enjoy doing? Why do you like these things? \_\_\_\_\_ answers will vary \_\_\_\_\_
  - d. What are things you dislike doing? Why do you dislike these things? \_\_\_\_\_ answers will vary \_\_\_\_\_
  - e. What is important to you? Why? \_\_\_\_\_ answers will vary \_\_\_\_\_
2. Self-advocacy – Self-advocacy refers to a person making a deliberate or purposeful choice to speak up for his/her needs and/or ideas.

Places and/or situations I might need to self-advocate:	Something I need to know about myself before I can self-advocate in this place and/or situation:
a. <i>Examples include:</i> A subject area class	I need to identify the task/work I need help with and the accommodations I am allowed. I need to use appropriate communication skills while making this request.
b. Asking my counselor, parents, SPED teacher, etc to help me change my class schedule	I need to be able to clearly explain why the change is important for me and the classes I want to enroll in for next semester/school year. I need to use appropriate communication skills while making this request.
c. Tell my employer that I need time off of work	I need to clearly explain why I need off and why it is important to me. I need to use appropriate communication skills while making this request.
d. Requesting accommodations for my drivers license exam	I need to be able to clearly describe my disability, how it affects my test taking ability, and the accommodations I need. I need to use appropriate communication skills while making this request.
e.	

### Other things for me to think about:

*What do my communication skills say about me?*

*Do I use appropriate body language and tone of voice when I talk to others?*

*Do I make wise word choices when I speak to others?*

*Do I feel confident when I talk about myself to others.*

## Mike's Story

*Mike is a 17-year-old high school student who has a learning disability. He attends the general education classroom for all classes except English. He has always had a difficult time with spelling, reading and writing legibly, he attends Ms. Jones special education classroom for English. Mike has heard his teachers and mom talk about his IEP, but he is not sure what that means and has never been interested enough to ask. He also knows that his mom comes to the school at least once a year for an IEP meeting. Last year his special education teacher invited Mike to the meeting but he hated the idea of sitting around a table with all his teachers while they talked about him. This year his IEP meeting was during his lunch period, and he did not want to miss hanging out with his friends to go to a meeting.*

*When Mike takes a test in history or science class he usually goes to the special education classroom to have Ms. Jones read the test to him. Most of the time he does not have to answer all of the questions, just the ones Ms. Jones or his classroom teacher has circled on the test. He rarely is required to answer the essay questions on the tests. Mike does not really understand who decided he would take his tests this way but he likes it because it makes the tests easier. When he finishes his test Ms. Jones puts it in a large envelope and places it in her desk. The only time Mike sees his test again is if he did poorly on it and needs to make corrections.*

*Mike will be a senior next year and is looking forward to graduation. He plans to attend a local college after graduation and believes he should do well because he has always earned passing grades in his classes.*

**Notes:**

Encourage students to use this area for note taking and brainstorming during Lesson 1 extension activity.

## Worksheet 1-2

### My Improvement Plan - TE

Name \_\_\_\_\_ Date \_\_\_\_\_

Take a minute to look at the items you circled on the ME! and YOU! Scales. You should have circled three items. Write those three items and the scale they came from below.

1. \_\_\_\_\_ YOU! Scale – for number 5 my mom answered that I do not know my IEP goals \_\_\_\_\_
2. \_\_\_\_\_ YOU! Scale – for number 9 my mom answered that she is not sure about my future. \_\_\_\_\_
3. \_\_\_\_\_ ME! Scale - I can only think of one thing I am good at while I am at school \_\_\_\_\_

Brainstorm ways you can include your parents, friends, family and school to help you improve on the items you listed above. You can make a list, a web, an outline or any other brainstorming method that works best for you.

*Encourage students to consider who, what, when, why, and how while brainstorming their improvement plan for each item they listed above.*

**Unit 1: Getting Started**  
Checking Your Knowledge Quiz-TE

**Define the following terms using complete sentences.**

1. Self-awareness: Self-awareness refers to a person knowing about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
2. Self-advocacy: Self-advocacy refers to a person making a deliberate or purposeful choice to speak up for his/her needs and/or ideas.

**Circle the correct answer.**

3. Self-awareness plays an important role in my ability to self-advocate. **True False**
4. My communication skills influence how well others listen to me. **True False**
5. Using a KWL chart can help students keep track of what they learn. **True False**

**Provide a short answer for the following questions.**

6. Identify two or more purposes of your portfolio/ME! Book. Possible answers include: organizing and displaying my work, displaying my growth over time, evaluating my performance, determining if my learning goals have been meet and/or creating a valuable resource to use during and after high school
7. What does KWL stand for?  
K what students know  
W what students want to learn/know  
L what students want to learn/know

**Unit 1: Getting Started TE**  
**Checking Your Knowledge Quiz**

**Choose the best answer that defines the following terms.**

1. Self-awareness:

**A. refers to a person knowing about himself or herself**

B. refers to a person making a deliberate or purposeful effort to speak up for his or her needs or ideas.

C. refers to a person knowing about other people around them

2. Self-advocacy:

A. refers to a person making an effort to speak up for someone else

B. refers to a person knowing about himself or herself

**C. refers to a person making a deliberate or purposeful effort to speak up for his or her needs or ideas.**

**Circle the correct answer.**

3. Self-awareness plays an important role in my ability to self-advocate. True False

4. My communication skills influence how well others listen to me. True False

5. Using a KWL chart can help students keep track of what they learn. True False

**Provide a short answer for the following questions.**

6. Identify two or more purposes of your portfolio/ME! Book. Possible answers:

*Organizing and displaying work, displaying my growth over time, evaluating my performance, determining if my learning goals have been met and/or creating a valuable resource to use during and after high school.*

7. What does KWL stand for?

**K:** *what students know*

**W:** *what students want to learn/know*

**L:** *what students want to learn/know*