

Lesson 2

Knowing What to Share and Who to Share it With

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

MATERIALS

1. Worksheet 5-2: My Disability Information Form

LESSON OPENING

Begin with student KWL charts. Review information from Unit 4 with an emphasis on the rights and how those might relate to the people students will encounter in school settings.

- *We discussed in Unit 4 your rights and responsibilities during high school and started talking about your future plans for after high school. Someone share an example of your future plans.*
- *In Unit 4 you each identified some accommodations that are in your IEP and that you have used in your classes. Someone provide me an example of an accommodation you have used in school.*
- Bring students' attention to the IEP information located in their ME! Book.
 - *Remember that the IEP is discussed in a group meeting. Who might be at the meeting that would know this information about you?*
 - *Do you think it might be beneficial for you to share this information with other people?*
- Direct students back to their KWL charts. Have students fill in what they KNOW about themselves that might be shared at meetings. Have students fill in what they WANT to know about how to share this information with other people.

- *Fill in under KNOW the things you think might be shared about you at your IEP meeting.*
- *Fill in under WANT any questions you have about talking to others about your disability.*

PROCEDURE

1. Students share the titles and names of people they are in contact with while in high school. As students brainstorm, create a list on chart paper or dry erase board for all students to see.
 - *Let's talk about the people you have listed on your chart so that I can write some of their names and jobs up here for the class. I need volunteers to share the names of people they have contact with almost daily from our school.*

Examples:

- school counselor
- principal
- assistant principal
- teachers
- career counselor
- coaches
- band director
- cheer sponsor

Note to teacher: You might want to prepare a list in advance with names and titles of people you know your students will come into contact with based on their needs and classes.

- Lead the students in discussion to identify the people they might meet in education programs or jobs after high school. Write the titles and roles of these people on a list for all students to see.
 - *Now, let's think about after high school. Who do you think you might have a lot of contact with or see a lot if you were attending college?*

Examples: professors, coaches, advisor (counselor), music director

- *What if you were going to a Tech Center program?*

Examples: teachers, advisor

- *What if you decide to get a full time job right after you graduate, who do you think you would see frequently at your job?*

Examples: Employer (Boss), co-workers, customers, children (students), clients (etc.); could vary depending on the jobs the students are interested in pursuing.

Note to teacher: You may want to create your own list of job titles and people that is applicable to your students. Students probably do not know these, but you can suggest people.

- Lead a discussion about the jobs and responsibilities of the people students identified above.
 - *Do you remember learning about Section 504 and some of the rights that you have as a person with a disability?*
 - *The people that we are discussing have some responsibilities because of that law. They may be able to give you some accommodations that could help you in college, in other schools, or on the job. We will talk about that more in the next lessons, but you need to think about who you would ask for help and how to ask for that help.*
 - *Think about your classes and jobs you have now or had recently. Let's think about some times when it did not go too well for you...maybe because you had a hard time reading a test, you failed it, or maybe you did not write down notes in class because writing is hard for you.*
- 2. Share a story that illustrates a good example of when and why someone might need to ask for help on the job. If you can get a student to share, that would be beneficial. Have a story prepared to share with your students in case no one volunteers. It should be a short story about an experience that you know many of your students can relate to...tell that story (or use the one below).

One of my former students, Jason, had a lot of difficulty reading and writing. He took a job at a garage working on cars and was also getting trained to be a mechanic. Often, he would be in the office at the garage and answer the phone. He would talk to customers and would then try to remember the messages and did not write them down. Jason had a learning disability and writing was very difficult for him. Sometimes he didn't see the garage manager to tell him the messages and he forgot, or the customers would call back and say that they had left a message with Jason. But, Jason had not written them down, and had not told his garage manager that he needed help with this. Jason had recorded the teacher lectures in his high school classes because he had an IEP. He probably could have recorded the messages at work using his cell phone or PDA. However, Jason did not know how to ask this or even that he could ask for help. He eventually got fired and had to find another job.

Discussion point(s): Ask students the following questions and provide time and opportunity for discussion.

- Who could Jason have spoken to so that he could have gotten help?
- What would Jason have needed to tell this person about how and why he needed help?
- Would he need to be able to explain his disability to this person? Why or why not?

Discussion point(s): Revisit the questions asked during the opening of the lesson. Lead a discussion to help students recognize that some of the people they identified might be able to help them or work better with them if they had information about the student's disability.

- *Think about your IEP and the information in your IEP, like the accommodations, your strengths, and areas you need help in. Which of these people that you have regular contact with, who were not at your IEP meeting, do you think might have helped change the situation for Jason? (adjust last statement to fit with the story used with your students)*
 - *We are going to work on an activity to help you organize some information about your disability so that you can use that information to talk to people now and in the future.*
3. Model/demonstrate completion of worksheet 5-2: My Disability Information Form based on the above scenario or your own scenario.

Handout: Distribute worksheet 5-2: My Disability Information Form

- *All right, first let's work on one together as a group, then you will complete your own. I need everyone to help me with this one first, before you start our own.*
 - *We are going to complete this form with Jason as our student. Let's think about the information that he might have shared with the garage manager that would have been helpful.*
- Continue class discussion, completing the form as students make suggestions. Stop and discuss and answer questions as needed.
 - Have students complete their form based on their needs.
 - *Now, you are ready to work on your forms. You need to have your IEP and your report information out to use to complete this form.*

- Monitor the students' input and the appropriate information that students fill out on the forms.
- If information is inappropriate, discuss with the students (individually or in group depending on the situation) about what they should tell one person and what they might need to tell another person.
- Have students make a brief presentation, sharing the information on worksheet 5-2: My Disability Information Form.
- Have each student complete worksheet 5-1: Presentation Response Form for each presentation. Instruct students to give the completed Presentation Response Form to their classmates to help identify areas they can improve on during their next presentation.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 5.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.

- Discuss question from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.

Handout: Distribute a copy of the Unit 5 Knowledge Quiz for each student to complete.

STUDENT EVALUATION

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

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