

Lesson 1

Starting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify well known persons with disabilities
2. Identify practical deadlines for Self-Awareness Project

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Power Point “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson’s questions.

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of this unit.

Problems	Solutions
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- Instruct students to think about this scenario as they work through Unit 6. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new solutions.
 - *Please get out your personal KWL charts from Unit 5 and let's review what you learned about communicating with others.*
- Take a minute to let students share their thoughts and questions about the information from previous lessons on their individual KWL charts.

Note to teacher: It is important to emphasize to students that it is okay to have some unanswered topics listed in the “want to know column” at this point. Encourage students to think about these topics as they complete their projects in this unit. It is important that you, the teacher, make note of these unanswered questions and find ways to bring these topics into the lessons as students work on their research projects.

- *So far, we have learned about self-awareness, self-advocacy, special education, IEP's, communication skills, and some history of disability. Now we will start talking about different types of disabilities and some of the people who have disabilities, including the people in this classroom.*
- *Think about things that you are very good at doing or are easy for you, maybe a talent you have, a school subject, a sport... I know I am great at----- (insert something that is easy for you to do and discuss it). Someone else share an example of something you do well.*
- Take a minute to let students share their thoughts about this question.
 - *Now, let's think of something that is difficult for you to do. I know that I have to work very hard at----- (insert something that is hard for you to do and discuss it). Someone else share an example of something that is difficult for you.*
- Take a minute to let students share their thoughts about this question.

- *Sometimes things can be difficult for a person because of a disability they have. Different disabilities affect people in different ways. Do you know enough about your disability to know how it affects your abilities at school, home or anywhere else you spend time? Take a minute and think about that question.*
- Provide an opportunity for students to share their thoughts about this question.
 - *During Unit 2 you had the opportunity to take the information you learned and combine it with what you know about yourself. The “Creating My History” activity gave you the chance to combine some of that information and write a brief history about you. I want you to take a minute and think about these questions.*
 - *While you were working on your history, did you include a description about your disability?*
 - *Did you feel like you knew a lot about your disability?*
 - *Did you find yourself wanting to know more about your disability?*
 - *Did you spend much time wondering how having a disability would affect your life now and in the future?*
- Take time to let students share their thoughts about the questions you just asked.

PROCEDURE

1. **Teacher discussion:** Introduce famous people with disabilities.

- *Many people have disabilities. Some disabilities you can see, like a person who uses a wheelchair. Others are not visible, you cannot see them, but they affect how a person learns or thinks, like a learning disability. Some disabilities are caused by a medical condition, like diabetes or epilepsy, and might be helped by taking medication. You will learn more about disabilities and how they affect people's lives as we complete this unit.*
- *Having a disability does not mean that something is wrong with a person. Having a disability does not prevent a person from being successful. Many people with disabilities are famous because of their great success in life. We are going to talk about a few of those people today. Some of the people we will talk about have worked hard to be able to do things that are difficult for them in order to reach their goals; some have learned how to work around it. They may get help from other people. They may have focused on their strengths or talents and used those to find a career in which they could succeed. You will have a chance to learn more about people with disabilities who have accomplished great things as you work on your project. Right now, I am going to introduce you to a few of these people.*

Note to teacher: Use the “Famous People With Disabilities” Power Point to accompany discussion. The following links may also provide valuable information.

1. <http://www.authorstream.com/Presentation/eckre-251306-celebrities-disabilities-final2-final-entertainment-ppt-powerpoint/>
2. <http://www.disabilityresources.org/FAMOUS.html> (multiple links of famous people)
3. <http://www.increasebrainpower.com/famouspeoplewithlearningdisabilities.html> (list of famous people with ADD, ADHD and LD)
4. <http://www.waisman.wisc.edu/> (multiple links to resources on famous people with disabilities and listed by the disabilities)
5. http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp (alphabetized list of MANY famous people with disabilities)
6. <http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html>
7. <http://www.download-free-pdf.com/famous-people-with-disabilities-poster.pdf>
8. http://www.disabled-world.com/artman/publish/article_0060.shtml

Discussion point(s): After completing the presentation, ask students the following questions and provide them an opportunity to respond and discuss.

- *How many of you knew some of these people had disabilities?*
- *Does this surprise you? Why or why not?*
- *What are some things that you thought of when you heard this information about these people?*
- *What questions can I answer for you about what we have covered so far?*

2. Introduce the research project and necessary project worksheets.

- *Understanding your abilities and disability is crucial! You need to understand your disability and the ways it might impact your learning. Today we are going to start a project that provides you an opportunity to learn about your abilities and disability. We will start the project today and then spend the next few class sessions working on it.*

Handout: Distribute copy of worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist.

- *Here is a handout describing a project you will complete. You will need to identify and describe your abilities and disability. You will be able to complete part of the project with information you already know. For some of the project you will need to do additional research. For example, you must research people who have disabilities, find out information about strengths and things that can be difficult because of a*

disability. You will talk to others, read, and use the internet while completing your research.

- *I have several handouts that we will go over that will help you organize your research and guide your writing. Finally, when everything in your project is complete you will present it to the class. Let's look at the handouts I am giving you now.*

Handout: Distribute copies of worksheet 6-1b: Self-Awareness Project Planning Guide and/or 6-1c: Self-Awareness Project-Report Outline.

Note to teacher: The worksheet you choose depends on you and your students' needs. It might be a good idea to let students look at both 6-1b and 6-1c and choose the one that works best for their individual needs.

- Review the project forms in detail with students to answer any questions students may have.

Handout worksheets: Distribute copies of worksheet 6-1d: Self-Awareness Project Timeline

- Review the timeline in detail and fill in the due dates as a class. You might consider having students select individualized dates based on student need.
- Post the example of the Self-Awareness Project Timeline you completed as a reminder of all due dates.

LESSON CLOSURE

- *Today we have learned about famous people who have disabilities.*
 1. Who can tell me the names of some of the people we discussed?
 2. What are some of the disabilities these people have?
 3. Did their disabilities keep them from being successful?
- *We also discussed the research timeline and requirements. Are there any questions about the timeline and the requirements?*
- *During our next lesson you will start working on your project. It would be a good idea to spend some time between now and then thinking about how you will complete your research.*
- Briefly, review the planned schedule according to the project timeline.

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

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6. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems and solutions.

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- Provide students time and opportunity to respond to the story.
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3. <http://www.increasebrainpower.com/famouspeoplewithlearningdisabilities.html> (list of famous people with ADD, ADHD and LD)
4. <http://www.waisman.wisc.edu/> (multiple links to resources on famous people with disabilities and listed by the disabilities)
5. http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp (alphabetized list of MANY famous people with disabilities)
6. <http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html>
7. <http://www.download-free-pdf.com/famous-people-with-disabilities-poster.pdf>
8. http://www.disabled-world.com/artman/publish/article_0060.shtml

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