

## Lesson 3

### Presenting My Self-Awareness Project

**TIME:** 45-60 minutes

#### OBJECTIVES

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

#### MATERIALS

1. Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form
2. Worksheet 6-1f: Self-Awareness Project Self Evaluation Form
3. Completed Self-Awareness Projects

#### LESSON OPENING

**Critical thinking:** Read the following scenario to students. Have them 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.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Provide students time and opportunity to discuss the problems and solutions they identified prior to completing their projects compared to the ones they identified today.

## PROCEDURE

**Handout:** Distribute worksheet 6-3b: Self-Awareness Project Peer Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Have each student present his/her project.
- Provide the class time to complete Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form before moving on to the next presentation.
- Complete this process until each student has had the opportunity to present.

**Handout:** Distribute worksheet 6-1f: Self-Awareness Self Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Provide students time to complete worksheet 6-1f: Self-Awareness Self Evaluation Form.

**Extension Activity:** Video record each student presentation and have students watch their own presentation before completing worksheet 6-1f: Self-Awareness Self Evaluation Form.

## LESSON CLOSURE

- *Now that you each have a good understanding of your strengths and your disability, you can use that information to self-advocate. During our next unit we will talk about how you can each advocate for yourself during high school. You will each select one of your classes to practice asking for accommodations. Between now and then, I want you to start thinking about what class you will select for the activities in unit 7. We will talk about the activities more during our next class session.*
- Remind students to turn in all completed evaluations before leaving class.

**STUDENT EVALUATION**

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

## Lesson 3

### Presenting My Self-Awareness Project

**TIME:** 45-60 minutes

#### OBJECTIVES

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

#### MATERIALS

1. Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form
2. Worksheet 6-1f: Self-Awareness Project Self Evaluation Form
3. Completed Self-Awareness Projects

#### LESSON OPENING

**Critical thinking:** Read the following scenario to students. Have them 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.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Provide students time and opportunity to discuss the problems and solutions they identified prior to completing their projects compared to the ones they identified today.

## PROCEDURE

**Handout:** Distribute worksheet 6-3b: Self-Awareness Project Peer Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Have each student present his/her project.
- Provide the class time to complete Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form before moving on to the next presentation.
- Complete this process until each student has had the opportunity to present.

**Handout:** Distribute worksheet 6-1f: Self-Awareness Self Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Provide students time to complete worksheet 6-1f: Self-Awareness Self Evaluation Form.

**Extension Activity:** Video record each student presentation and have students watch their own presentation before completing worksheet 6-1f: Self-Awareness Self Evaluation Form.

## LESSON CLOSURE

- *Now that you each have a good understanding of your strengths and your disability, you can use that information to self-advocate. During our next unit we will talk about how you can each advocate for yourself during high school. You will each select one of your classes to practice asking for accommodations. Between now and then, I want you to start thinking about what class you will select for the activities in unit 7. We will talk about the activities more during our next class session.*
- Remind students to turn in all completed evaluations before leaving class.

**STUDENT EVALUATION**

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion