

## Lesson 1

### Planning How to Advocate

**TIME:** 45-60 minutes

#### OBJECTIVES

Students will:

1. identify an appropriate teacher and assignment for My Meeting activity
2. create a written plan to use while completing the My Meeting activity
3. identify a timeline for the completion of the self-advocacy activity
4. schedule and complete the My Meeting activity

#### MATERIALS

1. Worksheet 7-1: My Meeting
2. Worksheet 5-2: My Disability Form (completed during unit 5)
3. Completed Self-Awareness Project from unit 6

#### LESSON OPENING

**Note to teacher:** During this lesson each student creates a written plan to self-advocate for accommodations in a subject area class. Each student must meet with the teacher prior to the next ME! lesson. As a result it may be necessary to wait a few days before moving on to lesson 2 in this unit. Please see list of suggested books and videos to use with your class until students are ready to move on to lesson 2 of this unit.

- *During our last few sessions you organized some information about your disability and your needs, and learned how to communicate with other people about your disability, your IEP goals, and your accommodations. Today you are each going to make a plan for using your skills to advocate for accommodations in one of your subject area classes.*
- *We did not use the KWL charts much while you were working on your self-awareness projects so lets start by adding new information. Take a few minutes to add what you know and what you want to know about advocating for yourself during high school.*
- Provide time and opportunity for students to discuss and share.

#### PROCEDURE

1. Have students take out their completed worksheet 5-2: My Disability Information from Unit 5 and their completed Self-Awareness Project from Unit 6.

*Today you are going to use the information from these 2 assignments to help you plan how to request accommodations on an assignment or test.*

*First, you each need to choose one teacher to contact to ask for accommodations.*

**Discussion point(s):** Facilitate a class or small group discussion among students as they identify a subject area teacher to contact to ask for accommodations.

**Handout:** Distribute worksheet 7-1: My Meeting

**Discussion point(s):** Review worksheet 7-1: My Meeting with students, using the teacher version to guide discussion.

- Have students complete Section 1 of the worksheet and provide time and opportunity for students to ask questions as needed.
- Each student must plan how and when to contact the teacher to set up a meeting. This could be done via email, in person, etc.

**Discussion point:** Remind students about the importance of appropriate communication skills learned in Unit 5. Review as necessary before students approach teachers to schedule meetings.

- *Now that you have each created a plan, let's talk a little bit about how you are going to communicate with your teacher during the meeting.*
- Review communication skills as necessary for your students. Remind students of the behaviors they learned about “SHARE”.

Sit/stand up straight  
Have a pleasant tone of voice  
Activate your thinking  
Relax  
Engage in eye communication

The SHARE strategy is one of several learning strategies made available by The University of Kansas Center for Research on Learning. Visit <http://www.ku-crl.org/sim/strategies.shtml> for more information about learning strategies.

- Inform students that in the next session everyone will report to the class about their experience requesting accommodations.
- Review Section 2 of worksheet 7-1: My Meeting using the teacher version of the worksheet. Students are to complete Section 2 during or immediately following the meeting with their classroom teacher.

**Handout:** Distribute worksheet 7-2: Teacher Report. Review form in detail using the teacher version for additional information. Each student must give this form to their classroom teacher. The teacher is to answer the questions regarding the student's performance and then return it to the student.

### **LESSON CLOSURE**

- Have each student verbally identify the teacher he/she will contact, the subject area, how and when he/she will contact the teacher to schedule a meeting.
- Provide students time and opportunity to add information to their KWL charts as needed.
- Remind students to contact their classroom teacher to schedule a meeting.

### **STUDENT EVALUATION**

1. Identification of classroom teacher to contact for self-advocacy task
2. Completion of worksheet 7-1: My Meeting (Section 1)
3. Contribution to class discussion