**Unit 1: Getting Started** 

***Lesson Overviews***

**Unit Purpose:** The purpose of Unit 1 is to familiarize students with the concepts of self-awareness and self-advocacy, provide students opportunities to identify and discuss their strengths and needs, and help them identify questions they have regarding self-awareness and self-advocacy. Additionally, students are introduced to the KWL chart and the ME! Book, both of which are used throughout the remaining lessons and units.

**Lesson 1: Understanding Self-Awareness & Self-Advocacy**

**Objectives**

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

**Materials**

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

**Activities and Procedures:**  Students begin Lesson 1 by listening to and analyzing a scenario read to them by the teacher. Once students have discussed the scenario, they complete Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy. As they complete worksheet 1-1, students define the terms self-awareness and self-advocacy and answer a series of questions requiring them to identify personal likes, dislikes, strengths, and weaknesses. Once students finish worksheet 1-1, they each complete a copy of the ME! Scale, which should take approximately 10 minutes. Students must also take home a copy of the YOU! Scale to be completed by a parent or guardian. Each student will need a copy of the completed YOU! Scale to use in Lesson 2.

**Student Evaluation:**

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

**Lesson 2: Understanding What It’s all About**

**Objectives**

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

**Materials**

1. Completed ME! and YOU! Scales (from Lesson 1)
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc. for students to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

**Activities and Procedures:** Before beginning Lesson 2, students need their completed worksheet 1-1, their ME! Scale, and YOU! Scale from Lesson 1. Lesson 2 begins with a review of the terms self-awareness and self-advocacy. Next, students compare the results of the two scales and use that information to complete worksheet 1-2: My Improvement Plan. Once students complete their worksheet, they begin assembling their ME! Book using the instructions and table of contents provided with the lesson materials. Next, students are introduced to the KWL chart, which is completed as a class. It is important to model the KWL procedure for students during Lesson 2, prior to introducing the individual KWL chart in Unit 2. As a closing activity each student completes the Unit 1 Knowledge Quiz.

**Student Evaluation:**

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Unit 1 Knowledge Quiz



 **Lesson 1**

Understanding Self-Awareness & Self-Advocacy

**TIME:** 30-45 minutes

**OBJECTIVES**

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. complete the ME! Scale

**MATERIALS**

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

**LESSON OPENING**

Read the following scenario to the class. This scenario is included on the back of worksheet 1-1, for reference as needed by students throughout Unit 1.

*I will read you a short story about a student named Mike. Listen carefully while I read the story. How is Mike similar or different from you?*

*Mike has a learning disability. He has a difficult time with spelling, reading, and writing. He attends the Special Education classroom for help with Language Arts. Mike has heard his teachers and mom talk about the IEP, but he is not sure what an IEP is.*

*Last year, his special education teacher invited Mike to the meeting, but he did not like sitting around a table while his teachers talked about him. When Mike takes a test, he usually comes to the special education room to have Ms. Jones read the test to him. He does not have to answer all of the questions but only the ones that are circled. Mike turns his test into his classroom teacher. He does not see it again unless he does poorly. He does not understand who decided he would take his tests this way, but he likes the routine because it is easier.*

**Discussion point(s):**

* Ask students to think about Mike’s situation. Specifically, his class, tests, and assignments.
	+ *Is there anything in Mike’s story that you can relate to your life?*
	+ *What, if anything, do you have in common with Mike?*
* Provide students with 1 to 2 minutes to think about the questions you asked.
* Provide students an opportunity to share their thoughts if they wish to do so.
* Move on to the procedure below.

**PROCEDURE**

1. Students participate in class discussion about the meaning of “self-awareness” and “self-advocacy” and complete worksheet 1-1.

**Handout:** Distribute worksheet 1-1: Understanding Self-Awareness and Self-Advocacy to each student.

* Write the word “self-awareness” on the board in front of the classroom.
* Direct students to highlight “self” in green and “awareness” in blue.
* Ask students what they think “self-awareness” means and provide them an opportunity to respond.
* *The word “self” means “me” and the word “awareness” means to know something*
* *“Self-awareness” refers to a person knowing about himself or herself.*
* *Take a minute to write the meaning of self-awareness in your own words on your worksheet.*
* *Take a minute to think of answers to the following questions:*
	+ *What are some things you do well?*
	+ *What are some things you need to improve?*
	+ *What are things you enjoy doing? Why do you like these things?*
	+ *What are things you dislike doing? Why do you dislike these things?*
	+ *What is important to you? Why?*
* *Each of these questions are listed on your worksheet. Please take a minute to write down answers to each of these questions.*
* Provide students time to answer the questions on their paper. Read and provide clarifications to each question.
* Have a few students share their answers aloud.
* *These questions are about basic information you need to know about yourself in order to be self-aware.*
* Write the word “Self-advocacy” on the board in front of the classroom.
* Ask students what they think “Self-advocacy” means and provide them an opportunity to respond.
* *Self-advocacy refers to a person speaking up for his/her needs or ideas.*
* Direct students to highlight “self” in green and “advocacy” in blue.*Take a minute to write the meaning of self-advocacy on your worksheet.*

**Discussion point(s):** Read and discuss the following scenario about Lucy and self-advocacy.

* *The following story about Lucy is a good example of self-advocacy. Listen carefully to the story.*

*Lucy wears glasses. Even though she wears glasses, she cannot see small things from far away. When Lucy went to class on Monday, her teacher had made a new seating chart that left Lucy sitting at the back of the room. Lucy stayed after class to explain to her teacher that she needed to sit closer to the front because she could not see the board even when she wears her glasses.*

Use the following questions to guide a class/small group discussion about the scenario(Please ask according to students’ levels).

* Why was it important for Lucy to speak up for herself?
* Do you think Lucy did the right thing?
* Have you ever been in a situation where you needed something changed in order to do your best? If so, did you speak up for yourself?
* Was it difficult for you to speak up for yourself? Explain.
* What would you have done in Lucy’s situation?
* How could Lucy’s actions in this situation impact her future?

**Discussion point(s):** Communication Skills

* *Communication is important when you self-advocate. If you are rude or mean, people will likely not listen to you.*
* *You must be able to explain why your need is important or else the other person might not understand. This is important in school and everywhere else in life.*

**Discussion point(s):** Guide students to the table on worksheet 1-1. Have students brainstorm ideas about when and where they might have to self-advocate.

 *Read points A-D and complete point E on your own.* (Have students read aloud while you write answers on overhead, chart paper, or dry erase board.)

* *Choose an example from the list of places/situations listed. Tell me something you might need to know about yourself to advocate in that situation.* (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)

After discussion is complete, have each student write the information you wrote on overhead, chart paper, or dry erase board on their individual worksheets. Students may also provide their own examples if they prefer.

2. Students complete ME! Scale.

**Handout:** Give each student a copy of the ME! Scale. Read each question with the student and have them select an answer.

* *I am giving each of you a copy of the ME! Scale. This is not a test but is an important tool that you will use to learn about yourself. It is very important that you answer all of the questions to the best of your ability. There are no right or wrong answers, just answers that are true for you.*
* Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
* Have students turn in the completed ME! Scale.
* Distribute the YOU! Scale to each student.
* *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. You will need the answers from this sheet to help you with our next activity. Just like on the sheet you completed; it is very important that all questions are answered. There are no right or wrong answers, just answers that your parent/guardian feel best describe you. You will not have to share the answers with the class. This could be a good opportunity for you to talk to your parent/guardian about things you need to work on and the things you do well.*

**LESSON CLOSURE**

**Discussion point(s):** Have students define self-awareness and self-advocacy aloud.

* *Complete ME! Scale*

* *Send YOU! Scale home.*
* *Over the next few weeks we will be working on activities to help you increase your self-awareness and help you become an effective self-advocate.*
* Remind student to bring the completed YOU! Scale back to class before the next lesson.
* **Discussion Points:**
* I want you to spend some time between now and then thinking about the way you communicate with others.
* Think about your tone of voice, facial expression, body language, and the words you use, when talking to others.

**STUDENT EVALUATION**

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion



**Lesson 2**

Understanding What It’s All About

**TIME:** 45-60 minutes

**OBJECTIVES**

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. add to KWL (Know, Want to Know, Learned) chart

**MATERIALS**

1. Completed ME! and YOU! Scales
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Six tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc. for student to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

**LESSON OPENING**

* Review the meaning of “self-awareness” and “self-advocacy” covered during the last lesson.
* *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to work on improving. Things you enjoy doing. Things you dislike doing.*

* *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
* *Identify a place and time that self-awareness knowledge and self-advocacy skills could be helpful. Think about some of the answers we brainstormed during our last lesson. Look back at worksheet 1-1 if you need some help thinking of an answer.*
* *Today we are going to talk a little more about self-advocacy and self-awareness. We are going to start by comparing your ME! and YOU! Scales.*

**PROCEDURES**

**1. Students compare the completed ME! and YOU! Scales**

**Handout:** Distribute completed *ME! Scales* from the last class and have students take out their completed *YOU! Scale*.

* + *Everyone take out the completed YOU! Scale from your parent/guardian.*
	+ *I want you to take a minute to read over the answers on the YOU! Scale.*
* Provide students 2-3 minutes to read the answers.
	+ *Now take a minute to read the answers you wrote on your ME! Scale during our last lesson.*
* Provide students 2-3 minutes to read the answers.
	+ *Now put both of the scales next to each other and compare the answers.*
	+ *What are some answers on your ME! Scale that are the same as the answers on your YOU! Scale?*
	+ *What are some answers on your ME! Scale that are different to the answers on your YOU! Scale?*
	+ *Find three items on the scales that you would like to have a different answer to. Circle each of those items. Your three answers can come from the YOU! Scale or the ME! Scale, or a combination of both scales.*
* Provide time and opportunity for students to discuss the items they chose and why they want different answers for those items.

2. **Handout:** Distribute worksheet 1-2: My Improvement Plan to each student to complete.

* Go over instructions with the students.
* Provide time for students to complete the worksheet.
* Provide an opportunity for students to share their answers if they wish.
* Have students turn in completed worksheet 1-2 for grading.

**3. Handout:** Distribute a copy of the ME! Book Instructions and Table of Contents to each student.

* Go over instructions with the students.
* Provide time for each student to organize his/her ME! Book.

**4. Introduce KWL chart to class.** See *Using A KWL Chart* for more information on KWL charts if needed.

* Explain to students that the class will use a KWL chart to keep track of what is learned and what will be learned as the class covers self-awareness and self-advocacy.
* Draw a KWL chart on the board, overhead, or chart paper.
* Have students list everything they know about self-awareness and self-advocacy. List these in the K (know) column of the KWL chart.
* Have students follow the same procedure to list everything they want to know about self-awareness and self-advocacy. List these in the W (want to know) column of the class KWL chart.
* Follow the same procedure to add student input in the L (learning) column of the KWL chart.
* Explain to students that they need to review the items in the W (want to know) column at the beginning and end of each lesson to make sure they are getting answers to all of their questions.

**LESSON CLOSURE**

**Discussion point(s):** Ask students to define self-awareness and self-advocacy.

* *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*

* *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
* Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary or helpful.
* Remind students that the class will be using the KWL chart throughout the lessons. Encourage students to think of things to add to the chart during the next class.
* Remind students to file their completed work into the correct section of their ME! Book and turn in worksheet 1-2: My Improvement Plan.

**Handout:** Distribute Unit 1 Knowledge Quiz for completion.

**STUDENT EVALUATION**

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Unit 1 Knowledge Quiz