

Facilitator Guide

3 Week Course



Facilitator Guide

Class 1: The Power of Your Voice



Class 1

The Power of Your Voice









Objectives

- Design a life tree
- Develop an understanding about life experiences and who you are

Materials Needed

- Post-it notes
- Chart paper
- Markers / colored pencils
- Paper and electronic version of the Life Tree
- Student workbooks (electronic or hard copy depending on the student's need)



Icon Legend		Allow extra time for people who use augmentative communication		Walk around and make sure participants are prepared to share. Provide support if needed
		Encourage participants to speak for themselves, but utilize support from a peer or support person as needed for success		Use speech to text technology (and other Assistive Technology) as needed for writing
		Read the slide out loud		Provide support to share answers and ideas
		Project the discussion questions on the slide show for all to read and leave them up during the discussion		Give the choice to write or draw
		Make sure there is someone available to scribe for those who need support writing		Use a scaffolding structure*

Class 1

The Power of Your Voice

Slide #2

Time Estimation: 10 min

For the 3 week course format, please skip slide 2 and begin Class 1 on slide 3 and 4.

**Recap:
Last Week's
Big Ideas**

Open your workbook to the big ideas you wanted to remember from last week.

Take a moment to reflect and talk to those around you.

2 speakup

Slide #3 & 4

Time Estimation: 20 min

Introduce the format for the class and let them know that today they will have a series of short videos and activities that will help them reflect on their life experiences and who they are. This leads to a stronger understanding of self and the ability to advocate for oneself.

Let them know that they will start by watching Kerrie Joy perform a poem called, Surfaced. Ask them to consider the questions on slide 3 before they listen to Kerrie Joy.

Play the video and ask them to talk about their reactions and thoughts after the video. You can have them talk whole group or at their tables.

**Introducing,
Kerrie Joy**

Kerrie Joy is a Denver, CO based poet, singer, educator, brand manager and community organizer.

speakup

**The Power
of Your Voice**

POWER

speakup

Class 1

The Power of Your Voice

Slide #5

Time Estimation: 15 min

Share the main ideas of Kerrie Joy's message by reading slide 6 and asking participants to open their workbooks to page 2.

Ask them to reflect on their ideas through writing, dictating, or drawing.

Let them know they can share with a neighbor when they are finished.



Self Advocacy Reflection:

How do you see this at work in your life?

Self Advocacy is:

- Standing up for yourself
- Speaking up for yourself
- Identifying who you are

5 speakup

Slide #6-8

Time Estimation: 10 min

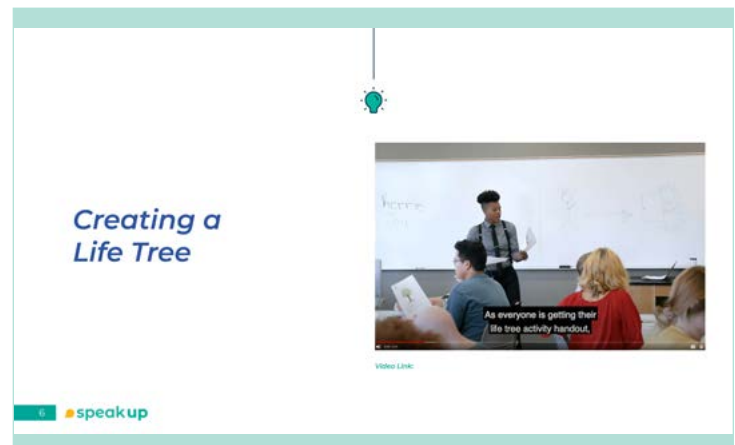
Tell the participants they will be creating a Life Tree. Read the purpose on slide 7

Share the examples on slides 7 & 8

Tell them they can look over the parts of the tree they will be creating by looking at pages 4 and 5 in their workbook. These pages have the questions and ideas they will be considering.

Let them know that their workbook pages can be used to brainstorm their ideas before writing them on their tree.

Have them watch the video on slide 9

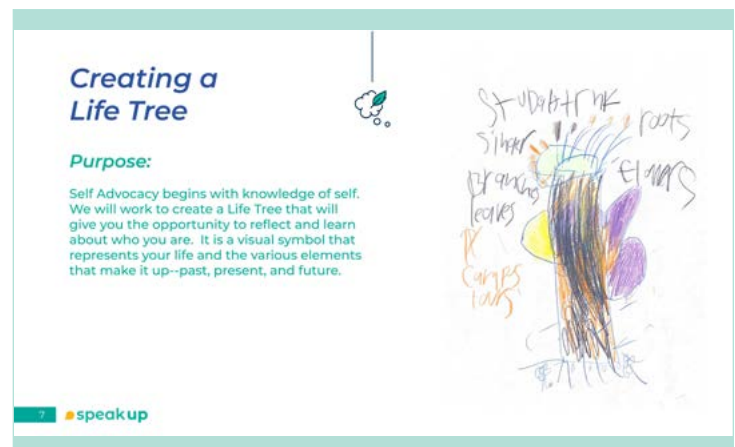


Creating a Life Tree

As everyone is getting their life tree activity handout.

VIDEO LINK

6 speakup



Creating a Life Tree

Purpose:

Self Advocacy begins with knowledge of self. We will work to create a Life Tree that will give you the opportunity to reflect and learn about who you are. It is a visual symbol that represents your life and the various elements that make it up—past, present, and future.

STUDY/WORK roots
SUPPORT
PROBLEMS
PEAKS
CAMPUS
LIFE

7 speakup

Class 1

The Power of Your Voice

Slide #9

Time Estimation: 15 min

Pass out blank paper and colored pencils or markers and ask them to draw a tree. Refer to the elements on slide 9 that must be included in the tree.

Give everyone time to draw their tree. Participants may also use the computer or tablet to draw a tree or label and add detail to a pre-drawn tree.

Draw your life tree

By labeling these parts you not only begin to discover (or perhaps rediscover) aspects of yourself shaped by the past, but you can then begin to actively cultivate your tree to reflect the kind of person you want to be moving forward.

- Roots
- Ground
- Trunk
- Branches
- Flowers and leaves
- Flowers and seeds in or on the ground

9 speakup

Slide #10

Time Estimation: 10 min

Let them know that they will be writing about themselves and using the tree as a place to tell their story. Share that they will be starting with the branches and leaves.

Watch the video on slide 10.

Identifying your Branches & Leaves

with the branches and leaves, all right?

Video Link

10 speakup

Slide #11

Time Estimation: 10 min

Show the directions on slide 11. Ask the participants to write about themselves on their branches and leaves.

They can share with the whole group or at their table when they are finished.

Draw your Branches & Leaves

Leaves:

Represent the way the world sees you:

- Person that you present to the world
- Title like a student or employee or your title,
- Everything you present to the world

Branches:

- How you see yourself
- How you hope to see yourself in the future
- how do you hope the world sees you

11 speakup

Class 1

The Power of Your Voice

Slide #12 & 13

Time Estimation: 10 min

Tell them they will move onto the Trunk now. Review the information on slide 12 and then ask them to watch the video on slide 12.

After, have them write their core beliefs or values on the trunk of their life tree.

They can share with the whole group or at their table when they are finished.

Identifying your tree trunk

So we're gonna make sure to the trunk, okay?

speakup

Draw your tree trunk

Identifying your values or core beliefs

speakup

Slide #14 - 15

Time Estimation: 10 min

Tell them they will move onto the Roots now. Review the information on slide 15 and then ask them to watch the video on slide 14.

Show slide 19 to remind the participants about the main focus for the Roots. Ask them to write their core beliefs or values on the trunk of their life tree.

They can share with the whole group or at their table when they are finished.

Identifying your roots

So let's jump into our roots, okay?

speakup

Draw your roots

The Roots:

- Where you come from
- Where everything starts
- Your life story
- What informed who you are

Examples:

- Where you were born
- Your parents
- What your environment looked like growing up

speakup

Class 1

The Power of Your Voice

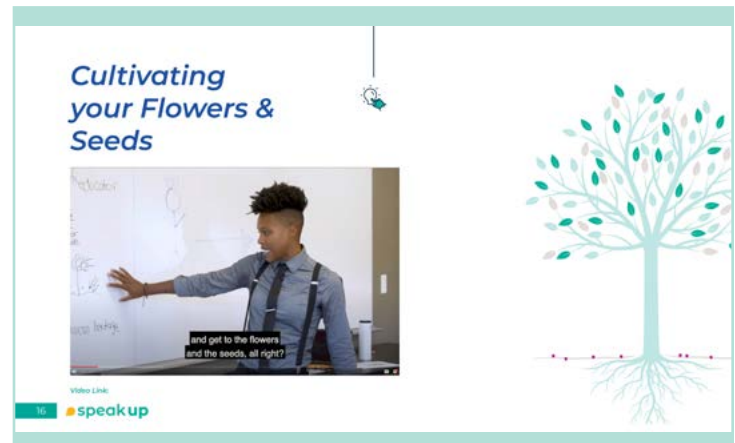
Slide #16-17

Time Estimation: 10 min

Let the participants know that they will move onto the Flowers and Seeds now. Review the information on slide 17 and then ask them to watch the video on slide 16.

Show slide 16 to remind the participants about the main focus for the Flowers and Seeds. Ask them to write their core beliefs or values on the trunk of their life tree.

They can share with the whole group or at their table when they are finished.

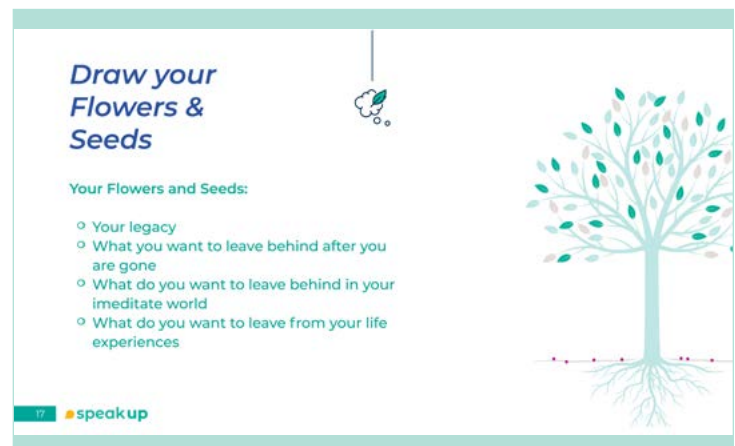


Cultivating your Flowers & Seeds

and get to the flowers and the seeds, all right?

16 speakup

This slide features a video of a man pointing at a whiteboard. To the right is a stylized tree with leaves that are small flowers and seeds. A lightbulb icon is positioned above the video.



Draw your Flowers & Seeds

Your Flowers and Seeds:

- Your legacy
- What you want to leave behind after you are gone
- What do you want to leave behind in your imeditate world
- What do you want to leave from your life experiences

17 speakup

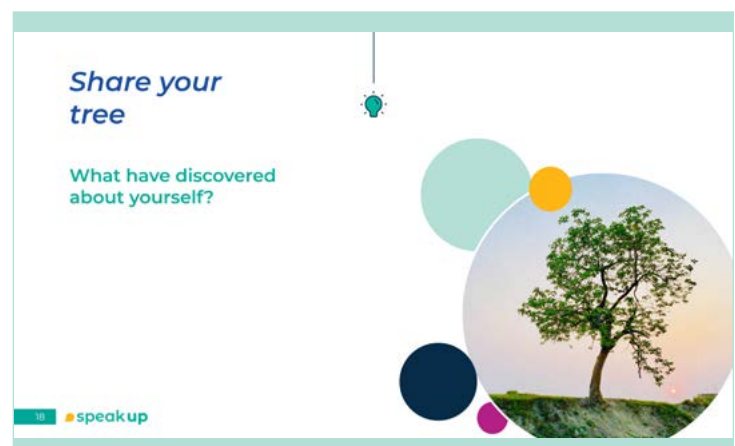
This slide contains a list of prompts for drawing a life tree. A stylized tree with flower and seed leaves is on the right, and a lightbulb icon is above the text.

Slide #18

Time Estimation: 10 min

Let everyone know they will have a chance to share their tree and what they have discovered about themselves.

You can choose to have the group share with each other before showing the video of other participants sharing or show the video first and then have your group share.



Share your tree

What have discovered about yourself?

18 speakup

This slide features a photograph of a real tree in a landscape, surrounded by several overlapping circles in teal, orange, dark blue, and pink. A lightbulb icon is above the text.

Class 1

The Power of Your Voice

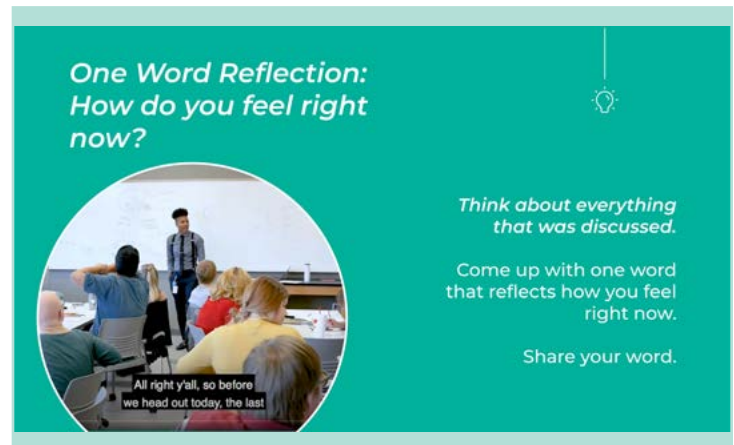
Slide #19

Time Estimation: 10 min

Close the discussion and class session with the In a word activity.

- Ask the participants to think about everything that was discussed.
- Tell them to come up with one word to describe the day.
- Have them go around and each share their one word.
- Thank them for coming.

You can share the video model before your group shares or after.



One Word Reflection:
How do you feel right now?

Think about everything that was discussed.
Come up with one word that reflects how you feel right now.
Share your word.

Slide #20

Time Estimation: 10 min

Ask them to talk about key ideas that were discussed today and record them in their workbook. Let them know they can write anything they want to remember.



Big Ideas From Today

What Do I Want to Remember?

Write at least three big ideas in your workbook.

Add details that will help you remember important information.

20 speakup

Facilitator Guide

Class 2: Understanding Person-Driven Planning



Class 2

Understanding Person-Driven Planning











Objectives

- Identify the importance of having a self created plan
- Create a plan based on individual dreams and goals
- Learn about identifying problems and creating solutions

Materials Needed

- Post-it notes
- Table Top Graffiti print out
- Student workbooks (electronic or hard copy depending on the student's need)



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Class 2

Understanding Person-Driven Planning

Slide #2

Time Estimation: 10 min

Ask participants to open their workbook to the big idea page from last week. Ask them to review what they wrote and share with people at their table.

**Recap:
Last Week's
Big Ideas**

Open your workbook to the big ideas you wanted to remember from last week.

Take a moment to reflect and talk to those around you.

2 speakup

Slide #3

Time Estimation: 15 min

Share with participants that today we are talking about how they can all lead their own lives.

Let them know that you will be sharing a structure and some ideas for how to do this.

Read slide 3 and ask them to talk to the people at their table about these questions. Ask each table to come up with a few questions they have.

After giving them 10 minutes to talk at their table bring the group together and ask them to share with the whole group.

**What is
Person-Driven
Planning?**

Take a moment to think about:

What do you know about Person Driven Planning?

What questions do you have?

Class 2

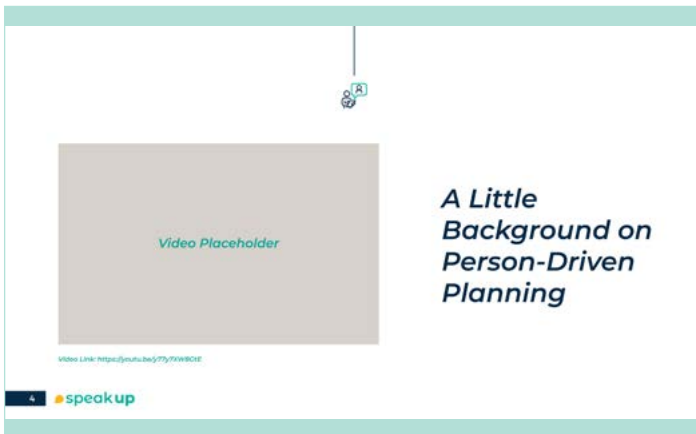
Understanding Person-Driven Planning

Slide #4-5

Time Estimation: 10 min

Share with the group that they will all be watching a video about Person-Driven Planning.

After the video, ask the group for their input about what person driven planning means to them.



A slide with a light blue background. On the left is a large grey rectangle labeled "Video Placeholder" with a small video icon above it. Below the placeholder is the text "Video Link: <https://youtu.be/j75j77w8CEI>". On the right, the text reads "A Little Background on Person-Driven Planning". At the bottom left, there is a small "4" and the "speakup" logo.



A slide with a yellow background. On the left is a circular inset image showing a person's hand writing on a notepad. On the right, the text reads "What Does Person-Driven Planning Mean to You?".

Slide #6-7

Time Estimation: 5 min

Review the content of slides 6 & 7 and share additional information on the basics of Person-Driven Planning.



A slide with a light blue background. The title "Person-Driven Planning" is at the top left. Below it, the text reads: "Person-Driven Planning is a process used to help people with disabilities plan for their future. In Person-Driven Planning, groups of people listen to and focus on the person with a disabilities' vision of what they would like to do in the future." To the right is a collage of images: a group of people in a meeting, a hand holding a pen, and a sign that says "MY SECRET PLAN TO RULE THE WORLD". At the bottom left, there is a small "6" and the "speakup" logo.



A slide with a light blue background. The title "Person-Driven Planning" is at the top left. Below it, the text reads: "This 'Person-Driven' team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. The team takes action to make sure that the strategies discussed in planning meetings are implemented." To the right is a collage of images: hands holding a pen, a sign that says "make it happen!", and a person looking at a laptop. At the bottom left, there is a small "7" and the "speakup" logo.

Class 2

Understanding Person-Driven Planning

Slide #8

Time Estimation: 20 min

Ask participants to take out their workbooks and brainstorm (on pages 9 & 10) their ideas for the questions on Person-Driven Planning.

After they have time to brainstorm on their own ask them to share with people at their table and then the whole group.



Think. Brainstorm. Share.

Who would be on your team?

Why is it important for you to lead your team?

How do you create the life you want?

CREATE

Slide #9

Time Estimation: 10 min

Share with everyone that you will be watching a short clip about “Future’s Planning” and that this is the same as Person-Driven Planning.

After the video have a short conversation about the video and what they learned from the people who shared on the video.



Person Driven Planning

=

Planning for the Future

Video Placeholder

9 speakup

Class 2

Understanding Person-Driven Planning

Slide #10-11

Time Estimation: 40 min

Lead the group in an activity called Table Top Graffiti (please find the table top graffiti questions following this section of the facilitator guide).

Introduce the activity by letting the participants know that you will be doing a group brainstorming activity called table top graffiti.

Direct them to the directions on slide 11. Read them aloud and answer any questions before beginning.

There are 6 questions in the tabletop graffiti activity. Please take out or add questions as needed based on the size of the group.



Tabletop Graffiti

1. Each table will get a paper with a different question on it.
2. You will have 10 minutes to respond to the question on your paper.
3. Choose someone to write for the group.
4. Work as a team to come up with ideas.
5. When the timer goes off you will pass your paper to the next table.
6. We will pass the papers in a clockwise rotation.
7. When you get the new paper, read the question and work together to respond.
8. Repeat this until you have answered all of the questions.
9. We will talk about the questions and our answers when the activity is over.

11 speakup



Slide #12

Time Estimation: 10 min

Ask participants to talk about key ideas that were discussed today and record them in their workbook. Let them know they can write anything they want to remember.

Big Ideas From Today

What Do I Want to Remember?

Write at least three big ideas in your workbook.

Add details that will help you remember important information.

12 speakup



Tabletop Graffiti

How do you want to participate in the community?
What activities do you want to do each week?



Tabletop Graffiti

How do you let people know what you want?



Tabletop Graffiti

What friendships and connections do you want?



Tabletop Graffiti

How do you want to contribute to the community, your friends, & family?



Tabletop Graffiti

What job/career would you like to have?



Tabletop Graffiti

What makes you feel valued and important?



Facilitator Guide

Class 3: Drafting Your Person-Driven Plan



Class 3

Drafting Your Person-Driven Plan











Objectives

- Complete a full draft of your Person Driven Plan including the following components
 - Strengths
 - What is needed to be successful
 - Who should attend the meeting
 - Dream job / How to engage in the community
 - Spending time with family and friends
 - Three goals
 - Resources and people to help me with my goals



Materials Needed

- Student workbooks (electronic or hard copy depending on the student's need)

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		Make sure there is someone available to scribe for those who need support writing		Use a scaffolding structure*

Class 3

Drafting Your Person-Driven Plan

Slide #2

Time Estimation: 5 min

Ask participants to open their workbook to the big idea page from last week. Ask them to review what they wrote and share with people at their table.

**Recap:
Last Week's
Big Ideas**

Open your workbook to the big ideas you wanted to remember from last week.

Take a moment to reflect and talk to those around you.

2 speakup

Slide #3

Time Estimation: 5 min

Have them turn to page 13 in their workbooks and brainstorm how they want their PDP to create changes in their lives.

This should be a quick brainstorm to get them reflecting and thinking about the goals they created previously.

**Why are We
Creating a
Person-Driven
Plan?**

Some people want their Person-Driven Plan to:

- › Increase opportunities for participation in the community
- › Recognize individual desires, interests, and dreams
- › Develop a plan to turn dreams into reality

How do you want to use Person-Driven Planning to change your life?

Class 3

Drafting Your Person-Driven Plan

Slide #4

Time Estimation: 15 min

Ask them to think about a format they would like to use to share their PDP.

Watch the example video of Nick Harmon sharing his Person-Driven Plan.

Drafting Your Person-Driven Plan

At the end of this class we will be presenting our Person-Driven Plans to each other to practice leading and to get feedback from our peers.

How do you want to share your plan?

- Powerpoint/Slideshow
- Graphic Organizer
- Poster Presentation
- Another way?

View Link

4 speakup



Slide #5

Time Estimation: 5 min

Let them know that they are going to watch a 3 minute video where self advocates remind us of the power of our voice.

Watch the video and ask for responses and thoughts.

A Reminder of the Power of Leading your Own Life

View Link: https://youtu.be/6G3LW02_g

5 speakup



Class 3

Drafting Your Person-Driven Plan

Slide #6

Time Estimation: 5 min

Go over the questions on slide 6 and ask them to spend 5 minutes talking about them with the people around them.

Questions to Get us Thinking:

- What makes a good day?
- What's working well in my life right now?
- What makes a bad day?
- What's not working well right now?
- What rituals and routines are important to me?
- Who are some important people in my life?
- What are important characteristics in people who support me?



Slide #7

Time Estimation: 5 min

Ask them to pull up the goals they wrote and revisit them and share whole or small group.

Revisiting our Goals

Look back at the goals you created.

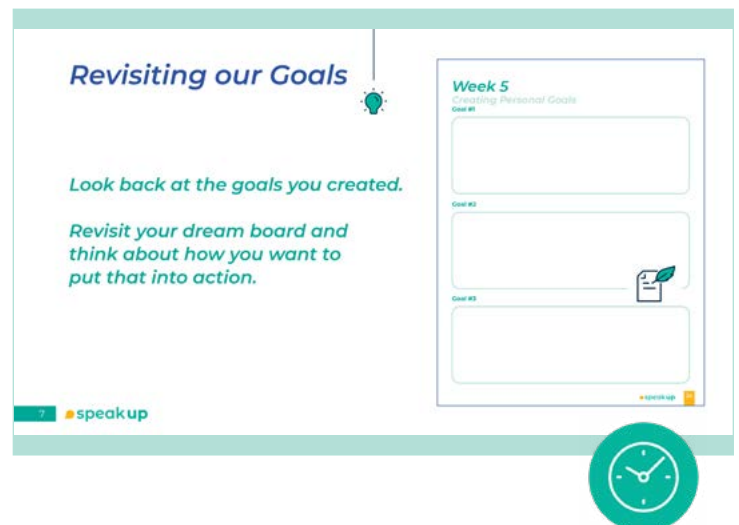
Revisit your dream board and think about how you want to put that into action.

Week 5
Creating Personal Goals

Goal #1

Goal #2

Goal #3



Class 3

Drafting Your Person-Driven Plan

Slide #8-11

Time Estimation: 10 min

Using the graphics and examples on the slides go over the idea of having a big goal and taking the steps to accomplish that goal.

The first example on slide 8 shares an example from ADAPT and will ask participants to think back to the week where they learned about disability rights.

Slide 9 and 10 have them taking a look at the examples of individuals working to accomplish a goal.

Let's Look at Some Examples of Goals That Were Accomplished

The Big Goal → The commitment or purpose of the person or organization.

- Remember ADAPT wanted civil rights for people with disabilities.
- They had to choose an action to get started.
- They chose accessible buses.
- What actions did they take?
- What did they accomplish?
- Did this lead to civil rights for people with disabilities?
- What did achieving this goal mean to their efforts?

← One Goal
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?

8 • speakup



Let's Look at Some Examples of Goals That Were Accomplished

The Big Goal → The commitment or purpose of the person or organization.

- Callie wanted to get healthy.
- She had to choose an action to get started.
- She chose going to see a nutritionist.
- What actions did she take?
- What did she accomplish?
- Did this lead to getting healthy?
- What did achieving this goal mean to her efforts?

← One Goal
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?

9 • speakup



Let's Look at Some Examples of Goals That Were Accomplished

The Big Goal → The commitment or purpose of the person or organization.

- Caitlin wanted to learn to drive.
- She had to choose an action to get started.
- She chose entering a study that would monitor and regulate her epilepsy.
- What actions did she take?
- What did she accomplish?
- Did this lead to driving?
- What did achieving this goal mean to her efforts?

← One Goal
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?

10 • speakup

Slide 11 asks participants to think about how they will take action on their own goals.

Go over all of these examples and on slide 11 ask them to take 5 minutes to brainstorm this for themselves.

What are your Big Goals?

The Big Goal → The commitment or purpose of the person or organization.

- What is a big goal you have?
- What action will you choose to get started?
- What actions will you take?
- What will you accomplish?
- What would this lead to?
- What would achieving this goal mean to your efforts?

← One Goal
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?

11 • speakup



Class 3

Drafting Your Person-Driven Plan

Slide #12

Time Estimation: 60 min

Explain to participants that you will be spending the next hour brainstorming the ideas for your Person-Driven Plan and starting to put it into the format you would like to present.

Remind participants to go over the goals they have written and reflect back on what they have learned over the course of your time together.

Be sure to help participants so they can be successful.



Brainstorm what must be included in the Person-Driven Plan.

Use page 37 of your workbook as a guide.

Start to put your ideas into the format you will present to the class.

The slide features a circular inset image of a man in a suit pointing at a presentation board in a classroom setting. The background is dark blue with colorful circles in shades of pink, yellow, and teal.



Slide #13

Time Estimation: 5 min

Ask them to talk about key ideas that were discussed today and record them in their workbook. Let them know they can write anything they want to remember.



Big Ideas From Today

What Do I Want to Remember?

Write at least three big ideas in your workbook.

Add details that will help you remember important information.

The slide features a lightbulb icon at the top right and a large image of a lit lightbulb on the right side. The background is white with colorful circles in shades of teal, pink, and yellow. The 'speakup' logo is visible in the bottom left corner.

