

# Facilitator Guide

5 Week Course



# Facilitator Guide

## Class 1: Becoming a Leader



# Class 1

## Becoming a Leader











### Objectives

- Define qualities of successful leadership
- Understand how to develop leadership qualities in themselves
- Define and identify community connections

### Materials Needed

- Post-it notes
- 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 the scaffolding structure

# Class 1

## Becoming a Leader

### Slide #1

**Time Estimation: 10 min**

Welcome students and share that we are gathered to think about the main ideas that will be our focus for the time we spend together. These include: self advocacy, using your voice, disability pride, setting goals, and developing leadership.

Depending on the size of the group you may want to have people introduce themselves to the people at their table or to the whole group. Either way have the participants share their name and something about themselves.

### Slide #2

**Time Estimation: 10 min**

Tell the group that you are going to start to talk about how to become a leader and to look at the qualities of leaders.

Let them know that they will watch a 4-minute video where a young woman will talk about what she wants in her life. After the video there will be time to talk about it in their groups. Review the questions ahead of time so they know what to listen for.

Play the video.

After the video review the questions and leave them posted. Allow time for the groups to talk. Walk around and listen in to the conversations.

After participants have had time to talk in their small groups bring them back together as a whole group and debrief. Ask for people to share their thoughts, reactions, and what was discussed with the whole group.

# Class 1

## Becoming a Leader

### Slides #3-4

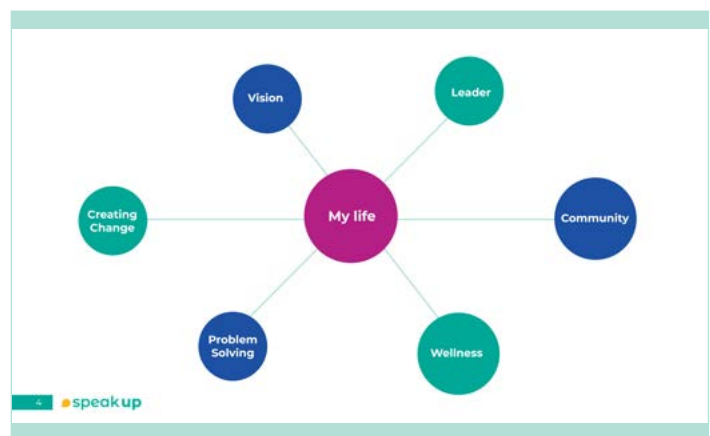
Time Estimation: 5 min

Using the graphics and the bulleted points introduce the key points of the class and ask if the group has feedback or any ideas to share.

**Components of Teaching People with Disabilities to Lead Their Own Person-Driven Planning Process**

<b>LEADER</b> <ul style="list-style-type: none"><li>- Speaking up for myself</li><li>- Saying what's not working in my life</li></ul>	<b>COMMUNITY</b> <ul style="list-style-type: none"><li>- Learning who can help</li><li>- Purposefully creating connections within my community (activities, events, work, volunteer, groups).</li></ul>
<b>WELLNESS</b> <ul style="list-style-type: none"><li>- Identifying and sharing my own joy/happiness and boredom/unhappiness.</li><li>- Communicating about my health needs and status.</li></ul>	<b>PROBLEM SOLVING</b> <ul style="list-style-type: none"><li>- Identifying problems and taking action</li></ul>
<b>CREATING CHANGE</b> <ul style="list-style-type: none"><li>- Plan, communicate, and act to take my life in a different way.</li></ul>	<b>VISION</b> <ul style="list-style-type: none"><li>- Writing my current goals for my life</li><li>- Identifying my strengths and skills</li></ul>

3 speakup



### Slide #5

Time Estimation: 5 min

Ask participants to write on a post-it note what it means to be a self-advocate. If they do not have any ideas ask them to first talk about it at their table and come up with some ideas together.

Debrief ask a whole group. Ask them to share what they came up with. Highlight any comments that mention leadership.

**Brainstorm**

What does it mean to be a self-advocate?

5 speakup

Icons: A purple circle with a leaf, a teal circle with a hand and pencil, and a teal circle with a clock.

# Class 1

## Becoming a Leader

### Slides #6-7

**Time Estimation: 15 min**

Using the connection to leadership from the previous discussion tell the group that today we will be talking about what makes a leader and how we might be leaders

Ask them to open their workbooks to page 2 and work individually or with a partner to answer the questions. Read the questions aloud so everyone has a chance to hear them and start to think.

Ask them to share at their table as they finish. Walk around and talk to participants as they are working.



**Let's Talk About Leaders**

Qualities of a leader?  
What does a leader do?

This slide features a purple background with several white paper airplane icons flying towards the right. The text is in white and pink.



**Complete your Brainstorm:**

**Defining Leadership**

- Brainstorm the qualities of a leader.
- What is a leader?
- How am I a leader?

7 

This slide has a white background with a circular image of two students smiling. It includes a 'speakup' logo and three circular icons: a purple one with a leaf, a teal one with a hand, and a teal one with a clock.

### Slides #8-10

**Time Estimation: 5 min**

Using slides 8-10 discuss the many ways leaders show up in our world. As you share the pictures ask them some of the following questions:

- What makes this person a leader
- What leadership qualities do you see in this person?
- Are there any other leaders you look up to or like to learn from?



**There are many types of leaders**

8 

This slide features a white background with a collage of four images of diverse leaders: a person in a wheelchair, a woman in a red headscarf, Barack Obama, and a woman in a black dress. It includes a 'speakup' logo.

# Class 1

## Becoming a Leader

### Slide #11

**Time Estimation: 20 min**

After looking at many well known leaders and the roles of leaders in our community ask participants to start to think about themselves as leaders.

Ask them to open their workbooks to page 3 and spend some time thinking about how they lead their own life and have a voice for themselves.

Have participants share at their tables and share out with the whole class.

Show the video example and ask students to talk about how they see the person leading their life.

### Slides #12-13

**Time Estimation: 15 min**

Share the idea that leaders rely on others and are often connected to a community of people who support their work in their own life and in their community.

Ask them to share at their table who makes up their community.

Ask participants to open their workbook to page 4 and record people and places in their community that are helpful to them.

Ask the group to share any key ideas they came up with.



**Seeing Myself as a Leader**

What does it mean for a person to stand up for themselves?

When is it important to stand up for yourself?

When do I stay quiet and let things go?

12 speakup

This slide features a teal background with a white thought bubble icon in the top right. A circular image of a woman shouting into a megaphone is on the left. Three circular icons at the bottom represent a notepad, a clock, and a hand holding a pen.



**In Order to Lead We Need Others**

What/who makes up your community?

Share with your neighbor who and what makes up your community.

12 speakup

This slide has a white background with a teal thought bubble icon in the top right. It includes several circular images: a family sitting together, hands holding a red object, and two women smiling. A teal circle is in the bottom left corner.



**Considering my Community**

What/Who do you want in your community?

What or who is helpful in your community?

13 speakup

This slide has a white background with a teal thought bubble icon in the top right. It features a large circular image of hands holding a red object, with teal and yellow circles overlaid. A teal circle is in the bottom left corner.

# Class 1

## Becoming a Leader

### Slide #14

Time Estimation: 10 min

Ask them to talk about key ideas that were discussed today and record them in page 5 of 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.

14 **speakup**

### Slide #15

Time Estimation: 5 min

Ask participants to think of a word that describes class or describes how they feel. Let them know that this is a silent activity and that they will only speak the one word they have come up with when it is their turn.

Choose a place to start in the room and begin when the room is quiet. Point to each participant and ask them to say their word when you point to them.

After the activity is over, thank everyone for being there. Let them know the day and time for the next class and remind them how they can access the materials online.

\*Before the In a Word activity make sure everyone has a word and assist people in choosing if they need support. You could provide them with two choices and ask them to choose one.

**In a Word**

Think of a word that describes today!

Pass if you need to

### Slide #16

Resources

Image Credits for Slideshow

**Resources**

Image Credit for Slideshow:

Martin Luther King: Creator: Julian Wasser | Credit: Time & Life Pictures/Getty Image  
Alexandria Ocasio-Cortez: Franmarie Metzler, U.S. House Office of Photography  
Franklin D Roosevelt: Photo by © CORBIS/Corbis via Getty Images  
Steve Jobs: Photos By Norman Seeff And Albert Watson  
Malala Yousafzai Creator: Christopher Furlong | Credit: Getty Images  
Tarana Burke: Creator: Nyra Lang  
Frida Kahlo: Imogen Cunningham Trust  
Stevie Wonder: RB/redferns

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# Facilitator Guide

## Class 2: The Power of Your Voice



# Class 2

## 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)



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

# Class 2

## The Power of Your Voice

### 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

This slide features a lightbulb icon hanging from a cord, a large teal circle containing a yellow lightbulb icon and a person's head, and several smaller colored circles (yellow, purple, blue) with icons of a lightbulb and a ladder. The 'speakup' logo is in the bottom left corner.

### 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.

This slide features a portrait of Kerrie Joy on the left, with several colored circles (teal, yellow, purple) overlapping it. The 'speakup' logo is in the bottom left corner.



**The Power  
of Your Voice**

Video Link

POWER

4 speakup

This slide features a video player showing a man speaking to a group of people in front of a whiteboard. To the right is a speaker icon with the word 'POWER' written vertically on it. The 'speakup' logo is in the bottom left corner.

# Class 2

## 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 7.

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

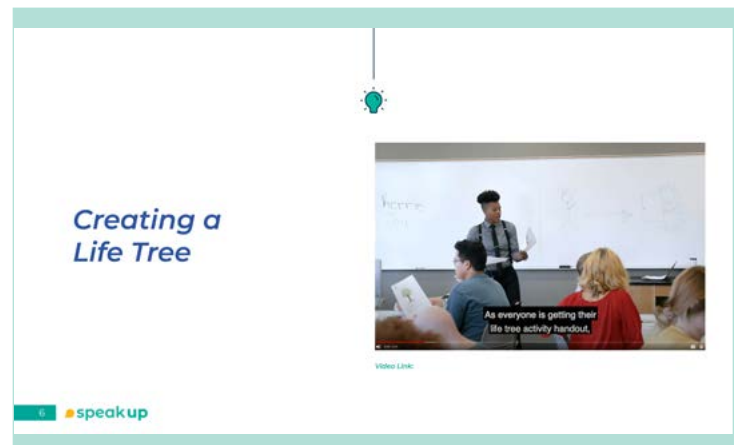
Tell the participants they will be creating a Life Tree. Read the purpose on slide 7

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 9 and 10 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.

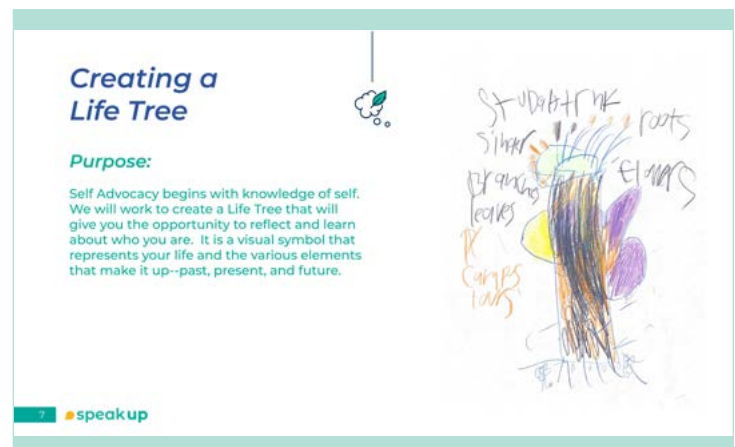
Have them watch the video on slide 9



**Creating a Life Tree**

As everyone is getting their life tree activity handout.

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.

7 speakup

# Class 2

## 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 2

## 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 them 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 2

## The Power of Your Voice

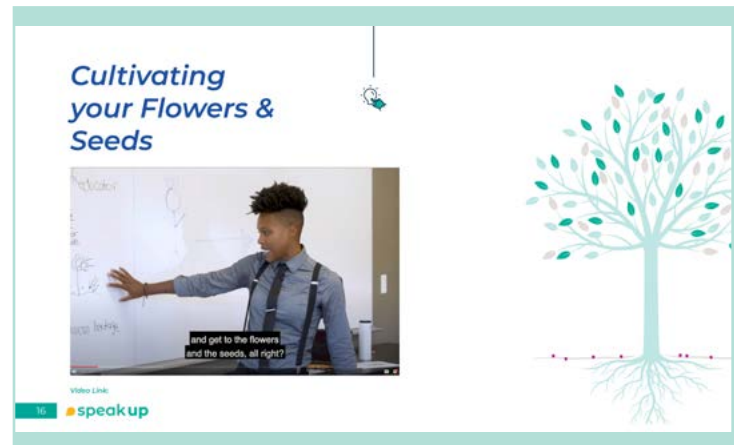
### Slide #16-17

#### 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.

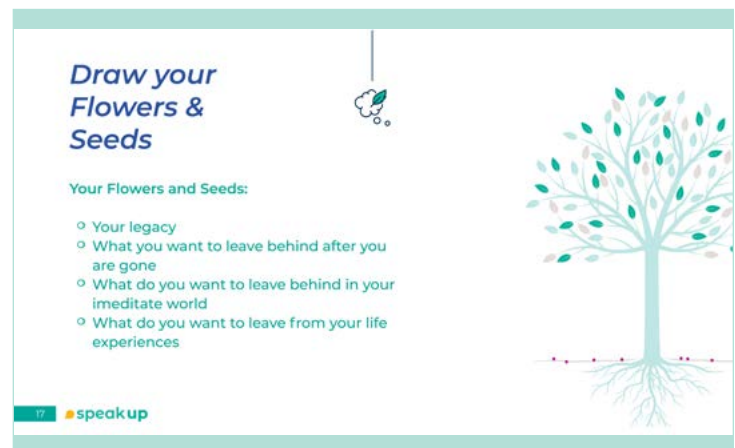


**Cultivating your Flowers & Seeds**

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

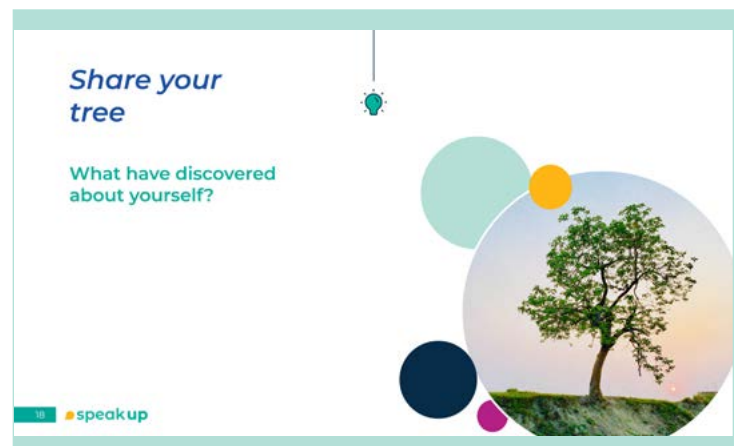
This slide contains a list of four prompts for drawing a tree. To the right is a stylized tree with leaves that are small flowers and seeds. A lightbulb icon is positioned above the list.

### 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 positioned above the text.

# Class 2

## The Power of Your Voice

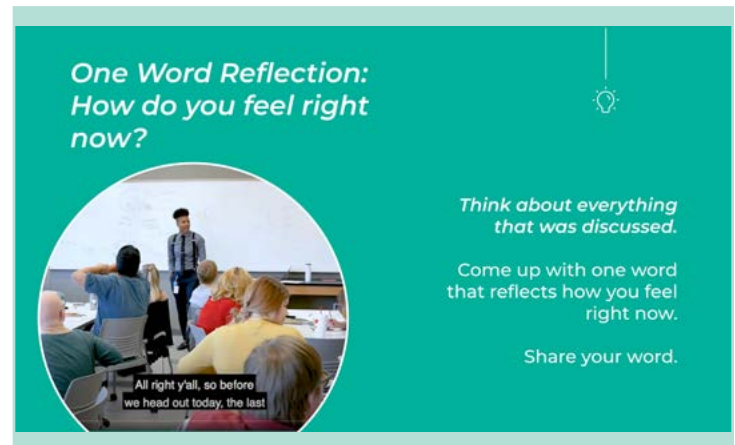
### Slide #19

#### 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.*

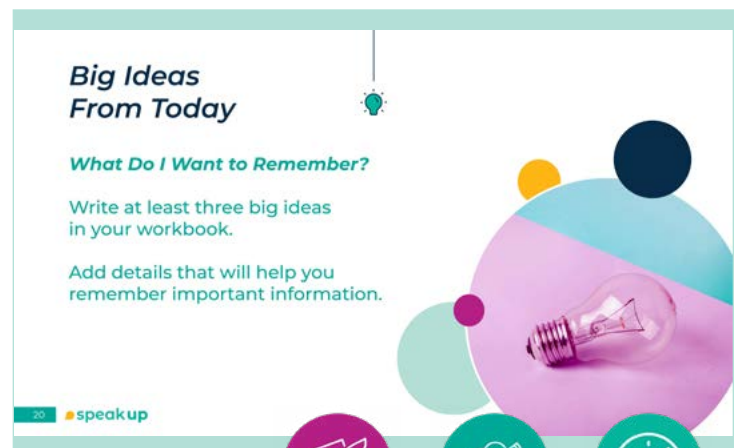
*Come up with one word that reflects how you feel right now.*

*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 3: Understanding Person-Driven Planning



# Class 3

## 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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		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 3

## 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 3

## 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.



### 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.



# Class 3

## Understanding Person-Driven Planning

### Slide #8

**Time Estimation: 20 min**

Ask participants to take out their workbooks and brainstorm (on pages 14 & 15) 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

Video Link: <https://youtu.be/520m2Kx3Dtw>

9 speakup

# Class 3

## 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 4: Drafting Your Person-Driven Plan



# Class 4

## 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)

Icon Legend			
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	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 4

## 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 18 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 4

## 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](https://youtu.be/6G3LW02_g)

5 speakup



# Class 4

## 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.*

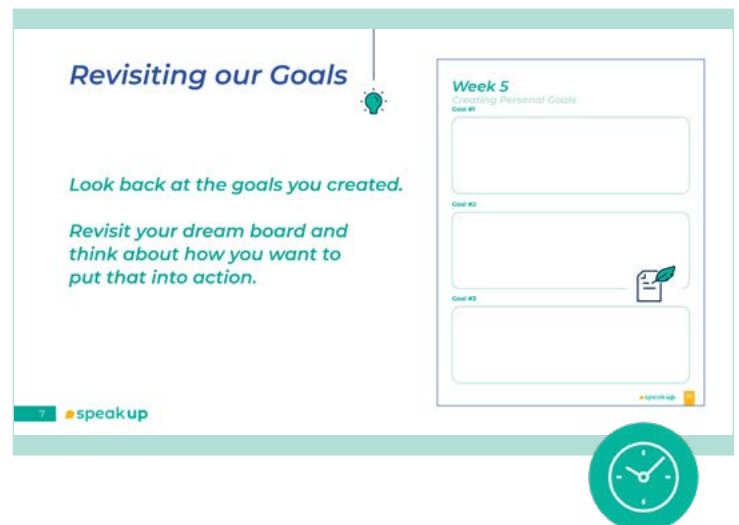
*Revisit your dream board and think about how you want to put that into action.*

**Week 5**  
Creating Personal Goals

Goal #1

Goal #2

Goal #3



# Class 4

## 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.

One Goal ← A step to the larger issue

- 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?

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.

One Goal ← A step to the larger issue

- 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?

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.

One Goal ← A step to the larger issue

- 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?

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.

One Goal ← A step to the larger issue

- 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?

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

11 • speakup

# Class 4

## 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 whiteboard 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 glowing 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.



# Facilitator Guide

## Class 5: Present Your Person-Driven Plan





# Class 5

## Present Your Person-Driven Plan











### Objectives

- Practice sharing your Person-Driven Plans in a safe and inviting environment
- Receive and discuss feedback on your plan and presentation
- Create strategies necessary to move forward

### Materials Needed

- Post-it notes
- 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 5

## Present Your Person-Driven Plan

### \*Note to facilitators:

You will need to work out with participants how to share and project their Person Driven Plan. I find it easy to have the participants create their PDP in Google Slides and then share it with me so I can project the plan. It will be important to plan this ahead of time.

### 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.



### Slide #3

#### Time Estimation: 10 min

Share with participants that they will each be presenting their Person Driven Plan today.

Let them know that they each will be given a certain amount of time and that you will be using a timer and letting them know when they have 2 minutes left. Facilitators decide on the amount of time each participant has based on how many people are in the group and how much time you have.

Review slide three and let them know that they will be sharing compliments and feedback. Depending on the needs of participants they can write them on post it notes and have them to the presenter when they are finished, text the presenter their feedback, or have someone scribe for them.



# Class 5

## Present Your Person-Driven Plan

### Slide #4

**Time Estimation: 90 min**

Participant presentations.



### Slide #5

**Time Estimation: 10 min**

Ask participants to reflect on what they learned from sharing their Person-Driven Plan and record their thoughts in their notebook in their workbook. Let them know they can write anything they want to remember.

