

# Facilitator Guide

## Class 1: Becoming a Leader



# Class 1

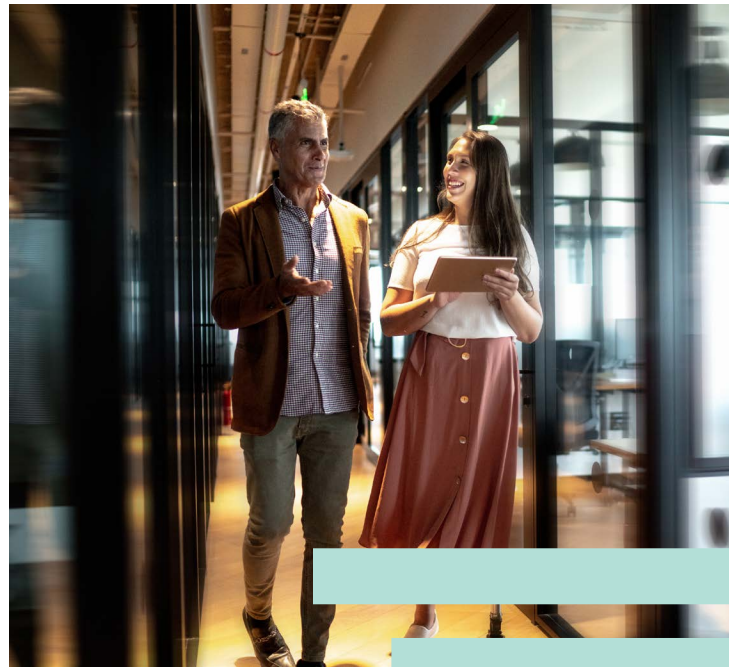
## Becoming a Leader











### 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.

Class 1  
Defining Leadership

# Welcome

**speakup**

Through the Speak Up Class we provide the language, knowledge and tools to ensure that you will have a powerful voice in leading your own Person-Driven Plan and are not afraid to confront, to listen, and to see new possibilities for your future.

### 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.

**We Are Here to Learn to Lead Our Own Lives**

In your groups please talk about the following:

- How is Megan leading her life?
- What does she need to do that?
- Who helped her?

Thank you for inviting me to speak today.

Link to video: <https://www.youtube.com/watch?v=rW3J2B4eo>

**speakup**

# Class 1

## Becoming a Leader

### Slides #3-4

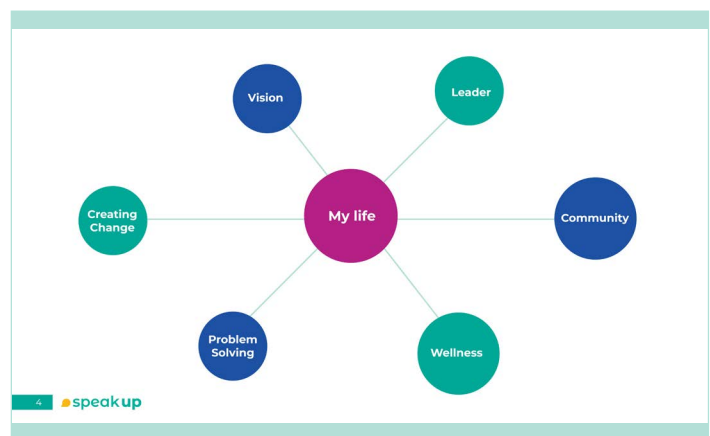
Time Estimation: 5 min

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

# Class 1

## Becoming a Leader

### Slides #6-7

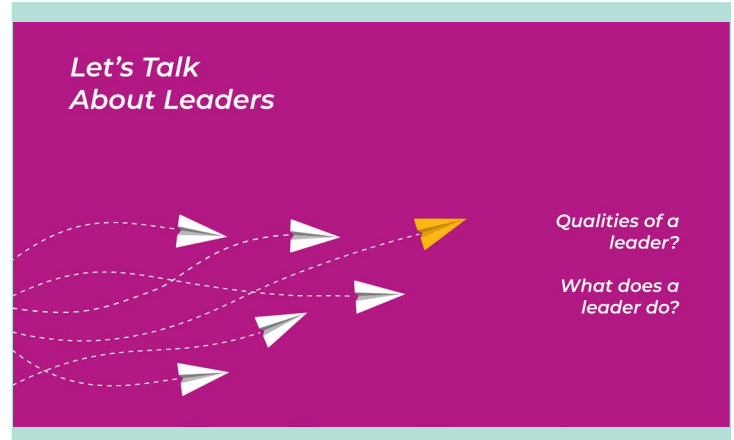
**Time Estimation: 15 min**

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?*

**Complete your Brainstorm:**



**Defining Leadership**

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

7 



### 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 

# 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 writing. The footer includes the number 12 and the 'speakup' logo.



**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 features several circular images: a family sitting together, hands holding a red object, and a dog on a leash. The footer includes the number 12 and the 'speakup' logo.



**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 circular image of hands holding a red object. The footer includes the number 13 and the 'speakup' logo.

# 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 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: Self Advocacy and the Meaning of Language





# Class 2

## Self Advocacy and the Meaning of Language











### Objectives

- Define the meaning of self advocacy
- Understand multiple ways to speak about disability as explained by people with disabilities
- Communicate an informed choice about how to discuss disability

### Materials Needed

- Post-it notes
- Chart paper
- Markers
- 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

## Self Advocacy and the Meaning of Language

### Slide #2

**Time Estimation: 15 min**

As participants enter, have post-it notes on the table. Ask them to write or draw a response to the prompt on the first slide, A self advocate is...

Have them post it on the wall or some chart paper.

After everyone has posted their response, ask students to share. Lead them in a debrief and explain that we will start to learn about self advocacy today.



### Slide #3

**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.



# Class 2

## Self Advocacy and the Meaning of Language

### Slide #4

#### Time Estimation: 10 min

Tell the class that you will be talking about self advocacy today. Share the description from slide 4 and incorporate the ideas that participants wrote on their post-it notes.

Watch the self advocacy video. After it is over, ask them to discuss what they heard with the people at their table.

### Defining Self-Advocacy



Video Link: [https://www.youtube.com/watch?v=0XKLWUDZ\\_g8&feature=emb\\_logo](https://www.youtube.com/watch?v=0XKLWUDZ_g8&feature=emb_logo)

4 • speakup

#### Self-Advocacy is:

- Rooted in the Civil Rights Movement
- Speaking up for what you think is important
- Developing a strong voice to guide your life
- Taking risks
- Making your own decisions
- Asking others to support your dreams
- Problem solving



### Slide #5

#### Time Estimation: 10 min

Ask participants to get their workbook out and turn to page 7 & 8. Let them know they will be thinking about how they have been a self advocate in their own life.

Read the questions from slide #5 and ask them to write or draw responses to each of the questions.

Let them know that they can share with people at their table.

### Brainstorm



**Please list all of the ways you advocate for yourself:**

- When have you had to tell someone that you don't want to do something?
- Have you ever had to share what you really want in your life for a job or activity? Please describe this.
- In what other ways have you advocated for yourself?



5 • speakup



# Class 2

## Self Advocacy and the Meaning of Language

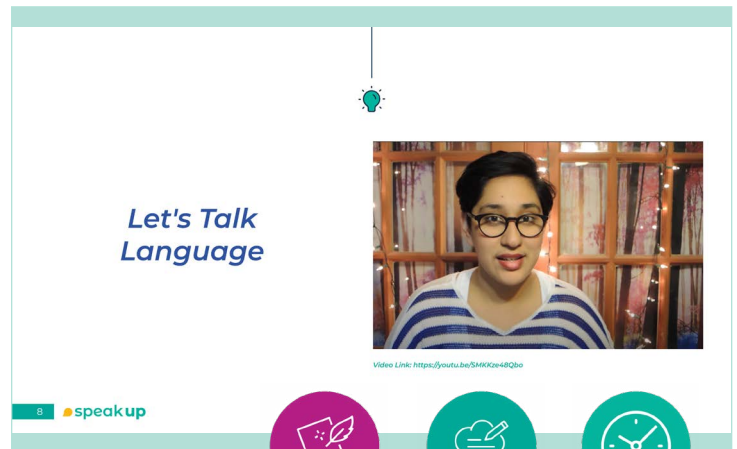
### Slides #6-8

**Time Estimation: 20 min**

Share that one way that people with disabilities advocate for themselves is to learn about and share how they would like to be referred to.

Explain Identity First and People First Language.

Introduce the video about language. Watch the video and ask participants to share their thoughts about how to speak about disability and specifically how they would like to have people refer to them.



<p><b>One way to advocate for yourself is to choose how you would like people to refer to you.</b></p> <p><i>At your table please discuss:</i></p>	<b>IDENTITY FIRST</b>	<b>PERSON FIRST</b>
	I am disabled.	I am a person with a disability.
	I am autistic.	I am a person who has autism.
	I am female.	I am a person with femaleness.
	I am awesome.	I am a person with awesomeness.

# Class 2

## Self Advocacy and the Meaning of Language

### Slides #9

**Time Estimation: 15 min**

Ask participants to turn their workbooks to pages 9 & 10. Read the questions out loud and ask them to draw or write their responses.

Let participants know that they can share with others how they would like to be referred to.

### Slide #10

**Time Estimation: 20 min**

Share with participants that you will be introducing them to Shane Burcaw. Share some information about Shane and tell them that you will be watching a video about Shane. Ask them to think about how Shane advocates for himself while they watch.

After the movie, ask the whole group what they learned from watching Shane. Ask how they saw him advocate.

### Slide #11

**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.


**Complete your brainstorm:**

What do you think about choosing between Person-First Language and Identity-First Language?

Do you identify with either of these?

How do you want people to refer to you?




9 

**Watch This and Relate it to the Ideas of Today**



How is Shane a self-advocate?  
What drives him and helps him achieve his goals?

10 

**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.



11 

# Facilitator Guide

## Class 3: The Power of Your Voice



# Class 3

## 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 3

## 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

The slide features a lightbulb icon, a person's head, and several colorful circles (teal, orange, purple) with icons of a lightbulb and a ladder.

### 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.


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.*

The slide features a portrait of Kerrie Joy and several colorful circles (teal, orange, purple).



**The Power  
of Your Voice**

Video Link

4 speakup

The slide features a video player showing Kerrie Joy performing, a person icon, and a speaker icon with the word "POWER" written vertically.



# Class 3

## 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 13.

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.

### Slide #6-8

#### Time Estimation: 10 min

Tell the participants they will be creating a Life Tree. Read the purpose on slide 6

Share the examples on slides 6 & 7

Tell them they can look over the parts of the tree they will be creating by looking at 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.

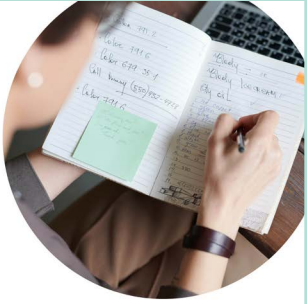
Have them watch the video on slide 8

**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 

**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.



6 

**Creating a Life Tree**



As everyone is getting their life tree activity handout.

Video Link

8 

# Class 3

## 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 3

## The Power of Your Voice

### Slide #12 & 13

#### Time Estimation: 10 min

Tell them they will move onto the Trunk now. 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**

Video Link: [speakup](#)

**Draw your tree trunk**

Identifying your values or core beliefs

### Slide #14 - 15

#### Time Estimation: 10 min

Tell them they will move onto the Roots now. Ask them to watch the video on slide 14.

Show slide 15 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**

Video Link: [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

# Class 3

## The Power of Your Voice

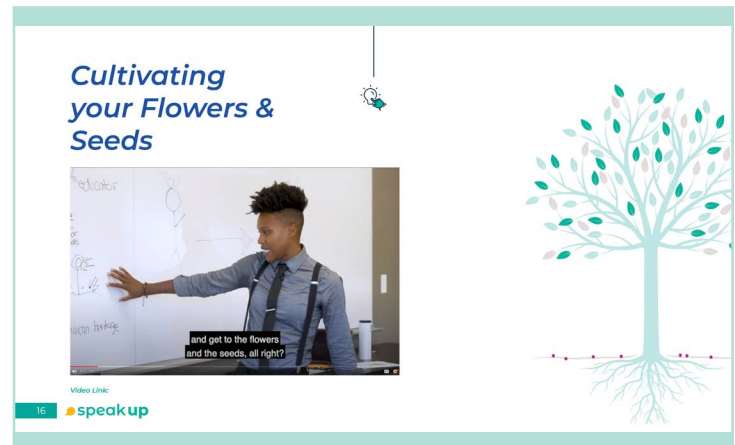
### Slide #16-17

#### Time Estimation: 10 min

Let the participants know that they will move onto the Flowers and Seeds now. Ask them to watch the video on slide 16.


Show slide 17 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.

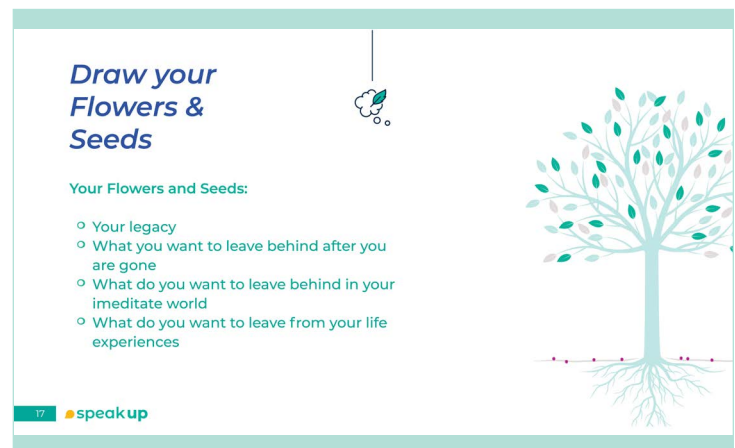


**Cultivating your Flowers & Seeds**

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

16 


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 in the top right corner.



**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 

This slide features a list of prompts for drawing a life tree. To the right is a stylized tree with leaves that are small flowers and seeds. A lightbulb icon is in the top right corner.

### 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 

This slide features a photograph of a real tree in a landscape, surrounded by colorful circles. A lightbulb icon is in the top right corner.

# Class 3

## The Power of Your Voice

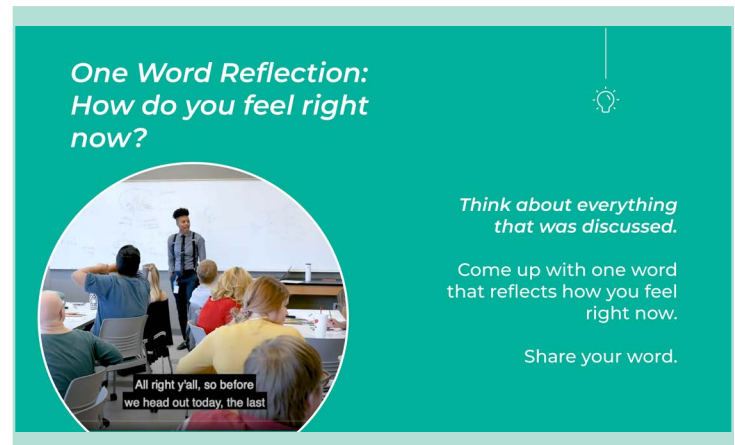
### Slide #19

#### 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 4: Understanding Person-Driven Planning



# Class 4

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

# Class 4

## 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?

3 speakup



# Class 4

## 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 4 features a video player on the left showing a sign that reads "PERSON CENTERED PLANNING" with a yellow star above it. To the right of the video player is the text "A Little Background on Person-Driven Planning". The slide number "4" and the "speakup" logo are in the bottom left corner.



Slide 5 has a yellow background. On the left is a circular image of a hand writing on a notepad. To the right is the text "What Does Person-Driven Planning Mean to You?". The slide number "5" and the "speakup" logo are in the bottom left corner.

### 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.



Slide 6 is titled "Person-Driven Planning" with a magnifying glass icon. The text reads: "Person-Driven Planning is a process used to help people with disabilities plan for their future." Below this, it says: "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." There are three images: a group of people in a meeting, a sign that says "MY SECRET PLAN TO RULE THE WORLD", and a person in a wheelchair. The slide number "6" and the "speakup" logo are in the bottom left corner.



Slide 7 is titled "Person-Driven Planning" with a group of people icon. 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." Below this, it says: "The team takes action to make sure that the strategies discussed in planning meetings are implemented." There are two images: hands being clasped together and a person looking at a laptop. The slide number "7" and the "speakup" logo are in the bottom left corner.

# Class 4

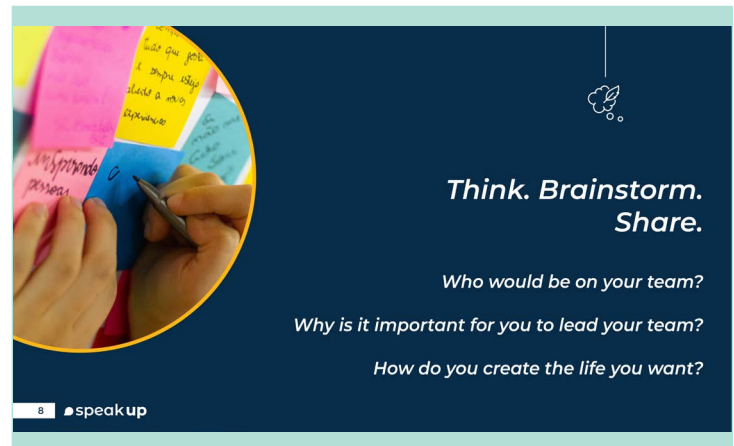
## Understanding Person-Driven Planning

### Slide #8

**Time Estimation: 20 min**

Ask participants to take out their workbooks and brainstorm (on pages 19 & 20) 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?

8 speakup

### 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

Future Planning  
It's Possible and Necessary

Video Link: <https://youtu.be/720m2M2d2w>

9 speakup

# Class 4

## 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.

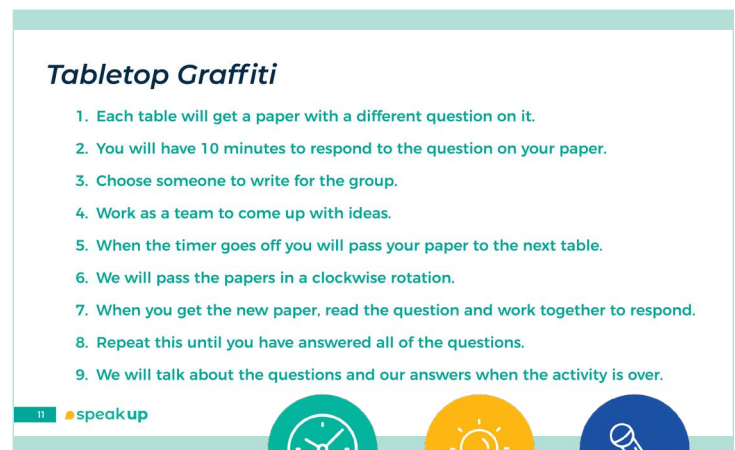


**Tabletop Graffiti**

*Experiences That Make for a Full Life*

10 speakup

This slide features a circular photograph of a diverse group of people (men and women of various ages) gathered around a table, looking at and writing on colorful sticky notes. The background is a light teal color with several colored circles (green, yellow, blue, orange) scattered around.



**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

This slide contains a numbered list of instructions for the activity. At the bottom, there are three circular icons: a clock, a lightbulb, and a pencil.

### 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

This slide features a lightbulb icon at the top. The background is a mix of teal, pink, and light blue with several colored circles. At the bottom, there are three circular icons: a pencil writing on a notepad, a lightbulb, and a clock.

## *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 5: Creating Goals



# Class 5

## Creating Goals











### Objectives

- Write self driven goals that lead to a self driven life
- Identify and plan who can help achieve these goals

### Materials Needed

- 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

## Creating Goals

### 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

The slide features a lightbulb icon at the top right, a large lightbulb image on a purple background, and several colorful circles (purple, blue, yellow, orange) with icons of a lightbulb and a ladder.

### Slide #3

Time Estimation: 10 min

Share with participants that they will be looking to create personal goals during class today. Let them know that they will be writing 3 goals and creating a personal vision board.

Let them know that they are going to watch a short video where a woman shares some of her interests and desires. Ask them to think about what this woman's goals might be.



**Creating  
Personal Goals**

*Listen and consider what her goals might be.*

3 ● speakup

The slide features a video player showing a woman in a red hoodie smiling. A clock icon is located in the bottom right corner.



# Class 5

## Creating Goals

### Slide #4

**Time Estimation: 10 min**

After the video, ask participants to talk at their table about what this woman's goals might be.

Ask them to share whole group.

At your table, discuss the following:

Based on what you heard, what might her goals be?

4 speak up



### Slide #5

**Time Estimation: 10 min**

Participants will now spend some time talking with each other about their past experiences in setting goals.

Read the questions on slide 5 out loud and have them talk as a whole group or in small groups.

**Creating New Goals**

In your groups, please discuss the following:

- Have you ever set goals?
- If so, what goals have you created, and how did it go?
- If you have not set goals, have you ever thought there is something you wanted? Did you take any actions to get what you wanted?
- Why would it be useful to set goals?
- If you set goals, what do you need to accomplish them?

5 speak up



# Class 5

## Creating Goals

### Slide #6

Time Estimation: 5 min

Share Ashley's goals. Let them know that these goals are personal to them and should be about creating the life they want.

**Ashley's Goals**

- Spend more time with my dad
- Start a disability advocacy YouTube channel
- Take a dance class

6 speakup

### Slide #7

Time Estimation: 15 min

Share slide 7 and talk about how goals can be from many different areas of our life.

Read and talk about all of the different areas that are listed on slide 7.

Ask participants if they have any questions.

Ask them to write 3 goals in their workbook (on page 23) that they have for themselves.

**Brainstorm**

*In your workbook, write 3 new goals. They can be in the following areas:*

- Connections (family & friends)
- Fun
- Getting Healthy (food & exercise)
- Transportation
- Community Engagement (activities to do in the community)
- Career (making money)
- Giving Back (volunteering)
- Education
- Your Living Arrangements
- Spirituality

7 speakup

# Class 5

## Creating Goals

### Slide #8

**Time Estimation: 10 min**

Ask participants to share their goals with the people around them.



### Slide #9

**Time Estimation: 5 min**

Ask participants if they have ever made a vision board or seen a vision board.

Share that a vision board is a way of making your goals come to life with the use of pictures and it is a way to stay focused on achieving what you want.

Let them know they will be creating a vision board using their computer or materials that the facilitator has brought.



# Class 5

## Creating Goals

### Slide #10

**Time Estimation: 35 min**

Give detailed directions on how to create their vision board. These directions will change based on whether you will be doing the vision board using hands on materials or if you are using the computer.

Directions for using Google Slides have been provided.

Let them know they have 30 minutes to create their vision board. Make sure to help as needed.

### Slide #11

**Time Estimation: 10 min**

Ask them to share their vision boards. Let them know they can put this up in their home somewhere they can see it everyday. This can help them to stay focused and excited about their dreams.

### Slide #12

**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

#### Creating a Vision Board Using Google Slides

1. Take a look at your goals
2. Think of a couple of pictures that might represent your goal
3. Start a slideshow in your google drive
4. Title is your name and Goals
5. Go to Google and type in the name of the picture that you might want to choose to represent your goal
6. Click on images
7. Choose your picture
8. Right click on that picture and choose copy image
9. Go to your slide show and paste your image into a google slide
10. Do this for every goal you have
11. You can make one slide per goal or put all of your images on one slide-- your choice
12. Write at least one word to describe and inspire you for each picture

10 



#### Share Your Goals and Dream Boards with your Table:

Please give comments and suggestions to your tablemates as they share. Take notes as you listen.



11 



#### 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 





# Facilitator Guide

*Class 6: Self Discovery, Self Advocacy*



# Class 6

## Self Discovery / Self Advocacy











### Objectives

- Develop an understanding of who you are and what you deal with in your life
- Define self advocacy, solidarity, and intersectionality and how they relate to you personally

### Materials Needed

- Colored pencils
- 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 6

## Self Discovery / Self Advocacy

### 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: 10 min

Let participants know that they will be listening to Kerrie Joy again and working on seeing how Self Determination, Solidarity, and Intersectionality relate to their lives.

Ask them to start by thinking about how they define self advocacy. Let them know that you know we have spoken about this, but it is important to revisit the meaning of this in their life. Ask them to take out their workbooks and brainstorm on page 27.

Ask them to talk about how they define self advocacy with people around them. Debrief as a whole class

**Welcome Back,**  
**Kerrie Joy**

How do you define Self Advocacy?  
Brainstorm in your workbook.

3 speakup

# Class 6

## Self Discovery / Self Advocacy

### Slide #4

#### Time Estimation: 10 min

Let them know that they are going to watch a short video clip where Kerrie Joy and a group of self advocates talk about how they define self advocacy.

After the video ask the participants if they have any more to add after listening to others.

**Kerrie Joy & Self Advocates**

**Self Advocacy**

are self advocacy.

Take notes in your workbook as you listen.

4 speakup

### Slide #5

#### Time Estimation: 20 min

Let them know that the next concept you will be talking about is solidarity. Share that they will be watching a video clip and then talking about this concept.

Ask participants to take notes on solidarity in their workbook on page 27.

After the video review what was written in the workbook and have students share out with the group. Ask them what they think about the idea of unity and solidarity in relationship to their lives and how people with disabilities have come together to support each other. Support participants to share their ideas.

**Solidarity = Unity**

Take notes in your workbook as you listen.

Self-advocacy  
Solidarity  
Empowerment

maybe they were too afraid to say something before.

5 speakup



# Class 6

## Self Discovery / Self Advocacy

### Slide #6

#### Time Estimation: 5 min

Let them know that they will now listen to the poem by LeDerick Horn. The poem shares his ideas about his disability and the strength of self advocacy.

Listen and enjoy.

After please ask the participants to share their reactions.

*Dare to Dream*

We are gathered here today...  
**WITNESS**

We are gathered here today to bear witness.

Video Link: <https://youtu.be/LA6Ag5Up8>

6 ● speakup

Listen to and enjoy this poem by LeDerick Horn.

### Slide #7

#### Time Estimation: 10 min

Share with participants that they will now be talking about the last big concept, intersectionality.

Share with them that intersectionality is how we look at a person's different social and political identities. Let them know that these identities come with road blocks.

Ask them to start to consider what their identities might be.

*Intersectionality:  
Recognizing the Layers  
We all Have*

What might your identities be?

7 ● speakup

# Class 6

## Self Discovery / Self Advocacy

### Slide #8

**Time Estimation: 10 min**

Let them know that they will listen to Kerrie Joy talk about intersectionality. Ask them to listen and take note of what she says her identities are.

**Kerrie Joy & Intersectionality**

*Listen & take note of what she says her identities are.*

So intersectionality is when these different streets

Video Link: <https://youtu.be/5N9K9P2P8c>

8 speakup

### Slide #9

**Time Estimation: 20 min**

Go over the directions that Kerrie Joy shared. Make sure everyone knows to create a road that is based on an identity they have and add in the road blocks, potholes, and cracks they have experienced.

Let them know there is space in their workbook on page 28.

**Draw Your Road for One Identity**

*Add in the road blocks, potholes, and cracks in the road that you have experienced.*

9 speakup

### Slide #10

**Time Estimation: 35 min**

After the participants have had a chance to create their roads ask if anyone would like to share.

Give all that want to share time to explain what they have created.

**Who Wants to Share Their Road?**

*Explain what you have created!*

10 speakup

# Class 6

## Self Discovery / Self Advocacy

### Slide #11

#### Time Estimation: 10 min

Let them know they will now listen to Kerrie Joy and the group of self advocates share what they have created.

After they have listened, ask them to engage in the same activity. Share what they learned today.

**Share Your Road**



*Listen to Kerrie Joy and the group of self advocates share what they have created.*



Video Link: <https://youtu.be/tUd5C25n2Mc>

11 



### Slide #12

#### 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.



12 

# Facilitator Guide

## Class 7: The Disability Rights Movement



# Class 7

## The Disability Rights Movement











### Objectives

- Understand the history of people with disabilities and how it can inform my life
- Develop a concept of solidarity and pride

### Materials Needed

- Chart paper and markers
- 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
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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 7

## The Disability Rights Movement

### 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

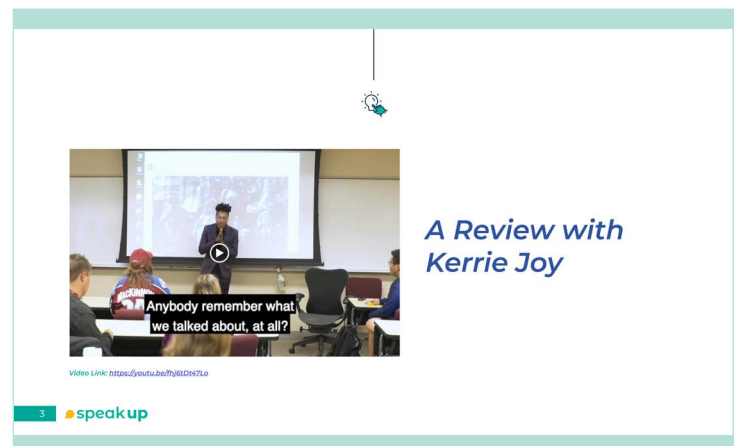
The slide features a lightbulb icon at the top right, a large yellow lightbulb graphic on the right side, and several smaller colored circles (teal, orange, dark blue, purple) scattered around. A clock icon is at the bottom right.

### Slide #3

#### Time Estimation: 5 min

Tell participants they will be hearing from Kerrie Joy again and starting with a review from her.

Play the video on slide 3.



A Review with  
**Kerrie Joy**

Anybody remember what we talked about, at all?

Video Link: <https://youtu.be/7j61D447Lo>

3 speakup

The slide features a video player showing a man speaking in a classroom setting. A play button is overlaid on the video. The text 'Anybody remember what we talked about, at all?' is displayed below the video. A lightbulb icon is at the top right.

# Class 7

## The Disability Rights Movement

### Slide #4

#### Time Estimation: 15 min

Let participants know that this week we will be talking about the Disability Rights Movement.

Ask them to open up their workbooks to page 31 and write or draw anything they already know about the Disability Rights Movement.

Discuss their answers with the whole group and let them know that we will be learning more about the Disability Rights Movement during our time today.

### Slide #5 & 6

#### Time Estimation: 40 min

Share that we will now be watching Kerrie Joy discuss the Disability Rights Movement and show a portion of a documentary about The Gang of 19.

Ask them to open their workbooks to page 32 and let them know they can write or draw while they watch.

**What do you know about the Disability Rights Movement?**

- Take a moment to think and brainstorm on your own.
- Write or draw some ideas in your workbook.
- We will share when you are finished.

© 2013 National Health Interview Survey, courtesy of The Center for Disease Control and Prevention

4 ● speakup



**The Gang of 19 & The Disability Rights Movement**

*Take notes in your workbook as you listen.*

Video Link: <https://youtu.be/Cf0kD6qecmI>

5 ● speakup



**The Gang of 19 & The Disability Rights Movement**

*Take notes in your workbook as you listen.*

Video Link: <https://youtu.be/6e6m4DqzPqg>

6 ● speakup

# Class 7

## The Disability Rights Movement

### Slide #7

#### Time Estimation: 15 min

After watching the video please ask everyone to take 2 minutes and share their reactions with the group or at their tables.

After the initial 2 minute share ask participants to open their workbook to page 33 and fill in the workbook.

They should think about their own reactions and can include ideas they heard from others if that is helpful.

Share as a whole group.

Facilitators should work to connect the content from the Gang of 19 to participants' lives.

**Week 7**  
The Gang of 19 & Disability Rights Movement

What did you see?      What did you hear?

What did you feel while watching?      How does the work of ADAPT relate to your life?

**Debrief**

- What did you see?
- What did you hear?
- What did you feel while watching?
- How does the work of ADAPT relate to your life?

7 speakup

### Slide #8

#### Time Estimation: 15 min

Ask everyone to take a quiet moment to think about the changes that the Gang of 19 made and start to consider the changes they would like to make in their world.

Lead them in a whole group brainstorm about all of the changes they would like to consider. Write their ideas on a whiteboard or chart paper for all to see.

**RESPECT FOR ALL**  
**WE'RE ALL IN THIS TOGETHER!**

**What Changes would you like to see in your world?**

- Brainstorm as a group

8 speakup



# Class 7


## The Disability Rights Movement

### Slide #9


#### Time Estimation: 15 min




Show the video of the class creating their list.

After the video ask them to add anything they want to their list and then circle or highlight one or two things they want to do and that is important to them personally.



**Brainstorm with Kerrie Joy**

9 



### Slide #10

#### 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.

10 



# Facilitator Guide

## Class 8: Drafting Your Person-Driven Plan



# Class 8

## 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		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 8

## 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 36 in their workbooks and brainstorm how they want their Person-Driven Plan 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?*

3 ● speakup

# Class 8


## 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 Person-Driven Plan.


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?

  
Video Link: [https://www.youtube.com/watch?v=...](#)

4 

### 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** 

  
Video Link: [https://youtu.be/5b6XCLU95D2\\_g](https://youtu.be/5b6XCLU95D2_g)

5 



# Class 8

## 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?

6 speakup



### 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.*

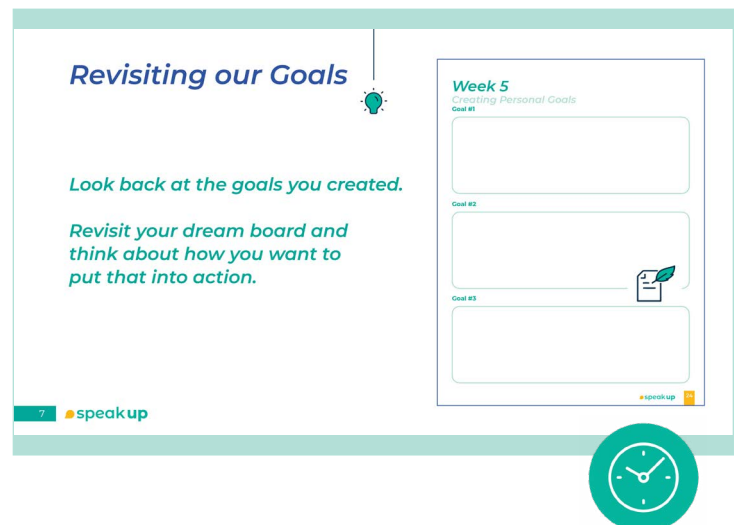
Week 5  
Creating Personal Goals

Goal #1

Goal #2

Goal #3

7 speakup



# Class 8

## 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?



**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?



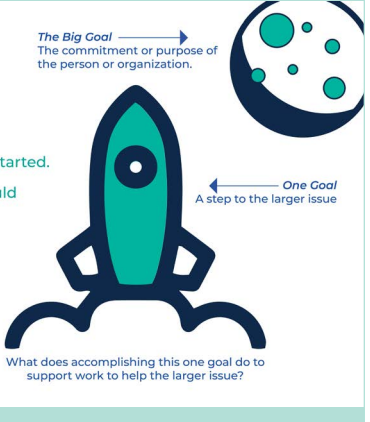
**Let's Look at Some Examples of Goals That Were Accomplished**

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?



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?



# Class 8

## Drafting Your Person-Driven Plan

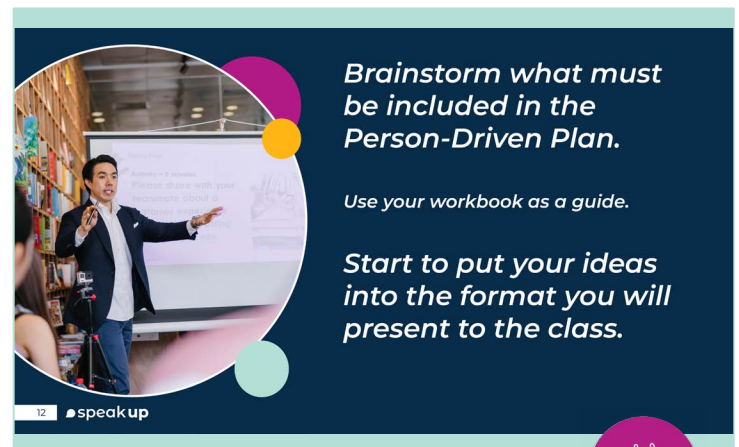
### Slide #12

#### 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 your workbook as a guide.

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

12 speakup

The slide features a circular inset image of a man in a suit pointing at a presentation screen in a library-like setting. The screen displays text: "What do I want to remember? Write at least three big ideas in your workbook." The slide is decorated 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.

13 speakup

The slide features a central image of a glowing lightbulb. The text is arranged to the left of the lightbulb. The slide is decorated with colorful circles in shades of teal, pink, and yellow. At the bottom, there are two circular icons: a teal one with a lightbulb and a pink one with a notepad and pencil.



# Facilitator Guide

## Class 9: Learning from Powerful Leaders



# Class 9

## Learning from Powerful Leaders











### Objectives

- Identify qualities of powerful leaders
- Make connections to similar issues faced and discuss solidarity
- Identify personal leadership qualities

### Materials Needed

- 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 9

## Learning from Powerful Leaders

### 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

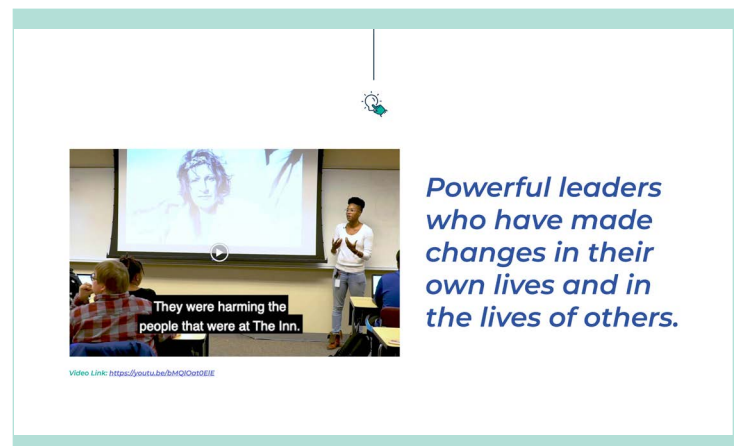
The slide features a central image of a hand holding a glowing lightbulb, surrounded by several overlapping circles in shades of teal, orange, and purple. A small lightbulb icon is positioned above the main text. At the bottom right, there are two circular icons: one with a lightbulb and another with a ladder.

### Slide #3

#### Time Estimation: 10 min

Let the class know that they will be learning from powerful leaders who have made changes in their own lives and in the lives of others. Share that they will do some writing and sharing while learning from these leaders.

Show Video #1, Sylvia Rivera.



**Powerful leaders who have made changes in their own lives and in the lives of others.**

They were harming the people that were at The Inn.

Video Link: <https://youtu.be/8M0Co10EIE>

The slide features a central video player showing a woman (Sylvia Rivera) speaking in a classroom setting. A small lightbulb icon is positioned above the video. The video player has a play button and a progress bar. Below the video, there is a caption and a video link.

# Class 9

## Learning from Powerful Leaders

### Slide #4

#### Time Estimation: 15 min

Let the participants know that they will now get their workbooks out and brainstorm ideas and write their thoughts about the question, "When you see yourself what do you see?"

After students have time to write, ask them to share with the group. Take volunteers and support people who want to share.

**"We have to be visible. We should not be ashamed of who we are. There are many of us out there."**

*- Sylvia Rivera - A Latina-American transgender activist in the LGBTQ rights movement*

**Share your thoughts in your workbook:**  
When you see yourself what do you see?

4 speakup

Icons: Clock, Brain, Ladder

### Slide #5

#### Time Estimation: 10 min

Show the video of other students sharing their thoughts. After the video ask them if they have any other ideas to share based on the feedback they heard. Give them a chance to talk with their neighbors.

**Sharing Your Thoughts**

Kaitlyn is a social butterfly

Video Link: <https://youtu.be/8T9Mh5b10Y>

5 speakup

Icon: Ladder

# Class 9

## Learning from Powerful Leaders

### Slide #6

#### Time Estimation: 5 min

Let them know that they will be learning from another leader and will be thinking about what they are willing to die for. Explain to them that the purpose of this is to help you envision a life full of purpose and passion.

Show video #3, Fred Hampton.



Envisioning a life full of purpose and passion.



because life can many times be a struggle.

Video Link: <https://youtu.be/F9K3L1nqI>

6 speakup

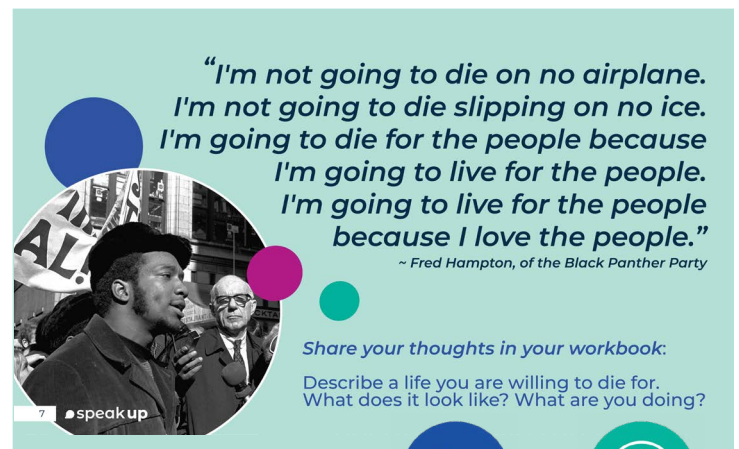


### Slide #7

#### Time Estimation: 15 min


Ask them to turn to the next page of their workbook and brainstorm ideas and write their thoughts about the prompt, "Describe a life you are willing to die for."

After students have time to write, ask them to share with the group. Take volunteers and support people who want to share.



*"I'm not going to die on no airplane.  
I'm not going to die slipping on no ice.  
I'm going to die for the people because  
I'm going to live for the people.  
I'm going to live for the people  
because I love the people."*

~ Fred Hampton, of the Black Panther Party



7 speakup




# Class 9

## Learning from Powerful Leaders

### Slide #8


**Time Estimation: 10 min**


Show the video of other students sharing their thoughts. After the video ask them if they have any other ideas to share based on the feedback they heard. Give them a chance to talk with their neighbors. Ask them to talk about the idea that Kerrie Joy shared, “It is extremely important to know what you are living for.” Ask them what this means to them. Listen in and debrief with the whole group.



*“It is extremely important to know what you are living for.”*

we ultimately know what we're willing to die for.

8 




### Slide #9

**Time Estimation: 10 min**


Share that there is another leader for us to learn from. Let them know that they are going to listen to this leader and think about if there has ever been anything in life that makes you want to stop.

Show video #4, Harriet Tubman.



*Has there ever been anything in life that makes you want to stop?*

So is there anything in life

9 

# Class 9

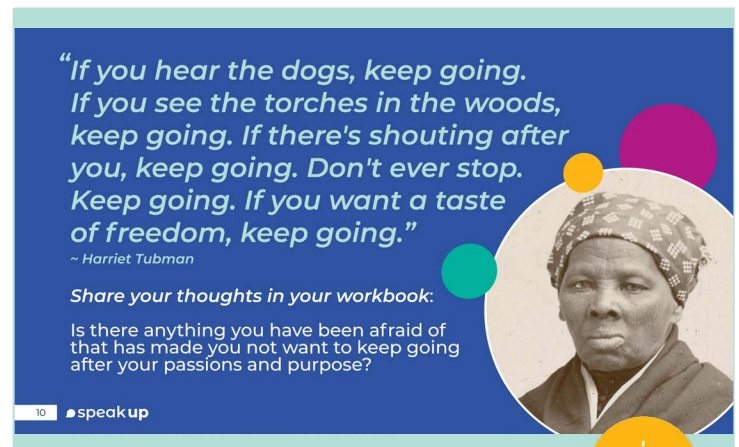
## Learning from Powerful Leaders

### Slide #10

#### Time Estimation: 15 min

Ask them to turn to the next page of their workbook and brainstorm ideas and write their thoughts about the prompt, "Is there anything in life that has made you want to stop."

After students have time to write, ask them to share with the group. Take volunteers and support people who want to share.



*"If you hear the dogs, keep going. If you see the torches in the woods, keep going. If there's shouting after you, keep going. Don't ever stop. Keep going. If you want a taste of freedom, keep going."*  
~ Harriet Tubman

Share your thoughts in your workbook:

Is there anything you have been afraid of that has made you not want to keep going after your passions and purpose?

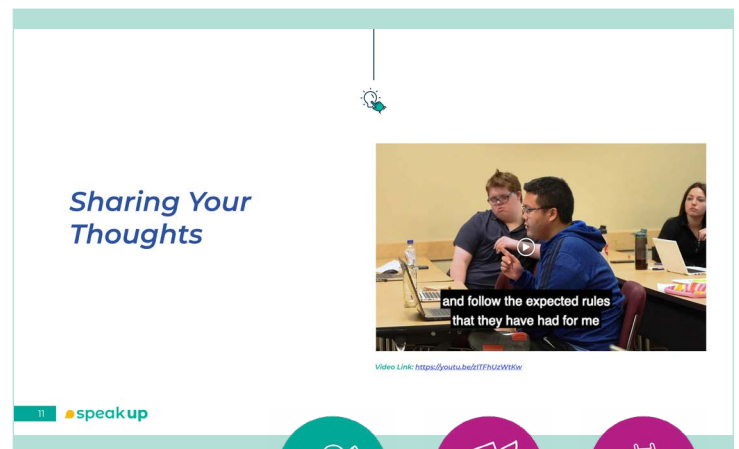
10 speakup

A circular portrait of Harriet Tubman is on the right side of the slide. The background is dark blue with several colorful circles (yellow, pink, green) scattered around. A lightbulb icon is in a yellow circle at the bottom right.

### Slide #11

#### Time Estimation: 10 min

Show the video of other students sharing their thoughts. After the video ask them if they have any other ideas to share based on the feedback they heard. Give them a chance to talk with their neighbors.



Sharing Your Thoughts

and follow the expected rules that they have had for me

Video Link: <https://youtu.be/dT7FhJ2995k>

11 speakup

The slide features a video player showing three students in a classroom setting. The video title is "Sharing Your Thoughts" and a subtitle reads "and follow the expected rules that they have had for me". A video link is provided below the player. The slide has a white background with a light blue border. At the bottom, there are three circular icons: a green one with a speech bubble and pencil, a purple one with a leaf and star, and another purple one with a ladder.

# Class 9

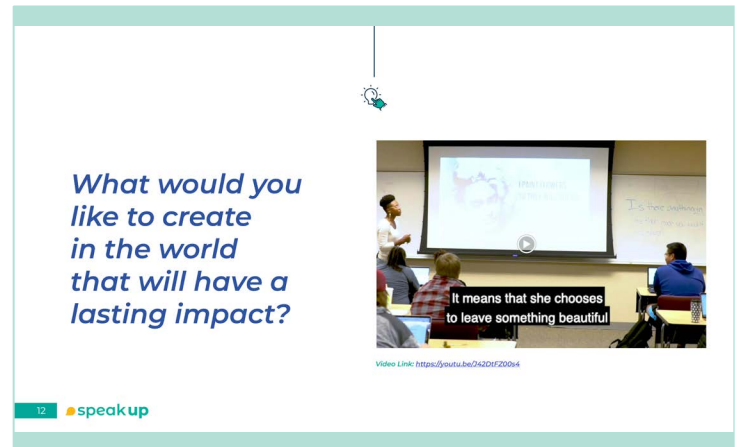
## Learning from Powerful Leaders

### Slide #12

#### Time Estimation: 10 min

Share that there is another leader for us to learn from. Let them know that they are going to listen to this leader and think about what they would like to create in the world that will have a lasting impact.

Show video #5, Frida Khalo.



What would you like to create in the world that will have a lasting impact?

It means that she chooses to leave something beautiful

Video Link: <https://youtu.be/2420df200s4>

12 speakup

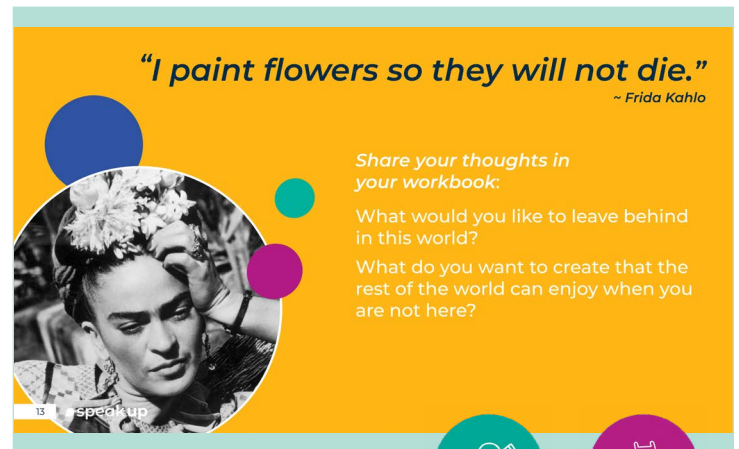
This slide features a light blue background. On the left, the text 'What would you like to create in the world that will have a lasting impact?' is written in a dark blue, italicized font. To the right, there is a video player showing a classroom scene with a teacher and students. A subtitle at the bottom of the video reads 'It means that she chooses to leave something beautiful'. Below the video player, the text 'Video Link: https://youtu.be/2420df200s4' is displayed. At the bottom left of the slide, the number '12' and the 'speakup' logo are visible.

### Slide #13

#### Time Estimation: 15 min

Ask them to turn to the next page of their workbook and brainstorm ideas and write their thoughts about the prompt, "What would you like to leave behind in this world?"

After students have time to write, ask them to share with the group. Take volunteers and support people who want to share.



"I paint flowers so they will not die."  
~ Frida Kahlo

Share your thoughts in your workbook:

What would you like to leave behind in this world?

What do you want to create that the rest of the world can enjoy when you are not here?

13 speakup

This slide has a bright yellow background. At the top, a quote by Frida Kahlo is displayed in a dark font, with her name below it. Below the quote, there are two bullet points in a dark font, each preceded by a small colored circle (blue and pink). On the left side, there is a circular inset image of Frida Kahlo. At the bottom left, the number '13' and the 'speakup' logo are visible. At the bottom right, there are two circular icons: a teal one with a pencil and a pink one with a ladder.



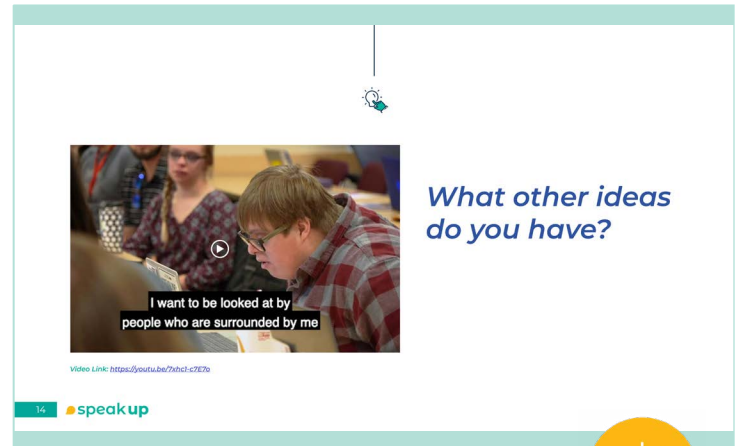
# Class 9

## Learning from Powerful Leaders

### Slide #14

Time Estimation: 10 min

Show the video of other students sharing their thoughts. After the video ask them if they have any other ideas to share based on the feedback they heard. Give them a chance to talk with their neighbors.



*What other ideas do you have?*

I want to be looked at by people who are surrounded by me

Video Link: <https://youtu.be/7ahxt-c7E7c>

14 speakup



### Slide #15

Time Estimation: 5 min

Read the quote on the slide out loud and remind them that they are all powerful and that they both collectively and individually have the power to direct their lives in meaningful ways.



*“When the whole world is silent, even one voice becomes powerful.”*

~ Malala Yousafzai

15 speakup

### Slide #16

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.

16 speakup

# Facilitator Guide

## Class 10: Present Your Person-Driven Plan



# Class 10

## 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 10

## 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.



**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

The slide features a light green background with a hanging lightbulb icon. On the right, there is a circular graphic containing a woman's face, surrounded by question marks and a glowing lightbulb. Below the main text, there are several colorful circles (teal, orange, dark blue, purple) and icons: a lightbulb in a yellow circle and a ladder in a purple circle.

### 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.



**Listening,  
Compliments,  
and Feedback**

1. Listen and give the presenter your attention
2. Share at least one compliment
3. Share at least one point of constructive feedback

3 speakup

The slide has a teal background. On the right, there is a circular graphic showing a man presenting to a group of people. Below the main text, there are several colorful circles (teal, orange, dark blue, purple) and a clock icon in a teal circle.

# Class 10

## 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.

