

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)



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*

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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.



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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

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

4 speakup

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

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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>One way to advocate for yourself is to choose how you would like people to refer to you.</p> <p><i>At your table please discuss:</i></p>	IDENTITY FIRST	PERSON FIRST
	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.

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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.



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