# **Facilitator Guide**

## Class 2: Self Advocacy and the Meaning of Language



## speakup

**Person-Driven Planning** For Individuals with Disabilities

### **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)

lcon Legend		Allow extra time for people who use augmentative communication	OF	Walk around and make sure participants are prepared to share. Provide support if needed
		Encourage participants to speak for themself, but utilize support from a peer or support person as needed for success	E.	Use speech to text technology (and other Assistive Technology) as needed for writing
	S.	Read the slide out loud	÷Q:	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
	E.F	Make sure there is someone available to scribe for those who need support writing		Use a scaffolding structure*



## 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.



speakup

### 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



speak up

#### 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



### 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?



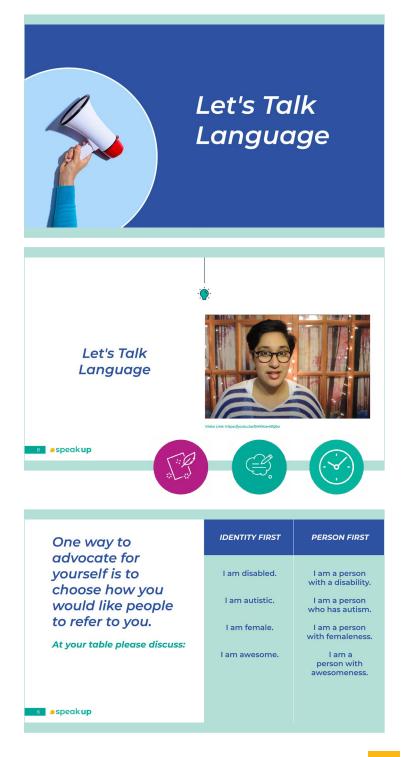
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### Slides #6-8 Time Estimation: 20 min

Share that one way that people with disabilities advocate for themself 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.



## 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.

