

# 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)



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 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

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## 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.

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>

Listen to and enjoy this poem by LeDerick Horn.

6 speakup

### 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

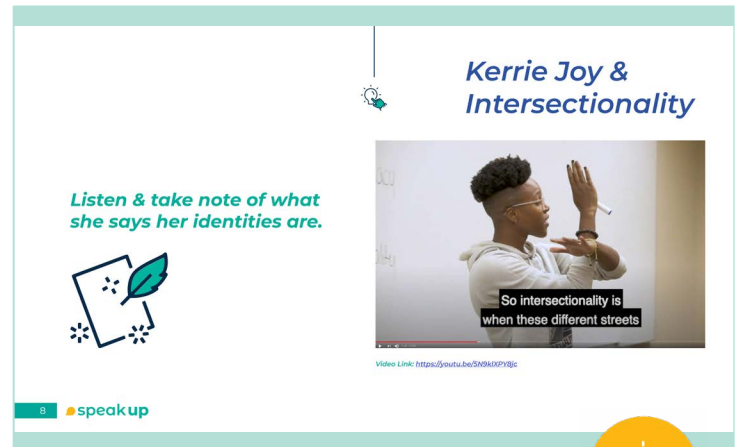
# Class 6

## 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

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

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### 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>

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### 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.



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