

Participant Workbook

Class 1: Becoming a Leader



Class 1

Defining Leadership

Brainstorm the qualities of a leader:



What does a leader do?

How am I a leader?



Class 1

Leading my own life

How do I currently lead my life and/or stand up for myself?



When is it most important for me to stand up for myself and lead?

When do I stay quiet and let things go?

Class 1

Considering My Community

What and/or who makes up your community?



What and/or who do you want in your community?

What and/or who is helpful in your community?

Class 1

Big Ideas

What Do I Want to Remember?

1.

2.

3.



In a word. Think of a word that describes today!

Details to help me remember:

Participant Workbook

Class 2: Self Advocacy and the Meaning of Language



Class 2

Advocate for Yourself

List all of the ways you advocate for yourself. Please be specific!



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.

Class 2

Advocate for Yourself

In what other ways have you advocated for yourself?



Class 2

Language Preferences

Person First Language

Identity First Language

Something Else _____

Some people with disabilities choose between these two types of language. What do you think about this?



Do you identify with either of these?



Class 2

Language Preferences

I prefer people to refer to me using the following language:



Class 2

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

Class 3: The Power of Your Voice



Class 3

Personal Reflection

What did you think about Kerrie Joy's message and how this is at work in your life?

Self-Advocacy Is:

- Standing up for yourself.
- Speaking up for yourself.
- Identifying who you are.



Class 3

Self-Awareness

How are the following ideas at work in your life? What do they mean to you?

Self-Advocacy Involves:

1. Knowledge of Self / Knowing Yourself

2. Knowledge of the systems around you that try to define you before you have the opportunity to define yourself.



3. Solidarity - Unity with others, seeing that you are not alone, having common interests and common goals with others.

Class 3

Creating Your 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.

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.

The Parts of Your Tree:

Your Leaves (*how the world sees you*)

- Person that you present to the world
- Your title (*like a student or an employee or another title*)
- Everything you present to the world

Your Branches (*how you see yourself*)

- How you hope to see yourself in the future
- How do you hope the world sees you

Your Trunk (*your values and core beliefs*)

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 immediate world
- What do you want to leave from your life experiences

Your Roots (*where you come from*)

- Where everything starts (*EXAMPLE: where you were born*)
- Your life story (*EXAMPLE: who were your parents*)
- What informed who you are (*EXAMPLE: your environment growing up*)

Class 3

Creating Your Life Tree

How the world sees you:

How you see yourself:

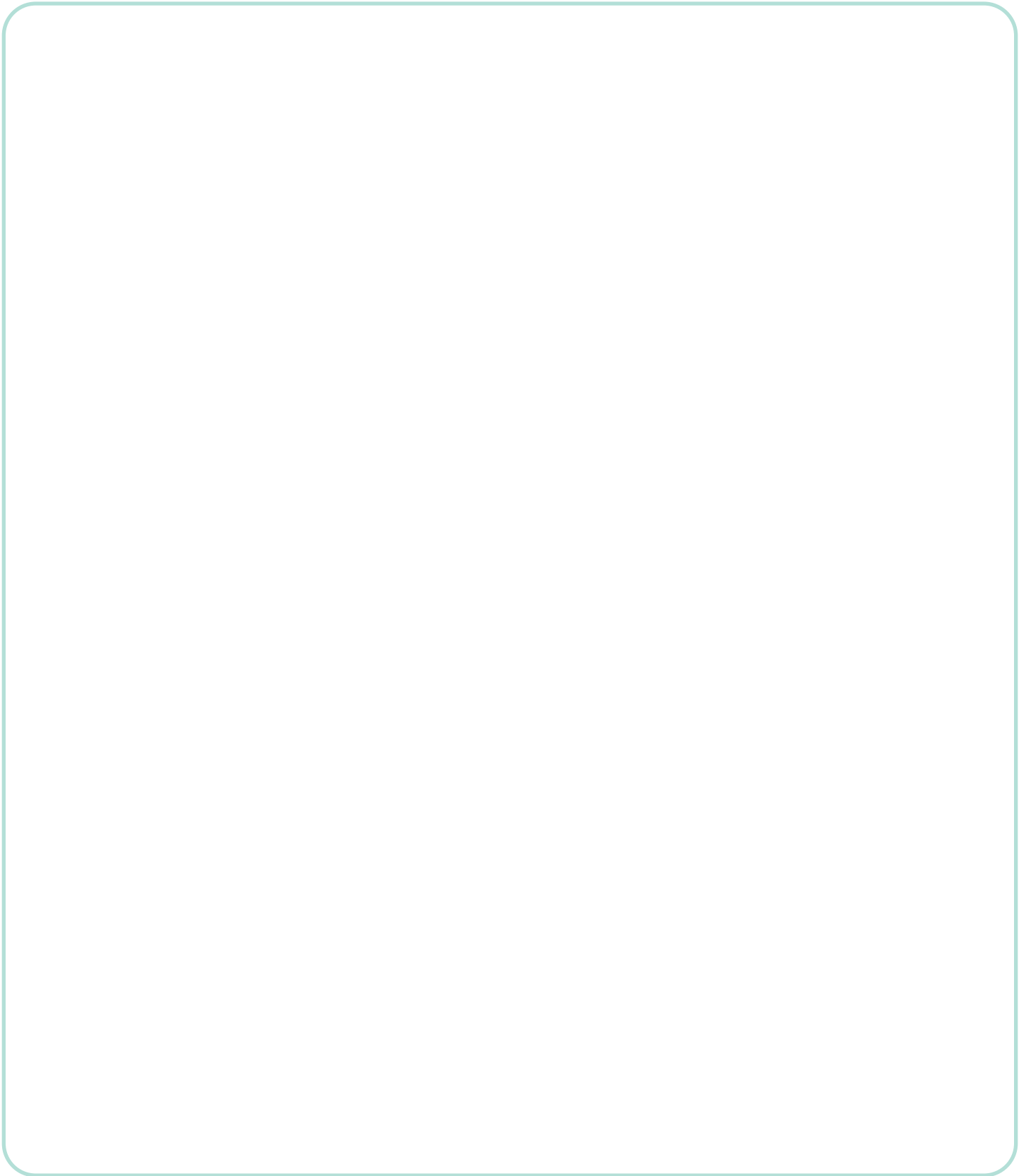
Your values and core beliefs:

Your legacy:

Where you come from:

Class 3

Draw Your Life Tree



Class 3

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

Class 4: Understanding Person-Driven Planning



Class 4

Think. Brainstorm. Share.

Who do you want on your team? Be specific, put people's names:



Why is it important for you to lead your team?

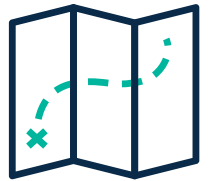


Class 4

Think. Brainstorm. Share.

How will you create the life you want?

What specifically do you need to do and what support do you need?



Class 4

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

Class 5: Creating Goals



Class 5

Creating Personal Goals

Goal #1

Goal #2



Goal #3

Class 5

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

Class 6: Self Discovery & Self Advocacy



Class 6

Self Discovery / Self Advocacy

Define the following:



Self Advocacy

Solidarity

Intersectionality

Class 6

Creating Your Road

Draw your road for one identity. Add in road blocks, potholes, and cracks in the road that you have experienced.



Class 6

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

Class 7: The Disability Rights Movement



Class 7

The Disability Rights Movement

What do you know about the disability rights movement? (write or draw)

A large, empty rounded rectangular box with a light teal border, intended for students to write or draw their response to the question.



Class 7

The Gang of 19 & Disability Rights Movement

Use this space to take notes while you watch the video.

A large, empty rectangular box with rounded corners, intended for taking notes during the video.



Class 7

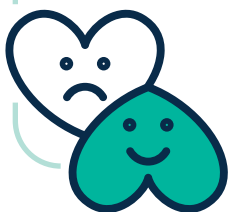
The Gang of 19 & Disability Rights Movement

What did you see?

What did you hear?

What did you feel while watching?

How does the work of ADAPT relate to your life?



Class 7

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

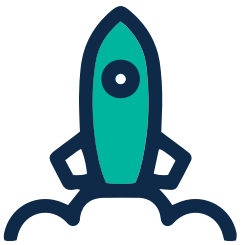
Class 8: Drafting Your Person-Driven Plan



Class 8

Drafting My Person-Driven Plan

How do you want to use Person-Driven Planning to change your life?



Class 8

Drafting My Person-Driven Plan

What are my strengths?

What do I need to be successful?

Who will I share my Person Driven Plan with?

Class 8

Drafting My Person-Driven Plan

Your Person-Driven Plan should answer the following:

What type of job or career would I love?

What kind of activities do I want to do in the community?

How do I want to spend time with my family?

How do I want to spend time with friends?

Class 8

Goals

Goals should relate to relationships, community participation, employment, income, savings, healthcare, education, living arrangements, etc.

Describe Goal #1:

Steps to achieve this goal

Describe Goal #2:

Steps to achieve this goal

Describe Goal #3:

Steps to achieve this goal

Who can help me reach my goals?

Class 8

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

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Class 9: Learning from Powerful Leaders



Class 9

Learning from Powerful Leaders

When you see yourself what do you see? (write or draw)

A large, empty rounded rectangular box with a light blue border, intended for students to write or draw their reflections on the prompt.



Class 9

Learning from Powerful Leaders

Describe a life you are willing to die for? What does it look like?

What are you doing? This would be a life full of passion and purpose.



Class 9

Learning from Powerful Leaders

Is there anything in life that has made you want to stop?

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



Class 9

Learning from Powerful Leaders

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?



Class 9

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember:

Participant Workbook

Class 10: Present Your Person-Driven Plan



Class 10

Big Ideas

What Do I Want to Remember?

1.

2.

3.



Details to help me remember: