

My Rights My Life for High School Students

Class 3 Guide: Self-Advocacy

Pre-teach

In this class, students will have an opportunity to think about some of the choices they make. In addition, they will practice using “I want” and “I need” statements in their relationships. To help students prepare for class, you can ask them to complete the Choices Worksheet below, which provides an opportunity to think about things they do and do not like. During class, students will discuss what they do and do not like, and talk about how making these decisions is an important part of everyday self-advocacy. During the class itself, students will discuss their preferences, and talk about how knowing what they like and do not like is an important part of everyday self-advocacy.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson’s Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

Vocabulary, terms, and definitions:

- Self-advocate: people who speak up for themselves
- Choices: decisions you make
- Talk: when you use your words, signs, or pictures to tell someone something
- I want: an I statement you can use when you would like something
- I need: an I statement you can use when you must get something

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Choices Worksheet

Write or draw your answers to the questions below.

What do you like to wear?

What kinds of clothes do you not like to wear?

What do you like to eat for breakfast?

What breakfast foods do you not like?

What kind of job would you like to have?

What jobs would you not like to have?

What do you like to do for fun?

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Post-teach

Keep the Healthy Relationship Toolbox displayed in your classroom throughout the year. Teachers and staff in the classroom can regularly model how to use Healthy Relationship Toolbox Tools to have healthier relationships. In addition, if a student is having a conflict with another individual, ask them which tool they might use to address the conflict, and how they would use it. The student may even want to pull the Velcro tool off the Toolbox and use it for visual support. For example, if a student would like a new job, ask them to practice using the I Statement Tool to tell their parent or guardian what they want. Anytime a student uses a Healthy Relationship Toolbox Tool during the year, recognize and praise their use of this healthy communication tool. If a student responds to a situation in an unhealthy way, encourage them to try to use a Healthy Relationship Tool from the Toolbox instead.

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Class 3: Self-Advocacy

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Define self-advocacy and explore everyday situations when they use self-advocacy.
- Practice using "I want" and "I need" communication tools.
- Discuss why self-advocacy is so important in relationships.

TEKS Alignment

Health Education, Subchapter C, Rule §115.38, Health 1

(3) Mental health and wellness-developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to explain and demonstrate decision-making skills based on health information.

Materials

- Dry erase board and dry erase markers or flipchart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class 3 PowerPoint
- Printed copies of Class 3 PowerPoint for all students (one slide per page)
- Class Healthy Relationship Toolbox (see template at end of lesson).
- Printed copies of the Student Healthy Relationship Toolbox for each student (see template at end of lesson)
- Class I Statement Tool Manipulative (see template at end of lesson)
- Velcro
- Printed copies of Student I Statement Tool for all students (see template at end of lesson)
- Glue sticks for all students

Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-4.

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Making Choices (10-15 minutes)

Display and discuss slide 5-9.

Self-Advocacy (10-15 minutes)

Display and discuss slides 10-12. Give students time to process the information, and check in periodically for questions. Slide 12 includes instructions for the Healthy Relationship Toolbox activity. In several of the classes in this unit, students will add a new tool to their individual and class Healthy Relationship Toolbox. For this activity, students will need glue sticks, as well as copies of the Student Healthy Relationship Toolbox and the I Statement Tool. (See templates at the end of the lesson plan.)

Brain Break (5 minutes)

Display slide 13. Use one of the suggested brain break activities from the slide notes, or come up with your own.

I Statements Practice (15-20 minutes)

Display and discuss slides 14-26. Give students time to process the information, and check in periodically for questions.

Self-Advocacy Video (5-10 minutes)

Display and discuss slides 27-28.

Questions (5 minutes)

Display slide 29. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Ticket (5 minutes)

Use slides 30-32 to check for student comprehension of major class topics.

Power Huddle (2 minutes)

Display slide 33 and lead the class in the Power Huddle.

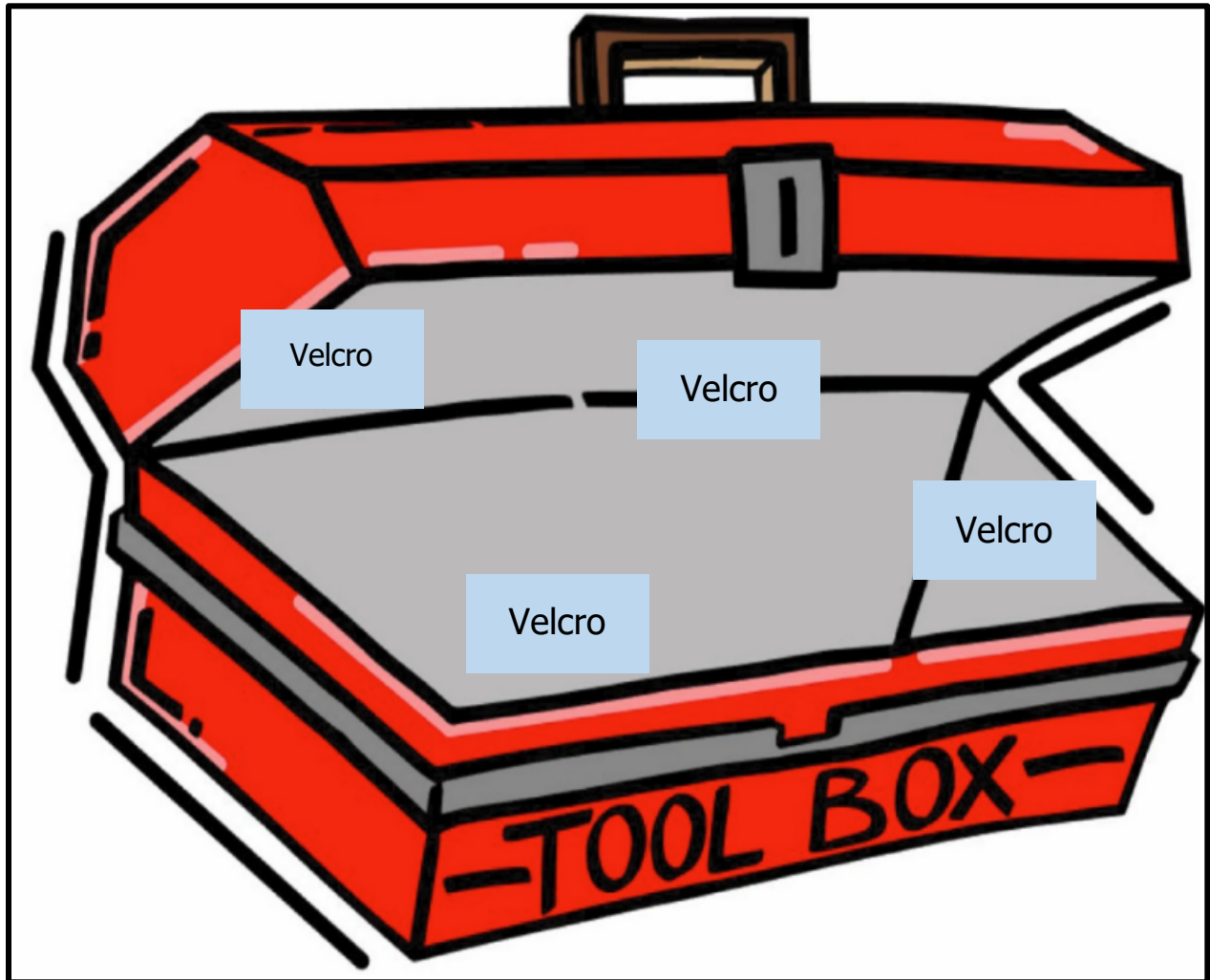
Closing (5 minutes)

Display and discuss slide 34-35.

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Materials Class Healthy Relationship Toolbox



Over several weeks in this unit, students will add new tools to the class Healthy Relationship Toolbox. Using a large blank poster board, draw a toolbox similar to the one below. Place four pieces of Velcro in random places on the toolbox. See a sample diagram of the Healthy Relationship Toolbox below.



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Class I Statements Tool Manipulative

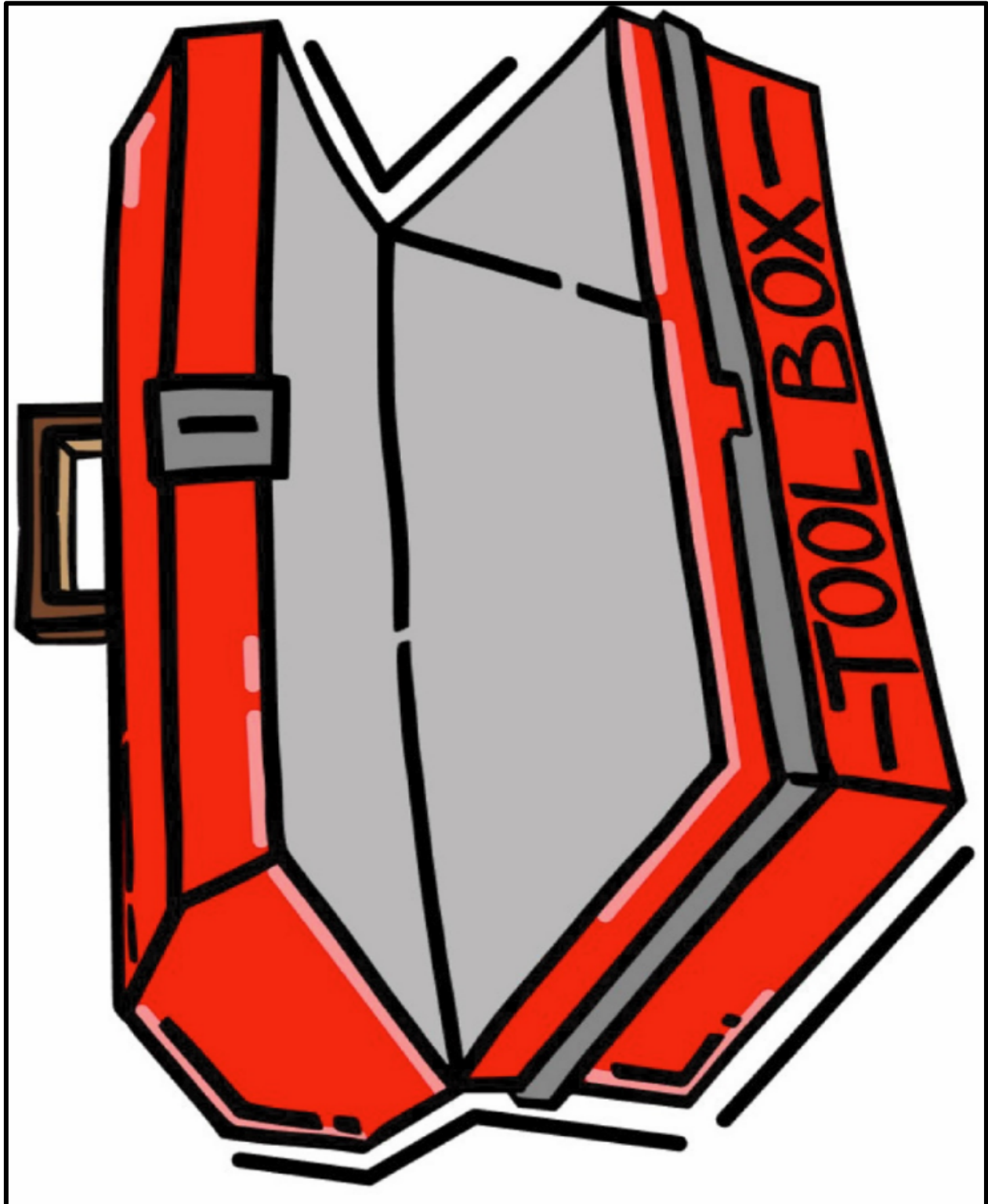
This is the first tool for the Healthy Relationship Toolbox. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that matches one of the pieces of Velcro on the Class Healthy Relationship Toolbox.

I STATEMENTS	
	I WANT _____
	I NEED _____
	I FEEL _____

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Student Healthy Relationship Toolbox



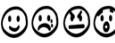
Print one copy of the toolbox below for each student. Students will glue a new tool onto their Student Healthy Relationship Toolbox over several weeks in this unit.









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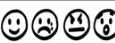
Student I Statements Tool



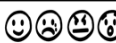
Print and cut out one I Statements tool for each student in your class. Students will glue these onto their Student Healthy Relationship Toolbox.



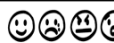
I STATEMENTS	
 I WANT _____	
 I NEED _____	
 I FEEL _____	



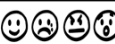
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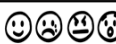
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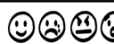
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 I FEEL _____	



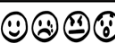
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I STATEMENTS	
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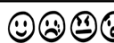
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