Organizing Topic: Self-Awareness and Self-Knowledge *(The skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.)*

Title: Get to Know Me

Target Level: High School

Sample Related Standards of Learning:

GOVT 3a The student will demonstrate knowledge of the concepts of democracy by recognizing the fundamental worth and dignity of the individual.

ENG 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.

a) Generate, gather, and organize ideas for writing.
b) Plan and organize writing to address a specific audience and purpose.
c) Communicate clearly the purpose of the writing.
d) Write clear, varied sentences.
e) Use specific vocabulary and information.
f) Arrange paragraphs into a logical progression.
g) Revise writing for clarity.
h) Proofread and prepare final product for intended audience and purpose.

ENG 10.7 The student will develop a variety of writing, with an emphasis on exposition.

a) Generate, gather, plan, and organize ideas for writing.
b) Elaborate ideas clearly through word choice and vivid description.
c) Write clear, varied sentences.
d) Organize ideas into a logical sequence.
e) Revise writing for clarity of content and presentation.
f) Proofread and prepare final product for intended audience and purpose.

ENG 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

a) Generate, gather, plan, and organize ideas for writing.
b) Develop a focus for writing.
c) Evaluate and cite applicable information.

d) Organize ideas in a logical manner.
e) Elaborate ideas clearly and accurately.
f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
g) Revise writing for accuracy and depth of information.
h) Proofread final copy and prepare document for intended audience and purpose.

Objectives:

- ❑ Develop understanding of strengths/weaknesses.
- ❑ Develop understanding of personal values.
- ❑ Develop understanding of future goals.
- ❑ Be able to determine what accommodations are needed to address areas of need.
- ❑ Be able to explain their disability.

Prerequisite Understandings/Knowledge/Skills:

- ❑ Have an understanding of disability.
- ❑ Have an understanding of a Present Level of Performance (PLOP). Using a Power Point or poster board, explain how a PLOP communicates self-knowledge.

Materials Needed:

- ❑ Video of young person with disability, e.g., "*I'm Tyler*"
- ❑ Self Awareness Map handout (attached)
- ❑ Magazines/pictures

Time Frame: Two to three weeks.

Lesson Procedure:

1. Listen to a speaker with a disability or watch a video such as "*I'm Tyler*" (www.imtyler.org) or "*What the Silenced Say: An evening with Jonathon Mooney*" or other video related to disability.

2. Complete the Self-Awareness Map using words, pictures, magazine collage, etc. Teacher will need to provide instruction on filling out the map.

3. Ask for volunteers to share their map with the class.

4. Students will use their map to help write their PLOP.

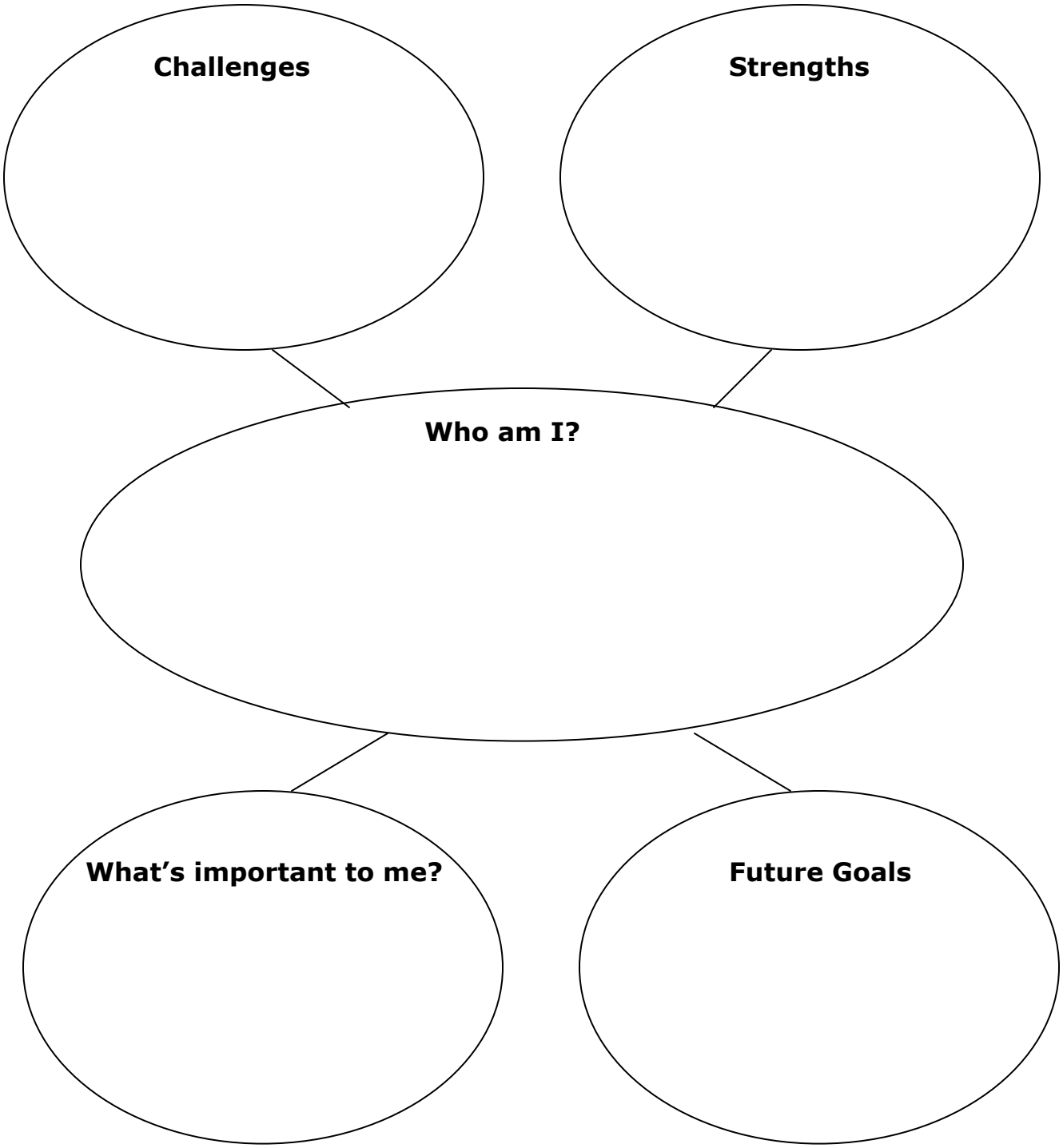
Specific Options for Differentiating this Lesson:

- ❑ Show a movie on a student with a disability like "*Simon Birch*" or "*Max the Mighty*."
- ❑ Differentiate worksheet by using computer, enlarging spaces for pictures, using a whiteboard, Smartboard or Mimio.

Evaluation:

- ❑ Student uses all completed activities to develop PLOP in IEP.

Extending Understanding:

- ❑ Read PLOP in the IEP meeting.

Self Awareness Map