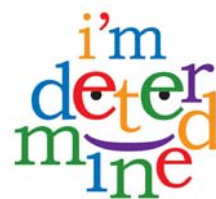


**Organizing Topic:** Self-Advocacy and Leadership (*Skills necessary to be able to speak up or defend a cause of person.*)

**Title:** Dream

**Target Level:** High School



**Sample Related Standards of Learning:**

- VUS 6c The student will demonstrate knowledge of the major events during the first half of the nineteenth century by describing the cultural, economic and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements and the role of the states in the Union.
- VUS 13 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill and how Virginia responded.
  - describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- GOVT 17 The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by:
- practicing trustworthiness and honesty;
  - practicing courtesy and respect for the rights of others;
  - practicing responsibility, accountability, and self-reliance;
  - practicing respect for the law;
  - practicing patriotism.
- GOVT 18 The student will demonstrate that thoughtful and effective participation in civic life is characterized by:
- obeying the law and paying taxes;
  - serving as a juror;
  - participating in the political process;
  - performing public service;
  - keeping informed about current issues;
  - respecting differing opinions in a diverse society.
- ENG 10.1 The student will participate in and report on small group learning activities.
- Assume responsibility for specific group tasks.

- b) Participate in the preparation of an outline or summary of the group activity.
- c) Include all group members in oral presentation.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

### **Objectives:**

- ☐ To increase student self-advocacy skills.
- ☐ To explore specific aspects of positive communication skills, including tone of voice, appropriate timing and body language.
- ☐ To practice using appropriate self-advocacy.
- ☐ To identify student's support systems, both in and out of school.

### **Prerequisite Understandings/Knowledge/Skills:**

- ☐ Knowledge of IEP components, including transition section, strengths and weaknesses, goals and accommodations.
- ☐ Definition of self-advocacy.
- ☐ Self-awareness (goals, future plans, etc.).

### **Materials Needed:**

- ☐ "Dare to Dream" by LeDerick Horne (available in print at [www.tcnj.edu/~technj/2005/daretodream.htm](http://www.tcnj.edu/~technj/2005/daretodream.htm) and on his CD, "Rhyme, Reason and Song")
- ☐ Advocacy scenarios/situations for role play or discussion
- ☐ Self-Advocacy Checklist (attached)
- ☐ Speak Up mnemonic poster
  - **S**et up an appointment
  - **P**lan what you will say
  - **E**valuate your tone and body language
  - **A**dvocate appropriately
  - **K**now where to find support
  - **U** are your biggest fan
  - **P**ractice standing up for yourself

**Time Frame:** *At least three 45 - 60 minute sessions.*

### **Lesson Procedure:**

1. Review prior knowledge of self-advocacy.
  - a) Set timer for three minutes.
  - b) Each student should write down words related to self-advocacy.
  - c) Compile list on board.
  - d) Ask the students to complete a short self-advocacy checklist and discuss their responses in pairs and then share with the larger group.

2. Introduce "*Dare to Dream*" by LeDerick Horne.
  - a) Read poem or play audio version while students follow along on printed copy.
  - b) Ask students to identify how Horne addresses self-advocacy in his poem. List their comments.
3. Have the students learn the mnemonic, SPEAK UP. Ask the students to identify situations/scenarios in which they would need to self-advocate. They can refer to the checklist to think up possible scenarios. Have the students develop a real-life situation and apply SPEAK UP to assist in a plan of action for being a self-advocate. Students could videotape their role play.

### **Specific Options for Differentiating this Lesson:**

- ☐ Listen to sections of the Horne poem, stopping to answer the following prompting questions:
  - Who are the two beautiful people mentioned by LeDerick?*
  - What is the life changing journey LeDerick wants you to take?*
  - What is LeDerick's "job" in helping you reach your dreams?*
  - Why does he make a reference to Harriett Tubman in his poem?*
  - What does LeDerick "dare" you to do?*
- ☐ Provide scripted scenarios related to self-advocacy for the students to examine instead of having them develop scenarios based on their experiences.

### **Evaluation:**

- ☐ Ask the students to complete the checklist again six to eight weeks after the initial lesson to see if their self-advocacy skills have improved at school and in the community.
- ☐ Ask the students to identify areas where they still experience self-advocacy challenges and have them work together to develop ways to address these challenges. Repeat the evaluation process in another six to eight weeks.

### **Extending Understanding:**

- ☐ The students will demonstrate self-advocacy skills in a school setting using SPEAK UP as the model.

## **Dare to Dream**

by LeDerick Horne

Retrieved from:

[www.tcnj.edu/~technj/2005/daretodream.htm](http://www.tcnj.edu/~technj/2005/daretodream.htm)

We are gathered here today  
to bear witness,  
to bear witness to the union  
of two beautiful people  
Yes, today is the day that we merge  
who you are  
with who you want to be,  
making the vision  
and the reality – one  
An integration  
born of communication  
and made tangible  
by your commitment to yourself

Now, I know some of you might be afraid  
but don't let cold feet  
stop you from jumping the broom,  
from taking the first step,  
from beginning a journey  
that will transform your life

Yes, I know some of you might be afraid,  
But see, it's my job  
- to show you that better days are coming

Yes, it's my job  
- to be Harriet Tubman like  
with my movements and verse  
So if I have to steal a way  
just for us to make a way, then Star  
I'll be the first one with his hand in the  
cookie-jar  
of self-advocacy,  
I'll use these sticky fingers  
to pick-pocket the pocket of  
self-determination,  
And if I got to grand-theft-auto  
the Mercedes-Benz  
of a quality-education,  
then they might as well leave the doors  
unlocked  
and the keys in the ignition  
'cause I'm gone in 60 seconds  
and ain't NOTHING, and I mean NOTHING  
standing in my way

You see, it's my job  
to unlock doors  
unshackle minds  
break through glass ceilings  
motivate, inspire, and challenge you,  
-I'm here to challenge you

And so I dare you,  
- I dare you to sit in your seat  
and not feel moved  
by the testimonies of these brave souls,  
who come before you as examples of  
excellence

I dare you,  
- I dare you to look in the mirror  
without imagining,  
see yourself as yourself  
A diamond, that might need a little polishing,  
but whose beauty has always existed

I dare you,  
- I dare you to step  
bounce and move to your own rhythm  
excite minds  
in time  
we'll redefine the system  
I write lines  
designed to embrace and kiss,  
plus supercharge like imports strapped with  
nitrous,  
this is a revolution  
a fight for inclusion  
segregation is no solution  
Brown vs. Ed is how I'm provin'  
we deserve the best  
nothin' more and nothin' less  
every child gets left behind  
when all we focus on are tests

And so I dare you,  
- To judge yourselves by a different  
standard,  
to lift as you climb,  
to fight like gladiators  
to become master and commander  
of your own beautiful minds  
And above all else,  
I dare you to dream – dare to dream y'all

## Self-Advocacy Checklist

	School		Home/Community		Don't Know
	Yes	No	Yes	No	
I know and can explain my strengths to others.	Y	N	Y	N	DK
I know and can explain my weaknesses to others.	Y	N	Y	N	DK
I tell teachers and/or work supervisors what I need to be successful.	Y	N	Y	N	DK
I ask for help and support when I need it.	Y	N	Y	N	DK
I can state what I want to learn and do when I graduate.	Y	N	Y	N	DK
I can explain how I learn best and what does not help in learning.	Y	N	Y	N	DK
I speak confidently and respectfully when talking to others.	Y	N	Y	N	DK
I know how to solve problems that come up in life.	Y	N	Y	N	DK
I know how to get information to make decisions.	Y	N	Y	N	DK
I know my rights and responsibilities as a person with a disability.	Y	N	Y	N	DK

Adapted from the Transition Planning Inventory Self-Determination/Self-Advocacy Checklist, by G. Clark and J. Patton, 1998.