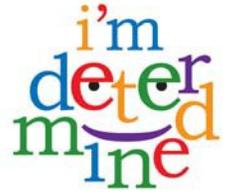


**Organizing Topic:** Self-Advocacy and Leadership  
(Skills necessary to be able to speak up or defend a cause or person.)



**Title:** It's My Right!

**Target Level:** High School

**Related Standards of Learning:**

Virginia and United States History

VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled.

Government

GOV 1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to  
d) distinguish between relevant and irrelevant information;  
f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;  
g) select and defend positions in writing, discussion, and debate.

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

GOVT 11 The student will demonstrate knowledge of civil liberties and civil rights by  
a) examining the Bill of Rights, with emphasis on First Amendment freedoms.  
b) analyzing due process of law expressed in the 5th and 14<sup>th</sup> Amendments.  
c) explaining selective incorporation of the Bill of Rights.  
d) exploring the balance between individual liberties and the public interest.  
e) explaining every citizen's right to be treated equally under the law.

English

Communication: Speaking, Listening, Media Literacy

ENG 9.1 The student will make planned oral presentations independently and in small groups.  
a) Include definitions to increase clarity.

- b) Use relevant details to support main ideas.
  - c) Illustrate main ideas through anecdotes and examples.
  - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
- ENG 11.1 The student will make informative and persuasive presentations.
- a) Gather and organize evidence to support a position.
  - b) Present evidence clearly and convincingly.
  - c) Support and defend ideas in public forums.
  - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
- ENG 12.1 The student will make a formal oral presentation in a group or individually.
- a) Choose the purpose of the presentation.
  - b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
  - c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
  - d) Use media, visual literacy, and technology skills to create and support the presentation.
  - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.

**Objectives:**

- Define rights, self-advocacy and leadership.
- Students will understand the importance of self-advocacy.
- Students will practice responsibility by informing teachers about their accommodations and the supports that they need.
- Students will practice self-advocacy through role playing.
- Students will use appropriate language and tone in asking for accommodations.
- Students will advocate for themselves both in the school environment and/or work setting.

**Prerequisite Understandings/Knowledge/Skills:**

- Be able to explain their disability.
- Understand the concept of a "right."
- Be familiar with their accommodations/modifications.

**Materials Needed:**

- Student IEPs

- List of rights under IDEA
- List of questions (Teacher-created handout of IDEA truths and myths)
- Pencil and paper
- Possible guest student panel to discuss self-advocacy

**Resource:**

- Guests from school and community (possibly former special education students, local business owners, etc.).

**Time Frame:** Three 90-minute class periods.

**Lesson Procedure - Large/ Small/Individualized Groups:**

1. Ask the students to brainstorm responses to: "What is a right?" Use this list to spark a discussion about student rights under IDEA. have students respond to IDEA Truths and Myths handout.
2. Have the students next discuss the word "responsibility." What are their responsibilities? Use this discussion to move into the topic of self- advocacy.
3. Define self-advocacy and brainstorm examples; discuss its importance.
4. Develop a list of locations and situations of when they will use self- advocacy.
5. Model appropriate and inappropriate ways of self-advocating (if possible, have a panel of students who have graduated. The panel should discuss personal stories of how they advocated for themselves, what worked for them, what did not work).
6. Role-play some examples of self-advocacy situations that could have turned out better. Ask students to figure out a more effective way to approach the scenario.
7. Using their IEPs, students will list and explain their accommodations and modifications in their own words.
8. Students will practice explaining their accommodations and needed supports with a student partner.
9. Invite two to three general education teachers into the classroom to allow students to practice self-advocacy skills and receive feedback.
10. Students will identify possible situations where they may need to advocate for themselves in the classroom. Ask them to then advocate for themselves in one of those class situations.
11. Assign students to choose a staff member to explain their disability and accommodations to and receive feedback. The teacher should respond to these questions:
  - a) *Did the student help you understand their disability?*
  - b) *Did the student explain his/her strengths and challenges in the subject you teach?*

- c) *Could the student identify needed accommodations and explain why they are needed?*
  - d) *What could the student do to help you and other teachers better understand their disability and how they can be successful in school?*
12. Have a business owner speak to students about job expectations (behaviors/getting help that they need on the job, etc.) and the appropriate ways of advocating for themselves on the job.

**Specific Options for Differentiating this Lesson:**

- Invite a variety of school/community guests into the classroom to allow students to practice their skills and receive feedback.
- Take students into the community to practice self-advocacy skills.
- Have students work with a partner or small group to practice self-advocacy skills.

**Evaluation:**

- Receive feedback from teachers and peers.
- Student will explain their disability with accommodations and modifications.

**Extending Understanding:**

- Role-play a variety of life situations where students will use self-advocacy skills.