

## Lesson Plan- Unit 2: DVR Lesson

<b>Subject/Course</b>	Secondary Transition – Self-Determination and Advocacy		
<b>Topic:</b>	Self-awareness and Self-advocacy		
<b>Lesson Title:</b>	Understanding My Disability		
<b>Level:</b>	9-12	<b>Lesson Duration:</b>	45-60 minutes

### Lesson Objective:

- The students will gain a greater understanding of his/her disability and his/her unique learning needs.

### Summary of Tasks/Actions:

1. Why is it important to understand your disability in regards to DVR services?
  - Discuss how DVR works with students during and after high school.
  - Discuss why DVR can be important in their lives.
2. Pass out the *Me! Scale* to the students.
3. Review the Scale with the students and stress the importance of answering honestly. This will not be scored, graded or shared. Rather this is an opportunity to personally reflect upon what the student knows about themselves. Students complete the scale independently.
4. Write the word 'self-awareness' on the board in front of the classroom.
5. Ask students what they think 'self-awareness' means and provide them an opportunity to respond.
  - *The word self means me and the word awareness means to know something, to be informed of something.*
6. As a group discuss and share the following:
  - What are some things you do well?
  - What are the things you enjoy doing? Why do you like these things?
  - What are some things that challenge you?
  - What are some things you dislike doing? Why do you dislike these things?
7. Write the word 'self-advocacy' on the board in front of the classroom.
8. Ask students what they think self-advocacy means and provide them an opportunity to respond.
  - *Self-advocacy refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*

9. Read and discuss the following scenario about Lucy and self-advocacy.

- *The following story about Lucy is a good example of self-advocacy. Listen while I read. Try to identify how Lucy self-advocates during the story. Lucy is a high school student who wears contacts. Even though she wears contacts, she cannot see small things from far away. When Lucy arrived to Algebra class on Monday, her teacher had made a new seating chart that left Lucy sitting at the back of the room. Lucy stayed after class to explain to her teacher that she needed to sit closer to the front because she could not see the board even when she wears her contacts.*
- Use the following questions to guide a class discussion about the scenario.
  - Why was it important for Lucy to speak up for herself?
  - Do you think Lucy did the right thing?
  - Have you ever been in a situation that you needed something changed in order to do your best? If so, did you speak up for yourself?
  - Was it difficult for you to speak up for yourself? Explain.
  - What would you have done in Lucy's situation?
  - How could Lucy's actions in this situation impact her future?
- Discussion point(s): Communication Skills:  
It is important to always use appropriate communication skills when advocating. If you are rude or belligerent, people will likely not listen to you. You must be able to explain why your need is important. If you cannot explain your need, you cannot expect the other person to understand why it is important. This applies to school, work and all other aspects of life. We will talk more about how to communicate effectively in Unit 5. I want you to spend some time between now and then thinking about the way you communicate with others. Think about your tone of voice, facial expression, body language, the words you use, and your level of self-confidence when talking to others.

**Materials/Equipment:**

- Me! Scale
- Board/dry erase markers
- Pens/pencils for each student

**References:**

- *Me! Lessons for Teaching Self-Awareness and Self-Advocacy.* The University of Oklahoma. Zarrow Center for Enrichment.  
<https://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy/why-me.html>