

Lesson 3

KNOW YOURSELF: BEGINNING THE JOURNEY OF SELF-ADVOCACY

I. Objectives

Students will explore their own learning profiles. They will learn how to ask for what they need from their teachers and prospective employers. They will be introduced to the term *self-advocacy* and will begin an ongoing "dictionary" of *Word Watch* words.

II. Introduction (15-20 min)

Show *Section One* of the video (time cue 5:00). Before playing the tape, ask students to listen carefully to the way the profiled individuals describe their learning profiles. Ask the students to listen for the term *self-advocate*. Explain that they should use context clues to come up with their own definitions of the term.

III. Activities (45-50 min)


1. Have students turn to page 24 of their *Student Work Guides*. Read through the individuals' quotes and lead a brief discussion — getting students to recognize themselves in the comments from the characters in the video.

SECTION ONE: LEARNING DIFFERENCES

The students/graduates speak about their learning strengths and weaknesses in this first section. They model effective self-advocacy skills as they describe their learning profiles. They are excellent role models for others with learning difficulties.

Learn, share, differ, experience

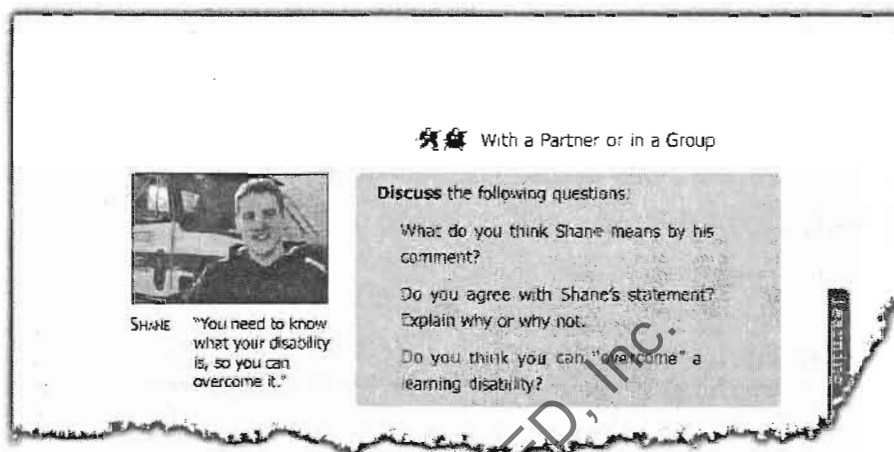
"I have problems with reading and math.... But now, I will ask for help all the time."			"Algebra, I can't stand it one bit.... I always enjoyed reading. That's how I get the information in my head."
	JACK	CHARISE	
"I cannot read very well. I cannot spell very well. Science I do well, math and English I can't do well in."			"I have a vivid imagination and a great memory, but once I try and transfer that to paper, it just doesn't work."
	JENNIFER	ADAM	
"Remembering things is a rough situation for me.... With my disability, I'm actually teaching other people...how to do this kind of material on their job."			"I learn best by listening.... Writing's, I think, my biggest problem."
	SPATE	MARIA	

 **Sample Questions:**

- a. Do any of the comments sound familiar?
- b. Have you ever felt the same?
- c. To which student can you most relate? Why?

2. Ask students what definitions they came up with for the term *self-advocate* while watching the video. Talk about why it might be important to know what that word means. Discuss ways they might remember the meaning (discuss it with a friend or teacher, look it up in the dictionary, write it down on a note card in their notes).

3. Have students look at page 25 in their *Work Guides*. Give them about five minutes to ask their neighbor the questions in the shaded box. Students should then fill in their own answers to the two writing prompts.



IV. Conclusion (10 min)

1. Give students about five minutes to enter new additions to their *Word Watch Dictionaries*. Stress that definitions should be in their own words so they will make sense to them later.
2. Lead a class discussion, wrapping up the information presented. Have students share their *Word Watch Dictionary* entries. Note that each student chose different words, indicating that we are all learning new and different things about ourselves.

V. Lesson Extensions

1. Have students make flash cards of *Word Watch* words and quiz each other on their definitions.
2. Make posters of the quotations on page 24 to place around the classroom.

