Personal Self-Advocacy for People with Developmental Disabilities

Cathy Haarstad, MS
with Rhonda Weathers, MS

Curriculum: For High School Students and Adults

Speaking up and solving problems in our everyday lives
Personal Self-Advocacy
For People with Developmental Disabilities

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Cathy Haarstad, MS with Rhonda Weathers, MS
2019

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Introduction

Many people with developmental disabilities are encouraged to become leaders and to assume a role as a self-advocate by serving on a board or committee or by participating in group leadership activities.

That’s great! However, we often see some of these same people tell others what they think that person wants to hear. They smile and nod and go along with the dominant voice in their lives which, sadly, is often not their own. We believe that some self-advocates might benefit from opportunities to learn and practice personal self-advocacy skills. Too often, much of the training offered to self-advocates consists of “information about,” the role of a self-advocate that is abstract and does not apply to their everyday lives.

This curriculum was designed for teachers and providers to support people with intellectual disabilities in learning personal self-advocacy and decision-making skills that can be used every day at home, at work and in the community in order to achieve goals and have a life worth living.

What’s in the Personal Self-Advocacy (PSA) Curriculum?

The PSA curriculum consists of eight modules with a total of sixteen lessons (two per module). Lessons can be presented as a stand-alone experience or in sequence to individuals or small groups. Lessons are planned to take about an hour and can easily be extended if a person or group needs more time or repetition to absorb or remember material at a slower pace.

Self-advocates who are already confident in their ability to speak up for themselves are encouraged to co-teach any of the lessons that might interest them.

Manual: The manual for this curriculum includes a script for teaching every lesson. The script is accompanied by slides that must be used to obtain the best outcomes. The script and slides draw on evidence-based teaching strategies and learning theory in ways that help the instructor to:

1. Introduce and clarify concepts and vocabulary terms which participants may not fully understand from conversation or discussion.
2. **Present information visually, in chunks**, so that it can be easily absorbed and understood.

3. Use **analogies** that helps the participant **connect each concept to real world experiences and draw inferences** about what might happen next and what using a new skill might mean for their own life.

4. Help participants **rehearse and apply** self-advocacy skills such as speaking up, solving problems and making decisions in class and later, at home with a mentor of his or her choice using the **Take-It-Home** activities and emails. This is intended to help individuals generalize what is learned in class.

5. Engage participants in **sharing information about what they really want and need** with peers, mentors, caregivers and service providers.

6. Help learners to **recall information and key ideas** from the previous lesson before learning new material.

7. Engage in learning self-advocacy skills by using a variety of visual, auditory, tactile and haptic channels through songs, videos, posters, experiments, lists, role plays, discussion, planning and matching.

**Resources:** Each lesson in the manual follows a similar format and contains:

1. An **overview** that lists what skills are included in the lesson and the kinds of activities used to teach that skill as well as any needed materials. The overview also explains the Take-It-Home activities for that lesson.

2. The **script**, which includes photos of the corresponding slides and slide numbers.

   **Note:** A back story, a little story to help the group understand each concept, will enhance the lessons.

3. **Handouts, ice-breakers and activity photos** that correspond with that lesson.

4. A set of **slides** that correspond with the manual.

   **Note:** Many of the slides include embedded information (animation) that can be revealed step by step during the lesson. These animations are only visual in slideshow mode. Instructors are encouraged to review all of the slides for each
lesson to understand how each one can be used before teaching the lesson. For that reason, the power points are not set to load automatically.

**Permission:** Instructors may reproduce all or part of the materials as needed to benefit people with disabilities. We ask that you give credit for any reproductions by citing the author of the materials. The photos in the manual were purchased by NDCPD for educational purposes and may not be used to create new materials for commercial use.

**Individualization:** We expect and encourage instructors to adapt or modify the materials, format and pace of instruction to meet the needs of diverse learners.

**Outcomes:** The authors of the curriculum hope to pilot the materials with a small group of self-advocates and to develop a tool to measure curriculum specific outcomes in the near future. In the meantime, we recommend that you use commercial tools to measure self-determination skills before and after using this curriculum or measure achievement of related objectives included in person-centered plans.

**Mentors:** The instructor is responsible for recruiting and preparing mentors for their role in helping the participants to generalize the information. Do not expect that a family member, para-educator or direct support professional will automatically know how to serve in this capacity.

We recommend providing a brief in-person training for mentors which includes information about what each of the Take-It-Home activities is designed to do, when they will be used and the best format for making sure the mentor has a copy of the activities for that week.

We also recommend encouraging mentors to share strategies and plan when and how they will meet with the person learning about self-advocacy. Finally, be sure the mentor knows how best to communicate the result of that week’s activity with the instructor (e.g. note, email phone-call etc. so participants can be cued to share the results in class.)

**Important:** Use the following checklist entitled – Choosing A Good Mentor on the next page to assist self-advocates to visit with potential mentors and select a person who can meet the criterion.
Choosing a Good Mentor

Think about Who Makes A Good Mentor?

<table>
<thead>
<tr>
<th>I Will Choose Someone Who</th>
<th>I will Not Choose Someone Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ I already know</td>
<td>___ I don’t know well or is a stranger.</td>
</tr>
<tr>
<td>___ Knows all about me and likes me.</td>
<td>___ Doesn’t know me well or like me.</td>
</tr>
<tr>
<td>___ Listens to me and is trustworthy</td>
<td>___ Doesn’t listen or might let me down</td>
</tr>
<tr>
<td>___ Has time to meet every week.</td>
<td>___ Is a nice person but is too busy to meet.</td>
</tr>
<tr>
<td>___ Wants to help me do a good job.</td>
<td>___ Doesn’t care if I work hard or not.</td>
</tr>
<tr>
<td>___ Wants to help me succeed.</td>
<td>___ Wants to look important or be in charge.</td>
</tr>
</tbody>
</table>

Would Any of these people agree to be your mentor? Ask ONE of them!

___ Counselor    ___ Friend    ___ Room mate
___ Direct Support    ___ Parent    ___ Self-Advocate
___ Relative    ___ Brother or Sister    ___ Administrator
___ Teacher    ___ Para-educator    ___ Employer
___ Team mate    ___ Coach

List your first, second and third choices.

Ask the mentor to sign an agreement.

Date: ____________________________ Name: _________________________

I agree to meet with ____________________ once a week from ____________ to ____________ to go over the Take-It-Home Activity for their Class on Self-Advocacy and help them do the activity either with me or with some coaching from me.

Signature: ________________________________
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<tr>
<th>Skills &amp; Behavior</th>
<th>In Class Activities</th>
<th>Take It Home Activities</th>
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</thead>
<tbody>
<tr>
<td>Follow In-Class Discussion</td>
<td>Look at/Discuss Slide Photos</td>
<td><strong>Take it Home #1</strong></td>
</tr>
<tr>
<td>Learn Self-Advocate Song</td>
<td>Complete the Who You Are Handout</td>
<td>Next week I will: Share what I did with the class with my mentor and bring back of photo of myself.</td>
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<tr>
<td>Name 4 Self-Advocate Actions</td>
<td>View Slide – Voice, Speak Up, Get What I Need</td>
<td>Ask my mentor for help if needed.</td>
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<tr>
<td>Know that You Have a Voice</td>
<td>Identify different voices of participants</td>
<td></td>
</tr>
<tr>
<td>Name 4 ways to Share Voice</td>
<td>View Examples and Discuss</td>
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</tr>
<tr>
<td>Use Voice to Solve a Problem</td>
<td>Name the 4 ways used in the story</td>
<td></td>
</tr>
<tr>
<td>Try Another Way to Communicate</td>
<td>Brainstorm to solve story problems</td>
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</tr>
<tr>
<td>Know You Can Change a Story</td>
<td>Change tree from winter to spring</td>
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<td>Problem Solve to Change a Story</td>
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<td>Identify Why We Speak Up</td>
<td>Repeat Phrases in Puzzle Pieces</td>
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</tr>
<tr>
<td>Identify Ways to Speak Up</td>
<td>Discuss sample stories – practice other ways</td>
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<tr>
<td>Practice Self-Advocacy Skills</td>
<td>Demonstrate each type for the group and have them act out and use key words to speak up. Matching and sorting card activities</td>
<td><strong>Take it Home # 2</strong></td>
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<td>Next week I will: Tell my mentor how I can say 'no' politely if I need to speak up and use my voice.</td>
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<tr>
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|        |         | 2. I Know Who I Am Handout  
|        |         | 3. Video: What is Self-advocacy  
|        |         | 4. Slides  
|        |         | 5. Paper for Posters (Cardstock)  
|        |         | 6. Camera (cell phone is fine) for taking photos. |
Lesson 1: What Self-Advocates Do, Slides 1-18

Slide #s 1-26 In this Module, you will introduce the term ‘self-advocate’ to the participants. This term will be used often during class. The goal is for this word to become familiar and eventually be used by participants in the class.

Introduction: Tell the participants your name and one interesting thing about yourself. Encourage each participant to do the same. If someone is unsure, invite them to share their favorite color, or if they have a pet, etc. Thank everyone for coming.

Slide 1: Introduce the word Self-Advocate: Say: “Today we are going to learn how to be a self-advocate.” Then ask this question. “What are we going to be?” (Expect a response of “Self-advocates”; repeat as needed). Ask if anyone has heard the word self-advocate used before. Point to the word on the slide. Ask the group to tell you what the two figures in the picture might be doing.

- Talking
- Visiting
- Arguing
- Sharing
- Telling a Story
Slide 2: Introduce 3 things a Self-Advocate Does: (Concept – if you do these 3 things, you will be a self-advocate too.) A self-advocate:

1. tells who they are
2. speaks out about what they need
3. helps others

Slide 3: Learn the Self-Advocate Song
(Concept: Participants get used to saying the word self-advocate to refer to themselves). Draw the participants attention to slide 3.
Lead the group in repeating each phrase after you. Or ask the co-presenter to help model the repetition.

Read through and/or listen to the words from the self-advocate song. (Concept: Create a sense of belonging by having the group sing together). (If you are too shy to sing play the song for others. Ask participants to tell a story about speaking out or helping others.)

Get to Know Other Self-Advocates: Complete the self-advocate handout, working in pairs. (See Module 1 Handout: I Know Who I Am) If someone does not write, have a volunteer record their input. Ask each self-advocate to then share the handout information with the group as a getting-to-know-you activity. Model this behavior first, using your own completed handout.
Slide 4: Meet a Self-Advocate. Video: Draw the group’s attention to slide 4. Tell them they are going to hear other self-advocates. Start and stop the video as needed to capture what the person says. Write key phrases on the board as you go.

Slide 5: I Have a Voice: (Concept – each person realizes that he or she has something important to communicate. Show this slide. Say: “Sometimes, people draw a little cloud above the head of a person to show that person’s voice. Look at the person on the screen. Each person has a voice. Each voice is different or unique. That means special. Not like anyone else’s.” (Discuss deep, high, low, quiet or mean voices).

Slide 6: I Have Something to Say: (Concept: We share information about who we are and what we need by speaking up). Say: A self-advocate speaks up. Ask: What does a self-advocate do? (Pause for a response – Speaks up). Repeat if needed. Ask: How is the self-advocate in the photo on the slide speaking up. (Singing). Discuss other ways of speaking up.

Show Others What I Have to Say: Invite members of the group to make a poster with you. The poster will be started today and finished next week. The poster will show others what you have to say. Take a photo of each person in the class.
Learn and Use a New Skill Activity:

Ask each person to make a statement about how they want to be treated or what is important to them (Example: “I want to spend time with my family, don’t boss me around, help me when I ask”). Do the activity yourself and model as needed.

(If that idea seems too abstract, ask the person to share one thing about themselves that they want other people to know (I love animals, I work at Pizza Hut, Blue is my favorite color, etc.).

Write each person statement on a voice cut-out sheet (see Module 1 Handout Voice cut-out) using a bright colored marker. Write the person’s name on the back. Put the finished statements up on a large post-note sheet for the class to see. Then, after class, match the photo of the person with their statement. Show the finished poster at the next class. Display the poster for several lessons. Discard the photos when the class is over (Shred or give back to individuals).

Slide 7: Self-Advocates Take Action: (Concept - a Self-Advocate does something to make life better). Read all the words in the circles on the slide to the group. Ask people to repeat each phrase after you.

Point out the two people in the picture on the left. Tell the group that both people are thirsty. One person is just sitting. One person decides to fix a beverage to quench his thirst. Conclude that the one who acts to make life better is a self-advocate. Say: “Which one is the self-advocate? (the one who acts or does something about a problem).”
Slide 8: Ways to Share My Voice: Say: “You have a voice. You can communicate when something is needed. Let’s look at all the different ways a self-advocate can communicate”. Read the words on the slide first. Then reveal the photos in the slide one by one by clicking on the slide. Talk about the different ways to use your voice (pointing, words, choosing, writing). Ask the group if they can think of other ways to send a message (i.e. letters, photos, displays, etc.)

Slide 9: Using My Voice to Speak Up: Say: “I am going to tell you a story about Todd. Who is the story about? (Todd). Todd needed more money. What does Todd need? (More money) Let’s look at some different ways Todd can take action by using his voice.” Reveal each photo and statement by clicking through the slide. Expand on the ideas as needed. Ask the group other ways Todd could take action to get money (e.g. get a job, go to the bank, etc.)

Slide 10: Self-Advocates Don’t Give Up –Try Another Way: (Concept – instead of giving in or giving up, try a new way to get what you need). Say: “Sometimes we speak up but the other person doesn’t understand. We don’t give up. We try another way. “Have the group repeat “I can try another way.” Record their ideas for each problem. Then click through this slide to reveal new photos that show a self-advocate trying another way. Fill in details to support each story as needed. (Concept – We must be persistent).
Slide 11: I Can Change the Story: (Concept – We can take action to change the outcome of an event). **Say:** “This picture shows a tree without leaves. What season is it in the picture? (Winter). Is that the end of the tree? Will it stay this way, or would you like to change the story?” (Change the story). “That’s good. If we don’t like what is happening, we can use our voice to change the story.” Click on the slide to reveal the new ending for the story.” “When our lives are not going well we are not happy. But we have choice and a voice, and we can change the story.” Ask: “can anyone think of a time when you changed the story in your life from not so good to better?” Discuss.

Slide 12: You Can Change the Story. (Concept – show how stories are changed in real life). **Say:** “Susan’s apartment was a mess. She didn’t like the way it looked. It made her feel sad. Susan changes the story. What did she do? How did she use her voice?” (Record responses). “Do you think she was a self-advocate?”

Slide 13: You Can Change the Story (Concept – show another story that was changed in real life). **Say:** “Chuck and Frank wanted to help the police. At first, no one believed they could do it. So, they used their voice to change the story. They signed up for an internship and started helping. Now they have a uniform and work 10 hours a week. How did they use their voice to change the story?”
Slide 14: You Can Speak Up to Get What You Need. (Concept – Speaking up is part of changing the story). Click on each puzzle piece and say the words aloud as they appear. Ask the group to say them after you. Then draw the group’s attention to the mouth. Say: “Is it Open or Shut?” We use our voice to change the story. Then Say: “Let’s look at some other people who took action to get what they need.” Go on to the next slide.

Slide 15: I Speak Up: (Concept – use more examples to reinforce the idea that lives can change): Tell the story for each picture. Give the ‘back-story’ for each photo. Read the phrase showing what people might say to speak up.

Slide 16: To Get What I Need: (Concept - People want to change the story to get what they need. Why change the story? Answer to get what I need). Make up a ‘back-story’ for each picture. Focus on what people might have needed and then read what they said to speak up. (Be sure the phrases are not read in a way that has the person asking for permission).

Slide 17: I Speak Up: (Concept – some stories are more complex and involve speaking up to reach a goal). Tell the ‘back-story’ for each picture. (Jack worried about his heart; Susan wanted to be a leader, Mike focused on having their own business; Jackie likes to stay in touch with friends.). Read what people might say to speak up.
Slide 18: Take It Home Activity: Write out the Take It Home Activity Card for each person. Also, email a copy to their mentor. The self-advocate assignment is to share what you did in class with your mentor and to bring a photo of yourself to the next class.

Lesson 2: Practice Self-Advocacy Skills, Slides 19-26

Slide 19: Review the results of the Take Home Activity. (Check with the mentors before class to be aware of what the person shared so you can support participants who may feel shy). Encourage each participant to report out. Use a cell phone to snap a photo and send to people who did not bring a photo. (Then delete the photo).

Slide 20: Practice Self-Advocacy Skills: (Concept – sometimes people don’t listen. It’s our responsibility to get their attention). Say: “Today we will learn different ways to get someone’s attention. We will talk about ways that work and some ways that do not work.” “Ready?” Click on the slide to reveal each action and then act it out in pairs. It’s OK to combine two or more strategies.

Some people are not adept at role playing or pretending. If that is the case, you may want to bring two partners to the front who can role play with coaching and then ask another pair to imitate the first pair.
Slide 21: Practice Self-Advocacy Skills:
(Concept – now that you have someone’s attention you can tell your story or what you want to happen). **Say:** “Today we will learn different ways to tell your story. We will talk about ways that work and some ways that do not work.” “Ready?” Click on the slide to reveal each action and then discuss or act it out in pairs. It’s OK to combine two or more strategies. You may need to give a back-story for the role play.

You will need to bring in props for each action. (Example: Show someone a paycheck stub; have cups of coffee to model a conversation, use a “How was your weekend?” scenario; send an actual text to someone and get a reply; share a poster or model a T-shirt; use a list of talking points to make a point; role-play asking for help). Some people are not adept at role playing or pretending. If that is the case, you may want to bring two partners to the front who can role play with coaching and then ask another pair to imitate the first pair.

**Learn and Use a New Skill Activity:** (Concept-Speaking up to make requests makes you a self-advocate.) Now pass out cards with different requests. (Example: Can I tell you something, do you have a minute? I need your help. I don’t know what to do? Will you help me? Match the phrases to different pictured scenarios.

Slide 22: Practice More Self-Advocacy Skills:
Review the slide on how to make the request or receive the support you need as a self-advocate. (use a strong clear voice, say it’s important, be friendly).

**Learn and Use a New Skill Activity:** Play an audio of different voices speaking. Have some that are faint or too soft, some that are too strong and some that are just right. Have the class decide if the voice is effective with some thumbs up or down. Or ask the class to move along a taped line on the floor based on what they think. Place 3-4 signs along the line.
Practice taking a deep breath before you speak to make your voice louder.

**Slides 23-25: More Practice on Self-Advocacy Skill of Using Your Voice**

Draw the group’s attention to the next three slides: Make a Suggestion, Negotiate, and Saying No Clearly. Demonstrate one way to make a suggestion badly. Then demonstrate a way to make a suggestion nicely. Show the words on the slide and practice each one. Discuss the difference between demanding and asking. Continue to have similar discussions for negotiate (means to work it out) and saying no clearly without damaging the relationship.
Slide 26: Take It Home Activity: Write out the Take It Home Card for each person. Also, email a copy to their mentor. The self-advocate assignment is to tell their mentor how they might say no to someone if they don’t like that idea.
Self-Advocates Song

The Self-Advocates Song – By Cathy Haarstad 2019

I know who I am. And I know what I need.

I can tell the story, to change the world I see.

I’ve learned to speak out, And help others too.

Yes I’ll make a difference, Self Ad-Vocates

Rule
You know who you are. And you know who you need.

You can tell the story, to change the world you

See. You’ve learned to speak out, And help others too.

Yes you’ll make a difference, Self Ad-Vocates

Rule
We know who we are. And we know what we need.

We can tell the story, to change the world we see.

See. We’ve learned to speak out, And help others too.

Together we’re better, Self Ad-Vocates

Rule
Template for Voice Cut Out Activity
I know who I am. (If the person doesn’t know practice asking a trusted partner).

I know what I need. (Needs are things like water, sleep, exercise, friends, money, etc.)

<table>
<thead>
<tr>
<th>Things I want</th>
<th>Things I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

I act to get what I need. (Check if this is a good strategy)

___ Help myself          ___ Look it up
___ Ask permission       ___ Borrow things
___ Go without           ___ Buy things
___ Grab it away         ___ Rent things
___ Tell a friend        ___ Take a class
Module 1 - Take It Home Activity - Lesson 1

Next week I will: Share what I did in the class with my mentor and bring back a photo of myself.

Module 1 - Take It Home Activity – Lesson 2

This week I need to:

Tell my mentor how I can say no politely to people when I need to speak up.
Module 2: Know Who Matters

You Do
## Module 2: Know Who Matters – Lessons 1-2

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<td>Follow In-class discussion</td>
<td>Look at/Discuss Slide 1; Sing the Self-Advocate Song, Share Take home from Lesson One</td>
<td><strong>Take it Home #1</strong>&lt;br&gt;<strong>Next week I will:</strong> Find a place to hang Mini poster at home. Practice saying how I Matter! You Matter! We ALL matter! By doing a task from your mini poster.</td>
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<tr>
<td>Define the word “Matter”</td>
<td>Complete the Words that show you Matter Poster; Role-play</td>
<td><strong>Take it Home #2</strong>&lt;br&gt;The self-advocate assignment is to name three people who help them feel like they matter and what each person does for them. Practice telling your mentor how you would speak up if someone used harsh words with you. Practice talking with each mentor about how to respond to a frustrating situation in a kind way.</td>
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<td>Name words that help people understand that they matter</td>
<td>View Slide – Use Words that show I matter to You; Practice, Make a poster</td>
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<td>Recognize words that help people feel bad or small</td>
<td>Identify different words that make you feel small, make a poster of Words</td>
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<td>Identify how take action to stop negative words</td>
<td>View the #No Good Way to use R-word video; discuss.</td>
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<td>Change the story by changing bad words to good words looking at both Posters created</td>
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<td>Name 6 ways that Show I Matter</td>
<td>View examples, discuss; view pictures and discuss</td>
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<td>Show Others They Matter</td>
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<td>Use words that matter outside of class, share with others</td>
<td>Complete take home activity.</td>
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<td>Identify ways to feel proud</td>
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<td>Identify ways to show respect</td>
<td>Watch demo; role play</td>
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<td>Pages 20-31</td>
<td>3 x 5 index cards (colored)&lt;br&gt;Post-it paper&lt;br&gt;Computer&lt;br&gt;Computer paper&lt;br&gt;Markers (optional)</td>
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Module 2: Know Who Matters

**Slide 1: Slides #s 1-14** In this Module, you will introduce the idea that a **person matters.** The term “matter” will be used a lot during class. The goal is for this phrase - “I Matter, You Matter, We ALL Matter,” to become **familiar** and eventually be **used** without prompting by participants in the class.

**Slide 2: Review Take It Home from Last Week:** Discuss how each participant talked with their mentor about saying no politely. Ask if anyone got some good tips. Do another role-play if needed.

**Slide 3: Review Last Lesson:** Thank everyone for coming. **Put up slide number 2 from** the last lesson to review what it means to be a self-advocate. Sing or play the self-advocated song or watch a self-advocate video.

**Lesson 1: Know That You Matter, Slides 4-13**

**Slide 4: Introduce the word “Matter:” Say:** Tell your name and one way you are important. (I am a good friend, I am honest, I am kind, I am fun...). Encourage each participant to do the same. If someone is unsure, invite them to share a thing that matters to them (a friend, their pet, a sister, a brother, their parent, a staff member) etc.
Slide 4. Say: “Today we are going to learn why we matter. You “matter” if you are important to someone. It means you are valued, have something to give, have a story to tell, have a gift to share.” (Let’s say this phrase about Mattering: **I Matter (point to self), You Matter (point to others), We All Matter (alternate between self and others)**). Good! Now try it with me.; repeat as needed). Ask if anyone has heard the word Matter used before. Point to the words on the slide. Ask the group to tell you what the people in the picture might be doing. (spending time with friends, sharing time with sister, telling a story to a friend...) How does that make you feel? (important, valued...) When a person is around others they feel important and valued if they are being listened to and speaking respectfully to each other. You make a difference in someone’s life. They would miss you if you were gone. Ask each participant to: “Name someone who matters to you.”

Slide 5: **Use words that Show I Matter to you**: Say: “Today we are going to learn words that people say to help show you that you matter. (Remember, you matter because you are important, valued, have something to give, have a story to tell.) A person can use words to show someone they matter. One word that shows you matter is the word **Kind**. (Say the name of one person in the group and tell everyone that person is kind e.g. “Susan is kind.”) When I say you are kind I show you with my words that you matter. Now, let’s think of some other words that we can use to tell someone they matter.

**Draw the group’s attention to the slide.** One by one, click on the slide to reveal each word. Read them together. What is another word that shows you matter? (i.e. kind, beautiful, creative, funny, smart...) Ask for suggestions. Write each appropriate suggestion on **colored 3X5 index cards** and display on poster board with this title: **Use Words that Show I Matter to You!**
Next, invite the group to tell each other why the person next to them matters. Ask the group to decide on a good place to share the poster where staff will see it. Pass out mini-posters with similar words that you prepared in advance that each person can display in his or her room or apartment. Or - engage people in helping to create posters. People can make decisions about colors, font size, photos, etc.

**Slide 6: Don’t Use Words that Hurt Me! Say:**
“Today we are going to learn words that make you feel like you don’t matter. What is a word that makes you feel bad?” (fat, stupid, r-word, messy, lazy).

**Draw the group’s attention to the slide.** Reveal the words that go with each picture one by one by clicking on the slide. Ask participants to suggest other words that show that a person doesn’t matter. Write them on 3X5 index cards and display on a new poster next to the positive words. Look at each poster together. Discuss how we ALL matter and how that makes a person feel. The message is: “Let’s remind people around us not to use these words and to use these words instead.” Again, ask the group where this poster might be displayed. (You can create a poster using the words suggested and have it printed or use chart paper).

**Slide 7: Self-advocacy video:** Watch the video about “No Good Way to use the R-word. Have a discussion why the R-word makes you feel that you do not matter.” Remind people that the person in the video is a self-advocate. She acts by speaking out about how she wants to be treated. Ask the group to talk about what they like or thought about the video. Ask the group to speak out about how they want to be treated. Write down the ideas on chart paper.
Slide 8: Change the story: Say: Look at the pictures in this slide. Will you help me figure out what this person is trying to say: Give hints and focus on one photo at a time. If not too abstract, tell the story of how Rosa’s Law changed the story. Follow these links for more details, Rosa’s Law definition https://www.youtube.com/watch?v=n-GQQRtyEW0. Rosa Marcellino’s efforts to stop the R-word started locally and then reached U.S. Congress. http://www.espn.com/espnw/newscommentary/article/13287823/meet-little-girl-wiped-government-use-r-word

Slide 9: Words that Change the Story. Using positive words instead of negative words help to show “Me that I matter: ”

Say: Today we are going to change the story. When we hear someone use mean words or a mean tone of voice (Say and demonstrate – “You dropped that now pick it up!” We start to feel bad. Sometimes the people who support us get kind of bossy. On this slide we have some negative things people say. Help me figure out, what that person could say instead. Discuss. Then one-by-one reveal the answers. Point out that there is more than one way to be nice.

Learn and Use a New Skill Activity: Extra practice: (Optional) If the group needs more practice, rehearse how to change single words to better words. We are going to be self-advocates and speak out. We are going to change the story by using words to help people feel good. Let’s practice. As a group, let’s change the negative word to positive words so we feel like we matter and feel good inside instead of bad. “I am fat.” “How can we change the statement about your body to make yourself feel like you matter?” “Let’s change I am fat” to “I am pretty or handsome.” “Let’s change “I am stupid” to “I am smart.” “Let’s change “I am messy” to “I can pick up.” “Let’s change “I am lazy” to “I am relaxing.” "How does changing the story make you feel?” “Do the new statements make you feel like
you matter and smile?" (If needed, cover up the cards with negative words with cards that have positive words).

**Slide 10: Now You Change the Story:** Point out that we all sound mean at times. Not just parents, teachers or staff but people with disabilities too. We use mean words when we are sad or grouchy, or we just woke up or we feel embarrassed. Self-advocates work hard to change that story by watching what they say, and how they say it.

**Draw the group’s attention to the new phrases on the slide.** Read them together using a mean tone of voice. Mean = negative. Now ask the group how this could be said in a better way. Have the group decide which ideas are best. Ask permission to take the slide out of slide show mode and write them in for a future lesson. This shows the group that their ideas really matter to you. Ask the group how they would like to share these ideas with other people who receive services as well as teachers or staff. How can we speak up about this?

**Slide 11: Use Actions to Show I Matter to You:** (Concept- A self-advocate does something to help others feel good.) “Tell me something you do to feel good.” Write the groups ideas on the board. Next show the slide and tell the group: “Sometimes, people do things to show me I matter. It’s not just what they say, but what they do.” Bring each statement up to support that concept. For some groups, this will be too abstract. Then you will need to role play something people could do for each statement.
Slide 12: Be Thoughtful. Use Actions that Show I Matter to You: Show the group another poster that shows actions people can take to show people they matter. Discuss the photos in the slide as needed. (For example, the woman in the bed is listening to her favorite music on headphones. That makes life worth living, even though she is in bed.) Discuss the rest of the photos. (e.g. invite someone to help you reach your goal, invite someone to take pictures with you, just listen to me talk, give me time to be positive...). Another activity could be to role play or have each participant approach one person and finish the sentence, “One of the things I like about you is ____.”

Slide 13: Take It Home Activity: Give a Take It Home Activity Card to each person. Also, email a copy to their mentor. The self-advocate assignment is to find a place to hang the mini poster at home. Practice saying how I Matter! You Matter! We ALL Matter! by doing a task with your mentor from your mini poster. Be ready to share how that made you feel and how the other person reacted.

Lesson 2: Know When You Matter, Slides 14-20

Slide 14: Review the Take It Home. Welcome the participants back to the group. Ask them to show the words their mentors wrote and to speak up and share what happened when they shared the poster with their mentor. Discuss.
Slide 15: I Matter When I am Proud. In this activity, you will introduce the idea that it is easy to feel as if you matter when you reach goals or do good work. Go through the examples one by one. Ask the group to discuss times when they felt proud. Share one of your own.

Slide 16: I Matter Even When I Am Different. In this slide, you introduce the idea that people matter when they are NOT perfect. Discuss the adult in the photo who is playing with a doll. Most adults don’t play with dolls. When this person does, she still matters. Go through the things that make us less than perfect and talk about why we still matter. Use examples that the participants can connect with from their every day lives. It may be hard for some of us to believe we matter.

Slide 17: I Matter When I Make Good Choices. In this slide we are introducing the idea that making good choices is a way of being good to ourselves because we matter. We take care of ourselves. Ask the group to suggest other good choices people make. Encourage people to discuss good deeds they have done and good choices they made recently (something they did, even though they didn’t feel like it).
**Slide 18: I Matter When I Am with Friends.** In this slide we are introducing the importance of connecting with other people to feel good. Review how good it feels to do each item on the slide. Ask the group to give examples of things they do specifically with friends. Be prepared for someone to say they don’t have any friends and think about how you can respond without discounting what they have to say. Invite the group to discuss ways to get to know other people and make friends to support that person. As the activity ends—invite the group to repeat after you, or in unison. “I Matter, You Matter, & We ALL Matter.”

**Learn and Use a New Skill Activity: Practice Showing Others They Matter:** Role play ways a self-advocate can show another person that they matter. Using some of the phrases from the Show I Matter to You slides and act out in pairs or whole group. Some people are not adept at role playing or pretending. If that is the case, you may want to bring two partners to the front who can role play with coaching and then ask another pair to imitate the first pair. Don’t rush through these activities. Take your time.

**Slide 19: I Matter Because I . . . .** Ask the group to repeat the sentence on the slide in unison as you reveal each ending. “I matter because . . . . (I am here, you need me, we are good together, I self-advocate, I don’t give up and I can help).

**Talk in depth about each example:** Who is a person who does not speak but is good to be with and matters because they are present? When did you feel like you helped someone or they needed you? (For example – if you stay home are you missed? Who does your job?). Talk about people it feels good to be with. Discuss times the group practiced being a self-advocate or when someone didn’t give up when something was hard. Who would help if you weren’t there?
Slide 20: Take It Home Activity: Give the Take It Home Activity Card to each person. Also, email a copy to their mentor. The self-advocate assignment is to name three people who help them feel like they matter and what each person does for them. Practice telling your mentor how you would speak up if someone used harsh words with you. Practice talking with each mentor about how to respond to a frustrating situation in a kind way.
Module 2 - Take It Home Activity – Lesson 1

**This week I need to:**
find a place to hang the mini poster at home.
Do a task with your mentor from your mini poster.

**Next week I will:** Share what I did with my mentor and how that made me feel.

Module 2 - Take It Home Activity – Lesson 2

**This week I need to:** name three people who help me feel like I matter and what each person does for me.
Practice telling my mentor how I would speak up if someone used harsh words with me.
Practice talking with my mentor about how to respond to a frustrating situation in a kind way.
## Module 3: Have a Life Worth Living - Lessons 1-2

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<td>Follow In-Class Discussion</td>
<td>Look at/Discuss Slide Photos</td>
<td><strong>Take It Home #1:</strong> Make a list of 5 things I do to make my life worth living. Share my ideas with my mentor.</td>
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<tr>
<td>Learn that You Have a Life Worth Living</td>
<td>Learn about doing something constructive(important) with your time. Learn You can make a contribution (difference).</td>
<td><strong>Wrap-up activity:</strong> People Bingo about self-care activities</td>
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<td>Name 5 important ideas that make life worth living: Life and Health, Freedom, Balance, Belonging, Purpose</td>
<td>View Slide 3 – Use What Makes Life Worth Living</td>
<td><strong>Take It Home #2:</strong> Do two activities to give my life more balance and feel better. Talk it over with my mentor.</td>
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<td>Use Voice to Change Story</td>
<td>Identify ways to be a self-advocate to have a life worth living</td>
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<td>Name 6 ways that Show I Matter</td>
<td>View Examples and Discuss</td>
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<tr>
<td>Know how to Have a Life Worth Living</td>
<td>Name the ways You can make a difference and do something important with your time</td>
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<tr>
<td>Make suggestions of how to get life back in balance.</td>
<td>Change the story of Sherry who is miserable.</td>
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### Slides | Manual | Materials
---|---|---
1-23 | Pages 32-52 | Pre-made Photos of activities cards Computer Video/internet Self-care bingo cards Chart Paper
Slide #s 1-23 In this Module, you will introduce the idea of **Having a Life Worth Living**. The term “**Worth Living**” will be used a lot during class. The goal of this lesson is for the words **Health, Freedom, Balance, Belonging,** and **Purpose** to become **familiar** and eventually **be used by** participants in the class. Self-Advocates don’t wait for others – they create a life worth living.

Slide 2: **Review and Share Take It Home Activities from Last Week:** Invite participants to name the people who help them feel like they matter. Practice what to say if someone speaks harshly (unkind).

Slide 3: **Review the Idea of Value or “Mattering” from Lesson 2:** Thank everyone for coming. Pass out a penny to everyone. Have everyone look at it. Does a penny have value or worth? Yes. A penny is worth one cent. Is the penny valuable? Yes, when lots of pennies come together. The penny helps us buy things at a store. The penny helps in raising money for many charities, one cent at a time (collect the pennies).

In **Module 2,** we learned that people matter too. Let’s pass this penny around again. When the penny comes to you, say your name and one way that you matter. I will start. (I am a good teammate, I am best friend, I am one of a kind person, I am fun sister...) Encourage each participant to do the same. If someone is unsure, invite them to share an activity that important to them (playing card games, going to movies, love to shop, eating out with a friend...) etc.
Slide 4: Have a Life “Worth Living.” Today, we are going to learn what it means to have a life worth living. Read the sentence to/with the group. Ask if anyone has heard of the phrase “Worth Living” used before. Point to it on the slide. Ask the group to tell you what one thing makes their life better or worth living. (Feeling good, being able to choose my job, swimming, spending time with friends and family, like to be a good worker...) Do these things make you feel like you have a life worth living? Yes. These also make you feel important and valued. Life has meaning. Each morning you want to get up and have a great day. You want to have something to look forward doing. You are going to do something constructive (important) with your time. You can make a contribution (difference).

Slide 5: What Makes Life Worth Living: Say: “Today we are going to about learn five important ideas that make life worth living:
1. Life and Health
2. Freedom
3. Balance
4. Belonging
5. Purpose

Slide 5: What Makes Life Worth Living: Briefly discuss what each word means. Life and Health mean you are alive and feel well. Freedom is when you have choice and control. Balance is when you have enough of what makes you happy. Belonging is being together or part of
the group. Purpose is your reason to get up in the morning, something important to do.” Let’s look at each idea together. (We will discuss each idea in more depth later in the lesson).

Slide 6: Good Health Makes Life Worth Living: I am going to tell you a story about Jennifer. (Point to each picture as it comes up in the story). Jennifer did not want to wear her glasses. She did not tell anyone why she did not feel like wearing her glasses. She refused to go to work. Staff came in her room to try and talk to her about going to work. One person accidently bumped her ear and Jennifer got very upset. She yelled “Leave me alone.” Staff asked if it would be okay to look behind her ear. Jennifer said, yes (use a tense tone of voice) she was still grumpy. After looking behind her ear, staff found a sore behind her ear from where her glasses had rubbed the skin.

Change the story: Ask participants to help you change the story by having Jennifer be a self-advocate. See if they can tell you why Jennifer felt miserable. Did getting grumpy and feeling bad help Jennifer? Let’s change the story.

Read the changed story: Jennifer noticed a sore behind her ear. She let staff know (“My ear is really sore today.”) and she scheduled her own appointment to see the eye doctor (practice doing that). She didn’t wait for staff to make it right. She didn’t get grumpy and refuse to go to work. After the eye doctor adjusted her glasses and put extra cushion on her glasses, Jennifer was happy and went to work. Jennifer changed the story. Now Jennifer’s Life is Worth Living. Discuss why good health makes life worth living. (Some participants may decide to bring up their own health problems. Ask the group how that person can change the story to feel better). Point out how joyous Jennifer looks at the end.
Slide 7: Purpose Means You Do Something Good with your Time. Say: “Today we are going to learn how having something to do – a purpose - is important and helps us have a life worth living. Each day, try to do something good (important) with your time. Make a contribution (difference). This also gives you a purpose that gives you a reason to live. Look at the slide: What is a word that shows what is a good use of your time? (i.e. help, be social, contribute, plan, …) Ask for other words or examples that show that is something do with their time. (The instructor needs to have done a little homework before the lesson by interviewing mentors or staff and having examples ready to go for each person of some of the things they do that are important.) Write the words volunteered by the group on 3X5 index cards and display the words as a poster.

Slide 8: Keep Busy. Say: Let’s look at the people in this slide. Who do you think might not have a life worth living? Notice that two of the people have something useful to do. Two of the people are just sitting there. Who looks happy? Discuss. Now let’s talk about some different activities (things you can do) that really give life purpose. Discuss keeping busy as a way to overcome depression.

Slide 9: Make A Difference. (Concept-Doing something constructive with your time.) Now pass out a group of photos that show people with disabilities doing different kinds of activities. Sort the photos into the following categories and display on a poster that the participants help to design. Work as one group or in small groups. Praise responses. Get new ideas from the group.
Slide 9: Make A Difference.

1. **Get together with people:** (Get together with people (i.e. Party, coffee, family time, sports, doing chores.)
2. **Take part in an activity:** (i.e. Play a game, go for a drive, eat out, etc.)
3. **Plan and organize my time:** (i.e. School, church, sports, meal time, chores, etc.)
4. **Make the world a better place:** (i.e. Recycle, support a cause, decorate, send a card, etc.)
5. **Spend time with animals:** (i.e. animal shelters, pet store, outdoors, bird watching, etc.)
6. **Stay fit and Healthy:** (i.e. Exercise, walk, lift weights, swim, ride horse, taekwondo, etc.)
7. **Create something Beautiful:** (i.e. paint a picture, write a poem, knit a scarf, etc.)
8. **Celebrate Special Occasions:** (i.e. holidays, birthdays, anniversaries, deaths, milestones, etc.)

**Learn and Use a New Skill Activity:** (Concept-Doing something constructive with your time.) Now pass out a group of photos that show people with disabilities doing one of the kind of activities. After matching the photos of cards for each category, invite the group to identify a new skill they would like to learn. Write down each person’s name on a chart and put their dream next to the chart.

Slide 10: Take It Home. The assignment this week is for each participant to make a list of 5 things they like to do to make life worth living. They should make the list with their mentor and share it.
Lesson 2: Why Life Matters, Slides 11-23

Slide 11: Review the Take It Home Activity from Last Week. Invite the group to share their lists with one another in pairs and then with the whole class. This helps people learn to connect with people other than a teacher or staff.

Slide 12: Watch a Self-Advocacy Video: Watch the video about “Self-advocacy is...” David talks about self-advocacy. These skills make you strong and provides a sense of belonging. A person learns who they are. Have a discussion about how speaking up for yourself is important to you.

Slide 13: Freedom Impacts Quality of Life. Say: Freedom is when you have choice and control. Ask the group to discuss what choices they have in their life. Look at the pictures to prompt discussion and review the words on Slide 17 to continue conversation of the participants’ choices and things they choose and control in their daily life to make life worth living.
Slide 14: Choice and Control Impact Quality of Life. Say: Sitting around and doing nothing makes life boring. Most people need something to look forward to doing.

Say: Having someone take over your life and control it is NO Fun. Review the items on the list and talk about how these things help you feel in control. We are most anxious when we feel like we don’t have control. Was there ever a time when you didn’t have much control?

Slide 15: Belonging is Important. Say: “Belonging means you are welcome and included. You are part of the group.” Feeling that you belong is the most important part of having a life worth living. Some people find belonging (in a church, having friends, being with family, or on social media). Some people see themselves connected to one or two people. Others feel a connection to all people. Some people struggle to find a sense of belonging and their loneliness is painful for them. A sense of belonging improves motivation, health, and happiness. Discuss the pictures and how each concept relates to belonging.


Learn and Use a New Skill Activity: (Concept-Feeling that you belong is the most import part of having a life worth living.) Look at a group of photos. What makes you happy? Create a poster from the ideas from the group.
Slide 17: What is Balance? Say: “Living a balanced life means finding out what is important to you and spending your time and energy doing that some of the time.” A balanced life means creating time for things we must do, as well as things we like to do. Eating healthy, finding time to do things for fun, some form of physical exercise, rest and sleep are important in our lives.

Balance also means making time for friends and family. This is emotional balance. Having a support system is important and this makes us feel cared for and loved, knowing there is someone else that cares about our wellbeing. It is a good feeling to be caring for another person you love. It becomes an equal relationship of giving and receiving, which offers an emotional balance. It is also important to find quiet and down time as well as fun. Alone time is part of our spiritual balance. Discuss the picture in the slide. Also, role play examples of a balanced life vs. not balanced life. Discuss how you feel when you are making choices that are important to you.

Slide 18: When Life is Out of Balance: Invite the group to discuss what is happening in the photo. Click on the slide to reveal a list of problems that happen when Life is Out of Balance. Read each one with the group.

Slide 19: Change the Story -When Life is Out of Balance. Invite the group to make suggestions of how Sherry can get balance back in her life without making everyone angry. Write suggestions on the chart. Ask the self-advocates what they do when life gets out of balance. Talk about your own strategies. (example of a strategy: I go for a walk or talk to a friend.)
Slide 20: What is Wellness? Wellness happens when your mind, body and spirit are at a good place. True wellness means you are taking care of your mind, body and spirit so you feel strong and connected to those you love the most. Wellness helps to give us the power of choice.

Slide 21: Wellness Includes. Draw the group’s attention to the list and the picture of the flower. Say: Let’s talk about each of these words (read them to the group) and think of ways they help you feel happy. You get to create a healthier lifestyle. Your body, mind, and spirit need time to refuel. Take some time each day to reflect on the things that are important to you. There ways you can do this: Yoga, meditation, relaxing listening to music, or journaling (Bring in props and samples for participants to experience). Connect with your self-love and appreciation for all you have. Creating peace for you within your day will really remind you who you really are and what is important. Discuss ways wellness motivates your life. Provide opportunity for everyone to share.

Slide 22: Learn and Use a New Skill Activity: (Concept- Self-care means taking action to improve one’s own health and make life worth living.) Play people bingo by each person moving around the room and identify what you do for a self-care activity and find out what others like to do. (My name is... I like dance. What do you like to do? Will you initial my card? I can initial your card on the dance space.) The object is to get a bingo (blackout) by having each picture marked by the first initial of each person in the room at least once. (see attached bingo card in module 3 handouts)
Slide 23: Take It Home. Review the assignment with each person. Ask them to work with their mentor and list three things they like to do that makes life worth living.
Do Something Constructive Photos

- Take a Class
- Visit with Friends
- Celebrate Together
- Drive a Car
Do Something Constructive Photos

- Work at a Bakery
- Paint a Picture
- Exercise
- Build Something
Do Something Constructive Photos

Sled Hockey

Run a Race

Sing a Song

Eat a Meal
Do Something Constructive Photos

Text a Friend

Do Taekwondo

Spend Time with Pet

Write a Poem
Do Something Constructive Photos

Ice Skating

Support a Cause

Take Pictures

Sew a Quilt
Do Something Constructive Photos

Skiing

Have a Cup of Coffee

Read a Book

Play a Game
Do Something Constructive Photos

Feed a Pet

Go Camping

Decorate Room

Worship
Module 3 - Take It Home Activity – Lesson 1

This week I need to:
Make a list of 5 things I do to make my life worth living. Share my ideas with my mentor.

Next week I will: Share what I did with the class. My mentor can help me get this done.

Module 3 - Take It Home Activity – Lesson 2

This week I need to: Do two activities to give my life more balance and feel better. Talk it over with my mentor.

Next week I will: Share what I did with the class. My mentor can help me get this done.
Module 4: Decide What’s Important
# Module 4: Decide What’s Important – Lesson 1-2

<table>
<thead>
<tr>
<th>Skills &amp; Behavior</th>
<th>In Class Activities</th>
<th>Take It Home Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow In-Class Discussion</td>
<td>Look at/Discuss Slide Photos</td>
<td><strong>Take it Home #1</strong></td>
</tr>
<tr>
<td>Sing Self-Advocate Song</td>
<td>Follow Along to the Words</td>
<td>Next week I will: Share what is important to me with my mentor and see what he or she says about that. Ask my mentor for help if needed.</td>
</tr>
<tr>
<td>Identify Who Has a Good Life</td>
<td>Look at/Discuss Slide Photos</td>
<td></td>
</tr>
<tr>
<td>Identify Who Decides What’s Important</td>
<td>Fill in the who decides handout by writing your name in the center.</td>
<td></td>
</tr>
<tr>
<td>Discriminate between a need &amp; want</td>
<td>View Examples and Discuss Sort pictures of needs versus wants</td>
<td></td>
</tr>
<tr>
<td>Identify what’s important to you in different categories</td>
<td>Choose which category you want to discuss. Relate photos to your own life</td>
<td></td>
</tr>
<tr>
<td>Share what’s important to you with others.</td>
<td>Record your ideas during class or get help to do that. Share with your mentor</td>
<td></td>
</tr>
<tr>
<td>Find a circle of support</td>
<td>Complete the circle of support</td>
<td><strong>Take it Home # 2</strong></td>
</tr>
<tr>
<td>Give examples of your needs &amp; wants.</td>
<td>Create a poster of YOUR needs and wants to share with a planning team.</td>
<td>Next week I will: Ask my mentor what is holding me back and how I can tear down the wall.</td>
</tr>
<tr>
<td>Identify bad advice</td>
<td>Tell how bad ideas destroy dreams</td>
<td></td>
</tr>
<tr>
<td>Identify Ways to Tear down the wall.</td>
<td>Identify solutions to bad advice.</td>
<td></td>
</tr>
<tr>
<td>Practice Self-Advocacy Skills</td>
<td>Tell what’s important to you. Decide if you have it or not.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slides</th>
<th>Manual</th>
<th>Materials</th>
</tr>
</thead>
</table>
5. Photos of Needs Vs Wants  
6. Take-home cards  
7. Poster – 8x11 one per person (cardstock)  
8. Magazines or photos of needs and wants.  
9. Circle of Support Handout

**Slide #s 1-21** In this Module, you will introduce the term ‘important’ to the participants. This term will be used a lot during class. The goal is for self-advocates to start thinking of what is important to live the good life and to be the decision-maker about what’s important to them.

**Slide 2:** Review Take It Home Activity. Ask the participants to share what their list of activities that made life worth living.

**Slide 3:** Review Module 3: Having a Life Worth Living. Thank everyone for coming. Invite participants to sing the Self-Advocate song with you or watch a self-advocate video together.

Invite participants to look at the photos of two people in slide # 2. Practice identifying who seems happy and who looks miserable. When the participants can discriminate this (based on their emotion and expressions) say. **In Module 3, we learned that EVERYONE deserves to have**
a life worth living. We do this by being active and making our life better. In this lesson we will learn to decide what’s important.

Lesson 1: Decide What’s Important to You, Slides 4-17

Slide 4: Determine Who Decides What’s Important: Draw the participants’ attention to the question in the blue square – Who Decides What’s Important to Me? Go through the different options and reject each one until someone says I DO. Click on the slides and the words I Do will appear in the green circle.

Slide 5: Discuss what’s important a need or a want. Use the pictures and captions on the slide to talk about the difference between a need and a want. What happens if we don’t have water to drink? What happens if we don’t get ice cream? Make the point that needs are more important than wants. See if members of the group can describe other needs and wants. If needed, use the photos of needs versus wants in the handout and have the group sort them.

Slide 6: Camping Trip Activity. Tell the group, suppose you went on a camping trip. Name 5 things you would want to have with you. Five things you need on this trip. Invite the group to work in pairs to discuss. Then report out. Did the group say, Water? Shelter? Toilet paper? What did they want (Smores) versus what did they need (shelter)?
Slide 7: What’s Important to You. Show this slide to the group. Name each item and photo on the slide. Decide together if anything is missing. If the group agrees on something tell them, you will add a new photo for that next week.

Slides 7-16: Decide What’s Important to You. Encourage the group to choose a category that interests them. Go in any order until all slides are used. Discuss each item on the slide and why it’s important to anyone. If needed, remove a photo and word and talk about what might happen if you didn’t have that need met. Pass out the handout for this lesson and support each person to record those activities or items that are most important to them. Don’t try to write down everything. Pick two items per slide. Use the back arrow to go back to the master slide until all 9 options are covered. Make the point that we will not agree on what is important but that each person gets to decide for themselves.
Slide 17. **Take It Home Activity.** Ask each person to write down items that are important to them as you go through the slides. Each participant is asked to share some of the items that are important to them with their mentor.
Lesson 2: Find Ways to Reach Your Dreams, Slides 18-24

Slide 18: Review Take It Home. Review the Take It Home Activity from last week. Ask participants to share what they thought was important. Ask them to share the feedback they got from their mentors.

Slide 19: Finding a circle of support for important decisions. Describe what a circle of support can do for a person. Demonstrate using photos or names from your own circle of support. Ask each person to identify a circle of support by asking. Who helps you make decisions? Parents, job coach, friend, etc.

Pass out the handout: My circle of support and have each person write in the names of people who are good support partners. If someone cannot write invite them to bring in a photo of the person or write the person’s name for them. (See Module 5 Circle of Support Handout)

Slide 20. Needs VS Wants: Return to the idea of needs versus wants. Try to come up with an example of each by asking the group to weigh in and help you decide what’s important. Draw a line down the middle of the slide and write your answers in. Then ask a volunteer to do the same while the group helps them make
decisions. Create a poster you can share at your planning meeting. (See Module 5 Person-Centered Planning Handout)

**Slide 21: The Wall.** Show the group a picture of Lucy petting a dog. Talk about how much Lucy likes dogs and wants to have a dog of her own.

**Slide 21:** Then one by one, name the things that people tell Lucy about having a dog. Click on the slide to reveal each piece of “the wall,” until all six reasons for not reaching a goal are listed. Ask the group, what happened to Lucy’s dream? It’s gone! It’s behind a wall of reasons that don’t work for Lucy.

**Slide 22: Bringing Down the Wall:** Tell the group that not all advice is good. You can bring down the wall by finding people who will help you make good decisions. Practice saying things that help bring down the wall. So, if someone says “It’s too much money, you say – I can save my money.

**Slide 22:** As each alternate phrase is said, click on the words and the box until the entire wall is down. (This analogy was created by a self-advocate who shared it with others).
Slide 23: Summary. People can help us make decisions. Not all advice is good. Find people who support your ideas. Look at your own life. Is anyone helping to build a wall, so you can’t get what you need?

Slide 24: Take It Home. Ask your mentor to help you decide what YOUR dream might be and what the pieces of the wall might be and how to bring it down. Bring your ideas back to the group next week. Pick a dream other than the one we talked about in class. Brainstorm a little before leaving for the day.
Circle of Support Handout

Who is MY Circle of Support?

Directions: Write YOUR name in the center circle. Write the names of people you trust to help you meet your goals or put a photo of each one in the squares.
## Person-Centered Planning

<table>
<thead>
<tr>
<th>Important</th>
<th>Needs &amp; Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td></td>
</tr>
<tr>
<td>Routine</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>Lifestyle</td>
<td></td>
</tr>
<tr>
<td>Family &amp; Friends</td>
<td></td>
</tr>
<tr>
<td>Rights</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>
Hands Off It’s My Home

I don’t have a list of chores tacked up on my wall.
I don’t expect to find one, anywhere at all.
If the phone is ringing, I pick up to see who calls.
I don’t have great big posters about slips, and trips, and falls.

I decide what happens next, when I go out or eat.
I decide who enters in, which people I will greet.
I pick out my furniture, which bed, which bath, which seat
I decide the temperature and when to turn up heat.

All the things around my house, they all belong to me.
I don’t have strangers coming in, to mess with my TV.
All the mail I get is opened by the addressee.
I am the ruler of my castle, and I have privacy.

I make all the choices; I make all decisions.
And any PLAN that I might have, contains only my visions.
Any person in my home is here with my permission.
And I don’t need your special rules, my rights are not restricted.

I decide who works with me in my situation.
I decide on where I want to store my medication.
I choose to see my family, but only when I want.
I come and go just as I like, on any daily jaunt.

No risk assessments stop me from trying something new.
I make my own mind up, about everything I do.
When I need support from you, I will let you know.
Until then, hands off my friend, that’s the way I roll.

*American version of an original poem by British author Adrian Kennedy, January 2009.*
Needs vs Wants Photos
Needs vs Wants Photos
Needs vs Wants Photos
Needs vs Wants Photos

- Boot
- High heels
- Apple
- Apple pie
Who Decides What’s Important to Me?

Directions: Read each phrase and cross out the words. Then in the circle in the center, write the words I DO and Your Name.
Module 4 - Take It Home Activity – Lesson 1

Next week I will: Share what is important to me with my Mentor.

Module 4 - Take It Home Activity – Lesson 2

This week I need to: Ask my mentor to help me decide what MY dream might be and what the pieces of the wall might be and how to bring it down.

Next week I need to: Bring my ideas back to the group to discuss.
## Module 5: Take Action – Lessons 1-2

<table>
<thead>
<tr>
<th>Skills &amp; Behavior</th>
<th>In Class Activities</th>
<th>Take It Home Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow In-Class Discussion</td>
<td>Look at/Discuss Slide Photos</td>
<td><strong>Take it Home #1</strong></td>
</tr>
<tr>
<td>Sing Self-Advocate Song</td>
<td>Follow Along to the Words</td>
<td>Make a list of choices and responsibilities for each right on my list. Ask my mentor for help if needed.</td>
</tr>
<tr>
<td>Report on Deciding What’s Important</td>
<td>Share what was discussed last week or choose one of 3 pictures on what’s important.</td>
<td><strong>Take it Home # 2</strong></td>
</tr>
<tr>
<td>Find 4 Ways to Take Action</td>
<td>View demonstration using the guide and different objects. Discuss</td>
<td>Decide on a situation that I want to speak up about. Ask my mentor to help me write it down and share with someone who can help. Then write how you changed your story.</td>
</tr>
<tr>
<td>Learn to Take Action</td>
<td>Practice using each of the ways to take action using the guide and real objects.</td>
<td></td>
</tr>
<tr>
<td>Practice Taking Action</td>
<td>Reveal photos and discuss</td>
<td></td>
</tr>
<tr>
<td>Practice Changing a Story</td>
<td>Reveal photos and discuss</td>
<td></td>
</tr>
<tr>
<td>Get Info. About Rights</td>
<td>Discuss the Rights handout</td>
<td></td>
</tr>
<tr>
<td>Give examples of Rights, Choices Responsibilities</td>
<td>Click on the slide to reveal options. Discuss.</td>
<td></td>
</tr>
<tr>
<td>Speak Up About Problems</td>
<td>Identify how to take action and compare with slides.</td>
<td></td>
</tr>
<tr>
<td>Practice What to Say</td>
<td>Identify key phrases that help</td>
<td></td>
</tr>
<tr>
<td>Practice Self-Advocating</td>
<td>Role play and practice decision-making.</td>
<td></td>
</tr>
<tr>
<td>Watch Video About Self-advocacy</td>
<td>Discuss how to speak up for needs and wants</td>
<td></td>
</tr>
</tbody>
</table>

### Slides | Manual | Materials
--- | --- | ---
1-31 | Pages 71-87 | 1. Self-Advocate Song  
2. What’s Important Take Home  
3. Slides 1-3  
4. A poster showing the guidelines from pages 1-2.  
Video of Self-Advocate; Camera; Laptop, iPhone with a text, book  
Chart paper with markers; Two different spray bottles to remove
5. A poll sheet “Is it OK to kiss on a first date.”
7. Rights handout
9. Take home handout

stains to see which works better plus material to make a stain. Paper towels. Guests – authority figure, stranger

**Slide #s 1-33.** In this Module, you will introduce the term “take action” to the participants. This term will be used a lot during class. The goal is for self-advocates to realize that they don’t have to just accept or complain about what happens. **They can “take action” to change the story in a positive way.**

**Slide 2: Review the Take It Home Activity.** Invite participants to bring in the information about their dreams, what people say that gets in the way and what they can say to tear the wall down.

**Slide 3: How I Decide What’s Important from Module 4:** Thank everyone for coming. Invite participants to sing the Self-Advocate song with you or watch a self-advocate video together. Try giving each person a choice of 3 photos showing the topics of importance (e.g. housing, health, friends) and ask them to pick one that they are thinking about today.
Lesson 1: Take Action, Slides 4-21

Slide 4: Four ways to Take Action: When we take action, we do what’s needed to change our story or someone else’s story. As you introduce each way to take action, use concrete activities and objects to help clarify and demonstrate what this means by trying out each activity.

Use the chart below as a possible guide. Ask the group to read each of the four ways to get information in unison with you on the slide.

### Four Ways to Get Information

<table>
<thead>
<tr>
<th>Get Information</th>
<th>Computer</th>
<th>Look up a topic on Google</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text message</td>
<td>Read a text from a friend</td>
</tr>
<tr>
<td></td>
<td>Facebook</td>
<td>Find out what a friend is doing</td>
</tr>
<tr>
<td></td>
<td>Book</td>
<td>Read about a topic</td>
</tr>
<tr>
<td>Weigh Choices</td>
<td>Pro/Con</td>
<td>List pros and cons about eating out at a specific restaurant</td>
</tr>
<tr>
<td></td>
<td>Trial &amp; Error</td>
<td>Soak stains in different liquids to see which gets out the stain best</td>
</tr>
<tr>
<td></td>
<td>Take a poll</td>
<td>Give the group a question and chart all responses – Use “Is it OK to kiss on a first date?”</td>
</tr>
<tr>
<td>Ask for what I need</td>
<td>Friend</td>
<td>Ask a friend for their phone number?</td>
</tr>
<tr>
<td></td>
<td>Authority figure</td>
<td>How can I get more spending money?</td>
</tr>
<tr>
<td></td>
<td>Stranger</td>
<td>What time is it?</td>
</tr>
<tr>
<td>Get Support</td>
<td>Case manager</td>
<td>Set up a meeting or make an appointment</td>
</tr>
</tbody>
</table>
Slide 5: Self-Advocates Take Action. Point out that Self-Advocates take action. They don’t wait for someone else to make things happen. There are many ways to take action. Let’s look at some different ways to take action. Suppose you were thirsty. What could you do?

Show the slide and click on each option. A photo will appear showing someone taking action with that option. Discuss.

Slide 6: Jaden Takes Action. In this slide, we are introducing the idea of taking action in a story format because that may be easier to follow. Say: “Jaden wants an apple. Let’s see how Jaden took action to solve a problem. The problem was, Jaden was hungry. She wanted a snack. Let’s look at four ways she might take action. [Go through the steps and discuss]”

Use photos to demonstrate each way that Jaden takes action by clicking on the slide to reveal each step (Takes what she needs, asks for help, tries another way, decides to wait.) Discuss. See if the group can identify a time when they have tried another way. Bring an apple into class and show different ways to fix the apple. When one way isn’t what we want, we try another (Knife, peeler, corer, peeling machine with a crank, press down slicer, blender). Be sure to bring the group back to the main idea that there are different ways to take action. Write those words down on chart paper.
Slide 7: **Self-advocates Take Action.** In this slide, we are introducing the idea of taking action. *Say:* “Self-advocates take action by Taking what I need, Get help, Try another, and Wait.” Let’s look at four ways you might take action. [Go through the steps and discuss]

Slide 8: **Build a circle of support for taking action on important decisions.** Describe what a circle of support can do for a person. Demonstrate using photos or names from your own circle of support. Ask each person to identify a circle of support. Who helps you make decisions? Parents, job coach, friend, etc. Pass out the handout: My circle of support and have each person write in the names of people who are good support partners. If someone cannot write invite them to bring in a photo of the person or write the person’s name for them. (See Module 4 Circle of Support handout)

Slide 9: **Take Action to Get Support.** After identifying a person circle of support, discuss how we can take action to get support and what words to say when we need support to get needs and wants met from people in our circle of support. Point out that there are different ways to speak up and take action. (Ask a relative, talk to a friend, and check with authority.) Let’s practice what words to use to get support.
Slide 10: Take Action to Get Information about Choices & Rights. Ask the group if they know their rights? Use the Rights handout to ask the group different questions about their rights. Provide the ‘correct’ answers and discuss. Point out that there are different ways to find out about their rights. People can look and read up (provide a booklet on Rights, talk to a friend, or check in with a case manager or teacher.)

Slide 11 and Slide 12: Rights, Choice and Responsibility. Use these slides to help the participants to understand what each word means. For example, Say: “We have a right to eat an apple if we are hungry. We have a choice, of what kind of apple to eat, red, green or yellow. We have a responsibility to pay for the apple at the store. We can’t just help ourselves. We act on our rights by choosing, taking action and meeting our responsibilities. In slides 13-19, we will look at more examples to help you think about your rights, choices and responsibilities.

Remember: The intent of this part of the module is to help participants think about some of the most basic rights. It does not cover every right that a person has. Depending on the interest of the group, you may decide to add supplemental material after completing slides 13-19. Your goal is to fill in any missing pieces first, not to cover every right.
Slide 13: Right to Decide Where We Live.

Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights, different choices and similar responsibilities.

Slide 14: Right to Get Mail.

Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights, different choices and similar responsibilities. Stress that you also have a right to keep your mail private and decide who can open or read the mail.

Slide 15: Right to Associate.

Explain what the word Associate means. Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights, different choices and similar responsibilities. Discuss what happens if you make bad choices about who your friends will be. Discuss choice in deciding who a roommate will be and if a roommate is automatically a friend. Discuss what happens if we don’t like what a friend is doing but we don’t tell them.

Slide 16: Right to Clothes.

Explain what the word clothing includes (shoes, socks, underwear, pants, shirts etc.) Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights,
different choices and similar responsibilities. Discuss what happens if you choose clothes that reveal a lot or don’t fit or don’t match or are not clean.

**Slide 17: Right to Food & Drink.** Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights, different choices and similar responsibilities. Discuss what happens if . . .

**Slide 18: Right to Communicate.** Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights, different choices and similar responsibilities. Discuss what happens if . . .

**Slide 19: Right to Have and to Express Feelings.** Draw the group’s attention to the photos in this slide as you reveal the statements one by one. Discuss the fact that everyone has the same rights, different choices and similar responsibilities. Discuss what happens if . . .

**Slide 20: Take It Home.** Give each participant a list of rights. Ask them to talk with their mentor and to list choices and responsibilities for each right on the list. Be ready to share this information in class next week.
Lesson 2: Speaking Up to Exercise My Rights, Slides 21-36

Slide 21: Review the Take It Home Activity.
Invite the group to report out on the Take It Home Activity. What choices did they make? What responsibilities did they think of? Point out that everyone can make a different choice.

Slide 22: I Can Advocate for Myself.
The purpose of this lesson is not only to see if participants can tell you the right thing to do or say but if they can select the right thing as an alternative to a poor response.

Say: In this part of the lesson we will practice how to speak up or take action to exercise the rights we just learned about. Some things we can do are better or more useful to others.

Say: Self-Advocates do not just speak up occasionally at a life planning meeting or if they decide to be on a board or committee. They speak up every day, as needed to exercise their rights. If we don’t exercise, we get flabby. If we don’t exercise our rights, someone else may stomp on them.

Slide 23: Eating What You Like.
Draw the group’s attention to the caption. Begin your statement with a “What if . . . (pause). What if I don’t like what’s on the Menu. What are my options? How can I advocate for myself by speaking or taking action? Discuss. Then AFTER the group weighs in, reveal the statements one by one by clicking on the slide and saying, “How many of these did you think about?” Was there a suggestion that you did not think about? Remember: We always have options when we are exercising our rights. Why
didn’t we put complain down as an option? Complaining is an action but not very effective. A better option would be to speak to the cook.

**Slide 24: Needs More Spending Money. Say:**
How much money does this person have in their wallet? Do you think they need more spending money? Why? A dollar doesn’t buy much. What can they do to advocate for themselves? Discuss. Then reveal some solutions (these may or may not match what the group decided) by clicking on the slide. Ask the group if any of these solutions are a problem and why? If you click on the slide again, the problem solutions will turn red. Discuss an effective way to speak up without whining. Role play both a calm discussion and a whining one and encourage the group to decide which approach is better.

**Slide 25: Someone is Not Listening.** Find out if the group thinks that this problem happens only to people with disabilities or everyone? Yes, everyone has a time, when someone they need to listen, is not listening. Self-advocates take action when this happens. What can they say or do? Discuss. Then reveal the list of solutions one by one until you reach the last item pout. Ask the group if any of these ideas don’t work very well. Role play different options and see which ones the group believes are respectful. Click on the slide again and negative solutions will turn red.
Slide 26: I Don’t Want to Do Chores. Say: So, let’s practice changing the story, if I don’t feel like doing my chores. What are my choices? Discuss. Reveal the list. Identify problem solutions and why. Reveal in red. Discuss.

Slide 27: Someone Says No. Give the group a scenario in which you ask to borrow something from another person or do something with another person and they say no but you don’t like that. You don’t think it’s fair. Discuss. Reveal the choices. Decide which choice is not so good and why. Reveal that choice in red. The group can even vote on the choices or decide which choice they believe is best.

Slide 28: Breaking a Promise. Give the group a scenario in which someone has broken a promise (Promised to help clean your apartment or promised to take you to the state fair). Discuss. One by one, reveal the list of answers and Identify which is a problem response and why. Role play as needed. Reveal the problem response in red and ask the group what they can do instead.

Slide 29: After You Say No
Give the group a scenario in which someone has tried something that makes you feel uncomfortable, tells or bullies you into doing something you don’t want to do. Discuss with the group. One by one, reveal the list of answers a person can speak up and say. Role playing for these sensitive issues and problems will be tough so inform the class that the action that will be role played
starts after you have identified the problem has stopped. Practice speaking up. “I said no!”, “Stop That!”, “I’m reporting you.”, “I’m leaving.”

**Learn and Use a New Skill Activity: Slides 30-34 Practice More Scenarios for Advocating.**

**I Can Advocate for Myself**

<table>
<thead>
<tr>
<th>I am out of batteries?</th>
<th>I need some supplies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What if . . .</td>
<td></td>
</tr>
<tr>
<td>I want my phone with me?</td>
<td>I want to take my own medication?</td>
</tr>
</tbody>
</table>

Ask the group to respond to these everyday scenarios. In these situations, potential ways to take action are NOT listed. Point out that in real life, there are no magic lists. Discuss. Take the slides out of power point mode and write the group’s solution on the slide. By speaking up about your needs like “I am out of batteries, I need some supplies, I want my phone with me, I want to take my own medications,” you can advocate for yourself. When You know what you like, what
you want, how to get your needs met, and voice your feelings in a positive way, others will be more likely to respect your wishes, desires, and dreams. Thank the participants for helping you finish the work.

**Slide 35: Self-advocacy video:** Watch the video about “What is Self-advocacy?” Have a discussion about being a self-advocate means. Remind the group that the people in the video are self-advocates. Each person takes action by speaking out and describing what self-advocacy is. Ask the group to talk about what they like or thought about the video. Discuss and write ideas down about taking action to be a self-advocate.

**Slide 36: Advocating for myself at home.** With your mentor, decide on a situation at home that you want to speak up about. Ask your mentor to help you write it down and share it with someone who can help. Tell your mentor how it went and ask them to write the results out for you or someone else to read in class.
<table>
<thead>
<tr>
<th>Four Ways to Get Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Get Information</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td><strong>Weigh Choices</strong></td>
</tr>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Ask for what I need</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Get Support</strong></td>
</tr>
</tbody>
</table>
Rights Handout

North Dakota Century Code t25c01.2

1. To live in a place that I choose.
2. To get the services and supports I need in the least restrictive setting.
3. To be viewed by others as competent unless a court declares that I can’t give informed consent.
4. To vote in elections.
5. To worship or pray as I choose.
6. To get together with men or women that I choose.
7. To have my personal and medical records remain confidential.
8. To communicate in private with the people I choose.
9. To have a list of any restrictions on my rights and to say no to restrictions.
10. To access a phone to call my lawyer or guardian when I want.
11. To get a list of the rules when I enroll for a service.
12. To access my personal property and keep it stored and take all of it with me if I leave.
13. To review any restrictions on my rights once a year.
14. To eliminate restrictions if I can show I do not need them.
15. To try to get a job in the community if I want and not just at an agency that supports me.
16. To spend my money the way I want unless my rights are restricted.
17. To choose who can act as my representative payee and change that if I want.
18. To get the medical and dental services that I need.
19. To get the medications I need that are prescribed by my health care professional.
20. To be supported without physical punishment, being held or tied down, drugged or put in isolation.
21. To have sexual relationships and produce children.
22. To be represented by a lawyer if my rights are challenged, to review testimony and question witnesses.
23. To choose and eat the foods and drink that I want to eat.
24. To have a person-centered plan to direct my services and to refuse services I don’t need.
Module 5 - Take It Home Activity – Lesson 1

This week I need to:
Tell how I can say no politely to people when I need to speak up.

Module 5 - Take It Home Activity – Lesson 2

This week I need to:
Decide on a situation at home that I want to speak up about. Ask my mentor to help me write it down and share it with someone who can help. Tell my mentor how it went and ask them to write the results out for me.
Module 6: Make Decisions

☐ yes
☐ no
☐ maybe
# Module 6: Make Decisions – Lessons 1-2

<table>
<thead>
<tr>
<th>Skills &amp; Behavior</th>
<th>In Class Activities</th>
<th>Take It Home Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow In-Class Discussion</td>
<td>Look at/Discuss Slide Photos</td>
<td>Take it Home #1</td>
</tr>
<tr>
<td>Sing Self-Advocate Song</td>
<td>Follow Along to the Words</td>
<td>Ask the participant to use the good/bad chart with the</td>
</tr>
<tr>
<td>Practice Decision-making at Home</td>
<td>Do the Take It Home Activities</td>
<td>mentor to solve the problem and find a win-win</td>
</tr>
<tr>
<td>Review Module 5 Skills</td>
<td>Respond to scenarios to resolve issues with less help</td>
<td>solution. Report out next week.</td>
</tr>
<tr>
<td>Match questions with results</td>
<td>Complete What I Hear Handout</td>
<td>Take it Home # 2</td>
</tr>
<tr>
<td>Identify types of choices</td>
<td>Look at/Discuss Slide Photos; Complete Choose Wisely</td>
<td>Tell your mentor about a decision that you made or</td>
</tr>
<tr>
<td>Think about decision variables</td>
<td>Use the decision line in a group and in pairs</td>
<td>need to make and why you decided what to do and what you</td>
</tr>
<tr>
<td>Identify what might happen</td>
<td>Respond to photos, generate comments</td>
<td>considered.</td>
</tr>
<tr>
<td>Identify win-win decisions</td>
<td>Practice responding to scenarios</td>
<td></td>
</tr>
<tr>
<td>Practice if/then thinking</td>
<td>Respond to photos, generate comments</td>
<td></td>
</tr>
<tr>
<td>Apply steps to decision making</td>
<td>Respond to scenarios over time</td>
<td></td>
</tr>
<tr>
<td>Identify every day decisions</td>
<td>Apply decision-making skills 54 scenarios</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slides</th>
<th>Manual</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1-31   | Pages 88-105 | 1. Self-Advocate Song  
2. Take It Home # 1 and 2  
3. Slides 1-35  
4. Handouts: What I Hear; Choose Wisely; Decision Line; Win-Win Decisions  
Video of Self-Advocate; Laptop, Chart Paper, Markers, Small icon or figure |
Module 6: Make Decisions

☐ yes
☐ no
☐ maybe

Slides 1-35. In this module, you will explore different ways to make decisions. The term ‘make-decisions’ will take on greater meaning so that participants understand not only that people make decisions but that “I” make decisions. They will also learn to recognize different kinds of decisions.

Our goal is to increase engagement in decision-making by practicing that skill through every-day self-advocacy.

Slide 2: Review Take It Home Activity. Invite participants to bring forward their take-home sheets. Say: Would anyone like to talk about a time when you spoke up about a situation? Be prepared to give a simple example of something you did this week to speak up if no-one shares their Take It Home results.

Slide 3: Review Lessons Learned from Last Week. Thank participants for coming. Create a sense of belonging by viewing a video of a self-advocate taking action (discuss) or singing the self-advocate song or both.

Draw the group’s attention to the slide of trash spilling over. Tell a story about two roommates who divided up the chores. It was Bob’s responsibility to take out the trash. Bill doesn’t like the way the trash looks outside their house, but Bob did take out the trash. Discuss how to resolve the issue. List suggestions on chart paper.
Lesson 1: Ways to Make Decisions, Slides 4-15

Slide 4: Recognize and make simple decisions. Say: Every day, we hear important question words. Who, what, when, where, how and why. Many people find these seven question words to be confusing. The words ‘When’ and ‘where’ are two question words that are frequently mixed up. Our goal here is not to get the person with DD to use these words correctly. Instead we want to use the words to highlight the different kinds of decisions that we make every day.

Question words ask us to name something, or to choose something. Pass out the handout on question words and review with the group. Bring in every-day objects and practice asking for each kind of decisions. Do NOT quiz participants to see if they know what the question word means. Instead, support them in showing their decisions by telling them what each word asks them to consider. For Example: You might hold up an apple and say, “What is this?” Or point to a member of the group and say Who is this? People who respond make a decision to NAME either an object or a person. The Module 6 Decision-Making handout will give you more ways to focus on decision-making.

Slide 5: Make a single choice from several. This slide has 3 panels, two of which are masked. Ask the group to consider the picture of the 3 apples. Talk about their colors. See if anyone in the group has a preference for one over the other. Stress that ANY choice is a good choice, even a choice NOT to try an apple. Bring in real examples if helpful. DON’T click on the slide until you are ready to go on to the middle panel. When you do, the panel disappears, and the third panel is still hidden.
Slide 5: Continued - Make a single choice from two, one of which is clearly better. Now reveal (click on) the middle panel. This panel asks the group not to choose ANY one but to choose ONLY one. This requires each person to compare the two apples and discriminate that the one already bitten into is the one NOT to select (e.g. it belongs to someone else, it might have germs, etc.). Stress that this is a different kind of decision from naming or choosing a single item. It requires us to choose BETWEEN 2 items.

This decision involves choosing the best of two options when the difference between the two is clear. Sometimes, an everyday choice is clear. Give examples such as: Using a clean toothbrush or a dirty one; Eating a piece of cake or a piece of fruit. The best thing to do is clear, but we don’t always want to do the right thing.

Slide 5: Continued - Make a single choice from two, one of which is no better than the other. Now reveal the third panel. The third panel asks the group to choose ONLY one AND to ADVOCATE which choice is better for them based on multiple conditions, some of which are hidden.

Draw a T chart to talk about each decision (see an example in the chart below). Give individual handouts of the chart to each person. Encourage them to cross out or replace certain answers as the group discusses which is a better choice. Point out that EITHER choice is good. For example: Some people might have one kind in their fridge and not the other. The group may have to compare grams of sugar on the label to decide if one has not LESS but MORE hidden sugar. People may have different preferences for the taste. Some may decide the little extra sugar in one is not a big deal.
Use the Choose Wisely Handout for further practice.

<table>
<thead>
<tr>
<th>APPLESAUCE</th>
<th>APPLE JUICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Fills me up more</td>
<td>o Fills me up more</td>
</tr>
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<td>o Has less hidden sugar in it</td>
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<td>o This tastes better to me.</td>
</tr>
<tr>
<td>o I can share it with a friend.</td>
<td>o I can share it with a friend.</td>
</tr>
</tbody>
</table>

Stress the fact that some decisions require choice and the choice is not always about what is good or bad or a yes/no choice but what is right for ME. In some cases, the criteria don’t make a difference one way or the other. Also, some participants may begin to think of solutions not pictured on the chart. Remember to stress that we can still change the story. We don’t have to accept only what is offered. Have different people share what they chose and tell why? Some people would not choose either. Stress that there is not one right answer but an answer which is right for the person.

Slide 6: Weighing Choices. Ask the group to talk about what they see. One kind of weighing compares two items using balance. The other kind takes different colored samples of the same fruit and measures their weight. Stress that when we make a decision, we use different ways to think about choices and come to a decision. Discuss. If helpful, bring in an actual scale. Tell the group the next slide will show them a way to think about decisions that they can use.

Slide 7: Use a decision-line to weigh choices. Say: This is a decision line. Take the time to read through this decision line. If I take this action, will I . . .

Feel better or will I feel worse? Will it help me reach my goal or strike out? Will it help me
solve problems or cause more of a problem? Will I fit in with others or will they reject me? Will I be safe, or be at risk? Will the help others or hurt them? Ask the group to think of decisions where they got a good or bad result. Share one of your own. Next: Place a copy of the same slide on the table. Use a small item to represent yourself at each point on the line. Then ask this question and move the marker to red or green based on your decision. For example: If I eat a big piece of cake will I feel better or worse? Will I reach my goal or strike out? Will I solve a problem or cause a problem? Will I fit in or be excluded? Will I be safe or be at risk? Will I help others or hurt others?

**Use a decision-line to weigh choices.** Give each person a copy of the chart to take home. Discuss where each person might keep his or her copy.

**Slide 8: Get a Flu Shot. Say:** Next we are going to look at a decision. I will tell you the story. “Leon wondered if he should get a flu shot. If he does, will he feel better, or worse? Help participants think about what might happen or how he might feel before and after getting the shot and then what the impact might be AFTER he makes a decision.
If needed, draw a chart like the one below and put the group’s ideas down under the applicable space. Take a vote with the group and see how many people support one decision or another.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
<th>WHAT MIGHT HAPPEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worry about the shot.</td>
<td>His arm might be sore.</td>
<td>If he gets the shot, he might not get the flu.</td>
</tr>
<tr>
<td>Worry about the flu.</td>
<td>He’s glad it’s done.</td>
<td></td>
</tr>
<tr>
<td>Needs to make a decision</td>
<td>The decision has been made</td>
<td>If he gets the shot, he might still get the flu but not as bad.</td>
</tr>
</tbody>
</table>

Learn and Use a New Skill Activity Slides 9-13: Decisions and Impact. In the next five slides, the group will consider the decision to make and decide WHAT MIGHT HAPPEN. It depends is an OK conclusion to make.

Stress that some decisions are easy, and others are more difficult. “It Depends,” – is often the answers as we think about what might happen. Difficult or big decisions are decisions we make with other people (e.g. getting married, changing jobs, joining the military etc.). Tell a story about each slide to make it seem more real.
Slides 14 and 15: Learn to Make Win-Win Decisions. Some decisions impact other people. A Win-Win decision helps both people get what they want. It is a good way to make decisions that involve someone besides yourself. Tell the story of listening to the cell phone in the car from Slide 14 to outline the problem. Then introduce Slide 15:

Slide 15: We need to think about IF/Then. IF Liz turns off the phone that’s a WIN for Jessica but a LOSE for Liz. IF Liz keeps playing the video that’s a WIN for Liz but a LOSE for Jessica. IF Liz gets mad and yells at Jessica that’s a LOSE for both. IF Liz says OK I can watch this later, let’s listen to the radio, that’s a WIN for both. Make an enlarged copy of the Good/Bad chart and place it on the table. Ask participants to place pictures of the decisions where that choice falls. Discuss. Photos for this activity are in the appendix. Examples of other conflicts can include:

- Clean the room now, do it later.
- Go out and eat fast food or go to a nicer place.
- Do your work tasks in a certain order or the order YOU want.

Praise participants who think of alternate win-win strategies – not just the one expected.

Slide 16: Take It Home Activity. Pass out take home sheets that ask the participant to use the good/bad chart with the mentor to solve the problem and find a win-win solution.
Lesson 2: Practice Decision-Making Skills, Slides 17-35

Slide 17: Share What You Learned. Welcome the group back to class. Watch a self-advocate video together and discuss or sing the Self-Advocate song or both. Ask participants to report out using their take home sheets. What kinds of decisions did they make?

Slide 18: Practice IF/THEN Thinking. Some people with I/DD have difficulty with if/then thinking. They may use those words, but not really understand them clearly. Or they may reject new ideas because they typically imagine the worse instead of thinking of options. In this activity say: Suppose someone wanted to go to see a move. (Some participants may get off track and start talking about a movie, ask them to share movie stories during the break and to help you make decisions now). Some people in the group may need your support to figure out what might happen. The slide is set up to reveal the “THEN WHAT MIGHT HAPPEN” statements one by one. You can also relate the exercise in the form of a story. You can even practice the solutions through a role play.

Learn and Use a New Skill Activity: Slide 19-21 Solve IF/THEN problems as a group.
Invite the group to help you solve these problems. Write each problem in the space on the left of the chart and then make a list of what could happen working as a group. Then think of solutions for each problem. Stress that some decisions can be tricky, and it helps to get ideas from a friend or person you can trust. You may need to give the participants a back story for each photo. Also, you can have people work in pairs.

**Slides 22-24: Steps to Decision Making.** Many people (with or without I/DD) do not think of these steps when a problem occurs. Instead of trying to get participants to memorize, fill in or remember the steps, offer a copy of the chart to use in class and take home later. Also, continue to recommend people follow the steps over time.

Slide 22 – Focuses on making a decision. Slide 23 – Focuses on supporting someone when THEY are making a decision. Slide 24 – Focuses on tips for managing decisions. Ask participants to read through each slide with you and discuss their experiences. This kind of discussion may be too abstract for some people. In that case, pair each step with a specific example using scenarios that follow.

**Slides 25: Different Kinds of Decisions.** This slide is connected to each of the next several slides. The purpose is to help participants practice making every-day decisions of different KINDS. Just select the BACK option on each slide to get back to Slide 25. The group can take them in order, moving across or select decisions randomly as they desire.
Remember: Most people with I/DD do not get enough opportunities to practice making good decisions using wise strategies. Take your time with these decisions over several sessions as needed.

Slide 35: Take It Home Activity. Depending on how much time you spent on practicing decision-making as a self-advocate, you may need to alert the mentor for a pause in Take It Home Activities until you reach this page. Review with the class and send a copy to each Mentor.
<table>
<thead>
<tr>
<th>What I hear</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>Name an action or object or color or name or a word.</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>Name a person.</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>Name a time or event.</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>Name a place or position.</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>Name the steps you took.</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>Give a reason – tell what you were thinking or what the other person was thinking.</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Which</strong></td>
<td>Pick one or the other but not both.</td>
</tr>
<tr>
<td><strong>If</strong></td>
<td>Say yes or no or choose.</td>
</tr>
<tr>
<td><strong>Can I . . .</strong></td>
<td>Get permission.</td>
</tr>
<tr>
<td><strong>Should I</strong></td>
<td>Get advice and choose carefully.</td>
</tr>
</tbody>
</table>
Choose Wisely

<table>
<thead>
<tr>
<th>APPLESAUCE</th>
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<tr>
<td>o This tastes better to me.</td>
<td>o This tastes better to me.</td>
</tr>
<tr>
<td>o I can share it with a friend.</td>
<td>o I can share it with a friend.</td>
</tr>
</tbody>
</table>
Decision Line
Win-Win Decisions

<table>
<thead>
<tr>
<th>Quadrant</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Left</td>
<td>Good for Y, Bad for X</td>
</tr>
<tr>
<td>Upper Right</td>
<td>Good for Both</td>
</tr>
<tr>
<td>Lower Left</td>
<td>Bad for Both</td>
</tr>
<tr>
<td>Lower Right</td>
<td>Good for X, Bad for Y</td>
</tr>
</tbody>
</table>
Module 6 - Take It Home Activity – Lesson 1

This week I need to:
Show my mentor the picture of the good/bad chart and discuss. Talk about a conflict I have where I could come up with a win-win solution.

Next week I will: Share what I learned with the class.

Module 6 - Take It Home Activity – Lesson 2

This week I need to: Tell my mentor about a decision I have made or need to make and why I made it.

Next week I will: Share what I decided with the class.
Module 7:
Making Legal Decisions
# Module 7: Making Legal Decisions - Lessons 1-2

<table>
<thead>
<tr>
<th>Skills &amp; Behavior</th>
<th>In Class Activities</th>
<th>Take It Home Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow In-Class Discussion</td>
<td>Look at/Discuss Slide Photos</td>
<td>Take it Home #1</td>
</tr>
<tr>
<td>Learn Self-Advocate Song</td>
<td>Practice singing in class or listen</td>
<td><strong>Next week I will:</strong> Find out if I have a legal guardian or not and if I do, write down their name.</td>
</tr>
<tr>
<td>Share an every-day decision</td>
<td>Report out on take-home activity from Mod. 6</td>
<td>Ask my mentor for help if needed.</td>
</tr>
<tr>
<td>Define the term legal decision</td>
<td>Repeat definition and follow the discussion</td>
<td></td>
</tr>
<tr>
<td>Discriminate between big/little decisions</td>
<td>View slide and discuss.</td>
<td></td>
</tr>
<tr>
<td>Recognizes the need for help</td>
<td>View slide #5 and discuss.</td>
<td></td>
</tr>
<tr>
<td>Identify decisions easily reversed</td>
<td>View slide #6 and discuss.</td>
<td></td>
</tr>
<tr>
<td>Identify LD as having consequence</td>
<td>View slides # 7 &amp; 8 and discuss</td>
<td></td>
</tr>
<tr>
<td>Identify age of majority</td>
<td>View slides 9 &amp; 10; pass a gavel &amp; give examples</td>
<td></td>
</tr>
<tr>
<td>Define guardian and identify rights</td>
<td>View slides # 11-13 and discuss</td>
<td></td>
</tr>
<tr>
<td>Identify who makes legal decisions</td>
<td>View Slides 14-18, discuss, listen to stories</td>
<td></td>
</tr>
<tr>
<td>Speak up in class, give examples from own life, encourage other participants; practice changing a story, identifying supports; making decisions</td>
<td>Practice Self-Advocacy Skills – Slides 19-32</td>
<td><strong>Next week I will:</strong> Identify one decision I need to make that I need help to complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slides</th>
<th>Manual</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-33</td>
<td>Pages 106-119</td>
<td>1. Self-Advocate Song</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Slides</td>
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<tr>
<td></td>
<td></td>
<td>3. Advocacy Stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CD Player for Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chart Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Markers</td>
</tr>
</tbody>
</table>
Module 7: Making Legal Decisions

Slide #s 1-30 In this Module, you will introduce the term “legal decisions” to the participants. The goal is for self-advocates to understand what’s involved in making legal decisions and how to get support.

Slide 2: Review the Take It Home Activity. Thank everyone for coming. Invite participants to sing the Self-Advocate song with you or watch a self-advocate video together.

https://www.youtube.com/watch?v=NRA5rTuK_es Ask the participants to share what they learned last week with their mentors.

Slide 3: Review the Steps for Decision-Making. Remind the group that in the last lesson we learned about making everyday decisions. Discuss the photo on the slide. Talk about what to consider when deciding to eat healthy foods. Talk about the difference between knowing the “right” choice and the ones we often make.

Lesson 1: What is a Legal Decision? Slides 4-20

Slides 4-20: Say Last time we met, we talked about every-day decisions. This week we are going to learn about making legal decisions. What kind of decisions will we learn about (prompt the group to say “legal decisions). Repeat until they can do this with less help.
Slide 4: What is a Legal Decision? After you read the question, draw the group’s attention to the statement about evaluating facts and laws. Next, draw their attention to the two photos on the slide. Point out that the photo on the left involves making every day decisions (no facts and laws) and the photo on the right (renting an apartment). That is an example of a legal decision because you must gather facts to make the decision (rules about apartments, location, vacancy, etc.) and there are laws about who can and cannot live in or rent each place. When you rent an apartment, you sign a contract called a lease to say you will pay every month. Discuss. Ask the group to read the definition again, either with you or after you. If possible, show a copy of a lease.

Slide 5: Legal Decisions Are Big. Draw the group’s attention to the two tomatoes in the photo. Ask participants to look at how these two tomatoes are different in size. Say: You are right, one is big and the other is small. Compare the tomatoes (analogy) to legal decisions. Legal decisions are big because they involve facts and law. Every-day decisions involve simple choice. Most people need help to make legal decisions.

Slide 6: Why People Need Help with Legal Decisions. Draw the group’s attention to the 3 doors in the photo. Ask: What is behind each door? Encourage the group to speculate and identify why something might be good or bad (e.g. a tiger, piece of cake, money, robber, etc.). Point out that no one really knows what will happen if you open a door and go through. Compare the doors to making big
decisions (analogy). We decide and then it’s like going through a door and not knowing what’s on the other side.

**Slide 7: Everyday Decisions Can Easily Be Reversed.** Draw the group’s attention to the cupboard in the slide and identify the contents. Read the text to the group (or ask a self-advocate who reads to do that). Describe other kinds of decisions where it’s easy to change your mind. Invite the group to talk about what the term “Change your Mind,” means and different times we change our mind (e.g. wear a sweater, no sweater, etc.)

**Slide 8: Legal Decisions Have Consequences.** Draw the group’s attention to the woman in the slide. Speculate where she might be and why that might happen. Read the slide title: Review the examples from the right side of the slide. Find out if anyone in the group has gone to jail or knows someone who went to jail. Reiterate that if you make a legal decision you usually must stick with it. If you don’t, there may be penalties. Once you steal something, you can’t put it back. A law was broken.

**Slide 9: Legal Decisions Impact Your Life.** Draw the group’s attention to the man in the picture and ask, “How Do You Think He Feels?” Some legal decisions won’t land you in jail, but they can make life worse. Discuss the possibilities in the slide. Ask the participants if they ever had someone make an important decision that they felt bad about (e.g. selling their house, putting a dog or cat to sleep, going without food or medicine).
**Slide 10: Before you turn 18.** Draw the group’s attention to the timeline and point out that something important happens before (when you are younger than 17) and after (when you are eighteen). Read the information on the slide to the group. Discuss. **Say** “now we are going to switch to 18 and see what changes.” “Ready?” Change to slide 10.

**Slide 11: Things Change at the Age of Majority.** Ask the participants what happened to the number 17? Tell them when you become your parents aren’t responsible for you any more even though they are still around and still love you. NOW you are the legal decision-makers.

Bring a gavel into class. Pass the gavel around and ask participants what laws they think we should keep or change if they could decide. Find out how old the participants are now. (People can pass on this if they don’t want to say). Write down their answers on chart paper.

**Slide 12: Protecting People with Disabilities.** Tell the group that often, the people who love or support us, also want to protect us and keep us safe. This is true for everyone, but especially when people have a disability or special need. Invite the group to think about things other people have done to keep them safe. Give an example from your own life. Point out that sometimes, people try to keep us safe, by taking over and making decisions for us, especially legal decisions. Find out if anyone has made decisions for the participants (e.g. where they live, where they work, what classes they can take, who their roommate
might be, etc.). Make the point that sometimes it’s nice to have someone make decisions for us but not always.

Remind the group of the story of the woman who wanted a dog from Module 5. What happened when other people made all the decisions? How can we change that?

**Slide 13: What Does It Mean.** Tell the participants that some people with disabilities have lost their right to make legal decisions. That only happens when a court reviews all the evidence and decides a person cannot give informed consent. When that happens, the court appoints a guardian to make the decisions. Now the guardian decides. Find out what the group thinks about that idea. Remember to show respect to guardians as well as people with disabilities.

**Slide 14: Who has the Right to Make Legal Decisions?**

Ask the participants to look at the slide and see if they can tell which two conditions or rules must be in place or be met to be able to make legal decisions. Explain that the law protects a person’s right to make legal decisions. A parent cannot take that right away without going to court. Talk about the words informed consent – being able to understand all the circumstances and how it might impact you and then say yes or no.
Slide 15: Stories About Legal Decisions. Tell the participants that it is easier to understand if we look at some real-life stories. Tell a story about each photo so the group understands the legal decision. Then remind the group that if the person has a guardian they don’t get to decide, the guardian does.

You can paraphrase the stories but here are some examples.

**Melanie** wanted to go to a local college and take classes like her friends. Melanie’s Dad thinks that would be too hard for her. Who gets to decide?

**Jack** is tired of riding the bus and wants to buy his own car. He has a good job and can make the payments. Jack’s mom worries that he might crash the car, even though he has a driver’s license. Who gets to decide?

**Mike** has a cell phone but wants to get on the internet at his apartment. He wants to sign up for internet service. Mike’s mom thinks Mike will spend too much time watching movies on the Internet. Who gets to decide?

**Shelly** wants to have a surgery to fix her eyes, so she can see without glasses. Shelly’s boyfriend doesn’t want her to spend money on an expensive surgery. Who gets to decide? What if Shelly has a guardian?

Slide 16: Who Makes Legal Decisions for You? This flow chart can help people in the group decide who makes legal decisions for them. Work through the chart with each person to answer the question of who makes legal decisions for them.
**Slide 17: Who Decides?** Use the analogy of a traffic light to show which decision gives the most freedom.

- Green means we have the freedom to go.
- Yellow means we need to go slow down.
- Red means we are stopped from deciding.

**Slide 18: Who Decides?** This slide will help you show what happens as control is transferred to a guardian. First review the everyday decisions that a person with a guardian next to keep. Next point to the green arrows that show legal decisions that a person with a disability might make for themselves. As you click on the slide, each green check mark will disappear and as you click again, a corresponding red check mark should appear under the guardian’s name. Proceed down the list until all the control transfers to the guardian. See if anyone in the group can discuss what that means. (Hope the guardian listens).

**Slide 19: Take It Home Activity.** Before taking a break or ending the lesson, review the take-home activity for this week. Each participant needs to check with their mentor to find out if they have a legal guardian or not. If they do have a guardian, ask what rights did they keep and which ones were taken away. The mentor could also help the participant ask the guardian if they got to keep any rights and which ones they got to keep.
Lesson 2: You Can Change the Story, Slides 20-33

Slide 20: Review the Take It Home Activity. Welcome back. Thank the participants for returning. Ask who met with a mentor and found out about guardianship. Report out? See if everyone was successful in finding out if they have a guardian or will need more support. Follow up after the lesson.

Slide 21: You can Change the Story: This slide reminds participant that they can change the story. Draw their attention to the two trees in the slide. Lead the discussion to help participants realize that at first a tree didn’t get what it needed, support in the form of water. When the tree got support its leaves turned green again. Remind the participants that we sometimes have to speak up to get support and show we can make good decisions.

Slide 22: Get Support to Make Legal Decisions. Draw the group’s attention to the stone at the top of the bridge. That stone is supported by the stones in the arc. Ask: What would happen if we took away one of the other stones? Read the list of legal rights on this slide as well. Remind the group that a legal decision means getting information about the facts and laws involved. Stress that it is important for EVERYONE to get support in making legal decisions (people with and without disabilities). Practice ways to ask for support.
Slide 23: Different Kinds of Support. Use this slide to show four types of support; getting the facts and learning about the law on your own, working with people you trust, working with a support provider or having a guardian. Discuss which options give the most control and least control (Tell but don’t quiz participants who may not understand the words most or least.) Again, use the analogy of the traffic light = green equals go and red stops you from having control.

Slide 24: Different Kinds of Support. Tell Jack’s story. Jack loves working with plants. He needs to decide about taking a job at a local tree nursery. Belinda is supporting Jack to make this decision AND she will not make the decision for Jack. What does he need to do BEFORE he decides? Discuss step by step and give examples of questions he might need to ask, steps he could take to get answers and how he might get support on the job if he takes it. Write down the group’s suggestions. Weigh the pros and cons. Ask each person to share what decision they would make if they were Jack. Take your time on this activity.

Slide 25: Who Can I Trust? Use this slide to illustrate what to look for in someone you can trust. Use the stories that go with this lesson to illustrate each concept. As you click on the slide these concepts will be revealed one by one. See if anyone can tell a story about someone who was a good listener, kept a promise, etc. At the same time, tell stories about someone who could not be trusted to help you make legal decisions and why.
Slide 26: Questions to Ask Before Deciding.
Say now we are going to look at five important questions to ask before deciding. Present each of 5 scenarios to the group in the form of a role play with another teacher or self-advocate.

Have participants prompt the person who must decide to ask these five questions. Talk about how that helps.

1. Should Mary keep her job coach or ask for someone different?
2. Should Stewart go on a trip to Disneyland with a tour group?
3. Could Marty take a new medicine for his diabetes?
4. Should Tolle sign up for Special Olympics basketball this year?
5. Should Michele invite her boyfriend to spend the weekend?

Slides 27-30: Getting Support to Make Legal Decisions. Tell the group that you will show them some resources that help people get information before making decisions about money and health. These are big decisions people need a lot of help to make.
For each slide, talk about the resource, what it does and how it helps. Practice asking about the support in a role play using an “I am thinking about doing . . . how can I get support to do that?” formula for each resource on the slides. This may take more than one lesson.

**Slide 31: You Keep the Right to Say No:**
Even though the courts determine that a person cannot give informed consent, that person still has the right of *assent*. Assent means saying yes or no. A guardian can say: “I want my son or daughter to have a surgery,” and sign the papers giving written consent, but the doctors cannot perform the surgery if the son or daughter says no. Informed consent does not mean you can do something to someone without their permission. A guardian gives consent or withholds consent. You still have some choice and control.

**Slide 32: You Can Change the Story:** Discuss this question with the group. Put it into the form of a story if need be. See what each person thinks. Then explain that guardianship can be changed. Sometimes a person needs a guardian but then they learn to make legal decisions and their need changes. They can ask (petition) the court to have the guardianship over-turned. If someone wants to change a guardianship, they can as the Protection and Advocacy Project for help.

**Slide 33: Take it Home.** Explain the assignment to each person individually. Give examples of decisions they might make. If they come up with a decision that is too, easy try to suggest something more challenging (e.g. if I should start going to Sled Hockey vs What Do I wear today).
Module 7 - Take It Home Activity – Lesson 1

This week I need to: Find out if I have a legal guardian or not. If I do have a guardian what rights did I keep and what rights were taken away.

Next week I will: Share what I learned with the class.

Module 7 - Take It Home Activity – Lesson 2

This week I will: Ask my mentor to help me think about a legal decision that I or my guardian needs to make and 3 kinds of support that might help.

The mentor should help you follow through to get the support.
Module 8: Living with Limits

Draw the Line | Respect the Line
## Module 8: Living with Limits - Lessons 1-2

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### Slides
- Pages 120-134

### Manual
- 1. Self-Advocate Song
- 2. Slides
- 3. Advocacy Stories

### Materials
- CD Player for Music
- Chart Paper
- Markers
In this Module, you will introduce the term “limits” and “restrictions” to the participants. The goal is for self-advocates to understand the difference between limits (which everyone has) and restrictions (which only a few people have and only AFTER due process is followed).

**Slide 2: Review the Take It Home Activity.** Invite participants to share examples of legal decisions they made, or someone made for them and if they have a legal guardian or not. Report out to the group. List all the decisions on chart paper.

**Slide 3: Review Legal Decisions.** Thank everyone for coming. Invite participants to sing the Self-Advocate song with you or watch a self-advocate video together.

Next, draw the group’s attention to Slide 3. Ask the group if they remember some of the supports available to help with the steps of making a legal decision. One by one, reveal the supports on the slide. See if people can tell you in their own words what that means or give an example. If needed, retell the story of the man who was considering a job at a local tree nursery.
Lesson 1: What are Limits - Who Decides? Slides 4-16

**Slide 4:** Draw the group’s attention to the phrase, draw the line, respect the line. Ask someone to tell you what you think that means. **Say:** Everyone gets to decide for themselves how close they want to be to others. That is called drawing the line. Most of the lines we draw can’t be seen but we use words to let people know not to go too far.

When we live with other people, we also draw lines that everyone must respect. These lines are called rules or laws. What are they called? Rules or Laws. In this lesson we will learn about two kinds of rules (personal rules that you ask others to follow) and (community rules or laws that everyone must follow).

**Slide 5:** The Pursuit of Happiness. **Say:** Every day you get to live your life. Living your life means **going after what you need and what you want.** That is called the pursuit of happiness. What is it called? (Group repeats). What did the woman in this photo go after (e.g. met a goal, climbed the mountain etc.)

She did that because it made her happy. Let’s talk about what it is that we need and what it is that someone might want.
Slide 6: Needs vs Wants. This slide shows some things people need. Need means you must have it. This slide also shows some things people want. Want means it would be nice but you can live without it. Read through the list or ask a self-advocate to read each item and see if the group agrees that the item is a need or want.

Slide 7: Check Out a Great Video. Tell the participants that you will show them a video that talks about what we need and what we want. After watching the video help each participant make a list of what they want and what they need.

Slide 8: Life Comes with Limits. Sometimes life doesn’t work out the way we would like. Sometimes we . . . Don’t get what we want (can anyone give an example), Someone tells us “no” or “Stop” (Can you think of a time when a parent or provider or friend said no? Sometimes there is a rule that stops us.

(Example: We want to take our shoes off and run on the grass, but the sign says, “Keep Off the Grass!” Discuss.)
Slide 9: Accepting Limits. Say: We all accept some kinds of limits that people set. Look at the photos on the slide. Today we are going to talk about four kinds of limits. See if the group can name some of these words and examples. 1. Waiting until the doctor is ready to see you. 2. Taking a turn when playing a game. 3. Not getting too close to someone (Demonstrate the typical comfort zone for most people). 4. Making sure that both you and the other person win.

Learn a new skill activity: Bring a brownie, cookie or piece of cake to class. Ask for two volunteers. Explain that one person will cut or break the treat. The other person gets to choose which part they want to eat first. Ask the group to cut or break the treat so that both people win. (If needed, show win/lose first). Ask the group what happens if someone doesn’t accept the limit (Took the whole piece). Act this out in a role play if needed.

Slide 10: Different Ways to Work with Limits: Say: Each of the photos on this slide, help us to understand how to work with limits in our lives. Tell a story about each photo: 1. Taking turns doing a chore; 2. balancing needs for both people; 3. turning a no into a yes by being nice and 4. waiting until payday if we run out of supplies instead of stealing. Discuss.
Slide 11: Trying to Get Around the Rules. Tell the participant that each slide shows someone trying to get around the rules instead of accepting the limits. 1) Shoplifting, 2) Yelling at People, 3) Texting and Driving, 4) Falling Asleep on the Job. First label or name what is happening in each photo. As you click on the photo, the first picture will disappear, and a second picture will appear, showing what happens if we try to go around the rules. This is called a consequence. Make the point that each person, tried to get around the rules and didn’t accept the group or individual limits and that this doesn’t work out.

Slide 12: Trying to Control Others. Say: Sometimes we don’t like the limits that other people set. We try to get around the limits without breaking a rule. This is NOT a good way to behave. Draw participant’s attention to each picture and if needed, tell a story that explains what is happening. See if the group can identify what is bad about the approach and what the person could do instead. List ideas of how to communicate without controlling on a chart. Make the point that while these actions don’t break the rules, they can backfire, and people dislike it when other people try to control them.

Slide 13: Breaking the Rules. Say: In this slide people are breaking a rule or a law that helps us get along with each other. Can you name what is happening in each photo? Wait while the group names what is happening in each photo. Take some time to explain what the last photo means. Talk about rules for each action.
Slide 14: What Happens If: In this slide make the point that different actions carry different penalties. Point out that it’s hard to make friends and losing one is not a good idea. Discuss.

Slide 15: Take It Home Activity: Tell the participants that the homework assignment is to talk with their mentor and write down one personal rule that they [the person in class] have that they don’t want people to break to share in class next week.

Lesson 2: Restrictions and Due Process, Slides 17-31

Slide 16: Share Personal Rules. Invite each participant to report on a rule that they don’t want other people to break. Ask how they handle the situation if other people do break the rule. If a solution is inappropriate, ask the group to suggest another way. Remind the group that earlier we learned to try another way to get what we need.

Slide 17: Fair and Unfair Rules: In this slide you will introduce the idea that while some rules are fair, others are not. Talk about how we know if a rule is not fair (people can’t get what they need). Draw the group’s attention to the photos in the slide. Point out different ways we have of dealing with unfair rules:
Having a referee, calling someone to complain, writing a letter to say the rule is not fair, meeting with other people who also think the rule is unfair and planning to change the rule. See if anyone in the group knows of a rule that is not fair: (e.g. Some people don’t have to do a specific chore or get special privileges when others don’t). See if people can think of a rule that is fair even though, it may not be fun or convenient.

**Slide 18: Restrictions.** Tell the group that a restriction is a special rule that takes away freedom or choice for some people.

People with disabilities that get support to live and work may have restrictions that are placed on their lives by a team. The slide shows some common kinds of restrictions.

After the group has named the restrictions on the slides, see if they can name any other types of restrictions. Ask the group to tell what the restriction takes away and why teams set restrictions for some people. (Parents have more leeway about using restrictions than adult service providers – modify as needed for the group you are teaching).

**Slide 19: Are Restrictions Ever OK?** This lesson will review two sets of rules about restrictions. This slide deals with having the right reason for the restriction. Review the information on the slide with the group. As you click on the slide words will float in next to each statement. See if the group can guess the correct answer BEFORE you reveal it. Discuss why each answer is true.
**Slide 20: What is Due Process.** In this slide you will introduce the idea that a restriction cannot be given unless a process has taken place to protect the person’s rights first. This is called a process. **Say:** The term due process means that all the right steps or processes have been followed because they are due to you as a citizen of the United States. Due Process! Read each step or ask a self-advocate to read them. Share a list of rights related to behavior intervention plans that your school or agency uses.

**Slide 21: Before and After Restrictions are Placed.** Draw the group’s attention to the two arrows in this slide and which way they point. One is pointing back which means **before** a restriction is place we need to educate and support the person to manage their life without a restriction. The other is pointing ahead which means that **after** a restriction is placed, we need to act to eliminate the reason for the restriction over time. Point out that when you were little your parent held your hand when you crossed the street. Now that you are older, that restriction is gone because the NEED for it is gone – the person can cross the street safely every time. (Some parents may still hold hands. Be prepared to discuss).

**Slide 22: Obey Laws or Restrictions or Work to Change them.** Ask a self-advocate to read these words. Tell the story of how accessible entrances became the law of the land. Stress that this happened only when many self-advocates worked together to change the law.
Slide 23: Matt’s Story. Say: I am going to tell you a story about Matt. When I am done, I need your help to change the story so that it comes out better for Matt without locking up his refrigerator. We will advocate — speak up for Matt. Read the story to the group or ask a self-advocate to read the story. Invite the group to think of things Matt can do to change the story and that other people can do to support Matt. List only the ideas the group comes up with on chart paper.

Next tell the group that you will show them some ideas other people have used on the next slide. Together, see if any of these ideas match the ones the group came up with or are different.

Slides 24-26: What to do instead of Locking Matt’s Fridge? Point out these options.

Stress that these actions will be voluntary and better for Matt than a restriction.

1. Matt can store his favorite snacks or leftovers in the freezer instead of the refrigerator so that it takes time to thaw them out and he will be less likely to binge eat.

2. Matt can store leftovers in clear plastic containers so that the food looks attractive and he can plan to use a little bit each day rather than all at once.

3. Matt can identify healthy foods that he does like and put more of those in his diet.

4. Matt can put really tempting food items in a food safe that he sets to open only on a certain day or at a certain time to prevent himself from eating too much. (This is a restriction if staff do it to Matt).
5. Matt can take a class on eating healthy and learn to substitute. For example: An apple has less calories or sugar than a glass of apple juice. Matt can create an identity for himself as a strong and healthy guy.

6. Matt can get information about which dishes at different restaurants are healthier for when he does eat out.

Point out that Matt can also invite a friend to his meeting and ask the friend for ideas. Find out how many participants know they can invite a friend to a meeting.

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**Slide 27: Support a Cause:** Show this video of how some self-advocates took healthy eating to the next step and created a story garden.

**Slide 28: Grace’s Story. Say:** I am going to tell you a story about Grace. When I am done, I need your help to change the story so that it comes out better for Grace without locking up her phone. We will advocate – speak up for Grace.

Read the story to the group or ask a self-advocate to read the story. Invite the group to think of things Grace can do to change the story and that other people can do to support Grace. List ideas on chart paper. (If the group cannot think of solutions, encourage them to invite a case manager to the meeting to help them think of possible solutions. Remember to have the group decide if THEY like the solution).
Slide 29: Ideas for Changing the Story: Draw the group’s attention to each of the objects or photos in this slide that match the following ideas. Explain what each item or photo represents. See which ones the group thought about, and which ones are new ideas.

1. Grace can set a time to recharge her phone and not use it when it is recharging.

2. Grade can have a special pouch that she carries in her purse with her phone zipped inside so she is less likely to take it out in the car. Stress Grace will be taking care of her phone.

3. Grace can purchase Apps to help her manager her phone time.

4. Grace can have a phone safe that she sets to open only at a certain time of day.

5. Grace can purchase a portable DVD player so she can watch movies that way and not use up phone data.

6. Grace can schedule time with the people she likes to call so she can visit in person.

Slide 30: Take It Home Activity. Go over the Take Home Activity with each person in the class. The goal is for that person to find out if they have any restrictions in their plan and if they do, to get ideas from their mentor on how they might change their story. Point out that this is the last class for a while and that self-advocates do not need to report out to the class.
Slide 31: Class Ends for Now. Thank everyone for their time and the ideas they shared. Thank them for helping to make this a better class. Pass out participation certificates to each self-advocate if desired.

Other Options:

1. Invite participants to share what they learned the most.
2. Ask for recommendations to make the class better for other students.
3. Find out if the participants wants to repeat the class.
4. Find out if the participant wants to stay in touch with their mentor and if they will be able to do that.
5. Let the participants know they can contact you even though the class is ending for now and give them a way to do that.
6. Find out what other topics would help them become better self-advocates.
7. Invite guests and share the resources created by the group.
Module 8 - Take It Home Activity – Lesson 1

This week I need to: Share a personal rule I have that I don’t want other people to break.

Next week I will: Share my rules with the class.

Module 8 - Take It Home Activity – Lesson 2

This week I need to:
Tell the class if I have any restrictions and my ideas to lift any restrictions. My mentor can help me get this done.