

20 Learn to Support Your Choices and Decisions



TRANSITION OBJECTIVE

Students will learn how to be a self-advocate.

RELEVANCE TO SUCCESSFUL TRANSITION

Being one's own advocate and making decisions that you feel are best is not always easy, especially when others do not support your choice. Students need examples of ways to advocate for themselves, even when faced with opposition from others.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I make my own decisions by . . .

❑ STEP 2: Convene Roundtable

"When someone makes a decision for me I want to ____."

❑ STEP 3: Advance Organizer

"Today you will learn what being an advocate for yourself really means."

students to share their experiences and tell how they handled the situation. Hold a short discussion about being honest about what you want.

Introduce the skit **Tanja Takes Control** a conversation between a 16-year-old girl, her brother and her mother. Ask them to watch for Tanja's reaction when her mother and brother try to control her decision. Assign four students to read the parts of Tanja, Kevin, Mother and Narrator. After the skit, have students work in groups of three to complete the question sheet **How Did Tanja Do?**

Divide the questions among the groups so that each group has three to four questions each. Allow ten minutes for small group discussions and then have groups share their answers with the entire class.

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PERSONAL MANAGEMENT: Unit 4 LESSON 20

TANJA TAKES CONTROL

Characters: N—Narrator, T—Tanja, K—Kevin, M—Tanja's Mom

N: Tanja had just told her brother Kevin, that she had saved enough money to buy a Golo shirt. Kevin told her he couldn't believe she was going to buy such an expensive shirt.

T: "Don't tell me what to do, this is my money."

N: Tanja calmly looked at her brother, Kevin's mouth dropped open.

K: "You're going to spend almost \$80 on one shirt! Tanja, you are crazy."

T: "Well, I've never had a Golo shirt, and everybody is getting them."

K: "But \$80 bucks! Mom, did you know Tanja's going to throw away all of that money she's been saving on one stupid shirt?"

N: Their mother looked surprised.

M: "What did you say? Tanja, you can't be serious. You could buy four shirts for \$80."

T: "Look, I know you care about me, but I worked hard to earn my money and I want to spend it on this shirt."

N: Her mom looked at her with amazement.

M: "But Tanja, every day you talk about not having enough clothes. Now you want to spend all of your money on one thing. It doesn't make sense."

N: Tanja took a deep breath to stay calm, and talked in a soft voice.

T: "I've made up my mind I was going to get a Golo shirt and I've been planning for a long time to get it. I've saved this money for seven weeks. I have \$94 and the shirt costs \$78. It's still have a little money left over."

K: "Boy, I would have spent it a long time ago."

T: "It hasn't been easy. I was tempted to spend some of it at the mall when my friends were buying earrings. I really wanted a new pair and they were even on sale. But I didn't get them."

M: "Tanja, I didn't realize that it was this important to you and that you have had this plan for such a long time. It sounds like you know what you want. I've got to run some errands, and I can drop you off at the mall."

N: Tanja hugged her mom.

T: "Mom, thanks for listening."

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❑ STEP 4: Activity - 30 Minutes

Begin a short discussion by asking: "Can you think of a time when you made a good decision and someone told you it was wrong?" Give a personal example or talk about one of the following: buying a car, joining a club or trying out for a team. Ask

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PERSONAL MANAGEMENT: Unit 4 LESSON 20

HOW DID TANJA DO?

1. What was Tanja's goal? What decision did she make?
2. How did make Tanja feel about her brother's reaction?
3. Did Tanja feel that her mother trusted her decision? Why?
4. Do you think Tanja thinks her mother trusts her to make good decisions?
5. How would you have handled the situation?
6. What would you have said to Kevin?
7. What would you have said to Tanja's mother when she told Tanja "you can't be serious?"
8. What is another way Tanja could have handled the situation?
9. Do you think Tanja stood up for herself?
10. What would have happened if Tanja did not stand up for herself?
11. What was Tanja's plan seven weeks ago?
12. Why was Tanja able to reach her goal?
13. How did Tanja feel about herself when her mother and brother disagreed with her decision?
14. Why was Tanja able to stay so calm with her family?
15. Do you think her mother did the right thing by letting her buy the shirt? Why?
16. Can you think of an example when you stood up for yourself?
17. Was buying the shirt a good decision for Tanja? Why?
18. How was Tanja an advocate for herself?

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❑ STEP 5: Activity - 15 Minutes

In the same groups, have students analyze Tanja's self-advocacy level from the **Advocating for Myself** handout. Using a screen image, go over each of the five steps and have groups discuss how Tanja accomplished each step.

- What did Tanja know about herself?
- What did Tanja value about herself?
- What was her plan?
- What steps did she take?
- How did she do? What did she learn?
- What did Tanja want? Did she get it?

❑ STEP 6: Evaluate Outcomes

When someone tries to get me off my plan I say: "_____."

❑ STEP 7: Connecting Activity

Students will find and describe a character in a book, movie or on TV who remained committed to her/his decision in spite of opposition.



PERSONAL MANAGEMENT: Unit 4
LESSON 20

Advocating for Myself

I know this about myself

- I know my dreams for the future
- I know my strengths and weaknesses
- I know my needs and preferences
- I know what is important

I value this about myself

- I accept and admire my uniqueness
- I have respect for myself and others
- I am responsible for myself and my actions
- I take care of myself

This is my plan

- I will be creative when setting my goals
- I will accomplish my goals
- I will see the results in my mind

These are the action steps I will take

- I will take risks
- I will communicate positively
- I will find and use resources
- I will build a circle of people who support me
- I will deal with conflict and criticism
- I will be motivated to complete my plan
- I will speak for myself

How did I do?

- I will evaluate how I am doing
- I will look at what I am learning
- I will make changes to my goals if needed

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KEY WORDS

advocate

integrity

commitment
honesty

patient

opposition

MATERIALS AND PREPARATION

- Student Handouts: **Tanja Takes Control**, page 200; **How Did Tanja Do?**, page 201; **Advocating for Myself**, page 202.
- Prepare screen images if needed.
- Prepare for discussion about self-advocacy.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math, Listening, Speaking
- Thinking Skills: Problem Solving, Reasoning
- Personal Qualities: Self-esteem, Sociability, Integrity/Honesty