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Build Your Self-Determination Skills



TRANSITION OBJECTIVE

Students will identify their strengths related to self-determination and self-advocacy.

RELEVANCE TO SUCCESSFUL TRANSITION

Building self-determination includes advocating for oneself. This starts with an internal belief that "I am in charge of my life and can make my own decisions." When students learn to take charge of their own decisions they feel powerful. This feeling of empowerment can give students the confidence to make positive decisions in the future.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I am in charge of my life when . . .

❑ STEP 2: Convene Roundtable

"When I am in charge of my life I feel ____."

❑ STEP 3: Advance Organizer

"Today you will learn the skills you need to be a self-advocate and in charge of your life."

❑ STEP 4: Activity - 10 Minutes

Before starting the lesson, go over the **Student Letter**. Next, hand a *Career Card* prepared ahead of time to each student and allow them to believe for a few minutes that you are really choosing and assigning their future career goal. Distribute career cards and say the following in a way that students will believe you: "In the next few lessons we will prepare for your transition IEP meeting. In this meeting you will talk about your career goals. We need to move fast on this because we will have a practice meeting in a few days. To make this easy, I'm going to go ahead and decide on your career goal. I will give you a *Career Card* with name of your career on it. This will save time when you go to the meeting because you'll already know what your future career will be. If we had more time, you could decide for yourself."

Generate a discussion by asking the following questions: "Is it a career you would honestly determine for yourself? Would you prefer to

make this decision? Are you ready to take all the steps necessary to prepare for this career?"

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PERSONAL MANAGEMENT: Unit 4

LESSON 1

Building Self-Determination and Self-Advocacy

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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❑ STEP 5: Activity - 20 Minutes

Discuss the handout **Building Self-Determination and Self-Advocacy** using a screen image. Discuss the words "empowerment" and "advocacy." Have students define, provide synonyms and use the words in a sentence. Explain that they will feel empowered when they make decisions about themselves and their future. Discuss self-advocacy and emphasize this means taking power over the future by making decisions about their careers and personal lives. Tell students there are generally five

steps to being a good advocate for yourself. Go over each section on the chart. Give examples for each of the sections.

sound interesting or unusual. Students will share their list with a small group during the next class.

❑ STEP 6: Activity - 15 Minutes

Next, using the handout **What I Know & Value about Myself** have them share with their group several of the things they know and value about themselves. Close the lesson by complimenting students for completing the first two parts of the self-determination/self-advocacy sequence.

❑ STEP 7: Evaluate Outcomes

One thing I can do to be a self-advocate is
“_____”

❑ STEP 8: Connecting Activity

Make a collage showing the things you know and value about yourself.

Student access a career-related website such as O-Net to identify 5 jobs/careers that

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PERSONAL MANAGEMENT: Unit 4
LESSON 1

What I Know & Value about Myself

Directions: First, list five things you know and five things you value about yourself. Next, share what you know and value about yourself with others in your group. Compare how each person in the group is similar or is different from the others.

Five things I know about myself:

- 1.
- 2.
- 3.
- 4.
- 5.

Five things I value about myself:

- 1.
- 2.
- 3.
- 4.
- 5.

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KEY WORDS

value

admire
advocacyrespect
honestyempowerment
self-determination

advocate

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 157, **Building Self-Determination and Self-Advocacy**, page 158; **What I Know & Value about Myself**, page 159.
- Prepare *Career Cards* - write a career on 3" x 5" cards including: parking attendant, nurse assistant, construction laborer, florist, secretary, brick layer, janitor, dental assistant, computer operator, childcare worker, chef, postal worker, landscaper and firefighter.
- Prepare screen images of handouts.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening, Speaking
- Thinking Skills: Creative Thinking
- Personal Qualities: Self-Esteem, Self-Management, Integrity/Honesty