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Advocacy and You [6th-8th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Advocacy and You!

Grade Level: Middle Grades (6-8)

Subject/Topic Area(s): Social Skills/Essential Social Skills/ Self-Advocacy

Designed By: Kathleen Kilday, Special Educator

Time Frame: 5 weeks (25 days)

School District: Denver Public Schools

School: Bruce Randolph School

School Address and Phone: 3955 Steele St., Denver, CO, 80205
(720) 424-1080

Brief Summary of Unit:

This 5 week unit is designed to help special education students understand that they have a responsibility to be an active part of the learning process and ask for help and tools appropriately when necessary. This unit uses frequent repetition, interactive homework, and role play to help solidify student understanding of the content. Students will learn how to ask for help appropriate through direct instruction of steps as well as opportunities to practice these skills in the classroom. Students will also learn when to ask for help through role-playing and analyzing scenarios.

Unit: Self-Advocacy (Advocacy and You!)
Grade: Middle Grades Special Education (6-8)

Stage 1: Desired Results

Understandings

Students will understand that..

- A student has responsibilities to be an active part of the learning process.
- A student must recognize when to advocate for his/her own needs.
- A student must know how to ask for assistance to be a good learner.

Essential Questions

1. What are my responsibilities to myself as a learner?
2. When is it okay to speak up for myself?
3. How do I deal with being stuck?

Knowledge & Skill

Students will be able to..

- Identify their feelings.
- Express their feelings using appropriate means to adults and peers
- Advocate for themselves in a variety of situations
- Identify and request strategies or tools that will help them be successful in the classroom

Stage 2: Assessment Evidence

Performance Task:

Advocacy and You!

You are a stock person at the local mega-mart. Your manager has come to you and asked you to unload and stock the shelves with the latest shipment of 10,000 boxes of stock. He has given you 3 hours to complete your task! This is more than one person can do in just 3 hours. How will you handle this situation?

In order for you to complete this task, you will need to call on your self-advocacy skills that we have discovered and developed throughout this unit. To display your knowledge of self-advocacy, you will create a comic book that shows how you would answer the following questions:

- How will you express your feelings about this situation to your manager?
- Who will you ask for assistance in completing your task?
- How will you ask those people for help?
- What tools will you need to complete your task and how will you get them?

Your comic book should include:

- Neat, colorful illustrations that show the actions of your characters
- Appropriate facial expressions and body language in your illustrations
- Appropriate dialogue (talking between characters) that shows your expected outcomes
- At least 3 Thought bubbles that illustrate the "thinking" steps of each skill
- At least 2 "I feel _____, because _____" statements

In addition to presenting your comic book to the class, you will assess yourself on your own work on this task.

Other evidence:

- Daily journal that illustrates their feelings daily
- Independent Practice Worksheets
- Interactive Homework
- Exit Slips
- Informal assessment during role play through immediate feedback

Stage 3: Learning Activities

**Beginning on Day 3 of this unit, students will be asked to fill out a daily feeling log for their warm-up each day (5 minutes). This feeling log should list the emotion that they are feeling that day as well as a reason for this emotion using the "I feel _____ because _____" model. It may also be helpful for the students to have an emotions list with illustrations in their social skills notebook to refer to.

Day 1:

"What is a disability?"

*This lesson is designed to help set the purpose for the unit of study. Students will be asked to think about the ways they learn and should be referred to often throughout this unit.

Warm-up: What are true disabilities? worksheet - students will complete a worksheet that lists conditions that illustrate disabilities as well as conditions that would temporarily hinder a person's ability to complete certain tasks. Students will be asked to distinguish between those things that are and are not "true" disabilities.

Lesson: Students will engage in a class discussion with teacher and peers using Talking Chips. Class will be asked a series of questions that help them to uncover what a disability really is and that individuals with disabilities will need to learn to adapt to or change their environment.

- What do you think of when you hear the word disability?
- What are some physical disabilities?
- Do people with disabilities ever get better or does the disability last their whole life?
- Because someone has a disability, does that mean that they are sick or can't do anything fun or productive?
- Can you think of mental disabilities?
- How would learning disabilities make things harder in school? At work?
- What might people with disabilities have to do to access or interact better with their environment?
- **Does the person with the disability have a responsibility to themselves to make sure they get what help or tools they need to interact with their environment? What responsibilities does the student have to themselves as a learner? Does this apply to all students?**

Ind. Practice: Look back at the true disabilities worksheet. Discuss which ones are really disabilities. Students will be asked to explain how someone with each disability could adapt or change their environment to interact with it better.

Day 2:

"Identifying Feelings"

Warm-up: Match the Expressions worksheet - Students should match pictures of basic expressions to the matching feeling word.

Lesson: Introduce that each expression or feeling has a facial expression that goes along with it. Tomorrow you will extend feeling vocabulary so stick to the basics today (sad, mad, happy, etc.). Have the students pair with a partner and practice facial expressions. Partners will try to guess what feeling the student is trying to express.

Next students will be asked to set up their feeling logs for the week. In my room I print out a 5 day log and have the students glue this on a page in their social skills journal. They can add new pages as we progress through the unit.

Exit Slip: Students will be asked to complete an exit slip answering the question: "Why is it important to identify our own feelings?"

Day 3:

"Identifying Feelings - Extending Vocabulary"

Today begins the daily feeling log!

Lesson: To increase feeling vocabulary, pick 10 to 15 new feeling words (depressed, excited, etc.) to introduce. For each word

1. Show and pronounce the word (have students repeat it back several times)
2. Act it out (what would this look like - have students do this as well)
3. Give an example of a time when someone would feel this emotion
4. Have students place the new word on a T-chart that tells whether this is a comfortable emotion or an uncomfortable emotion

Ind. Practice: Create a worksheet that lists several different situations. Have the students list what emotions they would feel in these situations using the "I feel, because" model.

Interactive Homework: Students should write down the new emotion words on their homework worksheet. Have students go home and interview 2 adult family members about a time when they have felt one of our new emotion words.

Day 4:

"Identifying Feelings - Range of Feelings"

Induction Activity: Give students cards that have different emotion words on them. Some of these words should be related to one another (varying intensity of an emotion). Ask the students to group these words. (For greater structure you can tell the students how many groups to put them into.)

Discussion: After completing the induction activity, talk to the students about ranges of intensity with emotion words. Use an angerometer (thermometer with anger range emotion words along the side) to illustrate that being annoyed and furious are related but not the same intensity of the emotion.

In-class Activity: Put students in groups of 2 or 3. Have students look again at the cards from the warm-up activity. Now that these are grouped correctly, have the students put these in order of the level of intensity from mild to very strong. Create and hand out a worksheet that will allow students to write out the words in levels of intensity along with an example of when they would feel this emotion.

Exit Slip: 1. Does it mean the same thing to say that you are annoyed and say that you are furious? Why or why not? 2. List three other words on the same range of feelings as AFRAID in order from mildest to strongest.

Day 5:

"Identifying Feelings - Tone of Voice and Body Language"

For this activity the teacher will need to pick 4 (or more if you choose - the more examples the better the students will grasp the concept) movie clips (preferably monologues) in which a character expresses an emotion verbally. These examples will need to illustrate that tone of voice and body language do not always match the words that the character is saying.

1. Transcribe the clips into a text only format. Allow the students to read the quote and guess at what emotion is being depicted in this scene.
2. Then record the audio only and play this back for the students. Does the sound of the person's voice change what you think the emotion is that is being acted out?
3. Last, play the clip from the movie. Now that we have added both audio and video, does this change the meaning of the scene? Is the emotion really being depicted the one you originally thought when it was just words on a page?

Discuss with students that it is not only what we say but how we say it that determines the ultimate meaning of our message.

Have students pair up and practice this by saying the same phrase over and over while trying to depict different emotions with their voice and body language. What would this phrase sound like if you were angry? Sad? Worried? Excited? Frightened? Joyful?

Exit Slip: Do my words always say the same thing as my tone and actions? Example?

Day 6:

"When to Ask - Having a Problem"

Have students create a class list of possible problems that they might encounter at school. What about problems at work? At home? Then have students discuss the following questions in a Think-Pair-Share format.

How do students blame other people for their problems?

Is there always an answer or solution to every problem?

Are some problems more serious than other problems?

Activity: Have students complete a worksheet that lists several different scenarios in which the character has a problem. Have students decide what the problem is in each case. After students have completed this discuss the seriousness of each example and what the feelings of the character might be using the range of feelings from day 4. In which of these situations should the character ask someone else for help? Which situations can the character help themselves by changing their actions?

Discuss with the students that for the next few classes we will be focusing on our second essential question "**When is it okay to speak up for myself?**". If you have time, let the students think

about and discuss when would it be appropriate to ask for help or tools in each of these situations that we have come up with today? Should they ask for help in these situations or change their own behavior to find a solution?

Day 7 and 8:

"When to Ask - Is this the right time?"

To begin this lesson, give the students an illustration of a character doing something that by itself would be completely appropriate but in a setting that would make it inappropriate (a boy playing checkers in the middle of a busy street, loud cell phone conversation in the middle of a church ceremony, etc.). Have the students work with a partner to answer three questions:

1. What is happening in this picture?
2. Is this appropriate or not?
3. What about this scene would make it inappropriate?

Discuss their answers to these questions. **Refer back to essential question #2.** Are there times when it is not appropriate or okay to speak up? What are those times?

Role Play: Have the students get into groups of 4 or 5. Ask one student to be a teacher trying to teach a class. The other students will be raising their hand and interrupting without a raised hand through out their attempt to teach. How does this make you feel as a teacher? As a student? Did the students get their needs met? Was this an appropriate time to ask for help? Have the students change roles. The new teacher will have students working independently. Students will again raise their hands and ask questions. How did the teacher feel? The students? Did the students needs get met this time?

Independent Activity: Give students a worksheet that has 2 flow charts (label boxes for problem, situation, what will you do now, and what will be the outcome) and a scenario in which a person encounters a problem in a setting that is inappropriate for asking for help. Chart 1 should show what happens if they ask for help anyway. Chart 2 should show when it would be appropriate to ask for help in this situation.

Exit Slip (day 7): Give students 2 scenarios. Is it the right time to ask for this?

1. The fire alarm has just gone off! The class is supposed to line up and leave the building as quickly as possible. Susan wants to call her mother to see if she can bring her lunch to school. Is this the right time to ask the teacher if she can make this phone call? Why or why not?
2. A guest speaker has come to your class to talk to you about becoming a firefighter. He has opened things up for questions. You want to know how they learn to use the hose to put out fires. Is this the right time to ask the speaker about this? Why or why not?

Day 9-10:

"How to Ask - Getting Someone's Attention"

How do I deal with being stuck?

Discussion: Would it be okay to throw a book at a teacher if you needed to talk to her? What reaction would you get if you did this? What are some appropriate signals you can give that will let the teacher know you need to talk to them? Would you raise your hand to talk to your mom while

she's on the phone?

Create a graphic organizer that has space for different places (school, home, work, etc.) and allow space to decide what ways would be appropriate to get someone's attention in that space. Ask students to come up with ideas. Would you use the same ways at school as you would at work? At home?

Role-play: Have students split into groups. Have them come up with scenarios based on your graphic organizer. Have groups act these out in front of the class.

Exit Slip: Why is it important to know how to get someone's attention appropriately?

Day 11-12:

"How to Ask - Expressing Feelings Appropriately"

How do I deal with being stuck?

Discussion: Hand out a student step sheet that includes places for the students to write the what, when, where, why and 5 steps in the process. I like to leave space for the students to draw pictures to show the steps. What do you have to do to express your feelings appropriately? Why is it important to express our feelings appropriately? When and where can I express my feelings appropriately? Go through the steps one by one with the students. Act this out as a demonstration of how it is done.

Steps

1. Think about the event that triggered your reaction
2. Notice what is happening inside your body
3. Decide on the accurate emotion word to describe your feeling
4. Express your emotion using an "I feel because" statement

Role-play: Seat the class in a circle. Begin by having the first student say something that will evoke an emotional response to the person to the left. Allow that student to think through the process and respond with an "I feel because" statement. Proceed around the circle.

Independent Practice: Create a worksheet with several different scenarios that would evoke an emotional response. Have the students write out an I feel because statement for each that will appropriately address the situation.

Exit Slip: How will knowing these steps help me?

Day 13-14:

"How to Ask - Asking for Help Politely"

How do I deal with being stuck?

Discussion: When you want something from someone, what should you do? Does it make a difference how you ask? What are things you would ask for help on at school? At home? Do you think there is a way to ask for help politely instead of demanding? What can we add to a request that would make it more polite? Why do we need to know how to ask for things politely? When and where should we ask for help?

Fill out 4 step sheet.

Steps:

1. Think about what you need help with
2. Think about who you could ask for help
3. Decide who would be best
4. Ask a question that tells what you need help with

Role-play: Have students come up with scenarios and act them out in pairs or small groups.

Independent Practice: Create a worksheet that has students asking for help in both polite and impolite ways. Have them circle the scenarios that are polite and correct those that are not.

Day 15-16:

"How to Ask - Requesting a Favor"

How do I deal with being stuck?

Hand out a student step sheet that includes places for the students to write the what, when, where, why and 5 steps in the process. I like to leave space for the students to draw pictures to show the steps. Ask students what is a favor. When do you ask for favors? Where do you ask? Why is it important to know how to ask for one? Go through the steps one by one with the students. Act this out as a demonstration of how it is done.

Steps

1. Think about the favor you need
2. Think of positive ways to ask
3. Tell the person you need a favor
4. Ask for the favor
5. Say Thank you!

Role Play: Have students work in groups or pairs to come up with several situations to role play asking for a favor. Have them pick 1 and perform for the class the appropriate steps.

Independent Activity: Have the students come up with do and don'ts in asking for a favor. What are things that would be too difficult for someone to do as a favor?

Interactive Homework: Send home a worksheet that lists several bad examples of how to ask for a favor. Have the student work with his/her parents to determine a better way to ask for a favor in that situation.

Day 17-18:

"How to Ask - Complaining Appropriately"

How do I deal with being stuck?

How many students have ever wanted to complain about something to a teacher or classmate? Who has ever had that turn ugly?

Hand out a student step sheet that includes places for the students to write the what, when, where, why and 5 steps in the process. I like to leave space for the students to draw pictures to show the steps. Ask the students to help you fill in the what, when, where, and why boxes together

as a class. Go through the steps one by one with the students. Act this out as a demonstration of how it is done.

Steps

1. State your complaint to yourself
2. Think of several people you could talk to
3. Decide on the best person
4. Decide on the best time and place to make your complaint
5. Make your complaint in a friendly way

Role play: Have students create scenarios in groups and pick 2 to act out in front of the class.

Independent Practice: Have students draw out the steps of making a complaint.

Interactive Homework: Have students interview an adult family member about a time they had to make a complaint. Did they use the appropriate steps? What was the outcome of this complaint? Did they have their needs met?

Day 19-20:

These days are set aside as buffer days. If it takes longer for you to cover the concepts of this unit, use these days to catch up.

Day 21-25:

These will be work days for the performance task. Students should take their time creating this project. Time in class can be more structured by setting goals for finishing pieces of the project. For instance a teacher could specify that a certain piece of the project such as the dialogue should be done by the end of the day on Tuesday. This can be adjusted as needed.

Students should present their comic books to the class on the last day of this week. This could be gone using a gallery walk method in which projects are displayed around the room and students and teachers walk through and look at/assess the work of the students. Students should also fill out a rubric on their own work, grading themselves on their own work.

Name: _____ Date: _____

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In order for you to complete this task, you will need to call on your self-advocacy skills that we have discovered and developed throughout this unit. To display your knowledge of self-advocacy, you will create a comic book that shows how you would answer the following questions:

- How will you express your feelings about this situation to your manager?
- Who will you ask for assistance in completing your task?
- How will you ask those people for help?
- What tools will you need to complete your task and how will you get them?

Your comic book should include:

- Neat, colorful illustrations that show the actions of your characters
- Appropriate facial expressions and body language in your illustrations
- Appropriate dialogue (talking between characters) that shows your expected outcomes
- At least 3 Thought bubbles that illustrate the "thinking" steps of each skill
- At least 2 "I feel _____, because _____" statements

In addition to presenting your comic book to the class, you will assess yourself on your own work on this task.

.....

• This project will be due: _____

• I agree to complete this project to the best of my ability.

• Student Signature

• I will help my student to complete this project as needed.

• Parent/Guardian Signature

.....

Name:

Period:

Comic Book Rubric

		Unacceptable (F)	Approaching (C)	Meeting (B)	Exceeding (A)
Presentation	Does the project show that you used your time wisely and gave it your best effort? (15 points)	The project shows no effort or thought.	The project shows minimum work and effort.	The project shows that you used your time wisely and gave it a good effort.	The project shows that you made the most of your time and gave it your best effort with a thoughtful and creative approach.
	Does the project show that you have an understanding of the appropriate skill steps? (20 points)	The project does not show an understanding of social skill steps.	The project shows a partial understanding of the social skill steps.	The project shows that you understand that the social skill steps will produce a good outcome.	The project shows that you have a clear understanding of the social skill steps and use them appropriately to achieve your desired outcome.
Dialogue	Did you use at least two "I feel because" statements? (15 points)	The comic book does not use I feel because statements.	The comic book uses only one I feel because statement or uses the statement ineffectively.	The comic book uses two I feel because statements.	The comic book uses two or more I feel because statements in a thorough, thoughtful, or creative way.
	Did you include at least three thought bubbles that illustrate steps in the asking process? (15 points)	The dialogue does not include thought bubbles.	The dialogue includes one or two thought bubbles that do not illustrate steps in the asking process.	The dialogue includes three thought bubbles that illustrate steps in the asking process.	The dialogue includes three or more thought bubbles that are carefully or creatively chosen to help someone gain an understanding of the asking process.
	Is the purpose of self-advocacy in this situation clear and appropriate? (10 points)	The purpose for self-advocacy is missing.	The purpose for self-advocacy is inappropriate.	The purpose for self-advocacy is clear and appropriate.	The purpose for self-advocacy is clear and appropriately used to receive assistance in completing your task.
Illustrations	Did your illustrations appropriately convey the facial expressions and body language that match the corresponding dialogue? (15 points)	The illustrations do not show any facial expressions or body language.	The illustrations depict facial expressions and body language that are not accurate for the situation.	The illustrations appropriately depict the facial expressions and body language.	The illustrations clearly depict the appropriate facial expressions and body language and are used to further the message of the dialogue.
	Are the illustrations neat and colorful? (10 points)	There are no illustrations in the comic book.	The illustrations are messy, incomplete, and not colored.	The illustrations are neat and colorful.	The illustrations are neat, colorful, and appropriately used to help convey the information.