




Be a Strong Advocate
FOR YOURSELF AND OTHERS

INSTRUCTOR MANUAL



Table of Contents

| | | |
|---|---|----|
| | Introduction | 2 |
|  | 1. Know Yourself | |
| | Your Interests..... | 5 |
| | Your Strengths | 13 |
|  | 2. Challenges and Supports that Help | 23 |
|  | 3. Grow Confidence | |
| | Reach Your Goals Using SMART Goals | 41 |
| | Problem Solving and Facing Challenges..... | 45 |
| | Believe in Yourself..... | 48 |
|  | 4. Clear and Confident Communication | |
| | Communication Styles | 52 |
| | Sharing and Listening | 61 |
|  | 5. Create Your Personal Profile | 66 |
| | Appendix | |
| | Alaska Cultural Standards..... | 69 |
| | Skills for a Healthy Life | 70 |
| | References | 72 |

Advocacy for Self and Others

Practice is key!

Decades of educational research show the direct link between self-determination and self-advocacy skills and post-secondary outcomes, but recent research has emphasized **the importance of practicing these skills in high school to improve education and employment outcomes** (Hoogendoorn, 2019, and Ressa, 2022). Students who get repeated practice with skills such as setting SMART goals, problem-solving, communication, self-awareness, and participation in IEP planning will navigate work and education opportunities more successfully.



Experiences with setting achievable goals and overcoming challenges builds self-efficacy and confidence. These are all key skills in transition planning and navigating life after high school as students move from structured and guided processes to self-directed paths.

This unit focuses on giving students of varying ability levels many opportunities to practice key social and emotional skills to build self-advocacy and self-determination skills in culturally responsive ways.

| Self-Advocacy | Self-Determination |
|--|--|
| Skills that include a person understanding themselves, their rights, and their needs, and communicating that understanding. <i>This leads to self-determination.</i> | The attitudes and abilities that enable a person to set and achieve freely chosen goals, and make or cause things to happen in their own life. |
| Key Self-Advocacy Skills <ul style="list-style-type: none"> • Self-awareness • Communication • Navigating resources • Forming and nurturing relationships • Perspective taking | Key Self-Determination Skills <ul style="list-style-type: none"> • Self-advocacy skills • Goal-setting • Decision-making • Problem solving • Self-efficacy |

(Source: American Council on Education et al., 2019)

Advocacy for Self and Others Curriculum

This curriculum includes lesson plans, teacher resources, adaptations, and resources to go deeper on each topic.



The companion student workbook gives students a place to practice the skills in the unit. When you see this symbol in the lesson plan, it corresponds to an activity in the student workbook. The unit builds to a capstone project where the students develop a personal profile and present it.

Each lesson has these components:

- Overview
- Learning objectives
- Link to Alaska Content Standards: Alaska Cultural Standards and Skills for a Healthy Life
- Materials including Instructor handout(s)/teaching tools
- Activities (with adaptation ideas for different abilities)
- Evaluation questions to make sure learning objectives were met
- Additional resources to go deeper (additional activities, links, references, videos)

Alaska Content Standards: Each lesson is tied to the Alaskan Cultural Standards and [Skills for a Healthy Life](#) developed by the Alaska Department of Education and Early Development. Summary documents of these standards are included in the appendix. This guide to using the Alaska Cultural Standards is very helpful: <https://www.asdn.org/wp-content/uploads/Implementing-AK-cultural-standards-1.pdf>, accessed 11-13-23.

Goal Setting: Goal setting and problem solving are key skills for young adults as they navigate transition. The steps of setting a goal, knowing the actions you will take to achieve it, and reflection on reaching the target are keys to effective goal setting. Knowing how to set achievable goals is an important way to build self-efficacy, confidence, and independence. The structure of the lessons reinforces goal setting skills by being transparent to the students about the learning objectives and how the learning objectives will be met. Every lesson also contains a brief reflection on what they learned in the lesson, and if the learning objectives were met. The lessons always start by asking what the students already know so that the content can be tailored to build on the individual experience level of the students.

Learning Stories: Stories are used throughout the curriculum to help students connect to concepts before applying them. In many lessons, in the “Go Deeper” section, there are suggestions to bring in Alaska Native culture bearers, Elders, and other kinds of experts to bring the content to life and make it more memorable regardless of cultural background. Having the students share stories can be important for connecting content to their personal experiences, and helping peers understand how to apply the concepts. You can find excellent guidance for how to invite an Alaska Native Elder or culture bearer in the classroom in the introduction to the *Predicting Weather* curriculum on page 3 (accessed 10/22/23): <http://ankn.uaf.edu/Curriculum/Units/PredictingWeather/PredictingWeather.pdf>

Cultural Responsiveness

Historically, these concepts of autonomy, empowerment, and self-realization are rooted in a Western and individualistic cultural mindset. Newer research gives examples of how these skills can be taught in a culturally responsive way that is also relevant to students and families from Collectivist cultures including Indigenous cultures and some refugee and immigrant cultures. When educators can learn more about the family culture and dreams for their children, they will be better able to assist families and students in selecting and accessing postsecondary opportunities that fit the student and family (Rivera et al., 2019).

For Educators working with students from Alaska Native cultures:

- Indigenous peoples, regardless of age, are faced with the effects of historic and inter-generational trauma. As educators, we can help change the focus to be on drawing on the incredible strength and resilience of Alaska Native cultures and the Ancestors and help young people grow in confidence to overcome daily challenges and believe in themselves.
- Depending on your students, you may need to discuss how confidence and knowing your strengths is different than being boastful or bragging, which is not encouraged in many Alaska Native cultures. One approach is to tie personal strengths and goals to how they benefit the family and community. Examples: A student can set post-secondary education or training goals tied to gaining skills that they can bring back to benefit the community. A student can set independent living skills that are a help to the family (sharing in cooking, cleaning, harvest, and food preservation).

Developing Culturally Responsive Transition Plans: If you are involved in transition planning with students from culturally and linguistically diverse backgrounds, check out this article which has easy to apply guidance: [Developing Culturally Responsive Transition Plans Using the Indicator 13 Checklist by Allison R. Walker and Alicia Brophy-Dick \(2019\).](#)

The author Rain Van Den Berg would like to thank the following for their review and contributions in creation of this curriculum:

Educators on the review team: Mary Lillie, Janette Gagnon, Zuly Pitre-Van Cura, Russ Chaffee, Kate Foster, Olivia Weagraff, Tawnya Weaver, Diana Dillard, Neva Nolan, Kelly Heppner
Cultural reviewers: Charlene Hadley and Gwen Sargent (Tribal Vocational Rehabilitation) and Frances Gage (Special Education).

Other contributors: Jim Kreatschman (DVR), Meggan Turner (Special Education), Chohla Moll (Educator, Mount Edgecumbe High School)

Please see academic references at the end of the unit.

As we build a more diverse, equitable, and inclusive future, we acknowledge the Indigenous peoples of the land on which we work and live. We honor our Alaska Native peoples.



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

See Strengths in Yourself and in Others: Your Interests

Focus of this Lesson

People discover what they like and what they are interested in through experience. This lesson focuses on students exploring activities and identifying the things they are interested in or interested in trying. It also gives them social practice working with a partner, and then sharing in a small group about what they discovered.

Learning Objectives

The student will be able to:

- Identify areas of interest with a learning partner in an activity.
- Communicate things they enjoy in a small group.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards A3, B1, B5, E1, E2, E3, E4
- Physical Education and Health (Skills for a Healthy Life): A1, A5, B2, B3, B6, C6, D6

Materials

- *Be a Strong Advocate* Student Workbook pages 2–3
- Interests sorting cards (Teacher resource): Print these two sided, and cut them out for students to use for the activity. It is designed to be used in pairs, so print one deck per pair of students who will use them.

Activities

- **Share the goal of today’s lesson:** “Today we are going to learn about knowing what you are interested in, and things you would like to try. We will also practice sharing these things with a learning partner. When you know what you are interested in, it can motivate you to learn and grow and discover more things you like. You can use your areas of interest to think about work and school after high school. To learn about this, we will work with a partner to explore our interests and then share what we discovered with others in small groups. By the end of this lesson, you will be able to: Identify areas of interest and communicate these with a partner and in a small group.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is a personal “interest?” (*Examples: Sports, crafts, being on the Land, hunting, fishing, harvesting from the Land, video games, time with friends, time with family, playing games, time with pets/animals...*)
 - *How do you know you like something?*
 - Why is it important to try different things to know if you will like them or not?

- **Interest Sorting Cards Activity:**

- Activity description: Ideally in pairs, the students take one set of cards that have been printed and cut up for the activity. They have the cards in a stack, face down. The goal is to go through the deck and sort them face up: the interests each one has, and those they have in common, and those they may want to try (individually or both).

1) They take turns pulling one from the stack and show it to their learning partner. Each person decides if it is an interest they have. If only one person has it, it can go closer to that person. If both share it, it can go in the middle. If one person hasn't tried an activity, but would like to try, they can put that below the interest cards. If they both want to try it, it can be in the middle under those they share. If they are not interested in it, it can be put in a pile turned over.



2) Once they have sorted the cards, they can record their interests by circling the ones they like, and putting a star by those they want to try on the "Know Your Interests" activity in the student workbook.

3) Share: Combine two pairs into a group of 4 and have them share their interests with each other. This helps them get experience sharing with two others in addition to their first partner in the activity.

- **Discussion:** After the activity, ask the students "How it was to think about your interests? How was it to talk about your interests? Did you find things you had in common?"
- Adaptation: If 30 interests are too many to sort, reduce the number to a smaller number of activities that you want to focus on for the lesson.

Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- Did you identify some things that you are interested in, and things you want to try?
- Did you practice sharing these with your learning partners?

Go Deeper/Related Resources

- **More practice:** Share a story about how you (the teacher) discovered what you are interested in, or how your interests have changed over time, or how one interest can lead to another.
- **In classes with Alaska Native students:** Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story of how they discovered connections to the Land or community through experiences when they were young.



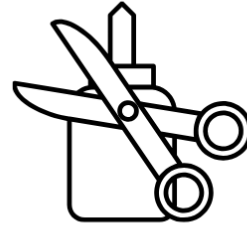
Play video games



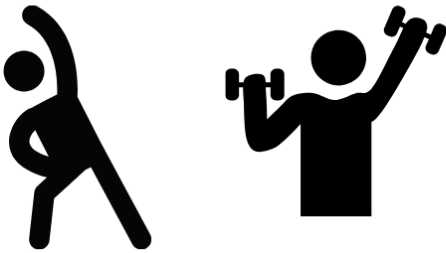
Fun with friends



Sports and Athletic Activities



Arts and Crafts



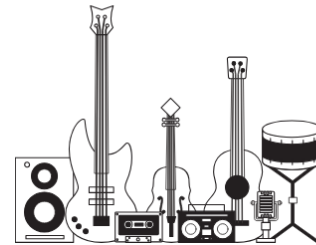
Exercise and move your body



Time with family members



**Winter fun (like sledding
and snowgo)**



Music: Play instruments



Music: Sing



Watch TV shows and movies



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



Read books or graphic novels



Social media



Dance or take dance classes



Photography and selfies



Shopping



Cooking and baking



Write for fun (journals/poetry)



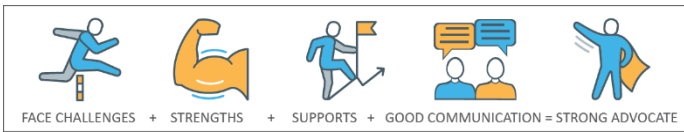
Volunteer for community service



**Skateboard, longboard,
or rollerblade**



Being outside on the Land



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



Bike ride or mountain biking



Listen to music



Watch and make YouTube videos



Science and STEM projects



Travel



**Cultural dance, drumming,
and singing**



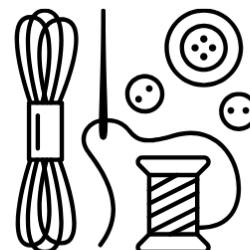
**Traditional art (like beading,
carving, or sewing)**



Harvest and subsistence activities



Spend time with Elders



Making regalia



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



INTEREST CARDS



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

See Strengths in Yourself and in Others

Focus of this Lesson

It is important that students know what they are good at, and how to leverage those strengths to offset areas of challenges. Many youth are acutely aware of their “deficits” but not as aware of strengths. This lesson gives many ideas for kinds of strengths, and opportunities to recognize these in themselves and others.

Learning Objectives

The student will be able to:

- Identify strengths of a person in a learning story
- List strengths/abilities they have in different areas of their life in a learning activity.

Alaska Content Standards (See appendix for standards reference documents)


- Cultural Standards A3, B1, B5, E1, E2, E3, E4
- Physical Education and Health (Skills for a Healthy Life): A1, A5, B2, B3, B6, C6, D6

Materials

- *Be a Strong Advocate* Student Workbook pages 4–5
- Teacher Resource: *Learning Story—Casey Shows Her Strengths*
- Strengths sorting cards (Teacher resource) Print these two sided, and cut them out for students to use for the activity. It is designed to be used in pairs, so print one deck per pair of students who will use them.

Activities

- **Share the goal of today’s lesson:** “Today we are going to learn about seeing the strengths in yourself and others. This is what you are good at, not how physically strong you are. When you know what you are good at, you can develop skills that fit with those things. If you are having trouble doing something, you may be able to use your strengths to change your approach. To learn about this, we will talk about a learning story example, and then work with a partner to explore our strengths. By the end of this lesson, you will be able to: Identify the strengths of a person in a learning story, and list strengths and abilities you have in different areas of your life.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is a personal “strength?” (Examples: *Something you are good at, something you know how to do, a natural talent, a skill you have learned, a personal quality.*)
 - Think of someone you admire or appreciate. What are they good at? What are their strengths?

- **Explore the strengths of a person in a learning story:** Read the learning story about Casey (Teacher resource), and discuss the questions with the students.
 - **Need more examples?** If your students still don't quite get it, ask the students to think about someone they know that they like. Why do they like them? What are the good qualities that person has? Write these positive attributes on the board.
 - **Strengths Sorting Cards:**
 - Ideally in pairs, the students take one set of cards that have been printed and cut up for the activity. They have the cards in a stack, face down. The goal is to go through the deck and sort them into three areas, face up: the qualities each one has, and those they have in common.
 - They take turns pulling one from the stack and show it to their learning partner. Each person decides if it is a strength they have. If only one person has it, it can go closer to that person. If both share it, it can go in the middle. If one person doesn't think they have that strength, but their learning partner sees that quality in them, they should consider having that in their cards/ or in the middle if both have it.
- 
- Once they have sorted the cards, they can record their strengths by circling them on the "Know Your Strengths" activity in the student workbook.
 - Adaptation: If 30 qualities is too many to sort, reduce the number to the key qualities you want to focus on for the lesson.
 - **Alternate Activities with the Strengths Sorting Cards:**
 - Lay the cards so the strengths are face up, and have the students pick qualities that are important for a certain goal. Example: "Pull aside the strengths that are really important to: be a good friend; to be a good employee, to be a good student..."
 - Pick a selection of cards to focus on and discuss examples of what the qualities look like in action.
- **Discussion:** After the activity, ask the students "How it was to think about your strengths? Was it easier to see the strengths of your learning partner than to see your own strengths? Seeing strengths in others is an important relationship skill that helps build friendships. Knowing your own strengths can help you be a better friend. It can also help you in jobs and school. We will talk more about that in the next lesson."

Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- Can you identify the strengths of a person in a learning story and in your classmates?
- Can you list some of your strengths that help you in your family, your friendships, and at school?

Go Deeper/Related Resources

- **In classes with Alaska Native students:** Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story of using personal strengths to benefit their family or the community.
- In the [*Picture Your Future Student workbook*](#) by the Alaska Division of Vocational Rehabilitation there are more activities to explore strengths, positive mindset, skills, accommodations, and relationships. Activities related to strengths and self-advocacy start on page 38. Access the workbook and teacher resources booklet at <https://labor.alaska.gov/dvr/transition/explore-transition.html>.

Learning Story: Casey Shows Her Strengths

Read the following story and afterwards, discuss the strengths noted for each part of the story.

“This is a story about Casey. Casey is in 11th grade and has an IEP to help her with reading and listening skills. Listen to the story and **write down or remember any strengths you hear**:

| Story | Strength(s) to highlight |
|--|-----------------------------------|
| Casey had plans one day to play video games after school, and was really looking forward to it. She had put her homework in a binder so it was ready to do when she got home | Organized |
| She planned to go home, do her homework, and then play games for an hour before dinner. When Casey came home, she stuck with her plan | Self-Discipline |
| and worked for 30 minutes to finish her homework. She had just put her homework away when her auntie came in. She wanted Casey to come help her move some boxes at her place. Casey had to think a minute, as she really wanted to play a game, but decided to go and help her auntie. | Flexible, responsible, generous |
| When Casey and her auntie got to the auntie’s house, the neighbor came over and started talking to the aunt. Casey waited. | Patient |
| She went inside to see if she could see what needed done, but didn’t see the boxes. | Initiative |
| Casey came back out and sat and looked at her phone while the auntie and neighbor talked. | Patient and respectful |
| When they were finished, the auntie thanked Casey for her patience and showed her where the boxes were and where to move them. | Listening and following direction |
| Casey joked and teased her auntie as they moved the boxes, and her auntie laughed and joked back. The laughing made the work feel easier. | Humor and teamwork |
| Her auntie appreciated how she could depend on Casey to help when she needed it.” | |

Resilience

Being strong when things are tough and not giving up easily.

Compassion

Showing kindness and helping others when they need it.

Optimism

Being hopeful and looking on the bright side of things.

Flexible

Being able to change and adapt when needed.

Empathy

Understanding how others feel and caring about their feelings

Creative

Using your imagination to come up with new and cool ideas.

Courage

Being brave and not being afraid to face challenges.

Determined

Staying strong and not giving up easily.
Working hard to reach your goals.

Integrity

Always telling the truth and doing the right thing, even when no one is watching.

Open-minded

Being open to new ideas and different ways of thinking.



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS

Confident

Believing in yourself and your abilities.

Organized

Keeping things neat and in order.

Patient

Waiting calmly and not getting frustrated, even when things take time.

Initiative

Taking the first step and being a go-getter.

Humility

Being modest and not thinking you are better than others.

Curious

Being eager to learn new things and asking lots of questions.

Self-discipline

Controlling your behavior and making good choices.

Leader

Being a good role model and helping others.

Teamwork

Working well with others to achieve a common goal.

Good communication

Talking and listening in a way that others can understand.



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS

Responsible

Doing what you're supposed to do and being dependable.

Using Time Well

Being on time and not keeping others waiting. Using your time well to get important things done.

Respectful

A positive feeling or action shown toward someone or something that is seen as important. It is also showing care and concern for other's needs or feelings.

Tolerant

Respecting and accepting differences in others.

Resourceful

Finding clever solutions to problems.

Focused

Staying on track to finish a task or reach a goal.

Grateful

Being thankful and showing appreciation.

Self-aware

Knowing your own feelings and thoughts.

Generous

Sharing with others and being kind-hearted.

Sense of humor

Enjoying funny things and making others laugh.



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



STRENGTHS CARDS



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Challenges and Supports that Help

Focus of this Lesson

Everyone faces challenges. When you know how to use your strengths and ask for support, the challenges are easier to manage. This lesson walks them through identifying areas of challenge in a learning story, and then gives opportunities to share their challenges. Students will learn about accommodation, and then play a game to match accommodations that will help with challenges and strengths of students.

Learning Objectives

The student will be able to:

- Identify areas of challenge of a person in a learning story
- Identify areas of challenge they face personally
- Define accommodation and match examples of accommodations with students who experience challenges.
- Identify at least 2 areas where an accommodation/support can help them personally do better at school or in a job.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards B5, D1, E1, E2, E3, E4, E5
- Physical Education and Health (Skills for a Healthy Life): A6, B2, B3, B6, C4, C5

Materials

- *Be a Strong Advocate* Student Workbook pages 6–7
- Teacher Resource: *Learning Story—Lucy Used Accommodation to Reach Her Goals*
- Teacher Resource: Accommodation Matching Game

Activities

- **Share the goal of today's lesson:** "Today we are going to learn about overcoming personal challenges by using your strengths and by asking for accommodations. An accommodation is a kind of support that a school or employer can give you. In school, these support your learning. At work, these support your ability to do a certain job. If you understand yourself, know what you do well, and where you have challenges, you can use this knowledge to overcome your challenges. To learn about this, we will share ideas, play a game, share about our own challenges and ways that help the most. By the end of this lesson, you will be able to: identify common kinds of challenges students face; identify some areas of challenge you face; define 'accommodation' and match accommodations to students in a game; and identify some kinds of accommodation that help you at school and work."

- **Begin by finding out what students already know by asking the following questions:**
 - What are some examples of challenges students who experience disabilities face?
 - What is an “accommodation?”
 - How do *accommodations* help students succeed at school and at work?
 - How can knowing your strengths help you overcome your challenges?
- **Facing challenges:** Everyone faces challenges. When you know how to use your strengths and ask for support, the challenges are easier to manage.
 - At school, an accommodation is a support that helps you *reach your academic goals*.
 - At work, an accommodation is a support that *helps you do your job*.
- **Read the learning story** (Teacher Resource) about Lucy and how she asked for an accommodation to help her reach her goals. Following the story, read the discussion questions.
- **Accommodation Matching game** (Teacher Resource): Match the accommodation to the student it will help the most. Read about the 5 students with different strengths and challenges. Attach the student profiles on the board as you share each story. Then, one at a time, read the example accommodation, and see if the students can figure out who that would support the most. Once they get it, you can stick it under the person’s profile that it matches.
- **Challenges and Supports Workbook Activity:**
 - Students write the main challenges they face (related to their disability/IEP).
 - Students write the main accommodations that support their learning.
 - (If applicable) they can fill in ideas for what might help them in a work setting, knowing this would depend on the job and their experience.



Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- What were the challenges Lucy faced in the learning story?
- Were you able to identify areas of challenge you face, and write them in your workbook?
- What is an *accommodation*?
- How did we match examples of accommodations with students who experience challenges in the game?
- Were you able to identify at least 2 areas where an accommodation/support can help you do better at school or in a job, and write them in your workbook?

Go Deeper/Related Resources

- **Guest Speaker:** Invite an older graduate who had an IEP in high school to come and speak, and describe how their accommodations helped in school, in work/postsecondary education. It would be good to prep with the guest to make sure they can give examples that link to the lesson (i.e., their strengths, challenges, and accommodations that helped).

- **More examples:** Share additional examples of common challenges students may face due to a disability (social, physical, mental health, academic...) and examples of things that help students.
- **Learning Styles:** Knowing your learning style and how it helps you in school or at a work site can be important for some students. It can be a related topic to accommodation. Check out the Learning Styles page in [Picture Your Future Student Workbook](#) (page 41) if you want to include this topic.
- **IEP and Transition Planning:** At this point, you could introduce the idea of participating in the IEP process. This booklet is a little outdated but has the basic ways students can get involved. The purpose of the IEP is to describe the challenges a student faces due to a disability, priority skills the student needs to learn, what supports and services the school will provide to help the student learn these skills, and where the student's learning will take place. <https://www.bridges4kids.org/StudentGuideIEP.pdf> (accessed 10/9/2023)
- **Disability Disclosure:** A key part of asking for an accommodation involves disclosing that you have a disability.
 - **The 411 on Disability Discloser:** This workbook walks youth through disability disclosure and their rights. <http://www.labor.state.ak.us/dvr/transition/linked-documents/411-disability-disclouser.pdf>
 - **Youth, Disclosure, and the Workplace Why, When, What, and How.** This article by the Department of Labor gives guidance for youth. <https://www.dol.gov/agencies/odep/publications/fact-sheets/youth-disclosure-and-the-workplace-why-when-what-and-how#:~:text=There%20is%20no%20required%20information,are%20suited%20for%20the%20position.> (Accessed 10/22/2023)
- **Job Accommodation Network (JAN):** This site helps employers and individuals who experience disabilities to explore accommodations, rights, and responsibilities. You can read stories, explore suggested accommodations related to specific disability or limitation, and more. Though it is designed for employment, many of the suggested accommodations could help in an academic setting as well. <https://askjan.org/>

Learning Story: Lucy Uses Accommodation to Reach Her Goals

Read the learning story below about Lucy and how she asked for an accommodation to help her reach her goals. Following the story, read the discussion questions.

“Lucy experienced low vision. This made it hard for her to read. She had several things the school did as an accommodation to help Lucy reach her goals. Lucy used a screen reader on her iPad and her computer, to read text on the screen. She used dictation to write notes. She used a mobility cane to get around and to keep her from running into things or tripping. When teachers gave out papers in class, they printed copies using large print. If the large print wasn’t available, Lucy could use a magnifier to see the words. Lucy also did better on tests when she was on her own in a room where she could use her screen reader tool to take tests, and have a little extra time. With these tools, Lucy was able to do well in school and graduated.

Lucy heard about a job she was interested in, working as a caregiver for an Elder that lived in her neighborhood. When she went to the interview, the boss saw Lucy’s mobility cane and didn’t think she could do the job. Lucy shared that she enjoyed being with Elders, and that she was good at figuring out how to do things she wanted to do, even with low vision. The boss was impressed with the way Lucy described her strengths and interests. She got the job. As an accommodation, her employer started her with a job coach to help set up the Elder’s kitchen and to help Lucy get comfortable moving around in the space. She visited with the Elder 4 days a week to keep the Elder company, play games, and prepare light meals. Lucy enjoyed the Elder’s company and it felt good to be helping someone. After a couple of times with the job coach, Lucy was able to be on her own at her job.”

Discussion:

- What was Lucy’s main challenge? *Low vision*
- What were some of Lucy’s strengths? *Patient, good with Elders, focused, determined, good communicator*
- What accommodations did Lucy need at school? *Screen reader, large print, mobility cane, magnifier, extra time to take tests.*
- What accommodations did Lucy need at work? *Job coach in the beginning to help her set up the work space and help her get used to her job.*

Teacher Resource: Accommodations Matching Game. Print these out and put the student pictures on the board. Cut out and put their strengths and challenges under their picture. Then read the mixed-up accommodations and have the students match the accommodation that would support the student. Answers appear upside down for teacher reference.



Eddie

Strengths

Eddie likes to be around people. He likes to work and feel like he is part of a team. He is a hard worker and is serious and determined.

Challenges

Eddie has a hard time following verbal directions, and it is hard for him to read when there are a lot of words. He sometimes gets the meaning of words mixed up.



Jules

Strengths

Jules does well when she takes her time. She is interested in learning new things.

Challenges

Jules has a challenge with reading quickly. Especially if she is taking a test, her anxiety makes her challenge with reading much worse.



Charlie

Strengths

Charlie is a good listener and can pay attention. He is interested in his classes and is motivated to do well in school.

Challenges

Charlie experiences a disability that makes it hard for him to use his hands to write. It is hard for him to take notes and remember important things from class.



Maycee

Strengths

Maycee loves working with animals and feels really connected to them. She likes to help at the local animal shelter.

Challenges

Maycee experiences a disability that makes loud noises feel louder and light feel brighter than it does for others. These things make her tired more quickly, and make her feel anxious and like she wants to run away.



Warren

Strengths

Warren loves being around people, and has a great sense of humor. He likes to joke around. He likes going to work because it is a fun way to be around people.

Challenges

Warren has a hard time staying focused, and is easily distracted. It is challenging for him to follow verbal instructions. He will start to do something, and then if something distracts him, it is hard for him to get focused again and continue.

Accommodation

When this student has a guide to follow of the tasks to get done that includes pictures with a few words, s/he is able to follow this and stay on task.

Match to Eddie

Accommodation

This student needs more time when taking tests so that s/he can read at the speed that feels best. When s/he knows they won't run out of time, s/he can better show what they have learned on tests.

Match to Jules

Accommodation

This student uses an iPad with an app to take notes using a touch screen. S/he sometimes uses the dictation function to capture key ideas following a class. S/he works with another student who can share their notes, to be sure they captured the important ideas to study.

Match to Charlie

Accommodation

This student wears sound cancelling earphones to soften the sounds around them, and glasses to reduce the brightness of light. S/he has a quieter room s/he can go if s/he starts to feel tired or anxious. With these things, s/he is able to do a 4-hour volunteer shift. The other workers appreciate this student's dedication to his/her work.

Match to Maycee

Accommodation

This student needs a job coach to help him/her stay on task and learn what is expected. The job coach has helped this student find better ways to remember what to do next when s/he finishes a task. The student gets a high five when s/he finishes a task. When the student is joking around too much, or talking too much to others at work, the job coach helps get him/her back on track.

Match to Warren



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Reach Your Goals

Focus of this Lesson

In this lesson, students will learn about setting goals they can achieve to build confidence and skills to reach personal goals. When youth set unrealistic goals and don't achieve them, it undermines self-efficacy. Throughout this curriculum, the idea of goal setting is reinforced by having the teacher share the objectives for the lesson and how the activities help the students achieve the objectives. At the end of each lesson, the teacher will check to see if the objectives were achieved. Setting goals is a critical part of transition planning and participating in the IEP process. This lesson was adapted from the [Traditional Alaska Transition Curriculum](#) (2020).

Learning Objectives

The student will be able to:

- Describe what “SMART” stands for related to setting a SMART goal.
- Practice making and modifying goals in a learning story to increase the chance of success of completing them.
- Practice setting a personal SMART goal that the student feels confident they can achieve.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards A1, A2, A4, A6, B1, B3, E1, E2, E3
- Physical Education and Health (Skills for a Healthy Life): A1, A5, A6, B1, B3, C5, C6, D1, D2

Materials Needed

- *Be a Strong Advocate* Student Workbook pages 8–11
- Teacher Resource: *Learning Story—Ryan Makes a SMART Goal*

Activities

- **Share the goal of today's lesson:** “Today we are going to learn about setting goals to make progress on things we want to have in life. To learn about this, we will listen to a learning story, look at a handout, and talk about examples of goals that are more or less likely to be reached. By the end of this lesson, you will be able to describe what makes a strong goal, change goals so they are more likely to get done, and set a goal for yourself that you feel confident you can do. “
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to “set a goal?”
 - How do you know if you reached your goal?
 - What is an example of a goal?

- **Think of a goal.** “Think about something you want to have in your life. This could be something your family needs, or something you want to buy, or something you want to learn about. Once you know what you want, how do you get it? Most goals need to be broken down into smaller pieces that you can do. When you do these smaller pieces, it moves you toward your goal. It can be hard sometimes to know what the smaller pieces look like, so today we will talk about how to approach this.”

- Read the learning story (teacher resource) about Ryan and his grandmother to help the students understand the concept. Have them look at the SMART Goal page as you read through the story.



- Student Workbook: Use the SMART Goals handout to learn about SMART goals, and help Brittney create a strong goal to reach her basketball dream. These are reading heavy compared to other curriculum materials, so assist as needed.



- Student Workbook: Following the lesson, have the students set a small and achievable goal as homework. It should be something they can do that evening and report back on the next day. They should create their goal using the SMART format.

- Reflection: The day after the activity, ask the students how it went with their goals. If they were not able to do them, discuss the challenge they faced, and how the goal could be changed to boost their chance of success. This discussion of how to meet challenges ties in well with the next lesson.

- **Think about confidence:** When you set a goal, it is important to find the sweet spot between it being a meaningful step that you can do, but not so big that it is too hard to succeed. Sometimes, when people set a SMART goal, they make it too easy. Though it might mean they get it done right away, did it really help move them toward a bigger goal? The more goals you set and achieve, the more you will build your confidence and the bigger your goals can become.

- **So, how do you know if your goal is too big?** One way to know if your goal is at the right level is to ask yourself, “On a scale from 1–10, with 1=not confident, and 10=Totally confident, how confident am I that I can complete this goal?”

- **If your answer is less than an 8, your goal may need some changes.** Ask yourself, “What would I need to do to make it an 8?” Do you need to change the goal? Break it into smaller steps? Give yourself more time? Get support from a family member or friend?

- **If your answer is a 10, your goal may be just right, or you might want to make it just a little more challenging.** If you can easily exercise 15 minutes a day, and you have been already doing that, try setting your goal for 20 minutes a day. As long as your confidence level is still an 8 or 9, your goal is a good match.

- **If needed, more practice with goals** Brainstorm with students small goal examples that can be broken into steps and make them SMART using the handout.

Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- Can you describe what “SMART” stands for related to setting a SMART goal?
- In the learning story about Brittney, how did you help her change her goal so it was more likely to be reached?
- Did you make a SMART goal to accomplish tonight? Do you feel confident?

Go Deeper/Related Resources

- This video explains what it means to set SMART goals and gives many good examples. How to Set SMART Goals (3:56)
<https://www.youtube.com/watch?v=wGbmAH4mBPA>
 - Discussion following video: Why is it important for a goal to be Specific, Measurable, Attainable, Relevant, and Time Based? (*Specific: If your goal is too general, it is hard to take action or know where to start. Measurable: If you have no way to know when you have completed it, how will you complete it? Attainable: If your goal is too big or too difficult to do all at once, you are more likely not to succeed. Relevant: If your actions are not the right things to move you toward your goal, you won't reach it. Time-Based: If you always say, "I will do it tomorrow" it doesn't always get done. Set a time and a schedule for your actions, stick to your plan, and you will reach your goal.*)
- A collection of TED talks on goal setting. <https://www.ted.com/topics/goal-setting>

References

- This lesson was adapted from a lesson in the [Self-Employment and Financial Literacy Unit from the Alaska Traditional Transition Curriculum](#), Van Den Berg/Gage, 2020, beginning on page 12.

Learning Story: Ryan Makes a SMART Goal

Read the learning story below about Ryan and his grandmother to help the students understand the concept. Have them look at the SMART Goal page as you read through the story.

Ryan wanted to do something nice for his grandmother. He thought about different things he could do for her. A tree had fallen in her yard and leaves and sticks were all over the place. He decided he would work to clean up the yard. He asked his older brother to help cut up the tree using a chainsaw. They worked together to split the tree rounds into firewood. He raked and bagged up the leaves and twigs. He stacked the firewood next to the house. He asked his auntie to come with a truck to pick up the bags and take them to the dump. When he finished, he felt good seeing the clean yard. His grandmother came out and was very happy with the work he had done! Ryan felt glad he was able to accomplish this goal that helped his grandmother.

In this story, let's look at how Ryan made a SMART goal he was able to achieve (look at the SMART goals handout as you go through this):

- **Specific:** If Ryan had only thought about how it would be nice to do something for his grandmother, but didn't figure out something specific to do, he would not accomplish his goal. Ryan thought of a specific goal: Clean up the tree that had fallen in his grandmother's yard.
- **Measurable:** When his goal is measurable, he can know if he did it or not. He wanted to cut up the tree and clean up the leaves and twigs. When the yard was cleaned up, he could see he had reached his goal.
- **Attainable:** He was able to do everything himself except cut the logs into rounds. He needed to ask his brother to use a chainsaw to do that part. He needed help removing the bags of leaves, and his auntie had a truck to help with that part. His brother and auntie agreed to help, so he knew he would be able to reach his goal.
- **Relevant:** He knew the goal he set of cleaning up the yard would reach his bigger goal of doing something nice for his grandmother. The actions in his goal were the right actions to get him what he wanted.
- **Time-based:** Ryan made a plan with his brother to meet after school to cut the tree into rounds with a chainsaw, and split them for firewood. He then came after school for two more days to stack the wood and rake up the yard. He made a plan with his auntie on the third day to pick up the bags of leaves and twigs.

Reflect: In the end, how did Ryan know he had accomplished his goal? *He could see the fallen tree had been cleaned up, and his grandmother was very pleased!*



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Growing Confidence by Facing Challenges

Focus of this Lesson

People gain confidence and self-efficacy when they have experience facing challenges and overcoming them. In this lesson, students will learn about the steps to face a challenge/solve problems. They will practice applying the steps in a learning story and through personal examples. Cultural note: Many Alaska Native peoples and other cultural groups may relate to the idea of facing a challenge more than the idea of “problem-solving.” Things in life that happen unexpectedly are not problems, they are just things that happen and have to be navigated. If your students are primarily from Western cultures, the idea of problem-solving may be a good fit. They are both used in this lesson, so you can choose which is best for your classroom.

Learning Objectives

The student will be able to:

- List and explain the facing a challenge/problem-solving steps
- Apply the facing a challenge/problem-solving steps in a learning story and in a personal example.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards CA1, CA2, CA4, CA6, CB1, CB3, CC3, CD2, CE1, CE2, CE3
- Physical Education and Health (Skills for a Healthy Life): B1, B3, B3, B5, C1, C2, C4, C5, C6, D1, D2

Materials

- *Be a Strong Advocate* Student Workbook pages 12–15

Activities

- **Share the goal of today’s lesson:** “Today we are going to begin to learn about the steps to use to face a challenge. The best way to feel more confident is through experience. If you have practiced facing challenges and gotten through them, it is easier to believe that you can face more challenges in the future. This belief in yourself is important as you get older and start to make choices about your life. To learn about this, we will learn the steps to face a challenge and help a person in a story use the steps. You will also have a chance to use the steps to face a personal challenge. By the end of this lesson, you will be able to list the steps to face a challenge/solve a problem and give an example of how the steps are used.”

- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to face a challenge or solve a problem?
 - If you are in a situation where you don't know what to do, how do you figure it out?
 - Would it help to know some steps for the next time you feel stuck?
- **The Steps to Face a Challenge/Solve a Problem:** Just like using your muscles makes you stronger, the more you face challenges, your ability and confidence in yourself to face challenges will increase. Challenges give you a chance to learn and grow and to get creative. If you have a positive mindset when you face a challenge, it can help you find a way through it better. Look at the student handout as you go through the steps.

Tip: For visual and kinesthetic learners, you can put the steps on big cards and hold them up as you talk about each step. After some practice, these cards could be mixed up, and then the students can put them in the correct order.

1) Define the challenge, and why it is happening

In this step, you think about your situation. You can draw on the wisdom of others. What is the cause of the challenge? You can ask yourself a series of "Why" questions, to try to understand the challenge better.

2) Brainstorm possible actions

You can share your goals with family members or Elders, and see if they offer suggestions that help you move forward. You can seek advice from a trusted friend. You can find out how others have faced a similar challenge.

3) Choose an action to try

What will you do to face your challenge?

4) Do the action you decided to try

5) Reflect

Did your action help you face your challenge? If not, you can choose another from step 3 to try. When facing a challenge, it is very normal to have to try several things before you feel you have met the challenge.



- **Student Workbook Activities:**
 - Read through the learning story about Tim, and let the students use the handout at each step to respond and think about Tim's challenge.
 - Ask the students to write down a challenge they have and how they can apply the steps with a learning partner or in a small group.

Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- What are the problem-solving/facing a challenge steps?
- Were you able to apply the steps to the learning story, and to a challenge you are facing?

Go Deeper Activities/Related Resources

- **For more practice:**
 - The teacher can share a personal example of a problem or personal challenge that the students can relate to, and talk through how they applied the steps.
 - If a student is willing to share a challenge they are facing, the group can help talk through how to apply the steps. Play with as many examples as you can to practice applying the steps.
- **In classes with Alaska Native students:** Invite a culture bearer or Elder to share a story of a time they faced a challenge. Their story will likely not break it down into the steps above, but students may be able to reflect on what the guest speaker did, and how it relates to the steps in the learning story.
- This lesson was adapted from the [Traditional Alaskan Transition Skills, Self-Employment and Financial Literacy Unit](#), 2020, Van Den Berg / Gage, UAA Center for Human Development on page 19. There are additional activities and learning stories listed.



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Believe in Yourself to Grow Your Confidence

Focus of this Lesson

Many youth who experience disabilities are faced with negative messages and low expectations from peers, community, and social media. Indigenous students may face additional discrimination and low expectations in their day to day. These messages often become internalized and become part of a belief that is its own barrier to progress. This lesson looks at how negative messages can be turned around to develop a strengths-based, positive mindset. This can be an important skill for students learning to perceive, articulate, and leverage their strengths.

Learning Objectives

The student will be able to:

- Describe how people in learning stories overcame “negative thoughts.”
- Share a personal example of overcoming negative thoughts.
- Describe what it means to have a “positive mindset.”

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards A1, A2, B1, B3, B5, C2, C3, D2, D3, E1, E2, E3, E4
- Physical Education and Health (Skills for a Healthy Life): A1, A4, B1, B2, B3, B5, C5, C6

Materials

- *Be a Strong Advocate* Student Workbook pages 16–17
- Teacher Resource: *Learning Story—Morgan Turns a Negative Thought Around*


Activities


- **Share the goal of today’s lesson:** “Today we are going to learn about how to overcome negative messages and beliefs. Many people that have been told negative things or who have felt less than others hold negative beliefs about what they can do. We are going to explore how to turn those ideas around to a positive mindset. **A positive mindset combined with goals that are within your reach is a winning combination.**

To learn about this, we will learn the steps to turn around negative thoughts and help a person in a story use the steps. You will see the power of a positive mindset by watching a video about a young athlete. You will also have a chance to apply the steps to a negative thought or belief about yourself that you have experienced. By the end of this lesson, you will be able to list the steps to turn around a negative thought, and give an example of how the steps can be used.”

- **Begin by finding out what students already know by asking the following questions:**
 - What are some examples of “negative” thoughts or beliefs someone may have about themselves or their abilities? (If good examples come up, write them somewhere you can use these later in the lesson.)
 - What does it mean to have a “positive mindset?”
 - If you have a goal, how does having a positive mindset help you reach your goal? What if you don’t believe you can reach your goal?
 - How can you move from a negative belief about yourself to a positive mindset?

 - **The steps to turning a negative thought or belief around:** “One way to gain a positive mindset is to use ‘self-talk’ to turn negative messages and beliefs around. Self-talk is the way you talk to yourself in your mind. It can be positive, or it can work against you. “Negative” thoughts are the negative ideas that get in your way and keep you from doing as well as you can. In three steps, you can turn around that kind of thinking.
 - **Step One: Be aware of the negative thought.** It can be really hard at the beginning, but a good way to start is to stop and pay attention when you have a negative thought about yourself or your skills. Say to yourself “I am having a negative thought.”
 - **Step Two: Correct the negative thought by noticing which parts are not true.** Statements like, “I am not good at **anything**,” “I **always** do _____,” “I **never** will _____,” “I am so stupid” are not really true, and only stop you from doing well.
 - **Step Three: Think of a positive thought to replace the negative.** This is called an *affirmation*.

 - **Learning Story 1:** Share the learning story *Morgan Turns a Negative Thought Around* (Teacher Resource) and talk through the steps above. Demonstrate step two as described in the story.
-
- 

 - **Practice and share (Work book activity):** Have students use a personal example of a negative thought or belief they have experienced to practice using the steps to turn it around, and share with a learning partner.
-
- 

 - **Positive Mindset Activity:** Autumn Ridley is a record-breaking Native Youth Olympics athlete. This short video about her demonstrates how she uses a positive mindset to overcome negative thoughts and to reach her goals. Watch the video, and then discuss the questions in the student workbook activity. I am a Native Youth Olympian (4:04): <https://www.pbs.org/video/indie-alaska-i-am-native-youth-olympian/>
 - **More practice:** Use some of the examples of negative thoughts or beliefs students shared at the beginning of the lesson and model applying the steps to turn those thoughts around. If your students are getting the hang of it, you can skip this activity.

Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- How did people in learning stories overcome “negative thoughts?”
- Were you able to share a personal example of overcoming negative thoughts?
- What does it mean to have a “positive mindset?”

Go Deeper/Related Resources

- **For more practice**, the teacher can share a personal example that the students can relate to, and talk through how they applied the steps.
- **In classes with Alaska Native students:** Invite a culture bearer or Elder to share a story of a time they used a positive mindset to reach a goal. Their story will likely not break it down into the steps above, but students may be able to reflect on what the guest speaker did, and how it relates to the lesson.
- **Tie the ideas in the lesson to the Indigenous Tribal Values for the community where you live.** Respect for self and others is a value many Alaska Native cultures share. When you can tie learning to community values, it strengthens those bonds and sense of belonging for Indigenous students. You can find a list of shared values across Alaska Native communities/tribes as well as individual values at <http://ankn.uaf.edu/ANCR/Values/index.html>
- **SWOT/SGOC Tool to Leverage Strengths to Overcome Challenges:** One tool for higher functioning students you could introduce is called the “Strengths/Weaknesses/Opportunities/Threat” or more positively stated as “Strengths/Growth Areas/Opportunities/Challenges.” This is introduced with activities, learning story, and worksheet in the [Traditional Alaska Transition Skills, Indigenous Leadership Skills Unit](#), 2022, Van Den Berg / Delgado / Marton, UAA Center for Human Development on page 48.
- In the [Picture Your Future Student workbook](#) by the Alaska Division of Vocational Rehabilitation there are more activities to explore strengths, positive mindset, skills, accommodations, and relationships. Activities related to strengths and self-advocacy start on page 38. Access the workbook and teacher resources booklet at <https://labor.alaska.gov/dvr/transition/explore-transition.html>.

Learning Story: Morgan Turns a Negative Thought Around

Share the learning story example below, and talk through the steps to turning a negative thought around as you share the story.

Morgan (they/them pronouns) struggled with math. Math just didn't make sense to them. Before math class, they dreaded it. They worried that they hadn't done well on the homework and that they wouldn't understand anything in class. Morgan realized that they had a bad stomachache every morning before math class. They decided to see if they could turn those thoughts around.

- **Step One: Be aware of the negative thought.** In the morning on a day Morgan had math, they started worrying about the math homework at breakfast and started to feel a stomach ache starting. They stopped and realized they were having negative thoughts about math.
- **Step Two: Correct the negative thought by noticing which parts are not true.** Morgan wrote the thoughts down. "I HATE math. I never do good in math. I don't understand any of it. I will never use it. Why do I have to learn this? Math gives me a stomach ache."
- Is there any part of it that is true? Circle it. Is there a part that isn't true? Put a line through it. (Put these thoughts on the board so you can talk about each part and demonstrate)
 - "I HATE math." That is how I really feel. (Circle)
 - "I never do good in math." Actually, last week I did pretty well on the quiz. So, sometimes I do okay in math. (Cross out "never" and write above it "sometimes.")
 - "I don't understand any of it." I actually do understand some of it. When I don't, I can ask questions to understand more. (Cross out "any" and replace with "some".)
 - "I will never use it. Why do I have to learn this?" Are there reasons it is good to know math? Some of the classes I want to take later may use it. I may get a job where I need to do some math. (Cross out "will never" and write "may.")
 - "Math gives me a stomach ache." Is it really the math that gives me a stomach ache? Or are my negative thoughts making me feel anxious, which makes me tense my stomach, which gives me a stomach ache. (Cross out that thought. It isn't true.)
- **Step Three: Think of a positive thought to replace the negative.** Think of positive and realistic steps you can take to improve. This is called an affirmation.
 - "I may not like math, even feel like I hate it sometimes, but there are good reasons I am learning it, and if I get help when I need it, I can do okay."

The next time Morgan started getting the stomach ache, they recognized quicker the negative thoughts, and went right to saying the affirmation. With practice, Morgan didn't have so much anxiety or stomach aches when thinking about math.



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Clear and Confident Communication: Styles and Advocacy

Focus of this Lesson

In this lesson, students will learn about advocacy and how this skill can build their confidence as leaders. Activities explore communication styles and what clear and confident communication can look like. Cultural notes: Depending on your students, you may need to discuss how confidence and knowing your strengths is different than being boastful or bragging, which is not encouraged in some cultures including many Alaskan Native cultures. For example, it may be better to tie personal strengths to how they can serve the family or community. There may be more acceptable ways like speaking about past examples, or having another person share about them.

Learning Objectives

The student will be able to:

- Define advocacy and give an example of how they might advocate for something they or someone in the community need(s).
- Explain or demonstrate the difference between passive, assertive, and aggressive communication styles.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards A4, B1, B3, B5, C3, E1, E2, E3, E4, E5
- Physical Education and Health (Skills for a Healthy Life): A1, B2, B6, C1, C4, C5, C6, D1, D2, D6



Materials


- *Be a Strong Advocate* Student Workbook pages 18–19
- Teacher Resource: *Learning Stories—Advocacy in Action*
- Teacher Resource: *Communication Styles in Action*. Print the images for Assertive, Passive, and Aggressive to use during the activity. If desired, make extra copies for students to use.


Activities

- **Share the goal of today’s lesson:** “Today we are going to begin to learn about advocacy and communicating with confidence. To learn about this, we will share ideas, play a game, and do a reflection in the workbook. By the end of this lesson, you will be able to: define what advocacy means, give an example of what it means to advocate for yourself or others, and give examples of three different styles of communication.”

- **Begin by finding out what students already know by asking the following questions:**
 - What does “advocacy” mean?
 - What is an example of someone advocating for something or someone?
 - What does confident communication look like? (Note that this answer will vary depending on culture of the students. This can look many different ways.)
- **What is ADVOCACY?** “Advocacy is speaking your truth about the things in life that you or others need. Advocacy is sharing the things that are important to you or things that are for the betterment of others. It also means knowing your rights and your responsibilities. It is about facing challenges and reaching out to others when you need help and friendship. It is important that you have the knowledge you need to live a full life, participate in decisions that affect your life, and stand up for others in your community who also need help. (from [Indigenous Leadership Skills](#) Unit).
Another important part of advocacy is clear and confident communication. If you can clearly say what the problem or issue is, what your goal or purpose is, and what you think needs to happen next, you are much more likely to be successful. **The way you communicate can make a difference in your success.**”
- **Advocacy in action Learning Stories (Teacher Resource)** Read the two stories that show the similarities between advocating for yourself or for others, and discuss the questions.
- **Clear and confident communication:** “The way you communicate your ideas can make a big difference in your success of reaching your goals. There are many different styles of communication, but we will talk about three ways. Passive, Aggressive, and Assertive.
- **Video:** Show this video which humorously demonstrates the three styles, and presents them as a choice. 2 Minute Therapy- Are you Passive, Assertive or Aggressive? (2:33) Humorous video that shows the three styles of communication.
<https://www.youtube.com/watch?v=17JOLMd0hWs>
- **Show the visual cards for each style as you describe them.** Descriptions are adapted from the [Indigenous Leadership Skills](#) Unit).

| | |
|---|--|
| <p>Passive</p>  | <p>A person with a passive style may have difficulty saying what they want or need. They may tend to accept what is happening to them without protest, even when it is unfair. A person with a passive style may struggle with speaking their mind, and will wait to see if other people will speak up or do something first. One issue with passive behavior is that the person’s needs and wants can go unnoticed.</p> |
| <p>Aggressive</p>  | <p>A person with an aggressive style will get what they want or need at the expense of another person. People fear being hurt and devalued by someone with an aggressive behavior. Aggressive behavior may seem to get people what they want, but it generally doesn’t last. People’s fear and discomfort may cause them to avoid people who are aggressive.</p> |

| | |
|--|---|
| <p>Assertive</p>  | <p>When someone is assertive, they make their own choices. They speak up and/or act appropriately to get what they want or need for themselves or others. People often confuse assertion with aggression, but there is a tremendous difference.</p> |
|--|---|

- Activity: Communication Styles in Action (Teacher Resource)** “I am going to read some stories, and you can decide with your partner which style of communication the student is using.” Use the *Teacher Resource: Communication Styles in Action* to talk through what the communication styles look like and have the students talk with a learning partner and then share which style is being used, and why they think that. Also, talk about what the students think the outcome of that style might be. If desired, you can use images for each style either laminated or put on a popsicle stick to “vote.”
- 

Student Workbook: Read the example of Jasmine and have the students write an example of each way of responding to her sister. Discuss what could happen given each kind of communication. Have the students pick the one they think would be best for Jasmine to do, and discuss why they chose it. There is no wrong answer, the idea is for them to know they have a choice, and each choice can have a different outcome.
- For more examples of these communication styles, see the [Indigenous Leadership Skills from the Alaska Traditional Transition Curriculum](#) page 59.

Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- What does it mean to advocate for yourself or others?
- Can you give an example of how you might advocate for something you or someone in the community need(s)?
- What is the difference between passive, assertive, and aggressive communication styles?

Go Deeper/Related Resources

- More examples:** Share an example from your own life of advocating for something that was needed. Supplies for the classroom? The needs of a student? Support that you needed?
- Additional activity:** Brainstorm with the students some situations where youth should speak up. Practice what each kind of response to that situation could look like. Students could act out one, and have their learning partners guess which one they were doing using the icon cards. Discuss the possible outcomes based on the style used.
- In classes with Alaska Native students:** Invite a local leader, Alaska Native Elder, or culture bearer to share a traditional story or a personal story of standing up for something the community needed, and how they communicated about it. Through discussion, draw out examples of different strategies or ways the leader communicated (e.g., writing, public speaking, 1:1 personal persuasion...). If appropriate, tie the guest’s story to what confident and/or assertive speaking styles look like.

- This was adapted from a lesson in the [Indigenous Leadership Skills from the Alaska Traditional Transition Curriculum](#), 2022 Van Den Berg / Delgado / Marton, beginning on page 45. In this lesson you will find more on clear communication, cultural differences in communication, communication in different settings, “reading” other’s emotions/body language (picture cards showing emotions), and more. There are also different symbols to use in the activities for “Aggressive/Assertive/Passive.” Though the curriculum was written for use with Alaska Native students/communities, it is relevant for other communities.
- There are different categories of assertive behavior. Discuss these with the students once they are more familiar with what assertive communication looks like (Adapted with permission from the Self-Determination Toolkit, UAA Center for Human Development, 2012.)

CATEGORIES OF ASSERTIVE BEHAVIOR

1. Refusal Assertiveness – How to say no at the right time and in the right way
 - State your position – “No, I can’t.”
 - Explain your reason – “I have something else to do that day.”
 - Express understanding – “I hope you can find something else.”
2. Expressing Feelings – telling people how you feel
 - Express positive feelings – “You did a great job.”
 - Express negative feelings – “I am upset by what you did.”
3. Request Assertiveness – To get information, clarification, and ask for what you want
 - State the problem – “Boss, you have given two different instructions.”
 - Make a request – “Can you let me finish one project before starting the other?”
 - Getting clarification – “Can you explain what you want done again?”

Learning Story: Advocacy in Action

“What does advocacy look like? Listen to these two stories, and we will discuss.

Story of a student who advocated for themselves:

- **The issue:** David had a hard time in his classes. It was hard for him to see the board at the front of the classroom. Reading was challenging, and he did better if things were explained verbally and not only in writing. He would get very frustrated, and then shut down. He didn't want to raise his hand to ask for help, because he thought other students would think it was because he had a disability. One day a substitute teacher wrote some ideas on the board in front of the class, then gave out a worksheet and told the students to work on it. It had some instructions at the top, but David didn't understand what he was supposed to do. David started feeling frustrated. He felt strong feelings starting to build. He knew that if he didn't do something, he would shut down. He decided to try something different.
- **The goal:** David decided he wanted to try something different so he could be more successful in his class. He saw other students raising their hands and asking for help. He noticed that it was some of the best students in the class who were asking for help!
- **What needs to happen next:** He asked the student next to him what it said on the board. The student read what it said. That helped, but David still didn't know what he was supposed to do on the handout. He raised his hand and asked the sub to explain what he was supposed to do. The sub was happy to help. David got busy. He needed to ask a question two more times to finish the worksheet, but he got it done.
- **Outcome:** David felt glad he had been able to finish the classwork. He decided that when the teacher came back, he would ask to be moved closer to the front so he could see the board. He also would talk to his mom about needing better glasses. David practiced asking for help when he started to feel frustrated. He realized he could turn it around if he paid attention to how he was feeling. He realized that many different students needed help, and he could feel comfortable raising his hand when he needed help.




Story of a student who advocated for a cause:

- **The issue:** Kalena loved being on the Land and participating in the seasonal harvest of different fish, berries, and kelp in Southeast Alaska. Her favorite harvest activity was to put out hemlock branches in the water during the herring spawning. The herring eggs would cover the branches. Her aunt and uncle would bring the branches in and the family would get together to process the eggs so everyone got to enjoy some of them. Even since Kalena was small, she had seen that it was harder to get the herring eggs. The herring commercial fishery and other environmental changes were hurting the herring population.
- **The goal:** Kalena decided she wanted to raise awareness in her community about the decline of the herring population, and things that could help maintain the traditional practices of her Tlingit heritage related to herring egg harvest.
- **What needs to happen next:** During the Alaska Day festivities, there would be many people out participating in events. Kalena organized a few other people to sit with her at an information table. They made a fun banner to draw attention to their table. They made a game that people who visited could play to learn facts about the herring. They had other materials they could hand out for people to read.
- **Outcome:** Kalena used her communication and advocacy skills to organize the event, and talk to community members that visited the table. She felt good because she had reached over 50 people at her table, and some of the people wanted to get involved in future events.

Discussion:

- What did the two stories have in common?
- What skills did the two students use to advocate for what they wanted?

Teacher Resource: Communication Styles in Action

| Passive | Aggressive | Assertive |
|--|--|---|
|  |  |  |
| <p>A person with a passive style may have difficulty saying what they want or need. They may tend to accept what is happening to them without protest, even when it is unfair. A person with a passive style may struggle with speaking their mind, and will wait to see if other people will speak up or do something first. One issue with passive behavior is that the person's needs and wants can go unnoticed.</p> | <p>A person with an aggressive style will get what they want or need at the expense of another person. People fear being hurt and devalued by someone with an aggressive behavior. Aggressive behavior may seem to get people what they want, but it generally doesn't last. People's fear and discomfort may cause them to avoid people who are aggressive.</p> | <p>When someone is assertive, they make their own choices. They speak up and/or act appropriately to get what they want or need for themselves or others. People often confuse assertion with aggression, but there is a tremendous difference.</p> |

Read the following examples, and have the students decide if the communication style is passive, aggressive, or assertive. If desired, you can print the icons for these styles, and have the students hold them up to “vote” on which one they think it is.

Situation: Cole (they/them pronouns) wanted to take a turn on the video game, but their older brother and his friend Ellen had been playing for an hour. Cole was getting tired of just watching them play, and felt it should be their turn to play.

- Cole felt more and more frustrated, but didn't say anything. After another 30 minutes, they went to their room. (Passive)
- Cole said to their brother, “You and Ellen have been playing for over an hour, and I would like a turn. Can I jump on after this round?” (Assertive)
- Cole said to their brother in a loud voice, “You always hog the video game! I have been waiting an hour to play. I should get to play too!” (Aggressive)

Situation: Amina did well in her classes. She liked working quietly on her own. In one class, the boy who sat next to her would look over her shoulder and copy her work. She hated it! Why didn't he do his own work? She didn't think it was fair that she would do the work and he would just copy what she did. The next day in class, Amina noticed the boy was looking over her shoulder to copy her answers.

- Amina stood up and took his paper and threw it at him and said in a loud voice, "Stop copying! You aren't supposed to do that!" (Aggressive)
- Amina turned away and tried to cover her work with another paper. The boy poked at her back with his pencil. Amina moved her chair away, and tried to ignore him. (Passive)
- Amina turned to the boy and said, "I noticed you are trying to copy my answers. Please stop. You need to do your own work." She then took another piece of paper and covered her work so it was harder for him to see. She knew if he continued, she would need to speak with the teacher or ask to be moved to another table. (Assertive)

Situation: Roy was looking forward to seeing his girlfriend Ashley between classes. They had a nice walk the day before, and he was thinking about how much he liked her. He wanted to make plans for the weekend. Roy found Ashley talking with her friends by her locker. As he started to walk toward them, he saw they were looking at him and laughing. Roy felt embarrassed and quickly turned around. At lunch time, he saw Ashley standing by her locker looking at her phone.

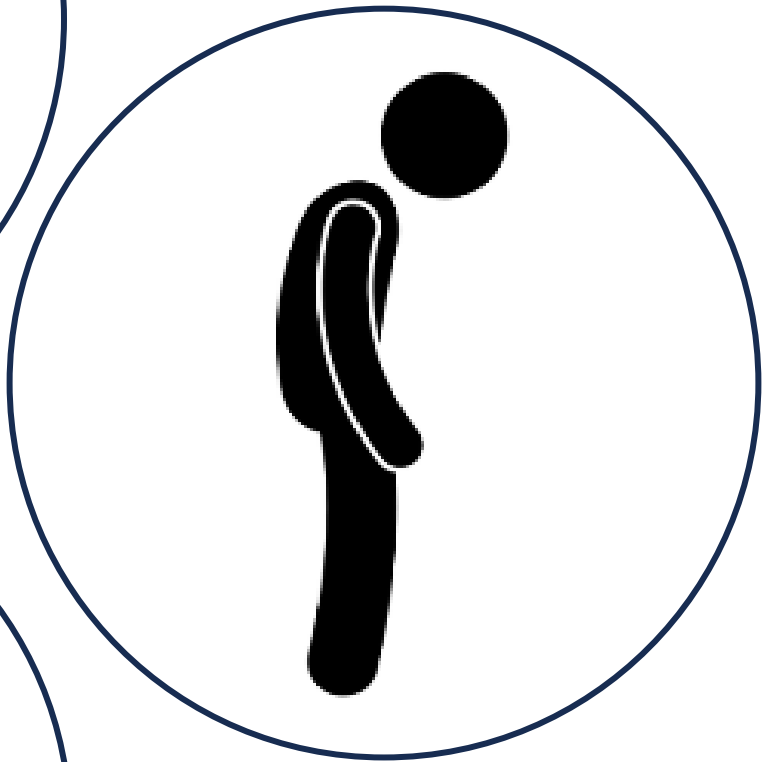
- Roy started to go up to her, and thought about how she had laughed at him. He turned and left before she saw him. (Passive)
- Roy walked up to Ashley, and said, "Ashley, were you laughing at me earlier with your friends?" Ashley said, "No! We were laughing at a joke Tasha played on her little brother this morning. It was so funny. I wondered why you didn't come over! (Assertive)
- Roy walked up to Ashley and said, "Why were you laughing at me with your friends? That was so mean! You wouldn't like it if I was laughing at you!" (Aggressive)

In this scenario, Roy got more information before he responded, which was good because he had misunderstood what happened earlier.



Student Workbook: Read the example of Jasmine and have the students write an example of each way of responding to her sister. Discuss what could happen given each kind of communication. Have the students pick the one they think would be best for Jasmine to do, and discuss why they chose it. There is no wrong answer, the idea is for them to know they have a choice, and each choice can have a different outcome.

Have students cut out these pictures and glue them to a popsicle stick to make "voting" cards.





FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Clear and Confident Communication: Sharing and Listening

Focus of this Lesson

Knowing yourself and when to share personal information is a key skill related to self-advocacy. In this lesson, students will practice sharing something about themselves and listening to another who is sharing with them to get more comfortable with this important relationship skill.

Learning Objectives

The student will be able to:

- Demonstrate relationship skills through sharing and listening with a learning partner.
- Explain different reasons people share about themselves.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards A4, B1, B3, B5, C3, E1, E2, E3, E4, E5
- Physical Education and Health (Skills for a Healthy Life): A1, B2, B6, C1, C4, C5, C6, D1, D2, D6

Materials

- *Be a Strong Advocate* Student Workbook page 20
- *Teacher Resource: Student Sharing cards*. Print these prior to the lesson and have one set per pair or small group.
- *Teacher Resource: Learning Story—Jake Shares about Himself*

Activities

- **Share the goal of today's lesson:** "Today we are going to begin to learn about sharing about yourself and learning about others. To learn about this, we will share ideas, play a game, and do a reflection in the workbook. By the end of this lesson, you will be able to: share about yourself and listen with a learning partner, and describe different reasons people share information about themselves."
- **Begin by finding out what students already know by asking the following questions:**
 - What are some reasons you might share what you like and don't like with another person?
 - How do you show that you are listening if someone shares something with you?
- **Sharing about yourself** "Knowing how to share about yourself and listen to others when they share with you is an important relationship skill. For some people, it is easy to talk about what they like and don't like, or what they need and don't need. For others, it can feel uncomfortable. Some people have a hard time listening to others or knowing how to show they are interested. We are going to play a game to practice sharing and listening."

- **Before we begin, let’s talk about what it looks like to really listen to someone:** Ask the students to share what it looks like. “Active listening is really paying attention to another when they are sharing. Focusing on what they are saying with their words, expressions, and body language. It is asking questions to make sure you understand what they are sharing. It is letting them speak and finish without interrupting them or thinking about what your response will be while they’re talking.”
- **Sharing and Listening Activity:** Give each pair of students a set of the **Sharing** cards. The students should divide the cards into two equal piles of 5 cards, face down.
 - Round 1: Students take turns drawing a card, and asking the question of their learning partner. Example: Person A draws a card, asks the question, and then listens for the answer. Person B shares their answer. Next, Person B draws a card and asks the question on the card, and listens for the answer. Person A shares their answer.
 - After the students have gone through their cards, pause to discuss how the active listening is going, and give any tips or observations that will help the group.
 - Round 2: Students exchange their piles, and go through the set of questions again (but this time they get to ask the questions they shared about, and share on the questions they asked.) In this way, everyone gets to ask and answer all 10 questions. Coach the students to focus on listening.
- **Reflection:** Students can reflect how it felt to listen and be heard in their workbook.
- **Extension:** Put two pairs together to form a group of 4. Have them share about their partner, three to five of the answers they shared during the activity.
- **Reasons to share about yourself:** “There are different reasons people share about themselves. Sharing can build a friendship and build trust. Sometimes, people need to share something about themselves to reach a goal or overcome a challenge. Here are some examples about a student named Jake. Listen to the examples and think about what he is sharing about himself, and why he might be choosing to share it.” (Read the Teacher Resource Learning Story).



Evaluation

At the end of the lesson, ask the students these questions to see if you met the learning objectives:

- Were you able to share and listen during the sharing questions game?
- What are some reasons people share about themselves?

Go Deeper/Related Resources

- **In classes with Alaska Native students:** Invite a local leader, Alaska Native Elder, or culture bearer to share a traditional story or a personal story about something they have learned and enjoy. The students can practice active listening.
- **Active listening is an important relationship skill.** In the [Indigenous Leadership Skills from the Alaska Traditional Transition Curriculum](#), 2022 Van Den Berg / Delgado / Marton, beginning on page 84 there are activities and content related to active listening. Though written for use with Alaska Native students, it is relevant for other communities.

Learning Story: Jake Shares about Himself

Read the following story and afterwards, discuss the reasons Jake is sharing about himself.

Reasons to share about yourself: “There are different reasons people share about themselves. Sharing can build a friendship and build trust. Sometimes, people need to share something about themselves to reach a goal or overcome a challenge. Here are some examples about a student named Jake. Listen to the examples and think about what he is sharing about himself, and why he might be choosing to share it.”

- Jake got ready for school, and went to the kitchen to see what he could have for breakfast. He looked and saw that his mom had bought frosted flakes. “Mom! Thanks for getting these frosted flakes! They are my favorite.”

Possible reasons: He is letting her know they are his favorite, both so she feels good he is happy, and so maybe in the future, she will get them again.

- Jake was in a class with a substitute teacher he didn’t know. Everyone was working on a handout, but Jake didn’t understand. He raised his hand and the teacher came over. He said, “Sometimes it is hard for me to read. Can you tell me what do to on this section?”

Possible reasons: He is asking for help, and explaining why he needs the help.

- Jake’s friend KC was feeling sad. At lunch break, Jake wanted to cheer KC up. He saw that KC was looking at their phone and watching a video about cats. Jake liked cats too. He said, “That is a cool video! I like cats too. There is a really funny video I saw yesterday with a cat that looks like your cat. Let me show you.”

Possible reasons: Jake is sharing a common interest to connect and cheer his friend up.

- At his job, Jake was working and his boss forgot to give him a break. Jake really had to use the restroom, and had been waiting a long time. Jake left his work station went up to his boss and said, “Can I take my break now? I didn’t get my break a half hour ago, and I need to use the restroom.”

Possible reasons: Jake is sharing a physical need so he can take care of something he needs while still being responsible at work.

What do you like to do in your free time?

Can you tell me about a fun trip you went on?

What is a book or movie or video you like?
Why do you like it?

Do you like sports to watch or play?
What do you like about it?

What kind of music do you like to listen to?
What band do you really like?

What kinds of things do you like to do outside?

What is a food you really like?
Why do you like it?

What kind of cultural or art event do you like to go to?

What are ways you like to help your family or community?

What is one thing you hope for your future?



SHARING CARDS



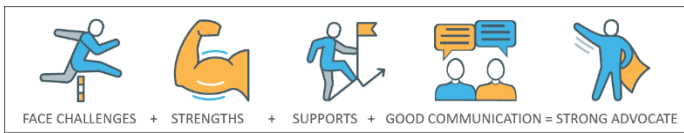
SHARING CARDS



SHARING CARDS



SHARING CARDS



SHARING CARDS



SHARING CARDS



SHARING CARDS



SHARING CARDS



SHARING CARDS



SHARING CARDS



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Put It All Together: Personal Profile Capstone Project

Focus of this Lesson

In this lesson, students will pull together what they did in the workbook activities to create a personal profile presentation. Depending on your students, you can adapt how they deliver the presentation.

Learning Objectives

The student will be able to:

- Create a personal profile presentation using workbook tools including their strengths, challenges, and needed supports.
- Deliver a presentation using one of the options.
- Practice giving positive feedback to peers related to their presentations.
- Define next steps for growth and learning following the presentations.

Alaska Content Standards (See appendix for standards reference documents)

- Cultural Standards A4, B1, B3, B5, C3, E1, E2, E3, E4, E5
- Physical Education and Health (Skills for a Healthy Life): A1, B2, B6, C1, C4, C5, C6, D1, D2, D6

Materials

- *Be a Strong Advocate* Student Workbook pages 21–23
- Teacher Resource: *Evaluation form for positive feedback*.

Activities and Adaptations

- **Share the goal of today's lesson:** "It is time to put together what you have learned in this unit into a personal profile. You can use what you wrote in your student workbook to create a presentation. It can look different ways."
- **Students should complete the personal profile section of their workbook**, and then use that information to develop a presentation to practice public speaking and sharing about themselves.
- **Discuss "What makes a strong presentation?":** Confident body language, speaking clearly so people can hear, know what you want to say (practice helps you work this out), share your experience and things you care about, watch your time and stay within the time limit, organize your presentation to help your listeners get what you are telling them.



- **Different options for how it can look:** The presentation can be a simple sharing in a circle from the workbook, or you can use it as an opportunity to highlight creating a presentation and public speaking. Allowing different options for different ability levels and cultural differences can help you tailor this for your students to help them grow these skills while meeting the student where they are. Decide on the options, and then clearly share the expectations with the students.
 - Talking presentation: Following the workbook personal profile outline, share what they wrote.
 - Video presentation: On their own or with a partner, make a video of their talking presentation. If a student picks this option, they can share the video, and then answer questions so they still get some practice standing and interacting in a public speaking role.
 - Create a visual aid with pictures to support their presentation (this can be a posterboard or using Google Slides/PowerPoint or other slides application).
 - For some students who feel uncomfortable speaking about themselves (especially due to cultural reasons) allow students to work in pairs and present each other's profile presentation.
 - You can stairstep the practice by having them present first to a learning partner, then combine two groups and have them share their presentations, and then do the larger class.
- **Evaluation:** Use the evaluation form for peers to give positive feedback to students. Model what positive feedback is. Have peers focus on strengths to build confidence. Model highlighting different strengths students demonstrate in their presentations, to reinforce what makes a strong presentation.




Go Deeper/Related Resources

- **School presentations: Mastering 5 key presentation skills for students (6:53)** This is a very clear video for higher functioning students and goes over important presentation skills. It talks about using Prezi to create engaging presentations, but overall, the advice is good. <https://www.youtube.com/watch?v=K5mVmHxHilQ>

Peer Review Form

My name _____




Student who presented _____

| | |
|---|--|
| <p>What I liked about the presentation...</p>  | |
| <p>What I learned from the presentation...</p>  | |
| <p>Something I wanted to know more about...</p>  | |

Peer Review Form

My name _____

Student who presented _____

| | |
|---|--|
| <p>What I liked about the presentation...</p>  | |
| <p>What I learned from the presentation...</p>  | |
| <p>Something I wanted to know more about...</p>  | |

| | | | | | | | | |
|---|--|--|--|--|--|--|---|---|
| <p>Cultural Standard A Culturally responsive educators incorporate local ways of knowing and teaching in their work.</p> | <p>A.1: Recognize the validity and integrity of the traditional knowledge systems</p> <p>A.2: Utilize the Elders' expertise in multiple ways in their teaching</p> <p>A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant</p> <p>A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills</p> <p>A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing</p> <p>A.6: Continually involve themselves in learning about the local culture</p> | <p>B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment</p> <p>B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills</p> <p>B.3: Provide integrated learning activities organized around themes of local significance and across subject areas</p> <p>B.4: Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught</p> <p>B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation</p> | <p>Cultural Standard C Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.</p> | <p>C.1: Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community</p> <p>C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations</p> <p>C.3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community</p> | <p>D.1: Promote extensive community and parental interaction and involvement in their children's education</p> <p>D.2: Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation</p> <p>D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities</p> <p>D.4: Seek to learn the local heritage language and promote its use in their teaching</p> | <p>Cultural Standard D Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</p> | <p>E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences</p> <p>E.2: Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings</p> <p>E.3: Reinforce the student's sense of cultural identity and place in the world</p> <p>E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities</p> <p>E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer</p> | <p>Cultural Standard E Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</p> |
|---|--|--|--|--|--|--|---|---|

SKILLS FOR A HEALTHY LIFE

A

A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;
- 5) use knowledge and skills to promote the well-being of the family;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;
- 7) understand the physical and behavioral characteristics of human sexual development and maturity; and
- 8) understand the ongoing life changes throughout the life span and healthful responses to these changes.

B

A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
- 5) evaluate what is viewed, read, and heard for its effect on personal well-being; and
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C

A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and
- 6) assess the effects of culture, heritage, and traditions on well-being.

D

A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 1) make responsible decisions as a member of a family or community;
- 2) take responsible actions to create safe and healthy environments;
- 3) describe how public policy affects the well-being of families and communities;
- 4) identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;
- 5) describe how volunteer service at all ages can enhance community well-being; and
- 6) use various methods of communication to promote community well-being.

References

- American Council on Education, co-authored by ACE, the National Center for Learning Disabilities, and the American Association of University Administrators. (2019). *Self-Advocacy Skills and Self-Determination: Keys to Postsecondary Success, Key Considerations for Higher Education Faculty*. Retrieved from <https://www.acenet.edu/Documents/Self-Advocacy-Skills-and-Self-Determination-Postsecondary-Leaders.pdf>.
- Brower, R. L., Bertrand Jones, T., & Hu, S. (2021). Overcoming the “trash talk in your head”: Extending an ethic of care to students experiencing intersectional stigma in community college. *AERA Open*, 7, 23328584211006381.
- Burke, K. M., Shogren, K. A., & Carlson, S. (2021). Examining types of goals set by transition-age students with intellectual disability. *Career Development and Transition for Exceptional Individuals*, 44(3), 135-147.
- Hoogendoorn, D. (2019). *Accommodation access by Southern California Community College students with specific learning disabilities* (Doctoral dissertation, City University of Seattle).
- Newman, L. A., Garcia, E. B., Trainor, A. A., & Chong, M. (2021). National picture of the self-determination characteristics of secondary school English learners with disabilities. *Career Development and Transition for Exceptional Individuals*, 44(4), 216-228.
- Ressa, T. (2022). Dreaming college: Transition experiences of undergraduate students with disabilities. *Psychology in the Schools*, 59(6), 1175-1191.
- Rivera, C. J., Jimenez, B. A., Baker, J. N., Spies, T., Mims, P. J., & Courtade, G. (2016). A culturally and linguistically responsive framework for improving academic and postsecondary outcomes of students with moderate or severe intellectual disability. *Research, Advocacy, and Practice for Complex and Chronic Conditions*, 35(2), 23-48.
- Shogren, K. A., Kennedy, W., Dowsett, C., Garnier Villarreal, M., & Little, T. D. (2014). Exploring essential characteristics of self-determination for diverse students using data from NLTS2. *Career Development and Transition for Exceptional Individuals*, 37(3), 168-176.
- Walker, A. R., & Brophy-Dick, A. (2019). Developing Culturally Responsive Transition Plans Using the Indicator 13 Checklist. *Journal of the American Academy of Special Education Professionals*, 15, 32. Full Text available at <http://files.eric.ed.gov/fulltext/EJ1254192.pdf>