

Student Workbook

Building Self-Advocacy

Sample Lesson Plans & Activities

Transition Curriculum



Unit 2

Why Advocate?

In this unit, you will learn about the **laws** that protect you after you graduate from high school. You'll also learn about your **rights** and **responsibilities** as well as how to set **goals** to ensure **post-secondary success**. Being **self-confident** and using **self-efficacy** strategies will help you be successful in life, continuing education, and in the workplace!



Lesson 1: Rights and Responsibilities

In this lesson, you'll learn about how your **rights** and **responsibilities** change after high school!

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know	
<input type="checkbox"/> Confidential	<input type="checkbox"/> Disclose

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 1: Rights and Responsibilities

Four Requirements for Receiving Services Beyond High School Activity

Directions: Fill in the table below with the four requirements you will need to know or have before you can receive services in your post-high school life.

<p>1. The name of your disability. The name of my disability is:</p>
<p>2. How your disability affects you and your work. My disability impacts in the following ways:</p>
<p>3. What accommodations you need. Some accommodations I've used before include:</p>
<p>4. Proof of your disability. I have the following proof of my disability:</p>

Lesson 2: Transition and Post-Secondary Goals

In this lesson, you'll learn how to set **post-secondary goals** for **transition success**.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know

- Attainable
- Transition services
- Post-secondary

Word	Definition
Sentence	

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 2: Transition and Post-Secondary Goals

IEP Transition Plan Meeting Planning

Directions: Answer the following questions.

1. What are your strengths?

2. What are your interests?

3. What are your abilities?

4. What do you want to do after high school?

College Vocational or Technical training Work Other: _____

5. What kind of living arrangements do you want to have after high school?

Stay where I am Live alone Live with roommates Dorm living

Other: _____

Lesson 2: Transition and Post-Secondary Goals

 SMART Goal Setting Activity

Directions: Choose one short-term and one long-term goal and then complete the chart.

Is the Goal:	Short-Term Goal:	Long-Term Goal:
Specific?		
Measurable?		
Attainable?		
Relevant?		
Timely?		

Lesson 3: Self-Efficacy

In this lesson, you'll learn how to use **self-efficacy** to build your confidence.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know	
<input type="radio"/> Motivation	<input type="radio"/> Self-efficacy
<input type="radio"/> Self-determination	

Word	Definition
Sentence	

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 3: Self-Efficacy

Sources of Self-Efficacy Activity

Directions: With a partner, add to the list of examples for each of the sources of self-efficacy. Try to use examples from your own life. When you're done, share your responses with the class.

<p style="text-align: center;">Mastery Experiences</p> <p>Example: You are good at basketball in gym class, so you decide to try out for the team.</p>	<p style="text-align: center;">Social Modeling</p> <p>Example: Your friends are in a successful debate club, so you decide to join too.</p>
<p style="text-align: center;">Social Persuasion</p> <p>Example: All your friends tell you that you're the best chess player in the school, so you enter a city-wide competition.</p>	<p style="text-align: center;">Physiological Response</p> <p>Example: Any time you have to speak in front of a group of people your hands get sweaty and you get knots in your stomach.</p>



Academic Vocabulary

Sources of Self-Efficacy:

- **Mastery Experiences:** Doing something well gives you confidence to do other things.
- **Social Modeling:** You see others doing something well, so you decide to try it.
- **Social Persuasion:** Others tell you that you can do it and that gives you confidence to try it.
- **Physiological Response:** Your physical response to a situation.



Lesson 4: Building Self-Confidence

In this lesson, you'll learn all about how to build **self-confidence**.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know

- Self-confidence Self-esteem

Word	Definition
Sentence	

Word	Definition
Sentence	



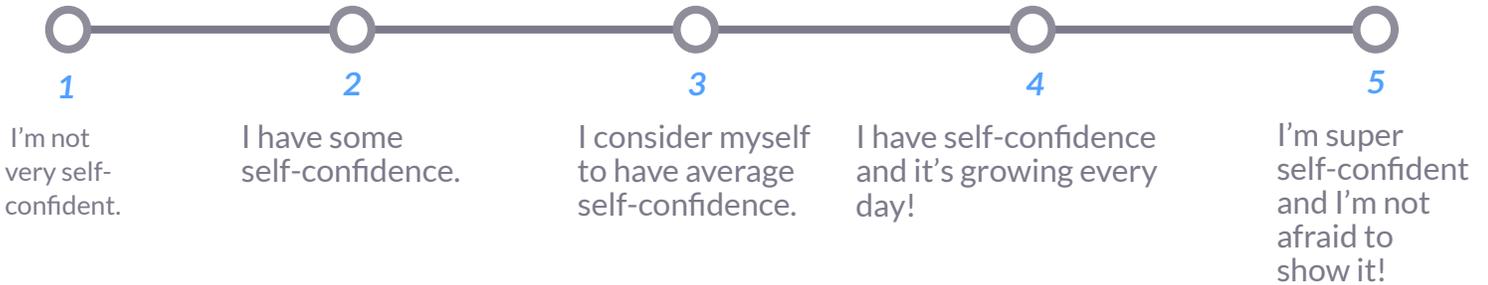
End of Unit Reflection

In this unit, you learned about how your rights and responsibilities change after your graduate from high school. What actions will you take NOW to start achieving your goals?

Lesson 4: Building Self-Confidence

Self-Confidence Builder Activity

Directions: How self-confident are you?



Directions: Complete the chart below by listing things you're good at, things others say you're good at, you want to get better at.

	Things I Know I'm Good At	Things Others Tell Me I'm Good At	Things I Want to Get Better At
School			
Home			
Work			
Community			



Unit 2: *Connect to Home* Activity

The *Connect to Home* activities for this course are multi-step exercises that have you identify the path that you have taken through special education. Together with your family, you will reflect on and evaluate the special education process by answering the following questions. Doing so will help you prepare for transition success.

In Unit 1, you reflected on the time when you were first identified and began the special education process. In Unit 2, we will continue the activity by identifying the factors that will be critical for your success after you graduate from high school. Make sure you keep this information handy for the *Connect to Home* activity in Unit 3.

Step 1: With a family member, identify 1-3 S.M.A.R.T. post-secondary goals:

1. _____

2. _____

3. _____

Step 2: What steps will you take to ensure your success in meeting these goals?

