HA'I MO'OLELO - TELL YOUR OWN STORY

UNIT 5: E kāko‘o kākou - Advocacy

Lesson #3

Ho`olālā
Preparing to move forward - Advocating at your IEP meeting

LESSON OBJECTIVES:
Students will:
- Document understanding of advocacy in words and pictures.
- Review former unit curriculum materials.
- Complete Guide for Graduation and Beyond and prepare to share at an IEP meeting.
- Optional: Create a graphic or digital presentation for IEP

MATERIALS: provided*
- Points to Remember triangle*
- Any worksheets or handouts students completed from Units 1-5 of the curriculum*
- Helpful Information for Students with an IEP (handout from lesson #2)*
- Guide for Graduation and Beyond worksheet*
- Large sheets of paper for final Star Charts; glue; felt pens
- Optional: resources to create a graphic or digital presentation

PROCEDURES:
• INTRODUCE LESSON:
  - Begin class by having the same small groups from lessons 1 & 2 sit together with their Helpful Information for Students with IEPs handout. Pass out a Points to Remember triangle to students and ask them to use the Helpful Information handout to make their 5th star point on Advocacy, using information from the past two lessons. Review the prompts in the box and allow a brief time for students to record 6 or more ideas. Debrief by having students volunteer to share their work.

• MODEL LESSON:
  - Discuss the benefits of actively participating in one’s own IEP meeting and advocating for what students want concerning their education.
  - Distribute the Guide for Graduation and Beyond and discuss how ideas from former lessons are restated in this guide. When completed, students can use this information to speak about their needs at an upcoming IEP meeting. Discuss what information is needed for each section. Have students refer back to their “Points to Remember” and other saved handouts and worksheets to complete these pages. Encourage students to help each other.

  - Write instructions for students and help them accomplish these tasks:
    1st: Guide for Graduation and Beyond – complete; help each other
    2nd: Personal Star Chart – Assemble five points and personalize (decorate)
    3rd: Practice sharing information at your next IEP meeting
• GUIDED PRACTICE:
- Allow students adequate time to complete their worksheet and Star Chart (estimated two 45 minute periods); encourage students to support each other to thoughtfully complete all tasks. Help students review notes and write complete ideas so the Guide provides clear support for the student and others on the IEP team.

- Optional Extension: Allow motivated students a chance to create a different product to share at their IEP instead of the guide, which could be a PowerPoint slide show, a video, or an artistic poster.

• CLOSURE:
- Have students take home their star poster and Guide after they complete and share them during the next class. A copy of their completed Guide to Graduation and Beyond can be made and kept in their IEP folder.

- Let students know that the final class will include sharing their IEP presentations with each other as well as a celebration of learning about themselves and knowing how to “tell their own story.”
Unit 5
E kāko`o kākou - Advocacy

Name: ____________________________       Date ______________

**POINTS TO REMEMBER**
Using words and pictures, create a reflection about advocacy.
* Advocacy definition
* Advocates you admire
* Self-Advocacy:
  Current education & future goals:
    - Your perspective
    - Your vision
    - Your choices

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