



Self Advocacy

Long Term Plan

nocn
CREATING OPPORTUNITIES

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Aims of the Programme of Study

Entry Level 1	Entry Level 2	Entry Level 3
Unit Code: Y/600/6495 GLH: 30	Unit Code: H/600/6497 GLH: 30	Unit Code: M/600/6499 GLH: 30
Purpose		
The purpose of this unit is to encourage learners to develop the skills needed to communicate their own viewpoints and to explore issues around being 'heard'. The unit is designed to contribute to learners' ability to function independently in the community, being able to have their views listened to and to contribute to increased self-determination.		
Additional Assessment Requirements		
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.	As an E2 unit it is expected that the learner may require some assistance in the form of prompts for the assessment. Practical tasks may be in a simulated environment.	As an E3 unit it is expected that the learner should show independence for the assessment. Practical tasks may be in a simulated environment.
Outcomes		
<ol style="list-style-type: none"> 1. Know Own Views 2. Appreciate own right to be heard 3. Know how to have own view or need heard 	<ol style="list-style-type: none"> 1. Know Own Views 2. Appreciate own right to be heard 3. Know how to have own view or need heard 	<ol style="list-style-type: none"> 1. Know Own Views 2. Appreciate own right to be heard 3. Know how to have own view or need heard
Assessment Criteria		
<ol style="list-style-type: none"> 1.1. State something s/he would like to happen in own life. 1.2. State who should hear this view. 2.1. State a time when own viewpoint has not been heard. 2.2. State why it is important to have own viewpoint heard. 3.1. Identify support to enable his/her view/need to be heard. 3.2. Identify what to say to be heard. 3.3. Practise expressing own point of view. 	<ol style="list-style-type: none"> 1.1. Give a view about own life. 1.2. State a way to make a personal choice heard. 2.1. State a time when own view has been heard. 2.2. State a time when own view has not been heard. 2.3. State how not being heard made him/her feel. 2.4. State why it is important to have own viewpoint heard. 3.1. Identify a view or need s/he would like to have heard. 3.2. Identify support to enable his/her view/need to be heard. 	<ol style="list-style-type: none"> 1.1. Give three views about own life. 1.2. State three ways in which to express own point of view. 1.3. State three choices s/he would like to make. 1.4. State a way to make a personal choice heard. 2.1. List three times when own view has been heard. 2.2. List two times when own view has not been heard. 2.3. Suggest reasons why opinions were not heard. 2.4. State how not being heard made him/her feel. 2.5. State why it is important to have own viewpoint heard. 3.1. Identify a view or need s/he would like to have heard. 3.2. Identify who s/he would like to hear their view/need. 3.3. Identify support to enable his/her view/need to be heard. 3.4. Express the view/need to relevant people.
NOCN Assessment Sheets		
Entry Level 1 Y/600/6495	Entry Level 2 H/600/6497	Entry Level 3 M/600/6499
Highfield Assessment Documents		

Cross-Curricular Opportunities

Literacy Inc Func. Skills	<ul style="list-style-type: none"> • Use of Dictionaries to research words and meanings • Speaking and listening to others • Taking part in discussions, contribute comments, ask questions and respond to others points of view • Curiosity, exploration and questioning • Communicate information, ideas, opinions and feelings • Speak clearly and structure talk so that ideas can be understood by others
Numeracy Inc Func. Skills	<ul style="list-style-type: none"> •

Outcomes, Activities & Resources

External Resources	
Websites	https://cognitive.com.sg/teaching-self-advocacy-to-children-with-disabilities/ https://www.disabilityrightsuk.org/self-advocacy https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/the-importance-of-self-advocacy https://esme.com/resources/special-needs/teaching-self-advocacy https://www.voicestogether.com.au/self-advocates/toolkits-resources-how-to/resources/self-advocacy-resources/ https://www.sociallyskilledkids.com/self-advocacy/
Powerpoints	
Worksheets	01 Who am I? 02 Good and Bad qualities
Books	Talkabout for Children: Developing Social Skills (EL1) Talkabout to Teenagers: Alex Kelly and Brian Sains (EL1&2) Talkabout Transition: From Education to Employment. Chris McLoughlin and Alex Kelly (EL3)

How this unit fits into Highfield Post 16 Curriculum and PfA

All students will be able to feed their own views to all aspects of their life, into transition plans, EHCP Annual reviews, IEP and self-goal setting, meetings that involve external agencies; and self-advocating for everyday life and challenges.

Introduction to Self-Advocacy:

Self-advocacy does not mean “doing it all yourself” without the help of others.

Characteristics of Self-Advocacy

Students with disabilities require self-advocacy characteristics and skills for a successful transition from high school to post-secondary education. The process of developing self-advocacy skills should begin while the students still attend high school. It is important for students with exceptionalities to be aware of their rights and how to present themselves responsibly. Furthermore, students with disabilities are not exempt from such policies however they will need to learn how to *assertively* advocate for their needs without being aggressive.

Developing *Self-Understanding* will help student’s plans goals for themselves. Students with exceptionalities should reflect on their situations which will thereby develop *Self-awareness*. Students who gain and develop a greater understanding of their own needs gain confidence to recognise their abilities. This will allow students to set realistic goals for themselves and will have a better chance of enjoying their education experience despite having impairment. It is important to voice your opinion, address concerns as well as developing learning strategies for setting goals, time management and problem solving. In order to self-advocate, students need to RECOGNISE, ACCEPT and UNDERSTAND.

Resource sheet for Students and Staff: [Self-Advocacy Characteristics](#)

Initially students need to get to know themselves and each other, we will be looking at activities that focus on self-awareness, self esteem and group gelling, this will be achieved by covering practical and structured activities, developing individual skills.

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
Know Own Views	Entry 1:		
	<p>1.1. State something s/he would like to happen in own life. 1.2. State who should hear this view.</p>		
Entry 2:			
<p>1.1. Give a view about own life.</p>	<p><u>Session starter for all lessons</u> <u>How am I feeling.</u> Students to select one of the emotions, say how they are feeling and if possible to say why they are feeling like that, allow students to speak in their own time and if they do not want to say why, this is OK, over the weeks they will start to get more confident at this Print out the resource before the lesson and laminate then it can be used over the weeks Resource: 00. Feelings</p> <p><u>Who am I?</u> Access the Activity sheet – Who am I? print it out, cut and laminate the cards. Students can work in a whole group or in groups of 3 or more. Each member takes it in turns to pick up a card and complete the sentence. Work through this until all have completed all the sentences. Encourage students to use a clear voice when explaining/giving responses. Resource: 01 Who Am I?</p> <p>Students can then use the recording sheet to put their answers down Resource: 01.1 Who am I worksheet</p> <p><u>Good and Bad Qualities</u> Access the activity sheet Good and Bad Qualities, print out cut and laminate the cards. This activity needs the whole class to be separated into two or more groups. Initial discussion around what are good and bad things that people do. Resource: 02 Good and Bad Qualities</p> <p>Wall wisher for students to be interactive and develop discussion around the good/bad qualities. Resource: https://padlet.com/ajsheppard/wwd9bs5pli1n6mlg</p> <p>Resource: 03: Qualities I like Worksheet</p>		<p>Observations</p> <p>Observation Peer Assessment Summative EfL – IEPs and Self Adv</p> <p>Observation Peer Assessment Summative EfL – IEPs and Self Adv</p>

		<p style="text-align: right;">Resource: 04.My Qualities Worksheet Resource: 05.Qualities of a friend</p> <p><u>What is a decision?</u> Develop the skill of making informed decisions. Together discuss what a decision is, highlighting how making a decision is like making a choice. Investigate decisions and choices that the learners make on a daily basis, for example: – to have salad or chips at lunch time; and – to go out on their bike or watch television when they go home. Guide the learners towards realising that some decisions are under their control and some are taken by other people on their behalf. Use the Resource below to identify decisions that fit into each category. Discuss who makes these decisions in the learners’ families. Resource: What do you Decide?</p> <p>Extend the discussion to include the learners’ school and community. Use the Resource below to consolidate their understanding of how different people have responsibility for particular decisions. Resource: Who Decides?</p>	
	<p>1.2. State a way to make a personal choice heard.</p>	<p>Discuss as a group when students would need to ensure their own choice is heard. You will be looking for EHCP annual Reviews, meetings with agencies about their future, their choice of what courses and pathways they want to pursue Build your input on the answers of the group</p>	
Entry 3:			
	<p>1.1. Give three views about own life. 1.2. State three ways in which to express own point of view. 1.3. State three choices s/he would like to make.</p>	<p>Students completing EL3 will have followed steps for EL1&2, this group of students will be preparing for the transition phase from Highfield School to a Post 19 provider. The first section will be to complete as Assessment to provide an overview of their own qualities, skills, and interests as well as their awareness of their qualifications, and next steps. Students can start this on their own but may need support to complete.</p>	

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<p>Self-Advocacy</p>	<ul style="list-style-type: none"> • The student will demonstrate an understanding of self-advocacy skills. • Demonstrate understanding of one's disability • Explain the rights and responsibilities defined by law pertaining to people with disabilities • Demonstrate the ability to appropriately disclose one's disability • Describe individual needs (what accommodations are needed and how to ask for accommodations) across multiple environments to appropriate individuals • Describe how to access appropriate community service agencies based on individual needs. • Demonstrate self-advocacy skills in a meeting focus on future planning (IEP, Employee Planning Meeting...) 	