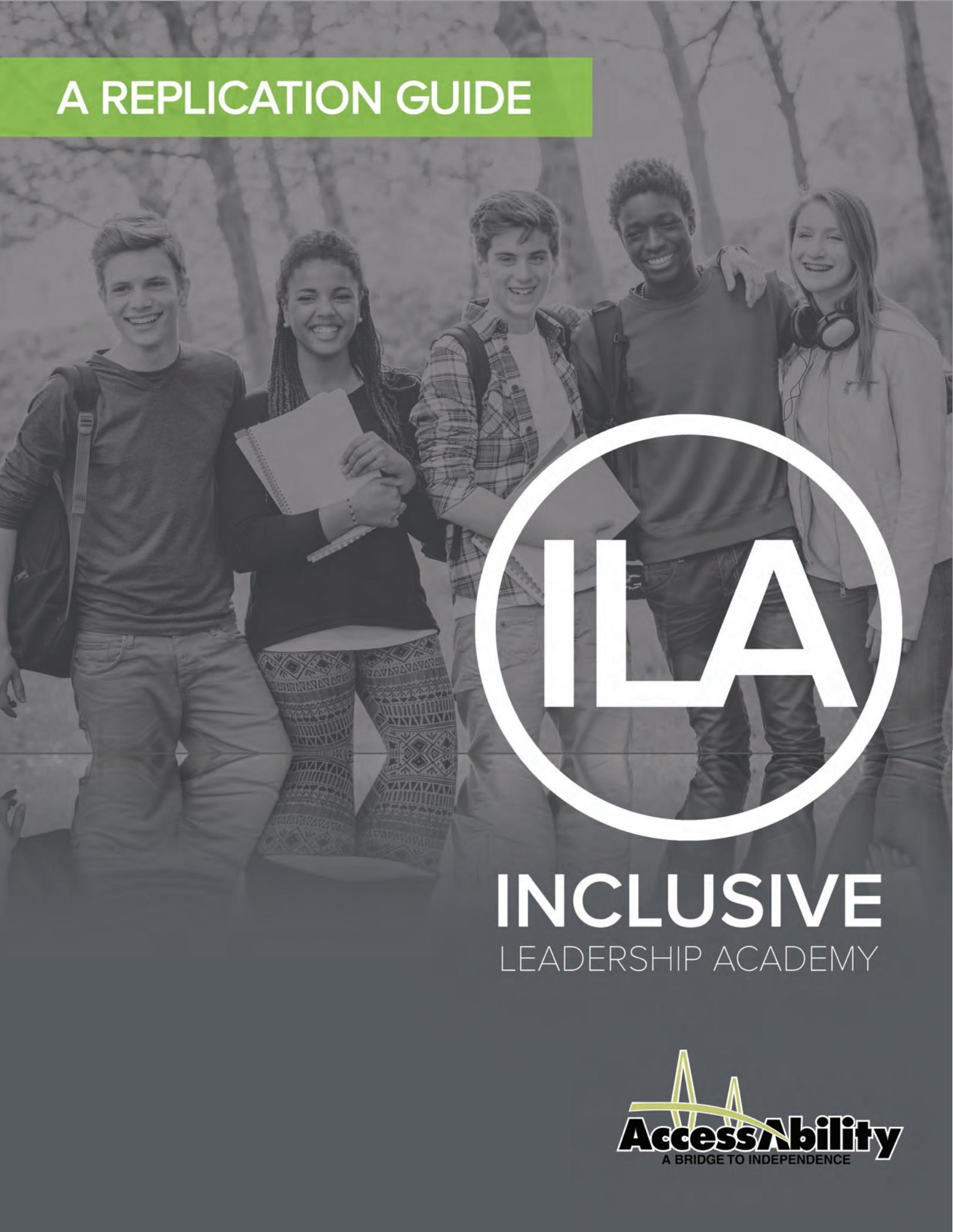


A REPLICATION GUIDE



ILA

INCLUSIVE

LEADERSHIP ACADEMY

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UNIT ONE

ADVOCACY, SELF-ADVOCACY, AND OUR PERSONAL “WHY”

Unit Overview

In this unit, we will be discussing advocacy, self-advocacy, and we will also be discovering our personal “whys.”

Unit Pre-Teaching Vocabulary

“Your Why” - your personal “why” is your reason for every decision you make in life.

Advocacy - the action of public support for or recommendation of a particular cause or policy.

Self-Advocacy - the action of representing oneself.

Agency - a business or organization established to provide a particular service.

Resources - a stock of materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively.

Strengths - a good or beneficial quality or attribute of a person or thing.

Weaknesses - a not so good quality or attribute of a person or thing.

Disability - the ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities.

IDEA - The Individuals with Disabilities Education Act (IDEA) is a law that ensures a free, appropriate public education to all eligible children with disabilities throughout the nation and ensures special education and related services to those children.

ADA - The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life. This would include: jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else

AAC - augmentative and alternative communication (**AAC**) is a term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.

Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world



Background Content

Timeline of important events in people with disabilities' history:

1954 - The U.S. Supreme Court in *Brown v. Board of Education of Topeka* ruled that separate schools for black and white children were unequal and unconstitutional. This important decision became a motivator for the civil rights movement, which eventually became a major inspiration for the disability rights movement.

1961 - The American National Standard Institute, Inc. (ANSI) published "American Standard Specifications for Making Buildings Accessible to, and Usable by, the Physically Handicapped." This landmark document became the basis for subsequent architectural access codes.

1964 - The Civil Rights Act is passed, outlawing discrimination on the basis of race, religion, ethnicity, national origin, and creed (gender and disability were added later).

1968 - The Architectural Barriers Act requires that all federally owned or leased buildings be accessible to people with physical disabilities.

1968 - The first Special Olympics was held in Chicago, Illinois.

1971 - The U.S. District Court for the Middle District of Alabama decided in *Wyatt v. Stickney* that people with disabilities have the right to be educated. People with disabilities were no longer to be locked away in institutions without treatment or education.

1975 - The Education for All Handicapped Children Act (Pub. Law 94-142) was passed, establishing the right of children with disabilities to public school education in an integrated environment.

1975 - The U.S. Supreme Court, in *O'Connor v. Donaldson*, ruled that people could not be institutionalized against their will in a psychiatric hospital unless they were determined to be a threat to themselves or to others.

1977 - Disability rights activists in ten cities staged demonstrations and occupations of the offices of the federal department of Health Education and Welfare (HEW) to force the Carter Administration to issue regulations implementing Section 504 of the Rehabilitation Act of 1973. The demonstration in San Francisco, where people with and without disabilities staying for days on end in the building, lasted for almost a month. On April 28, 1973, HEW Secretary Joseph Califano signed the regulations.

1978 - Federal Government Funds Centers for Independent Living .

1979 - The U.S. Supreme Court, in *Southeastern Community College v. Davis*, ruled that, under Section 504 of the Rehabilitation Act of 1973, programs receiving federal funds must make "reasonable modifications" to enable the participation of otherwise qualified disabled individuals. This decision was the Court's first ruling on Section 504 and established reasonable modification as an important principle in disability rights law.

1990 - The Americans with Disabilities Act (ADA) was signed by President George Bush on July 26, 1990. The law mandated that local, state, and federal governments and programs be accessible, that businesses with more than 15 employees make "reasonable accommodations" for disabled workers, and that public accommodations such as restaurants and stores make "reasonable modifications" to ensure access for disabled members of the public. The act also mandated access in public transportation, communication, and other areas of public life. The Education for All Handicapped Children Act was amended and renamed the Individuals with Disabilities Education Act (IDEA).

1990 - Justin Dart, the father of the ADA and the godfather of the disability rights movement, was asked to sign the Americans with Disabilities Act.

1999 - Supreme Court upholds the "Most Integrated Setting" wording of the ADA.

LESSON ONE

ADVOCACY, SELF-ADVOCACY, AND OUR PERSONAL “WHY”

Lesson Overview

In this lesson, we will be discussing self-advocacy and learning about the possible agencies and resources we can use to advocate for ourselves.

Lesson Objectives

- I can identify my strengths and weaknesses.
- I can utilize agencies and resources to advocate for myself.

Teaching Time - Engagement Activity

1. Have students introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer
Pre-Abstract: Use word pattern “My name is...”,
Abstract: Introduce self using complex sentences.

2. Post a chart in the room or use the whiteboard in the room. Divide the area into two sections: “Things I am good at,” and “Things I still need to work on.” Have students think through their strengths and weaknesses and post their thoughts without using names on the appropriate section of the poster/board.

Concrete: Picture cards, ACC devices, partner with peer
Pre-Abstract: Dictation of answers, picture cards, partner with peer
Abstract: Write what they are good at and what they need to work on independently

3. Have one student or leader talk through what everyone posted and point out that we are all different, but that it is our differences that make us awesome.

All levels participate accordingly

4. Say, “Thank you for participating and being brave.”

Concrete: Picture card, sign thank you, partner with peer
Pre-Abstract: Repeat words, “thank you”
Abstract: Say, “thank you”

Extension activity: Say, “When it comes to school, we all learn differently too.” If there is time, feel free to show this video and discuss it. Video - **You can learn anything, Khan Academy** - <https://www.khanacademy.org/youcanlearnanything>.

All levels participate accordingly

Content

Say, "Because we are all different, we need to learn to advocate for ourselves in many settings: at home, in school, and in the community."

Concrete: Identify home, school, and community with picture cards, yes/no cards to signal an understanding of advocating in those locations.

Pre-Abstract: Identify home, school, and community with picture cards, verbally identify advocacy examples in those locations and the needs they may have in those areas.

Abstract: Verbally identify home, school, community and generalize locations. Be able to describe what advocating in those areas looks like. Be able to address which needs they have in those locations.

Say, "Let's look at the words advocacy and self-advocacy so we can better understand what they mean."

Advocacy - the action of public support for or recommendation of a particular cause or policy.

Self-Advocacy - the action of representing oneself.

All levels participate accordingly

Have participants work in pairs or smaller groups to talk about the definition of each word first. Then, pass out the 2 samples of advocacy stories and have the teams discuss how each character was able to advocate for themselves.

Concrete: Partner with a peer. The story read aloud. Picture cards to match stories and picture cards to show how they can advocate for themselves.

Pre-Abstract: Partner with a peer. The story read aloud or read to self. Picture cards to match stories and discussion of how they were able to advocate for themselves.

Abstract: Partner with a peer. Read the stories and discuss the stories. Identify how each character was able to advocate for themselves.

Have participants work in pairs or smaller groups to talk about the definition of each word first. Then, pass out the 2 samples of advocacy stories and have the teams discuss how each character was able to advocate for themselves.

Concrete: Partner with a peer. The story read aloud. Picture cards to match stories and picture cards to show how they can advocate for themselves.

Pre-Abstract: Partner with a peer. The story read aloud or read to self. Picture cards to match stories and discussion of how they were able to advocate for themselves.

Abstract: Partner with a peer. Read the stories and discuss the stories. Identify how each character was able to advocate for themselves.

Advocacy Story #1: Molly was in 6th grade at ABC Middle School. She felt alone and different because her parents were recently divorced. She felt scared to tell people about her personal family struggles and did not know how to advocate for herself. She felt like if anyone really knew her struggles at home, they would NEVER like her or accept her. What could she do to start being a self-advocate?

Advocacy Story #2: John was in high school but was a lot smaller than anyone else in his grade. He was born with a syndrome called Cornelia de Lange Syndrome and this syndrome made him smaller than others and learn at a much slower rate. John was not that good at sports, but he was really good at being a friend and listening to others. John was also good at helping his family with all the household chores. In fact, he was kind of an expert at it. What kinds of work could John do when he leaves high school based on his talents? How can John advocate in his community when he finishes high school?

Once participants work on stories in pairs or groups, you need to gather them together to discuss in the larger group with a few thoughts from each story so you can check for understanding.

All levels participate accordingly

The chart below may be used to help lead the discussion.

Who can help me?		
In the classroom and school	Outside the school	In my county

→ If you have additional time, you may want to discuss the possible support agencies in SC that are available. For a list of possible available agencies, please reference the resource page at the end of this guide.

Reflection

Two dollar summary: Write a summary of your understanding of today's lesson!
Each word counts as ten cents! See how close you can get to two dollars (or more)!

note have an image of a dollar bill, fairly blank, with lines for the students to write on.



Quick Exit Activity

Share out your two-dollar summary as a large group. Celebrate and honor the answers and the sharing.

Picture Cards (create or locate pictures or images of the following):

Thank you	Yes	No
My name is...	Things I am good at...	Things I need to work on...
Home	Playing	Writing
School	Running	Knowing agencies
Community	Smiling	Making phone calls
Molly	Reading	Sharing
John	Math	Thinking of others
Hello	Making friends	Taking care of myself

Discussion Cards

What are your strengths?

How do you develop these strengths?

What are your weaknesses?

How can you improve your weaknesses?

What agencies and resources can I use to advocate for myself?

How can I use the people I know to help me with advocacy?

LESSON TWO

ADVOCACY, SELF-ADVOCACY, AND OUR PERSONAL “WHY”

Lesson Overview

In this lesson, we will be discussing how to reflect on your personal “why.”

Lesson Objectives

- I can identify and reflect on my personal “why.”
- I can identify my top values and create an action plan for my next steps.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern “My name is...”,

Abstract: Introduce self-using complex sentences.

2. Watch this Kid President Video on YouTube (**Kid President Pep Talk for Teachers and Students**): https://www.youtube.com/watch?time_continue=85&v=RwlhUcSGqgs.

3. After watching the video, talk about some of the quotes from Kid President. Say, “What do these quotes mean to you? What do these ideas have to do with thinking about your personal why?”

- “No matter who you are, someone is learning from you.”
- “What are you teaching the world?”
- “Life’s a school, and you gotta show up.”
- “You want to change the world, you gotta know about it.”
- “Look for the awesome in life.”
- “Together we are better.”

4. Once you finish the discussion, explain to the class that your personal “why” is what you are meant to live for or what you are meant to do with your life. For example, you can say, “Some people have a personal ‘why’ of helping and giving back to others. Some people may want to live for finding a cure for cancer. Others may want to live to make others feel accepted, loved and valued. Our ‘why’ can be totally different.”

All levels participate accordingly

Content

Say, “Now that we thought about and discussed our personal ‘whys’ or our possible missions, let’s think about what we value in life.”

Pass out a list of values and have the participants identify the top 3 values that stick out to them and means the most.

Concrete: Hand over hand, peer buddy.
Pre-Abstract: Peer assists, have a partner read the words and then the students can identify the 3 values with assistance.
Abstract: Choose 3 of the most important values to you from the value sheet. If you have a value that is not listed, feel free to create your value on your value sheet.

Values List - choose 3 that mean the most to you. Add one if your value is not listed.		
Honest	Loyal	Friendly
Respect	Courage	Humorous
Service to others	Brave	Committed
Passionate	Loving	Faithful
Dedicated	Adventurous	Creative
Flexible	Positive	Humble
Life long learner	Kind	Caring

Say, “Now that you have chosen values that mean something to you, create a bookmark that has your values on it - you can draw an example of the value or write the value on it. You can use this bookmark daily to remind you of what you believe in.”

Take a plain white piece of copy paper and fold it in half long way 2 times. This can be used to create the bookmark. Laminate for long lasting effectiveness.

Say, “Once your bookmark is created, think about the next steps. For example: if you value honesty, how are you going to show others you value honesty?”

Encourage participants to create a goal for at least one value they picked out.

Quick Exit Activity

Say, "Turn to a partner and chat about your personal "why" and your three important values. Share one goal you have for yourself. Give your friend a high five and thank them for sharing and learning today."

Concrete: Hand over hand, peer buddy, one partner reads to the other partner.

Pre-Abstract: Peer assists, have a partner read the words and then the other partner can point to the bookmark.

Abstract: Discuss and complete the activity.

Discussion Cards

What are you living for?
What is important to you?

What is your "why?"

What do you value?

What goal do you have so that
you can live out your value(s)?

UNIT TWO

PERSONAL RESPONSIBILITY & PERSONAL INTEGRITY

Unit Overview

In this unit, we will discuss personal responsibility, our circle of responsibility, knowing and doing what is right, and making decisions and acting with integrity.

Unit Pre-Teaching Vocabulary

Responsibility - when we consciously make decisions and conduct behaviors that seek to improve oneself and/or help others. Most importantly, a responsible person accepts the consequences of his or her actions and decisions.

Consequences - a result or effect of an action or condition; both positive and negative.

Circle of responsibility - those concerns and decisions that we can do something about.

Decisions - the action or process of deciding something or of answering a question.

Integrity - the quality of being honest and having strong moral principles.

Personal - affecting, or belonging to a particular person rather than to anyone else; of one's self.



Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world

Background Content

Participants will use their basic understanding of what is right versus what is wrong and utilize that knowledge to make personal decisions.

LESSON ONE

PERSONAL RESPONSIBILITY & PERSONAL INTEGRITY

Lesson Overview

In this lesson, we will develop an understanding of the concept of responsibility, discuss personal responsibility and our circle of responsibility.

Lesson Objectives

- I can identify things that are my personal responsibility.
- I can identify what and who is in my circle of responsibility.
- I can identify the ways in which I demonstrate responsibility.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some participants will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern “My name is...”

Abstract: Introduce self using complex sentences.

2. Post a chart or use the white-board in the room to display the Circle of Responsibility blank chart.

3. Ask participants to review these category titles and discuss definitions for each category. Record a few definitions for each of these categories on the blank Circle of Responsibility chart.

4. You may want to use some or all of the following questions to guide the discussion:

- What do you think of when you think of “self”?
- How do you define “family”?
- Does “family” mean individual family members, the nuclear family, or extended family and friends?
- What sorts of responsibilities go along with family?
- How is community defined?
- Does the community include school groups, workgroups, ethnic groups, peer groups, etc.?
- What category is most related to your identity? Why?

5. Have participants work in pairs or smaller groups to share personal stories about their responsibility for themselves, for their family or friends, and their community.
6. Thank everyone for participating and being brave.

Concrete: Picture card, sign thank you, partner with a peer
Pre-Abstract: Repeat words “thank you”
Abstract: Say, “thank you”

Extension activity: When it comes to responsibility, we all have different things in our lives that we have responsibility for and we have to handle that responsibility differently. If there is time, feel free to show this video and discuss it. Video - “I’ll Do it” read aloud - <https://www.youtube.com/watch?v=YpJKWcl6CL8> Amazing Kids of Character: Responsibility. https://www.youtube.com/watch?v=n_OTzBMf7rw

All levels participate accordingly

Content

Say to the participants, “Because we are all different, we need to understand what we are responsible for and what that looks like in ourselves, our families, with our friends, and in our community. We are ultimately responsible for ourselves and how we interact with those around us. We must be able to take responsibility for our actions and how we treat our friends, families, and our community.”

Concrete: Identify self, family, friends, and community with picture cards, yes/no cards to signal an understanding of taking responsibilities in those locations.
Pre-Abstract: Identify self, family, friends, and community with picture cards, verbally identify taking responsibilities in those locations and what responsibility looks like with themselves, with their families/friends, and with their community.
Abstract: Verbally identify self, family, friends, and community. Generalize locations and be able to describe what taking responsibilities in those locations looks like with themselves, family, friends, and with their community.

Let’s look at the word responsibility so we can better understand what it means and what it looks like:

- **Responsibility** - consciously make decisions and conduct behaviors that seek to improve oneself and or help others. Most importantly, a person accepts the consequences of his or her own actions and decisions.

Say to the participants, “Because we are all different, we need to understand what we are responsible for and what that looks like in ourselves, our families, with our friends, and in our community. We are ultimately responsible for ourselves and how we interact with those around us. We must be able to take responsibility for our actions and how we treat our friends, families, and our community.”

Concrete: Identify self, family, friends, and community with picture cards, yes/no cards to signal an understanding of taking responsibilities in those locations.

Pre-Abstract: Identify self, family, friends, and community with picture cards, verbally identify taking responsibilities in those locations and what responsibility looks like with themselves, family, friends, and with their community.

Abstract: Verbally identify self, family, friends, and community. Generalize locations and be able to describe what taking responsibilities in those locations looks like with themselves, family, friends, and with their community.

Let’s look at the word responsibility so we can better understand what it means and what it looks like:

- **Responsibility** - consciously make decisions and conduct behaviors that seek to improve oneself and or help others. Most importantly, a person accepts the consequences of his or her own actions and decisions.

Get into groups of 4 or 5, mix students with all ability levels. We are going to role-play what taking responsibility for **ourselves** looks like. Answers may vary based on ability levels and the needs of the students. Repeat with taking responsibility for our **families or friends** and with our **community**.

Concrete:

Ex: taking care of personal, physical needs and doing things independently.

Ex: playing with sibling(s), making sure everyone gets a piece of pizza, etc.

Ex: following laws in the community, picking up our trash. (participants may need the use of picture cards, to be asked yes/no questions, AAC devices, or Partner with peers.)

Pre-Abstract:

Ex: doing things independently, apologizing for wrong actions, getting book bag packed, etc.

Ex: playing with sibling(s), helping our mom with the household chores, etc.

Ex: following laws in the community, crossing the street in the crosswalk, etc. (participants may need the use of picture cards or a peer partner.)

Abstract:

Ex: doing things independently, apologizing for wrong actions, getting personal items organized, etc.

Ex: Doing the chores our mom gives, watching a younger sibling, packing lunch for siblings, etc.

Ex: following laws in the community, volunteering with community or church, etc.

Have three columns labeled 'Me', 'Family or Friends', 'Community'. Have participants think through their lives and write or draw them down on post-it notes. One for each of the places they are responsible for. Explain to the participants that they will be posting in each area with personal experiences.

Concrete: Picture cards, AAC devices, partner with peer
Pre-Abstract: Dictation of answers, picture cards, partner with peer
Abstract: Write their responsibilities, independently

Have one participant or leader talk through what everyone posted and point out our responsibilities and group similar items.

All levels participate accordingly

Call the participants back together to discuss in the larger group with a few thoughts from each story so you can check for understanding. Say, "Share with the group your thoughts from each story and what you learned."

All levels participate accordingly

The charts below may be used to help lead the discussion and display for better understanding.

Reflection

Discussion cards: Have the groups of participants pull a discussion card and discuss it as a pair if they agree with the statement or if they disagree.

Quick Exit Activity

Share out your discussion card with the group. Celebrate and honor the answers and sharing.

Discussion Cards

**1. It is important to always take responsibility for your actions no matter what they are.
I agree/disagree because:**

**2. We all have a responsibility to make the world a better place.
I agree/disagree because:**

**3. My responsibility to my country is important to me.
I agree/disagree because:**

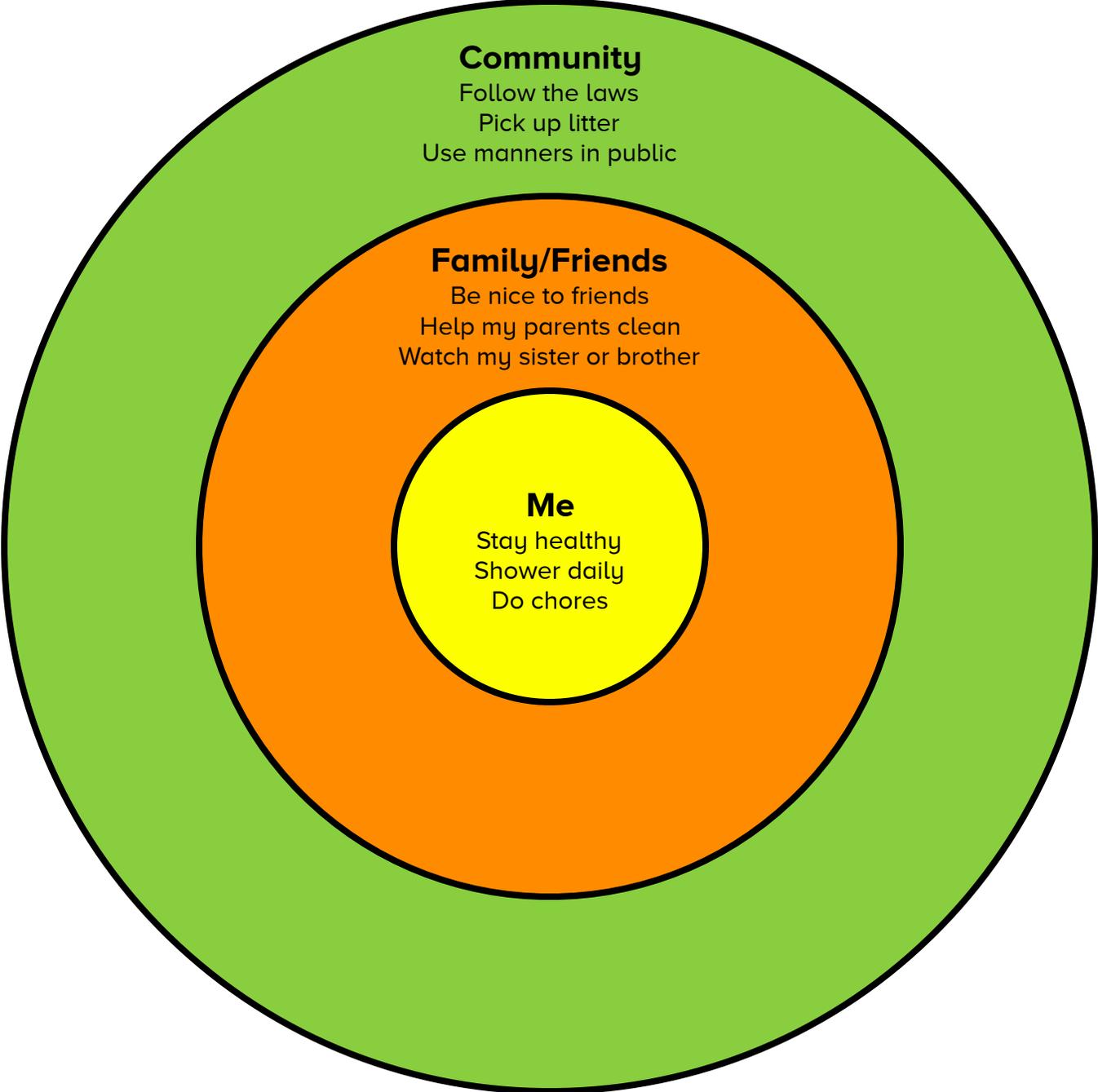
**4. It is important to be responsible for our own education and learning.
I agree/disagree because:**

**5. My first responsibility is to myself.
I agree/disagree because:**

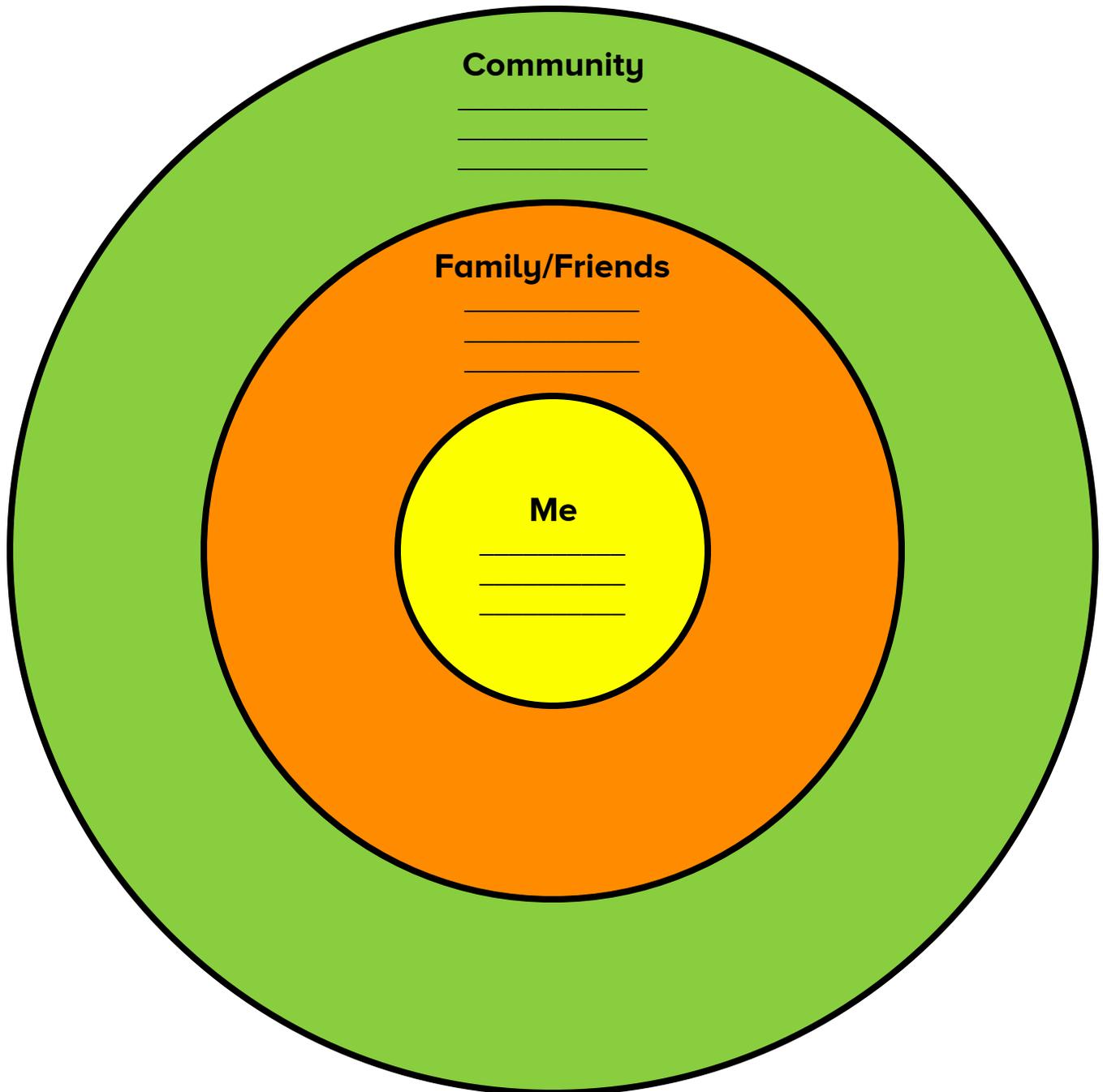
Picture Cards (create or locate pictures or images of the following):

Pictures of self	Pictures of families	Pictures of community members
Pictures of community places	Picking up trash	Brushing teeth
Taking out the trash	Doing the dishes	Cleaning room
Getting dressed	Apologizing to friends	Playing with friends
Yes/No cards	Buckling my seat belt	Doing Homework

Example Circle of Responsibility



Your Circle of Responsibility



LESSON TWO

PERSONAL RESPONSIBILITY & PERSONAL INTEGRITY

Lesson Overview

In this lesson, we will develop an understanding of the concept of personal integrity, discuss what personal integrity means, and identify ways to show integrity.

Lesson Objectives

- I can identify examples of integrity.
- I can identify the ways in which I demonstrate integrity.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern “My name is...”,

Abstract: Introduce self-using complex sentences.

2. Watch “Build Character Build Success: Integrity” on YouTube. <https://www.youtube.com/watch?v=O5oZ-P1yH7M>.

3. After watching the video, talk about some of the key points from the video. Say, “What do these quotes mean to you? How can you be a person with integrity in your action?”

- A person with integrity has kindness, honesty, and fairness.
- You have to practice integrity every day in every way.
- A person who does the right thing because they believe in doing the right thing has integrity.

4. Once you finish the discussion, say, “A person with integrity chooses to do the right thing, for the right reasons at all times. For example; picking up the garbage from beside the trash can when they are in a room by themselves, saying nice things about other people even when they are not in the conversation, making sure you tell the truth no matter what. Integrity is so important for people to trust what you say and do.”

All levels participate accordingly

Extension activity: Say, “When it comes to integrity, we all have different experiences in our lives that we have been through and we all handle situations differently. Discuss with a partner a time when you showed integrity.”

All levels participate accordingly

Content

Listen to the read aloud on YouTube: "The Empty Pot" <https://www.youtube.com/watch?v=nSoqBWPq8U0>

Say, "Now that we have read about, watched, and thought about what integrity is, let's sort examples of integrity." Use the integrity example cards and discuss them with the whole group. Get feedback and justifications on why it is an example of integrity or not.

Concrete: Picture cards, AAC devices, partner with peer
Pre-Abstract: Dictation of answers, picture cards, partner with peer
Abstract: Discuss the examples of integrity independently

Get into groups of 4 or 5, mix students with all ability levels. Say, "We are discussing the ways we have integrity in our lives at school, at home, and in our community. We will also discuss examples of what NOT having integrity looks like." Answers may vary based on ability levels and the needs of the students.

Have the groups each write an example of integrity on a strip of paper. Explain that we will create a chain of integrity to remind us that we have integrity in everything that we do all the time. Encourage participants to create a goal example of integrity that they want to work.

Concrete: Picture cards, AAC devices, partner with peer
Pre-Abstract: Dictation of answers, picture cards, partner with peer
Abstract: Write their integrity examples independently

Have one participant, or leader, talk through what everyone wrote and point out our examples of integrity.

All levels participate accordingly

Call the participants back together to discuss in the larger group with a few thoughts from each story so you can check for understanding.

All levels participate accordingly

Integrity Examples to Sort:

Keep your promises even if it takes extra effort.	Go back to the store and pay for something you forgot to pay for.	Never betray a friend's trust even if you get in trouble.
Inform the cashier he gave you too much change back.	When in a serious relationship, don't keep secrets from each other.	Do not gossip or talking badly about someone.
Ignore someone's advice on how to cheat on your taxes and not get caught.	Do not let someone else take the blame for something you did.	Lie to someone when they ask you a direct question.
Laugh at someone when they get hurt.	Help someone cheat on a test.	Make sure to share a secret that your friend told you.
Keep money that you watched someone drop on the ground.	Take-home materials from school or work without asking for permission.	Take credit for someone else's idea and say it was yours.

Quick Exit Activity

Say, "Turn to a partner and chat about an example of integrity. Share how you will demonstrate integrity today. Thank your partner for sharing and working together."

Concrete: Picture cards, AAC devices, partner with peer

Pre-Abstract: Dictation of answers, picture cards, partner with peer

Abstract: Complete activity independently

Discussion Cards

How are you working to live a life with Integrity?

How does having Integrity make people trust you?

How can you grow with Integrity?

How does having Integrity help you make the right choices for the right reasons?

UNIT THREE

COMMUNICATION AND ACTIVE LISTENING

Unit Overview

In this unit, we will discuss communication; verbal, nonverbal, and active listening.

Unit Pre-Teaching Vocabulary

Communication - the successful conveying or sharing of ideas and feelings.

Verbal - relating to or in the form of words.

Nonverbal - not involving or using words or speech.

Listening - take notice of and act on what someone says; respond to advice or a request.

Active Listening - when a person is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.

Paraphrasing - rewording of something written or spoken by someone else.



Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world

Background Content

Participants will use their basic understanding of what communication is and how we can use our communication skills to get our meaning across in a verbal, nonverbal, and written manner. Participants will use their listening skills to actively listen to others.

LESSON ONE

COMMUNICATION AND ACTIVE LISTENING

Lesson Overview

In this lesson, we will develop an understanding of the concept of communication: verbal, nonverbal, and written communication skills.

Lesson Objectives

- I can identify ways to communicate.
- I can identify what verbal, nonverbal, and written communication is.
- I can utilize verbal and nonverbal communication to get my message understood.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern “My name is...”

Abstract: Introduce self using complex sentences.

2. Say, “Let’s look at the word communication so we can better understand what it means and what it looks like:”

Communication - the successful conveying or sharing of ideas and feelings. Communication is making sure you are understood and understanding others.

3. Have three charts - one labeled **Verbal Communication**, another labeled **Nonverbal Communication** and another labeled **Written Communication**. Have the participants brainstorm examples of these.

Concrete: Picture cards, AAC devices, partner with peer

Pre-Abstract: Picture cards, partner with peer

Abstract: Discuss the examples of communication independently

4. Record a few definitions for each of these categories on post-its or chart paper.

5. You may want to use some or all of the following questions to guide the discussion:

- What do you think of when you think of “communication?”
- How do you define “verbal communication and nonverbal communication?”
- What are some ways that written communication is valuable?

6. Thank everyone for participating and being brave.

Concrete: Picture card, sign thank you, partner with a peer

Pre-Abstract: Repeat words “thank you”

Abstract: Say, “thank you”

Extension activity: Say, “When it comes to communication, we all handle situations differently and respond in different ways. It’s important to make sure that you are communicating effectively so that others can understand what you want and need.” Show this video to reinforce communication. <https://www.youtube.com/watch?v=pf2ROqiFYLs>

All levels participate accordingly

Content

Say, “Now that we’ve discussed the different kinds of communications, we are going to practice them. On these cards are different actions or words. We are going to verbally describe or nonverbally communicate the word on the card.” Ask participants to explain what they did to communicate their message when they were unable to use words or when they described their word (ex: facial expressions, body language, gestures).

Concrete: Partner with a peer, point to different picture symbols, eye gaze in directions. Select word cards from the concrete list and allow the student to communicate the word.

Pre-Abstract: Partner with a peer, point to different picture symbols, use words, have a partner read the word quietly. Select word cards from the pre-abstract list and allow the student to communicate the word.

Abstract: Verbally or nonverbally describe or act out the written word on the cards.

Cards to describe or act out:

Concrete:	Pre-Abstract:	Abstract:
Left	Run	Sitting in chair
Right	Jump	Close the door
Up	Walk	Read
Down	Cry	Climb a ladder
Nod	Drink	Fishing
Smile	Scissors	Dancing

Reflection

Discussion cards: Have the groups of participants pull a discussion card and discuss as a pair the different topics on communication.

Quick Exit Activity

Share out your discussion card with the group. Celebrate and honor the answers and sharing.

Discussion Cards

How can we use verbal communication to get our needs and wants to be understood?

How can we use nonverbal communication to get our needs and wants understood?

How can we use written communication to get our needs and wants understood?

Why is it important to have effective communication?

LESSON TWO

COMMUNICATION AND ACTIVE LISTENING

Lesson Overview

In this lesson, we will develop an understanding of the concept of active listening.

Lesson Objectives

- I can identify ways to actively communicate.
- I can demonstrate active listening.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern “My name is...”

Abstract: Introduce self-using complex sentences.

2. Watch “Active Listening: How to Communicate Effectively” on YouTube. https://www.youtube.com/watch?v=BW82k7lwI_U.

3. After watching the video, talk about some of the key points from the video. Say, “What do these quotes mean to you? How can you utilize active listening?”

- You have to think about what the other person is saying
- Use eye contact and nodding to show you are listening
- Face the person you are talking to
- Give undivided attention by trying to understand what they are saying
- Ask questions about what they are saying

4. Tell the participants we are going to play a “Telephone” game. Advise participants, “We will have a series of pictures (have 4 pictures that tell a consecutive story [such as the steps in making a sandwich]) to show each other with no words.” Have participants sit in a circle and pair students together based on needs. Direct them to secretly show the pair beside them the order of the pictures, mixing them up before passing them over. Each participant will show the next pair what they believe to be the order. The last participants will show the whole group a series of pictures. Ask the first participant if that was their order. Did anything change? Did the message get lost in translation?

All levels participate accordingly

Content

Model role-playing active listening with a partner of participants. Ask the participants to talk about a strong feeling she/he has been having lately. Model paying good attention and paraphrase what the student is saying.

All levels participate accordingly

Remind the participants that we should focus on the person who is speaking. That you are interested in what they have to say by using your tone of voice, your friendly expression, your body language. Without interrupting, make sure to paraphrase what the person has said to be sure you understand. Explain to the class that a person who actively listens does many things at once- they listen to the words, use body language to understand, ask questions, and stays on topic. Have the participants break into pairs and practice active listening by having their partner tell a story. Discuss: "How did I show I was listening? How did I respond to what my partner was telling me?"

Concrete: Picture cards, AAC devices, partner with peer, practice eye contact. Have a series of pictures over one topic and only discuss this topic. Direct students to remain focused on this one topic.

Pre-Abstract: Picture cards, partner with a peer. Have a series of pictures over two topics and only discuss or point to one topic. Direct students to remain focused on this one topic.

Abstract: Paraphrase what their partner is saying.

Have one participant or leader talk through what they noticed and point out our examples of active listening.

All levels participate accordingly

Call the participants back together to discuss in the larger group with a few thoughts from each interaction so you can check for understanding.

All levels participate accordingly

Thank everyone for participating and being brave.

Concrete: Picture card, sign thank you, partner with peer

Pre-Abstract: Repeat words "thank you."

Abstract: Say, "thank you."

Quick Exit Activity

Turn to a partner and chat about an example of active listening. Share how you will demonstrate active listening today. Thank your partner for sharing and working together.

Concrete: Picture cards, AAC devices, partner with peer

Pre-Abstract: Dictation of answers, picture cards, partner with peer

Abstract: Complete activity independently

Discussion Cards

When you were the speaker,
what was it like to hear yourself
paraphrased?

Is it easier for you to listen or to
speak?

Did you have trouble
remembering what you heard?

How can you use active listening
in your day?

UNIT FOUR

DECISION MAKING MODEL AND SETTING BOUNDARIES

Unit Overview

In this unit, we will identify the model, review the model using scenarios, and reflect on our decisions. We will investigate boundaries and discuss how we already use them.

Unit Pre-Teaching Vocabulary

Decision - a conclusion reached after careful thought

Consequence - the result of a choice, positive or negative

Autonomy - the ability to choose for yourself

Intuition - a gut feeling based on experience and observation

Boundaries - limits placed in social or personal situations to maintain comfort and safety

Consent - permission for something to happen or allowing something to happen

Personal Space - the amount of distance that feels comfortable between you and another

Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world

Background Content

Students make decisions affecting their future many times a day: at school, in the community, and at home. Some of those decisions may only require critical thinking and experience to choose a solution. However, there will be times when quick decisions are not appropriate. Some decisions require focused thought, mindfulness, and perspective to resolve effectively. This lesson will teach easily reproducible structures so that students may make thoughtful and intentional decisions. During this lesson, you will explore a decision-making model, apply that model to real-world scenarios and complete a reflection for a decision you may have to soon make.

LESSON ONE

DECISION MAKING MODEL AND SETTING BOUNDARIES

Lesson Overview

In this lesson, we will develop an understanding of a decision-making model and explore the model.

Lesson Objectives

- I can identify ways to make decisions
- I can identify the consequences of a choice
- I can make the best decision for myself.

Items Needed

- Pen, pencil, marker
- Chart paper

Teaching Time - Engagement Activity

1. Have participants review names and identify if anyone new has joined the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer
Pre-Abstract: Use word pattern “My name is...”,
Abstract: Introduce self using complex sentences.

2. Post the following statements listed below on chart paper around the room. You will be using the instructional strategy “carousel” to complete this engagement activity. To complete a carousel, you will label 6 pieces of chart paper with the following statements. Split the participants into six groups and assign each group a chart to start with. Set a timer for three minutes and allow the groups to respond to the statements. Rotate and reset the timer until all groups have had a chance to respond to all 6 statements.

Chart 1: List the **quick** decisions that you make before school.

- Possible answers could include: what to eat for breakfast, how to style your hair, etc.

Chart 2: List decisions that **require a lot of thought** that you make while getting ready for school.

- Possible answers could include: what clothing to wear based on your day’s activities, or planning what you will do after school.

Chart 3: List the **quick** decisions that you make during the school day.

Chart 4: List decisions that **require a lot of thought** that you make during the school

day. **Chart 5:** List **quick** decisions that you make during afternoons/weekends.

Chart 6: List decisions that **require a lot of thought** that you during afternoons/weekends.

- For participants using AAC devices, you can generate a list of decisions and indicate if it is a decision that can be quick or requires planning. Students should use devices and symbolic communication that they are familiar with when completing this modification to the engagement activity.

3. Return to a whole group and discuss what participants had in common when responding to each statement.

4. Thank everyone for participating and being brave.

Content

Ask the participants, “What is intuition?” and allow for a few responses. Then say, “Intuition is a gut feeling based on experience and observation.” Ask, “What types of decisions can we make with our intuition?” Possible answers could include:

- What we wear
- Deciding how to spend our free time
- When to eat

Say, “Some decisions require more than intuition, we need to learn a process for considering all options and outcomes. We will use the following steps: identifying the decision, listing possibilities, identifying consequences, selection and action. These steps are embedded in the **Decision Making Organizer.**”

Pass out the **Decision Making Organizer.**

- Point to **Identifying a decision** and say: When we identify the decision, we decide what our problem is.”
- Point to **Possibilities** section of the graphic organizer and say, here we will list all the possibilities for our decision.”
- Point to **Consequences** section of the graphic organizer and say, “Here we will list consequences for the possibilities.”
- Point to the **Select** section of the graphic organizer. Say, “Here is where we identify which possibility is the best for us.”
- Point to **Act** and say: “Here is where we act on our decision. We will decide how long until we will act on our decision?”
- Point to **Review** and say, “Here we will decide how we will know if we made the correct choice.”

Decision Making Organizer

Decision: What decision do we have to make?

Possibility #1

Possibility #2

Possibility #3

**Consequence of
Possibility #1**

**Consequence of
Possibility #2**

**Consequence of
Possibility #3**

Select : What possibility is the best option?

ACT: When to act?

Review: How will we know if the right choice was made?

Decision Making Organizer - Adapted

Decision: What decision do we have to make?

Possibility #1

Possibility #2

Consequence of Possibility #1

Consequence of Possibility #2

Select : What possibility is the best option?

The best option is _____

ACT: When to act?

Right now in the next 7 days in the next 30 days in the next 6 months

Review: How will we know if we made the right choice?
Evidence of the right choice is _____



Practice:

Have students partner to complete the Decision Making Organizer or a **Custom Decision Making Organizer- Modified** for one of the following scenarios:

Scenario 1:

Ja'mal arrives to social studies after being sick for the last two class periods. His teacher tells him that he missed an activity and a quiz. His teacher reminds him that he will have to schedule a time to take the quiz outside of class time. What should he do?

Scenario 2:

On Wednesday, Serenity was invited to go to the movies on Friday night with her friends. She remembers that her parents are taking her to the mall and dinner on Saturday. She knows she has a test on Monday in English class. What should she do?

Scenario 3:

Alex recently started a new job at a restaurant . He is responsible for stocking the salad bar and assisting AJ, the dishwasher. Tonight at work, AJ was supposed to take a 30-minute break but took a 45-minute break instead. Alex wasn't able to keep the salad bar filled with vegetables and keep up with the dishes while AJ was on break. This is the third time AJ has done this in the past week. As a result, customers complained about the wait for a salad with their meal. Alex's manager asked to speak with them after their shift is over. What should Alex do?

Reflection:

Complete the Decision Making Organizer for an important decision you have coming up in the future.



LESSON TWO

DECISION MAKING MODEL AND SETTING BOUNDARIES

Lesson Overview

In this lesson, we will identify boundaries and develop a general understanding of how we may already use them.

Background Content

Learning the process of setting boundaries can be one of the most important life skills that an individual learns. It allows them to initiate, maintain, and in some cases, end relationships. Time needs to be given to prepare yourself ahead of time in the event that students bring up topics or statements that may be triggering or concerning to others. The topics could include, but not be limited to: consent, abuse, and illegal activities. You may want to consider inviting additional staff members to participate in this activity.

Items Needed

- Pen, pencil, marker
- Chart paper

Teaching Time - Engagement Activity

Cooperative Graffiti in groups

To complete a cooperative graffiti, you will need to separate the students into groups with no more than five participants. At tables, place chart paper that has the following written on it, "What are boundaries? List examples and thoughts." Let each participant select a different color marker and explain they are going to write as many thoughts as they can in the next five minutes that answers the question. After five minutes, have the participants share out their favorite responses.

Content

After reviewing participant responses for the cooperative graffiti, create a chart similar to the one below or print the Boundary Setting Examples/Non-examples page for each participant.

Boundaries are: _____			
Boundaries are not: _____			
Examples			
Personal	Social	Professional (at work)	

Guide the conversation to filling out the chart by giving the definition for boundaries. Give two personal examples of boundaries.

Examples could include:

- I like to make sure I go to bed before 10:00 pm
- I don't want hugs from strangers, I prefer handshakes
- I don't lend money to my family members or friends
- I don't respond to work emails after 5:00 pm

Explain to participants that boundaries are limits that are self-imposed to protect your safety and happiness. Boundaries require consistency and communication with others about your feelings and ;therefore, can be difficult. You are always able to reset boundaries with others and yourself if you are unhappy with the current situation. When you set boundaries, you may experience negative emotions from others.

Give the following questions to narrate thinking about how you may have boundaries without realizing it.

- Do you prefer handshakes or hugs when meeting new people?
- Do you have limits on TV, social media, or nights you see your friends?
- Do you schedule how long you work on homework?
- How do you handle situations when a friend makes us feel angry?

Practice:

With a partner, complete the examples and non-examples of a graphic organizer. Alternatively, brainstorm how communication and setting boundaries can solve the problems in the following scenarios.

Scenario 1

Sarah and Janiya have a group project due soon for one of their classes. Janiya also has an after school job Monday through Wednesday while Sarah only works on the weekends. On Monday, they haven't planned for their work. Janiya is worried that the work won't get done in time. How can she set a boundary with Sarah, so the project is completed on time, without one person doing all the work, and avoiding arguments?

Scenario 2

Riley and Cody have been close friends for five years now. Riley recently has become very negative and sometimes cancels plans at the last minute. Cody still wants to be friends with Riley, but wants him to give more notice when canceling plans. What can Cody do?

Scenario 3

Austin enjoys being a social person and goes to many extracurricular activities outside of school. He has noticed that most of his new acquaintances greet each other with a hug. He doesn't enjoy personal contact. What can Austin do?

Practice - Adapted

Scenario 1

Sarah and Janiya have a group project due soon for one of their classes. Janiya also has an afterschool job Monday through Wednesday while Sarah only works on the weekends. On Monday, they haven't planned for a time when they will complete their work. Janiya is worried that the work won't get done in time.

Should Janiya set a boundary with Sarah? **Yes** **No**

Why?

Scenario 2

Riley and Cody have been close friends for five years now. Riley recently has become very negative and sometimes cancels plans at the last minute. Cody still wants to be friends with Riley, but wants him to give more notice when canceling plans. Riley talks with Cody on the phone the next time he cancels plans at the last minute. Riley says "Cody, you have been negative a lot lately and I don't feel respected when you cancel plans at the last minute. Can you give me a couple of days notice next time, so I feel respected?"

Did Riley set a healthy boundary? **Yes** **No**

Why?

Scenario 3

Austin enjoys being a social person and goes to many extracurricular activities outside of school. He has noticed that most of his new acquaintances greet each other with a hug. He doesn't enjoy hugging others and isn't sure how to let others know. He talks with his mom and she suggests he put out his hand for a handshake as he is walking up to new acquaintances.

Is this a healthy boundary? **Yes** **No**

Why?

Reflection

Answer this question on a sticky note:
What is one way you can set a personal boundary for yourself that will result in less stress?



Boundary Setting Examples / Non Examples

Boundaries are:

Boundaries are not:

Examples

Personal	Social	Professional (at work)

UNIT FIVE

PERSONAL GOAL SETTING AND GROWTH MINDSET

Unit Overview

In this unit, we will seek to understand the concepts of tolerance and acceptance

Unit Pre-Teaching Vocabulary

Goal Setting - the process of deciding what you want to accomplish and devising a plan to achieve the result you desire. For effective goal setting, you need to do more than just decide what you want to do; you also have to work at accomplishing whatever goal you have set.

Growth Mindset - in a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.

Fixed Mindset - in a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them.



Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world



LESSON ONE

PERSONAL GOAL SETTING AND GROWTH MINDSET

Lesson Overview

In this lesson, the students will learn about goal setting and they will develop their own personal goal.

Lesson Objectives

- I can identify my personal goals.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern "My name is..."

Abstract: Introduce self using complex sentences.

2. Briefly discuss goal setting and talk about personal examples.

Concrete: Peer buddies assist by providing hand over hand support

Pre-Abstract: Utilize pictures to assist with answering questions in the small group and large group

Abstract: Answer questions and participate in the discussion using complex sentences.

Content

Watch this video from YouTube: <https://www.youtube.com/watch?v=E8agsaXfHN4> (Goal Setting for Students - 4 Key Steps).

Have participants work in pairs or small groups to complete the chart below:

Select Your Goal	
Find Your Motivation or Your Why	
Create a Path to Accomplish Your Goal - Set Smaller Goals	
Write Down Your Plans	

Reflection

Say, “Find a partner in the room and share your plans from the above activity with your new partner. Allow a few moments for the partners to share and then share a few examples as a large group.”

Concrete: Peer buddies assist by providing hand over hand support

Pre-Abstract: Utilize pictures to assist with answering questions in the small group and large group

Abstract: Answer questions and participate in the discussion using complex sentences.

Quick Exit Activity

Say, “Ask the following questions to the group and ask them to give you a thumbs up for a “yes” response as appropriate.”

Say, “Is goal setting important for all of us?”

Say, “Does making a plan help you make progress on your goals?”

Say, “Who liked this activity?”

Concrete: Peer buddies assist by providing hand over hand support

Pre-Abstract: Utilize pictures to assist with answering questions in the small group and large group

Abstract: Answer questions and participate in the discussion using complex sentences.

Discussion Cards

Why is setting goals important?

How does setting goals help you make progress?

Why do we set smaller goals to accomplish out larger goals?

Why is it important to write down your goals?

Why is it important to think about the motivation behind our goals?

Can friends help you accomplish your goals?



LESSON TWO

PERSONAL GOAL SETTING AND GROWTH MINDSET

Lesson Overview

In this lesson, the students will learn about the differences between a growth mindset and a fixed mindset.

Lesson Objectives

- I can identify the difference between a growth mindset and a fixed mindset.

Teaching Time - Engagement Activity

1. Have participants introduce themselves to the group. Make sure all are welcomed and thanked for sharing. Be aware that some students will need assistance engaging in this introduction activity.

Concrete: Picture card, sign hello, name card, ACC devices, partner with peer

Pre-Abstract: Use word pattern “My name is...”

Abstract: Introduce self-using complex sentences.

2. Say, “Take a look at the chart below from the website below:” <http://thepeakperformancecenter.com/wp-content/uploads/2016/06/Fixed-Mindset-vs.-Growth-Mindset-Chart.jpg>.

3. Say, “What do you notice about the information on the chart?”

Characteristics of a Fixed Mindset	Characteristics of a Growth Mindset
<ul style="list-style-type: none"> • Believes intelligence and talent are fixed • Believes effort is fruitless • Believes failures define who they are • Hides flaws • Avoids challenges • Ignores feedback • Views feedback as personal criticism • Feels threatened by other's success 	<ul style="list-style-type: none"> • Believes intelligence and talents can be developed • Believes effort is the path to mastery • Believes mistakes are part of learning • Views failure as an opportunity • Believes failures are temporary • Embraces challenges • Welcomes feedback • Views other's success as inspirational

Content

1. Say, "Let's watch this short video about how our brains are like muscles." **Play the YouTube video Growth Mindset for Kids - <https://www.youtube.com/watch?v=2zrtHt3bBmQ>**

2. Ask the class the following questions: Can you relate to the character in this story? How? Let's talk about a time in our life where we wanted to give up and stop trying because we thought we were not smart enough. Have students partner in pairs and complete the following:

<p>When have you given up on trying something because you thought you couldn't learn it/complete the task?</p>	<p>How did it make you feel? This is a fixed mindset.</p>
--	---

3. Once you have given time for the partner to share, share a few ideas out in the large group setting.

4. Say, “Now, let’s remember what the chart above taught us. How is a fixed mindset different than a growth mindset? Use your example above and relate it to the growth mindset instead.” Say, “Partner up again and ask yourself the following questions:”

Think about what you gave up on - what could have happened IF you had a GROWTH mindset instead?	How does a growth mindset make you feel?
---	--

Concrete: Peer buddies assist by providing hand over hand support
Pre-Abstract: Utilize pictures to assist with answering questions in the small group and large group
Abstract: Answer questions and participate in the discussion using complex sentences.

Reflection

Say, “Now that you have thought and learned about a growth and a fixed mindset, what kind of mindset are you going to try to have?” Share as a large group.

Concrete: Peer buddies assist by providing hand over hand support
Pre-Abstract: Utilize pictures to assist with answering questions in the small group and large group
Abstract: Answer questions and participate in the discussion using complex sentences.

Quick Exit Activity

As an exit activity, talk to your partner about one thing you struggle with (ex: math, building with legos, drawing, reading, spelling) and how a growth mindset has impacted your views regarding this difficult activity.

Concrete: Peer buddies assist by providing hand over hand support

Pre-Abstract: Utilize pictures to assist with answering questions in the small group and large group

Abstract: Answer questions and participate in the discussion using complex sentences.

Discussion Cards

What is a growth mindset?

What is a fixed mindset?

What is the difference between growth and fixed mindset?

Why is it important to have a growth mindset?

What can you tell yourself when you begin to have a fixed mindset?

How can you help others have a growth mindset?

UNIT SIX

SENSITIVITY SUBJECT TRAINING AND SOCIAL MEDIA

Unit Overview

In this unit, we will seek to understand the concepts of tolerance and acceptance for ourselves and others.

Unit Pre-Teaching Vocabulary

Tolerance - sympathy and understanding

Acceptance - recognizing and valuing everyone's differences

Discrimination - the unjust treatment of an individual or group based on race, citizenship, gender, sexual orientation, or gender identity.

LESSON ONE

SENSITIVITY SUBJECT TRAINING

Lesson Overview

In this lesson, we will learn about the concept of tolerance.

Lesson Objectives

- I can identify how I am alike and different from others.
- I can appreciate the differences in myself and others.

Items Needed

- Marker
- Chart paper
- Copy of We Are All Wonders by RJ Palacio or a YouTube video of the read-aloud

Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Chart Paper
- Generalize between meetings
- Make connections to the outside world



Teaching Time - Engagement Activity

Anchor Chart Discussion

1. On chart paper write, “How do we see ourselves? How are we different? How are we alike?” (possible responses include personality traits, demographic info, skills, and abilities).
2. As students share responses, add them to the chart. After 5-6 minutes, ask “Should we expect everyone to be like us? What would be like if we were all the same?”
3. Define on the anchor chart: tolerance and acceptance.
4. Say, “When we push others away or are mean to them because of their differences, this is discrimination. We are going to read a story about a person that is different and is pushed away by others. He begins to believe he isn’t wonderful because of it. When we read, pay attention to how he changes his mind about what makes him a wonder.”

Content

Read the story or listen to the story. On the page that states, “All they see is how different I look,” pause and ask, “Why would people not be able to see that the character is a wonder?”

After reading the next page ask, “What advice would you give the character after he has been laughed at by others?” Wait for responses.

Follow up by asking, “Have you ever done this to others?” If you have, were you trying to be mean?

On the page when the character is looking at the Earth ask, “What does the character mean when he says the Earth is big enough for all kinds of people?” Follow up with, “What kind of differences might the character mean? Prompt to discuss differences in race, ability, citizenship status, gender, sexual orientation, and gender identity.

Ask, “Do those differences make us any less wonderful? When people push others away or make them feel less because of their differences, those people are discriminating.”

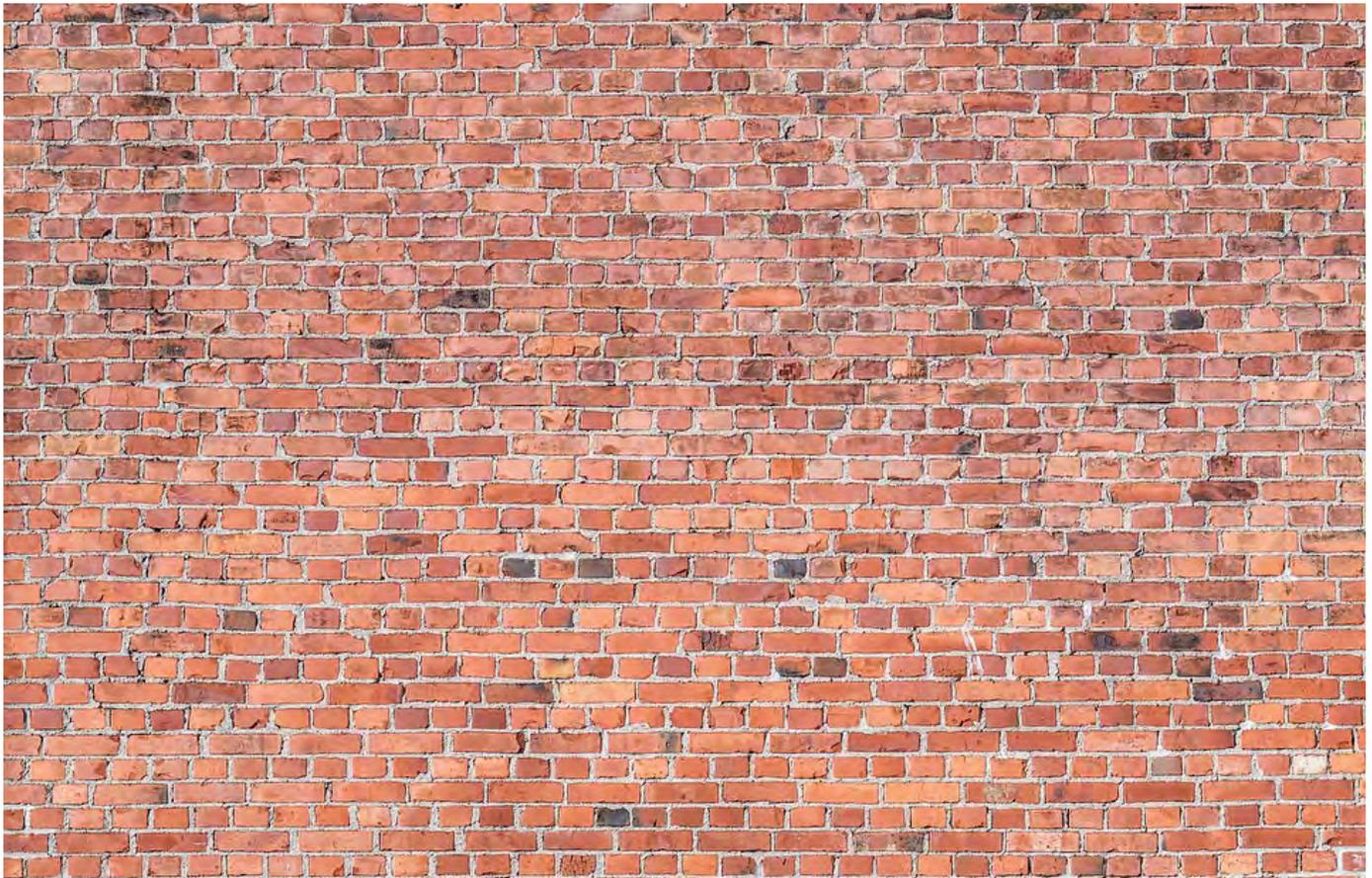
Finish reading the story.

Reflection

Complete the **I Am a Wonder Graffiti Sketch** or **I Am a Wonder Graffiti Sketch - Adapted** with the assistance of a peer, scribe and/or AAC.

I Am a Wonder Graffiti Sketch

Combine words, sentences, and drawing to demonstrate what makes you unique. Embrace and brag on yourself.



I Am a Wonder Graffiti Sketch - Adapted

Combine words, sentences, and drawing to demonstrate what makes you unique. Embrace and brag on yourself.

I am a wonder because I am me. Here are some things that I love about myself!

I am proud of my ability to _____.

I am strong because I _____.

I'm not the best at _____ but I have many friends that are!

Here are some other wonderful things my friends say about me!



LESSON TWO

SOCIAL MEDIA AND TECHNOLOGY

Lesson Overview

In this lesson, we will learn about social media, it's negative aspects, and gain experience thinking about what we post.

Lesson Objectives

- I can identify the purpose of social media
- I can identify the negative and positive aspects of social media
- I can identify what can be shared on social media and what can not be shared.
- I can reflect on my social media use.

Items Needed

- Marker
- Anchor chart paper
- Is Social Media Hurting Your Mental Health? By Bailey Parnell, available through TEDX and/or Youtube at https://www.youtube.com/watch?time_continue=57&v=Czg_9C7gw0o
- Prepared options for potential responses to the engagement activity



Teaching Time - Engagement Activity

1. Create an anchor chart with “Social Media: websites and apps that allow people to share” written at the top and then divide the remainder of the chart into four equal sections.
2. Ask, “What types of social media have you used or know of?” Create a list of those responses.

Concrete: Using an AAC device or picture cards, the participants respond by selecting words or logos of the social media they are familiar with.
Pre-Abstract: Follow the directions as written.
Abstract: Follow the directions as written.

3. Ask and write, “What information do we share while using social media websites and apps? Create a list of those responses.

Sample answers should include share photos, videos, and updates about our lives. While students are answering, ask, “Why do we share information on social media? What do we get from sharing?”

4. Ask and write, “What are positives to social media?” Create a list of responses.

Responses may include:

- Learning new skills
- Remaining in contact with friends and family
- Sharing updates about their lives
- Receiving support

5. Finally, ask and write, “What are negatives to social media?” Create a list of responses.

Teaching Time

Now that students have shared knowledge of the topic, introduce the focus on the lesson by stating, “Today, we are going to consider why what we post matters and will discuss personal information that shouldn’t be shared online. Let’s begin with talking about how what we post matters.”

Pass out the worksheet, **Social Media Awareness** or the **Social Media Awareness-Adapted** and complete in pairs or groups of three.

Reflection

Before completing the reflection portion of the **Social Media Awareness** worksheet, watch the TEDx video, **Is Social Media Hurting Your Mental Health?**. Afterward, with a partner, identify the four types of social media stressors and complete the reflection questions.

Name: _____ Date: _____

Social Media Awareness

Should I post that?

Jamey has felt pretty down about his friends not being able to hang out this weekend. He decides that he should post a new status update that says, "I need new friends, mine all hate me."

Should he post this? _____

If not, what should he do? _____

Lukas just got his driver's license and is over the moon happy! His guardian took a photo of him holding his license to send to family members. He decided to post it to his social media accounts with the caption, "Finally able to drive!"

Should he post this? _____

If not, what should Lukas do? _____

Make a list of personal information that **can be** shared!

Make a list of personal information that **should not** be shared!

Reflection: After listening/watching **Is Social Media Hurting Your Mental Health?** By Bailey Parnell.

Identify the four types of social media stressors

1. _____
2. _____
3. _____
4. _____

Answer this!

Have you ever been affected by one of the social media stressors? Select one and discuss with your partner.

How could you prevent this social media stressor from impacting you more?

Name: _____ Date: _____

Social Media Awareness - Modified

Should I post that?

Jamey has felt pretty down about his friends not being able to hang out this weekend. He decides that he should post a new status update that says, "I need new friends, mine all hate me."

Should he post this? Yes or No

If not, what should he do? Post a different mean message, or talk with his friends about his feelings?

Lukas just got his driver's license and is over the moon happy! His guardian took a photo of him holding his license to send to family members. He decided to post it to his social media accounts with the caption "Finally able to drive!"

Should he post this? Yes or No

If not, what should Lukas do?

Delete the photo because he is sharing personal information

Keep the photo posted and share his personal information

Cross out the personal information that can't be shared on social media

Address

Favorite food

Bus route that you take home

Your feelings about a news topic

Social security number

Student id number

Photo of ID cards

Pictures and names of family members

Photos of your travels

Reflection: After listening/watching **Is Social Media Hurting Your Mental Health?** By Bailey Parnell,

Identify the four types of social media stressors by circling them!

Positive feelings

Social currency

Fear of missing out

New interests and hobbies

Wasted time

Online harassment

Highlight reel

Stay connected with old friends

Which one has bothered you before?

UNIT SEVEN

SOCIAL ENGAGEMENT AND LEADERSHIP ACTIVITIES

Unit Overview

In this unit, we will discuss how to successfully engage in social settings, how to identify interests and participate in leisure activities.

Unit Pre-Teaching Vocabulary

Soft Skills - the skills used while talking and interacting with other people

Body Language - how we communicate through our body and not words (posture, eye contact, gestures, etc.)

Leisure Activities - activities people do for fun or to relax

Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world

LESSON ONE

SOCIAL ENGAGEMENT AND LEADERSHIP ACTIVITIES

Lesson Overview

In this lesson, we will learn about soft skills and why they are important, and how to display appropriate soft skills in social settings.

Lesson Objectives

- I can identify soft skills
- I can display appropriate soft skills in social settings

Teaching Time - Engagement Activity Speed Conversations

1. Form two lines with an even number of people in each line. The lines face each other so that everyone has a partner. One line of people receive a topic card.
2. The partners are to talk with each other for two (2) minutes. When the two (2) minutes are over one line rotates down, with the person at the end rotating to the front of the line. One line has moved so everyone has new partners. Set another two (2) minute timer and have the partners talk until the timer ends. Repeat this process for a total of three (3) rounds of conversations.
3. The goal of the activity is to notice what soft skills you and your partner show during the conversation, how easy or hard the conversation was, and how having a conversation with someone made you feel.

Concrete: Using the AAC device, the peers have a conversation that can occur with the AAC device. Use picture card cues to facilitate conversation.

Pre-Abstract: Follow the directions as written but use the adapted topic cards.

Abstract: Follow the directions as written with one peer using the topic card to guide the conversation.

Topic Cards

<p>What is your favorite sport to watch and what is your favorite sport to play? Why?</p>	<p>What do you want to do after graduation? Why are you interested in doing that? Do you think you will be good at it, why?</p>
<p>Do you have a favorite sports team? Who is it and why do you like them? Have you ever seen them play live?</p>	<p>Who do you talk to the most? Why is that person special to you?</p>
<p>What was the best part of your day so far? What made it the best?</p>	<p>If you had \$100 what would you spend it on? Why buy that? What would you do with what you bought?</p>
<p>If you could go on a vacation anywhere, where would you go? Why go there? What would you do there?</p>	<p>What animal is most like you? How are you similar?</p>

Adapted Topic Cards

<p>What is your favorite sport to watch and what is your favorite sport to play? Why?</p> <p>Examples: basketball, soccer, football, baseball, running</p>	<p>What do you want to do after graduation? Why are you interested in doing that? Do you think you will be good at it, why?</p> <p>Examples: work, day support program, vocational rehabilitation</p>
<p>Do you have a favorite sports team? Who is it and why do you like them? Have you ever seen them play live?</p> <p>Examples: Carolina Gamecocks, Clemson Tigers, Atlanta Falcons</p>	<p>Who do you talk to the most? Why is that person special to you?</p> <p>Examples: mom, dad, brother, sister, friend, cousin</p>
<p>What was the best part of your day so far? What made it the best?</p> <p>Examples: playing a game, reading, gym time, seeing friends</p>	<p>If you had \$100 what would you spend it on? Why buy that? What would you do with what you bought?</p> <p>Examples: gaming system, basketball goal, go to the movies, clothes, makeup</p>
<p>If you could go on a vacation anywhere, where would you go? Why go there? What would you do there?</p> <p>Examples: Disney World, the beach, the mountains, amusement park</p>	<p>What animal is most like you? How are you similar?</p> <p>Examples: A cheetah because I can run fast. A bird because I like to see everything</p>

Discussion After Activity

Using a white, interactive board, or poster; collect the responses shared by the group.

Guiding questions for the discussion:

“How did you feel during those conversations?”

- Possible answers: uncomfortable, hard, awkward, weird, okay, easy, mad

“What types of body language did you use during your conversations?”

- Possible answers: hand gestures, standing far apart/standing close, eye contact/no eye contact, head down, rocking your body back and forth

The goal of the discussion is to identify each person’s typical body language during conversations and identify emotions.

Concrete: Using the AAC device or picture cue cards the peers identify ways they felt during the activities and how they interacted with others.

Pre-Abstract: Partner with a peer buddy to help them identify feelings and what body language they used. The buddy demonstrates different body language poses and the peer identifies which poses/body language they used.

Abstract: Peers respond independently to the questions.

Content

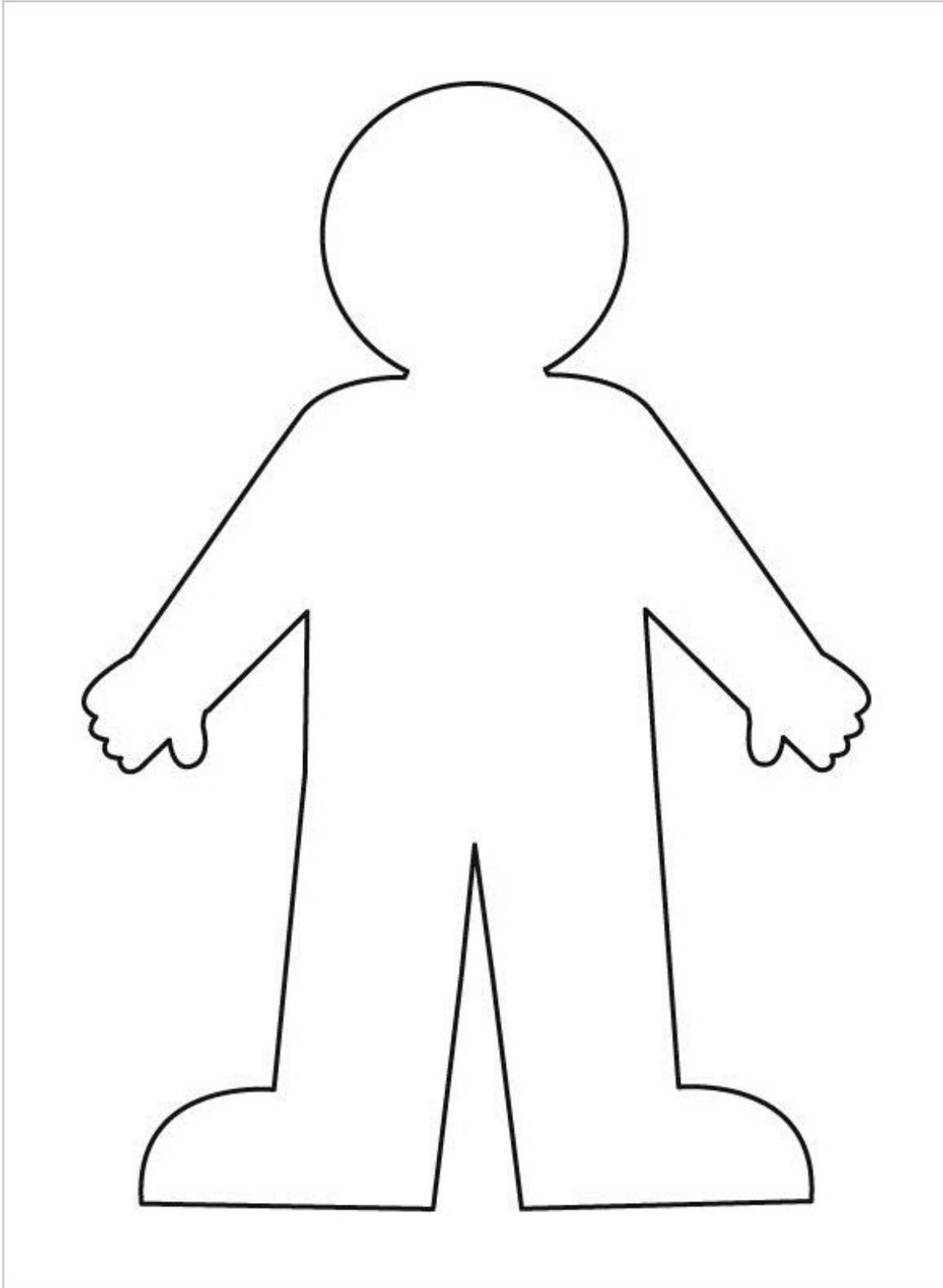
1. “Let’s look at our vocabulary words. Review and discuss the vocabulary words.” (Could have participants work in pairs or smaller groups to talk about the definition of each word first.)

Soft Skills - the skills used while talking and interacting with other people

Body Language - how we communicate through our body and not words (posture, eye contact, gestures, etc.)

2. Using the blank person, fill out how we show appropriate body language with our arms and hands, feet, mouth, ears and eyes. (Keep the completed blank person for the next lesson in the unit.)

Body Language Activity Sheet



Possible answers

- Our hands are by our sides when we are listening
- Our hands stay below our shoulders when we are talking
- We stand facing the person/group
- Our eyes are looking at the person/group
- Our ears are listening to what the person/group is saying
- Our mouths are speaking clearly for the person/group to hear

3. Participants model each appropriate body language identified by the group.

The goal of this activity is to show appropriate ways to use body language during social interactions.

Concrete: Using an AAC device or picture cards, the peers identify the different body parts used to communicate.

Pre-Abstract: With a peer buddy, peers point to the different parts of the blank person and talk about or model what each body part does while having a conversation.

Abstract: Follow the directions as written.

End of Lesson Activity & Reflection

Repeat the Engagement Activity - “Speed Conversations.” Try to set the lines up so that participants are talking to different participants than before. At the end of each two (2) minute conversation, the participants will complement one way the partner displayed appropriate body language.

- “I liked how you kept eye contact.”
- “I liked how you faced me the whole conversation.”
- “I liked how you listened to me and showed you listened by asking me a question about what I said.”

LESSON TWO

SOCIAL ENGAGEMENT AND LEADERSHIP ACTIVITIES

Lesson Overview

In this lesson, we will identify what we like to do for fun and how to engage in leisure activities appropriately.

Lesson Objectives

- I can identify what I like to do for fun
- I can find ways to engage in leisure activities

Items Needed

- Pen/pencil/marker
- Small stackable items like dice, checker pieces, poker chips, cubes, legos, or books
- Scratch paper

Optional Items

- Poster board or white/chalk/interactive board
- Post-It notes

Teaching Time - Engagement Activity

Complete the Interest Inventory worksheet.

Concrete: Using an AAC device or picture cards, the peers identify what activities they've done before, still do, or would like to try.

Pre-Abstract: With a peer buddy, participants complete the worksheet.

Abstract: Follow the directions as written.

Interest Inventory

Activity	Have Done Before	Do This Activity	Would Like to Try
Basketball			
Bowling			
Baseball/Softball			
Running			
Tennis			
Golf			
Fishing			
Singing			
Playing an Instrument			
Dancing			
Painting/Drawing			
Knitting/Sewing			
Baking/Cooking			
Jewelry Making			
Board Games			
Outdoor's Activities			
Sporting Events			
Shopping			
Religious Activities			
Volunteering			
Other (specify)			

After completing the worksheet, each participant identifies and shares with the group two (2) activities they currently do and one (1) or two (2) activities they would like to try.

“Share with us two activities you do right now and one or two activities you would like to try.”

Content

Have one member of the group ask out loud, “How can we find people or groups who are interested in the same activities as me? Take 30 seconds to think about your answer. ”

The group thinks for 30 seconds then shares out loud with the group.

Concrete: Using an AAC device or picture cards, the participants identify ways to meet people who are interested in what they are interested in.

Pre-Abstract: Follow the directions as written. Peer buddy may assist in asking peer(s) directly for an answer.

Abstract: Write the question on a board or poster and have the participants write their answer on a sticky note and place on the board/poster. Have a peer share the answers out loud.

Possible Answers to Share

- Gym
- Sports classes (Zumba, boxing, martial arts)
- Recreational sports teams (find local teams online or in a newspaper)
- Hobby classes (dance classes, art classes, knitting groups, book clubs)
- Facebook events
- Volunteer (soup kitchen, Red Cross, SPCA)
- www.meetup.com
- Dog park
- Sports events
- Museums
- Concerts

Review the Appropriate Body Language Activity Sheet sheet from the previous lesson.

Concrete: Using an AAC device or picture cards, the participants review different ways to show appropriate body language during a conversation. A participant or group of participants may model the various ways to show appropriate body language.

Pre-Abstract: One participant and participant buddy read and model the way to show appropriate body language with their hands/arms. Another participant and participant buddy read and model the way to show appropriate body language with their faces. Another participant and participant buddy read and model the way to show appropriate body language with their feet/legs.

Abstract: One participant reads and models the way to show appropriate body language with their hands/arms. Another participant reads and models the way to show appropriate body language with their face. Another participant reads and models the way to show appropriate body language with their feet/legs.

The group will break into groups of three to play the game, “**Stacker!**”

You will need stackable items like dice, checker pieces, poker chips, cubes, Legos, books, ect.

Two (2) participants face each other to have a conversation and the third participant is the “Judge.”

The game begins when one (1) of the conversationalists picks up a conversation starter card and reads the card to begin. Once the first person ends their part of the conversation, they place a stackable item in the middle. The next conversationalist continues the conversation; when they are done they place the stackable item on top of the other item. This continues until the “Judge” confirms one person went off-topic or the stack of items tumble. Complete at least three rounds of this, if not more, for at least 10 minutes.

Concrete: Using the AAC device, the participants have a conversation that can occur with the AAC device. Use picture card cues to facilitate conversation.

Pre-Abstract: Follow the directions as written. Give the participant two chances to state something on-topic.

Abstract: Follow the directions as written. Give the participant one chance to state something on-topic.



Conversation Starters

<p>“How has your day been?”</p>	<p>“What are you looking forward to this weekend?”</p>	<p>“Are you enjoying the weather we have been having lately?”</p>
<p>“What was your favorite TV show or movie you’ve seen lately?”</p>	<p>“What is the most interesting thing you’ve seen or done recently?”</p>	<p>“Tell me about your last birthday events or upcoming birthday plans.”</p>
<p>“What is your favorite meal in the world to eat?”</p>	<p>“Who is your favorite celebrity?”</p>	<p>“What is your favorite music to listen to?”</p>

After the activity, get back together as a group and discuss out loud (or through AAC devices) how that activity went.

- Was this activity easier or harder than last lesson's activity?
- How was your body language?
- Was this activity easy or hard, why?

Exit Activity - Snowstorm

Concrete: Using the AAC device or familiar picture cards, the participants choose two to three reflection words or phrases to share what they found important in this unit's lessons.

Pre-Abstract: With a peer buddy, participants write down a word, words, or phrases of what they learned on a piece of scratch paper and wait up. Given the signal by a lead participant, everyone throws their paper snowball in the air. Then each participant/peer buddy picks up a nearby response and reads it aloud.

Abstract: Participants write down a word, words, or phrases of what they learned from this unit's lessons on a piece of scratch paper and read it up. Given the signal by a lead participant, everyone throws their paper snowball in the air. Then each participant picks up a nearby response and reads it aloud.

UNIT EIGHT

FISCAL RESPONSIBILITY

Unit Overview

In this unit, we will discuss how to decide to spend your money and how to budget your money.

Unit Pre-Teaching Vocabulary

Budget - a plan for how to use your money

Salary - how much you earn each month and year

Levels of Engagement & Possible Responses from Students

Concrete: participants with higher levels of need

- Picture symbols with words for a response
- Hand over hand
- Peer buddies
- Tracing
- Responding with eyes gaze
- AAC devices

Pre-abstract: participants with moderate levels of need

- Picture symbols with words for a response
- Multiple pictures to choose from for response
- Peer buddies
- Verbal responses
- Yes/No choice responses

Abstract: participants with minimal levels of need, independent students

- Verbal or written responses
- Peer buddies
- Anecdotal notes
- Generalize between settings
- Make connections to the outside world

LESSON ONE

FISCAL RESPONSIBILITY

Lesson Overview

In this lesson, we will learn how to determine if we should spend our money or not.

Lesson Objectives

- I can identify what is a “want” and what is a “need.”

Items Needed

- Pen/pencil/marker
- Sticky notes
- Board or poster

Teaching Time - Engagement Activity

Want or Need

1. Say to the participants, “Think about what you or your family spend your money on.” Pause for a few minutes to think.
2. Say to the participants, “Think about an item or event you want to go to.” Pause for a few minutes to think.
3. Have the participants write down on sticky notes or scratch paper their answers. They should have multiple answers for each question.
4. On a white-board or poster, write the two questions down and have the participants tape the scratch paper or place their sticky notes under the questions.
5. Read the answers out loud.
6. On another white-board or poster, write “WANT” and “NEED” on it. In groups or as a whole, determine if the items on the sticky notes/paper are wants or needs.

Setting Goals and Determining Wants vs. Needs

What are your financial goals? What are items or activities you are or would like to save your money towards? (video game, book, vacation, car, save, etc.)

- _____
—
- _____
—
- _____
—
- _____
—

Want vs. Need

How to know if you have a want or a need. A need is something you require or need to live. A want is something you can live without. Circle the needs below and put a line through the wants. After you are done, share with a partner your answers. Talk about the items that were hard to determine if a want or need.

Coffee	House	Water	New Shirt
Gas	Car Repair	Vacation	Books
Tuition	Eating Out	Video Game	New Shoes
Utilities	Beach Trip	Present for Someone	Concert

Pick three items above that could be a want or a need:

—

—

—

Content

Say, “What is something you have been wanting to save money for? Is there an event or trip you would like to take to save for? On your Setting Goals and Determining Wants vs. Needs worksheet, write your financial goals down.”

Concrete: Using an AAC device or picture cards, the participants identify financial goals.

Pre-Abstract: With a peer buddy, participants complete the worksheet.

Abstract: Follow the directions as written, complete independently.

Read the directions for the **Want vs. Need** section of the worksheet. Say, “How to know if you have a want or a need. A need is something you require or need to live. A want is something you can live without. Circle the needs below and put a line through the wants. After you are done, share with a partner your answers. Talk about the items that were hard to know if it is a want or need. Write those items you talked about in the lines at the bottom of the worksheet.”

Concrete: Using an AAC device or picture cards, the participants identify which are wants or needs.

Pre-Abstract: With a peer buddy, participants complete the entire worksheet together.

Abstract: Follow the directions as written. Complete independently until it is time to share individual answers.

Activity Ender

As a group review where the group put the sticky notes during the engagement activity. Do any of the sticky notes need to be changed to a want or a need? Discuss any changes.



LESSON TWO

FISCAL RESPONSIBILITY

Lesson Overview

In this lesson, we will learn why it is important to budget and how to budget.

Lesson Objectives

- I can create a budget based on my income.
- I can identify what expenses or items are most important to spend my money on.

Items Needed

- Pen/pencil/marker
- Calculator/cell phone with a calculator on it

Teaching Time - Engagement Activity

Give One, Get One

Concrete: A peer and a peer buddy have a **Give One, Get One** worksheet. In each square, the peers work together to write a word or place a picture card in the box that has to do with spending money. The word(s) or picture could have something to do with spending money, saving money, money in general, etc. Share the responses with the group and see what people had in common. (Possibly write down the responses that were common on a white-board or paper.)

Pre-Abstract: A peer and peer buddy have a **Give One, Get One** worksheet. In one square the peers work together to write a word or phrase or draw a picture that represents budgeting. After the peers have filled in one square they share it with friends and record theirs on their **Give One, Get One** worksheet. (The peers may need to read the definition of a budget under “unit vocabulary.”)

Abstract: Each peer has a **Give One, Get One** worksheet. In one square the peer writes a word, phrase, or picture that represents budgeting. After the peer has filled in one square they share it with friends and record theirs on their **Give One, Get One** worksheet. (The definition of budget, found under “unit vocabulary” may need to be read aloud before the activity.)

Give One, Get One

After the activity, have the participants share common or unique words, phrases, or pictures with the group.

Content

1. Let’s look at the word budget and salary so we can better understand what they mean.

Budget - a plan for how to use your money

Salary - how much you earn each month and year

All levels participate accordingly

2. Say, “When we start to earn or receive money/salary, we have to learn how to use it wisely. Typically, people try to spend 30% of their salary on rent, 20% of salary in savings, and 50% of salary on everything else.”

3. Write on a board or poster “30% on rent, 20% on savings, 50% on everything else.”

4. On the **Spending Money Wisely** worksheet, complete the “I Think” column. Write in how much you think you will earn each month and fill in the blanks for your budget.

Concrete: Using an AAC device or picture cards, the participants identify how much money they think should go in each spot

Pre-Abstract: With a peer buddy, participants complete the worksheet.

Abstract: Follow the directions as written, complete independently.

5. After the participants have completed the first column, hand each participant a job card.

Social Security Disability (SSDI): \$1,200 a month	Minimum Wage: \$1,000 a month	Firefighter: \$2,100 a month
Waitress/Waiter: \$1,100 a month	Day Care Assistant: \$1,200 a month	Paraprofessional: \$1,000 a month

Spending Money Wisely Worksheet

“I Think” Column Complete this column 1st	“My Money” Column Complete this column 2nd
How much do you think you will make?	Your given salary:
Rent:	Rent:
Car Payment:	Car Payment:
Car Insurance:	Car Insurance:
Gas:	Gas:
Car Repairs:	Car Repairs:
Public Transit (if no car):	Public Transit (if no car):
Clothing:	Clothing:
Entertainment:	Entertainment:
Household Items (toilet paper, paper towels, furniture, etc.):	Household Items (toilet paper, paper towels, furniture, etc.):
Groceries:	Groceries:
Utilities:	Utilities:
Savings:	Savings:
Extra:	Extra:

On the **Spending Money Wisely** worksheet complete the “My Money” column. Write in how much you will earn each month and fill in the blanks for your budget. Use a calculator to determine how much you should spend on rent, savings, and everything else.

Concrete: Using an AAC device or picture cards, the participants identify how much money they think should go in each spot

Pre-Abstract: With a peer buddy, participants complete the worksheet.

Abstract: Follow the directions as written, complete independently.

To determine the percent of a number, do the following steps:

1. Multiply the number by the percent (e.g. $1,100 \times 30 = 33,000$).
2. Divide the answer by 100 (e.g. $33,000/100 = 330$).
3. Round to the nearest whole number if needed.

Once you are done with the worksheet, have a discussion about what you learned. Below are some possible questions:

- What was hard about this task?
- Why is it important to budget your money?
- Do you think it is possible to live alone with your salary? Could you get a roommate?
- How could you save money?

Exit Activity - Simile Challenge

Each participant completes the statement: “Making a budget is like _____ because _____.”

“Making a budget is like skydiving because it is very scary.”

“Making a budget is like math class because you have to add, subtract, divide, and multiply.”

Works Cited

- “Khan Academy” www.khanacademy.org/youcanlearnanything
- “Kid President” www.youtube.com/watch?time_continue=85&v=RwIhUcSGqgs
 - “I’ll Do It” www.youtube.com/watch?v=YpJKWcl6CL8
- “Amazing Kids of Character” www.youtube.com/watch?v=n_0TzBMf7rw
- “Build Character Build Success: Integrity” www.youtube.com/watch?v=O5oZ-P1yH7M
 - “The Empty Pot” www.youtube.com/watch?v=nSoqBWPq8U0
 - “Communication Video” www.youtube.com/watch?v=pf2ROqiFYLs
 - “Active Listening: How to communicate Effectively” https://www.youtube.com/watch?v=BW82k7Iwl_U
 - “Goal Setting” www.youtube.com/watch?v=E8agsaXfHN4
- “Time Teaching Activity Chart” www.thepeakperformancecenter.com/wp-content/uploads/2016/06/Fixed-Mindset-vs.-Growth-Mindset-Chart.jpg
 - “We Are All Wonders” by R.J. Palacio <https://www.youtube.com/watch?v=CFxMfmQGGpY>

PRACTICING LEADERSHIP
-CHALLENGE GUIDE-



INCLUSIVE
LEADERSHIP ACADEMY



PRACTICING LEADERSHIP - UNIT CHALLENGES

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UNIT TWO / PERSONAL RESPONSIBILITY & PERSONAL INTEGRITY

“MINE FIELD” CHALLENGE

This activity is an edge of your seat, make it or break it challenge of teamwork that places the traveler in the navigator’s hands. This activity will test your active listening and communication skills. Strong direction and trust is key to making it through this minefield.

MATERIALS : Plates, cups, plastic liter bottle or milk jugs, blindfold, cones or tape

DIRECTIONS: Identify a space large enough to set up a 10 x 15 or 10 x 20 area to create the mine field. Designate boundary lines as well as a start and finish line (a rectangle) to operate the activity in. Set up the field of mines using: paper plates, cones, cups, liter bottles or jugs. Keep enough space so that someone may shuffle or step through. The spacing will increase or decrease difficulty of navigating the field. Break the group into teams of two. Each team will have one Navigator and one Traveler. The Traveler will be placed at the starting line and blindfolded. Depending on the size of the field and number of participants, two teams can participate at once. The Navigators will verbally communicate direction to the Travelers. Go over verbal commands that would be useful such as: “right foot forward” or “high step over.” This can provide preparation for active listening and communication success. Have partners switch roles after completion of the field. Teams can also race one another and times can be kept and recorded. Points or penalties can be given to certain types of mines on the field.

EX: Red cups equal three steps back and blue plates equal 20 seconds added to time. These penalties can replace the “game over” style, or “restart” method of the activity.

FACILITATORS NOTES / AFTERTHOUGHTS: The Facilitator of this activity is the referee (time-keeper) for the participants, as well as cheer-leading by making fun explosion noises, or saying, “You are out!” when they hit the mines. It’s important to note that rules are secondary to the communication and learning aspect of this activity. Starting over each time a participant steps on a mine may stifle the overall success and maximum participation of the challenge. **It’s also important to stress that one participant is responsible for the other during the activity. Participants will find that by providing detailed instruction, using active listening skills and working towards a common goal is not only fun but also a great skill to possess. The “Navigator” is responsible for giving accurate directions and the “Traveler” is responsible for accurately listening and following through.** You may find it necessary to increase coaching for certain teams, reminding them of commands that work well in the direction of one another. An audience and cheering adds to the overall experience.

ADAPTATIONS AND TIPS:

- DENSITY AND SPACING OF MINES IN THE FEILD
- PENALTIES INSTEAD OF RESTARTS
- SINGLE TEAM RUNS VS DOUBLE TEAM RUNS (TEAM RACES)
- UTILIZE AAC DEVICES IF NECESSARY

UNIT THREE / COMMUNICATION AND ACTIVE LISTENING

“SHAPE SHIFTING” CHALLENGE

The shaping shifting challenge supports team sizes of 4-8 individuals or more (depending on the size of the rope). This activity promotes teamwork, active listening and communication using body language.

MATERIALS : Rope, open space

DIRECTIONS: For this challenge you’ll need a rope, one that has been tied at both ends into a loop. Make sure the rope will be large enough for everyone to hold with both hands while they stand together in a circle. At least one hand of each participant must remain on the rope during the session. The facilitator or designated leader will begin to instruct the group to create a designated shape such as a circle, square, triangle, etc. The group then creates the shape using communication and teamwork. Repeat this adding complexity, by requiring them to make more difficult shapes, such as an arrow, star, cow, chicken, rocket, etc. The next part of the challenge is to remove the ability to verbally communicate. Now they must communicate only with hand gestures and body language. After a few more shapes have been accomplished, remove the hand gestures for the final shapes of the challenge. For individuals who cannot participate using the rope, adapt the activity to create leaders who then direct the team on where to move. This adaptation works well for the non-verbal and non body language portion of the activity.

FACILITATORS NOTES / AFTERTHOUGHTS: This challenge increasingly becomes more difficult as you add communication barriers. Your job is to remind the group of the rules as it will become more difficult to follow them as you increase communication barriers. As their ability to communicate becomes more difficult, take note of the ways the members adapt and utilize body language. These notes will serve well as topics to discuss post activity. Remember to refrain from giving direction, leaders are often born out of necessity.

ADAPTATIONS AND TIPS:

- TIME FRAMES FOR COMPLETION
- ASSIGNING LEADERS WHO GIVE VERBAL DIRECTION
- ADJUSTING EASE OR DIFFICULTY OF SHAPES
- UTILIZE AAC DEVICES IF NECESSARY

UNIT FOUR / DECISION MAKING MODEL AND SETTING BOUNDARIES

“MARSHMALLOW TOPS” CHALLENGE

The Marshmallow Challenge is a popular team-building activity in which teams compete to build the tallest free-standing structure with a set of specific materials. The towers need to be able to hold the weight of a marshmallow that “Tops” the structure, marking the highest point.

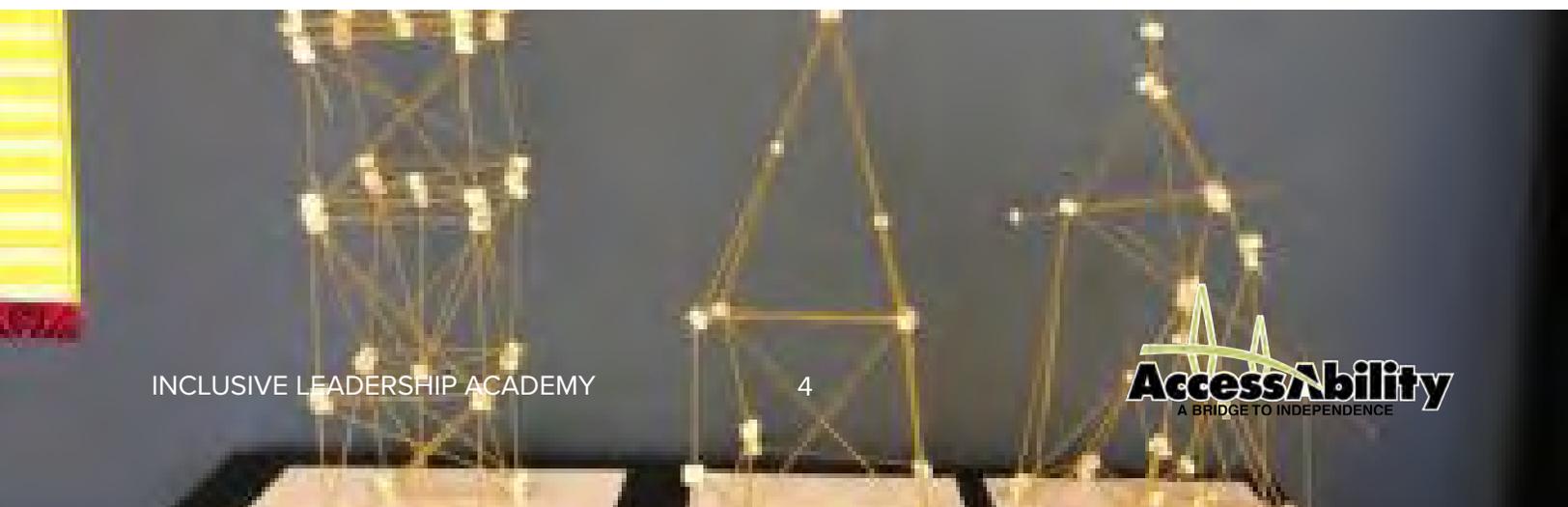
MATERIALS : Pencil, paper, spaghetti noodles, toothpicks, wood skewers, tape, marshmallows, measuring tape.

DIRECTIONS: Members are broken into groups of two or three. Each group will receive their building materials for the project. Make sure groups are supported by members that can physically manipulate the materials and others who can contribute through communication. Each group can choose to utilize the variety of materials provided to construct their structure. Providing multiple materials gives more opportunity for input and decision making. Set a time limit, approximately 10-15 minutes to plan and execute the creation of the structure. This activity can be modified by splitting it into blocks, planning time, construction time, and final judging. The only rule is that the marshmallow be at the top of the free standing structure.

FACILITATORS NOTES / AFTERTHOUGHTS: This challenge promotes sharing and implementation of ideas as well as execution of a plan in a small team environment. It is important to let leadership happen naturally and refrain from asserting direction unless absolutely necessary. Listening to the conversations will be important to assess the results and learning points of the challenge. Remember, the completion of the challenge is secondary to: identifying and practicing asserting ideas, making decisions, and knowing when to be the leader and when to be a teammate to complete the task.

ADAPTATIONS AND TIPS:

- TIME FRAMES FOR COMPLETION
- GROUP ASSIGNMENTS / FOR MAXIMUM PARTICIPATION
- MATERIAL TYPES FOR CHOICE AND EASE OF CONSTRUCTION
- TIME FRAMES FOR GROUP DISCUSSION, PLANNING, & EXECUTION
- UTILIZE AAC DEVICES IF NECESSARY



UNIT FIVE / PERSONAL GOAL SETTING AND GROWTH MINDSET

“OPERATION SWEET TREATS” CHALLENGE

This creative team challenge allows for a “tasty” opportunity for leadership, delegation, problem identification, and execution to reach an end goal. The results however, will be judged on taste!

MATERIALS : Chocolate chips, peanut butter, gram crackers, saltines, sprinkles, toothpicks, dots, pumpkin pie filling, jello, sugar, salt, marshmallows, “Shake and Bake”, chocolate syrup, maple syrup, bananas, Cheerios, ect.

DIRECTIONS: Present this scenario.

You and your friends are invited to a get together along with 8 other people. The host discovered her stove was not working and ordered catering including dessert at the last minute. She meets you at the door in a panic because the dessert splattered all over the delivery truck. She pleads with you and your friends to come up with a dessert using a combination of 3 ingredients from her pantry before the rest of the guests arrive in approximately 20 minutes. Create groups of 3 and designate one team leader for each group. With the team at the leader’s command, each group will develop a plan that meets the needs of the situation. The leaders will: assess the situation, create objectives, delegate tasks to complete the objectives, adapt to situations that arise, and reach an end goal of dessert. Teammates will only provide insight or perform a task when instructed by their team leader.

EX: “John, you’re in charge of spreading the peanut butter.” Once all desserts are completed, teams can taste test for the best result.

FACILITATORS NOTES / AFTERTHOUGHTS: The facilitator’s role is to assign groups for maximum participation. The facilitator can remind the teams of the goal setting and problem solving process as they work towards a solution. It is important to stress the importance of respecting the leader’s direction while being a productive teammate. The facilitator may need to remind the teams of their roles and the rules set for the activity. Adhering to the roles will provide invaluable practice for the leaders, but also practice on how to be a successful team member. Facilitators need to listen to the interactions that take place and discuss with the class what communication techniques were successful and those that were not.

ADAPTATIONS AND TIPS:

- SELECTION OF TEAMS TO ACCOMODATE FOR WEAKNESSES AND STRENGTHS
- MATERIALS USED FOR ACTIVITY CAN VARY
- UTILIZE AAC DEVICES IF NECESSARY

UNIT SIX / SENSITIVITY SUBJECT TRAINING AND SOCIAL MEDIA

“POST 'IT, CHANGE' IT, DELETE' IT!” GAME

The **Post'it, Change'it, Delete'it** Activity is a unique take on social media and the expected behavior on social media sites. This activity creates “posts” and each team will need to determine if they are going to post, change, or delete the content.

MATERIALS : Method to display the “posts”, method to keep score

DIRECTIONS: Beforehand, create the post which will be displayed on cutouts or on the smart-board (examples below). The post you create should be either appropriate or inappropriate. An appropriate post means that the post is ready for social media and the team should **“Post'it”**. The team will receive a point for doing so. If incorrect, the other team will have a chance to steal the points if they can correctly **“Change'it”** or **“Delete'it”**. An inappropriate post is one that is not ready for social media and the team will need to decide if they can **“Change'it”** or **“Delete'it”**. If a team decides to change it, they will then determine how to make the post appropriate. The facilitator will decide if the team did a sufficient job at changing the post. If so, they will receive a point. If they did not change the post successfully, the other team will have a chance, receiving two points if they can correctly **“Change'it”**. **“Delete'it”** posts are so bad that there is no hope in changing the post and should never make its way onto social media. The team will receive a point if they correctly delete a post. If the deleted post is changeable, the other team will have a chance to steal the points by correctly changing the post. All steals are worth two points. Both teams must have a new spokesperson each time they receive a turn.

Scoring (Correct Answer)

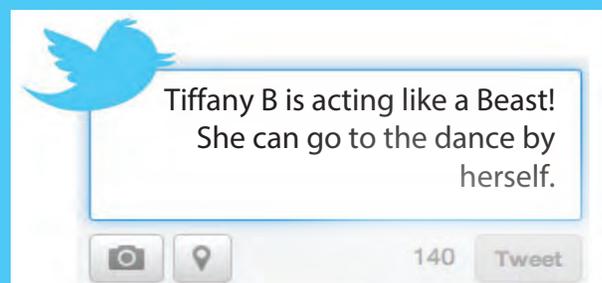
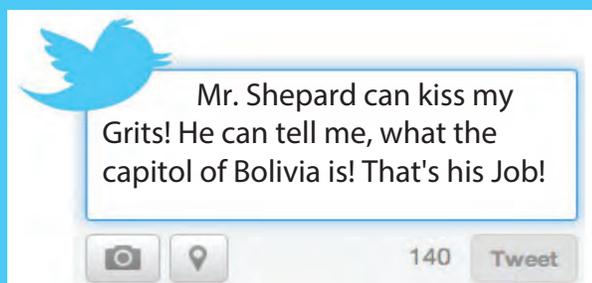
- Post'it- 1 Point
- Delete'it- 1 Point

- Change'it- 1 Point
- Stolen Post- 2 Points

FACILITATORS NOTES / AFTERTHOUGHTS: As the facilitator it is your job to be the game show host and to help determine or qualify results. It is important to help the participants understand what makes an appropriate post versus one that is inappropriate. It is also the facilitator's job to make sure that everyone participates and is focused.

ADAPTATIONS AND TIPS:

- TIME FRAMES FOR COMPLETION
- GO OVER A FEW EXAMPLES OF APPROPRIATE AND INAPPROPRIATE POSTS
- READ THE POST A FEW TIMES TO MAKE SURE EVERYONE HAS A CHANCE TO HEAR IT
- UTILIZE AAC DEVICES IF NECESSARY



UNIT SEVEN/ SOCIAL ENGAGEMENT AND LEADERSHIP ACTIVITIES

“KINGS AND PAWNS” ACTIVITY

The **Kings and Pawns** Activity is unique take on social norms that happen in our society. This activity drives exploration of alternative forms of communication. Simple, yet powerful.

MATERIALS : Deck of cards

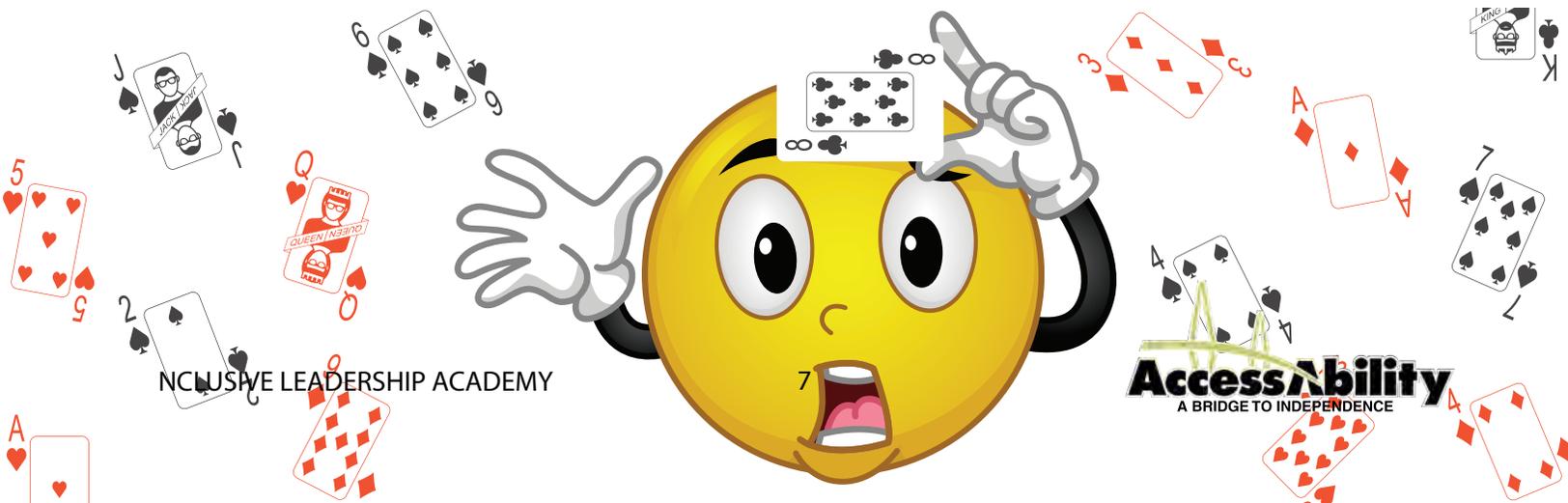
DIRECTIONS: Begin the activity by dispersing the shuffled cards amongst the participants. Each participant will receive only one card while advising them that they are not to be looked at. After everyone has received a card, inform the group to place the card on their forehead and begin to mingle in the center of the room. Players are to treat each other based on the value of their card, which is to be acted out non-verbally. Indicate to participants that higher value cards should receive better treatment and lower value cards should be treated poorly or ignored.

NO participant is allowed to reveal anyone else’s card using verbal communication. After a few minutes and everyone has had a chance to communicate with each other, advise the participants to find the people that they believe associate with their card: low value, middle value, or high value. Once participants believe they are in the right group, they can proceed to look at their cards and see how they did. The group can then explore topics of diversity, cultural norms, and inclusion.

FACILITATORS NOTES / AFTERTHOUGHTS: This challenges promotes non-verbal communication and the understanding of social norms. It is important to let communication happen naturally and refrain from asserting direction unless absolutely necessary. Remember, the completion of the challenge is secondary to identifying and practicing social engagement/ norms. Furthermore, engage the room after the activity and solicit feedback on how each participant felt they were treated in the activity and how this relates to real life situations they have been in.

ADAPTATIONS AND TIPS:

- TIME FRAMES FOR COMPLETION
- PULL OUT CARDS YOURSELF TO HAVE A GOOD MIX OF VALUES
- TIME FRAMES FOR GROUP DISCUSSION, PLANNING, & EXECUTION
- UTILIZE AAC DEVICES IF NECESSARY



UNIT EIGHT / FISCAL RESPONSIBILITY

“LIVING ON A BEAN” CHALLENGE

This is challenge that is all about choices, sacrifice, and desires. It will engage the participants ability to decide and understand how to balance resources and to make tough decisions for themselves and for others.

MATERIALS : Beans, and prepared materials / categories

DIRECTIONS: There are multiple ways to direct this activity. Groups can work together to make decisions, participants can work on their own, or teams can decide for others what should be devised. All three bring different perspective and decision making possibilities.

Each individual or group gets twenty beans to work with. These beans represent resources to be spent on life circumstances, values, goals, and activities. These activities, wants or needs have values associated with them (the number of beans they cost). There are several rounds to this activity, the amount of beans each round is reduced and budget decisions are required. The difficulty and variety of choices is up to the facilitator as preparation for this activity is required. This activity is sourced from Utah State University Extension, where detailed resources can be attained.

https://financeintheclassroom.org/passport/downloads/bean_game.pdf

FACILITATORS NOTES / AFTERTHOUGHTS: As the facilitator of this activity, your goal is not to point out what is important at the beginning, but to allow for poor choices and discussion amongst the groups. During the later rounds where there is less to spend, point out what vital needs they may be missing out on. Listen to conversations and pay attention to the directions groups take to survive. This will be valuable material for follow up discussions after the activity.

ADAPTATIONS AND TIPS:

- ASSIGN TEAMS FOR MAXIMUM PARTICIPATION AND GAINED EXPERIENCES
- ASSIGN LEADERSHIP AND TEAM POSITIONS, BEAN HOLDER, PRESENTER
- UTILIZE AAC DEVICES IF NECESSARY

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START UP / QUESTIONS AND ANSWERS

Planning to start a Youth Leadership Academy in Charleston County School District

Our purpose is to provide you with a look inside the beginning of Charleston Leadership Academy. Charleston County School District (C.C.S.D.) answers various questions posed to provide insight on why the program was born and piloted, as well as inquiry on the methodology that was used to execute.

Why did C.C.S.D. start a youth leadership academy?

The Charleston Youth Leadership Academy was formed as an initiative aligned with national best practice standards for effective transition planning in order to provide students with opportunities to develop their skills in the areas of leadership, self advocacy and skills development.

The Charleston Student Leadership Academy is an opportunity for students attending C.C.S.D. to develop and apply leadership skills through a variety of school and community experiences. C.C.S.D. is working in partnership with the Transition Alliance of South Carolina (TASC) and AccessAbility to give students with disabilities the opportunity to become leaders and have their voices heard!

The students who participated were invited by a committee comprised of staff members from C.C.S.D.'s Department of Exceptional Children, teachers, and staff from AccessAbility. Representatives from this committee also ran the two-day kick-off event, leading the students in activities that were designed to build leadership skills and enhance the students' desire and ability to advocate for themselves.

The partnership between the Charleston County School District and AccessAbility is a critical component of the academy.

The vision for the Youth Leadership Academy is strong. Build skills, give students opportunities to utilize their skills and watch them become leaders in their schools and communities!

What are the requirements for students to be accepted? Are we going to include general education students? Are we accepting all classes or just upperclassmen?

High school students apply for the Youth Leadership Academy in the spring by completing an application. The application consists of short answer questions related to their skills, vision for their school and leadership development, along with two references. Students are often recommended by their special education teachers, lead teachers, or transition specialists. Recruitment information about the academy is shared with teachers and transition specialists in monthly department newsletters and flyers. Transition specialist also host information sessions for school leadership and staff. Initially, sophomores and juniors were encouraged to apply but this has been expanded to any high school student. As we move into the third year of the academy, inclusive youth participation will be a strategy to increase opportunities for all.

START UP / QUESTIONS AND ANSWERS

Planning to start a Youth Leadership Academy in Charleston County School District.

Where will the location be?

Meetings are typically held at a high school that is centrally located in the district where collaborators and students can be included.

What will the first meeting of the year look like for the students?

In early August, a kick off event is hosted by AccessAbility in partnership with the Charleston County School District. The youth leadership members are invited to a full day of leadership activities, personal development challenges, and team building activities.

Guest speakers from the community have presented information to the youth on motivation, goal setting and overcoming obstacles by utilizing leadership skills. The kick off event is an opportunity for students to meet each other before school starts, begin to form friendships and discuss how they envision the leadership academy evolving over the school year.

How often should we meet?

Youth leadership meetings are held every six weeks throughout the school year. Additional opportunities for social and leadership events are presented to the members for optional participation. Examples of these opportunities include: state transition conference and the annual district transition fair.

What will transportation look like?

Transportation has presented as a challenge for some students and families due to the size of the district, variability in school dismissal times, and other factors that are not uncommon to bringing students together from across a large district. Students are typically transported to meetings by their parents. As a possible solution to some transportation challenges and to increase leadership opportunities at individual high schools, the concept of having smaller school-based academies is being considered by the leadership team

Inclusive Leadership Academy Resource

Referral Guide



The South Carolina of Vocation Rehabilitation Department

The South Carolina Vocation Rehabilitation Department (SCVRD) mission is *“To prepare and assist eligible South Carolinians with disabilities to achieve and maintain competitive employment.”* The (SCVRD) focuses on an *“Individualized Plan”* that will assist students in *Disability Management, Training, Job searching, follow up and Job retention services.* For information you may also visit their website below!

<https://scvrd.net/>

The South Carolina Commission for the Blind

The South Carolina Commission for the Blind (SCCB) mission is to *“Provide quality individualized vocational rehabilitation services, independent living services and prevention-of-blindness services to blind and visually impaired consumers leading to competitive employment and social and economic independence.”* For more information visit their website below.

<http://www.sccb.state.sc.us>

The Department of Disabilities and Special Needs

The Department of Disabilities and Special Needs (DDSN) mission is to *“Assist people with disabilities and their families through choice in meeting needs, pursuing possibilities and achieving life goals; and minimize the occurrence and reduce the severity of disabilities through prevention.* To find out more on The Department of Disabilities and Special Needs visit their website below.

<https://ddsn.sc.gov>

The Transition Alliance of South Carolina

The Transition Alliance of South Carolina (TASC) is *“spearheaded by the Center for Disability Resources (CDR) at the University of South Carolina’s School of Medicine.”* (TASC) has excelled and bringing state and government agencies as well as non profit organizations together to tackle transition for students with disabilities in South Carolina. Focusing on providing collaboration with agencies, conversation and resources for professionals in the education field, (TASC) has been the driving force in creating inter-agency teaming across the state. For resources and information on your local team or for your class room, visit this website below!

<https://transitionalliancesc.org>

Centers for Independent Living

Centers for Independent Living (CILs) have a history strongly rooted in the independent living philosophy that offers people with disabilities a movement, a way of looking at disability in society, focused on equal opportunity, self-determination and self-respect. The centers are nonprofits that are community based where people with disabilities make their own decisions about their lives. They are staffed and controlled by a majority of professionals with disabilities. They provide services, supports, information, referrals, peer mentoring, independent living skills and advocacy training for individuals and system wide. These services are delivered to the community in a variety of platforms by the three CILs that serve South Carolina: AccessAbility, AbleSC and Walton Options. Each CIL has a specific mandated service area assigned by county. To find out more about your local CIL and resources they have to offer please visit the website below.

<https://abilitysc.org>

SPECIAL THANKS AND ACCOLADES

AccessAbility would like to thank the **Transition Alliance of South Carolina** and team for providing the platform in which all service providers and educators come together to bring better outcomes for students with disabilities in transition. A second thank you for giving AccessAbility the opportunity to share ideas that can impact and create youth leadership within our schools across South Carolina.

We would like to thank **Charleston County School District (CCSD)** for providing us an opportunity to be a partner in their Leadership Pilot Program , *Charleston Leadership Academy* as well as the trust and opportunity given to our organization to bring new content and experiences to youth in Charleston County. A thank you to the all the students who have contributed their time and efforts into growing this program. *"When you're brave, You empower others around you to be brave too"* -anonymous

Special thanks to:

Ms. Mary Stahl, Secondary and Transition Service Coordinator for CCSD

Mr. John Bracy, Transition Specialist for CCSD

Ms. Sibby Region, Transition Specialist for CCSD

Ms. Sandra Whitlock, Transition Specialist for CCSD

A thank you to the curriculum contributors who are experts in their fields, providing insight and working methods that bring this content to life.

Cassandra Luttrull, M.Ed

Katherine Dwyer Mark

Ann Marie Taylor, Ed.D

Michael Zachary, M.Ed

Todd Scholl

Finally, this curriculum would not be possible without the support from the AccessAbility Board of Directors and the amazing staff of AccessAbility.

