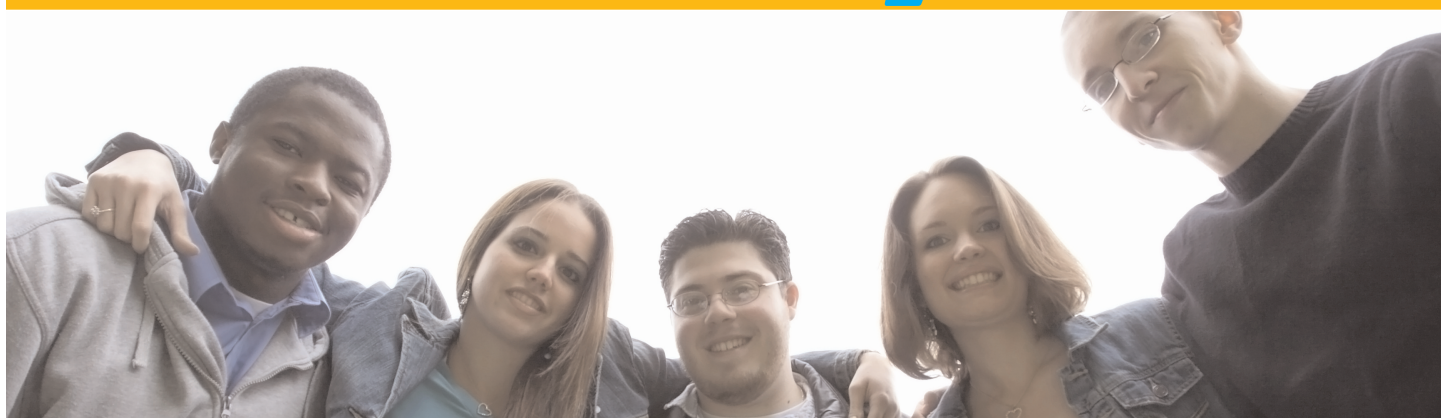


**Acting for Advocacy  
A4A Presents:**

# Speak up!



**“Together we’re better!”**

*-Motto of self-advocates.*

**Action Manual**  
for Peer Leader Teams



# Congratulations!

You've been selected as a Peer Leader!

## What is a Peer Leader?

The role of a Peer Leader is to **guide students and help them learn skills to plan for the future.** A peer is someone who is on equal standing with you. As a peer leader, you will learn new skills and help other people like yourself learn new skills, too.

## What is "learning a skill?"

Learning a skill means getting training so you can accomplish something that you want to do.

## What kind of things does a Peer Leader do?

- Participate in leadership activities.
- Share ideas and listen to other ideas.
- Help students learn about self-advocacy.
- Lead scenes and role plays to help students think about how they want to act in certain situations.

- Lead activities to help students think about their future.
- Help students find information about their community and about subjects that interest them.
- Plan an event for students to attend.

## What is a Peer Leader Team?

A Peer Leader Team is a group of peer leaders working together to help students learn skills to plan for the future. The team gets support from a Peer Leader Team advisor.

## What is a Peer Leader Team Advisor?

A Peer Leader Team advisor helps the team achieve goals by assisting with meetings, activities, and events.



# A4A

## What is Acting for Advocacy (A4A)?

A4A is a project for North Carolina high school students in the Occupational Course of Study (OCS).

## What does A4A do? A4A:

- Empowers students to Speak Up!
- Supports students to transition successfully into their communities.
- Provides a resource for students, teachers, parents, and community members.
- Hosts a web site connecting students to youth groups, information, and resources locally and across the country.
- Uses 'rehearsal for life.' Students practice leadership skills by acting real-life situations and doing other hands-on activities.
- Offers this Action Manual for Peer Leader Teams.

# Speak Up!



This **Action Manual** is a step-by-step guide for Peer Leaders. Here's how you can use it:

1. With your team, use the **Steps to Becoming a Self-Advocate** section. Learn skills for speaking up and making choices about your future.
2. With your team, use the **Help Students to Speak Up!** section. Lead others to become self-advocates.
3. Find support and resources to help your team in the **Speak Up! Together** section.

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- Communication and Assertiveness
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### **Help Students Speak Up!** page 35

- Leading Meetings and Activities
- Leading Scenes and Role Plays
- Helping Others Use the Internet
- Planning Events

### **Speak Up! Together** page 46

- Information for Peer Leader Team Advisors
- Web Resources for Advisors and Families

This manual may be reproduced for educational purposes with acknowledgement of the *Next Generation: Acting for Advocacy Project (A4A)* at *The University of North Carolina Clinical Center for the Study of Development and Learning, a University Center for Excellence in Developmental Disabilities Education, Research, and Service*

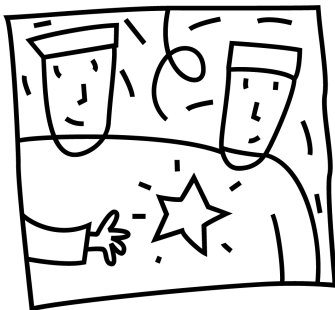
If you like this manual or have suggestions, please drop us a line at [Deborah.zuver@cdl.unc.edu](mailto:Deborah.zuver@cdl.unc.edu) **919.962.3603**

A4A is funded by the US Administration on Developmental Disabilities as a Project of National Significance

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# Self-Advocacy

## Self-Advocacy is...



- **Speaking up** for yourself
- **Asking for what you need**
- **Negotiating** (working with others to reach an agreement that will meet your needs)
- **Knowing your rights and responsibilities**
- **Finding and using resources** available to you

**“It all depends upon us  
To decide  
What happens now?  
Where am I going to?  
How do I find my path?”**

*- by Megan Jones,  
North Carolina poet and self-advocate*

# Steps to Becoming a Self-Advocate

**Each step is presented in four sections:**



## **Think About – Talk About**

You may have heard “Think before you act!” Thinking lets you consider different ideas, then pick ideas you want to use. You may have also heard, “Think out loud!” Strong leaders talk about their concerns and discuss how to begin to make a change. This helps the team decide on goals. Then together they can choose what to do first and next.

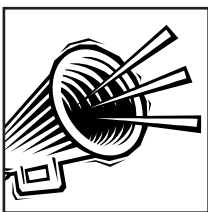
—————> ***This section starts your team thinking and talking about the step.***



## **Resources**

Did you ever feel stuck and need ideas and information about something important? Other people need ideas, too. You can learn to use Web sites and other resources to give you the tools you need to get information and find out about good opportunities.

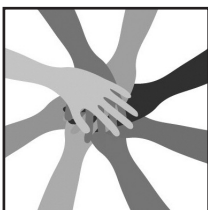
—————> ***This section starts your team finding Web sites and other resources about the step.***



## **Scenes**

Did you ever wish for a “do-over” situation with someone? Maybe you were angry, scared, or shy and you wish you had handled things differently. Acting a scene is an interesting and helpful way to try a situation. You can see how you may feel and try saying something different. Acting scenes with your team can create lots of new ideas to try.

—————> ***This section gives your team ideas for scenes about the step and roles to try.***



**Team Activities** – Many people learn best by DOING—and this can be a fun way for people to learn and practice together. Your team can try activities from the manual or make up your own.

—————> ***This section gives your team useful ideas for fun activities about the step.***

# Knowing Yourself



## THINK ABOUT – TALK ABOUT Knowing Yourself

**You need to know yourself so you can make good choices for yourself and be a leader.** Knowing yourself means knowing the kinds of things you like to do, your strengths and weaknesses, and how you learn best. This information about yourself will help you decide on plans for what you want to do and for the help you need.

**There are many ways that you can get to know yourself.** You can use words, art, or music. One way is to write or draw in a journal. You might write about your feelings, about things that bother you, plans for your future, and topics that interest you. You can keep your journal on paper, video, or computer. You can make your journal as neat or as messy as you want. You can share it with others or keep it to yourself.

### **You can spend time in self-reflection.**

Self-reflection means setting aside some time when you can focus and think without anyone bothering you. Once you find a quiet place, think about your values, interests, skills, and abilities. **Ask yourself:**

- **What do I do well?** (These are your abilities.)
- **What do I need help with?**
- **What is important to me?**  
(These are your values.)
- **What do I enjoy?**
- **What do I want to know more about?**  
(These are your interests.)
- **What are my goals?**
- **What kind of help do I need to reach my goals?**

**Knowing yourself is an important step toward *self-determination*.** Self-determination means making important decisions about your life and your money. It means you accept the responsibility to set goals and get the support you need to reach them. Self-determination also means that you participate in the community and support others to become strong self-advocates and work toward self-determination, too. As you get closer to adulthood, you can work toward self-determination.

### **You can help those who give you support by sharing information about yourself.**

As you know yourself better, you can tell others how you learn best and what kind of activities you enjoy. This information will help to make an Individualized Education Program (IEP) that works for you. As you work with your peer leader team, think about how your learning style and personality is the same or different from other team members. Differences mean more opportunities to learn from one another. Think about ways to make sure that everyone contributes to the team.

“Everyone hears a different drummer.”

-Alvin Ailey

# Knowing Yourself



## RESOURCES

### Information about Knowing Yourself

*\*You can search the internet to see what other resources you can find about knowing yourself.*

*Find these Web sites on the Internet!*

**www.youthhood.org** – Youthhood is a not-to-be-missed Web site for youths. This fun and engaging site will remind students that you are not alone as you explore community and build a future. It's chock-full of great resources and information.

**www.fvkasa.org** – Kids As Self-Advocates (KASA) is a national, grassroots network of youths with special needs and their friends. This group works to spread helpful, positive information among their peers about living with special health care needs, health care transition issues, education, jobs, and other topics.

**www.nclد-youth.info** – The National Consortium on Leadership and Disability for Youth (NCLD-Youth) is a youth-led resource, information, and training center for youth and emerging leaders with developmental disabilities. NCLD is housed at the Institute for Educational Leadership. It is funded by the Administration on Developmental Disabilities.

**www.nyln.org** – The National Youth Leadership Network is a youth-led network. About 300 youth leaders with diverse disabilities are members from across the US and its territories.

**www.teenresources.org** – Teen Resources is dedicated to teens, as well as college students in their 20s. You will find information about all key areas that concern teens, high school students, and college students.

**www.careervoyages.net** – This government-sponsored site encourages visitors to start exploring career options and offers information about employment trends and 'hot' jobs.

## Try searching with these key words:

- Knowing yourself
- Self assessment
- Learning styles
- Career planning

## Try this!

- 1. Pick a Web site** on this page.
- 2. Look at page 40** to find out how to **visit the Web site.**
- 3. Set your timer for 15 minutes** then visit the Web site.
- 4. When your timer rings, decide if the information at the Web site will be helpful** your team and to share with your team.

# Knowing Yourself



## SCENE

### Don't I Know You?!

#### Who

**Dee** (Likes her job as \_\_\_\_\_ )

**Jesse** (Is about to make a big life change: \_\_\_\_\_ )



#### What

Dee and Jesse have not seen one another since middle school. They want to find out what they have been doing for the past 10 years.

#### Where

Check-out at a grocery store.

### 1. Before you begin the scene:

#### The team decides on:

- a space in the room to act the scene.
- a prop to help the team imagine a grocery store.
- who will act each character (volunteers!).

#### Actors decide:

- Fill in the blank for your character. Your team can help.
- Name your character's feelings.

#### Advisors can help:

- Coordinate ideas.
- Get ready to call "Action!" when the actors are set.

### 2. Actors get ready and the scene begins:

- Place yourselves where the scene begins. Imagine that you ARE your character (Dee/Jesse).
- Take a moment to sense how your character feels.
- Let your advisor know you are ready.
- Listen for Action! Notice your "friend" and begin a conversation!

### 3. Freeze the scene and try something new:

#### Advisor:

- After a few lines, say Freeze!
- The team can say what each character (Dee and Jesse) feels.
- The team can discuss: What happened? What might happen next?
- When actors are set, call Action! Continue the scene.

#### Actors:

- Listen to the team discuss your character's feelings, what happened in the scene, and what may happen next.
- Place yourself in the scene again. Be ready to try a new idea.
- Let your advisor know when you are ready.
- When you hear Action! continue the scene in a new way.

**TIP:** When the scene is over, many actors like to **SHAKE off the character!** Everyone can join in a **full-body SHAKE.**

*This is a good way to leave the role and get back to your own self. It can bring a smile to everyone, too!*

### More scene ideas to try:

- Let another team member try the role in a new way! There are no right or wrong ways to act the scene; you can make up the story as you go!
- Redo the scene. Say something different.
- Act the scene with Dwayne and Juan.
- Act a scene 6 months in the future as roommates. What is different?
- Pick a different feeling for each character, then act the scene again. What is different?
- Act a scene when Dee/Jesse were in middle school.



# Knowing Yourself



## TEAM ACTIVITIES

### Knowing Yourself

### Take Photos of Your World

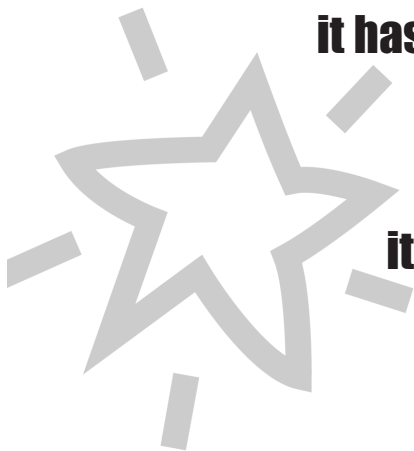
**1. Over the next week, take at least 5 photos that show a part of your everyday world.**

- You may choose people, pets, things you like, where you live...anything about your life.
- You can use any camera—Polaroid©, digital, phone, or disposable.
- Remember to take your time. You get to decide exactly what you want in the shot before you snap the picture.
- Try taking your picture from different angles: hold your camera high or get down low.

**2. Pick two photos that you like best.**

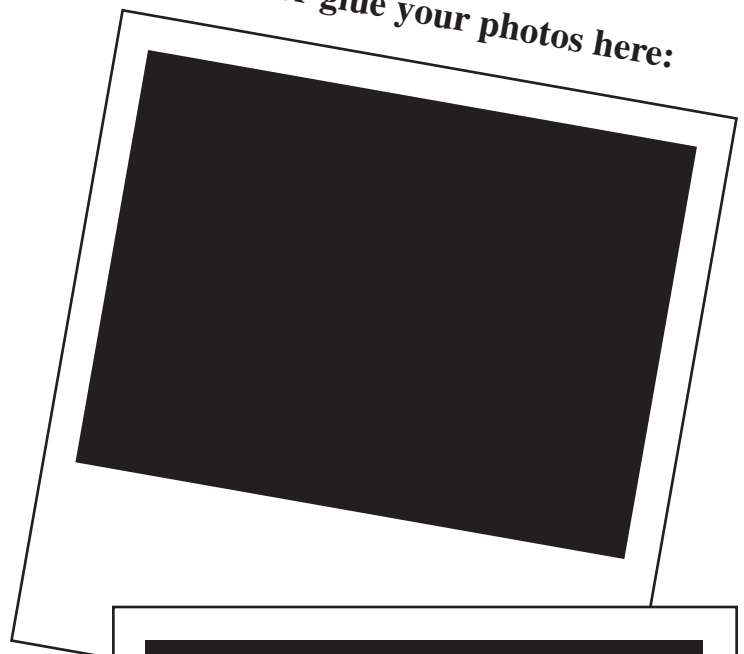
- Share these with your team. Tell them why the photos are important to you.

**“A bird doesn’t sing because it has an answer, it sings because it has a song.”**



*-Maya Angelou*

*Tape or glue your photos here:*



# Knowing Yourself

## Personal Timeline

A timeline lets you see your life in the past and in the present. It also lets you picture how you would like to see your future.

● You can use pictures and/or words for your timeline. Look at Keisha's timeline. What do you know about Keisha's life from looking at her timeline?

● You can make your timeline alone, or team members can take turns helping one another create a timeline.

Birthdate: May 16, 1991

**Here is a sample:**  
by Keisha

June 3, 1994

My sister was born



1995

I had surgery



2005

I volunteered at a cat hospital  
I started high school



### To make your timeline:

1. Put your birth date at the beginning of the timeline.
2. Pick important events from your life and put them where they belong on your timeline.

Birthdate

## Your Timeline

Year: \_ \_ \_

I \_\_\_\_\_  
I \_\_\_\_\_

Year: \_ \_ \_

I \_\_\_\_\_  
I \_\_\_\_\_

Year: \_ \_ \_

I \_\_\_\_\_  
I \_\_\_\_\_

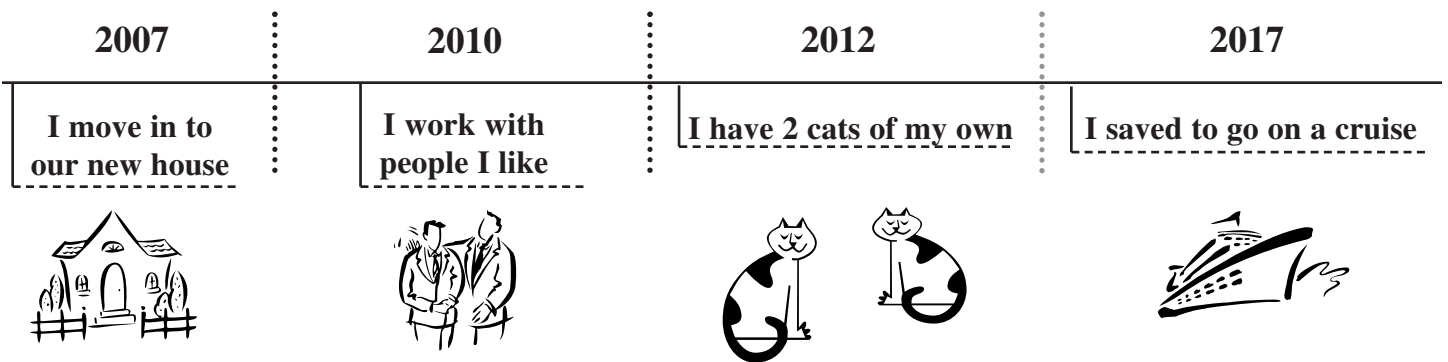
# Knowing Yourself

You can use these pictures to help tell your story – and draw your own!



**More idea for your timeline:**

- Add more events from your life. Think of other future events.
- Make a large poster of your timeline to keep.



**To make your timeline:**

3. Go to the ‘future’ part of the timeline and fill in the years.
4. Think of important events you want in your future and put them where they belong.

*Share with your team!*

This year: 2_ _ _	In 3 years: 2_ _ _	In 5 years: 2_ _ _	In 10 years: 2_ _ _
I _____ I _____	I _____ I _____	I _____ I _____	I _____ I _____

# Knowing Yourself

## My Way...No Way

Some activities are just right for you, but others are just no way!

Directions: Write a ✓ next to the activities that you like. ~~Cross out~~ (X) activities that you do not like.

✓ = My Way! I like it.

X = No way! I don't like it.

\_\_\_ Art 

\_\_\_ Camping 

\_\_\_ Church 

\_\_\_ Computers 

\_\_\_ Cooking 

\_\_\_ Dancing 

\_\_\_ Eating out 

\_\_\_ Games 

\_\_\_ Hobbies 

\_\_\_ Music 

\_\_\_ Pets 

\_\_\_ Playing sports 

\_\_\_ Shopping 

\_\_\_ Trips 

\_\_\_ TV/Movies 

\_\_\_ Visiting 

\_\_\_ Volunteering 

\_\_\_ Sports fan 

\_\_\_ Reading 

\_\_\_ Riding 

\_\_\_ Walking 

\_\_\_ Writing 

Now, **circle** the **3** things that you like most.

List other activities that you like: \_\_\_\_\_

List activities that you want to TRY: \_\_\_\_\_

*Share your answers with your team!*



### **THINK ABOUT – TALK ABOUT:**

#### **Communication and Assertiveness**

**Communication is sharing your needs, ideas, and feelings with those around you.** Communication is both speaking and listening. How you communicate affects the way others see you and how you work together. When you speak, people around you take in a lot of information from what you say. They also get information from your body language, that is, what you do. How you say something can be just as important as what you say.

**Assertiveness means telling people your needs or ideas clearly and directly.** It means speaking up about what you need or want even if you feel afraid or shy. Listen to those around you to see how they are assertive in speaking up. As you practice, it will become easier to express your thoughts, feelings, and beliefs.

**As a peer leader, sometimes you may speak to groups.** If speaking in front of people makes you nervous, try speaking to individuals or to smaller groups first to build confidence. Everyone communicates differently. If you find it difficult to share your ideas verbally, you can develop different ways to communicate your ideas. Think about what you want to say and how to say it before you speak.

**What do you want to communicate about your disability?** Some people have a disability that you can see and some people have a disability that is invisible. Think about whether you want to tell people if you have a disability. How do you want to let others know when you need help? Decide what will make you feel comfortable.

**Knowing about disability etiquette is important.** Today more people with disabilities are active participants in community life. When you speak about people with disabilities, you can say the person first, not the disability. Instead of saying “the disabled,” say “people with disabilities.” When you put the word “people” first, you emphasize the person instead of the disability. The disability is only one aspect of a whole person. (*People First Guide to Understanding Developmental Disabilities* available through the NC Council on Developmental Disabilities, [www.nccdd.org](http://www.nccdd.org).)

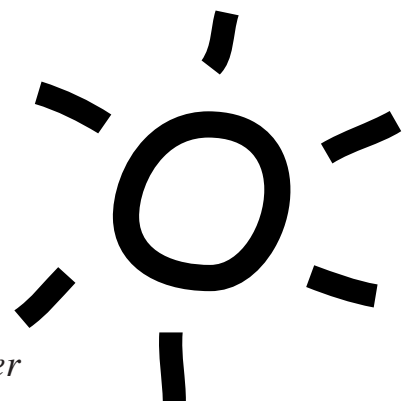
# Communication

## Communication Do's and Don'ts for Disability Etiquette

<b>Do</b>	<b>Don't</b>
<b>Ask before you help!</b>	<b>Don't help someone with a disability without asking.</b> For example, do not push a person's wheelchair without asking.
<b>Talk directly to the person.</b> Look directly at the person, too.	<b>Don't ignore the person with a disability</b> to talk only with their aide, friend, or interpreter.
<b>Put the person first.</b> Say "person with a disability" not "disabled person."	<b>Don't use old terms like handicapped, retarded, or crippled.</b>
<b>Allow people some personal space.</b>	<b>Don't touch</b> someone unless you know it's OK.

**“Eyes that light up a room  
A laughter that warms my heart,  
An understanding mind,  
True friend with no questions asked  
You have a wonderful soul.”**

*- Kira Fisher*



# Communication



## RESOURCES

Information about  
Communication/  
Assertiveness

*Find these Web sites on the Internet!*

**www.self-determination.com** – The Center for Self-Determination is a group of individuals and community organizations committed to self-determination. The group aims to help all persons create the lives they want. The Web site provides information and links you to other good Web sites.

**www.hrtw.org** – Healthy and Ready to Work promotes a full system of family-centered, culturally competent, community-based care for youths with special health care needs. As you approach adulthood, you may need assistance in making the transition from pediatric to adult health care and to education and/or employment after high school.

**<http://depts.washington.edu/healthtr/index.html>** – This site for teenagers teaches you how to take responsibility for your own health care.

**www.commonthread.org** – This Web site “for challenged young people by young people” allows you to read about other youths, share artwork, writing, or photographs. You can also join a chat room to talk with other youths.

**www.emerging-leaders.com** – This Web site lists internship and leadership development opportunities for students with disabilities.

*\*You can search the internet to see what other resources you can find about knowing yourself.*

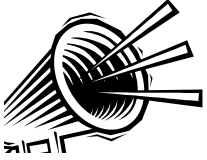
## Try searching with these key words:

- Transition
- Youth leadership
- Disability awareness
- Self-advocacy

## Try this!

- 1. Pick a Web site**  
on this page.
- 2. Set your timer for 15 minutes** then visit the Web site.
- 3. When your timer rings, pick out good information about communication** to share with your team.
- 4. Print** the information.

# Communication



## SCENE

### A Job for Jasmine

## Dan's DVD Store

### Who

**Dan** (*manager of DVD rental store*)

**Jasmine** (*wants a job*)

### What

Jasmine goes in to the DVD store to apply for a job. She saw a "Help Wanted" sign in the store window.

### Where

Name of DVD store:

### 1. Before you begin the scene:

#### The team decides:

- A space in the room to act the scene.
- Props to help the team imagine a DVD store.
- What tasks the job involves.  
(Putting away DVDs, helping customers, sweeping, \_\_\_\_\_)
- What qualifications are needed for the job.  
(Being polite, responsible, on time, \_\_\_\_\_)
- Which team member will act each character (volunteers).

#### Actors decide:

- Is Jasmine aggressive? (loud, demanding, in-your-face)

- Is Jasmine passive? (quiet, shy, unable to ask about the job)
- Choose one, then imagine how Jasmine feels. Plan to exaggerate her feelings and actions when you act the scene.
- How does Dan feel? What is he thinking about?

#### Advisors can help:

- Coordinate ideas; be ready to call Action!

### 2. Actors get ready and the scene begins:

- Place yourself where the scene begins.
- Imagine you ARE your character (Dan or Jasmine).
- Take a moment—get a sense of how your character feels.
- Let your advisor know you are ready.
- Listen for Action! Then Dan stacks DVDs. Jasmine enters the store. Continue!

### 3. Freeze the scene - try something new:

#### Advisor:

- After a few lines, say Freeze!

#### The team:

- Decide if Jasmine was aggressive or passive.
- Say how Dan feels about hiring Jasmine.
- Discuss what may happen next.
- Give suggestions for Jasmine.

#### Actors:

- Listen to the team's ideas about the scene.
- Act the scene again: Jasmine tries the other way to ask about the job (aggressive, passive).
- Act the scene again: This time Jasmine is assertive (direct, polite, asks good questions, makes eye contact). Who would you hire?

#### More scene ideas to try:

- Change Jasmine to James. Repeat the scene.
- Let other team members...try something new!





## TEAM ACTIVITIES

### Communication and Assertiveness

## Did You Hear What I Just Said?



This game lets you practice listening. Listening means hearing and understanding what someone is saying to you. Can you tell when someone is not listening to you?

**Hint:** Watch the person who is speaking to help you listen well!

1. One team member volunteers to **talk** (about anything!) for 1 minute.
  - Ask someone to watch the clock!
2. The rest of the team **listens**.
3. After 1 minute, **listeners remember what they heard** and take turns telling the team.
  - See if you can remember everything that was said!

## More ideas to try

- Divide into pairs and take turns with one another.
- Try talking/ listening for 2 minutes instead of 1 minute.

“If you ever think we are too small to make a difference, try spending the night cooped up with a mosquito.”

- Swahili proverb

# Communication



## **Meet your community! Steps for Speaking with Community Members**

**You can learn about being successful from experienced adults and youth leaders. They can help you know about being independent by sharing experiences and ideas that have helped them.**

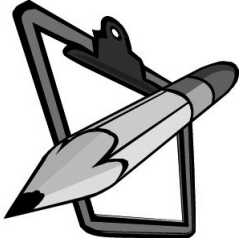
- 1. Decide what you want to know.** Do you want to talk with someone with a disability like yours? With someone who has a job that interests you? With someone who has an activity or hobby that you want to try?
- 2. Find someone to speak with.** In some communities you can contact adults with disabilities through mentor programs that link students and adults with disabilities. Check with Independent Living Centers, support groups, and advocacy agencies to see if this is available in your area. Or, contact a business, an organization, or a school related to your interest. You may want to interview someone related to you.
- 3. Get ready to contact.** Before you contact the person, decide if you want to meet in person or by phone. Be ready to explain who you are and why you are interested in meeting with them. Have your calendar ready so that you can decide on a date, time, and place to meet or call. Have paper and pencil to write down this information.
- 4. Get ready to meet.** Have the sheet of interview questions ready to bring with you. You can add more questions that you want to ask!
- 5. Follow up after your conversation.** Be sure to thank the person for their time with you. Write a short note, send an email, or call with your thank-you message. Share what you learned with your team!

“**The beginning is the most important part of work.**”

- Plato



# Communication



## **Meet Your Community!** Interview Questions

Your name: \_\_\_\_\_

Who you will interview: \_\_\_\_\_

Phone number: \_\_\_\_\_ e-mail: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

**Possible Questions for Your Interview** (*Choose questions you want to answer and add your own on another page*):

**1.** What do you enjoy most about your work (or life)?

---

---

**2.** What is most challenging for you?

---

---

**3.** How did you get started?

---

---

**4.** What do you enjoy least?

---

---

**5.** What kind of training do you have? Or, how did you learn your skills?

---

---

**6.** What personal qualities do you find helpful?

---

---

**7.** What advice would you give someone who is interested in this work/activity?

---

---

**8.** What else do you want to tell me?

---

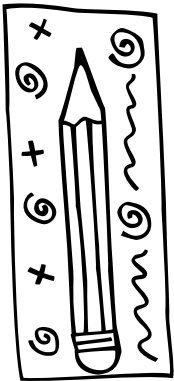
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# Communication

## Take a Poll

Taking a poll means asking people for their opinion. Your team can take a poll of the people around you and learn a lot. This is a good way to practice speaking with other people and practice listening to them. Taking a poll also lets people know that you believe their ideas are important.

### How to take a poll:



- With your team, decide on one question. For example, you might choose “What is your dream job?” or “Who do you look up to?” or “What is your favorite school activity?”
- Pair up. Decide how many people each pair will ask.
- Pick a good time and place to take your poll.
- Use a form to keep track of answers. Make a copy for each pair to use.
- Decide when your team will meet again to share your findings.
- Before you ask someone the poll question, ask if it’s OK.
- Remember to listen carefully as you talk with people. Write down their answer right away. Ask why and write that too.
- Thank everyone you speak with.

## Poll Form

Date: \_\_\_\_\_

Poll-taker Names: 1) \_\_\_\_\_ 2) \_\_\_\_\_

Poll Question: \_\_\_\_\_

NAME	ANSWER	WHY

## Problem Solving



### **THINK ABOUT – TALK ABOUT:** Problem Solving

**You can learn steps to help you solve problems more easily.** Everyone has a problem at one time or another. It is important to know and name your feelings about a problem. Then you can use the 5 Problem-Solving Steps. These steps can help you make good decisions. If you practice problem solving, you will be more prepared the next time you have a problem. You can take action!

**You can work together as a team to solve problems.** Talk with others on your team and share ideas about dealing with a problem.

#### **Why do we need skills to solve problems?**

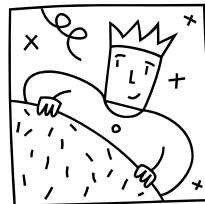
We need skills to:

- Be in control of what happens to us so that others do not make decisions for us
- Avoid harmful results of bad decisions
- Reach goals even if there are barriers
- Make and keep friendships
- Cope with difficult situations

#### **What are some general categories of problems?**

- Asking others for information or favors
- Saying no to requests that you disagree with
- Dealing with criticism
- Handling disagreements
- Meeting new people
- Coping with behavior of others
- Difficulty completing work

### **What are the 5 Problem-Solving Steps?**



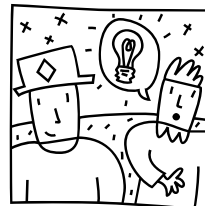
**1. Relax:** take a deep breath.



**2. Tell yourself something positive:** I can do this.



**3. Identify the problem.**



**4. Think of solutions.**



**5. Choose a good solution:**  
just do it!

# Problem Solving



## RESOURCES

Information  
about  
Problem Solving

*\*You can search the internet to see what other resources you can find about knowing yourself.*

### Find these Web sites on the Internet!

**www.safeyouth.org** – This Web site for the National Youth Violence Prevention Center teaches you new ways to work through problems that don't involve violence. Visit to learn ways to resolve conflicts peacefully and encourage your friends to do the same. Link to conflict resolution programs in your school or community.

**www.ncwd-youth.info** – The National Collaborative on Workforce and Disability for Youth offers information about jobs and youth with disabilities. Experts in disability, education and employment provide content.

**www.self-advocacy.org** – Advocating Change Together (ACT) is a grassroots disability rights organization run by and for people with developmental and other disabilities.

**www.kidlink.org** – This is an international organization helping youths understand themselves. You can identify life goals and collaborate with peers around the globe.

**www.abilityonline.org** – This internet community encourages youths with disabilities or illness to meet role models, mentors, and friends.

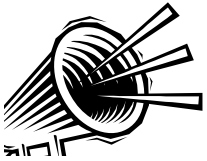
### Try searching with these key words:

- ➔ Conflict
- ➔ Resolution
- ➔ Mediation
- ➔ Problem solving

### Try this!

1. Pick a Web site on this page.
2. Set your timer for 15 minutes then visit the Web site.
3. When your timer rings, pick out the best information for youths to share with your team.
4. Print the information.

# Problem Solving



## **SCENE** American Idol or the Game

### **Who**

**Mel** (Housemate who likes American Idol)  
**Rose** (Housemate who likes to watch basketball)

### **What**

Mel and Rose are each looking forward to his/her favorite show. Mel is just turning on the TV.

### **Where**

At home in the living room.

## **1. Before you begin the scene:**

### **The team decides:**

- A space in the room to act the scene.
- Props to help the team imagine the living room with TV and a remote.
- Which team member will act each character (volunteers!).
- What might happen as Mel and Rose try to work it out?

### **Actors decide:**

- How is Mel feeling when the scene begins?
- How is Rose feeling as the scene begins?
- What does Mel want?
- What does Rose want?
- How might feelings change as Mel and Rose talk?

### **Advisors can help:**

- Coordinate ideas.
- Get ready to call Action! when actors are set.

## **2. Actors get ready and the scene begins:**

- Place yourself where the scene begins.
- Imagine you are Rose or Mel.
- Take a moment—get a sense of how your character feels.
- Let your advisor know you are ready.
- Listen for Action! then Mel clicks on TV. He begins to talk about a favorite American Idol.
- Rose enters and tells Mel the big game is on. Continue! Make it up as you go.

## **3. Freeze the scene and try something new:**

### **Advisor:**

- After a few lines, say Freeze!
- The team can go through the 5 Problem-Solving Steps for Mel and then for Rose.

### **Actors:**

- Listen to the team discuss ideas.
- Redo the scene and use the 5 Problem-Solving Steps.

### **More scene ideas to try**

- Try acting different solutions to the problem. Which ones work? Which ones don't work? Why?
- Let other team members enact Rose and Mel. Try new ways to deal with the problem.
- Think of other problems in a household. Pick one to act. Use the 5 Problem-Solving Steps.

# Problem Solving



## TEAM ACTIVITIES Problem Solving

### Feeling and Doing

How you **FEEL** about a problem is very different from what you **DO** about that problem.

For example, one person who is angry may punch a hole in the wall; someone else who is also angry may punch a pillow. Their feelings are much the **same**, but they choose **different** behaviors.

Look inside yourself and be aware of how you FEEL about a problem. Doing so can help you choose some good ways to express or release the FEELING. Being aware can also help you choose some good ways to problem-solve the situation.

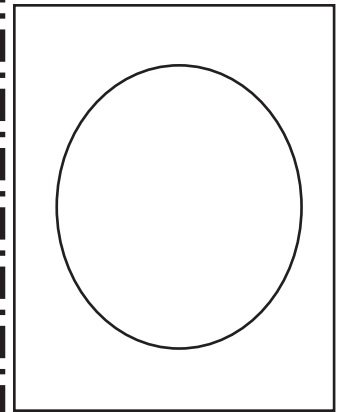
#### Directions:

With your team.....

1. Look at the pictures below and name a feeling for each.
2. Imagine what may have happened and talk about it.
3. Name some ways to express or release this feeling. Decide which ways are better choices.

**Make your own drawing of a feeling!**

Share with your team and discuss.





# Problem Solving

## Problem Solving Posters

Posters are good reminders for your team and for students you train.

What posters did you see today? Maybe you saw a movie ad, a list of rules, or a vote-for-me flyer!

Your team can make a large poster for each of the **5 Problem-Solving Steps**.

- Review the **5 Problem-Solving Steps**.
- You can **copy the picture for each step** or draw your own.
- Put up the **five posters where you and others can see them**.
- When you do activities with students, **make sure they can see the posters, too!**

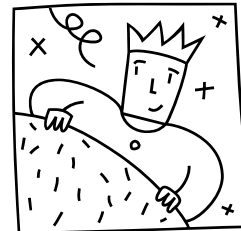
“**Nothing about us without us.**”

*--slogan from the international disability rights movement.*

- 1. Relax!  
Take a deep breath.**



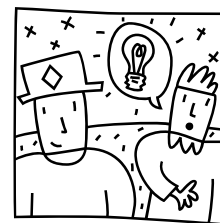
- 2. Tell yourself something positive.  
“I can do it.”**



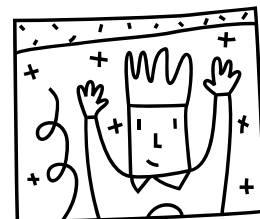
- 3. Identify the problem.**



- 4. Think of solutions**



- 5. Pick a good solution.  
Just do it!**



# Problem Solving











## Problem Solving and Your Community!

Everyone - at any age, with or without a disability - has problems now and then. It's just part of life. Fortunately, there are good ways to deal with most problems.

When people think about a problem and talk about it together, they can come up with more good ideas than someone who tries to deal with a problem all alone. As strong self-advocates say... Together we're better!!

- Some people facing some problems are listed below with their feelings.
- Think of someone who each person may trust to give support and help with good ideas.
- Fill in the box for each person.

 WHO has a problem	 PROBLEM	 FEELINGS	 WHO can offer support
 <b>Keisha</b> , age 8 in her after-school program.	Homework is too hard.	Frustrated      Angry Determined      Worried Scared	
 <b>TJ</b> , age 15, wants a boyfriend or a girlfriend.	TJ doesn't know what to say to someone interesting.	Shy      Excited Disappointed      Curious Lonely      Awkward Scared	
 <b>Dr. Wellman</b> has a patient with a developmental disability who has diabetes.	Dr. Wellman doesn't know if this patient is really keeping up with good diet and exercise.	Doubtful      Concerned Hopeful      Careful Worried	
 <b>Grandma Alice</b> lives alone in a 3-bedroom home.	Grandma will come home from the hospital soon. She can't fix meals, pay bills, or take a bath as well as she used to.	Scared      Confused Excited      Relieved Worried	

# Problem Solving

**Next, your team can help these people!**

1. Pick one person: **Keisha, TJ, Dr. Wellman, Grandma Alice.**
2. Use the 5 Problem-Solving Steps to solve the problem with your team.
3. Someone can write down your ideas as you go through the steps. Then—help someone else!

Name of Person to help: \_\_\_\_\_



**1. Relax.** Take a deep breath.



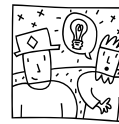
**2. Tell yourself something positive:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**3. Identify the problem:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**4. Think of solutions:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**5. Pick a good solution - just do it!**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Person to help: \_\_\_\_\_

**1. Relax.** Take a deep breath.

**2. Tell yourself something positive:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Identify the problem:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Think of solutions:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Pick a good solution - just do it!**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Now try helping with a team member's problem:**

Name of Team Member to help: \_\_\_\_\_

Problem: \_\_\_\_\_ Feelings: \_\_\_\_\_

**1. Relax.** Take a deep breath.

**2. Tell yourself something positive:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Identify the problem:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Think of solutions:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Pick a good solution - just do it!**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Rights



### **THINK ABOUT – TALK ABOUT:** Rights and Responsibilities

**Everyone has rights and responsibilities.** Rights apply to everyone – they help make people equal. As you gain more rights, you will also have more *responsibilities*. Responsibilities are things you have to do.

**As you get older, you gain more rights.** The “age of majority” is the age when a person acquires all the rights and responsibilities of being an adult. In North Carolina, the age of majority is 18.

**Before you reach the age of majority, you have the right to safety and protection under the law.**

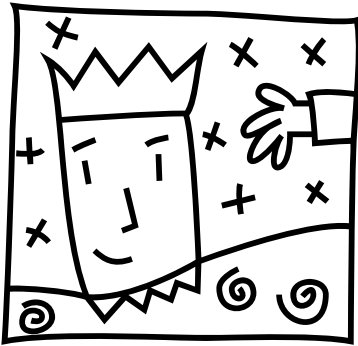
Once you reach the age of majority, you are granted more legal rights, such as the right to vote, marry, and consent to medical treatments. For example, if you choose to use your right to vote, you may vote for the governor of North Carolina or for the president of the United States. Before you vote, you have a responsibility to learn all that you can about the candidates running for office. This will help you decide which candidate you think will do the best job if elected.

**Many self-advocates support self-determination.** Self-determination means that as an adult you can have the freedom to make your own life decisions and decide how to spend your money. Responsibilities are part of self-determination. For example, if you decide you want to buy a new TV, it's your responsibility to be sure you have money to pay for it after you pay your other bills.

**There are many laws to protect the rights of people with disabilities. Three of the most important for youths are:**

- **The Americans with Disabilities Act (ADA)** says that it is against the law to discriminate against people with disabilities in jobs, transportation, public places, communications, and government activities.
- **The Individuals with Disabilities Education Improvement Act (IDEA)** says that each student who receives special education must have an IEP – an “Individualized Education Program” written just for him or her. The IEP helps students plan educational goals and helps the school know how to meet their unique needs. The IEP helps everyone – the student, their family, and school staff – have an education plan that makes sense.
- **Section 504 of the Rehabilitation Act** says that it is against the law to discriminate against people with disabilities in programs that receive federal funding.

# Rights



If you feel that your rights are being violated, speak up!

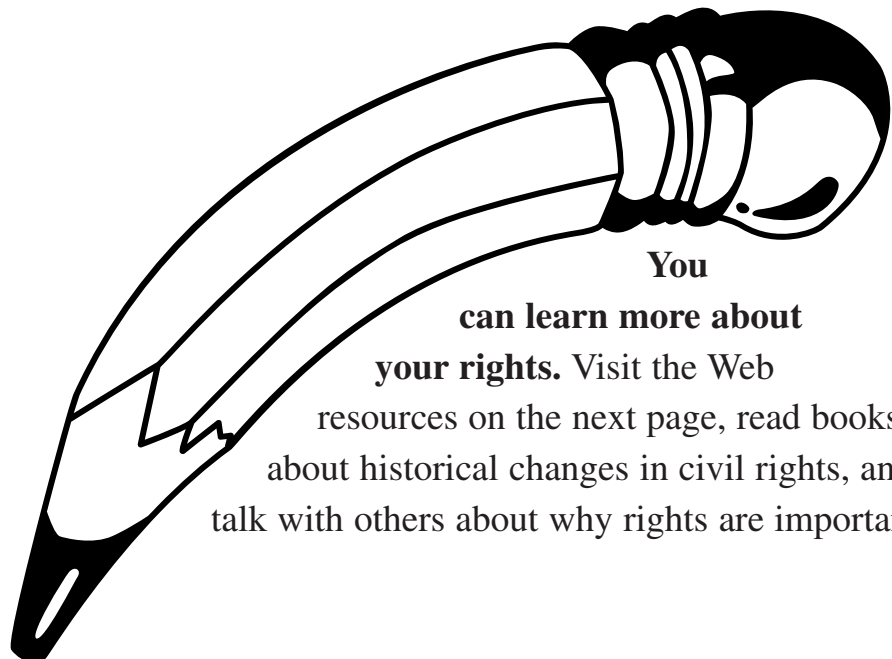
You have the right to appeal all decisions made about you and how you live your life.

**You can:**

- Work with someone you trust to **learn why your rights are limited.**
- **Keep asking questions** until you understand. Write down the answers you hear, or get the answers on tape.
- **Find out what choices you have** in the situation.
- **Find out who to talk to** and who is in charge.
- **Go to this person** and say what should change.

“**We are the storytellers.... We see what others do not and bring it to them in a song woven by words.**”

*-Kathryn Holt*



**You can learn more about your rights.** Visit the Web resources on the next page, read books about historical changes in civil rights, and talk with others about why rights are important.

# Rights



## RESOURCES

### Information about Rights and Responsibilities

#### Find these Web sites on the Internet!

**www.youthrights.org** – The National Youth Rights Association (NYRA) is a youth-led national non-profit organization dedicated to fighting for the civil rights and liberties of young people.

**www.atthetable.org** – This group is part of a growing national movement of youths and adults. It is working to create a place for youth "at the table" where decisions are made that affect them. This site provides resources for involving young people in decision-making.

**www.disabledstudents.org** – The National Disabled Students Union (NDSU) is a nationwide, cross-disability, student organization concerned with civil rights. It works to ensure that all students with disabilities have opportunities to learn, to live and work. NDSU believes that students can be full participants in their communities and full members of American society.

**www.freechild.org** – Freechild connects young people to create social change. It is particularly aimed at those who have historically been denied the right to participation. The site offers resources, programs, training, and more.

**www.cladisabilitylaw.org** – Carolina Legal Assistance specializes in disability law. The Web site has information and news about recent issues including guardianship, juvenile justice, barriers, and discrimination.

*\*You can search the internet to see what other resources you can find about knowing yourself.*

### Try searching with these key words:

- Independent living
- Civil rights
- Disability related associations
- Policy advocacy skills

### Try this!

1. Pick a Web site on this page.
2. Set your timer for 15 minutes then visit the Web site.
3. When your timer rings, pick out good information about disability rights to share with your team.
4. Print the information.



# Rights



## SCENE

### Is Anybody Listening to Me?

#### Who

**Jane** (*student*)

**Mom** (*wants the best for Jane*)

**Ms. Mills** (*teacher; wants the best for Jane*)

#### What

Mom and Ms. Mills talk over Jane, wondering about her interests to add to her “Individualized Education Program” (IEP). Sometimes they ask Jane, but she always says “I don’t know.”

#### Where

Seated at a table where the IEP meeting will later be held. Jane sits between Mom and Ms. Mills.

### 1. Before you begin the scene:

#### The team decides:

- The place in the room to act the scene.
- Props to help the team imagine a meeting space at school.
- Who will act each character? (Volunteers!)
- What are three things that interest Jane?

#### Actors decide:

- How is Jane feeling? (Jane says “I don’t know” to questions!)
- What does mom want in this meeting?
- What does Ms. Mills want in this meeting?

#### Advisors can help:

- Coordinate ideas.
- Get ready to call Action! when actors are set.

### 2. Actors get ready to begin the scene.

- Seat yourself where the scene begins.
- Imagine you ARE your character (Jane, Mom, Ms. Mills). Take a moment to sense how your character feels.
- Let your advisor know you are ready.
- Listen for Action!
- Mom begins talking to Ms. Mills about Jane’s interests.

### 3. Freeze the scene. Try something new:

#### Advisor:

- After a few lines, say Freeze!

#### The team:

- Guess why Jane says “I don’t know.”
- Name some feelings that you saw in the scene.
- What would encourage Jane to speak up with her ideas?
- Name some different ideas for mom to try.
- Discuss what might happen next.

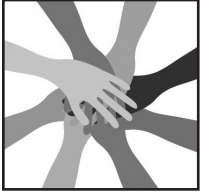
#### Actors:

- Listen to the team’s ideas.
- Act this scene again. Jane can try a different answer.
- Act this scene with John instead of Jane.

### More Scene Ideas to Try

- Imagine this is YOUR real-life IEP meeting!
- Tell Jane or John to say your interests and name a job you may like to have.
- Try acting the scene yourself. Ask someone to act your mom and Ms. Mills.

# Rights



## TEAM ACTIVITIES

### Rights and Responsibilities

### Topic Table

When you reach the age of majority (18 in NC) you gain rights related to many topics.



1. Pick a topic on the table below with your team.
2. Talk with your team about the rights related to each topic.
3. Think about the responsibilities that come with each right.
4. Pick someone to write your team's ideas on the table.
5. Post the table as a reminder of your rights!

Topic	Talk About a Right: Write it Down	Talk About a Responsibility: Write it Down	What Can You Say to Speak Up?	What Can You Do?
<b>Work and Money</b>	<ul style="list-style-type: none"> <li>• To work and receive fair pay.</li> <li>• To choose how to save or spend your money.</li> </ul>	The responsibility to do assigned tasks and be on time.		
<b>In the Community</b>	<ul style="list-style-type: none"> <li>• To have public spaces be accessible.</li> <li>• To join community groups.</li> </ul>			
<b>At Home</b>	<ul style="list-style-type: none"> <li>• To open your own mail and send other people mail.</li> <li>• To have privacy, and to expect people to knock before entering.</li> </ul>			
<b>Friends</b>	<ul style="list-style-type: none"> <li>• To be treated fairly and with respect.</li> <li>• To date.</li> </ul>			
<b>Health care</b>	<ul style="list-style-type: none"> <li>• To seek medical help when you need it.</li> <li>• To decide who can see your records.</li> </ul>			



# Rights

## IEP? Get Ready—Here I Come!!



Your Individualized Education Program (IEP) is your very own opportunity to speak up. Start to prepare now so that you have your ideas ready to say. Even if a lot of people attend your meeting, you will still have a chance for your voice to be heard.

### My Personal Check-Up

	<b>MY STRENGTHS</b> (What I can do)	<b>MY NEEDS</b> (What I want to do)
Reading Skills		
Math Skills		
Writing Skills		
Study Skills		
Social Skills		
Work Skills		
Skills in my Community		
Sports Skills		
Activities/Clubs		

After doing this personal check-up, one goal that I want to set is: \_\_\_\_\_

Steps to reach my goal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Date that I plan to reach my goal:

Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Date

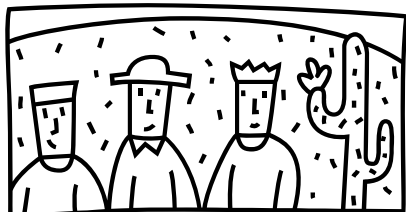
# Rights

## IEP Check List

When you want to prepare for something, it's a good idea to think ahead. This check list can help you. Read each item and write the date when you have completed it.

<b>Before the IEP Meeting</b>	<b>Date Completed</b>
<b>1. Tell your family and teachers that you want to participate in your next IEP meeting.</b>	
<b>2. Ask your parents or teachers when your next IEP meeting will be held.</b>	
<b>3. Ask your parents or teachers for a copy of your current IEP.</b>	
<b>4. Read your IEP carefully.</b>	
<b>5. Know what is written in your IEP.</b> Make sure you understand everything in your IEP. If you have questions, ask your parents or teachers to explain! – <b>That's your right!</b>	
<b>6. Ask who will attend your meeting.</b>	
<b>7. Look at your Personal Check-Up.</b>	
<b>8. Practice talking about your strengths and interests.</b> Imagine that you are at your IEP meeting!	
<b>9. The night before the meeting:</b> <ul style="list-style-type: none"> <li>• Decide what you will wear to look neat.</li> <li>• Put your IEP Checklist and Personal Check-Up in a folder ready to take with you.</li> </ul>	
<b>10. Be on time for the meeting.</b> <ul style="list-style-type: none"> <li>• Speak up about yourself, your interests, and your goals.</li> <li>• Ask questions when you need clear information.</li> <li>• Be polite: Thank everyone for attending your meeting.</li> </ul>	

# Helping Students Speak Up



In **Becoming a Self-Advocate**, you practiced speaking up for yourself. Now, you can begin to support others to speak up, too. This section gives you and your team tips for leading meetings, scenes, and activities. **Helping Students Speak Up** will also give you tips for using the internet and planning an event.

## Leading Meetings and Activities

### Q. Why does a team have meetings?

A. A team meets to:

- Make plans together and divide up tasks.
- Learn and practice skills.
- Get to know each other.
- Become a stronger team.

### Q. What should I do before the peer leader team meeting?

A. It is important to plan ahead for a team meeting. Team members can take turns leading a meeting. Before you lead the meeting, first think about what you will say and do:

- What will the team need to accomplish at the meeting?
- What are some topics to talk about and decisions to be made?
- What activities will you use? (Make a list of topics and activities; this list is called an agenda.)
- How much time do you need for the meeting?

*Before the team gets together, be sure to:*

- Let the team know the time and place of the meeting.
- Be prepared with directions for any activities.
- Get the agenda and other materials ready.
- Get other things you may need: paper, pencils, chairs, \_\_\_\_\_, \_\_\_\_\_

- If you have snacks, avoid junk! You can support team members who want to stay healthy with easy-to-eat food such as: grapes, crackers, veggies and dips, and nuts.
- Set up the room the way you want it.
- Ask your advisor for support.

### Q. What should I do during the peer leader team meeting?

A. Here are some things to keep in mind. When you lead the meeting:

- Share the agenda with the team and use it during the meeting.
- Repeat the Group Guidelines (See below.)
- Ask everyone at the meeting to sign in. You can ask for email or phone numbers so that you can stay in touch.
- Ask a team member (or your advisor) to take notes about decisions and plans that your team makes.
- Allow enough time for discussion. Some people feel comfortable speaking in front of a group, but some people do not. Make sure every team member has a chance to share ideas.
- Ask for volunteers to help with tasks as the team makes plans. Tasks can include: making phone calls, finding information, creating a flyer, etc.
- Set a date and time for your next meeting and ask the team to add to the agenda.
- At the end of the meeting, take some time to look at what worked well and what did not. Ask the team what you might change next time.

# Leading Meetings

### Q. What should I do after the Peer Leader team meeting?

- A. After the meeting is over,
- Team members complete the tasks that they agreed to do.
  - Give out meeting notes to team members. [Make sure that all team members can access notes. You can use large print, send notes by email, read notes aloud by phone, or use other ways that help all team members get the information.]
  - Plan the next meeting.

### Q. Does the team need rules?

A. All teams need guidelines or rules so that everyone knows how the group works together. Take a look at the possible guidelines below. These are used by a self-advocacy group for their meetings.

#### *Possible Guidelines*

1. **Be on time.**
2. **Ask** when you **don't understand.**
3. **Listen** when **others are speaking.**
4. **Don't cut off** team members when they are **talking.**
5. **Include everyone.** Speak to the whole group instead of just one person.
6. **Take only as much time as you need** to say what you want to say.
7. **Stay on topic.**
8. **Respect others'** opinions.
9. **Raise your hand** and wait for someone **to call on you.**
10. **Have regular breaks.**
11. **Follow the agenda** so that the team can stay on schedule.
12. **When voting,** the **majority rules.**
13. **Dress appropriately** for a meeting.
14. **Have calendars ready.**
15. **Have fun!**

### *As a group*

- **Discuss** which **guidelines** are important to your team. You may not need all of these. You may need other guidelines.
- Your **team can vote to decide on 8-10 guidelines** that your team will **use.**
- Ask a team member or your advisor to **make a list of the guidelines you voted to use.**
- Make a **copy for team members and advisor.**
- **Post the guidelines** list on the wall during your meetings.

### Q. Why does a team do activities?

A. Thinking and talking with your team is one good way to share and explore ideas. When you want to practice skills and prepare to use them, activities are fun and helpful. You can use the activities in this manual and you can find more.

### Q. Who leads activities?

A. Team members can take turns leading activities. The team's advisor can help support the leader. Team members help support the leader, too. Team members need to listen well, follow directions, and ask questions.

### Q. What is a good way to lead activities?

- A. Here are some steps for leading activities:
1. Look at the activity before the meeting.
  2. Plan what you will say to the team.
  3. Make a list of everything that you will need (worksheet, paper, pencils, tape, etc.).
  4. When you meet with the team, tell them the goal for the activity.
  5. Give the directions slowly and make sure everyone understands. You may want to show the team what to do.
  6. After you complete the activity, talk with the team about how it went.

# Leading Scenes



## Leading Scenes and Role Plays

### Q. Why do teams use scenes?

**A.** Life gives us many challenges. Acting scenes is a fun and interesting way to try ideas to deal with these challenges. You get to “freeze” the scene and talk about choices and feelings. When you go back into the story, see what happens when you try acting a different idea for the scene.

You will find that some ideas work better than others—just like in real life! Remember that there is no one right way to act a scene. Your team can think of many new ideas, so try them!

Later, you may find yourself thinking back to scenes. In a real situation, you may use a good idea that you remember from a scene.

### Q. What helps scenes work well?

**A.** Here are some tips for acting scenes with your team:

- **Make it real.** When a scene feels real, it works much better. In a movie, you see actors show feelings that seem real. You can let your scene feel real, too, and the team will become involved in the story. They will be moved to think about new ideas to try. You may notice you have some different feelings during realistic scenes because feelings are a big part of every situation.

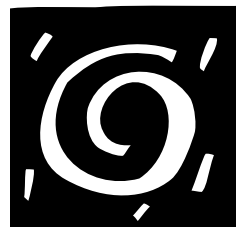
- **Be clear.** When someone calls Action! everyone will know that the scene begins. Call Freeze! so everyone will know that the scene is stopping.

- **Play it different from yourself.** When you act a role, you get to be different from your real self. When you step out of role, many actors like

to shake off the role as they return to themselves. When you first start acting scenes, try roles that are very different from real life. You might act a police officer, rock star, or athlete. Always make up a name to use for the scene.

- **Set the Scene.** It’s a good idea to mark off the space where the scene will take place. You can use tape on the floor. Placing the tape can be a good way of getting everyone’s attention. You can use a few props to label a place and one costume piece (a hat or a bag, for example) to label a role. Don’t use too many props, though, or the team may be distracted.

- **Redo scenes.** You can “freeze” a scene and redo it. You can repeat the scene as it was, or try acting a different role. You can also try saying something different to change the ending. Repeating a scene can help everyone follow the story.



- **Help the team focus.**

These phrases may help:

- “*The story is pretend, but the feelings are real.*” This is an important reminder for some team members.

- “*Take a moment....*” Say this before you begin a scene to let actors focus on the character and feelings they are about to play. When actors are ready, call Action! to start the scene.

- “*Shake off the character.*” Getting out of a role is important after you end a scene. Everyone can join in a full-body shake, which usually brings smiles.

# Leading Scenes

• **Show Empathy.** Empathy means understanding the feelings of others. It's a good idea for the team to name the feelings after they watch a scene. This helps you to see the difference between thoughts, behaviors, and feelings—an important part of problem solving. If someone expresses a feeling in a way that could be unsafe or hurtful, the team can name different ways to express that feeling.



### **Work Together**

Together we're better!

You can always call

**Freeze!** if a scene is moving too fast or too slow or if an actor cannot

be heard or gets stuck. Then

you can talk with the team about what is happening in the scene and what each character is feeling. Ask what might happen next and try problem-solving steps. Maybe you want to ask the team for a first line for one character to try when the scene comes to life again. To start the scene again, the leader sums up the team's suggestions, then says the opening line (e.g., Let's begin where we hear the mom say...) then calls **Action!**

**Q. Our team is new to scenes. How do we get started?**

**A.** Here are some playful ways to get ready to do scenes. Actors use these, too.

1. **Act it Out!** Pick one of these actions and act it out for your team to guess. Give them as many clues as you can without using sounds or words! See how quickly they can guess. You can make up your own, too!

**Looking for a lost dog**

**Stirring a pot of soup**

**Bowling**

**Painting a picture**

**Making a speech**

**A rock star singing**

**Packing for a trip**

**Playing baseball**

**Directing traffic**

**Petting a cat**

**Talking on the phone**

**Wiping off a table**

**Cheering at a game**

**Ordering at MacDonald's**

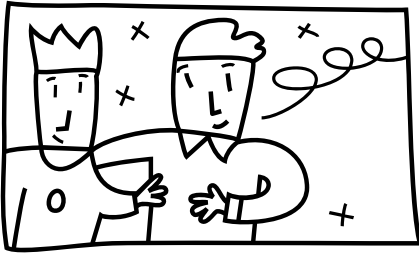
**Enjoying the beach**

**Working out at a gym**

**Watching a sad movie**

**Cheering at a basketball game**

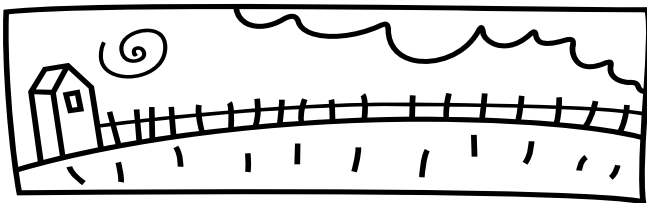
# Leading Scenes



## 2. Guess the feeling.

1. Two people leave the room.
2. The team picks one feeling.
3. Each person begins to show that feeling in any way while moving around the room.
4. The leader calls the two people back into the room.
5. The two people watch the team showing the feeling.
6. The two people get 3 chances to guess the feeling.
7. Everyone shakes off the feeling!

[**Hint: if the two people have a hard time guessing the feeling, the team can exaggerate the feeling to help them guess.**] Ask the two people to say what clued them in!



## 3. Make up your own scene.

- Think of two people the scene can be about.
- Make up names for them (don't use names of people you know because you are making up the story.)
- Think of what's going on in the scene; it can show a problem.
- Decide where the scene takes place.



Who: 1: \_\_\_\_\_  
 2: \_\_\_\_\_

What:  
 \_\_\_\_\_  
 \_\_\_\_\_

Where:  
 \_\_\_\_\_  
 \_\_\_\_\_

### Get ready to begin the scene!

- Decide who will act the scene.
- Decide who will call Action! and Freeze!
- Choose a place in the room and set the scene.
- Take a moment to get ready—actors: feel your character's feeling.
- With Action! the scene begins.
- With Freeze! the scene pauses so the team can talk about it.
- The team can decide to:
  - o Act what happens next,
  - o Try the scene a different way,
  - o Change actors,
  - o Make up a new scene.

## Sample Scene

Who: Peer leader (name: \_\_\_\_\_ )  
 (feeling: \_\_\_\_\_ )

Student (name: \_\_\_\_\_ )  
 (feeling: \_\_\_\_\_ )

What: Student feels worried, trying to decide between two jobs

Where: At school, after lunch

# Using the Internet



## Using the Internet

### Q. What is the Internet?

A. The internet is a huge collection of computers around the world. These computers are linked so that they can share information. (You can use a computer for free at the public library!)

### Q. What can I do on the Internet?

A. • Search for information.  
• Talk with others and write messages to them.  
• Play games.  
• Shop and buy things that will be delivered to your home.

### Q. How do I visit a Web site on the Internet?


A. You can type the address (for example: [www.self-advocate.org](http://www.self-advocate.org)) in the address box and press enter. Make sure the spelling is right!

### Q. How do I search for information on the Internet?

A. You can visit Web sites that help you search for information. Two of the most well-known sites are [www.google.com](http://www.google.com) and [www.yahoo.com](http://www.yahoo.com). At these sites, you will see a space for you to type a key word about the topic or subject you want to learn about. Type your key word and hit enter. A new page will pop up that lists Web sites about your topic. Click on the links to go to these new sites.

### Q. How do you move around the Internet?

A. The pages on the Internet are linked so that you can move around them using hyperlinks. Hyperlinks are usually blue and underlined.

- If you move your mouse over a hyperlink, it will change to the shape of a arrow, like this. 
- If you click on a hyperlink, you will go to a different page.

### Q. What is an image map?

A. An image map is a special kind of picture. Some parts of the picture are hyperlinks to lots of different pages on the Internet! Move your mouse over the picture until it turns into a hand, then click. You will be taken to the next Web page.

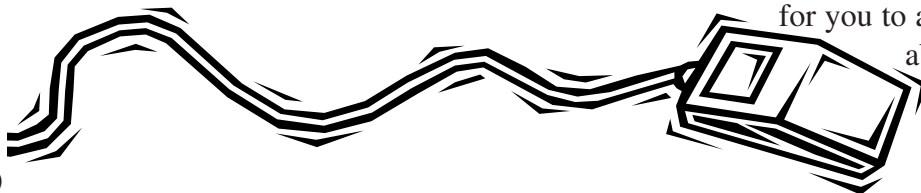
### Q. Some Web sites ask for information before you see the site. Why?

A. Some Web sites will ask you to 'register.' You tell them who you are before you can go to their site. People who run Web sites sometimes add guest books to their sites. A guest book lets Web site visitors write what they think of the site.

### Q. How can you be safe on the Internet?

A. Be very careful about sharing personal information about yourself!

- **Do not use your full name**--use your first name only.
- **Do not give out your email address, home address, telephone number, or information about your money.**
- If you are **not sure what to do, ask your parents, teacher, or advisor.** If no one is around for you to ask, do not fill in any information about yourself.





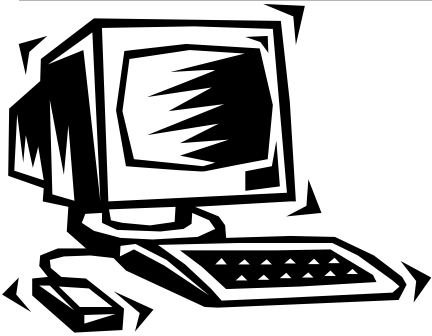
# Using the Internet

## Q. Are there ways that I can practice using the Internet?

A. To practice using the Internet, visit these Web sites:

[www.internet101.org](http://www.internet101.org),  
[www.teachingideas.co.uk](http://www.teachingideas.co.uk), or  
[www.learnthenet.com](http://www.learnthenet.com)

Feel free to ask for help. Everyone needs help on the computer from time to time!



## Internet game

Use what you've learned about using the internet to visit the Acting for Advocacy Web site at [www.self-advocate.org](http://www.self-advocate.org). As you move through the Web site, try to answer the questions below. Turn the page to see if your answers are right!

### 1. What university supports the Acting for Advocacy project?

- a. The University of Maryland
- b. The University of California at Santa Barbara
- c. The University of North Carolina at Chapel Hill
- d. Kalamazoo College

### 2. What does STIR stand for?

- a. Standing Tall In Resources
- b. Steps to Independence and Responsibility
- c. Starting Toward Intelligent Reading
- d. Sleeping Totally In Recess

### 3. Go to the "Helpful Resources" section.

What is the Web site for Disability Mentoring Day?

- a. <http://www.dmd-aapd.org/>
- b. [www.disabilitymentoringday.com](http://www.disabilitymentoringday.com)
- c. [www.mentorday.com](http://www.mentorday.com)
- d. [www.getamentor.com](http://www.getamentor.com)

### 4. Go to the "How-to Guides."

According to Steve, what is the first thing you must do if you want to participate in the marching band?

- a. Decide what instrument to play.
- b. Think about how good you will look in the band uniform.
- c. Tell everyone you know that you're going to be in the band.
- d. Try out for the band director.

# Using the Internet



## **Other Activities for Using the Internet**

### How-To Guide

Visit the section on “How-To Guides” on the A4A Web site at [www.selfadvocate-A4A.org](http://www.selfadvocate-A4A.org). Develop your own “How-To Guide” on something that you find interesting.

- a. Think of what you know how to do and pick one thing to write about.
- b. Think about all the steps you need to take.
- c. Make a list of these steps.
- d. Share with your team and ask if it’s clear or if you need to add more steps.
- e. Click on the link to send an email with your “How-To Guide” to the A4A Web site.

## **Local Resources**

Use the internet to learn about the resources in your community.

1. Visit the section on Resources in Robeson County.
2. Think of resources for youths in your community.
3. Make a list of three local resources.
4. Using a search engine such as [www.google.com](http://www.google.com) or [www.yahoo.com](http://www.yahoo.com), enter one of your resources and the name of your area to see if there is a Web site.
5. Repeat for the other resources on your list.
6. Try searching with the name of your town or county, the name of the organization, or by the type of agency it is.
7. Make a list of the Web sites that you like so that you can visit them again. You can also learn how to “bookmark” Web sites.



### Answers to Internet Game:

- 1-C
- 2-B
- 3-A
- 4-A

from page 41

# Planning Events



## Planning Events

### Q. What are some events that your team can lead?

**A.** Your team can plan an information fair, a self-advocacy workshop, a celebration of people you admire in your community, or another event that interests you and your team.

### Q. What are reasons to hold an event?

**A.** Your event can provide hands-on information for youths. You can plan an event to help youths learn about jobs, get healthy and eat well, find community opportunities, know their rights, or explore another theme that you choose. Youths can also practice tools for speaking up. Your team can inspire others as students see you working together and giving support.

### Q. How do we start to plan an event?

**A.** Here are some things for your team to think about and talk about as you start to plan:

1. What is the reason for the event? You can take a poll of students to get ideas.
2. What are some possible places, dates, and times for the event?
3. Will your event last one hour, a half-day, or a full day? Make sure that another event is not planned for the same day!
4. Will you invite someone from the community to present at your event?
5. Who do you want to attend the event? How will they find out about it? How will they get there?
6. Will you have refreshments?
7. How much money do you have to spend?
8. How will you find out if the event accomplished what you wanted?
9. How will you know if people liked the event?

As you discuss these questions, someone can make a list of things you need to find out. Divide the list among the team. Plan to have your answers by the next meeting.

### Q. What do we do next?

**A.** More planning! At the next meeting, review your answers with the team and your advisor. Then you can make decisions and start a timeline. The timeline helps you know when tasks need to be completed and who will complete them.

An event timeline is like the personal timeline in the Knowing Yourself Section on page 10.

Here are some tasks that might go on your timeline.

- Invite people to present at the event.
- Divide up jobs.
- Plan how to let people know about the event.
- Design flyer and/or poster.
- Review and make changes.
- Make copies of flyer and hand out. Put up posters.
- Follow up with other ways to get the word out.
- Make or get the materials and supplies that you need.
- Make handouts that you will need at the event; include evaluation forms (see Q below).
- Call presenters to answer questions and remind them.
- If you plan on refreshments, shop for what you need.
- Look at your space and plan how to set up.
- Make sure the team and your presenters know when to arrive and what to do:
  - o Who will set up?
  - o Who will greet people?
  - o Who will clean up?
  - o Who will hand out and collect evaluation forms?

What else do you need to add to your timeline?

# Planning Events



**Q. What do we do on the day of the event?**

- A.** Get plenty of sleep the night before so you will be at your best!
- Arrive early at the space.
  - Make sure you know what to do!
  - Set up and put up signs.
  - Greet people who arrive to present at the event and help them set up.
  - Greet people who attend the event.
  - Hand out and collect evaluation forms.
  - Be sure to thank everyone who presented at the event and everyone who attended. Thank each other, too!
  - After the event, clean up.
  - Celebrate with your team! Congratulations on your hard work!

**Q. What do we do after the event?**

- A.** A few days after the event is over, the team can meet.
- Talk about what went well and what you can change to make it better next time.
  - Look at the evaluation forms to learn what others liked about the event. Talk about their ideas for changes.
  - Plan a way to thank all the people who presented at the event and those who helped with the event.

**Q. How will we know if the event worked out well?**

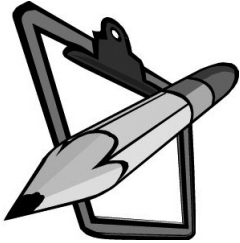
- A.** Many events ask people to complete a form to say what went well. Here is a sample of a form that you can change and use for your event.

**The Event: Job Fair**

Today's date \_\_\_\_\_

Before	During	After
<div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">Plan</div> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">Invite</div> <div style="border: 1px dashed black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px dashed black; height: 20px;"></div>	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">Set up</div> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">Greet people</div> <div style="border: 1px dashed black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px dashed black; height: 20px;"></div>	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">Thank people</div> <div style="border: 1px dashed black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px dashed black; height: 20px;"></div>

# Planning Events



## Evaluation Form

Please help us improve! Let us know how you liked our event: \_\_\_\_\_

Do you agree with the sentences below? **Please circle:** if you agree, if you are not sure, and if you don't agree.

	<b>Thumbs Up!</b> Great! Just right!	<b>Maybe.</b> I am not sure.	<b>Thumbs Down!</b> Not good! Needs to be better!
<b>The information was</b>		?	
<b>The way they explained things was</b>		?	
<b>The scene was</b>		?	
<b>The team was</b>		?	

What I liked best about \_\_\_\_\_ (the event)

is \_\_\_\_\_

What I did not like about \_\_\_\_\_ (the event)

is \_\_\_\_\_

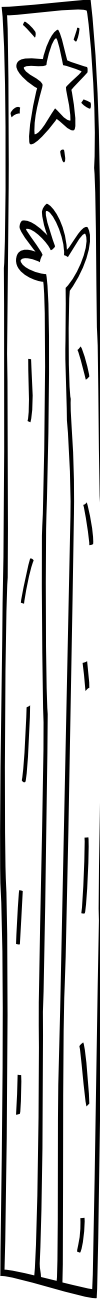
My other suggestions about \_\_\_\_\_ (the event)

are \_\_\_\_\_

*Thank you so much for your help.*

# Peer Leader Team Advisor

## Information for the Peer Leader Team Advisor



If you have agreed to serve as a Peer Leader Team Advisor – great! This section has information to help you get your team off to a strong start. The Peer Leader Team Advisor might be a teacher, counselor, parent, or volunteer. Advisors work with Peer Leader Teams to help them achieve goals. Advisors might assist with running team meetings, distribute information or materials, or help a team plan an activity or event.

### Before You Get Started

It is important to lay the groundwork as you prepare to start a Peer Leader Team at your school. You may find it helpful to review this manual to reinforce your understanding of self-advocacy and a peer team approach to learning and practicing skills. Note that the manual is directed to peer leaders, rather than to advisors, so that the team is empowered to apply a self-advocacy perspective as they interact. Their leadership, in turn, models self-advocacy for OCS students who interact with the team.

As you begin to plan, make sure you have support from school administrators and faculty members. Talk with them about the Peer Leader Team concept and about the importance of teaching self-advocacy skills. Many teachers working with OCS students have expressed a need for engaging tools to help them teach the advocacy component of the OCS curriculum. Share why you think this will be good for the youth involved and

how it will benefit the school/community. Show them this manual so they will have an idea of the types of activities the team will do. Make sure that you have a clear agreement with administrators on when and where to meet and who can participate. Be sure to invite them to an event or meeting later in the year.

Once everyone is excited about beginning the new group, think through the logistical arrangements. Who will be on the Peer Leader team? Do you want to limit it to students in one school or will it be open to students from several schools? Think about other community groups. Are there others who might help you promote the team and recruit students? Decide how many peer leaders will be enough to have an effective group and then develop a plan to recruit students. It is a good idea to have students apply to be a member of the group. A sample application is included on page 48. Add additional questions that are relevant for your community.

After applications are received, you may want to interview students individually to learn more about them. When selecting Peer Leader Team members, try to identify individuals who are likely to work well together and bring a range of skills and abilities to the table. Notify everyone who applied of your decisions about the team. Let the individuals you've selected for the Team know when the first meeting will be held.

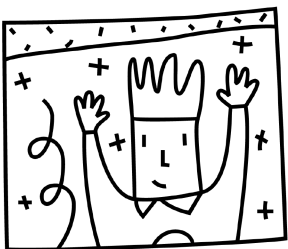
# About the Role

**Before the first meeting**, send a letter about the team home to parents and/or guardians. The new Peer Leaders will be excited about their new role and the letter can help friends and family members understand Peer Leader Teams.

*[See sample letter included on page 49; a passive consent form is included.]*

**Once your team has been meeting for a while, or after you've passed a team milestone (for example, after the first month), it can help your team to complete an evaluation.** This lets team members share their opinions about how things have been going and about what could be improved. A sample evaluation is included in section – Helping Students Speak Up on page 45. You can modify this evaluation for use with your team.

Remember that the Acting for Advocacy (A4A) project at UNC-CH is available to offer technical assistance. The A4A team has supported other Peer Leader Teams in North Carolina and can help you and your team get the most out of your team experience.



## About the Role of the Peer Leader Team Advisor

Once your team has been selected and is ready to meet, spend some time thinking about how you can support the Peer Leaders while also empowering them to take action as a group. You will want to respect team members' rights to make their own decisions, to speak for themselves, to disagree, and to do things on their own and in their own ways.

### Here are some tips for Peer Leader Team Advisors:

- **Listen to hear what team members have to say.** Some may use an alternate way to communicate (for example: American Sign Language, communication board, interpreter/translator, etc.).
- **Give team members a chance to explain their ideas**, even if it takes extra time. Make sure everyone has an opportunity to speak.
- **Let team members finish their own sentences and stories**, even if you think you know the end or can say it faster.
- **Simplify written information.** Highlight critical information and be creative in formatting to keep things clear.
- **Use “people-first language.”** Refer to the person first, the disability second. For example, say “student with a disability” instead of “disabled student.”
- If necessary, **help team members feel comfortable socializing** before and after a meeting.
- **Allow time for introductions** at the beginning of each meeting. Regular introductions help everyone learn names and roles. Provide nametags or place cards if helpful.
- If you have a question for a team member, **ask**.
- **Be specific and honest** when talking to the team.
- During the meeting, **point out issues of confidentiality** that should not be discussed outside of the meeting.

# Peer Teams

The Peer Leader Team works to empower students and help them transition into their communities successfully. The Peer Leader Team helps students learn to speak up for themselves and make their own choices, in partnership with teachers and families.

## Sample Peer Leader Application

### Peer Leader Job Description

The role of a Peer Leader is to be part of a team that guides and encourages students and assist them to plan for their futures. The team works together to find useful information and resources in the community and offers activities for youths.

### Peer Leader Responsibilities

Peer Leaders will work as a team to plan an event that brings in people from the community to demonstrate their job and skills. Tasks may include: naming the event, polling students to learn about their interests,

contacting presenters, and hosting the event. Peer Leaders will meet approximately 8 times for 2-3 hours, and participate in the event.

### Qualifications

Peer Leaders should have a positive and supportive attitude. They should be interested in offering ideas and listening to other ideas, as part of a team. They need to attend all meetings and follow up with phone calls and other tasks, as needed. Peer Leaders should be comfortable speaking up and asking for assistance as they need it.

## Sample Form

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ e-mail \_\_\_\_\_

Please check:

Freshman     Sophomore     Junior     Senior     OCS Graduate     Other

Current job, if any: \_\_\_\_\_

Why are you interested in working as an Peer Leader?  
\_\_\_\_\_

Who has inspired you to speak up for yourself?  
\_\_\_\_\_

Why is it important for students to plan for the future?  
\_\_\_\_\_

What qualities do you have that would make you a good leader?  
\_\_\_\_\_



# Letter Home

## Letter Home

Once the members of your team have been selected, send a letter home to parents and guardians to let them know about the Peer Leader Team.

Here  
is a sample  
letter:

Date \_\_\_\_\_

Dear Parent/Guardian,

Your child has been invited to participate as a youth representative with the Peer Leader Team. We are pleased that your child has been selected.

This approach was developed by Acting for Advocacy (A4A) through a grant from the US Administration on Developmental Disabilities as a Project of National Significance. A4A is a project of the Center for Development and Learning at the University of North Carolina-Chapel Hill. Participating in a peer leader team offers students in the Occupational Course of Study (OCS) ways to practice leadership tools and learn self-advocacy.

Self-advocacy includes knowing how to:

- Be a responsible adult;
- Stay safe;
- Get information and support;
- Make important life choices.

Youths and representatives from the community and schools will plan how the Peer Leader Team can support the community's efforts to expand resources and options for youths. The goal is to promote a successful transition to the community for OCS students. Meetings will be held \_\_\_\_\_.

We are excited about this new opportunity for youths in our community. Please feel free to contact \_\_\_\_\_ (\_\_\_\_ - \_\_\_\_ - \_\_\_\_ ) with any questions.

Sincerely,

\_\_\_\_\_

**Note:** If you do not want your child to participate with the Peer Leader Team, please sign and return this portion of the letter to your child's teacher. You may change your mind at any time.

**I do not give permission for my child/ward \_\_\_\_\_ to participate in the Peer Leader Team.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# Resources



## **Web Resources National**

**The following Web sites have information about youth in transition.**

**www.ncset.org** – The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

**www.nadc.ucla.edu** – The National Arts and Disability Center (NADC) works to promote the full inclusion of audiences and artists with disabilities into all facets of the arts community.

**www.nichy.org** – This national information and referral center provides information on disabilities and disability-related issues for families, educators, and other professionals.

**www.addyic.org** – This is the federal Administration on Developmental Disabilities (ADD) Web site for the Youth Information, Training and Resource Centers (sometimes referred to as YIC's). Find out about organizations that have received grants to develop information, resource and training centers for youth (ages 13 - 17) and emerging leaders (ages 18 - 30) with developmental disabilities.

**www.ldonline.org** – The Web site of The Learning Project is a source of information about learning disabilities and resources available to optimize students' learning experiences. Participate in special education bulletin board discussions and online chat rooms, shop their LD resource store, or subscribe to the newsletter.

**www.abilityonline.org** – This is an internet community where children and youths with disabilities or illness can meet role models, mentors, and friends.

**“Self-determined people are actors in their own lives, instead of being acted upon by others.”**

*- Michael Wehmeyer*

## Resources



## Web Resources North Carolina

**[www.self-advocate.org](http://www.self-advocate.org)**

Next Generation: Acting for

Advocacy (A4A) is a project that offers activities, information, and support to high school students, including those enrolled in the Occupational Course of Study. A4A is part of Project STIR (Steps Toward Independence and Responsibility) at the University of North Carolina Center for the Study of Development and Learning in Chapel Hill.

**[www.ecac-parentcenter.org/](http://www.ecac-parentcenter.org/)** – The Exceptional Children’s Assistance Center offers training, technical assistance, and support to families, children, and youth with special health care needs.

**[www.fsnn.org](http://www.fsnn.org)** – Family Support Network of North Carolina promotes and provides support for families with children and youth who have special needs.

**[www.nc-ddc.org](http://www.nc-ddc.org)** – The North Carolina Council on Developmental Disabilities works to ensure that people with developmental disabilities and their families participate in the design of and have access to culturally competent services and supports, as well as other assistance and opportunities that promote inclusive communities.

**[www.gacpd.com](http://www.gacpd.com)** – The Protection & Advocacy in North Carolina is the Governor's Advocacy Council for Persons with Disabilities (GACPD). Whether you live in your family's home, in a group home, in your own apartment or in an institution, the GACPD can help you if someone is trying to take away your rights. It is the GACPD’s job to help you know your rights and help you protect them.

**[www.arcnc.org](http://www.arcnc.org)** – This site contains a wealth of information for individuals with developmental disabilities and their families. Use this site to learn about support programs and how services are delivered in North Carolina, locate and research service providers, and research topics.

**[www.telability.org](http://www.telability.org)** – TelAbility is an innovative, community-oriented, interdisciplinary program that uses telecommunications to improve the lives of children and youths with disabilities.

**[www.fpg.unc.edu/~ncodh/](http://www.fpg.unc.edu/~ncodh/)** – The NC Office on Disability and Health (NCODH) works to promote the health and wellness of persons with disabilities in North Carolina through an integrated program of policy, practice and evaluation.

**<http://www.doa.state.nc.us/yaio/boards.htm>**  
The Youth Advocacy and Involvement Office is home to four councils that involve North Carolina’s youth: Governor's Advocacy Council on Children and Youth (GACCY), State Youth Council, North Carolina Internship Council, North Carolina Youth Advisory Council.

“Tell me, I’ll forget.  
Show me, I may  
remember. But  
involve me and I’ll  
understand.”

*Chinese proverb*



## The A4A Team

### Peer Leaders:

As you use this manual, please call or e-mail us with questions and ideas!

We also invite you to e-mail us your photos, resources, and suggestions. We can post them on the A4A Web site ([www.self-advocate.org](http://www.self-advocate.org)) so that Peer Leader Teams across North Carolina can be in touch. Together we're better!

Good luck and enjoy your work as a Peer Leader Team.  
Be proud that you support youths as self advocates!

## This Action Manual for Peer Leader Teams was developed by the A4A Team:

**Rebecca Greenleaf Bailey** is experienced in developing learning and outreach materials for a range of consumers. She has provided training and assistance to children with special needs and their families and to professionals.

**Robyn Dorton** is a self-advocate trainer who presents interactive training sessions with A4A and Project STIR. She received the 2006 NC Self-Advocate of the Year Award from the Association of Self-Advocates of NC and is president of a local self-advocacy group.

**Wilson Finks** is a self-advocate trainer who presents interactive training sessions with A4A, Shifting the Power, and other Project STIR programs. He is a graduate of the NC Partners in Policymaking Program and a past president of the Association of Self-Advocates of NC.

**Kira Fisher** has a background in teaching children with disabilities; she was the first member of AmeriCorps with a disability in North Carolina. As project coordinator, Ms. Fisher teams with the co-director and self-advocate trainers.

**Greg Olley** has been active in the field of developmental disabilities for more than 25 years. He is a member of many local and state groups that advocate for disability issues. Dr. Olley is the interim director of the UNC Center for Development and Learning.

**Deborah Zuver** has a background in using interactive approaches as learning tools and is co-director of A4A. She works with self-advocate trainers to prepare and present training workshops in leadership and self-advocacy.

The A4A team wants to thank many people for their input. Their great ideas help make this a useful manual for growing teams of peer leaders!

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