# Peers as Partners in Learning – High School

## Lesson Plan 2.2: Fostering Self-Determination in Others

Approximate time to allow: 70-115 minutes

**Unit**

| |
|---|
| Collaborating for Student Success |

**Lesson**

| |
|---|
| Fostering Self-Determination in Others |

| Standards Supported in this Lesson | Rubric Essential Concepts |
|---|---|
| ELA.K12.EE.1.1<br>ELA.K12.EE.4.1 | Laws and Educational Implications<br>Impact of Language |

**Essential Questions**

- Why is self-determination important?
- How can an individual develop and apply the skills necessary for self-determination?

**Learning Objectives**

Students will:

- Determine skills needed for self-advocacy and self-determination.
- Explain how self-advocacy is related to self-determination.
- Problem-solve ways to facilitate skills that support self-determination.
- Analyze how self-determination can benefit individuals and how lack of self-determination can negatively impact individuals.

**Technology/Materials**

- Self-Determination and Why is It Important? Interviews with persons with disabilities (5 minutes) https://www.youtube.com/watch?v=JGRjMNBfl58
- Exploring Self-Advocacy video (3:34 minutes) https://www.youtube.com/watch?v=3UhXXQ7uiKo
- Self-Advocacy- A State of Mind video (5:31) https://www.youtube.com/watch?v=CqtO3cvdom8
- Self-Determination Checklist for PPL
- Strengths Handout (Project 10, Standing Up for Me)
- Life Preferences Handout (Project 10, Standing Up for Me)
- Chart paper, markers, sticky notes
- Slide show "Understanding and Motivating Students"
- Fostering Self-Determination Parent Tips Booklet
- Work Setting Preferences checklist and Transition Services for SWD checklist
- 7 Benefits of Goal Setting handout
- Personal Goal Setting handout
- Internet access; projector, screen, speakers
- Websites: https://www.123test.com/career-test
- HS Reflection Journal Entry Prompts

**Lesson Steps**

1. Show the video: Self-Determination and Why is It Important?
   a. Purpose: To introduce the concept of self-determination and the skills that are embedded (choice making, problem solving, decision making, goal setting, self-regulation, self-advocacy, self-awareness).
   b. Directions:
      i. Quiet solo write: "What are skills that you might need to have in order to make life decisions for yourself?"
      ii. With shoulder partner, students identify one skill that you agree is important, and write it on a sticky note.
      iii. Each pair posts the sticky on a chart paper and explains the skill. Duplicate or similar skills should be grouped together.
      iv. Discuss each skill, adding vocabulary as needed, until the embedded skills for self-determination are evident.

2. Introduce the concept of self-advocacy using one or more of the self-advocacy video selections in Technology/Materials.
   a. Purpose: To establish students' voices in developing goals based on their needs.
   b. Directions:
      i. Students review the student learning profile items from lesson 1.1 (if applicable); or preview the Strengths Handout and Life Preferences items.

ii. Identify how the items above are related to the skills embedded in self-determination. Create a visual representation about that relationship using the items and the skills.

3. Have students evaluate and establish goals based on personal characteristics.
   a. Purpose: To use self-determination skills for personal planning.
   b. Directions:
      i. Students complete both the free career test at: https://www.123test.com/career-test/and the self-determination checklist.
      ii. Use the 7 Benefits of Goal Setting handout to discuss the importance of setting specific goals.
      iii. Using these tools and the Personal Goal Setting handout, students will develop a step-by-step plan for attaining the type of job that they might be interested in after graduating from high school and/or college.

4. Think-pair-share
   a. Purpose: Students make connections to help others.
   b. Directions:
      i. THINK: Students reflect on their completed self-assessments and how understanding their own road to self-determination may benefit others.
      ii. PAIR: Use an engagement strategy to get them moving before pairing up.
      iii. SHARE: Share with a partner how understanding and fostering self-determination benefits the peers they support.

5. Slide show "Understanding and Motivating Students" with discussion.
   a. Purpose: Brainstorm strategies to help others with self-determination.
   b. Directions:
      i. Share the Fostering Determination booklet, Work Setting Preferences checklist, and Transition Services for SWD checklist as resources for ideas on strategies to use and questions to ask.
      ii. Brainstorm ways in which you have used self-determination to set goals for yourself and how you can use your own experience to help others do the same.
      iii. Using chart paper, students generate a list of ideas, resources and/or people in the school and community who can help students with and without disabilities achieve their goals for self-determination.

6. Reflection Journal assignment.

**Assessments**

Formative:

- Students' visual representation about self-advocacy and self-determination shows understanding of the concepts.
- Provide timely, specific and actionable feedback during "Understanding and Motivating Students" PowerPoint discussions.
- Student's step-by-step plans for meeting their own goals.
- The list of resources and people is thorough and relevant.

Summative:

- The Reflection Journal shows understanding of self-determination skills.

**Consideration(s)**

- Allowing students time to process and talk as well as providing choice increases student engagement.
- A transcript of the videos may be provided.
- Close captioning, a script, or interpreter may need to be provided for students with hearing challenges.
- Increased font size on handouts or braille format may be provided for students with visual needs.
- Technology may be used for students with writing difficulties or to provide choice.
- Handouts may be read aloud or technology text-to-speech option may be used.