

Slides can be accessed below.

<b>Focus Question</b>		
What is self-advocacy and why is it important?		
<b>Formation and Activity Type</b>	<b>Check-In / Review of Circle Guidelines</b>	<b>Time Allocated</b>
<p>Circle</p> <p>SEL Check-In / Circle Norms</p>	<p>Upon entry participants should sign in, find a seat in the circle, and self assess how they are currently feeling on the SEL Check - In (Cat or Garfield) Scale.</p> <p>Once everyone is settled, whip around using the talking piece for everyone to share:</p> <ul style="list-style-type: none"> <li>- Their name, grade, their number on the scale and if they want to briefly explain why.</li> <li>-</li> </ul> <p>Following the whip-around review the circle guidelines on the board and/or located on the centerpiece.</p>	<p>Completed with the first 10 mins of the period.</p>
<b>Formation and Activity Type</b>	<b>Opening Ceremony</b>	<b>Time Allocated</b>
<p>Walking Around</p> <p>Opening Activity / Getting Acquainted</p>	<p>Participants will each be assigned a card with a popular cartoon character. Their task is find their match in the room and discuss the prompt on the back of each card.</p> <p>During this time participants are invited to grab a bagel and water. Eating while discussing is permitted.</p> <p>At the end, if time permits, invite volunteers to share what them and their partners discussed.</p>	<p>7-10 minutes.</p>
<b>Formation and Activity Type</b>	<b>Collaborative Activities</b>	<b>Time Allocated</b>
<p>Whole Group</p> <p>Line Activity</p> <p>Would you rather?</p>	<p>Instruct participants to make 2 lines on each end of the circle (smartboard should split the room). An object, tape, or floor tiles can be used to denote the line)</p> <p>A prompt will be shared and participants will move to the side of the line that they prefer.</p> <p>Questions are designed to be progressively more challenging and thought provoking.</p> <p>For the first few, there will be no share out. Share Outs will begin on the slide for</p>	<p>10-13 minutes depending on time used in the opening.</p>

	<p>“Universal respect or unlimited power”. Ask a few participants on each side: “Why did you choose that side?”</p> <p>Ask: “Our next prompt uses the word advocate and it is important that we all understand what that word means. Can anyone share what they think the word advocate means?”</p> <p>Once you have a shared definition, present the slide and have students move and explain why.</p> <p>Then ask students: “You’re standing on the side that you’d rather do, but what is easier, advocating for yourself or advocating for someone else? Why?”</p>	
<p>Circle Whip Around</p>	<p>Invite students to sit down and say: “Self advocacy helps you to take ownership of your learning.”</p> <p>Present the slide on self-advocacy. Depending on time, you can read the 7 actions that describe self advocacy or have 7 students read one each.</p> <div data-bbox="321 850 1092 1318" data-label="Image"> <p><b>What is Self-Advocacy?</b></p> <ul style="list-style-type: none"> <li>Speaking up for yourself.</li> <li>Staying informed and knowing how to get information</li> <li>Knowing your rights and responsibilities</li> <li>Finding people who will support you</li> <li>Solving problems</li> <li>Reaching out to others when you need help</li> <li>Taking control of your own life = self determination</li> </ul> <p>@carlameyrink</p> </div> <p>Explain the three options of prompts and begin the whip around asking students to respond to any of the three prompts.</p> <ol style="list-style-type: none"> <li>1) When in school do you use these skills?</li> <li>2) What is challenging about advocating for yourself?</li> <li>3) Share a story of a time you advocated for yourself at Maspeth HS.</li> </ol>	<p>10 minutes</p>
<p><b>Formation and Activity Type</b></p>	<p><b>Closing Ceremony</b></p>	<p><b>Time Allocated</b></p>
<p>Circle Whip Around</p>	<p>Whip Around one final time, inviting students to answer the prompt:</p> <p><i>One word to describe this experience for you today.</i></p>	<p>5 minutes</p>