Title of Lesson: Supporting Agency: "I Can Be Assertive!"		
Date of Creation: (04/24/2022)	**Creator of the Lesson:** Samantha Wallin	
Grade Level: 8-12	**Subject:** Self-Determination Language Arts	**Time Duration:** 1 hour 15 minutes total

Summary of Lesson:
The main purpose of this lesson is to teach students how to be more assertive in their communication skills so that they can advocate for themselves in school situations, like in an IEP meeting. Students will learn key vocabulary terms, and then understand how to apply these terms to their own strengths, needs and goals. Students will have an opportunity to practice their communication and social skills by sharing their learning of assertive communication and I-statements with their classmates and teacher. Students will use **active listening** skills, **writing** skills, as well as **social** skills, throughout this lesson.

Journaling: Journaling will be used as an assessment tool to help capture the outcomes of engagement experiences in this lesson; addressing specific journaling prompts will help students communicate their learning related to the desired learning objectives.

DSE Alignment:
Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society or people labeled with disability/disabled people.
- I can advocate for my wants and needs by discussing my strengths with others.
- I can listen to other perspectives, and understand how to engage in meaningful conversations with my peers and teachers.

Assume competence and reject deficit models of disability.
- I am an assertive and confident individual who is not limited by disability standards for success.
- I can use my skills to overcome difficulties and move forward in independence and self-advocacy.

PART 1

Goal 1: Students will understand the communication terms: assertive, passive, and aggressive.
Objective 1: Students will be able to correctly identify a picture of, or an example of the targeted types of communication (assertive, passive, and aggressive).
Step-by-Step Lesson Progression:
Total time taken: 20 minutes

Anticipatory Set (Prior to beginning of the Lesson):Prior to beginning this lesson, students will have already worked on social skills such as- ways to show active listening to a partner or to others in a small group, and communicating wants and needs to peers and teachers. Students will also have had opportunities to practice their written expression skills that align with their IEP goals (i.e., ability to write a grammatically correct simple sentence, the ability to copy words/short sentences from a visual model)
Ask students Before the lesson starts-
   ● What do you think assertive means?
   ● What do you think passive means?
   ● What do you think aggressive means?

1.) The teacher will begin by giving each student an empty journal, entitled "_____'s self advocacy journal". Then the teacher will share a graphic organizer on the white board that defines the key terms self-determination, assertive communication, passive communication and aggressive communication. This organizer will include visual/written definitions and pictures (see Appendix A). Students will go to the first section in their journals and note the key terms using pictures and/or written definitions.

2.) The whole group will watch the video "Are you passive, assertive, or aggressive?" that describes the three different types of communication and gives examples of them.
https://www.youtube.com/watch?v=17JOLMd0hWs

3.) Students will be paired up to share an example of an assertive, passive, or aggressive action they have witnessed in school. Volunteers can share after the pairs have finished their discussions.

2-minute breathing break- Go Noodle video: "Speak Up!"
GoNoodle

Assessment 1.1: (Formal, Quantitative) The teacher will check-in with the students/groups to monitor their ability to identify a picture or written example of the different communication types through their own examples and their self-advocacy journal notes. Feedback will be given based on student examples and needs.

Assessment 1.2: (Informal, Qualitative) The teacher will make observations on the students' level of engagement in the activities. Are they connecting with the material? Do they show interest in the content of the lesson through active listening and participation?

PART 2

Goal 2: Students will understand how to use an "I-statement" to be assertive.

Objective 2: Students will be able to correctly identify and express an "I-statement" related to their own strength, need or goal.

Step-by-Step Lesson Progression:

Total time taken: 20 minutes

During the lesson, consider (Will the lesson unfold/develop?):

- Are you connecting with the materials?
- Are you interested in the content of the lesson?
- How does this I-statement meet your identified need, strength, or goal?
- How is your I-statement assertive, and what makes it different from being passive or aggressive?
- How are you feeling about your I-statement?
- Does talking about your need/strength/goal make you feel…
  - Confident? Nervous? Worried? Excited?
- During individual work that involves active listening, writing and receptive/expressive language:
  - Explicit teacher cues:
    - "Show your partner that you are listening by facing them, and by asking a follow-up question."
    - "Start your written I-statements with I feel, I want or I need."
    - "Show me the passive picture."
    - "What type of communication is this picture showing?"
  - Audio on nearpod slides to access text

1.) Students will take out their school ipads, and access the following nearpod link that focuses on I-statements:
https://app.nearpod.com/?pin=83B8EE6594B341063867A8F9BFE2D49C-1
*headphones are available for students who are listening to the presentation.

2.) Once students have completed the nearpod presentation they will create an I-statement based on a personal school-related strength, need or goal. Students will write their I-statement in their self-advocacy journals.

2-minute breathing break- Go Noodle video: "Believe in Yourself"
GoNoodle

Assessment 2.1: **(Formal, Quantitative)** The teacher will review student journal responses to assess their understanding of an "I-statement" through their example of a personal strength, need or goal.
Assessment 2.2: (Informal, Qualitative) The teacher will check-in with the students while they are working on their I-statements. The teacher will ask the following questions to gather information on how students understand I-statements in connection with being assertive in their own strengths/needs/goals: how does this I-statement meet your identified need, strength, or goal? How is your I-statement assertive, and what makes it different from being passive or aggressive?

PART 3

Goal 3: Students will successfully apply learned assertive communication skills in a role-play IEP meeting.
Objective 3: Students will be able to describe an I-statement strength, need or goal to others in an "IEP meeting" scenario
Step-by-Step Lesson Progression:
Total time taken: 35 minutes
- During pair or small group activities that involve socialization and communication:
    - Verbal reminders to increase descriptive language/details when responding to questions.
    - Enriched and reinforced communication skills with opportunities to initiate, maintain, and end adult and peer interactions.
    - Increased wait time and verbal/visual reminders of expected social behaviors.

1.) The teacher will explain the next activity- an IEP role-play meeting. Each student will be given an IEP meeting I-statement checklist to work on. (See Appendix B). Once the 15-minute timer goes off, the teacher will demonstrate how to express a strength/need/goal I-statement in an IEP meeting.

2.) Each student will then get an opportunity to take a turn in their "IEP meeting" groups (3 students in a group) to share key points on their IEP meeting checklists. The teacher will provide support to each group by giving feedback, and taking video for students to watch during the follow-up portion of the lesson (this will occur the next day).

Closure/ Lesson Wrap-Up:
Video modeling- the teacher will record the students sharing one I-statement to their peers in the meeting. The next day, we will have an opportunity to watch each video and give constructive feedback to each other.

Assessment 3.1: (Formal, Quantitative) The teacher will assess the students' level of understanding by reviewing their IEP meeting checklists. Are they able to express their strength/need/goal accurately as an I-statement in this format?
Assessment 3.2: (Informal, Qualitative) The teacher will observe the students in their small groups and monitor how they verbally and nonverbally express their I-statements during the IEP meeting role play activity. Do the students show confidence during these interactions, and in expressing their I-statements related to a strength/need/goal?

Required Materials/Equipment:
- Journals for each student
- Graphic organizer for vocabulary (Appendix A)
- Device for watching videos as a whole group
- Ipad/other personal device capable of wifi connection, for each student
- Headphones
- IEP checklist (Appendix B)
- Device that teacher can record on
- See Appendix C for other technology suggested for accommodations

Extensions/Practice (Continuation of Engagement):
Students will be sent the following video link to watch for homework ("I'm not your inspiration, thank you very much"- Stella Young):
https://www.youtube.com/watch?v=8K9Gg164Bsw

Key questions to think about while watching this video: How is Stella assertive in her Ted Talk? What did you like most about Stella's Ted Talk? What questions would you ask Stella if we could meet her?

References:

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Appendices

Appendix A

Pre-Teach Assertive Vocabulary: Graphic Organizer

Key Term	Written Definition
Self-determination	Free choice of one's own acts or states without external compulsion.
Assertive Communication	Assertiveness is communicating and expressing your thoughts, feelings, and opinions in a way that makes your views and needs clearly understood by others, without putting down their thoughts, feelings, or opinions
Passive Communication	Passive communication is the opposite of being assertive. It is when we hide our opinion and feelings and let others "walk all over us." It is a form of communication that avoids and prolongs issues, instead of dealing with them head-on.
Aggressive Communication	Expressing your feelings and opinions strongly and as they occur; overt hostility is expressed in a way intended to deliberately hurt others.
I-statement	An assertion about the feelings, beliefs, values, etc. of the person speaking, generally expressed as a sentence beginning with the word "I", and is contrasted with a "you-statement".

"I" STATEMENT

I FEEL _____ BECAUSE _____

WHEN _____ WHAT I NEED IS _____

GoodTherapy.org

Passive   Assertive   Aggressive

Appendix B

IEP meeting role play activity: I-statement checklist

IEP meeting-assertive action	I-statement example	**MY** I-statement for this action	X if complete
Set a positive and collaborative atmosphere.	Hi team members, I feel excited to discuss my IEP goals with you all.		
Make your personal interests known to members.	I like to work on reading in school, but I don't like to work on math.		
Make your personal goals known to members.	One of my goals is to be able to write a check by the end of this school year.		
Make your personal strengths known to members.	I feel great about my ability to listen to friends.		
Make your personal needs known to members.	I need a daily visual schedule in school to help me stay on task.		
Make your personal needs at home known.	I want to have more time to listen to music at home.		

Appendix C
Accommodations/Technology Tools

- Visual graphic organizer
- Ipad with audio tools
- Videos for lesson content
- Written, verbal, physical picture prompts and cues
- Multimodalities of instruction and communication
- 1:1 and small groups
- AAC device, yes/no and break cards
- Direct verbal prompts, faded to models and gestural prompts
- Environmental arrangement
- Large print
- Highlighting/color coding on written instructions/directions/posters
- Movement and breathing breaks
- Use of laptop for word processing with written assignments
- Specialized writing paper in advocacy journal
- Video modeling :Videos are recorded of the students while they display on-task behaviors and responses during the IEP-meeting activity. After implementing the intervention (i.e. students viewed video self-modeling of target behaviors), the students will have significantly increased and sustained on-task social behaviors (Thull, 2019).
- Self-directed learning model of instruction: lead students through activities designed to increase self-determination through problem solving. Involve the use of self-regulated problem solving leading to the establishment of self-set goals, action plans to achieve those goals, and self-monitoring and self-evaluation activities to enable students to adjust plans (Shogren et. al, 2021).

Appendix D
Standards

Note: Standards are based on Standards Aligned System (SAS) from Pennsylvania Department of Education (PDE).

Goal 1 Standards:
- **Standard-CC.1.2:** Reading Informational Text: Students read, understand, and respond to informational text- with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem

Goal 2 Standards:
- **Standard - 13.1.11.A:** Relate careers to individual interests, abilities, and aptitudes.
- **Standard - CC.1.2.11-12.J:** Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Goal 3 Standards:
- **Standard - 13.1.11.B:** Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.
- **Standard - 13.2.11.A:** Apply effective speaking and listening skills used in a job interview scenario.