

## **SELF-ADVOCACY WORKSHOP #2**

### **Being Part of Your Community**

**Green Mountain Self-Advocates** adapted this workshop from the Speak Up! Guide developed by Shifting the Power, University of North Carolina, Chapel Hill, NC 27599-7255, (919) 966- 5171. A complete list of the self-advocacy resources used in developing the Speak Up! Guide is at the end of this workshop. This workshop is to be taught by people with developmental disabilities for people with developmental disabilities.

**Set up:** This workshop is for 20 people or less. It works best if you sit at tables. Arrange tables to allow for an open space for group activities. Consider having snacks and drinks.

**Time: 2 hours**

**Materials:** Sign in sheets, nametags, a ball of yarn, bingo activity cards, bingo markers, workbooks, Video: *I Belong Out There*, easel paper and markers.

**Teaches participants:**

1. To recognize and share the ways you are already helping out in your town.
2. To identify other ways you can be part of your community.
3. To pick one group or activity you would like to join.
4. To come up with a plan on how to join that group or do that activity.
5. Practice acting self-confident and believing in yourself.

**Trainers:** Before the training, the trainers need to write an introduction for themselves. They also need to practice this workshop and decide who will be teaching each section. Write the name of the trainer on the blank line before each part in the script. The instructions for what to do are in black and **suggestions for what to say are in red**. We strongly recommend that you use your own words and try not to read from the script. It is better to speak from your heart. Reading from a script can sometimes sound boring. Trainers need to wear a name tag.

**Getting started:** As people arrive all the trainers should say hello and introduce themselves. Make people feel welcome.

\_\_\_\_\_ Give out nametags. Let folks pick a marker to use to write their name. Offer to write their name for them if they ask for help.

\_\_\_\_\_ Give each person a workbook.

### Introductions:



\_\_\_\_\_ Introduces herself/himself and talk about our 6 Self-Advocacy Workshops.



\_\_\_\_\_ All over Vermont self-advocates and their supporters are teaching workshops on how to be a self-advocate. This second workshop is about being part of your community. We will do fun activities to think about what kinds of groups are out in your community and how you can get involved. We all have a lot to offer and people need our help. So get involved. We will practice acting strong and confident when talking about trying something new.



\_\_\_\_\_ We are going to go around the room taking turns saying our names. After you say your name, say, "I speak for myself", like this: Hi, I am \_\_\_\_\_ and I speak for myself. Now it is your turn.



**Group Agreements:** (Use the list of group agreements provided. Feel free to add additional rules if the group wants to.)



\_\_\_\_\_ We will begin by going over some ground rules. I will call on a person to read each one.

Who wants to come up and read number "1"? Pick a volunteer to come up to say,

"Number 1 is raise your hand."

Who wants to come up and read number "2"?

Pick a volunteer to come up to say, "Number 2 is one person speaks at a time."

Who wants to come up and read number "3"?

Pick a volunteer to come up to say, "Number 3 is no put downs."

Who wants to come up and read number "4"?

Pick a volunteer to come up to say, "Number 4 is no question is a silly question."

Who wants to come up and read number "5"?

Pick a volunteer to come up to say, "Number 5 is it is okay to pass."

Who wants to come up and read number "6"?

Pick a volunteer to come up to say, "Number 6 is Confidentiality."

(You should ask the group what this means.)

Who wants to come up and read number “7”?

Pick a volunteer to come up to say, “Number 7 is give everyone a chance to speak.”

Does anyone have another ground rule they would like to use?

(Call on people and write down their suggestions)

### **ACTIVITY: Question of the Day?**



\_\_\_\_\_ Question of the day? Do you belong to any groups? If I asked somebody in the group you belong to “What is cool about you?” And, “Why do they like having you be part of the group?” “What would they say?”

Write your answer on page 3.

(Give people one minute to write their answers then ask if anyone wants to share what they wrote.)

### **ACTIVITY: Web of Community and Pride Time: 15 minutes**



**Goal:** to get to know each other better and give people pride in doing things that helps others.

**Materials:** a ball of yarn and people sitting in a circle.

#### **Directions:**



\_\_\_\_\_ Okay now we are going to sit in a circle. Hold the ball of yarn in your hand. Wrap the yarn around your hand 3 times.

Say one thing you do that is good for the people in your town. Things like: babysitting, recycling, picking up litter, belonging to a club, going to church. As you are talking unroll some of the yarn. When you are done, pass or toss the ball of yarn to someone else in the circle.


**Trainer Tip:** In the beginning, choose people who are not too shy and who can follow directions. If anyone repeats what somebody else said, encourage that person to come up with a different activity. If someone is having trouble thinking of something, give him or her examples.

After each person has said something, go around again *if you have time*. Ask people to make connections with what other people said. Start off with an example, say, "Patty said she helps out at coffee hour after church. I do that too." Again toss around the ball of yarn making even a bigger web.


Have one trainer write down people's answers on the easel paper. Specifically list the names of the places in the local community where people are helping out or volunteering such as, United Methodist Church, United Way, Habitat for Humanity, Fletcher Allen Hospital, etc.

**ACTIVITY: Showing the video.**



 \_\_\_\_\_ We are going to watch a video. This video is about two guys named Clyde. It tells the story of one guy who sits at home all the time and is a couch potato and about another guy who is always out in his community and real involved.

(After the video, take several minutes for discussion. Ask for people's reactions.)

 \_\_\_\_\_ Did you like the video? What stood out for you? What surprised you? What did you learn? What was your favorite part?

## **ACTIVITY: Finding Out What's Out There.**



**Directions:** Work in 3 small groups. Ask each group to go to one of 3 stations. Post easel paper with one of the following questions listed at each station.

- 1. WHERE CAN YOU GO TO FIND OUT ABOUT ALL THE GROUPS OR ACTIVITIES IN YOUR TOWN?**
- 2. WHERE CAN YOU VOLUNTEER IN YOUR COMMUNITY?**
- 3. WHAT KIND OF GROUPS CAN YOU BECOME PART OF?**

Each group has 3 minutes to write answers to the question on the easel paper. After 3 minutes, rotate to the next station. Do it again for the third station.



\_\_\_\_\_ Being Part of the Community – Finding out what's out there? It's our responsibility to be involved in our community.

Part of this responsibility is that we should try to give back to our community. One way we can do that is to get more involved in our community.



\_\_\_\_\_ Sometimes we might want to be part of an organization or group, but all the positions are filled. Can you think of a way we might help, even if we are not paid for our work? What about volunteering? What about the places we talked about? Which ones can you volunteer at? ALL of them!!! All you have to do is ask. Always remember, there is no harm in asking to be a volunteer. Most groups would love a volunteer.



## ACTIVITY: Bingo

**Time:** 20 minutes

**Goal:** to get to know everyone and find what you have in common with other people in the group.

**Materials:** Copies of the Bingo card, pens

**Directions:** Make copies of the Bingo card and hand them out to everyone. Make sure everyone has a pen or marker. A sample is at the end of this curriculum.



\_\_\_\_\_ The point of this Bingo game is for you to see who in this room also likes what you like in the community. You do not have to share any information you are uncomfortable with. Let's begin the game.

Fill in each square on your Bingo card BY FINDING SOMEONE IN THE GROUP WHO HAS HAD AN EXPERIENCE IN THE SAME AREA.

For example: if you've been to a rally at the State House, find someone else who has been to a rally at the state house. Be sure you each get to talk about that experience. When you complete 5 squares in a row, shout, "Bingo."

When the first person calls out Bingo, the game is over. Bring the whole group back together. Spend a few minutes getting people to talk about their experiences. Ask questions like:



\_\_\_\_\_ How many of you had done the same thing? Were you surprised to find that you had something in common? In some ways, having common experiences is one part of belonging to a community.

## **ACTIVITY: You Belong Out There**

### **Directions:**



\_\_\_\_\_ Let's talk about next steps. We've talked about how to be more involved in what happens to us in our everyday lives. What are some of the things we've talked about? We talked about knowing ourselves and being part of the community. I want each one of you to think about what the most important thing was you learned today. What is the thing you would like to do for yourself or your community? Maybe you've decided you want to get a different job, or move to a new place, or start a self-advocacy group in your area. Maybe you've decided that you want to become part of a community group in your area or you want to try and become a volunteer.



\_\_\_\_\_ I want everyone to close their eyes and think quietly for a minute about what you want your goal to be.  
(Wait 1 minute.)

What is the thing you would like to do for yourself or your community?  
Write down what you've decided to do.

(Call on a few people to share their answers.)



\_\_\_\_\_ Talk with your group to figure out some first steps you can take. Write down your idea and the steps in your workbook to take with you.

(If people are having a hard time coming up with next steps – share these ideas of how they can join a group.)



## JOINING A GROUP OR COMMITTEE

- ✓ Find out who can attend the meetings.
- ✓ Find out when and where the meetings are held.
- ✓ Attend several meetings as a visitor to decide if you want to be a member of the group.
- ✓ Find out how to become a member.
- ✓ Become a member.



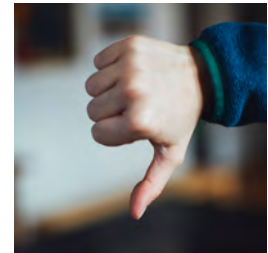
\_\_\_\_\_ Share your goal and steps with others. Decide if you would like our team to call you to help with ideas to reach your goal.

### Extra Activity: Put-downs and pull-ups.

**Time:** 30 minutes



**Goal:** to give people a chance to think about what to do and say when people are putting you down.



**Directions:** Divide into groups of 4 or 5 people. Each group should pick a reporter. Choose one of the stories and ask for a volunteer to read it aloud. Afterward, ask the group to come up with assertive things to say. Have someone write down your suggestions.

Congratulate the group for coming up with assertive (rather than passive or aggressive) suggestions of what to say.

(The next 2 pages include the stories taken from: *Shaking Off Stereotypes. Tools for Change: Building Knowledge and Creating Leadership for persons with developmental and other disabilities.*

*Advocating Change Together*, St. Paul, Minnesota.

**Scenario # 1: The Fashion Critic.** You're going to a movie with a group of people, including someone you don't know very well. You're a little early for the movie, so your group is waiting outside the theater, and talking about this and that. The person you don't know very well keeps making fun of the clothes and appearances of people passing by. He says, "Raiders! Ugh! I hate people who wear Raiders jackets! I think everyone who wears a Raiders jacket is a loser." You are wearing a Raiders jacket that your brother gave you. What do you do and say?

**Scenario #2: No Confidence.** You have volunteered to help your aunt clean out her basement because she's getting ready to move. She seemed a little uneasy when you said you would help her, and when you get to her house, she acts strange. She wonders if you will have trouble writing labels on the boxes and packing things carefully. As you work, she flutters around anxiously, making you nervous. You find a box of china dishes that needs to be repacked, because it's been stored in the basement for a long time and the cardboard box is wet and moldy. She warns you two or three times to be careful with her dishes, and finally says, "Here, just let me do that," and takes a dish out of your hands. The dish falls to the floor and breaks. What do you do and say?

**Scenario #3: Thanks, But No Thanks.** Your regular doctor has sent you to a specialist for some skin problems you're having. Your mother comes with you for your first appointment, but because you were running a little late, she dropped you off at the door of the office

building and went to park the car. You find the office by yourself, and tell the receptionist who you are. She hands you a clipboard with some insurance forms to fill out, then stops. "Can you do this by yourself, dear?" she asks in a sweet voice. You explain that your mother will be coming shortly, and if you need help, she can give it. The waiting room isn't crowded, but the receptionist points to the children's section anyway and suggests you sit over there. When you're done with your appointment and are scheduling another, she offers you a lollipop. What do you do and say?

**Scenario #4: So You Want Volunteers, Do You?** The synagogue you go to has classes for children on Saturday mornings, and at the beginning of every school year they ask for people to volunteer to help the teachers of the classes. This year they've been saying over and over that they are short of help and need volunteers, so you volunteer to help with a class of first, second, and third-grade children for a semester. The first Saturday goes wonderfully: you help the teacher set up an activity, and you enjoy coloring and drawing with the children. When the parents come to pick the children up, however, you notice that two or three of them are talking in the hall in low voices, and watching you as you clean up the classroom with the teacher. Later that week, you get a call from the teacher of the class, who says that some of the parents would rather that you didn't volunteer with the class. When you ask why, she says something vague about them worrying about the safety of their children. What can you think of to do in this situation?

Conclude the exercise by reminding participants of what assertive responses to put-downs are, referring back to the video if necessary.

**Action step:** Have participants take ten minutes to talk in pairs (five minutes each) about people who put them down, and how they could respond assertively. Ask participants to write down one thing they will do assertively as a result of this exercise.

**The following are some of the curriculums and resources included in part in this guide:**

Finding My Way Through Self-Determination in New York State, Self-Advocacy Association of New York State and the New York State Office of Mental Retardation and Developmental Disabilities.

Self-Advocacy Curriculum: Teaching Self-Advocacy to Adults with Disabilities, The Self-Advocacy Project, Alamance Community College, 224 E. Front St., Burlington, NC 27215.

Self-Advocacy: A Resource and Training Manual for Mental Health Consumers, Expatrients, and Psychiatric Survivors, Connecticut Self Advocates for Mental Health, Inc.

Shaking Off Stereotypes. Tools For Change: Building Knowledge and Creating Leadership for persons with developmental and other disabilities. Advocating Change Together, St. Paul, Minnesota.

A Student's Guide to the American Disabilities Act: Teacher's Resource Guide (Draft), Hospital Industries Program, Department of Rehabilitation Medicine at Maine Medical Center, Portland, Maine.

Speak Up for Yourself and Your Future, Department of Special Education, University of Vermont.

Taking Charge: Teenagers Talk About Life and Physical Disabilities,  
by Kay Harris Kriegsman, Elinor L. Zaslou, & Jennifer D'Zmura-  
Rechsteiner. Copyright 1992 by Woodbine House. Reprinted by  
permission of Woodbine House, Inc., Publishers.

Getting Organized: Connecting Personal Experience to Collective  
Action. Tools for Change: Building Knowledge and Creating  
Leadership for persons with developmental and other disabilities.  
Advocating Change Together, St. Paul, Minnesota.

Self Advocacy. Freedom. Equality and Justice For All. Tools For  
Change: Building Knowledge and Creating Leadership for persons  
with developmental and other disabilities. Advocating Change  
Together, St. Paul, Minnesota.

# BINGO CARD (1)

 <p><b>Belongs to a church</b></p>	 <p><b>Takes a class</b></p>	 <p><b>Gone to a rally</b></p>	 <p><b>Rides the bus</b></p>	 <p><b>Votes</b></p>
 <p><b>Uses a tablet</b></p>	 <p><b>Goes to a gym</b></p>	 <p><b>Volunteers</b></p>	 <p><b>Rides a horse</b></p>	 <p><b>Go to the state house</b></p>
 <p><b>Go to the movies</b></p>	 <p><b>Likes to babysit</b></p>	<p><b>FREE</b></p>	 <p><b>Gone on a date</b></p>	 <p><b>Text a friend</b></p>
 <p><b>Make Jewelry</b></p>	 <p><b>Play drums</b></p>	 <p><b>Painter</b></p>	 <p><b>Likes to Swim</b></p>	 <p><b>Bike rider</b></p>
 <p><b>Likes to cook</b></p>	 <p><b>Has a Job</b></p>	 <p><b>Have been in a Talent Show</b></p>	 <p><b>Likes to Play Board Games</b></p>	 <p><b>Likes Dogs</b></p>

# BINGO CARD (2)

 <p><b>Volunteers</b></p>	 <p><b>Go to the state house</b></p>	 <p><b>Gone to a rally</b></p>	 <p><b>Goes to a gym</b></p>	 <p><b>Singer</b></p>
 <p><b>Go to the movies</b></p>	 <p><b>Rides the bus</b></p>	 <p><b>Belongs to a church</b></p>	 <p><b>Gone to a zoo</b></p>	 <p><b>Takes a class</b></p>
 <p><b>Belong to a group</b></p>	 <p><b>Likes to Play cards</b></p>	<p><b>FREE</b></p>	 <p><b>Uses a tablet</b></p>	 <p><b>Play drums</b></p>
 <p><b>Sewing</b></p>	 <p><b>Text a friend</b></p>	 <p><b>Rides a horse</b></p>	 <p><b>Likes Dogs</b></p>	 <p><b>Has a Job</b></p>
 <p><b>Likes to garden</b></p>	 <p><b>Bike rider</b></p>	 <p><b>Walking and hiking</b></p>	 <p><b>Likes to babysit</b></p>	 <p><b>Likes to Swim</b></p>

# BINGO CARD (3)

 <p>Likes to garden</p>	 <p>Goes to a gym</p>	 <p>Walking and hiking</p>	 <p>Likes to babysit</p>	 <p>Rides a horse</p>
 <p>Uses a tablet</p>	 <p>Bike rider</p>	 <p>Volunteers</p>	 <p>Likes to Swim</p>	 <p>Go to the state house</p>
 <p>Go to the movies</p>	 <p>Likes to Play cards</p>	<p>FREE</p>	 <p>Gone on a date</p>	 <p>Text a friend</p>
 <p>Make Jewelry</p>	 <p>Play drums</p>	 <p>Goes to church</p>	 <p>Likes to Swim</p>	 <p>Taking a class</p>
 <p>likes to cook</p>	 <p>Has a Job</p>	 <p>Have been in a Talent Show</p>	 <p>Likes to Play Board Games</p>	 <p>Likes Dogs</p>



# BINGO CARD (4)

<p><b>likes to cook</b></p> 	 <p><b>Goes to a gym</b></p>	 <p><b>Have been in a Talent Show</b></p>	<p><b>Volunteers</b></p> 	 <p><b>Likes Cats</b></p>
<p><b>Likes to Play Board Games</b></p> 	 <p><b>Go to the state house</b></p>	 <p><b>Gone to a rally</b></p>	<p><b>Has a Job</b></p> 	 <p><b>Singer</b></p>
 <p><b>Belong to a group</b></p>	<p><b>Likes to Play cards</b></p> 	<p><b>FREE</b></p>	 <p><b>Uses a tablet</b></p>	<p><b>Play drums</b></p> 
<p><b>Go to the movies</b></p> 	 <p><b>Rides the bus</b></p>	<p><b>Like to swim</b></p> 	 <p><b>Gone to a zoo</b></p>	<p><b>Takes a class</b></p> 
 <p><b>Belongs to a church</b></p>	<p><b>Text a friend</b></p> 	 <p><b>Gone to a rally</b></p>	<p><b>Walking and hiking</b></p> 	 <p><b>Votes</b></p>